Education Studies (EDST)

Courses

EDST 111. Education and Social Change. 4 Credits.
Students will evaluate historical, philosophical, and social viewpoints related to the purposes and goals of American education. Additionally, students will compare/contrast multiple approaches to address a range of challenges and opportunities in American schools.
Additional Information:
Social Science Area

EDST 196. Field Studies: [Topic]. 1-2 Credits.
A series of practical experiences on or off campus to understand principles or develop skills in performing selected tasks.
Repeatable 99 times

EDST 198. Workshop: [Topic]. 1-2 Credits.
An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.
Repeatable 99 times

EDST 199. Special Studies: [Topic]. 1-5 Credits.
A recent topic is Exploring Educational Studies.
Repeatable 99 times

EDST 211. Childhood Studies. 4 Credits.
Examines child development from within the context of specific development and ecological theories.

EDST 225. School and Representation in Media. 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.
Additional Information:
Cultural Literacy: US: Difference, Inequality, Agency

EDST 331. Autobiography of Schooling. 4 Credits.
The purpose of this course is to engage students in a critical reflection on life in classrooms through recognizing and questioning the assumptions underlying the routine of school. Includes analysis of critical autobiographies, case studies, readings along with application activities. Sequence with EDST 332, EDST 333.
Requisites: Prereq: EDST 111, EDST 211.

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.
Requisites: 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.
Requisites: 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.
Requisites: 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.
Requisites: Coreq: EDST 333.

EDST 342. Curriculum Studies I. 4 Credits.
This course will examine the development of curriculum theory through analysis of a collection of pivotal readings authored by influential scholars from the 18th and 19th centuries paired with contemporary writings that link historical developments with current policy and practice.Sequence with EDST 333.
Requisites: Prereq: EDST 333.

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

EDST 399. Special Studies: [Topic]. 1-5 Credits.
Recent topics include Exploring Educational Studies, IDEA Reading.
Repeatable 99 times

EDST 401. Research: [Topic]. 1-18 Credits.
Disciplined inquiry of a topic with varying techniques and assignments suited to the nature and conditions of the problem being investigated. Often pursued in relation to a dissertation or thesis.
Repeatable 99 times

EDST 402. Supervised College Teaching. 1-6 Credits.
A student, under faculty supervision and sponsorship, accepts responsibility for teaching a university course.
Repeatable 99 times

EDST 404. Internship: [Topic]. 1-18 Credits.
Professional practice in an organization that integrates concepts studied at the university with career-related work experience.
Repeatable 99 times

EDST 405. Reading and Conference: [Topic]. 1-18 Credits.
A particular selection of material read by a student and discussed in conference with a faculty member.
Repeatable 99 times

EDST 406. Practicum: [Topic]. 1-12 Credits.
Recent topics include Educational Foundations.
Repeatable 99 times

EDST 407. Seminar: [Topic]. 1-5 Credits.
Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.
Repeatable 99 times

EDST 408. Workshop: [Topic]. 1-6 Credits.
An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.
Repeatable 99 times

EDST 409. Terminal Project. 1-12 Credits.
Topics include Integrated Licensure I, II, III.
Repeatable 99 times

EDST 410. Experimental Course: [Topic]. 1-5 Credits.
Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods.
Repeatable 99 times

EDST 420. Living in a Stratified Society. 4 Credits.
Examines the role of public education in the social context of the United States. The purpose of the course is to develop critical ways of thinking about schools as institutions that both reproduce and challenge social inequality.
Requisites: Prereq: EDST 111, EDST 225.

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

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 448. Integrating the Arts. 4 Credits.
This course introduces students to the foundational conceptions of art, learning, curriculum, culture and society that inform the integration of the arts across subjects in elementary classrooms.

EDST 449. Introduction to Adaptive Physical Education. 4 Credits.
This course is designed to introduce students to the knowledge, skills, and strategies necessary to teach adaptive physical education.

EDST 450. Food and Schools. 4 Credits.
This course focuses on a topic that has typically been omitted from education courses and programs: food. Through this course, we will be thinking about the ways that food intersects with schools, and the implications of this for formal and informal educators.
Requisites: Prereq: EDST 420.

EDST 451. Teaching for Climate Activism. 4 Credits.
Future teachers survey current research and synthesize best practices for teaching about climate change. The course will draw from research across the fields of climate change education and communication as well as current curricula, books, and materials to explore how best to teach climate change.
Requisites: Prereq: EDST 420.

