Education Studies

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License and degree programs in the Department of Education Studies prepare professionals to work in education. The undergraduate major in educational foundations leads to a bachelor of arts (BA) or bachelor of science (BS) degree. In some cases, students may earn a bachelor of education (BEd) degree.

The master's-level programs include

1. a degree in curriculum and teaching with a specialization in early childhood–elementary education or middle school–high school education, which includes a recommendation for a state-approved teaching license and a master of education (MEd) degree
2. a program in curriculum and teacher education for those already holding a teaching license and are seeking a master of science (MS) degree
3. add-on endorsements for licensed teachers in English for speakers of other languages and reading

The doctoral degree program leads to a doctor of philosophy degree (PhD) in critical and sociocultural studies in education.

Faculty

Juliet "Jill" A. Baxter, associate professor (mathematics and science education, professional development of teachers). AB, 1975, MA, 1977, PhD, 1987, Stanford; MA, 1977, Minnesota. (2002)

Joanna Goode, associate professor (education for social justice, instructional technology, urban education). BS 1997, MEd, 1998, PhD, 2004, California, Los Angeles. (2005)

Jeanne Hall, instructor (preservice-teacher field experience, Japanese immersion, teacher mentoring). BA, 1978, Azusa Pacific; MEd, 1984, Washington (Seattle). (2002)

Abby Lane, instructor (bilingual education, English language learners, migrant education). BA, 1983, California State, Northridge; MEd, 1992, Oregon. (2000)

Lisa A. Mazzei, associate professor (qualitative research methodology, curriculum theory, whiteness studies). BA, 1983, Marshall; MA, 1984, PhD, 1996, Ohio State. (2012)

Edward Olivos, associate professor (bilingual education, Latinos and education, teacher preparation). BA, 1991, MA, 1997, PhD, 2003, San Diego State. (2007)

Robin Patterson, instructor (special education, alternative education, school administration). BA, 1982, Oregon; MEd, 1984, Western Oregon State College. (2014)

Jerry L. Rosiek, associate professor (multicultural education, qualitative research methods, teacher knowledge). BA, 1987, BS, 1988, Texas A & M; PhD, 1997, Stanford. (2005)

Alison Schmitke, lecturer (social foundations of education, feminist curriculum theory, sports education); director, undergraduate degree program. BA, 1994, Willamette; MEd, 1996, Portland State; PhD, 2008, Alabama. (2006)

James A. Stapleton, research assistant professor (chemical and bioengineering). BS, 2000, California, Berkeley; MS, 2006, PhD, 2009, Stanford. (2015)

Sarah Stapleton, assistant professor (food and environmental justice, social contexts of science and environmental education). BA, 2001, Sweet Briar College; EdM, 2005, Harvard; PhD, 2015, Michigan State. (2015)

Kara Whipple, instructor (special education, social justice and conflict resolution in educational systems). BS, 2000, Delaware; MEd, 2006, MS, 2012, Oregon (2013)

Emeriti

Edna P. DeHaven, professor emerita. BS, 1951, Oregon College of Education; MEd, 1962, PhD, 1969, Oregon. (1969)

Gary W. Ferrington, senior instructor emeritus. BS, 1964, Portland State; MS, 1967, Southern California. (1967)

M. D. "Mark" Gall, professor emeritus. BA, 1963, MEd, 1963, Harvard; PhD, 1968, California, Berkeley. (1975)

Judith K. Grosenick, professor emerita. BS, 1964, Wisconsin, Oshkosh; MS, 1966, PhD, 1968 Kansas. (1984)

William H. Harris, associate professor emeritus. BA, 1949, Willamette; BS, 1951, MS, 1953, Eastern Oregon; DEd, 1967, Oregon. (1969)

Ray E. Hull, professor emeritus. BS, 1958, MS, 1962, Oregon State; DEd, 1969, Oregon. (1970)

William E. Lamon, associate professor emeritus. BS, 1964, San Francisco; MS, 1965, California State; PhD, 1968, California, Berkeley. (1972)

