The Department of Education at Marylhurst University offers a Master of Arts in Teaching (MAT) degree, a Master of Education degree (M.Ed.), licensure endorsements (including Reading and ESOL), and a Teacher Leadership program. The master's program in education at Marylhurst grows from a tradition of more than 75 years of exemplary teacher preparation.

Marylhurst's innovative MAT and M.Ed. degree programs are designed to meet rigorous state and national standards. Graduates will be able to meet the challenges facing today's students and educational careers with skills that extend to the classrooms of the future.

The Master of Arts in Teaching and the Reading and ESOL Endorsement programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC).

### PROGRAMS OF STUDY

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PROFESSIONALISM AND INTERPERSONAL RELATIONSHIPS
The licensure candidate will:
1. Display appropriate professional and interpersonal skills and attitudes. NBPTS-1, NBPTS-4, NBPTS-5
2. Communicate effectively with students, parents, and patrons through written and oral modalities. NBPTS-1, NBPTS-5
3. Establish positive relationships with students, parents, and community members. NBPTS-1
4. Convey empathy and understanding for the learning needs of each child. NBPTS-1
5. Invite parents and community members into partnerships that promote student learning. NBPTS-5
6. Use writing as a vehicle for self-reflection and self-assessment. NBPTS-4

COURSEWORK TOWARDS STATE ENDORESEMENTS
In addition to the Initial Teaching License, the MAT curriculum will enable Marylhurst licensure candidates to complete advanced coursework toward state endorsements in teaching English to Speakers of Other Languages (ESOL) and in Reading. By the end of the second year, candidates will have completed approximately one-third of the courses needed for these endorsements. Candidates having completed the coursework leading to these endorsements should have a distinct market advantage when compared to candidates coming from other preservice preparation programs.

Master of Arts: Teaching

PROGRAM FEATURES
The Marylhurst University MAT program has two features that make it distinct from other programs in the region:
1. Advanced coursework toward state endorsements in Reading and teaching English to Speakers of Other Languages (ESOL) and in Reading.
2. Post-graduation mentoring support.

MENTORING SUPPORT
In recognition of the challenge facing new teachers in their first year of teaching, the Marylhurst University program will provide active mentoring support from established program faculty. This unique innovation sets Marylhurst apart from any other teacher preparation program in the state.

APPLYING FOR ADMISSION: MASTER OF ARTS IN TEACHING
The admissions process is concerned with the probable academic success of the candidate and his or her fit with the objectives of the MAT program. Program objectives for the candidate include personal and professional enrichment and intellectual growth, career advancement, community involvement, and leadership. Candidate selection is based on academic potential without regard to race, creed, color, gender, sexual orientation, national origin, age, or physical handicap. A bachelor’s degree granted by a regionally accredited college or university is required for admission but is not itself sufficient.

ADMISSION REQUIREMENTS FOR MASTER OF ARTS: TEACHING
In addition to application requirements, students applying to the MAT must also submit:
- Application for Admission
- Non-refundable application fee
- Sealed, official transcripts from degree-granting institutions
- Personal letter of introduction
- Two letters of recommendation
- Writing sample
- Praxis PPST/CBEST scores meeting state-required levels
- Fingerprint verification

ADMISSION INTERVIEW
After all material has been submitted, candidates may be invited for a personal interview. The interview will be conducted by members of the graduate faculty and professional educators. The interview is designed to explore the candidate’s ideas about the program and learn more about their goals for study in the MAT program.

INTERNATIONAL APPLICANTS
The Marylhurst Department of Education welcomes international applicants. The program requires English language fluency in listening, speaking, reading, and writing.

Contact the Office of Admissions at 503.699.6268 or email admissions@marylhurst.edu for further information or to request an application packet.

ASSESSMENT PRIOR TO ENTERING STUDENT TEACHING (FALL OF YEAR II)
All MAT candidates wishing to enter formal Student Teaching (Term 5 – Fall of Year II) must demonstrate and complete all of the following program and institutional standards:
1. Candidates must complete all courses designated as the Instructional Core in Terms 1 through 4.
2. Candidates must have a minimum of a 3.00 GPA for their coursework as determined by traditional methods.
3. Candidates must have successfully completed the required EDU 581-584 Field Experience sequence. Evidence Supervisor evaluation.
4. Candidates must complete a summative self-evaluation for EDU 584 including reference to the elements of the Program Outcomes rubric.

