

Southern Oregon University Graduate Council

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

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations

Department Education Chair Roni Adams

Course # ED 424/524 Course Title Core Reflection

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.

Student choice between assignments VII and VIII in syllabus corresponds to one of the following bullets:

- Identify and analyze research studies on the educational effect(s) of core reflection or positive psychology in a literature review of at least (10) published, peer-reviewed sources; ***or**,
- Develop a method to gather relevant data that documents how curricula in a chosen school, program, or institution reflect learning goals that are grounded in principles of core reflection, positive psychology, and/or a strengths-based pedagogy.

- Create and apply a leadership/advocacy presentation or activity that summarizes and interprets the research activity completed above.

- Create and implement a lesson based on a mutually agreed upon topic from one of the course readings. Students will facilitate a class debriefing and be able to articulate their own original insights on self-development as it relates to the topic of the lesson.

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 written assignments required. Describe: **Review of Research OR Curricular Analysis**

- Review of Research (VII): After identifying a key question or set of questions on the use of core reflection in an educational setting, students will conduct a literature review of current research on applying core reflection, principles of self-development, or related educational practices in positive psychology. Students will be expected to critically read and evaluate at least (10) refereed journal articles or book chapters that allow them to produce a 10-12 page narrative paper that coherently synthesizes the research in your question area. The paper should conform to APA style.

OR

- Curricular Analysis (VIII): Graduate students will develop a method to gather data on how the principles of core reflection, positive psychology, and/or a strengths-based pedagogy impact teaching or learning as they are applied in a chosen school, program, or institution. They are expected to interpret and evaluate the data by assessing strengths of the approaches, areas for improvement, and key questions that would precede further study or for application in another context. Data and findings will be presented in a 10-12 page narrative paper that conforms to APA style.

Other activities/requirements. Describe: **Leadership/Advocacy Project + Lesson Implementation**

- Leadership/Advocacy Project: Based on students' research and findings from numbers VII or VIII above, they will create a leadership/advocacy presentation or professional development activity that calls on them to share their knowledge with a group outside of this class. Such settings may include: a community group of parents, care-givers, or school site council; a professional development or school inservice; an education conference; "publishing" research online; or applying findings in an appropriate context or teaching environment relevant to their current situation. Project parameters will vary, but demonstrable outcomes can include: a PowerPoint presentation, notes from an informational meeting facilitated and conducted off-campus, video or photo essay documenting a lesson or activity used in training other adults, or a copy of the paper or other published material used to disseminate information or to

advocate for educational change. Criteria for each project will be discussed on an individual basis in advance with the expectation that each contains evidence of personal leadership or advocacy and that each incorporates the student's review of research or their curricular analysis (from numbers VII or VIII above).

- Lesson Implementation: Each graduate student will create and implement a lesson for the whole class based on one of the weekly topics and set of readings. In keeping with the experiential nature of the course, the lesson will highlight intrapersonal, interpersonal, and active learning components thoughtfully designed to exemplify essential knowledge or skills used in core reflection. Following the lesson, the graduate student will facilitate a full class debriefing, pose key questions to deepen learning and understanding, and close by articulating their own original insights on self-development as it relates to the topic of the lesson.

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** 425/525
2. **Course title:** Play as a Core Curriculum (previously offered as Linking Play to Practice)
3. **Abbreviated title for class schedule (30 characters or less):** Play as a Core Curriculum
4. **Credit hours:** 3
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

Catalog description:

This course is intended to build awareness surrounding the importance and value of play in child development and human learning. Through a variety of hands-on experiences, students will engage in learning the fundamental principles and theories about the power of play in learning and brain development. Observing and involving themselves in authentic embodiment of play will help teachers apply active and open-ended play experiences as effective instructional approaches, promote whole child development, and support evoking curiosity, creativity, passion, love, and joy for learning.

5. **Prerequisites (to add each additional prerequisite, start a new line):** N/A
(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):** NA

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

7. **Major/Class restrictions:** Please indicate any class or major restrictions: N/A

8. **Is course repeatable?** Yes No If Yes, list maximum credits: 3

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

10. **Fees:** List any course fees: N/A

11. **Grade Mode:** Graded only: YES Pass/No Pass only: Option:

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

13. 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: 425 and 525 and and and

16. Strategic justification for proposed course:

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

This course is designed for Early Childhood Development/Elementary Education students to develop a strong understanding of the power of play for children in a safe and inclusive learning environment. Students will explore human potential by taking a closer look at the play in which children naturally explore their sense of self in relationships with others and the environment. Students will develop deeper understandings of play in the context of children's self-discovery and how it stimulates healthy mind and body growth while inspiring their awareness and connections to nature. This course will also provide a platform for students to reconnect to their own childhood memories and learning experiences, their senses of being and purpose, and innate capacities to become creative teachers. Through various individual and collaborative types of learning experiences, students will expand their perspectives with regards to instructional approaches and understandings of meaningful human learning.

B. **Alignment:**

1. How does this course align with the unit's mission plan?

This course seeks to add to the multifaceted dimensions of learning experiences for Early Childhood Development and Elementary Education Degree students. A central mission of degree programs in the School of Education is to provide the students with a strong course of study related to schools and society by fostering scholarship, instructional excellence, and professional leadership. Key to our undergraduate ECD/EE programs is their emphasis on solid understanding of human potential, and responsibility to set up meaningful learning contexts and experiences for their students. This course strives to prepare students to build strong intellectual, affective, and experiential connections to teaching through developmentally appropriate practices and philosophies. This course seeks to nurture the confidence required for graduates to enact and advocate for creative pedagogical practices in early childhood and elementary settings. We believe this perspective is an important component of a liberal arts education.

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

This course provides an opportunity for students in the Early Childhood Development/Elementary Education programs to develop their professional roles as innovative leaders and sensitive advocates for young children, families, and developmentally appropriate practices. The ECD/EE programs strongly emphasize the critical examination of theoretical models and current issues and practices facing the early childhood/elementary field. We embrace the view of the teacher as an inquisitive apprentice and lifelong learner. This course aligns with and fits into the unit's social critical curriculum framework. Another cornerstone of the program's mission is to support positive change and instructional excellence in early childhood/elementary settings. This course connects the program's knowledge base with the fundamental nature of human learning through play and to sustain a commitment to provide meaningful lifelong learning. This links the course to the unit's curriculum and also to the broader mission of SOU.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1- 20; Year 2 – 25; Year 3 - 25

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? Dr. Younghee Kim will be team teaching with Maureen Honeycutt, SOU Community Preschool director
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.

This course will be offered during the winter or spring term and/or later during summer term. The timing of course scheduling will be determined based on the needs of ECD/EE Degree students completing the major and integration course requirements and on faculty availability. Dr. Kim and Maureen Honeycutt will team-teach or alternate the teaching of this course as needed in load.

- 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.

As this course focuses on children's play, the course will be offered in the SOU Community preschool classroom, the outdoor playground, and one of the classroom spaces in the Education building when technology is needed or appropriate. The SOU Community Preschool has an extended art room will

create an open space for engaged learning and laboratory experience for students to observe and participate in children's play as appropriate.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course?

Yes. Beyond the required text, any other recommended books are readily available for check-out or through the inter-library loan system via Summit.

- b. Are any other resources needed to support this course? Yes.
If so, please explain how they will be obtained.

Students will observe and participate in children's play in an actual preschool classroom and the outdoor environment. Students will also use online resources and links for further research and virtual learning experiences. Students will use Moodle resources, and access to the internet will support the needs of this course.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? Minimal

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

It is not expected that this course will significantly affect the enrollment of students in other departments. This course will be available as elective credit options as the Elementary Education Degree students need to fulfill their required credit hours for graduation.

2. Will any of your prerequisites affect other academic programs? N/A

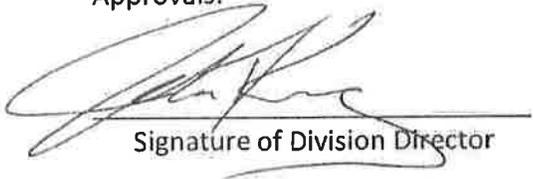
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

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

2/16/17
Date

4/29/16

Southern Oregon University Graduate Council

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

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations

Department Education Chair Roni Adams
Course # ED425/525 Course Title Play as a Core Curriculum

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.

This course will require graduate-level students to become informed consumers and builders for critical thinking on the content topics. Graduate students are expected to demonstrate higher level thinking skills of analysis, evaluation, and synthesis of information and to share their reflective thinking with others on online forums and class discussions. Graduate students are held accountable, as pre- and in-service teachers, for their professional communications skills, both in oral and writing formats, as well as maintaining professional demeanors in all class meetings.

Course Objectives for Graduate Students:

Graduate students will be able to:

- Apply and demonstrate professionalism, effective teacher dispositions, and strong communication skills
 - Apply a leadership role in class and online discussions to refine group discussion and facilitation skills and to promote critical and diverse perspectives
 - Analyze and evaluate current literature, applying critical thinking on the subject matter at a deeper level, and building a base of knowledge and skills across a broad spectrum
 - Synthesize research based information and create a higher level understanding on the issues/needs of play in its application to the curriculum and pedagogy of all ages (birth to adult learning).
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: _____

Graduate students will conduct a review of current research literature on the topics of play and critically read and evaluate at least six refereed journal articles or books.

Additional written assignments required. Describe:

Graduate students are held to higher expectations with additional written assignment – e.g., a research paper for extended analysis and synthesis of information on play. Graduate level students will demonstrate a deeper understanding of various research topics on play, such as, impact of play on brain development in neuro science, play for children with special needs or developmental delays, role of play for adults with mental health issues or PTSD, play as a “multitude” complex learning, play with multiple intelligences, play for infant mental health and/or social emotional development, play with Piaget and Vygotsky, play and mindfulness learning, and/or international/multicultural perspectives on play, etc. (The paper must be *no less than* 15 pages (at least 4000 words) including the references, with APA format.)

Students will report their findings of current research information data by presenting to the whole class and facilitating class discussions on their selected topic.

Other activities/requirements. Describe:

Graduate students will be required to facilitate online forum discussions on assigned articles by applying deeper analysis of course content through critical thinking. Graduate students also will be required to take a leadership role/advocate in class exercises and in-class discussions, small or large, to investigate and develop key questions on the topics and on applications in future classroom curriculum development and instructional pedagogy.

Southern Oregon University
School of Education
Spring 2017
Play as a Core Curriculum
ED425 CRN ---/ ED525 CRN ---

Instructors: Younghee Kim, Ph.D., EP 122, 541-552-8247, kimy@sou.edu

Office Hours: Tuesday-Thursday 12:00-2:00pm, or by appointment and email

Class Hours: Thursday 1:30-4:20pm

Classroom: Education/Psychology Building: EP 164 and SOU Community Preschool

“Dr. Brown defines play as being ‘an intrinsic part of our nature’ and that play has some defining characteristics: it is freely chosen, personally directed, and is intrinsically motivated... Play is essential to a joyful life.”- Play Symposium Lecture, Stanford University, July 12, 2014

“Many of our greatest thinkers locate their capacity for original and profound thought in their imaginative abilities, first developed through creative play in early childhood.” – Sharna Olfman

Course Description

This course is intended to build awareness surrounding the importance and value of play in child development and human learning. Through a variety of hands-on experiences, students will engage in learning about the fundamental principles and theories about the power of play in learning and brain development. Observing and involving themselves in authentic embodiment of play will help teachers apply active and open-ended play experiences as effective instructional approaches, promotion for whole child development, and support for evoking curiosity, creativity, passion, love, and joy for learning.

In this practical and dynamic learning format, participants will experience, observe, journal, reflect, and discuss the play process as an inspiration for deeper awareness of the source of creative energy, a positive force, and a safe context for constructing meaning, self-knowledge and feelings, and revitalizing the human spirit and wisdom (Nell & Drew, 2013).

Course Objectives

Some of our hopes and dreams for the class include the following basic parameters:

- Children’s sense of being and purpose develops with their curiosity, awe and wonder through natural play.
- Children should experience all aspects of life through play: Physical, emotional, social, cognitive, behavioral, psychological/motivational, and spiritual.
- An integrated, intentional approach supports children as they learn how to develop their minds, discover their strengths and interests, and endless potential.
- Children use their hearts as they learn how to get along with others and understand and accept who they are as individuals.