David G. Moursund, professor emeritus. BA, 1958, Oregon; MS, 1960, PhD, 1963, Wisconsin, Madison. (1967)

Ione F. Pierron, associate professor emerita of librarianship. BA, 1936, Puget Sound; MA, 1955, Minnesota; MS, 1960, Oregon. (1948)

Mildred C. Robeck, professor emerita. BA, 1951, MEd, 1954, PhD, 1958, Washington (Seattle). (1967)

John E. Suttle, professor emeritus. BS, 1948, Texas; MEd, 1952, Colorado; EdD, 1960, Texas. (1959)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

- **Bachelor of Arts** (p. 2)
- **Bachelor of Science** (p. 2)
- **Bachelor of Education**

Undergraduate Studies

Educational Foundations

The purpose of the educational foundations major is to prepare future professionals in education and related fields: critical thinkers, well-informed about theory and practice, who possess the knowledge and skills to be agents of change in economically, racially, culturally, and

linguistically diverse communities. The program focuses on content preparation and provides students with a sophisticated understanding of the intersections of multiple disciplines within larger historical and contemporary themes.

The two-year program, completed during the junior and senior years, prepares undergraduate students for admission into master's-level teacher certification programs or other Graduate School programs such as social work or psychology. The educational foundations major does not result in a teaching license.

Major Requirements

Students planning to major in educational foundations enter the university as education premajors. Transfer students and university students from other majors may become premajors by submitting a Request for Addition or Deletion Major form, available online. Premajors are not eligible to take most 300- and 400-level education courses. Premajor status does not guarantee admission to the educational foundations major.

The major is designed as a two-year program completed during the undergraduate junior and senior year. The major requires core courses in five areas: learning, teaching, and assessment; curriculum theory; technology and education; literacy; and equality of opportunity. Additional courses are required in mathematics, science, and a variety of other subjects, including reading, art, music, and physical education.

Bachelor of Arts Degree Requirements

Code	Title	Credits
Premajor Courses		
EDST 111	Educational Issues and Problems	4
EDST 199	Special Studies: [Topic]	4
EDST 220	Beginning Applications in Educational Technology	4
EDST 225	School and Representation in Film	4
EDST 231	Teaching in the 21st Century	4
Learning, Teaching, and Assessment		
EDST 331	Autobiography of Schooling	4
EDST 332–333	Learning, Teaching, and Assessment I-II	6
EDST 338–339	Observation: Learning, Teaching, Assessment I-II	2
Curriculum Theory		
EDST 342–343	Curriculum Studies I-II	8
Technology and Education		
EDST 422	Technology Education	4
Literacy		
EDST 410	Experimental Course: [Topic] (Multicultural Literature for Children)	1-5
EDST 463	Foundations of Reading	4
EDST 464	Multicultural Literacy	4
Equality of Opportunity		
EDST 420	Living in a Stratified Society	4
Select two of the following:		6
EDST 451	Equal Opportunity: Ecojustice and Education	
EDST 452	Equal Opportunity: Poverty	
EDST 454	Equal Opportunity: Patriarchy	
EDST 455	Equal Opportunity: Homophobia	
EDST 456	Equal Opportunity: Colonization and Genocide	
EDST 457	Equal Opportunity: Diaspora and Immigration	
EDST 458	Observation: Equal Opportunity I [1]	1
Additional Requirements		
Mathematics courses		
Science courses		
Art courses		
Music courses		
Physical education courses		
Total Credits		**64-68**

[1] Course may be repeated twice in conjunction with registering for an Equal Opportunity course.