CANDIDATE ASSESSMENT
1. The candidate must display adequate knowledge of basic skills as demonstrated on the Praxis PPST, CBEST Test of Basic Skills or West B. A satisfactory score on one of these tests will be a condition of admission.
2. The candidate will be assessed on the core competencies of each course as outlined in the syllabus. This will include program outcomes as well as course specific outcomes. Examples of assessment strategies include assessment of written projects, observations by the Cooperating Teacher or the University Supervisor, and portfolios of work samples.
3. The candidate will submit a portfolio of evidence prior to student teaching. The MAT program faculty will assess the candidate’s readiness to move to student teaching. (End of Summer I)
4. The candidate will be required to submit two work samples during the two terms of student teaching. These work samples will be assessed by a committee of program faculty.
5. The candidate’s performance during student teaching will be assessed by the Cooperating Teacher (clinical faculty member) and the University Supervisor according to the rubric developed to guide the assessment of the candidate’s performance by the Cooperative Teacher and the University Supervisor.
6. Degree Conferral: Candidates must pass all TSPC-required tests for the authorization and content endorsement before MAT degree will be conferred.
Requirements for the Master of Arts Degree in Teaching – Elementary Education

FALL 1
EDU 501 Socio-Political & Social Justice Issues ...........2 crs.
EDU 503 Child Development & Learning Theory ...........3 crs.
EDU 504 Elementary Wellness & Nutrition ................1 cr.
EDU 517 Culture & Diversity Considerations in Education .2 crs.
EDU 581 Field Experience 1: Professional Identity ........1-2 crs.

WINTER 1
EDU 502 Language & Language Development ...........2 crs.
EDU 506 Reading Essentials for Pre-K-5 Learners ..........3 crs.
EDU 507 Elementary Mathematical Literacy ...............3 crs.
EDU 582 Field Experience 2: Teaching & Learning ........1-2 crs.

SPRING 1
EDU 505 Culturally Proficient Instruction: Elementary .....2 crs.
EDU 510 Integrated Language Arts & Social Studies ........3 crs.
EDU 511 Creative Arts ........................................3 crs.
EDU 583 Field Experience 3: Teaching & Learning ........1-2 crs.

SUMMER 1
EDU 512 Assessment for Learning: Elementary ...........3 crs.
EDU 514 Scientific Inquiry & Technology ................4 crs.
EDU 584 Field Experience 4: Teaching & Learning ........1-2 crs.

FALL 2
EDU 516 Positive Classroom: Elementary ................3 crs.
EDU 587 Student Teaching 1: Elementary ..................4 crs.

WINTER 2
EDU 519 Professional Experience & Entry Planning ........1 cr.
EDU 588 Student Teaching 2: Elementary ..................8 crs.
TOTAL FOR THE DEGREE: 54 crs.

Requirements for the Master of Arts Degree in Teaching – Secondary Education

FALL 1
EDU 501 Socio-Political & Social Justice Issues ...........2 crs.
EDU 503 Child Development & Learning Theory ...........3 crs.
EDU 517 Culture & Diversity Considerations in Education .2 crs.
EDU 530 Content-Area Vocabulary Development ...........1 cr.
EDU 581 Field Experience 1: Professional Identity ........1-2 crs.

WINTER 1
EDU 502 Language & Language Development ...........2 crs.
EDU 531 Writing & Literacy in the Content Area ..........3 crs.
EDU 532 Adolescent Development ..........................3 crs.
EDU 582 Field Experience 2: Teaching & Learning ........1-2 crs.

SPRING 1
EDU 525 Culturally Proficient Instruction: Secondary .....2 crs.
EDU 534 Reading Essentials for Secondary Learners ........3 crs.
EDU 535 Teacher as Action Researcher .....................2 crs.
EDU 540 Nutrition & Wellness for Adolescents ............1 cr.
EDU 583 Field Experience 3: Teaching & Learning ........1-2 crs.

SUMMER 1
EDU 513 Assessment for Learning: Secondary ...........3 crs.
EDU 541 Teaching Strategies in the Content Area ..........2 crs.
EDU 584 Field Experience 4: Teaching & Learning ........1-2 crs.
Choose one content-area elective ..........................3 crs.

FALL 2
EDU 515 Positive Classroom: Secondary ..................3 crs.
EDU 591 Student Teaching 1: Secondary ..................3 crs.

WINTER 2
EDU 519 Professional Experience & Entry Planning ..........1 cr.
EDU 592 Student Teaching 2: Secondary ..................8 crs.
TOTAL FOR THE DEGREE: 54 crs.

Master of Education

Students in the Master of Education (M.Ed.) program have the responsibility and privilege of designing their own degree via two pathways. Students may plan a focused study combining two of the four concentrations according to their interests and/or relevant transfer credits (maximum of 12) from prior graduate studies. It is also possible to create a degree plan with only the Professional Education concentration plus 21-24 department-approved electives without receiving a teaching license, or for those who already hold a teaching license.

The degree design process occurs through working closely with an assigned Education Department advisor. Students should plan a meeting soon after being admitted to the M.Ed. program.

Options for areas of study include: Professional Education Concentration, Reading Endorsement Concentration, ESOL Endorsement Concentration, and Teacher Leadership Concentration.

APPLYING FOR ADMISSION: MASTER OF EDUCATION

Program objectives for the candidate include personal and professional enrichment and intellectual growth, career advancement, community involvement, and leadership. Candidate selection is based on academic potential without regard to race, creed, color, gender, sexual orientation, national origin, age, or physical handicap. A bachelor’s degree granted by a regionally accredited college or university is required for admission but is not itself sufficient.

ADMISSION REQUIREMENTS FOR M.ED.