To add Course Objectives for Graduate Students from split-level form.

- ❑ Teachers must have a deeper understanding of play in children lives and their relevance, in particular, through open-ended, child-initiated, and therefore intrinsically inspiring, hands-on experiences.
- ❑ Classrooms should be spaces that are safe, encouraging, free of movement, and facilitate creativity. Nature is the best kind of classroom that children thrive in.

There will be opportunities in this class to explore the human potentials through taking a closer look at the play in which we engage in our daily lives, and at the sense of awe and wonder within children and ourselves. Together, we will contemplate the play that inspires curiosity and the inquiries that stimulate our mind and body, and the importance of that awareness, presence, authenticity in learning and development. This process stimulates adults to reconsider their sense of purpose and being, which for many, may have been removed from the childhood experiences. Through various individual, interactive, and open-ended types of play, adults can also connect to their personal strengths and joy as a basis for encountering deeper levels of self-discovery and intuition. These experiences will bring out the non-duality of our essential qualities as humans, and the importance of nurturing those in loving relationships with children, ourselves, and others.

This class will collaborate with the SOU Community Preschool summer program (Director: Maureen Honeycutt) and use the preschool as a lab component for play, observation, reflection, and debriefing.

What are your hopes and dreams for this class? How will you make this class a meaningful one?

Textbook and Readings*

Brown, S., & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. New York, NY: Penguin Group, Inc.

Nell, M.L, Drew, W.F., & Bush, D.E. (2013). *From play to practice: Connecting teachers' play to children's learning*.

*Additional readings will be assigned and hard copies or electronic links may be provided in class.

Assignments

I. Attendance, Punctuality, Preparedness, Readings, Discussions, and Participation and Contribution (20 points): Much of what this class offers requires your complete attendance and committed engagement. Students are required to attend ALL class sessions since the term of this class is so short. Therefore, perfect attendance, regular punctuality, preparedness in readings and assignments, and openness to participating in each play activity and exercise are expected in order to receive full points. Each class is worth up to 5 points, and absences receive 0 points. Partial points for anything less will be considered at the instructors' discretion. As a professional courtesy, prompt communication is appropriate if unforeseen circumstances prohibit complete or timely attendance.

II. Play-Inspired Observation (10 points): Students will keep an observational play journal to record their personal impressions, thoughts, feelings, insights, understandings of children as they are engaged in various forms of play and their learning and thinking process. This will take place during class

time while the class joins the SOU Community preschool at SOU. Students are required to summarize their play inspirations at the end of the day and bring a one-page typed summary the next day to class. This observation will be used as the basis for class discussions and inquiries, which will provide a deeper level of understanding of how children learn through play and how play is a source of their holistic development, including cognitive, language, social, emotional, physical, and adaptive dimensions as well as life. The observations may be adapted to self-awareness on student themselves while engaged in play during the class activities. Students are expected to submit a hard copy, play-inspired observation summary (min. 3 pages).

III. Group Play Discovery Experiences (20 points): Students will create and lead a group play experience for the class. This play experience will take approximately a half hour following debriefing with the class. This exercise should exemplify free explorations, discoveries, inquiries, creative movements, musical intuitions, artistic expressions, and/or spiritual inspirations through open-ended play (not the product, but rather the process). Every presenter is expected to prepare and organize their play experience before class, and all members of the class are expected for equal participation, commitment, and professionalism for an authentic and meaningful learning experience.

IV. Linking the “Play to Practice” Plan Outline (20 points): Students are expected to prepare a proposal in linking play to their own professional and/or personal practices (e.g., teaching, work, counseling, etc.) They will apply seven principles of self-active play for adults (refer to chapter 2 by Nell et al. book). Students must brainstorm a minimum of three different ways to bring play into practices and life in order to demonstrate their new learning on play through the notion of “learn about it, know it, and live it.” Students will have to demonstrate a strong rationale of the plan, based upon the following critical questions:

- Why is it important to bring play to teaching/practice?
- How do you want to integrate play into your teaching, students’ learning? In what ways?
- What kinds of playful spirits (joy, happiness, inspiration, timelessness, or flow) would you like to create in your life, for your students, and at your work? How would they look like?

Students will present to the whole class in action (approximately 20 minutes including 10 minutes debrief) and submit their plan outlines in a PowerPoint slide format on Moodle.

V. Final Essay and Play Book Responses/Reflection (30 points): Students will be expected to write a final essay paper on their learning experiences from the class and reflections upon reading the *Play* book by Dr. Stuart Brown. This paper will encompass some of the highlights of their learning experiences that they would like to revisit, any reflections on transformation that occurred during the class period (e.g., from play with children, observation of play, play presentations, readings and reflections, etc.), personal growth, and newly gained understandings from *Play* that will help them incorporate holistic approaches that integrate play into their teaching, life, and practices.

Please consider the following guidelines:

- From the book “*Play: How it shapes the brain, opens the imagination, and invigorates the soul*” by Dr. Stuart Brown, provide **three** concrete examples from the book that will support your essay. (Please cite the page numbers when using direct quotes.)

- In what ways have you grown to become a holistic educator through the class experiences? Provide **three** specific examples that you experienced either in class activities and discussions or student presentations that may have inspired you the most.
- Use your play observations to answer this question: What was your moment of inspiration, and how did that experience affect your insights on linking play to your teaching/practice? Include **three** examples from your play observations (on children, or yourself or others) as examples to support your statement.
- Any other inspirations that you would like to discuss in your essay.

Assignments must be typed, double-spaced, with one-inch margins; please use a 12-point in Times New Roman. Correct conventions and college level writing are expected. *The final paper is due on class Moodle during the 10th week.* Undergraduate expectation: The paper should be at least 4-5 pages (at least 1500) words).

Grading and Evaluation (Undergraduate)

96-100 = A	90-95 = A-	88-89 = B+
84-87 = B	80-83 = B-	79-77 = C+
74-76 = C	70-73 = C-	67-69 = D+
64-66 = D	60-63 = D-	less than 59 = F

Graduate Learning Objectives and Assignments

In addition to meeting all the expectations for undergraduates listed above, graduate students are also expected to meet the following learning objectives through the additional assignments described below.

Graduate students will be able to:

- Apply and demonstrate professionalism, effective teacher dispositions, and strong communication skills
- Apply a leadership role in class and online discussions to refine group discussion and facilitation skills and to promote critical and diverse perspectives
- Analyze and evaluate current literature, applying critical thinking on the subject matter at a deeper level, and building a base of knowledge and skills across a broad spectrum
- Synthesize research based information and create a higher level understanding on the issues/needs of play in its application to the curriculum and pedagogy of all ages (birth to adult learning).

V. Final Essay and Play Book Responses/Reflection (See description above)

Graduate expectation: The paper should be at least 8-10 pages (at least 2400 words).

VI. Research Paper on Play for Graduate Level Students (25 Points):

Graduate students will need to prepare a research paper on the power of play. This paper may focus on interest topics by the student. Graduate students will conduct a review of current research literature on the topics of play and critically read and evaluate at least six refereed journal articles or books. Potential topics may include: Impact of play on brain development in neuro science, play as a therapy for children with special needs, role of play for adults with mental health issues or PTSD, play as a “multitude” of complex learning, play with multiple intelligences, play for infant mental health and/or social emotional development, play with Piaget and Vygotsky, play and mindfulness learning, and/or international/multi-

cultural perspectives on play, etc. The paper must be *no less than* 15 pages (at least 4000 words) including the references, with APA format.

In addition, students will report their findings of current research information and data by presenting to the whole class and facilitating class discussions on their selected topic.

Grading and Evaluation

119-125 = A 114-118 = A- 112-113 = B+
 108-111 = B 103-107 = B- 100-102 = C+
 <99 (See Instructor)

Course Assignments	125 Pts.	Assignments Due
I. Attendance/Readings/Leadership/Contribution/Professionalism	20	Every class/online
II. Play-Inspired Observation	10	Week 3
III. Group Play Discovery Experiences	20	Week 5
IV. Linking the “Play to Practice” Plan Outline	20	Week 8
V. Final Essay and Play Book Responses/Reflection	30	Week 10
VI. Research Paper on Play for Graduate Level Students (Grads)	25	Finals Week

References:

Bos, B. & Leeman, M. (2006). *Bev Bos chants, fingerplays, and stories*. Roseville, CA: Turn the Page Press, Inc.

Bos, B. & Chapman, J. (2006). *Tumbling over the edge*. Roseville, CA: Turn the Page Press, Inc.

Bos, B. (1990). *Together we're better: Establishing a coactive learning environment*. Roseville, CA: Turn the Page Press, Inc.

Brown, P. (2013). *Let them be eaten by bears: A fearless guide to taking our kids into the great outdoors*. New York, NY: Penguin Group, Inc.

Elkind, D. (2007). *The power of play: Learning what comes naturally*. Philadelphia, PA: Da Capo Press.

Elkind, D. (1981, 2006). *The hurried child: Growing up too fast too soon*. Cambridge, MA: Da Capo Press.

Gray, P. (2013). *Free to learn: Why unleashing the instinct to play will make our children happier, more self-reliant, and better students for life*. New York, NY: Basic Books.

Kohn, A. (1999). *The schools our children deserve*. Boston, MA: Houghton Mifflin.

Crowell, S., & Reid-Marr, D. (2013). *Emergent teaching: A path of creativity, significance, and transformation*. Lanham, MA: R&L Education.

- Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: Harper & Row.
- Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. New York, NY: HarperCollins Publishers.
- Hanscom, A.J. (2016). *Balanced and barefoot: How unrestricted outdoor play makes for strong, confident, and capable children*. Oakland, CA: New Harbinger Publications Inc.
- Hodgins, D. J. (2009). *Boys: Changing the classroom, not the child*. Daniel J. Hodgins.
- Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: ASCD.
- Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.
- Mraz, K., Porcelli, A., & Tyler, C. (2016). *Purposeful play: A teacher's guide to igniting deep and joyful learning across the day*. Portsmouth, NH: Heinemann.
- Miller, J. P. (2007). *The holistic curriculum (2nd ed.)*. Toronto, Canada: University of Toronto Press.
- Miller, J. P. (2006). *Educating for wisdom and compassion: Creating conditions for timeless learning*. Thousand Oaks, CA: Corwin Press.
- Miller, J. P. (2000). *Education and the soul: Toward a spiritual curriculum*. Albany, NY: State University of New York Press.
- Murphy, L. (2016). *Lisa Murphy on play: The foundation of children's learning*. St. Paul, MN: Redleaf Press.
- Paley, V.G. (2004). *A child's work: The importance of fantasy play*. Chicago, IL: The University of Chicago Press.
- Paley, V.G. (1984). *Boys and girls super-heroes in the doll corner*. Chicago, IL: The University of Chicago Press.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14.

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/ssj>. 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.

Southern Oregon University

Science and the Young Child

ED 537 CRN # 8846

Summer 2017

Instructor: Susan Faller-Mitchell
541-552-6919 (office)
fallers@sou.edu

Course Description

Utilizes science investigations common in an elementary classroom to deepen scientific understanding for the adult learner while also exploring the developing mind of the young child. Addresses current societal problems and the role of scientific and technological advances in finding solutions through project-based inquiry.

Learning Objectives / Outcomes

- Graduate Students will study themselves as science students and analyze the cognitive processes by which they are able to master content. They will further reflect on their attitudes and beliefs about science and its importance in society.
- Graduate Students will evaluate a series of science discovery activities for young children. They will use knowledge of the young brain and developmentally appropriate practice to document the efficacy of the explorations and identify appropriate changes to ensure the concepts are accessible to young children.
- Graduate Students will facilitate an in-depth online discussion in which they present an initial prompt requiring undergraduate students to draw upon their critical thinking skills to participate in the discussion. Graduate students will extend their leadership skills by presenting follow-up comments and questions to create a dynamic conversation focusing on a relevant article for science and young children.
- Graduate Students will research a current issue in society and link science and technology to the efforts to resolve this problem.