Bachelor of Science Degree Requirements

Code	Title	Credits
Premajor Courses		
EDST 111	Educational Issues and Problems	4
EDST 199	Special Studies: [Topic]	4
EDST 220	Beginning Applications in Educational Technology	4
EDST 225	School and Representation in Film	4
EDST 231	Teaching in the 21st Century	4
Learning, Teaching, and Assessment		
EDST 331	Autobiography of Schooling	4
EDST 332–333	Learning, Teaching, and Assessment I-II	6
EDST 338–339	Observation: Learning, Teaching, Assessment I-II	2
Curriculum Theory		
EDST 342–343	Curriculum Studies I-II	8
Technology and Education		
EDST 422	Technology Education	4
Literacy		
EDST 410	Experimental Course: [Topic] (Multicultural Literature for Children)	1-5
EDST 463	Foundations of Reading	4
EDST 464	Multicultural Literacy	4
Equality of Opportunity		
EDST 420	Living in a Stratified Society	4
Select two of the following:		6
EDST 451	Equal Opportunity: Ecojustice and Education	
EDST 452	Equal Opportunity: Poverty	
EDST 454	Equal Opportunity: Patriarchy	
EDST 455	Equal Opportunity: Homophobia	
EDST 456	Equal Opportunity: Colonization and Genocide	
EDST 457	Equal Opportunity: Diaspora and Immigration	
EDST 458	Observation: Equal Opportunity I [1]	1

Additional Requirements	
Mathematics courses	
Science courses	
Art courses	
Music courses	
Physical education courses	
Total Credits	**64-68**

[1] Course may be repeated twice in conjunction with registering for an Equal Opportunity course.

Bachelor of Education Degree Requirements

Code	Title	Credits
Premajor Courses		
EDST 111	Educational Issues and Problems	4
EDST 199	Special Studies: [Topic]	4
EDST 220	Beginning Applications in Educational Technology	4
EDST 225	School and Representation in Film	4
EDST 231	Teaching in the 21st Century	4
Learning, Teaching, and Assessment		
EDST 331	Autobiography of Schooling	4
EDST 332–333	Learning, Teaching, and Assessment I-II	6
EDST 338–339	Observation: Learning, Teaching, Assessment I-II	2
Curriculum Theory		
EDST 342–343	Curriculum Studies I-II	8
Technology and Education		
EDST 422	Technology Education	4
Literacy		
EDST 410	Experimental Course: [Topic] (Multicultural Literature for Children)	1-5
EDST 463	Foundations of Reading	4
EDST 464	Multicultural Literacy	4
Equality of Opportunity		
EDST 420	Living in a Stratified Society	4
Select two of the following:		6
EDST 451	Equal Opportunity: Ecojustice and Education	
EDST 452	Equal Opportunity: Poverty	
EDST 454	Equal Opportunity: Patriarchy	
EDST 455	Equal Opportunity: Homophobia	
EDST 456	Equal Opportunity: Colonization and Genocide	
EDST 457	Equal Opportunity: Diaspora and Immigration	
EDST 458	Observation: Equal Opportunity I [1]	1
Additional Requirements		
Mathematics courses		
Science courses		
Art courses		
Music courses		
Physical education courses		
Total Credits		**64-68**

[1] Course may be repeated twice in conjunction with registering for an Equal Opportunity course.

Application and Admission

Students must submit a formal application for admission to the major. Application to the major is made before beginning the junior year of study and may be made only during winter term of each academic year. Seniors who transfer from another university or change their major may be admitted but are not guaranteed graduation within one year. Application materials and directions are available on the College of Education website.

- **Master of Education** (p. 3)
- **Master of Science** (p. 4)
- **Doctor of Philosophy** (p. 4)
- **ESOL Endorsement** (p. 4)
- **Reading Endorsement**

Graduate Studies

Master of Education in Curriculum and Teaching

Students pursuing a master of education degree (MEd) are admitted to the curriculum and teaching major through the K–12 licensure program, UO Teach, which emphasizes critical teaching, cultural awareness, and strong preparation in subject matter. Completion of the program leads to a teaching license and a master of education degree (MEd) in curriculum and teaching.

The UO Teach program offers general-education specializations in elementary multiple subjects as well as middle or high school education content areas. The middle or high school specialization prepares students for endorsements in the following subject areas:

1. English language arts
2. social science
3. science education (biology, chemistry, physics, or general science)
4. mathematics
5. world languages (Chinese, French, German, Japanese, and Spanish)

Both specializations include embedded preparation in English for Speakers of Other Languages (ESOL) endorsement.