EDST 452. Poverty and Education. 4 Credits.
Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students.
Requisites: Prereq: EDST 420.

EDST 453. Racism and Education. 4 Credits.
Examines multiple ways institutionalized racism structures and mediates educational experience and multiple visions of anti-racist teaching.
Requisites: Prereq: EDST 420.

EDST 454. Patriarchy and Education. 4 Credits.
Examines the way gender affects educational experiences and influences the educational achievement of students.
Requisites: Prereq: EDST 420.

EDST 455. Heteronormativity and Education. 4 Credits.
Examines the way sexuality and sexual identity influence the educational experiences of students.
Requisites: Prereq: EDST 420.

EDST 456. Decolonization and Education. 4 Credits.
Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide.
Requisites: Prereq: EDST 420.

EDST 457. Immigration, Diaspora and Education. 4 Credits.
Examines the way educational institutions have responded to human migration generally and to immigrant students specifically.
Requisites: Prereq: EDST 420.

EDST 463. Foundations of Literacy. 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.
Requisites: Prereq: EDST 333.

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.
Requisites: Prereq: EDST 420.

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.
Requisites: Prereq: EDST 471.

EDST 507. Seminar: [Topic]. 1-5 Credits.
Recent topics include Professional Practices, Education for Minority Students, Reading in the Upper Elementary Grades.
Repeatable 99 times

EDST 508. Workshop: [Topic]. 1-6 Credits.
An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.
Repeatable 99 times

EDST 510. Experimental Course: [Topic]. 1-5 Credits.
Topics include Foundations of Education, Science and Health Methods, Social Studies and Language Arts Methods.
Repeatable 99 times

EDST 548. Integrating the Arts. 4 Credits.
his course introduces students to the foundational conceptions of art, learning, curriculum, culture and society that inform the integration of the arts across subjects in elementary classrooms.

EDST 549. Introduction to Adaptive Physical Education. 4 Credits.
This course is designed to introduce students to the knowledge, skills, and strategies necessary to teach adaptive physical education.

EDST 550. Food and Schools. 4 Credits.
This course focuses on a topic that has typically been omitted from education courses and programs: food. Through this course, we will be thinking about the ways that food intersects with schools, and the implications of this for formal and informal educators.

EDST 551. Teaching for Climate Activism. 4 Credits.
Future teachers survey current research and synthesize best practices for teaching about climate change. The course will draw from research across the fields of climate change education and communication as well as current curricula, books, and materials to explore how best to teach climate change.

EDST 552. Poverty and Education. 4 Credits.
Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students.

EDST 553. Racism and Education. 4 Credits.
Examines multiple ways institutionalized racism structures and mediates educational experience and multiple visions of anti-racist teaching.

EDST 555. Heteronormativity and Education. 4 Credits.
Examines the way sexuality and sexual identity influence the educational experiences of students.

EDST 556. Decolonization and Education. 4 Credits.
Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide.

EDST 557. Immigration, Diaspora and Education. 4 Credits.
Examines the way educational institutions have responded to human migration generally and to immigrant students specifically.

EDST 601. Research: [Topic]. 1-16 Credits.
Disciplined inquiry of a topic with varying techniques and assignments suited to the nature and conditions of the problem being investigated. Often pursued in relation to a dissertation or thesis.
Repeatable 99 times

EDST 603. Dissertation. 1-16 Credits.
A written document resulting from study or research and submitted as a major requirement for a degree.
Repeatable 99 times

EDST 605. Reading and Conference: [Topic]. 1-16 Credits.
A particular selection of material read by a student and discussed in conference with a faculty member.
Repeatable 99 times

EDST 606. Practicum: [Topic]. 1-16 Credits.
A series of clinical experiences under academic supervision designed to integrate theory and principles with practice.
Repeatable 99 times

EDST 607. Seminar: [Topic]. 1-5 Credits.
A small group of students studying a subject with a faculty member. Although practices vary, students may do original research and exchange results through informal lectures, reports, and discussions.
Repeatable 99 times

EDST 608. Workshop: [Topic]. 1-16 Credits.
An intensive experience, limited in scope and time, in which a group of students focus on skills development rather than content mastery.
Repeatable 99 times