In addition to application requirements, students applying to the M.Ed. must also submit:
• Application for Admission
• Non-refundable application fee
• Sealed, official transcripts from degree-granting institutions
• Personal letter of introduction
• Two letters of recommendation
• Writing sample
• Proof of measles immunization

ADMISSION INTERVIEW

After all materials have been submitted, candidates will be invited for a personal interview. The interview will be conducted by members of the graduate faculty and professional educators. The interview is designed to explore candidate’s goals for study in the M.Ed. program.

INTERNATIONAL APPLICANTS

The Marylhurst Department of Education welcomes international applicants. The program requires English language fluency in listening, speaking, reading, and writing. Contact the Office of Admissions at 503.699.6268 or email admissions@marylhurst.edu for further information or to request an application packet.
MASTER OF EDUCATION DEGREE PATHWAYS

PATHWAY ONE
Combination of two of the four Education concentrations.

Major Requirements for the Master of Education Degree – 45 credits

- Professional Education Concentration - 21-24 crs.
  Choose from the following:
  EDU 501 Socio-Political & Social Justice Issues, 2 crs.
  EDU 503 Child Development & Learning Theory, 3 crs.
  EDU 505 Culturally Proficient Instruction: Elementary, 2 crs.
  or EDU 525 Culturally Proficient Instruction: Secondary, 2 crs.
  EDU 506 Reading Essentials for Pre-K-5, 3 crs.
  or EDU 534 Reading Essentials for Secondary Learners, 3 crs.
  EDU 512 Assessment for Learning: Elementary, 3 crs.
  or EDU 513 Assessment for Learning: Secondary, 3 crs.
  EDU 515 Positive Classroom: Secondary, 3 crs.
  or EDU 516 Positive Classroom: Elementary, 3 crs.
  EDU 517 Culture & Diversity Considerations in Education, 2 crs.
  EDU 532 Adolescent Development, 3 crs.
  EDU 535 Teacher as Action Researcher, 2 crs.
  EDU 598 Professional Portfolio, 2 crs.
  or EDU 599 Practicum in Education, 3 crs.
- Reading Endorsement Concentration - 24 crs.
  Required Reading Program Courses (14 crs.)
  EDU 502 Language & Language Development, 2 crs.
  EDU 506 Reading Essentials for Pre-K-5, 3 crs.
  EDU 508 Reading Essentials for Secondary Learners, 3 crs.
  EDU 544 Reading Assessment, 3 crs.
  EDU 557 Foundations of Emergent & Early Reading, 3 crs.
  EDU 599-1 Practicum: Reading Endorsement, 3 crs.
  Reading Endorsement Program Electives (min. of 10 crs.)
  EDU 506 Reading Essentials for Pre-K-5, 3 crs.
  EDU 530 Content-Area Vocabulary Development, 1 cr.
  EDU 531 Writing & Literacy in the Content Area, 3 crs.
  EDU 534 Reading Essentials for Secondary Learners, 3 crs.
  EDU 552 Elementary Literature & Nonfiction, 3 crs.
  EDU 553 Adolescent/Adult Literature & Nonfiction, 3 crs.
  EDU 556 Leading for Literacy, 3 crs.
  EDU 558 Practical Diagnosis & Intervention for Struggling Readers, 3 crs.
- ESOL Endorsement Concentration - 24 crs.
  Required ESOL Program Courses (23 crs.)
  EDU 502 Language & Language Development, 2 crs.
  EDU 505 Culturally Proficient Instruction: Elementary, 2 crs.
  or EDU 525 Culturally Proficient Instruction: Secondary, 2 crs.
  EDU 508 ESOL Methods & Strategies: Elementary, 3 crs.
  or EDU 509 ESOL Methods & Strategies: Secondary, 3 crs.
  EDU 517 Culture & Diversity Considerations in Education, 2 crs.
  EDU 571 Second Language Methodology, 3 crs.
  EDU 572 Leadership: ESOL Professional in the School & Community, 3 crs.
  EDU 573 Descriptive Linguistics & Exploration of English Language Form & Function, 3 crs.
  EDU 574 Literacy Issues, 2 crs.
  EDU 599-2 Practicum: ESOL Endorsement, 3 crs.
  ESOL Program Electives (min. of 1 cr)
  EDU 576 Bilingual Program & Methods, 1 cr.
  EDU 577 Special Education Issues & Services, 1 cr.
  EDU 578 Seminar in Family, Community, & Society, 1 cr.
- Teacher Leadership Concentration - 21 crs.
  Required Teacher Leadership Program Courses (20 crs.)
  EDU 521 Culturally Proficient Instructional Leadership, 3 crs.
  EDU 522 Facilitating School Change, 3 crs.
  EDU 523 Leading Professional Learning Communities Through Teacher Leadership, 3 crs.
  EDU 524 Roles & Skills in Teacher Leadership, 3 crs.
  EDU 526 Assessment Literacy, 3 crs.
  EDU 599-3 Practicum: Teacher Leadership, 5 crs.
  Teacher Leadership Program Elective (1 cr)
  Teacher Leadership Program Elective (1 cr)
  EDU 500-level (from the other graduate EDU concentrations)

TOTAL FOR THE DEGREE: min. of 45 crs.