Enduring Understandings

- 1) Curiosity leads to discovery.
- 2) The way children feel about themselves and their world influences their curiosity.
- 3) Our emotions are critical to learning because they arouse interest and prioritize our focus.
- 4) Questions can be answered through research, observation, and experimentation.

- 5) The most natural way for people to understand their environment is to interact with it.
- 6) Many of society's problems are solved through human ingenuity and technology.

Essential Questions

- 1) How can we use scientific inquiry to find answers to our questions?
- 2) How do people solve problems using the tools of science and technology?
- 3) In what ways is science integrated into other aspects of our lives?
- 4) How do adults build conceptual understanding in the scientific discovery process?
- 5) How do children compare to adults in their construction of scientific principles?
- 6) What is inquiry and how is it valuable to us outside of the study of science?

Next Generation Science Standards

National Science Education Standards

- Science as Inquiry
 - All students should develop abilities necessary to do scientific inquiry
- Physical Science
 - All students should develop an understanding of properties of light, heat, electricity, and magnetism
 - All students should develop an understanding of position and motion of objects
- Life Science
 - All students should develop an understanding of the characteristic of organisms
 - All students should develop an understanding of organisms and environments
- Science and Technology
 - All students should develop an understanding about science and technology
- History and Nature of Science
 - All students should develop an understanding of science as a human endeavor
- Science is Personal and Social Perspectives
 - All students should develop an understanding of changes in environments
 - All students should develop an understanding of science and technology in local challenges

Required Text or other media

Harlan, Jean D. and Rivkin, Mary S. Science Experiences for the Early Childhood Years (10th edition). If available

Additional reading:

There will be a variety of professional journal articles incorporated into the course.

Course Format

Student will complete a self-study analysis highlighting their enhanced scientific knowledge through the course activities as well as their personal growth as a life-long learner.

- Section one: Initial reflection at the beginning of the course regarding the student's own comfort level with scientific concepts.
- Section two: Reflection on the quality of your leadership for the online discussion related to journal article. This will include thoughts about the quality of the full discussion in your group forum.
- Section three: Student's own research into an important scientific concept and its connection to a current problem in society. The focus will be their own inquiry and more sophisticated questions that arise from the research.
- Section four: Analysis of six "Discovery" experiments that students conduct on their own. Analysis should contain thoughts about the efficacy of the experiment in teaching children scientific concepts. Include thoughts about ways to improve the experiments and extensions that would enhance the learning.
- Section five: Final reflection at the end of the course regarding the student's own attitude and comfort about science.

Assignments

1. **Personal Reflections**

- a. Students will write a paragraph sharing their initial thoughts about themselves as a teacher of science or a person who thinks scientifically. Upload to Moodle Assignment Link **Due June 22nd**
- b. Students will write a closing paragraph at the end of the course regarding their opinions of themselves as a science teacher or a person who thinks scientifically. Upload to Moodle Assignment Link. **Due July 15th**

2. **Read Chapter One (Science Experiences for the Early Childhood Years).**

Create an outline of notes (one - two pages) capturing the essence of the chapter. Use headings, subheadings, bullet points.

Submit through Assignment Link on Moodle.

Due June 24th

Read Chapter Two (Science Experiences for the Early Childhood Years).

There are several experts cited in this chapter. Choose one and conduct *additional* research. Use APA style to *cite* the source(s) you incorporate into your writing.

Include the full citation at the end of your paper. Explain how you will incorporate their theory into your approach for teaching science to young children. (1-2 pages min.)

NON-EDUCATION Majors - Optional assignment:

Choose either the sense of initiative or the sense of industry. Consider the importance of these personality trends to today's youth as well as adults. Why should we as parents, community leaders, or teachers care? Conduct additional research. Use APA style to cite the source(s) you incorporate into your writing. Include the full citation at the end of your paper (1-2 pages min.)

Submit through assignment link on Moodle.

Due June 27th

3. **Read Chapter Three** (Science Experiences for the Early Childhood Years).

There are many instructional strategies presented in this chapter. Using the science lesson/activity you plan to video for this class, highlight two strategies you plan to use to make this most effective. (250 word min.)

Submit through assignment link on Moodle.

Due June 29th

4. **Forum Discussions:**

Students will participate in regular online discussions.

- a. **Community Building:** Write a short message introducing yourself to others in the class. Tell us some things about yourself and your educational goals. Post into our *Community Building Forum*.

Due June 21st

- b. **View** www.changingbrains.org website.

Part 1: Watch three videos and summarize the key points in each. These summaries should be one paragraph each.

Upload to Moodle link

Due June 30th

Part 2: Then, synthesize the information from these videos to write an informational piece for parents highlighting what you believe they should know about the brain of young children. This paragraph should be written as if it were going to be included in a parent newsletter.

Upload to the *Changing Brains Forum*

Due July 2nd

Part 3: Read through a few posts of your classmates from the perspective of a parent. Respond to at least **three** of your classmates with your thoughts and reactions. Your responses should be of significance with specific and thoughtful wording.

Due July 7th

c. **Group Discussion:**

- i. Read the articles posted on the Moodle site.
 1. *Graduate students* will serve as the facilitator for one of the articles. Facilitators create a discussion prompt that will bring out a deeper evaluation of the article. Start the discussion thread by **July 2nd**
 2. Students will respond to each of the facilitator prompts in their group **only. Participate in all three forums.** Facilitators will read the responses from classmates and interact with follow-up thoughts and questions.
[6 pts. per response x 3 articles = 18 pts.]

Everyone in the group should work to carry on deep discussions regarding the three articles throughout these two weeks. Plan to reply to at least three classmates within each of the three forums.

[up to a total of 6 pts. for replies x 3 articles = 18pts.]

Group discussion will run for two weeks.

July 2nd – July 16th

3. Each student will reflect on the quality of the two-week discussion. This one-paragraph reflection will be submitted through a Moodle Assignment Link. **Due July 16th**

5. **Videotape of Science Teaching:**

- a. Students will choose a science experiment designed for the **young** child from the text or other resource. They will videotape this experiment either teaching a group of children (with parent permission) or as a lesson young children could watch at home. This should be about 5 -10 minutes in length and uploaded to YouTube as an *unlisted* video or to a Google Drive. Students will post the YouTube or Google Drive link in the Moodle Forum along with a brief description of the video lesson.

Due July 7th

- b. Students will view at least **three** videos from classmates and provide some brief and positive feedback through the *Science Teaching Forum*.

Due July 10th

- c. Each student will then choose one of the lessons viewed. Thinking about the scientific concept being taught in this lesson, they will write a one-page expository paper in which they extend the scientific concept from this lesson to consider related but more sophisticated questions. They will make connections to real-world issues and suggest ways science and technology could be used to solve problems. In essence, they are taking a lesson for children and extending it as an adult thinker. **Due July 13th**

6. Midterm and Final Exam.

These exams will be handled online. The exams will be essay style in which they can use the text and articles presented in the course to apply their understandings and demonstrate their ability to use critical thinking skills. Students will be required to complete the exams on the first attempt. These exams can be taken anytime but once opened, will be available for only a two-hour period of time.

Midterm: Thurs. June 30th deadline

Final: Thurs. July 14th deadline

7. Practice the Science:

Students will choose six discovery experiments to complete on their own. It is especially rewarding to conduct these experiments with a young child – but certainly not required. These are due on six different dates (see due dates). Reflect on the effectiveness of the experiments as well as connections to real world application. Analysis should contain thoughts about the efficacy of the experiment in teaching children scientific concepts. Include thoughts about ways to improve the experiments and extensions that would enhance the learning. Write a 150 – 200 word narrative for each experiment.

Submit through the Moodle Assignment link.

Experiment #1	June 25th
Experiment #2	June 28th
Experiment #3	July 1st
Experiment #4	July 6th
Experiment #5	July 9th
Experiment #6	July 14th

8. Extension to Real World:

Research a current issue facing society. Write a formal research paper (4-5 pages) documenting your findings and including your thoughts regarding the work being done in society to resolve related problems. Create a WIKI highlighting how science and technology is being used to address this issue.

Due July 12th

Criteria for Grading–Grade Scale

95 – 100% = A
91 – 94% = A-
88 – 90% = B+

84 – 87% = B
80 – 83% = B-
79 – 77% = C+

73 – 76% = C
72 – 70% = C-
69 – 67% = D+

63 – 67% = D
62 – 60% = D-

Late Work Policy

Students are expected to complete assignments by the given due date. Contact the instructor prior to the due date if there is a significant problem. Points will be deducted for late work.

Assignment Overview

Assignment	Point Value	Due Date
<i>Forum:</i> Community Building	5	6/21
<i>Assignment:</i> Initial reflection on yourself as a science teacher	5	6/22
<i>Assignment:</i> Chapter One notes/outline	10	6/24
<i>Assignment:</i> Practice the science experiments done at home #1	10	6/25
<i>Assignment:</i> Chapter Two – Discussion about experts	10	6/27
<i>Assignment:</i> Practice the science experiments done at home #2	10	6/28
<i>Assignment:</i> Chapter Three - Strategies	10	6/29
Midterm (covers chapters 1-3 of text)	20	6/30
<i>Assignment:</i> Changing Brains website - summaries	12	6/30
<i>Assignment:</i> Practice the science experiments done at home #3	10	7/1
<i>Forum:</i> Changing Brains website - paragraph	10	7/2
<i>Assignment:</i> Practice the science experiments done at home #4	10	7/6
<i>Assignment:</i> Videotaped science teaching lesson	20	7/7
<i>Forum:</i> Changing Brains website – response to three classmates	9	7/8
<i>Assignment:</i> Practice the science experiments done at home #5	10	7/9
<i>Group Forum</i> – Facilitation and discussion re: science articles	36	7/2 – 7/16
<i>Forum:</i> Feedback to three peers regarding their videotaped lessons	9	7/10

<i>Forum</i> : Extension Activity	15	7/12
<i>Assignment</i> : Expository narrative re: one science video lesson	10	7/13
<i>Assignment</i> : Practice the science experiments done at home #6	10	7/14
Final Exam (covers science articles)	20	7/15
<i>Assignment</i> : Reflection on group discussion re: science articles	5	7/16
<i>Assignment</i> : Final Reflection on yourself as a science teacher/ or / person who thinks scientifically	5	7/16

TOTAL: 271

Course Schedule

Week 1 June 20 - 27	<p><i>Forum</i>: Building a Community</p> <p><i>Assignment</i>: Initial Reflection</p> <p><i>Assignment</i>: Chapter One outline</p> <p><i>Assignment</i>: Chapter Two experts' paper</p> <p><i>Assignment</i>: Practice the Science #1</p>
Week 2 June 27 – July 4	<p><i>Assignment</i>: Chapter Three instructional strategies</p> <p>Watch at least three videos on www.changingbrains.org</p> <p><i>Assignment</i>: Changing Brains summaries</p> <p><i>Forum</i>: Changing Brains paragraph</p> <p><i>Forum</i>: Facilitators post prompts for four science articles</p> <p><i>Assignment</i>: Practice the Science #2 and #3</p> <p><i>Midterm</i> – June 30 (6 pm – 8 pm)</p>
Week 3 July 4 - 11	<p><i>Assignment</i>: Practice the Science #4 & 5</p> <p><i>Forum</i>: Changing Brains – responses to classmates' paragraphs</p> <p><i>Forum</i>: (Week 1) Three science articles – respond to prompts / replies to classmates</p> <p><i>Forum</i>: Videotape yourself teaching science lesson – post link. Watch and give feedback to three classmates</p>
Week 4 July 11 - 17	<p><i>Assignment</i>: Practice the Science #6</p> <p><i>Assignment</i>: Expository narrative re: science teaching</p> <p><i>Forum</i>: (Week 2) Three science articles – respond to prompts / replies to classmates</p> <p><i>Assignment</i>: Reflect on forum discussion re: science articles</p> <p><i>Forum</i>: Science Extension Activity</p> <p>Final Exam</p> <p><i>Assignment</i>: Final Reflection</p>

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/ssj>. 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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Southern Oregon University Graduate Council

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

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations

Department Education Chair Roni Adams

Course # ED 437/537 Course Title Science and the Young Child

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 study themselves as science students and analyze the cognitive processes by which they are able to master content. They will further reflect on their attitudes and beliefs about science and its importance in society.
 - Graduate Students will evaluate a series of science discovery activities for young children. They will use knowledge of the young brain and developmentally appropriate practice to document the efficacy of the explorations and identify appropriate changes to ensure the concepts are accessible to young children.
 - Graduate Students will facilitate an in-depth online discussion in which they present an initial prompt requiring undergraduate students to draw upon their critical thinking skills to participate in the discussion. Graduate students will extend their leadership skills by presenting follow-up comments and questions to create a dynamic conversation focusing on a relevant article for science and young children.
 - Graduate Students will research a current issue in society and link science and technology to the efforts to resolve this 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.