Students who successfully complete the licensure part of the master's degree program are eligible to be recommended for a teaching license, which is granted by the Oregon Teacher Standards and Practices Commission.

UO Teach is a five-term, full-time program, though a small number of part-time students may be accepted for a two-year program. It is a cohort-based program (students are taught as a community rather than as individuals) in which students take courses in a specified sequence. Course work considers such questions as how students learn, how culture affects the teaching and learning process, and the role of schools in challenging social injustice. The program has a strong focus on subject-related teaching methods that emphasize critical thinking and teaching. Students are in field placements in schools for an entire academic year, including two terms of student teaching. More information

on the program is available at the website (https://education.uoregon.edu/uoteach).

Application and Admission

The program is competitive, with limited enrollment. Admission criteria include the student's grade point average (GPA), scores on licensure-related tests, content preparation, experience working with young people, a commitment to working with diverse populations, and strong communication skills. See the website for application details.

Master of Science in Curriculum and Teacher Education

Core Courses	
Foundations of education courses	8
Teacher professionalism courses	8
Research methodology courses	8
Specialization Courses	
Program courses	16
Electives	16
Total Credits	**56**

This program is designed for those who already hold a teaching license and want to build on their knowledge by introduction to the latest scholarship on teaching.

With the guidance of a faculty advisor, students choose at least one area of specialization and plan a program. Among the specializations currently offered are English for speakers of other languages (ESOL) endorsement, reading endorsements and added secondary-subject endorsements.

This is designed as a part-time program; note that the Graduate School requires students to take at least 3 credits per term. Courses are offered in summer session and in the evenings during the school year. More information is available at education.uoregon.edu/cted.

Application and Admissions

Enrollment is limited. Program admission is based on grade point average, recommendations, need in the field, and the interview. See the website for application details.

English for Speakers of Other Languages (ESOL) Endorsement

The add-on endorsements in ESOL and ESOL–bilingual education prepare educators to serve students who enter the public school system with a native language other than English. Another goal of these endorsement programs is to prepare teachers to view the native culture of an ESOL student as a source of pride and enrichment. Course work and field experiences develop teachers'

- planning, delivery, and assessment of ESOL instruction
- knowledge of effective second-language program models
- ability to serve as a resource to content teachers to ensure successful transition of a child from a sheltered program to the mainstream program
- ability to advocate for literacy in more than one language and for education with more than one cultural focus, resisting assimilationist approaches to ESOL education

ESOL Endorsement Requirements

Courses	16
Practicum	3
Total Credits	**19**

The program for the ESOL endorsement requires satisfactory completion of 19 credits, including four courses and a practicum. As an add-on endorsement, it is only available to licensed teachers.

Students who have completed an ESOL endorsement and are proficient in another language may add the bilingual endorsement by passing the appropriate Oregon Educator Licensure Assessments–National Evaluation Series language test. No course work is necessary for the bilingual endorsement.

Reading Endorsement Requirements

Courses	24
Practicum	3
Total Credits	**27**

The reading endorsement is an option available to those who already hold an Oregon teaching license and want to become reading interventionists. The program has a multilingual-multicultural emphasis that offers a linguistically and culturally inclusive approach to literacy education, including attention to the needs of speakers of other languages and nonstandard English. Students complete six courses and a practicum for a total of 27 credits.

Application and Admissions

Applicants must hold a teaching license. Students are admitted on a rolling basis but typically begin the program in summer or fall. For application information and deadlines, visit education.uoregon.edu/cted.

Licensure

Licensure programs of the Department of Education Studies meet the requirements for the Oregon Teacher Standards and Practices Commission for a preliminary teacher license in elementary multiple subjects and middle or high school education content areas. Endorsements are available in ESOL and ESOL-bilingual specialization and reading.