PATHWAY TWO
Professional Education Concentration plus 21-24 electives

Major Requirements for the Master of Education Degree – 45 credits

Professional Education Program Courses ................. (21-24 crs.)

Choose from the following:

EDU 501 Socio-Political & Social Justice Issues, 2 crs.
EDU 503 Child Development & Learning Theory, 3 crs.
EDU 505 Culturally Proficient Instruction: Elementary, 2 crs.
or EDU 525 Culturally Proficient Instruction: Secondary, 2 crs.
EDU 506 Reading Essentials for Pre-K-5, 3 crs.
or EDU 534 Reading Essentials for Secondary Learners, 3 crs.
EDU 512 Assessment for Learning: Elementary, 3 crs.
or EDU 513 Assessment for Learning: Secondary, 3 crs.
EDU 515 Positive Classroom: Secondary, 3 crs.
or EDU 516 Positive Classroom: Elementary, 3 crs.
EDU 517 Culture & Diversity Considerations in Education, 2 crs.
EDU 532 Adolescent Development, 3 crs.
EDU 535 Teacher as Action Researcher, 2 crs.
EDU 598 Professional Portfolio, 2 crs.
or EDU 599 Practicum in Education, 3 crs.

Department-approved Electives.............................. (21-24 crs.)
TOTAL FOR THE DEGREE: min. of 45 crs.

TEACHER LEADERSHIP PROGRAM

The Marylhurst University Teacher Leadership Program is for working professionals in the field of education and is comprised of 21 credits of focused graduate coursework toward the development of proficiency based leadership skills.

Our program in teacher leadership also serves as one of the major concentrations in Marylhurst University's Master of Education degree as well as serving the professional development needs of post-master's candidates. It is a unique area of study and one that has been prominently identified in recent research literature about school change and instructional improvement.

APPLYING FOR ADMISSION: TEACHER LEADERSHIP PROGRAM

For an application to be considered, the candidate must submit the following to the Office of Admissions.

ADMISSION REQUIREMENTS FOR THE TEACHER LEADERSHIP PROGRAM

- Application for Admission
- Non-refundable application fee
- Sealed, official transcripts from degree-granting institutions
- Copy of current teaching license
- Personal letter of introduction
- Two references

Requirements for Teacher Leadership Program

Required Teacher Leadership Program Courses............. (20 crs.)
EDU 521 Culturally Proficient Instructional Leadership, 3 crs.
EDU 522 Facilitating School Change, 3 crs.
EDU 523 Leading Professional Learning Communities Through Teacher Leadership, 3 crs.
EDU 524 Roles & Skills in Teacher Leadership, 3 crs.
EDU 526 Assessment Literacy, 3 crs.
EDU 599-3 Practicum: Teacher Leadership, 5 crs.
Teacher Leadership Concentration Elective.......................... (11 cr.)
EDU 500-level (from the other graduate EDU concentrations)
TOTAL FOR THE PROGRAM: 21 crs.
ENDORSEMENT PROGRAMS

READING ENDORSEMENT PROGRAM
The Reading Endorsement program is designed for applicants who wish to pursue coursework for an endorsement in Reading. The program is limited to licensed teachers.

Depending on the applicant’s interest and teaching level, the endorsement may be focused for Early Childhood and Elementary or Middle School and High School.

APPLYING FOR ADMISSION: READING ENDORSEMENT
Because it is limited to licensed teachers, the application process has been streamlined. For an application to be considered, the candidate must submit the following to the Office of Admissions.

ADMISSION REQUIREMENTS FOR READING ENDORSEMENT
• Application for Admission
• Non-refundable application fee
• Sealed, official transcripts from degree-granting institutions
• Copy of current teaching license
• Personal letter of introduction
• Two references

TAKING COURSES PRIOR TO ADMISSION
Persons considering applying to the Reading Endorsement program may take 6 credits before admission with the permission of the Department of Education.

ESOL Endorsement Program
The ESOL program is designed for applicants who wish to pursue coursework for an endorsement in ESOL. The program is limited to licensed teachers.

Depending on the applicant’s interest and teaching level, the endorsement may be focused for Early Childhood and Elementary or Middle School and High School.

APPLYING FOR ADMISSION: ESOL ENDORSEMENT
This endorsement is limited to licensed teachers. For an application to be considered, the candidate must submit the following to the Office of Admissions.

ADMISSION REQUIREMENTS FOR ESOL ENDORSEMENT
• Application for Admission
• Non-refundable application fee
• Sealed, official transcripts from degree-granting institutions
• Copy of current teaching license
• Personal letter of introduction
• Two references

TAKING COURSES PRIOR TO ADMISSION
Persons considering applying to the ESOL Endorsement program may take 6 credits before admission with the permission of the Department of Education.