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

Additional readings required. Describe:

Additional written assignments required. Describe:

- Graduate students facilitate forum discussions on assigned articles. They will be responsible for developing all of the discussion prompts related to an assigned article. They are also expected to provide additional information, materials, and links to online resources to extend the learning for undergraduate students in their discussion group.
- Graduate students will be required to conduct formal research into a current issue in society and make connections to scientific concepts and the use of technology as leaders work to resolve problems. This paper will include an opportunity for graduate students to reflect on the priority being given to this topic and the quality of the work being done to resolve the related problems.

Other activities/requirements. Describe:

- Graduate students are held to higher expectations for their research-based WIKI project.
- Graduate students are required to extend the analysis of various science explorations designed for young children. They will be synthesizing their knowledge about the brain and developmentally appropriate practice to determine the efficacy of the explorations.

Southern Oregon University

School of Education

Fall 2017

ED 438/538 Children Around the World (3 Credits)

Instructor: William L. Greene, Ph.D.
Contact: Office (EP 120), Phone (541-552-6921), and E-mail [greenew@sou.edu]
Office Hours: By appointment via email, phone, live, or online conference
CRN: ED 438 = #4338; ED 538 = #4339
Classroom: Online (Moodle)

Course Overview and Description

Students will study the unique characteristics of early childhood practices from global perspectives and to integrate new insights to a holistic and developmentally appropriate framework of early education. This course will explore diverse practices and philosophies around the world based on cultural, historical, societal, political, economic, geographical, and environmental conditions. Students will develop understandings of multiple perspectives on raising young children in different world contexts. Students will also engage in critical inquiry of what these perspectives can offer current approaches to educating young children. Students will have opportunities to examine their own beliefs and values in light of the rich human wisdom inherent in these approaches to early education in order to draw the best out of young children.

Diversity encompasses differences of ethnicity, race, gender, language, religion, age, socioeconomic condition, individual culture and style, beliefs and values, exceptionalities, and time and place. Students will explore various cases of diversity, historical and societal systems of privilege and inequalities, disparity of human and natural resources, issues of access and poverty, mainstream versus marginalized life conditions, impact of industrialization and modernization in human development, impact of environmental and/or technology enhancement, and issues of nurture versus nature. An interdisciplinary framework will provide multiple ways of knowing by integrating insights in child development and cultural diversity from anthropology, psychology, education, philosophy, indigenous studies, and the humanities. The following is a list of topics that will be included in this course:

- Cross-cultural awareness and validation of child rearing practices
- Intra-personal, self-awareness of our own culture in understanding early experiences
- Inter-personal, cross-cultural communication and discourse in understanding child development and growth
- Historical backgrounds, issues of social justice, access to human and natural resources, cultural context of beliefs and values
- Constructivist learning approaches and developmentally appropriate practices
- Creative, cooperative, and open-minded styles of learning and teaching
- Representations of young children, parenting, and teaching in works of literature and the arts from a variety of cultures, ethnic groups, and geographic locations
- Visionary international approaches to early education

Despite well-documented, long-term benefits, early childhood education remains the “forgotten link” in education policy around the globe. A comprehensive UN study found that roughly half of the world’s countries have no policy regarding early childhood and provide woefully inadequate financing for this critical age group. Devoting more resources, especially to the most disadvantaged children, should be the first step of broader national early childhood care and education policies, said a report that was commissioned by the UN Educational, Scientific and Cultural Organization (UNESCO). This class will be an opportunity for early childhood educators to be engaged in critical inquiry and to expand their understanding of the dynamics of educational change around the world. Students will be more prepared to engage in public discussion and advocacy issues that require analyzing the effects of power differences within and between cultural groups, to be able to describe the impact of global circumstances in local community settings, and to bring larger perspectives on child development to classroom settings or elsewhere.

In a professional culture, the teacher assumes an active role in leading educational reform for the enhancement of teaching and learning. This course prepares professional educators to exercise instructional leadership through bringing their practice into alignment with their core qualities and commitments. See below for a list of the *Early Childhood Development program outcomes.

If we are to understand ourselves and our times, and to provide lovingly meaningful experiences for today's young children, we need to understand the web of philosophical legacies left by the pioneers and how they connect with our own." - Tricia David -

Proficiencies

You will be expected to:

- (1) discern salient features of the historical, geographical, cultural, and practical contexts of early childhood education through reading and online discussions;
- (2) apply insights in your work with young children, synthesizing discoveries on early learning, child development, and indigenous, local, and global perspectives on the diverse nature of human growth;
- (3) conceptualize developmentally appropriate curriculum adaptations and effective teaching strategies to serve diverse young learners with global perspectives in mind.

Course Objectives

You will also be expected to:

- (1) develop an understanding of their own beliefs, values, and attitudes regarding diversity and child development through reflection of own early childhood experiences;
- (2) recognize the issues and needs around multicultural awareness and competences through readings and critical perspective dialogues;
- (3) display sensitivity to cultural and individual differences in child rearing and early childhood education in familial, political, economic, societal, geographical, and environmental contexts;
- (4) explore historical developments and societal needs and changes in the education of young children and identify examples of human wisdom in raising children, family and community involvement, and best practices in early childhood education (e.g., Reggio Emilia program);

- (5) examine societal and cultural power structures and explain their relationship to social class, race, gender, religion, age, and other systems of privilege and inequality in child rearing and early childhood practices;
- (6) demonstrate why and how curriculum should be modified to maximize potentials and abilities of young children; and,
- (7) refine currently used strategies of building developmentally appropriate early childhood education with global perspectives in mind.

Course Expectations

A Note About Online Course Delivery and Your Participation (and *Presence!*)

Class participation is an opportunity for learning as well as contributing to the learning of others. This is an intense course format. You need to be sure, up front, that you are able to devote the necessary time in order to be successful. You will be expected to: participate by logging on to the course regularly and multiple times each week and as needed; complete weekly assigned readings on schedule; and, participate in activities and discussions in a timely manner. It is an expectation that you will monitor all Moodle discussions, even those you may not respond to directly. If you are unable to participate in frequent online activities, notify the instructor immediately.

You will be sharing many ideas, resources, and questions with other students. In all of our interactions, it is essential that we take great care that our words are constructive, affirming, sensitive to the feelings of others, and above all, *kind*. We are all learners together, and our online community will be a perfect environment for putting into practice what we know about creating conditions for others (and ourselves) to thrive. Additional objectives and expectations for **graduate students** (ED 538) are noted in the (*) sections below.

Course Assignments

1. Class Attendance/Readings/Discussions (10 weeks x 10 points = 100 pts.)

Discussion forums will be posted every week for your thoughtful responses. Prompts are based on the assigned readings, projects, and on-going class discussions. Access to each week's forum is through our *Moodle* menu. Here you will have opportunities to show your understanding of course material and to reflect, comment, question, and respond to each other. I hope that sharing and hearing personal perspectives on various issues will spark lively and stimulating discussions. Over the coming weeks, your online participation will be collectively considered in terms of the depth and thoughtfulness of your comments, the connections you demonstrate to the course content, and your sensitivity in responding to the remarks of others. Your regular presence online, engagement in all forums and assigned responses, and professionalism are required to qualify for full points in this area.

You are expected to:

- (a) read the assigned articles from online sources and the chapters from the texts listed in the syllabus;
- (b) record reading notes and/or create graphic organizers to help you process content; and,
- (c) actively participate in online class discussions related to weekly assignments.

Please observe all assignment due dates! Late assignments result in a **substantial reduction** (usually 50% of the point value each day) in the grade. Late assignments may be accepted at the instructor's discretion, though maximum credit possible will generally be reduced by at least 50%. Some assignments cannot be made up. If your work will be unavoidably delayed, please notify the instructor in advance to discuss any alternative plans. Serious medical or other emergencies will be treated with compassion.

Weekly Assignments and Discussions

Topics & Activities

Review the weekly overview and complete the activities. Activities may include the following: reading topical articles, viewing a video or power point presentation, and participation in discussion forums.

Weekly Discussion Forums*

After reading the assigned articles or chapters each week, respond to the posted prompt(s) for that chapter and identify one key insight or question one question you have about the information (this is known as your '**primary posting**'). In addition, choose two other student's postings, read and thoughtfully respond to their ideas by building on their ideas, responding to their questions or by providing additional resources and information (these are known as your '**secondary postings**'). Deadlines and prompts will be posted for each week's set of readings.

- The required minimum length for each *primary posting* will be specified each week, usually 400 words. More is fine.
- The required minimum length for both *secondary postings* is approximately 100 words. These responses may be in the form of questions, insights, or any observation that 'deepens' the discussion.

*If you are taking this course for **graduate** credit (ED 538), the scope and depth of your weekly posts are expected to reflect strong analytical skills and your ability synthesize course material with original insights commensurate with graduate level coursework. Weekly scores will reflect these expectations, as described below.

2. Reggio Emilia Book Club (30 pts.)

The Reggio Emilia Approach is an educational philosophy focused on preschool and primary education. It was started by Loris Malaguzzi and the parents of the villages around Reggio Emilia in Italy after World War II. The destruction from the war, parents believed, necessitated a new, quick approach to teaching their children. They felt that it is in the early years of development that children are forming who they are as an individual. This led to creation of a program based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided (curriculum). (Wikipedia: http://en.wikipedia.org/wiki/Reggio_Emilια_approach)

You will be assigned selected chapters on the Reggio approach and given a forum with other members of a book club where you can share ideas or quotes from the book (Lewin-Benham, 2008 in the **Reading Sources** section below). You will be required to participate in (3) 'meetings' with your book club over a specified (3) week period of the term to share reflections on the reading and to debrief with the whole group regarding your efforts to apply insights from the book to your own vision and work with young children. Meetings may be face-to-face, or in *real-time* using various media applications. Because this is a web-based

course, some students may not be able to be physically present due to their location outside the region or country; therefore, Time zones may be a necessary consideration for some groups. A book club self-evaluation is required as a culminating activity.

3. Watch and Analyze Film “Babies” (20 pts.)

You will individually watch the film “Babies” and write a short analysis paper, on it. More than simple recall and summary, your **analysis** paper should interpret, evaluate, and apply the key ideas obtained from the film. You will share your reflections with the class and respond to a minimum of two others on a Moodle forum. Paper and reflection guidelines will be provided for this assignment.

4. Exam (40 pts.)

This will be a comprehensive review of readings and assignments through the 8th week of the course. Available anytime you are ready to take it during Week 8, you will complete the exam through the Moodle site; it will contain a combination of multiple choice and true-false items. More information and guidelines for how to prepare will be provided prior to Week 8.

5. Synthesis Project: Research & Presentation* (40 pts.)

This assignment provides you an opportunity to investigate one early childhood setting, practice, approach, or form in a place that you are most interested in or deeply care about (e.g., a certain country, world region, island, tribal group, or indigenous people in any location or time in history). You will need to study with both macro- and micro-perspectives in order to:

- examine the setting’s social, political, environmental, and economic structure;
- describe the educational issue, problem, or dilemma; and,
- characterize the typical/atypical child rearing practices or formal/informal early education systems along with cultural and familial beliefs and values that have influenced certain practices.