EDST 609. Terminal Project. 1-12 Credits.
A presentation incorporating the knowledge and skills acquired from course work completed for a degree.
Repeatable 99 times

EDST 610. Experimental Course. 1-5 Credits.
Experimental course - topic varies.
Repeatable 99 times

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 616. Language, Power, and Education. 1-4 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 617. Sapsik'walá Indigenous Education Seminar I. 1-2 Credits.
Students in the Sapsik'#a#á (Teacher) Education Program study Indigenous teaching methods, including decolonizing, Indigenous feminist, and Elder pedagogies, and reflect on and analyze the importance of their own work as Indigenous educators who are contributing to Indigenous self-determination in education and Tribal Nation building.
Repeatable 2 times for a maximum of 4 credits

EDST 618. Methods ESOL: 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 620. Curricular Controversies: Math and Literacy. 4 Credits.
Focuses on the debates that influence, and in some cases overshadow, the teaching of mathematics and literacy from kindergarten to grade 12. Sequence with EDST 621, EDST 640.

EDST 621. Methods: 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, EDST 622.

EDST 622. Methods: 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, EDST 621.
Requisites: Prereq: EDST 621.

EDST 623. Methods: 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, EDST 624.

EDST 624. Methods: 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, EDST 623.
Requisites: Prereq: EDST 623.

EDST 627. Mgmt: 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. Mgmt: 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.
Requisites: Prereq: EDST 627.

EDST 630. Curriculum Studies and the Profession of Teaching. 4 Credits.
Examines a variety of ways curriculum is conceptualized at the secondary level.Sequence with EDST 631, EDST 632 (or EDST 634 or EDST 635, EDST 636); EDST 638.

EDST 631. Methods ELA: 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, EDST 632, EDST 638.

EDST 632. Methods: 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, EDST 631, EDST 638.
Requisites: Prereq: EDST 631.

EDST 633. Methods: 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. Methods: 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, EDST 638.
Requisites: Prereq: EDST 633.

EDST 635. Methods: 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, EDST 636, EDST 638.

EDST 636. Methods: 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, EDST 635, EDST 638.
Requisites: Prereq: EDST 635.

EDST 638. Methods ESOL: English Language Learners Pedagogy 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; EDST 631, EDST 632 (or EDST 634 or EDST 635, EDST 636).

EDST 640. Methods: 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.

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

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

EDST 645. Methods: 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. Methods ESOL: Eng Lang Learners Pedagogy Elementary Classrm. 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 647. English Language Learner Methods. 3 Credits.
Application-based course to provide English for Speakers of Other Languages (ESOL) endorsement candidates with opportunities to apply research-based instructional and assessment strategies that support English language learners. Method course has strong connection to planning for and assessing emerging bilingual English learner strengths and needs.

EDST 649. Elementary Physical Education Methods. 4 Credits.
This course is designed to prepare future educators with the knowledge, skills, and strategies necessary to teach physical education effectively in elementary schools.

EDST 653. Secondary Physical Education Methods. 4 Credits.
This course is designed to prepare future educators with the knowledge, skills, and strategies necessary to teach physical education effectively in secondary schools.

EDST 654. Learning and Motivational Sciences. 4 Credits.
Survey of the learning and motivational sciences for advanced graduate students. 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. Education and Immigration. 4 Credits.
Examines the way educational institutions have responded to human migration generally and to immigrant students, with an emphasis on bilingual 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 2 times for a maximum of 12 credits

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 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.
Requisites: Pre- or coreq: EDUC 630, EDUC 632, EDUC 634.

EDST 675. Indigenous Methods. 4 Credits.
This seminar examines foundational questions and literatures that guide Indigenous methodologies, the purpose of which is to foster students' abilities and commitments to enact inquiries grounded in relationality, respect, and responsibility toward Indigenous peoples and Indigenous struggles for self-determination, sovereignty, and decolonization.
Requisites: Prereq: EDUC 630, EDUC 632.