ESOL Requirements
Required Core ..................................................................................23 crs.
  EDU 502 Language & Language Development, 2 crs.
  EDU 505 Culturally Proficient Instruction: Elementary
  or 525 Culturally Proficient Instruction: Secondary, 2 crs.
  EDU 508 ESOL Methods & Strategies: Elementary
  or 509 ESOL Methods & Strategies: Secondary, 3 crs.
  EDU 517 Culture & Diversity Considerations in Education, 2 crs.
  EDU 571 Second Language Methodology, 3 crs.
  EDU 572 Leadership: ESOL Professional in the School
  & Community, 3 crs.
  EDU 573 Descriptive Linguistics & Exploration of
  English Language Form & Function, 3 crs.
  EDU 574 Literacy Issues, 2 crs.
  EDU 599-2 Practicum: ESOL Practicum, 3 crs.

Electives ..........................................................................................1 cr.
Choose one from the following:
  EDU 576 Bilingual Programs & Methods, 1 cr.
  EDU 577 Special Education Issues & Services, 1 cr.
  EDU 578 Seminar in Family, Community, & Society, 1 cr.
TOTAL FOR THE ENDORSEMENT: 24 crs.

EDUCATION COURSEWORK

EDU 501 SOCIO-POLITICAL AND SOCIAL JUSTICE ISSUES
This course is an introduction to the current social, political, and ethical issues surrounding public education. Licensure candidates will become familiar with the challenges facing students, families, and communities in helping all students meet performance expectations. 2 crs.

EDU 502 LANGUAGE AND LANGUAGE DEVELOPMENT
This course includes an introduction to linguistic description. Theories of language acquisition and applications to the classroom will be integrated. Candidates will learn analysis of components of language and first and second language acquisition theories. Attitudes toward dialect variation, approaches to teaching language complexity, and implications for the teaching of reading, writing, and spoken language will be explored. Crosslisted with Reading Endorsement and ESOL Endorsement. 2 crs.

EDU 503 CHILD DEVELOPMENT AND LEARNING THEORY
Candidates will learn how children and adolescents develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by teachers. 3 crs.

EDU 504 ELEMENTARY WELLNESS AND NUTRITION
Candidates will become familiar with the basic concepts of wellness and nutrition. This course will emphasize how teachers can influence the decisions made by children and adolescents about their physical activity and eating habits. 1 cr.

EDU 505 CULTURALLY PROFICIENT INSTRUCTION: ELEMENTARY
This course explores the development of proficiency in cultural understanding and methods for applying these principles to Elementary instruction. Attention to the effects of specific cultural influences is discussed. Readings and experiential assignments are for the purpose of expanding the participant’s understanding of how cultures affect perceptions and learning. Explicit practical methods for incorporating this awareness into instruction are examined. 2 crs.
EDU 506 READING ESSENTIALS FOR PRE-K-5 LEARNERS
This course is a comprehensive exploration of the theories and strategies of reading instruction and student reading comprehension. Candidates will learn the effective use of diverse reading strategies including constructivist and prescriptive reading instructional practices. 3 crs.

EDU 507 ELEMENTARY MATHEMATICAL LITERACY
This course looks at the integration of mathematical literacy and problem solving throughout the curriculum. Candidates will learn mathematical concepts through practical experiences that assist them in scaffolding prior student mathematical knowledge. 3 crs.

EDU 508 ESOL METHODS AND STRATEGIES: ELEMENTARY
This course discusses teaching curriculum content and literacy skills to Elementary English language learners. Candidates learn to choose appropriate instructional strategies and materials for making content learning understandable while expanding the English Language Learner’s production and comprehension of spoken English. The course examines the particular needs of students in acquiring early and continued literacy skills. Candidates explore appropriate assessment for students not yet proficient in English. 3 crs.

EDU 509 ESOL METHODS AND STRATEGIES: SECONDARY
This course discusses teaching curriculum content and literacy skills to Secondary English language learners. Candidates learn to choose appropriate instructional strategies and materials for making content learning understandable while expanding the English Language Learner’s production and comprehension of spoken English. The course examines the particular needs of students in acquiring early and continued literacy skills. Candidates explore appropriate assessment for students not yet proficient in English. 3 crs.

EDU 510 INTEGRATED LANGUAGE ARTS AND SOCIAL STUDIES
This course presents an integrated approach to building literacy skills through language arts and social studies. Social studies content is the vehicle for developing a broad range of reading, writing, speaking, and listening skills. 3 crs.

EDU 511 CREATIVE ARTS
Music, art, and drama are explored as the integrated content areas for child and adolescent development. The creative arts support and extend traditional content areas and are recognized as essential in an elementary educational experience. 3 crs.

EDU 512 ASSESSMENT FOR LEARNING: ELEMENTARY
This course reviews assessment techniques that build the candidate’s understanding of the role of testing and assessment. Emphasis will be placed on using a variety of assessment strategies that inform Elementary instruction. Candidates will also become familiar with state-level student achievement data and how data is used to improve instructional decisions. 3 crs.

EDU 513 ASSESSMENT FOR LEARNING: SECONDARY
This course reviews assessment techniques that build the candidate’s understanding of the role of testing and assessment. Emphasis will be placed on using a variety of assessment strategies that inform Secondary instruction. Candidates will also become familiar with state-level student achievement data and how data is used to improve instructional decisions. 3 crs.