Proposals for the synthesis project will be submitted in Week 4 to receive feedback in Week 5. The synthesis project final draft is due in Weeks 9 or 10 in an electronic format (e.g., Power Point, e-portfolio, YouTube, e-craft book, website, CD, or generic research paper; all need to include some visuals, photos, or any other creative form that utilizes multiple media modalities in the presentation). Presentations should include all 5 elements listed below:

- A rationale explaining why you chose the setting, place, practice, or program and why it is worth studying (e.g., topic, research questions, rationale);
- A description of the program or practice in historical context and current conditions or controversies (and the multiple perspectives) concerning your topic;
- An analysis of the cultural, ethical, legal, community, historical, and societal factors or values contributing to the practice;
- A discussion of strength characteristics that might highlight quality and unique aspects of the practice, program, setting, or approach; and,
- A description of the most valuable global perspectives that you drew from this research and bring to your current or future practice.

*In addition to the general requirements for all students (above), **graduate students** are expected to demonstrate the ability to compare and contrast early childhood approaches in **two or more** countries or cultures. The analysis portion should include an understanding of key cultural, societal, and environmental aspects in that place that have led to differing approaches to education for children. Graduate students are expected to integrate and cite a minimum of 10 references—at least 5 written sources included in the required readings for this course and at least 5 sources from outside the assigned class readings.

A general guideline on length—

Undergraduates: PowerPoints or Prezis, 18-20 slides; or, for a Research Paper, 6-8 pages.

Graduates: PowerPoints or Prezis, 28-30 slides; or, for a Research Paper, 10-12 pages.

All writing should follow APA format. Papers and PowerPoints should include all references cited. More details on criteria will be provided mid-way through the term.

****Graduate Outcomes and Assignment Descriptions***

If you are taking this course for **graduate** credit (ED 538), your assignments and synthesis project depth are expected to be commensurate with graduate level coursework. Specific graduate level criteria are elaborated below. Evaluations on these assignments will reflect graduate level expectations.

***Graduates in this course will be able to:**

- Demonstrate an ability to bring original insights to weekly readings through evaluative and critical commentary commensurate with graduate level coursework.
- Compare and contrast cultural, societal, and environmental characteristics affecting childhood education in two or more countries or regions around the world.
- Integrate research using a multi-disciplinary approach in a narrative that interprets a specific cultural view of early childhood through the lens of at least four of the following disciplines: philosophy, religion, history, anthropology, ethnic studies, cross-cultural psychology, politics, economics, and natural science.

***Assignments supporting the graduate learning objectives include:**

Weekly Forums

While undergraduates are required to post at least 600 words per week (400 in a primary post and 100 to at least two peers in secondary posts), graduates are required to post 1000 words per week (600 in a primary post and 200 to at least two peers in secondary posts). The greater length requirement for graduates reflects the expectation of bringing a more developed perspective and original insights to weekly readings. Students' posts will be judged on their merit and level of evaluative and critical commentary commensurate with graduate level coursework. Weekly scores will reflect these expectations.

Synthesis Project Extension

In addition to the general requirements for all students (see above), graduate students are

expected to demonstrate the ability to compare and contrast early childhood approaches in **two or more** countries or cultures. The analysis portion should include an understanding of key cultural, societal, and environmental aspects in that place that have led to differing approaches to education for children. Graduate students are expected to integrate and cite a minimum of 10 references—at least 5 written sources included in the required readings for this course and at least 5 sources from outside the assigned class readings.

Multi-disciplinary Analysis Paper (40 points additional points)

Students will select and focus a review of relevant literature on one aspect of child development in a country, region, or culture other than their own. The focus may be on education, teaching, learning, pedagogy, or child-rearing practices. Reading in multiple disciplines is germane to internalizing a deeper and more enduring understanding of forces shaping values and practices in a specific global context. Students are required to integrate research using a multi-disciplinary framework in a narrative that interprets a specific cultural view of early childhood through the lens of at least four of the following disciplines: philosophy, religion, history, anthropology, ethnic studies, cross-cultural psychology, politics, economics, and natural science. The summary or conclusion of the paper should contain students’ own assessment of current issues or questions facing the future of children with reference to their area of focus. Papers are expected to be 10-12 pages in length and to adhere to APA guidelines for style.

Class Evaluation

Undergraduate scale: (100% = 230 points)

218-230 = A	207-217 = A-		
202-206 = B+	193-201 = B	184-192 = B-	
179-183 = C+	170-178 = C	161-169 = C-	
156-160 = D+	147-155 = D	138-146 = D-	<138 = F (See Instructor)

Graduate scale: (100% = 270 points)

257-270 = A	254-256 = A-		
251-253 = B+	240-250 = B	238-239 = B-	
235-237 = C+	224-234 = C	222-223 = C-	
219-221 = D+	208-218 = D	206-207 = D-	<206 = F (See Instructor)

Course Assignments	Points	Assignments/Due Dates
1. Class attendance, <i>Topics & Activities assignments</i> , readings/forums, leadership, and general overall quality of contributions throughout the 10 weeks.	*100 pts	Weekly
2. The Reggio Emilia Book Club Participation/Preparation	30 pts	Beginning Week 4
3. Watch and Analyze Film “Babies”	20 pts	Week 3
4. Exam	40 pts	Week 8
5. Synthesis Project: I-Search Research & Presentation	*40 pts	Week 9-10

*Graduate assignment	Points	Assignments/Due Dates
*6. Multi-disciplinary Analysis Paper	*40 pts	Week 9-10

Early Childhood Development (ECD) Program Outcomes (2015-16)

1. Communicate effectively in writing, speech, and technology.
2. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
3. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
4. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

References/Reading Sources (partial listing)

Note–Required reading selections and online resource sites will be prepared and available through Moodle each week.

- Dahlberg, G., & Moss, P. (Feb. 2008). *Beyond quality in early childhood education and care: Languages of evaluation*. CESifo DICE Report, pp. 21-26, retrieved from https://www.cesifo-group.de/portal/page/portal/DocBase_Content/ZS/ZS-CESifo_DICE_Report/zs-dice-2008/zs-dice-2008-2/dicereport208-forum4.pdf
- Harkness, S. (1996). *Anthropological images of childhood*. In Hwang, C. Philip, Lamb, E., & Sigel, I. eds., (pp 36-46). Mahwah, NJ: Erlbaum.
- Lewin-Benham, A. (2008). *Powerful children: Understanding how to teach and learn using the Reggio approach*. New York: Teachers College Press.
- Neugebauer, R. (May/June 2007). *Early childhood trends around the world*. Exchange, The Early Leaders' Magazine, (pp. 58-68), retrieved from <http://www.childcareexchange.com/library/5017502.pdf>
- Reagan, T. (2005). *Non-western educational traditions: Indigenous approaches to educational thought and practice* (3rd ed.). Mahwah, NJ: Erlbaum.
- Tobin, J., Hsueh, Y., & Karasawa, M. (2009). *Preschool in three cultures revisited: China, Japan, and the United States*. Chicago, IL: University of Chicago Press.
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- Wexler, A. *A theory for living: Walking with Reggio Emilia*. [online link provided]
- Young Children: The Journal of the National Association for the Education of Young Children* (November 2010), *V. 65*(6).

Additional References

- Biddle, J. K., & White, B. (Eds.) (2010). *The power of we: The Ohio study group experience*. Charlotte, NC: Information Age Publishing, Inc.
- Brown, S., & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. New York, NY: Avery.
- Cadwell, L. B. (1997). *Bringing Reggio Emilia Home: An innovative approach to early childhood education*. New York: Teachers College Press.
- Cadwell, L. B. (2003). *Bringing learning to life: The Reggio approach to early childhood education*. New York, NY: Teachers College Press.
- Edwards, C., Gandini, L., & Forman., G. (Eds.) (1998). *The hundred language of children (2nd ed)*. Norwood, MA: Ablex.
- Fraser, F., & Gestwicki, C. (2001). *Authentic childhood: Exploring Reggio Emilia in the classroom*. Albany, NY: Delmar, a division of Thomson Learning.
- Gandini, L. (Ed.) (2005). *In the spirit of studio: Learning from the atelier of Reggio Emilia*. New York, NY: Teachers College Press.
- Gardner, H. (1989). *To open minds*. New York, NY: Basic Books.
- Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach*. New York, NY: Basic Books.
- Gardner, H. (1999). *The disciplined mind: What all students should understand*. New York, NY: Simon and Schuster.
- Gardner, H. (2006). *Five minds for the future*. Cambridge, MA: Harvard Business School Press.
- Hill, L. T., Stremmel, A. J., & Fu, V. R. (2005). *Teaching as inquiry: Rethinking curriculum in early childhood education*. Boston, MA: Pearson Ally and Bacon.
- Pelo, A. (2007). *The language of art: Inquiry-based studio practices in early childhood settings*. St. Paul, MN: Redleaf Press.
- Rinaldi, C. (2006). *In dialogue with Reggio Emilia: Listening, researching, and learning*. New York, NY: Routledge.
- Vecchi. V. (2010). *Art and creativity in Reggio Emilia: Exploring the role and potential of ateliers in early childhood education*. New York, NY: Routledge.
- Wurm, J. P. (2005). *Working in the Reggio Way: A beginner's guide for American teachers*. St. Paul, MN: Redleaf Press and NAEYC.

Young Children on the Web. (September 2004). *Print and online resources for exploring Early Childhood Education around the globe*. Beyond the Journal. Retrieved from <http://www.naeyc.org/files/yc/file/200409/cr.pdf>

In Education programs, we use the conventions of documentation recommended by the American Psychological Association (APA) for all of our formal papers. APA involves two basic formats of primary concern for this class: inserting an in-text citation at each point where a paper or project needs to be cited (or referenced) as a source, then recording all sources used in these citations in a "References" list at the end of the paper.

***Tentative Outline of Topics and Assignments Timeline**

Week	Topics	Readings/Assignments
I	Introductions Syllabus content and course expectations	Post your introduction message/photo Carefully read syllabus <i>Topics & Activities</i> document Readings and Forum postings
II	PART I Foundations	<i>Topics & Activities</i> document Readings and Forum postings
III	Foundations Film watch: “Babies”	<i>Topics & Activities</i> document Readings and Forum postings
IV	Foundations Preschool in Three Cultures–Past & Present Book clubs form, set reading/meeting schedule	<i>Topics & Activities</i> document Readings and Forum postings “Babies” Analysis paper due Synthesis Project topic due Individual Book Club Forums avail.
V	PART II Current practices around the world Begin study of Reggio Emilia approach	<i>Topics & Activities</i> document Readings and Forum postings Synthesis Project topic feedback Book club meeting #1 (of 3)
VI	Current practices around the world Continue study of Reggio Emilia approach	<i>Topics & Activities</i> document Readings and Forum postings Synthesis Project - Research Book club meeting #2 (of 3)
VII	Current practices around the world Continue study of Reggio Emilia approach	<i>Topics & Activities</i> document Readings and Forum postings Synthesis Project - Collect data Book club meeting #3 (last)
VIII	Global trends in early education Book club self-evaluations	<i>Topics & Activities</i> document Readings and Forum postings Synthesis Project - Write and develop presentation design Exam–2 hours from time of access
IX	Toward a more global philosophy on child development and ways of working with young children	<i>Topics & Activities</i> document Readings and Forum postings Synthesis Project – Revise and refine final draft and presentation format
X	Synthesis Project Presentations posted Graduate Multi-disciplinary Analysis Paper due Course evaluation	<i>Topics & Activities</i> document Readings and Forum postings Synthesis + Graduate Projects Due

*Please Note: The above schedule is for overview purposes only and is subject to change.

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/ssj>. 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.

Southern Oregon University Graduate Council

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

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations

Department Education Chair Roni Adams

Course # ED 438/538 Course Title Children Around the World

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.

- Demonstrate an ability to bring original insights to weekly readings through evaluative and critical commentary commensurate with graduate level coursework.

- Compare and contrast cultural, societal, and environmental characteristics affecting childhood education in two or more countries or regions around the world.

- Integrate research using a multi-disciplinary approach in a narrative that interprets a specific cultural view of early childhood through the lens of at least four of the following disciplines: philosophy, religion, history, anthropology, ethnic studies, cross-cultural psychology, politics, economics, and natural 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 written assignments required. Describe: **Weekly Forums**

While undergraduates are required to post at least 600 words per week (400 in a primary post and 100 to at least two peers in secondary posts), graduates are required to post 1000 words per week (600 in a primary post and 200 to at least two peers in secondary posts). The greater length requirement for graduates reflects the expectation of bringing a more developed perspective and original insights to weekly readings.