EDST 681. Elementary Part-Time Teaching. 4 Credits.
Provides scope, structure, supervision oversight, and guidance to support students during the part-time student teaching practicum in an Elementary school setting. Is first of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based requirements.
Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.
Repeatable 1 time for a maximum of 8 credits

EDST 682. Elementary Teaching Performance Assessment. 2 Credits.
Provides scope, structure, supervision oversight, and guidance to support pre-service teachers during their fulltime student teaching (EDST 683) and together are the last of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission (TSPC) intensive and extensive field-based requirement.
Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

EDST 683. Elementary Full-Time Student Teaching. 10 Credits.
The Elementary fulltime student teaching is designed to give candidates the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom. This experience helps develop knowledge, skills, and professional dispositions to make a positive impact on student learning.
Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.
Repeatable 1 time for a maximum of 20 credits

EDST 686. Secondary Part-Time Teaching. 4 Credits.
Provides scope, structure, supervision oversight, and guidance to support students in part-time pre-service student teaching practicum in an Mid-High School setting. The first of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based experience.
Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience.
Repeatable 1 time for a maximum of 8 credits

EDST 687. Secondary Teaching Performance Assessment. 2 Credits.
Provides scope, structure, supervision oversight, and guidance to support students during the full-time student teaching practicum in Mid/High School settings. Is the second of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based requirements.
Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.
Repeatable 2 times for a maximum of 4 credits

EDST 688. Secondary Full-Time Student Teaching. 10 Credits.
The Secondary full-time student teaching is designed to give candidate the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom. This experience helps develop knowledge, skills, and professional dispositions to make a positive impact on student learning.
Requisites: Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.
Repeatable 1 time for a maximum of 20 credits

EDST 690. Writing for Education Policy Leaders. 3 Credits.
This course is designed to familiarize graduate students with the essential elements of effective, academically rigorous, and policy-relevant professional writing. Students will be challenged to demonstrate critical thinking by anticipating the needs of various education policy actors and understanding the perspectives of key stakeholders—including teachers, school and district leaders, policymakers, the public, and education policy researchers—all of whom play a role in shaping education policy.

EDST 691. Education Policy for Multilingual Students. 3 Credits.
This course critically interrogates historical and current approaches to meeting the needs of multilingual and immigrant origin students in the US. The focus is how schools structure education for these students, and they ways in which this enables or constrains educational equity and opportunity. We examine federal, state, and local policies related to core content access, labeling and classification, assessment, and language development, among others.

EDST 692. Educational Policy Analysis. 3 Credits.
The purpose of this course is to introduce graduate students to the craft of education policy analysis. In the course, students will learn frameworks and employ tools to conduct education policy analysis, as well as conduct an analysis of an education policy issue of their choosing. Further, students will develop policy analysis writing skills for key education policy stakeholders.

EDST 693. Educational Governance and Policy Process. 3 Credits.
This graduate level course introduces students to the education governance structures and policy- and law-making processes at the federal, state and local levels. The course is designed for students who seek to become more sophisticated in their ability to read critically about, understand, and interpret the roles of various educational bodies and actors as well as the policy process and policy environment.

EDST 694. Survey of United States Education Policy. 3 Credits.
This is a graduate-level class designed to facilitate students' understanding of the major policy areas and debates in contemporary U.S. public K-12 education systems. It is designed for graduate students who seek to become education policymakers, school and system leaders, policy analysts and researchers.

EDST 695. Foundations of Education Policy and Leadership. 3 Credits.
Required course for the Master of Science in Education Policy and Leadership (MS-EPL) to introduce students into the program, build community within the cohort, develop a shared sense of purpose and direction in the program, and learn foundational core concepts of education policy and leadership.

EDST 696. Educational Policy and Leadership Master's Capstone. 3 Credits.
The purpose of this course is to scaffold students through the development and completion of their Educational Policy and Leadership master's capstone project. The capstone project is a discrete empirical examination of a problem of practice. The course also covers career planning and presentation skills.

EDST 697. Higher Education Policy. 3 Credits.
This course provides a comprehensive introduction to the realm of public policy in higher education. It delves into relevant research, theoretical frameworks, and areas of debate within the field.

EDST 698. Education Law. 3 Credits.
Designed to increase students' understanding of the legal framework that governs schools and educational policy, focused primarily on US K-12 issues, though we will touch on some higher education issues as well. Examines the basics of the US legal system; the legal rights of students to a high quality education; educational equity (including desegregation and affirmative action); students' and faculty's rights of free expression; student discipline and school choice.

EDST 699. Higher Education Leadership. 3 Credits.
Analyze the structures and systems-level composition of higher education in the United States; deconstruct the concentric systems of higher education administration and the interrelated leadership roles within those systems; and, examine and classify the subdivisions of possible career paths in higher education administration.