EDU 514 SCIENTIFIC INQUIRY AND TECHNOLOGY
This course examines the integration of scientific inquiry into the life of an elementary classroom. Conceptual problem solving using a variety of methodologies and appropriate technology are emphasized. 4 crs.

EDU 565 TOPICS IN EDUCATION
Course topic and materials relevant to education students. Specific topic and credit hours will vary from term to term. Course may be repeated for credit [subject to approval by student’s academic advisor]. 1-3 crs.

SECONDARY EDUCATION COURSES

EDU 515 POSITIVE CLASSROOM: SECONDARY
Candidates examine the philosophy of inclusion and the techniques of instruction that promote successful learning for all Secondary students. Candidates will explore classroom organizational patterns, student engagement practices, and the role that teacher personality and motivation play in creating a positive learning environment. 3 crs.

EDU 516 POSITIVE CLASSROOM: ELEMENTARY
Candidates examine the philosophy of inclusion and the techniques of instruction that promote successful learning for all Elementary students. Candidates will explore classroom organizational patterns, student engagement practices, and the role that teacher personality and motivation play in creating a positive learning environment. 3 crs.

EDU 517 CULTURE AND DIVERSITY CONSIDERATIONS IN EDUCATION
This course is an exploration of dimensions of culture, categories of social diversity, characteristics of the culture of schools, characteristics of the cultures of the candidates, and the school-related dilemmas of stigmatized social groups. Readings and experiential assignments are for the purpose of expanding the participant’s understanding of new cultures as well as enabling them to examine their own cultures with new eyes. Implications for classrooms, school environment, and school-community relations are examined. 2 crs.

EDU 519 PROFESSIONAL EXPERIENCE AND ENTRY PLANNING
This seminar deals with the licensure candidate’s professional experience as an aspiring public school teacher. Candidates will examine their anticipated entry and socialization into the educational profession. Résumé and interview techniques will be covered. 1 cr.

EDU 521 CULTURALLY PROFICIENT INSTRUCTIONAL LEADERSHIP
This course focuses on instructional leadership and how it connects to the complex relationships between teacher growth and development, professional development and standards-based school improvement. Specific attention is given to how teacher leaders can accelerate learning gains for traditionally under-performing students. The course draws from research on effective teaching to improve instructional practices and curriculum offerings. Students learn to capitalize on the diversity of the school community to improve teaching for all students. 3 crs.
EDU 522 FACILITATING SCHOOL CHANGE
Students examine the literature on systemic change in schools including an analysis of successful models of school change with an emphasis on the roles of the teacher leader. Models of program assessment, including Action Research and Understanding by Design will be integral features of this course. Topics include planning, implementing, and evaluating the change process for school improvement. (Formerly System Change for Improving Schools) 3 crs.

EDU 523 LEADING PROFESSIONAL LEARNING COMMUNITIES THROUGH TEACHER LEADERSHIP
This course focuses on identifying the characteristics of a learning community classroom, the propensities of learning community teachers, and the stages of growth group development in establishing a learning community. Course activities include study of personal planning, implementing, and reflecting strategies for establishing a learning community classroom and guiding others in these efforts. (Formerly titled Developing Learning Communities through Teacher Leadership). 3 crs.

EDU 524 ROLES AND SKILLS IN TEACHER LEADERSHIP
Students review literature and acquire knowledge and skills needed for the varying roles of teacher leaders and working collaboratively with veteran colleagues on improving instruction. These roles include formal leadership roles and activities. Theories concerning the social and psychological aspects of teacher career development are studies, along with the impact of school climate and teacher collegiality. (Peer Coaching and Mentoring). 3 crs.

EDU 525 CULTURALLY PROFICIENT INSTRUCTION: SECONDARY
This course explores the development of proficiency in cultural understanding and methods for applying these principles to secondary instruction. Attention to the effects of specific cultural influences is discussed. Readings and experiential assignments are for the purpose of expanding the participant’s understanding of how cultures affect perceptions and learning. Explicit practical methods for incorporating this awareness into instruction are examined. 2 crs.

EDU 526 ASSESSMENT LITERACY
This course is designed to increase the school leader’s knowledge and understanding of assessment and its role in improving student achievement. Students will examine the knowledge and skill base that supports the effective use of assessment within the classrooms and schools. The nature and purpose of assessment, its use for improving instruction, and the design of high quality, teacher-developed classroom assessments will be emphasized as well as the skills necessary to assist other educators in using data to guide instructional decisions. 3 crs.

EDU 530 CONTENT-AREA VOCABULARY DEVELOPMENT
Licensure candidates will examine the research and best practices around adolescent vocabulary development. Using existing standards and lists, they will develop an understanding of what vocabulary students need to learn in specific content areas. Using academic texts, they will create assignments and lessons for students that enhance understanding and use of vocabulary. 1 cr.