Students' posts will be judged on their merit and level of evaluative and critical commentary commensurate with graduate level coursework. Weekly scores will reflect these expectations.

Other activities/requirements. Describe: **Synthesis Project Extension + Multi-disciplinary Analysis Paper**

Synthesis Project Extension

In addition to the general requirements for all students (see above), graduate students are expected to demonstrate the ability to compare and contrast early childhood approaches in **two or more** countries or cultures. The analysis portion should include an understanding of key cultural, societal, and environmental aspects in that place that have led to differing approaches to education for children. Graduate students are expected to integrate and cite references to at least 5 written sources studied in this course and 5 from outside the assigned readings in the class.

Multi-disciplinary Analysis Paper (40 points additional points)

Students will select and focus a review of relevant literature on one aspect of child development in a country, region, or culture other than their own. The focus may be on education, teaching, learning, pedagogy, or child rearing practices. Reading in multiple disciplines is germane to internalizing a deeper and more enduring understanding of forces shaping values and practices in a specific global context. Students are required to integrate research using a multi-disciplinary framework in a narrative that interprets a specific cultural view of early childhood through the lens of at least four of the following disciplines: philosophy, religion, history, anthropology, ethnic studies, cross-cultural psychology, politics, economics, and natural science. The summary, conclusion should contain students' own assessment of current issues or questions facing the future of children with reference to their area of focus. Papers are expected to be 10-12 pages in length and to adhere to APA guidelines for style.

EDUCATION

Education-Psychology 142

541-552-6261

John King, Director

Roni Adams, Program Chair

Professor	Associate Professor	Senior Instructor	Instructor
Amy Belcastro	Roni Adams	Susan Faller-Mitchell	April Harrison
William Greene	Megan Farnsworth		Linda Hilligoss
Younghee Kim	Dennis Jablonski		Jesse Longhurst
Jo-Anne Lau-Smith Gerald McCain Geoffrey Mills	John King Michael Rousell Erin Wilder <u>Jesse Longhurst</u>		

SOU offers a rich variety of Education programs and coursework designed to prepare individuals for a wide range of professional opportunities within the various fields of education. While equipping students to meet the educational needs of a changing society, some programs in education enable students to meet licensing requirements established by the state of Oregon, and other programs in education enable students to do professional work in a range of educational activities and organizations.

Undergraduate Programs

For undergraduates, Education offers majors in early childhood development and elementary education. Elementary education majors can choose to complete both a BA/BS degree and a teaching license or complete a degree without a teaching license. Minors in education and early childhood development are also available.

Graduate Programs

Graduate students interested in obtaining a teaching license via the Master of Arts in Teaching or Special Education programs are urged to contact the School of Education to determine an appropriate major and specific admission requirements. Education offers ~~full or part-time~~ licensure programs, ~~which including include~~ Master of Arts in Teaching (MAT), Master in Education with Special Education (SPED) licensure, an Initial Administrator License (IAL), and a Continuing Administrator License (CAL). Graduates and in-service teachers may also enroll in the Master in Education (MEd). Endorsement programs in English for Speakers of Other Languages (ESOL)/Bilingual Education and Reading are also offered. Specialty courses on current topics and practice are offered for professional development throughout the year and during Summer Session.

~~For working professionals who want a master's degree without a teaching license, the Master in Education (MEd) professional track degree provides training for education work in multiple settings.~~

Adding Endorsements

Students interested in ~~changing authorization levels or~~ adding subject area endorsements are encouraged to inquire about their specific cases by calling the Teacher Standards and Practices Commission (TSPC) at 503-378-3586. A practicum may be required involving a school district (Conditional Assignment Permit) and is to be arranged by the individual seeking the change in licensure. These programs can also be completed at SOU. For more information about SOU's offerings, contact the Education program at 541-552-6938.

Programs

Undergraduate Major

- Early Childhood Development (Online Degree Completion), BA or BS
- Elementary Education (with and without initial teaching license), BA or BS

Undergraduate Minor

- Early Childhood Development Minor
- Education Minor

Graduate

- Education (MEd), MA or MS
- Master of Arts in Teaching Program (MAT)
- Special Education Program (MEd)

~~Undergraduate Minor~~

- ~~Early Childhood Development Minor~~
- ~~Education Minor~~

Added Endorsements and Licensure Programs

- English for Speakers of Other Languages (ESOL)/Bilingual Endorsement Program
- Initial Administrator License (IAL) and Continuing Administrator License (CAL)
- Read Oregon Reading Endorsement Program

Courses

Education

- ED 205 - Reading and Conference
- ED 207 - Seminar
- ED 209 - Practicum
- ED 251 - Introduction to Teaching
- ED 251H - Honors Intro to Teaching
- ED 252 - Introduction to Social Foundations in Education
- ED 253 - Southern Oregon University Learn and Serve (SOULS)
- ED 305 - Reading and Conference
- ED 309 - Advanced Practicum and Seminar
- ED 340 - Child and Adolescent Development
- ED 346 - Special Studies: Child, Family, and Community
- ED 348 - Special Studies: Children with Disabilities and Their Families
- ED 365 - Special Studies: Children at Risk
- ED 385 - Special Studies: The Early Childhood Professional
- ED 398 - Teaching Global Perspectives Through Children's Literature
- ED 399 - Special Studies

- ED 405 - Reading and Conference
- ED 407 - Seminar
- ED 409 - Practicum
- ED 410 - Guide Group: Elementary Education
- ED 411 - September Experience
- ED 415 - Music for Elementary Teachers
- ED 416 - Field Experience: Gradual Participation in Delivering Instruction
- ED 417 - Student Teaching: Half Day
- ED 418 - Student Teaching: Full Day
- ED 421 - Practicum/Portfolio
- ED 426 - Bullies and Victims in the Schools: Intervention/Prevention
- ED 427 - Child Abuse and Neglect
- ED 430 - The Art of Storytelling
- ED 431 - Teaching English Learners
- ED 434 - Educational Technology
- ED 435 - STEM: Math/Science Methods
- ED 437 - Science and the Young Child
- ED 438 - Children Around the World
- ED 439 - Social Emotional Learning
- ED 440 - Whole Child Development
- ED 443 - Foundations of Dual Language Education: Policies and Family/Community Involvement
- ED 444 - English Language Development: Curriculum and Pedagogy
- ED 445 - 1st and 2nd Language Acquisition and Cultural Impacts
- ED 446 - Assessment/Evaluation of English Language Learners
- ED 451 - Advanced Teacher Assistantship
- ED 452 - Outdoor Education Experiences
- ED 453 - Southern Oregon University Learn and Serve (SOULS)
- ED 454 - Leadership and Advocacy in Early Childhood Education
- ED 455 - Honors Leadership and Advocacy in Early Childhood Education
- ED 456 - Holistic Education
- ED 457A - Curriculum and Instruction
- ED 457B - Curriculum, Instruction, and Assessment
- ED 458 - Social Science Methods
- ED 459 - Philosophical Foundations of Education
- ED 460 - Multicultural Education
- ED 461 - Health/PE Methods
- ED 462 - Human Development
- ED 463A - Reading and Language Arts Methods A
- ED 463B - Reading and Language Arts Methods B
- ED 466 - Human Relations
- ED 469 - Language and Literacy in the Content Areas
- ED 470 - The Exceptional Child
- ED 471 - Inclusion Strategies
- ED 472 - Nutrition, Health, and Safety for the Young Child
- ED 473 - Art Education Methods
- ED 474A - Honors Curriculum and Instruction
- ED 474B - Honors Curriculum, Instruction, and Assessment
- ED 475 - Honors Social Science Methods
- ED 476 - Honors Foundations of Education
- ED 477 - Honors Multicultural Education
- ED 478 - Honors Human Development
- ED 479 - Honors Human Relations

- ED 480 - Foundations in Early Childhood/Elementary Education
- ED 481 - From At-Risk to Resiliency
- ED 484 - Curriculum Design in Early Childhood
- ED 485 - Assessment of Young Children
- ED 486 - Curriculum Content in Early Childhood Education
- ED 487 - Family, School, and Community Relations in Early Childhood Education
- ED 488 - Early Language and Literacy Development
- ED 489 - Interpersonal Relations and Guidance in ECE
- ~~ED 491 - School Law and Organization~~
- ED 493 - Observation and Evaluation of Teaching
- ED 494 - Honors Observation and Evaluation of Teaching
- ED 495 - Reflective Inquiry/Professional Portfolio
- ED 500 - Professional Development
- ED 501 - Research
- ED 503 - Thesis/Project
- ED 505 - Reading and Conference
- ED 506 - Special Individual Studies
- ED 507 - Seminar
- ED 508 - Workshop
- ED 509 - Practicum
- ED 510 - Field Experience: Research Application
- ED 511 - September Experience
- ED 512 - Research Investigations
- ED 513 - Evaluation and Management of Classroom Instruction
- ED 514 - Education in Sociological Perspectives
- ED 516 - Field Experience: Gradual Participation in Delivering Instruction
- ED 517 - Student Teaching: Second Authorization Level
- ED 518 - Student Teaching: First Authorization Level
- ED 519 - Action Research as an Approach to School Improvement
- ED 520 - Professional Portfolio
- ED 521A - Practicum/Portfolio
- ED 522 - Curriculum Design and Educational Change
- ED 523 - Issues of Educational Reform
- ED 523 - Issues of Educational Reform
- ED 526 - Bullies and Victims in the Schools: Intervention/Prevention
- ED 527 - Child Abuse and Neglect
- ED 528 - Leadership into Practice
- ED 529 - Talented and Gifted Education
- ED 530 - The Art of Storytelling
- ED 532 - Teaching English Learners
- ED 533 - Advanced Curriculum Work Sample
- ED 534 - Educational Technology
- ED 536 - Teaching for Social Justice Across the Curriculum
- ED 539 - Social Emotional Learning
- ED 540 - Reading Programs: Curriculum/Instruction, K-12
- ED 542 - Education in Philosophical Perspectives
- ED 543A - Foundations or Dual Language Education: Policies and Family/Community Involvement
- ED 544A - English Language Development: Curriculum and Pedagogy
- ED 545A - 1st and 2nd Language Acquisition and Cultural Impacts
- ED 546A - Assessment/Evaluation of English Language Learners
- ED 547 - Impact of Culture in the Classroom
- ED 548 - Culture and Family/Community Involvement

- [ED 549 - ESOL/Bilingual Portfolio](#)
- [ED 554 - Leadership and Advocacy in Early Childhood Education](#)
- [ED 556 - Holistic Education](#)
- [ED 557A - Curriculum, Instruction, and Assessment](#)
- [ED 557B - Curriculum, Instruction, and Assessment](#)
- [ED 558 - Special Methods I, II, III](#)
- [ED 559 - Foundations of Education](#)
- [ED 560 - Diversity](#)
- [ED 561 - Advanced Educational Psychology](#)
- [ED 562 - Human Development, Cognition, and Learning](#)
- [ED 563 - Language and Literacy](#)
- [ED 566 - Human Relations](#)
- [ED 567 - Contemporary Issues, Leadership, and Collaboration](#)
- [ED 568 - Integration Projects](#)
- [ED 569 - Language and Literacy in the Content Areas](#)
- [ED 570 - The Exceptional Child](#)
- [ED 571 - Inclusion Strategies](#)
- [ED 573 - Nutrition, Health, and Safety for the Young Child](#)
- [ED 580 - Foundations in Early Childhood/Elementary Education](#)
- [ED 581 - From At-Risk to Resiliency](#)
- [ED 582 - Counseling Techniques](#)
- [ED 584 - Curriculum Design in Early Childhood](#)
- [ED 585 - Assessment and Planning](#)
- [ED 586 - Curriculum Content in Early Childhood Education](#)
- [ED 587 - Family, School, and Community Relations in Early Childhood Education](#)
- [ED 588 - Early Language and Literacy Development](#)
- [ED 589 - Interpersonal Relations and Guidance in ECE](#)
- [ED 591 - School Law and Organization](#)
- [ED 592 - Humanizing the Workplace](#)
- [ED 593 - Observation and Evaluation of Teaching](#)
- [ED 594 - Issues in Native American Cultures](#)
- [ED 595 - Models of Professional Growth](#)
- [ED 597 - Creativity in the Workplace](#)