Doctor of Philosophy in Critical and Sociocultural Studies in Education

The University of Oregon doctor of philosophy degree (PhD) in critical and sociocultural studies in education emphasizes the development of expertise in research on curriculum, instruction, and teacher education. The program is designed to prepare candidates for work as faculty members at universities. Graduates may also pursue careers as researchers at state agencies or private research centers. The program requires disciplined study of the processes of teaching and learning as well as critical discussions about worthwhile teaching subjects. Courses of study in the program focus on

- the development of teachers as curriculum designers, critical and creative thinkers, and scholars of their practice
- the cognitive foundations of teaching practice
- the social and cultural context in which teaching and teacher education takes place
- the ideological, cultural, and philosophical foundations of educational practice

- extensive and rigorous preparation in qualitative and/or quantitative research methods

The program requires a minimum of 135 graduate credits, at least 84 of which must be earned after admission to the program.

Admission

The program is small; approximately ten students are admitted every two years. The next cohort will be admitted for fall 2017. Application details are available online at education.uoregon.edu/csse.

Courses

EDST 111. Educational Issues and Problems. 4 Credits.
Examines specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.

EDST 196. Field Studies: [Topic]. 1-2 Credits.
Repeatable.

EDST 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

EDST 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable. A recent topic is Exploring Educational Studies.

EDST 220. Beginning Applications in Educational Technology. 4 Credits.
Development of skills and exploration of computer applications useful for communicating in an educational setting.

EDST 225. School and Representation in Film. 4 Credits.
Examines popular culture's influence on schools and teachers along with the various mediating factors such as race, ethnicity, social class, gender, sexuality, religion, and nationality.

EDST 231. Teaching in the 21st Century. 4 Credits.
Exploration of who teachers are and what teachers do in urban, suburban, and rural school settings.

EDST 331. Autobiography of Schooling. 4 Credits.
Through critical autobiographies, case studies, readings and application activities, students examine and reflect on life in classrooms.

EDST 332. Learning, Teaching, and Assessment I. 3 Credits.
Students move beyond their own critical autobiographies of life in classrooms into various disciplinary literatures on learning, teaching, and assessment.
Prereq: EDST 331; coreq: EDST 338.

EDST 333. Learning, Teaching, and Assessment II. 3 Credits.
Focus on specific school subjects that provide a context for examining the basic assumptions underlying teaching, learning, and assessment.
Prereq: EDST 332; coreq: EDST 339.

EDST 338. Observation: Learning, Teaching, Assessment I. 1 Credit.
Students focus on listening to children to better understand how they make sense of school subjects.
Pre- or coreq: EDST 332.

EDST 339. Observation: Learning, Teaching, Assessment II. 1 Credit.
Focuses on developing skills in observation of learning, teaching, and assessments.
Coreq: EDST 333.

EDST 342. Curriculum Studies I. 4 Credits.
Examines basic assumptions underlying curriculum in specific subject areas.

EDST 343. Curriculum Studies II. 4 Credits.
Examines basic assumptions underlying curriculum development in K-12 schools.
Prereq: EDST 342.

EDST 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Exploring Educational Studies, IDEA Reading.

EDST 401. Research: [Topic]. 1-18 Credits.
Repeatable.

EDST 402. Supervised College Teaching. 1-6 Credits.
Repeatable.

EDST 404. Internship: [Topic]. 1-18 Credits.
Repeatable.

EDST 405. Reading and Conference: [Topic]. 1-18 Credits.
Repeatable.

EDST 406. Special Problems: [Topic]. 1-16 Credits.
Repeatable. Recent topics include Educational Foundations.

EDST 407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.

EDST 408. Workshop: [Topic]. 1-6 Credits.
Repeatable.

EDST 409. Practicum: [Topic]. 1-18 Credits.
Repeatable. Topics include Integrated Licensure I, II, III.

EDST 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods.

EDST 411. Childhood Studies. 3 Credits.
Examines child development from within the context of specific development and ecological theories.

EDST 420. Living in a Stratified Society. 4 Credits.
Examines the stratification of wealth, status, and opportunity for advancement in our society.

EDST 422. Technology Education. 4 Credits.
Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field.
Prereq: EDST 220.

EDST 440. Physical Education for Diverse Learners. 3 Credits.
Provides a variety of physical education and fitness activities appropriate for children with diverse abilities.