EDU 531 WRITING AND LITERACY IN THE CONTENT AREA
This course examines the writing process as it helps adolescents gain concepts and deeper understanding of subject-area content. Candidates will experience writing about subject-area content, the learning process, and unique issues specific to the subject-area discipline. Candidates will also develop assessment skills by developing writing-trait rubrics. The course will include hands-on technology integration. A laptop is recommended. 3 crs.

EDU 532 ADOLESCENT DEVELOPMENT
This seminar covers the research on adolescent development covering middle school through young adulthood. Topics include cognitive, social, emotional, physical, sexual, and psychological aspects of development. Culturally responsive teaching practices that promote development of internal and external assets will be presented. 3 crs.

EDU 534 READING ESSENTIALS FOR SECONDARY LEARNERS
This course reviews the skills and techniques for teaching reading comprehension to secondary students. The course includes an investigation of the current models and trends in reading comprehension. Candidates will examine their own development as a reader and explore issues related to reading difficulty experienced by adolescents. 3 crs.

EDU 535 TEACHER AS ACTION RESEARCHER
This course examines the process used by professional educators to gather data and information about the student’s experience in the classroom and how teachers make changes in instruction based on that data. 2 crs.

EDU 540 NUTRITION AND WELLNESS FOR ADOLESCENTS
This course studies the issues and topics concerning adolescent wellness. Specific attention will be given to helping candidates understand the emotional and psychological issues relating to nutrition and adolescent development. 1 cr.

EDU 541 TEACHING STRATEGIES IN THE CONTENT AREA
Teaching and learning in middle and high school classrooms are discussed in this course. Emphasis is on the conceptualization, design, planning, organization, and assessment of instruction within the specific content area. Graded Pass/No Pass only. 2 crs.

EDU 544 READING ASSESSMENT
How can educators use the piles of student assessment data available in their schools to improve teaching and learning? This course meets the needs of a wide range of participants and prepares educators to use data to catalyze and support improvement in reading in K-12 schools. The focus is on learning how to screen, progress monitor, and use formative and summative assessment data to inform decisions about reading. This course will provide a balanced research-based approach to learning how assessment can inform practice. Students will be able to give as well as interpret a variety of reading assessments, such as “concepts of print” early reading inventories, miscue analysis, and some more thorough reading diagnostics, such as a Qualitative Reading Inventories. 3 crs.

EDU 552 ELEMENTARY LITERATURE AND NONFICTION
This course presents applications for using elementary literature and nonfiction in the classroom. It explores and reviews of traditional genres such as picture books, traditional tales, modern realism, romance, adventure, mystery, historical fiction, science fiction, fantasy, biography, poetry, and nonfiction. This study of literature focuses on cultural diversity. 3 crs.
EDU 553 ADOLESCENT/ADULT LITERATURE AND NONFICTION
This course presents applications for using adolescent literature and nonfiction in the classroom. It explores and reviews of traditional genres such as picture books, traditional tales, graphic novels, modern realism, romance, adventure, mystery, historical fiction, science fiction, fantasy, biography, poetry, and nonfiction. This study of literature focuses on cultural diversity and multiple perspectives of current events. 3 crs.

EDU 556 LEADING FOR LITERACY
This course is designed for elementary and secondary licensure candidates or content-area teachers who seek additional expertise in leadership techniques, skills, and strategies for working with adult learners. This course will provide an overview of effective leadership and also discuss the role of leadership in regards to the coaching role. 3 crs.

EDU 557 FOUNDATIONS OF EMERGENT AND EARLY READING
This is a technical reading course for elementary licensure candidates or elementary-level teachers who seek additional research and expertise on the science and stages of beginning reading and writing instruction. Special attention is given to principles of emergent literacy. Various factors associated with emergent reading development, and approaches to organization and literacy instruction through the primary level are also considered. The reciprocal relationship between early writing and reading is emphasized. 3 crs.

EDU 558 PRACTICAL DIAGNOSIS AND INTERVENTION FOR STRUGGLING READERS
This course focuses on individualized diagnosis and instruction for struggling readers. Educators will be provided research-based strategies and assessment tools to inform instruction, meet the needs of individual learners, and develop an understanding of the issues related to effective reading instruction. Emphasis is placed on English Language Learners and students in poverty. 3 crs.

EDU 571 SECOND LANGUAGE METHODOLOGY
This course provides foundational content for second language instruction. Formal language assessments prepare participants to determine the student’s dominant language and proficiency level. Understanding the theory and historical perspective of instructional methods or strategies helps apply current instructional practices. 3 crs.

EDU 572 LEADERSHIP: ESOL PROFESSIONAL IN THE SCHOOL AND COMMUNITY
Careful consideration is given to the legal, historical, and cultural issues related to English as a Second Language in the state of Oregon as well as in the United States. 3 crs.

EDU 573 DESCRIPTIVE LINGUISTICS AND EXPLORATION OF ENGLISH LANGUAGE FORM AND FUNCTION
This course includes in-depth guided practice in identifying the various aspects of language: sound system, grammar system, lexicon, and language functions. It provides guided analysis of English phonological system, English grammar and grammar terminology. It applies this knowledge to questions of assessing the student’s language, supporting language development, and direct teaching about language. 3 crs.