Educational Leadership

- [LEAD 501 - Research on School Leadership](#)
- [LEAD 505 - CAL Reading and Conference on Culture and Diversity](#)
- [LEAD 505 - CAL Reading and Conference on Evaluation and Assessment](#)
- [LEAD 505 - CAL Reading and Conference on Leadership and Organizations](#)
- [LEAD 506 - Special Individual Studies on School Organizations](#)
- [LEAD 508 - Workshop on School Improvement](#)
- [LEAD 513 - Evaluation and Management of Classroom Instruction](#)
- [LEAD 520 - Administrative Portfolio](#)
- [LEAD 522 - Curriculum Design and Educational Change](#)
- [LEAD 523 - Issues of Educational Reform](#)
- [LEAD 524 - Professional Models of Governance](#)
- [LEAD 525 - Public and Professional Relations](#)
- [LEAD 528 - Leadership into Practice](#)
- [LEAD 548 - Culture and Family/Community Involvement](#)
- [LEAD 560 - Diversity](#)
- [LEAD 564 - Supervision and Evaluation of Instruction](#)
- [LEAD 579 - School Improvement Measurement](#)
- [LEAD 585 - Contract Management and Human Resources](#)

- LEAD 588 - Cultural and Organizational Leadership
- LEAD 591 - School Law and Organization
- LEAD 592 - Humanizing Instruction
- LEAD 595 - Models of Professional Growth

Master of Arts in Teaching

- MAT 520 - Reflective Professional Practice
- MAT 521 - Foundations of Educational Research
- MAT 522 - Learning Differences
- MAT 523 - Curriculum Design
- MAT 524A - Literacy and Language Acquisition and Development for Multiple Subjects Endorsement
- MAT 524B - Literacy and Language Acquisition and Development for Single Subject Endorsement
- MAT 525 - Responsive Learning Environments
- MAT 526 - Assessment for Learning
- MAT 527A - Integrated Methods: STEM for Multiple Subjects Endorsement
- MAT 527B - Integrated Methods for Single Subject Endorsement
- MAT 528A - Integrated Methods: Social Science and the Arts for Multiple Subjects Endorsement
- MAT 528B - Special Methods for Single Subject Endorsement
- MAT 529 - Cognition, Creativity and Critical Thinking
- MAT 530 - Responsive Instructional Strategies
- MAT 531 - Professional Leadership and Collaboration
- MAT 540 - September Experience
- MAT 541 - Practicum
- MAT 542 - Half-Day Student Teaching
- MAT 543 - Full-day Student Teaching

Reading Endorsement

- READ 507 - Seminar
- READ 509 - Practicum
- READ 512 - Foundations of Literacy, ECE/ELEM
- READ 515 - ECE Foundations of Literacy Development
- READ 532 - Writing Across the Curriculum
- READ 535 - Language and Literacy in the content Areas 3-12
- READ 537 - Reading Across the Curriculum
- READ 570 - Classroom Assessment and Reading Instruction
- READ 570 - Classroom Assessment and Reading Instruction
- READ 572 - ECE Reading Assessment
- READ 580 - Leadership in Reading Programs
- READ 581 - Action Research Leadership in Literacy
- READ 590 - Children's Literature: PK-5
- READ 596 - Young Adult International Literature

Special Education

- SPED 417 - Curriculum for the Talented and Gifted
- SPED 505 - Reading and Conference
- SPED 510 - Practicum II: Assessment
- SPED 511A - Internship I
- SPED 511B - Internship II
- SPED 512 - Orientation to Professional Studies
- SPED 513A - Seminar in Professional Studies
- SPED 513B - Seminar in Professional Development
- SPED 514 - Curriculum, Instruction and Assessment - Special Education
- SPED 515 - Understanding the Needs of the Talented and Gifted
- SPED 516 - Identification and Assessment of the Gifted or Talented Child
- SPED 517 - Curriculum for the Talented and Gifted

- SPED 518 - Models for Developing Programs for the Talented and Gifted
- SPED 519A - Action Research in Special Education: Initial Licensure
- SPED 519B - Action Research in Special Education: Added Endorsement
- SPED 520 - Law and Policy
- SPED 521 - Collaboration, Consultation, and Communication
- SPED 522 - Administration and Interpretation of Assessment Instruments
- SPED 523 - Behavior Management
- SPED 524 - Interventions in Academic Skills: Mathematics Methods
- SPED 525 - Interventions in Functional Skills
- SPED 526 - IEP Development
- SPED 528 - Characteristics of Exceptionalities
- SPED 529 - Interventions in Academic Skills: Reading Methods
- SPED 530 - Law and Policy
- SPED 531 - Collaboration, Consultation, and Communication
- SPED 532 - Administration and Interpretation of Assessment Instruments
- SPED 533 - Behavior Management
- SPED 534 - Interventions in Academic Skills: Mathematics Methods
- SPED 535 - Interventions in Functional Skills
- SPED 536 - IEP Development
- SPED 538 - Characteristics of Exceptionalities
- SPED 539 - Interventions in Academic Skills: Reading Methods
- SPED 540A - Student Teaching Initial Experience I
- SPED 540B - Student Teaching Initial Experience II
- SPED 541 - Transition Planning for Students with Special Needs
- SPED 550A - Student Teaching Alternate Experience I
- SPED 550B - Student Teaching Alternate Experience II
- SPED 551 - Multiple Disabilities
- SPED 552 - Advanced Interventions in Academic Skills
- SPED 553 - Advanced Interventions in Functional Skills
- SPED 554 - Advanced Assessment and Diagnosis
- SPED 555 - Advanced Legal Issues
- SPED 556 - Advanced Techniques in Behavior Management
- SPED 557 - Current Issues in Special Education
- SPED 561 - Foundations of Autism
- SPED 562 - Assessment of Autism Spectrum Disorder
- SPED 562L - Assessment of Autism Spectrum Disorder Lab
- SPED 563 - Interventions and Strategies for Students with Autism Spectrum Disorder I
- SPED 563L - Interventions and Strategies for Students with Autism Spectrum Disorder I Lab
- SPED 564 - Interventions and Strategies for Students with Autism Spectrum II
- SPED 564L - Interventions and Strategies for Students with Autism Spectrum II Lab
- SPED 565 - Coaching, Consulting and Collaboration in Autism
- SPED 566 - ASD Specialist Alternative Pathway Portfolio
- SPED 572 - Special Education Advanced Work Sample
- SPED 573 - Special Education Advanced Practicum

Education (MEd), MA or MS

The purpose of the Master of Arts or Science in Education (MEd) programs is to provide students with strong graduate-level courses of study related to various fields of education by fostering scholarship, instructional excellence, cross-cultural sensitivity, and professional leadership. The School of Education offers a MEd degree for people who hold a teaching license, and it offers a MEd professional track degree for people who work in other educational activities or organizations. Key to the program is an emphasis on educational leadership within the classroom, the school district, the broader community, the workforce, and the profession as a whole.

Both MEd programs require a minimum of 45 credits of graduate study. The programs may be completed on either a full-time or part-time basis. Courses are offered via distance learning and in face-to-face venues in Ashland and Medford. Students may focus on a variety of emphasis areas, including curriculum and instruction, early childhood education, ESOL/bilingual studies, reading, special education, and special studies. Other program options are available for students not holding a teaching license.

Upon completion of this program, participants will be able to demonstrate the following:

1. instructional excellence;
2. use of action research and assessment to evaluate and validate instructional pedagogy, programmatic choices, and educational policies;
3. integration of research-based educational theory and social, psychological, anthropological, and sociological foundations into educational practice;
4. understanding of the needs of diverse and special student populations, as well as the ability to describe and implement instructional approaches that explore our interconnectedness, while also accommodating and appreciating our racial, ethnic, and cultural differences;
5. leadership skills within the school and the local community; and
6. contributions to the profession through leadership in local, state, and national organizations and to the knowledge base through publications and presentations at professional events.

For those teachers who possess an Oregon Initial License and a master's degree, there is a separate 12-credit program for meeting the requirements of the Oregon Continuing Teaching License. (See below.)

The Master's degree in Education (Med) is an interdisciplinary graduate program that offers students the opportunity to develop the skills necessary to explore and leverage multiple perspective within the expansive discipline of education. Students are introduced to career opportunities and are prepared to become future leaders through an individualized program of study. Some examples of emphasis include: early childhood education, health education, postsecondary education, environmental education, family literacy, community education, educational management, policy, technology, and learning.

Licensed teachers who are seeking to add endorsements in Reading, English for Speakers of Other Languages (ESOL) and/or Bilingual Education, Special Education, or an Initial Administrator License (IAL) may also apply those credits toward a master's degree in Education.

Students must meet with an assigned advisor and submit an approved program of study prior to completing 12 credits.

Overview of the MEd Programs

The Master's Degree in Education programs comprise four major elements:

- 1) The Core Competency Areas/Requirements: research, assessment, pedagogy, diversity, foundations, and leadership.
- 2) Field-Based Practica/Research Applications and Follow-Up: includes developing a professional portfolio production, reflective dialogue training, and an or advanced curriculum work sample.
- 3) Individualized Professional Development Plan: technology, coursework leading to an added endorsement, license, or specializations, authorizations, subject area-endorsements, or areas of special interest.
- 4) Opportunities for students to explore special programs and offerings.
Culminating project or thesis.

General Outline of the MEd Programs

Core Competency Areas

(18 credits)

Research 3 credits
Assessment 3 credits
Leadership 3 credits
Diversity 3 credits
Foundations 3 credits
Pedagogy 3 credits

Field-Based Practica and Follow-Up

(6 credits)

Comprises a variety of options, all based on the assumption of the importance of formative evaluation opportunities in changing instructional proficiencies and subject matter delivery. The field-based portion includes practica experiences, as well as benchmark and portfolio completion.

Individualized Professional Development Plan

(15 credits)

Secondary Education Endorsement Areas

Art
Biology
Business
Chemistry
English as a Second Language
Foreign Language
Health Education
Integrated Science
Language Arts

~~Mathematics-~~
~~Music-~~
~~Physical Education-~~
~~Physics-~~
~~Social Studies-~~
~~Speech~~

Elementary Education Areas of Concentration

~~Curriculum and Instruction-~~
~~Early Childhood-~~
~~English as a Second Language-~~
~~Special Education-~~
~~Special Studies~~

Postsecondary and Educational Services Areas of Concentration

~~Adult/Postsecondary Education-~~
~~Early Childhood Professional-~~
~~Educational Services-~~
~~International Education~~
~~Social Services or Training~~

~~Electives 6 credits~~

Requirements for Admission to the MEd Programs

1. Possess a baccalaureate degree from an accredited college or university.
2. Complete and submit the SOU application for graduate admission and application fee to the Admissions Office. Transcripts of undergraduate and previous graduate work must accompany the application.
3. Possess a cumulative GPA of at least 3.0 for the last 90 quarter hours (60 semester hours) of undergraduate work.
4. Pass one of the following tests for entry into the master's program:
 - a. Praxis II Multiple Subject Assessment for Teachers (MSAT) Content Knowledge and Content Area Exercises with a total score of at least 310 and no score less than 147 on each section of the test.
 - b. Graduate Record Exam (GRE) with a minimum score of 1200 on combined verbal, quantitative, and analytical sections and a minimum score of 400 on the verbal section.
 - c. Former NTE Core Battery Tests: Test of Communication Skills with a score of at least 667 and the Test of General Knowledge with a score of at least 666.
 - d. Praxis II Specialty Area Exam(s) in endorsed subject.
 - e. Oregon Educator Licensure Assessments (ORELA) Multiple Subjects Exam (MSE) with a score of at least 240 on each of the appropriate subtests.
 - f. Miller Analogies Test (MAT) with a score equivalent to the mean for the major area of study in Education.
 - g. National Evaluation System (NES) Elementary Education Test (subtests 1 & 2).
 - h. National Evaluation System (NES) Subject Knowledge Test in appropriate discipline.
5. Complete the Character Question form provided with admission materials. (Only for licensed teachers)
6. Submit two favorable recommendations from immediate supervisors employed by educational

or social agencies attesting to the applicant's competence to work with school-aged children.