EDST 451. Equal Opportunity: Ecojustice and Education. 3 Credits.
Examines ways that schools, implicitly and explicitly, teach about the environment and human relationships to the environment.
Prereq: EDST 420; coreq: EDST 458.

EDST 452. Equal Opportunity: Poverty. 3 Credits.
Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students.
Prereq: EDST 420.

EDST 453. Equal Opportunity: Racism. 3 Credits.
Examines the historical development of the concept of race and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth.
Prereq: EDST 420.

EDST 454. Equal Opportunity: Patriarchy. 3 Credits.
Examines the way gender affects educational experiences and influences the educational achievement of students.
Prereq: EDST 420.

EDST 455. Equal Opportunity: Homophobia. 3 Credits.
Examines the way sexuality and sexual identity influence the educational experiences of students.
Prereq: EDST 420. Coreq: EDST 458.

EDST 456. Equal Opportunity: Colonization and Genocide. 3 Credits.
Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide.
Prereq: EDST 420.

EDST 457. Equal Opportunity: Diaspora and Immigration. 3 Credits.
Examines the way educational institutions have responded to human migration generally and to immigrant students specifically.
Prereq: EDST 420

EDST 458. Observation: Equal Opportunity I. 1 Credit.
Engages students in the analysis of specific dimensions of educational opportunity in the field. Repeatable twice for a maximum of 3 credits.
Prereq: EDST 420; coreq: one from EDST 451, 452, 453, 454, 455, 456, 457.

EDST 463. Foundations of Reading. 4 Credits.
Introduction to the various theoretical dimensions of reading and writing that form the foundation for understanding and teaching the complex texts children encounter today.

EDST 464. Multicultural Literacy. 4 Credits.
Introduces preservice teachers to literature written from ethnic, linguistic, social, and cultural perspectives and draws connections to broader cultural, social, historical, economic, and political contexts.

EDST 471. Foundations of Algebra Learning. 4 Credits.
Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 472.

EDST 472. Foundations of Geometry Learning. 4 Credits.
Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 471.
Prereq: EDST 471.

EDST 507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.

EDST 508. Workshop: [Topic]. 1-6 Credits.
Repeatable.

EDST 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods.

EDST 522. Technology Education. 4 Credits.
Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field.

EDST 551. Equal Opportunity: Ecojustice and Education. 3 Credits.
Examines ways that schools, implicitly and explicitly, teach about the environment and human relationships to the environment.
Coreq: EDST 558.

EDST 552. Equal Opportunity: Poverty. 3 Credits.
Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students.

EDST 553. Equal Opportunity: Racism. 3 Credits.
Examines the historical development of the concept of race and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth.

EDST 554. Equal Opportunity: Patriarchy. 3 Credits.
Examines the way gender affects educational experiences and influences the educational achievement of students.

EDST 555. Equal Opportunity: Homophobia. 3 Credits.
Examines the way sexuality and sexual identity influence the educational experiences of students.

EDST 556. Equal Opportunity: Colonization and Genocide. 3 Credits.
Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide.

EDST 557. Equal Opportunity: Diaspora and Immigration. 3 Credits.
Examines the way educational institutions have responded to human migration generally and to immigrant students specifically.

EDST 558. Observation: Equal Opportunity I. 1 Credit.
Engages students in the analysis of specific dimensions of educational opportunity in the field.

EDST 571. Foundations of Algebra Learning. 4 Credits.
Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 572.

EDST 572. Foundations of Geometry Learning. 4 Credits.
Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 571.
Prereq: EDST 571.

EDST 601. Research: [Topic]. 1-16 Credits.
Repeatable.

EDST 602. Supervised College Teaching. 1-9 Credits.
Repeatable.

EDST 603. Dissertation. 1-16 Credits.
Repeatable.

EDST 605. Reading & Conference: [Topic]. 1-9 Credits.
Repeatable.

EDST 606. Field Studies: [Topic]. 1-9 Credits.
Repeatable.

EDST 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

EDST 608. Workshop: [Topic]. 1-5 Credits.
Repeatable.

EDST 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

EDST 610. Experimental Course. 1-5 Credits.
Repeatable.