EDU 574 LITERACY ISSUES
This course offers sound instructional strategies to promote literacy development among English Language Learners. Students will expand their current knowledge about literacy instruction and curriculum as it relates to students with limited English language proficiency. The course explores teaching resources and classroom strategies to involve students in reading and writing activities. It examines culturally sensitive assessment procedures to document student progress. 2 crs.

EDU 576 BILINGUAL PROGRAMS AND METHODS
This course provides an overview of bilingual program models, both historically and currently. Specific issues of first language influence upon second language development are considered with attention to methods for developing language awareness and proficiency in both first and second language. 1 cr.

EDU 577 SPECIAL EDUCATION ISSUES AND SERVICES
ESOL students are often over identified for special education services. This seminar assists practitioners to be effective advocates for children needing specialized language development services when special education identification is not appropriate. 1 cr.

EDU 578 SEMINAR IN FAMILY, COMMUNITY, AND SOCIETY
This elective is designed to give ESOL endorsement candidates extended skills, knowledge, and practical opportunities to work with families to promote learning of ESOL students. Candidates will explore the best practices for encouraging parental involvement. 1 cr.

EDU 581 FIELD EXPERIENCE 1: PROFESSIONAL IDENTITY
A part-time assignment to a school for observation of classroom activity, candidates will take part in instructional activities in appropriate ways to extend their University-based classroom learning activities. Graded Pass/No Pass only. 1-2 crs.

EDU 582 FIELD EXPERIENCE 2: TEACHING AND LEARNING
A part-time assignment to a school for observation of classroom activity, candidates will take part in instructional activities in appropriate ways to extend their University-based classroom learning activities. Graded Pass/No Pass only. 1-2 crs.

EDU 583 FIELD EXPERIENCE 3: TEACHING AND LEARNING
A part-time assignment to a school for observation of classroom activity, candidates will take part in instructional activities in appropriate ways to extend their University-based classroom learning activities. Graded Pass/No Pass only. 1-2 crs.

EDU 584 FIELD EXPERIENCE 4: TEACHING AND LEARNING
A part-time assignment to a school for observation of classroom activity, candidates will take part in instructional activities in appropriate ways to extend their University-based classroom learning activities. Graded Pass/No Pass only. 1-2 crs.
STUDENT TEACHING

EDU 587 STUDENT TEACHING 1: ELEMENTARY
A part-time placement in a school for the development of instructional and assessment skills, the emphasis will be on reading and language arts literacy. Development of Work Sample I will be an expected outcome. Graded Pass/No Pass only. 1-4 crs.

EDU 588 STUDENT TEACHING 2: ELEMENTARY
A full-time placement in a school for the development of instructional and assessment skills, all aspects of the elementary curriculum will be covered. Development of Work Sample II will be an expected outcome. Graded Pass/No Pass only. 1-8 crs.

EDU 590 DIRECTED READING OR PROJECTS
Course may be repeated for credit. 1-3 crs.

EDU 591 STUDENT TEACHING 1: SECONDARY
A part-time placement in a school for the development of instructional and assessment skills, the emphasis will be on reading and language arts literacy. Development of Work Sample I will be an expected outcome. Graded Pass/No Pass only. 1-3 crs.

EDU 592 STUDENT TEACHING 2: SECONDARY
A full-time placement in a school for the development of instructional and assessment skills, all aspects of the instruction in a specific content area will be covered. Development of Work Sample II will be an expected outcome. Graded Pass/No Pass only. 1-8 crs.

EDU 593 NATIONAL PROFESSIONAL TEACHER
Directed Study. Must be accepted into the National Policy Board program. 9 crs.

EDU 594 INTERNSHIP IN EDUCATION
This course provides an opportunity to complete formal learning through an internship in an approved professional setting. Variable credit.

EDU 598 PROFESSIONAL PORTFOLIO
At the discretion of advisor. 1-3 crs.

EDU 599 PRACTICUM IN EDUCATION
The practicum is a guided placement or position-embedded experience which gives candidates the opportunity to apply course and program content, pedagogy, diagnostics, assessment, and leadership knowledge skills and attitudes. 3 crs.

EDU 599-1 PRACTICUM: READING ENDORSEMENT
The practicum is a guided placement or position-embedded experience which gives Reading Endorsement candidates the opportunity to apply course and program content, pedagogy, diagnostics, assessment, and leadership knowledge skills and attitudes. 3 crs.

EDU 599-2 PRACTICUM: ESOL ENDORSEMENT
The practicum is a guided placement or position-embedded experience which gives ESOL Endorsement candidates the opportunity to apply course and program content, pedagogy, diagnostics, assessment, and leadership knowledge skills and attitudes. 3 crs.

EDU 599-3 PRACTICUM: TEACHER LEADERSHIP
Students perform a school or district-based leadership project toward implementing change and improvement in their work environment. In addition, participants examine selected focused topics and literature relevant to their practicum in teacher leadership. The practicum must be approved by the student’s school district and a Marylhurst University faculty advisor. The student presents, interprets, and defends the outcomes of the project before a University committee. Course may be repeated. 1-5 crs.

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