7. For candidates to the licensure options, submit a copy of your Oregon Basic or Initial Teaching License.
8. Apply for admission to the education program within the first 12 credits of graduate work. Failure to comply with this requirement may result in delayed completion of the degree program.

Program Completion Requirements for the Master's in Education Degree

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.

~~Master of Arts or Science in Education: Professional Non-licensure track~~

~~The MEd Professional Track is a non-licensure Master's degree. This program is an interdisciplinary program that offers students the opportunity to develop the skills necessary to explore and leverage multiple perspectives within the expansive discipline of education. Students are introduced to career opportunities and are prepared as future leaders through an individualized program in education. Some examples of emphasis include early childhood education, health education, postsecondary education, environmental education, family literacy, community education, educational management, policy, technology, and learning.~~

Master of Arts in Teaching Program (MAT)

(68 credits)
v

(71 credits)

The Master of Arts in Teaching (MAT) program is offered in two formats: the full-time one year program, which is a ~~thirteen-month program beginning in June and ending the following July~~ begins and ends in June and the two-year program, which is a twenty-one-month program beginning in 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.

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) program. ~~Applicants to the elementary/middle school (multiple/single subjects) program must select one of the four 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 candidates~~ applying to the middle/high school (single subject) program should complete an undergraduate major in the subject they plan to teach (e.g., English or math). ~~In addition to a major, and must complete specific required~~ 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 (multiple subjects)~~ 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, and d) Math 211, 212 and 213.

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 (single subject) program 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 (EAS), California Basic Skills Test (CBEST), ~~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 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 and 453 offer ~~academic and field-based~~ opportunities for students to explore interest in the teaching profession and gain experiences working in school-based settings.

76.

~~Specialty-Additional specialty subject~~ 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

(44-47-credits)

- MAT 521 - Foundations of Educational Research 4 credits
- MAT 522 - Learning Differences 4 credits
- MAT 523 - Curriculum Design 4 credits
-
- MAT 524A - Literacy and Language Acquisition and Development for Multiple Subjects Endorsement 4 credits
- or
- MAT 524B - Literacy and Language Acquisition and Development for Single Subject Endorsement 4 credits
-
- MAT 525 - Responsive Learning Environments 4 credits
- MAT 526 - Assessment for Learning 4 credits
-
- MAT 527A - Integrated Methods: STEM for Multiple Subjects Endorsement 4 credits
- or
- MAT 527B - Integrated Methods for Single Subject Endorsement 4 credits
-
- MAT 528A - Integrated Methods: Social Science and the Arts for Multiple Subjects Endorsement 4 credits
- or
- MAT 528B - Special Methods for Single Subject Endorsement 4 credits
-
- MAT 529 - Cognition, Creativity and Critical Thinking 4 credits
- MAT 530 - Responsive Instructional Strategies 4 credits
- MAT 531 - Professional Leadership and Collaboration 4 credits
- ED 568 Integration Projects, 3 credits (required for the Two-Year program)

MAT Field Experience

(24 credits)

- MAT 520 - Reflective Professional Practice 1 credit (Repeatable - 4 credits required)
- MAT 540 - September Experience 2 credits
- MAT 541 - Practicum 3 credits
- MAT 542 - Half-Day Student Teaching 5 credits
- MAT 543 - Full-day Student Teaching 10 credits

Special Education Program (MEd)

Southern Oregon University offers three Special Education licensure programs and two specialty programs.

Licensure Programs

The **Special Education Licensure Program** (69-72 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~~Praxis I). 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 Added Endorsement Program Courses

(39 credits)

- SPED 511A - Internship I 4 credits
- SPED 511B - Internship II 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 and Eligibility 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 Degree Program Courses

(45 credits)

- SPED 511A - Internship I 4 credits
- SPED 511B - Internship II 4 credits

- SPED 519B - Action Research in Special Education: Added Endorsement 3 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 and Eligibility 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
- Elective - one 3-credit course appropriate to Special Education

Special Education Licensure Program Courses

(69-72 credits)

- SPED 512 - Orientation to Professional Studies 1 credit
- SPED 513A - Seminar in Professional Studies 1 credit, repeatable (4 credits total) 1 credit fall term, 1 credit winter term)
- ~~SPED 513B - Seminar in Professional Development 3 credits~~
- SPED 514 - Curriculum, Instruction and Assessment - Special Education 4 credits
- SPED 519A - Action Research in Special Education: Initial Licensure 4 credits
- SPED 520 - Law and Policy 4 credits
- SPED 521 - Collaboration, Consultation, and Communication 4 credits
- SPED 522 - Administration and Interpretation of Assessment Instruments 4 credits
- SPED 523 - Behavior Management 4 credits
- SPED 524 - Interventions in Academic Skills: Mathematics Methods 4 credits
- SPED 525 - Interventions in Functional Skills 4 credits
- SPED 526 - IEP Development 4 credits
- SPED 528 - Characteristics and Eligibility of Exceptionalities 3-4 credits
- SPED 529 - Interventions in Academic Skills: Reading Methods 4 credits
- SPED 540A - Student Teaching Initial Experience I 3 credits
- SPED 540B - Student Teaching Initial Experience II 6 credits
- SPED 541 - Transition Planning for Students with Special Needs 3 credits
- SPED 550A - Student Teaching Alternate Experience I 4 credits
- SPED 550B - Student Teaching Alternate Experience II 7 credits

ASD Specialist Program Courses

(18 Credits)

- SPED 561 - Foundations of Autism 3 credits
- SPED 562 - Assessment of Autism Spectrum Disorder 3 credits
- SPED 562L - Assessment of Autism Spectrum Disorder Lab 1 credit
- SPED 563 - Interventions and Strategies for Students with Autism Spectrum Disorder I 3 credits
- SPED 563L - Interventions and Strategies for Students with Autism Spectrum Disorder I Lab 1 credit
- SPED 564 - Interventions and Strategies for Students with Autism Spectrum II 3 credits
- SPED 564L - Interventions and Strategies for Students with Autism Spectrum II Lab 1 credit
- SPED 565 - Coaching, Consulting and Collaboration in Autism 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 - Assessment of Autism Spectrum Disorder Lab 1 credit
- SPED 563 - Interventions and Strategies for Students with Autism Spectrum Disorder I 3 credits
- SPED 563L - Interventions and Strategies for Students with Autism Spectrum Disorder I Lab 1 credit
- SPED 564 - Interventions and Strategies for Students with Autism Spectrum II 3 credits
- SPED 564L - Interventions and Strategies for Students with Autism Spectrum II Lab 1 credit
- SPED 565 - Coaching, Consulting and Collaboration in Autism 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

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 ~~six~~-five courses (including a field-based practicum) are offered in the evening, 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>.

ESOL/Bilingual Endorsement Program

(20 credits)

- ED 521A - Practicum/Portfolio 4 credits
- ED 543A - Foundations or Dual Language Education: Policies and Family/Community Involvement 4 credits
- ED 544A - English Language Development: Curriculum and Pedagogy 4 credits
- ED 545A - 1st and 2nd Language Acquisition and Cultural Impacts 4 credits
- ED 546A - Assessment/Evaluation of English Language Learners 4 credits
-
- 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.

Initial Administrator License (IAL) and Continuing Administrator License (CAL)

SOU's School of Education offers programs for the Initial Administrator License (IAL) and the Continuing Administrator License (CAL) issued by the Oregon Teacher Standards and Practices Commission (TSPC). The IAL is a 2425-credit, cohort-based program that begins each June and continues through the year to the following June. The CAL program is a 28-credit, open-ended program accepting students throughout the year.

Both programs are designed to accommodate working professionals through evening and weekend courses. The IAL and CAL programs utilize modules based on the integration of theory and practice coursework accompanied by a 360-hour practicum for the IAL and 270 for the CAL. SOU faculty and practicing school administrators facilitate the instructional modules.

Program prerequisites for the IAL include a master's degree, minimum undergraduate GPA of 3.0, teaching license or eligibility to hold a license, and two to three years of teaching experience. An alternative for those students not holding a teaching license is available through a waiver from TSPC and SOU. Students who do not have a master's degree may enroll concurrently in the Master in Education (MEd) program. Requirements for the IAL are applied toward the completion of the MEd program. Admission to the CAL program is based on completion of the IAL or equivalent and appropriate leadership and administrative experience.

READ OREGON READING ENDORSEMENT PROGRAM

(formerly ~~CREADE~~)

The Read Oregon Reading Endorsement Program offers graduate-level courses in reading/literacy through a consortium ~~with of three universities: Eastern Oregon University (EOU),~~ Portland State University (PSU), and Southern Oregon University (SOU). Visit the Read Oregon Web site (www.sou.edu/distancelearning/readoregon) for information about distance-delivered courses, a 12-credit Literacy Course of Study, a 24-credit Reading Endorsement program, admission, registration, and more.

Course Modifications: Education

ED 410 - Guide Group: Elementary Education

1 credit ~~repeatable for up to 4 credits~~ UG

The Guide Group is designed to provide Elementary Education students with support, programmatic information and announcements, suggestions and academic assistance with the EdTPA Portfolio and the SOU Professional e-Portfolio. The Faculty Guide will assess E.E. students' practice EdTPA Portfolio tasks during the fall and winter terms. The Guide will also monitor and assess the e-Professional Portfolio during the course of the school year. We will work together within a safe, reflective environment to recognize each others' core qualities and share personal and professional growth. Repeatable for a maximum of 4 credits.

Prerequisite(s): Restricted to elementary education majors in the licensure track/senior year.

~~Graded Pass/No Pass only. Grade mode designated on a CRN basis each term. Students should consult current term schedule.~~

ED 506 - Special Individual Studies

1 to 4 credits

Credits to be arranged. May not be repeated for additional credit. Repeatable for up to 6 credits.

~~Grade mode designated on a CRN basis each term. Students should consult current term schedule.~~

ED 512 - Research Investigations

~~3 credits~~ 4 credits

Equips students with the necessary skills to become critical consumers of research related to their work. Students apply research findings to problem identification and analysis and develop a research design appropriate for investigation of a relevant workplace or community problem.

~~Grade mode designated on a CRN basis each term. Students should consult current term schedule.~~

ED 595 - Models of Professional Growth Ethics and Leadership, 3-4 credits

Focuses on exploring professional ethics and decision-making by looking at contemporary practices, policies, principles and issues within a variety of settings in education. Examines ethical dimensions of leadership through both traditional and nontraditional paradigms. Students reflect on personal ethical stances, examine the influence of ethics and values on decision-making, and analyze and critique ethical issues in a variety of contexts to frame professional ethical perspectives. Provides MEd students with information on the thesis/project process and proposal format and enables them to develop and refine ideas for potential research.

Students learn elements of reflective dialogue used to refine approaches and develop applications to one's work. Develops an understanding of professional growth that does not involve time-consuming effort while providing the potential for leadership in a world of constantly evolving innovative techniques and changing management and leadership theories. (Field-based course.) ~~Graded (A-F) only.~~

SPED 528 - Characteristics and Eligibility of Exceptionalities

3-credits, 4 credits

~~Focuses on the categories of disability included in the Individuals with Disabilities Education Improvement Act. Includes information about organic and environmental causes of disabilities, definitions for each category of eligibility, and criteria for identifying students under each eligibility category. Intended for students in the Stand-Alone endorsement program.~~

Focuses on the categories of exceptionalities included in the Individuals with Disabilities Education Improvement Act (IDEA). The course will include information about organic and environmental causes of disabilities, the learning characteristics of students within categories, definitions for each category of eligibility, criteria for identifying students under each eligibility category, and strategies to engage all learners. Special attention will focus on cultural and linguistic characteristics of students, and how these factors affect eligibility under the Reauthorization of IDEA.