EDST 611. The Scholarship of Teaching. 4 Credits.
Examines the recent emergence of a focus on teachers as reflective practitioners, inquirers, action researchers, and scholars of pedagogical understanding.

EDST 612. Foundations of Teaching and Learning. 3 Credits.
Provides students with the psychological foundations of teaching and learning.

EDST 614. Cultural Context of Education. 4 Credits.
Examines the cultural foundations of educational practice through a critical review of four decades of ethnographic research on school and student culture.

EDST 615. Technology and Education. 4 Credits.
Introduction to major contemporary issues affecting education in the digital age.

EDST 616. Language, Power, and Education. 4 Credits.
Examines the politics, policies, and practical realities associated with language and literacy in educational settings and how these issues affect all students to some degree.

EDST 618. Teaching English Language Development, K–12. 3 Credits.
Examines best practices of delivering English-language development in light of federal and state standards, including teaching methods, technology, and parental involvement.

EDST 619. Teaching for Literacy. 4 Credits.
Prepares middle and high school teachers who are expected to teach specific content areas and literacy strategies as part of a reading endorsement. Offered as needed.

EDST 620. Evolution and the Math Wars. 4 Credits.
Focuses on the debates that influence, and in some cases overshadow, the teaching of mathematics and science from kindergarten to grade 12. Sequence with EDST 621, 622 (or 623, 624); 625, 626.

EDST 621. Representing Mathematical Concepts. 4 Credits.
Students deepen their content knowledge, widen their understanding of student conceptualizations of mathematics, and reflect on their own mathematics instructional practices. Sequence with EDST 620, 622, 625, 626.

EDST 622. Mathematical Problem-Solving Curriculum. 4 Credits.
Prepares students to view mathematics as a problem-solving field rather than a set of discrete skills and operational rules. Sequence with EDST 620, 621, 625, 626.
Prereq: EDST 621.

EDST 623. Representing Science Concepts. 4 Credits.
Examines why science is taught, what science subjects need to be taught, and how science is learned. Sequence with EDST 620, 624, 625, 626.

EDST 624. Scientific Problem-Solving Curriculum. 4 Credits.
Presents science as a problem-solving field rather than a set of discrete facts and concepts. Introduces scientific literacy as the aim of science teaching. Sequence with EDST 620, 623, 625, 626.
Prereq: EDST 623.

EDST 627. Introduction to Supportive Learning Communities. 1 Credit.
Introduces the teacher candidate to the necessary components for creating supportive and successful classroom communities, including interaction between motivation, “classroom management,” and teacher-student relationships. Sequence with EDST 628.

EDST 628. Creating Supportive Classroom Communities. 3 Credits.
Builds on EDST 627 by providing specific research, experience, and strategies for developing classroom environments where student behaviors are focused on learning. Sequence with EDST 627.
Prereq: EDST 627.

EDST 630. Humanities Curriculum and Cultural Conflict. 4 Credits.
Examines the epistemology and conceptions of education that underlie the humanities curriculum at the secondary level. Sequence with EDST 631, 632 (or 633, 634 or 635, 636); 637; 638.

EDST 631. Representing Literature to Young People. 4 Credits.
Examines why literature is taught and the way teachers represent literary works to students. Sequence with EDST 630, 632, 637, 638.

EDST 632. Engaging Students in Writing. 4 Credits.
Overview of strategies and tools for engaging students in the writing process. Emphasis on genres of writing and use of technology to enhance student writing. Sequence with EDST 630, 631, 637, 638.
Prereq: EDST 631.

EDST 633. Representing Second-Language Concepts. 4 Credits.
Provides a research-based foundation for planning, teaching, assessing, and managing second-language learning for the great diversity of students encountered in middle and high school. Sequence with EDST 630, 634, 637, 638.

EDST 634. Second-Language Conversation and Composition. 4 Credits.
Advanced teaching methodologies, techniques, and skills to effectively promote proficiency and fluency in second languages. Sequence with EDST 630, 633, 637, 638.
Prereq: EDST 633.

EDST 635. Representing Social Studies Concepts. 4 Credits.
Examines why social studies is taught and the way teachers represent social studies concepts to students. Sequence with EDST 630, 636, 637, 638.

EDST 636. Social Studies Inquiry and Analysis. 4 Credits.
Explores the theory and practice of teaching social studies as a specialized form of inquiry. Sequence with EDST 630, 635, 637, 638.
Prereq: EDST 635.

EDST 638. English Language Learners Pedagogy for Humanities. 4 Credits.
Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the curricular mandates of mainstream language arts and social studies courses. Sequence with EDST 630; 631, 632 (or 633, 634 or 635, 636); 637.

EDST 640. Constructing Meaning through Literacy. 4 Credits.
Provides concepts and strategies used in teaching children to read. Focuses in particular on instruction for beginning and intermediate readers and writers. Sequence with EDST 641.

EDST 641. Developing Thoughtful Literary Practices. 4 Credits.
Examines the teaching of reading as a practice filled with cultural meaning, placing reading education in its wider social and cultural context.

EDST 642. Pedagogical Methods in the Humanities. 4 Credits.
Explores the application of language arts and social studies methods and strategies for future elementary school practitioners.

EDST 643. Teaching Mathematics: Facts and Inquiry. 4 Credits.
Focuses on four areas of instruction crucial to becoming a skillful beginning teacher of mathematics. Sequence with EDST 644.

EDST 644. Teaching Mathematics: Inquiry in Context. 4 Credits.
Investigates techniques and strategies used to effectively teach mathematics and assess students. Sequence with EDST 643.
Prereq: EDST 643.

EDST 645. Teaching Science: Detail and Discovery. 4 Credits.
Emphasizes science as a process of contemplating, exploring, and raising questions about the world in elementary classrooms.

EDST 646. English Language Learners Pedagogy for Elementary Classrooms. 4 Credits.
Examines a variety of research-based instructional and assessment strategies that support English language learners in meeting the mandates of elementary-level curriculum.

EDST 650. Teacher Education: Policy and Practice. 4 Credits.
Explores the work of contemporary scholars who are attempting to bridge the division between policy and practice in teacher education. Offered alternate years.

EDST 652. Teacher Education: Analyzing Foundational Concepts. 4 Credits.
Examines foundational concepts that shape research and practice in teacher education. Offered alternate years.

EDST 654. Learning and Motivational Sciences. 4 Credits.
Survey of the learning and motivational sciences for advanced graduate students. Offered alternate years.

EDST 660. Urban Schools: History and Politics. 4 Credits.
Examines the historical, economic, political, legal, and social context of contemporary urban schooling systems. Offered alternate years.

EDST 661. Sociology: From Reproduction to Resistance. 4 Credits.
Focuses on the ways schools reproduce, reinforce, and challenge prevailing social, economic, and political relationships. Offered alternate years.

EDST 662. Curriculum Theory: Contesting Educational Content. 4 Credits.
Survey of the history of curriculum theory, the subfield that asks the fundamental question, what is worth teaching? Offered alternate years.

EDST 663. Fronteras Pedagógicas: Education and Immigration. 4 Credits.
Examines the way educational institutions have responded to human migration generally and to immigrant students, with an emphasis onbilingual education policy. Offered alternate years.

EDST 666. Thesis Writing. 4 Credits.
Seminar for doctoral students who have advanced to candidacy. Emphasis is on support through the dissertation proposal writing process. Repeatable as needed.

EDST 667. Grant Writing: Finding Funders. 4 Credits.
Provides graduate students with the knowledge and skills needed to write successful grant proposals for research, professional development, and curriculum development projects.

EDST 670. Philosophy of Research. 4 Credits.
Examines the philosophical assumptions that underlie various research methodologies in the human and social sciences.

EDST 673. Advanced Qualitative Methodology: Arts-Based Approaches. 4 Credits.
Examines contemporary reflexive social science research writing, focusing on experimentations with the form used by researchers to communicate insights about human affairs.
Pre- or coreq: EDUC 630, EDUC 632, EDUC 634.