EDUCATION AND LEARNING

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The Education and Learning major is designed to provide students with a deep understanding of the psychological, social, philosophical, and curricular foundations of education. This major builds a strong foundation for careers working with children and in various educational programs, including classroom teaching. Students not interested in obtaining a teaching license will do a capstone research project instead of student teaching.

Students interested in licensure will choose from two tracks in the major, general education or special education, and complete the required professional courses for early childhood and elementary multiple subjects endorsements. Those choosing general education will complete the requirements for the multiple subjects endorsement, while those who choose special education will complete the requirements for the special education endorsement. Student teaching is the capstone experience. Students considering a teaching career should consult with the coordinator of the undergraduate education program and take the introductory education course, EDUC 260 Foundations of Education, by their sophomore year.

This major (as well as many other majors at Pacific) also is a good choice for those who want to complete a liberal arts degree as an undergraduate and then secure an Oregon Initial Teaching License as part of a master's program (see our MAT Fifth-Year program for an example). A minor in a complementary subject area is strongly recommended for those who choose this route.

Minors in Teaching English to Speakers of Other Languages (TESOL) and Spanish for Elementary Teachers also are available; information follows.

Requirements for the Major: Education and Learning

		Credits
Introduction to Psychology		
PSY 150	Introduction to Psychology	4
Philosophical Foundations		
PHIL 100	Introduction to Philosophy	4
OR		
PHIL 202	Ethics and Society	4
Social Foundations: one of the following courses		
ANTH 101	Introduction to Anthropology	4
SOC 102	Social Problems	4
POLS 140	Introduction to U.S. Politics	4
POLS 180	The United States in World Affairs	4
Human Development: one or more of the following courses		
PSY 180	Lifespan Human Development	4
PSY 240	Child Development	4
EDUC 322	Applied Human Development (Eugene)	3
EDUC 320	Brain-Based Learning (Eugene)	3
Education and Learning Core Requirements: all of the following		
EDUC 260	Foundations of Education	2
EDUC 300	Introduction to Early Childhood Education	4
EDUC 308	Learning Communities I: Personal Awareness	2
EDUC 361	Foundations of Human Development & Psychology	4
EDUC 370	School and Society	2
EDUC 420	Language Acquisition in Children	2
EDUC 428	Teaching Reading through Child and Adolescent Literature	2
Required capstone experience: one of the following options		
EDUC 496	Integrating Seminar I: Research Design	2
AND		
EDUC 497	Integrating Seminar II: Research Project	4
OR		
EDUC 475/SPED 475	Student Teaching (Admission to the College of Education required – this is the capstone experience for those completing the Professional Courses for Early Childhood and Elementary School Authorizations)	12-15

Professional Courses for Licensure (Multiple Subjects Endorsement)

EDUC 309	Learning Communities II: Diversity	2
EDUC 436	Technology across the Curriculum	2
EDUC 411	Differentiation and Collaboration in the Inclusive Classroom	2
EDUC 476	Learning Communities: Reflection and Practice	2
EDUC 343	Teaching Math, Science and Health ECE/Elem	4
EDUC 397	Field Experience	1
EDUC 408	Reading and Language Arts ECE/Elem	4
EDUC 410	Expressive Arts in ECE	2
EDUC 431	General Methods, Assessment, & Classroom Management	2
EDUC 459	Preparing the Work Sample	2
EDUC 475	Student Teaching	12-15

Professional Courses for Licensure (Special Education Endorsement)

EDUC 309	Learning Communities II: Diversity	2
EDUC 436	Technology across the Curriculum	2
EDUC 411	Differentiation and Collaboration in the Inclusive Classroom	2
EDUC 476	Learning Communities: Reflection and Practice	2
SPED 300	Foundations and Legal Aspects of Special Education	2
SPED 305	Exceptionalities	2
SPED 310	Classroom & Behavior Management for Special Educators	4
SPED 320	Assessment & Evaluation in Special Education: Academic	2
SPED 325	Assessment & Evaluation in Special Education: Functional	2
SPED 330	Integrated Curriculum & Methods for Students with Disabilities: Academic	2
SPED 332	Integrated Curriculum & Methods for Students with Disabilities: Reading/Language Arts	2
SPED 335	Integrated Curriculum & Methods for Students with Disabilities: Functional	4
SPED 342	Assistive Technology	1
EDUC 397	Field Experience	1
SPED 475	Student Teaching	12-15

Requirements for the Minor: Teaching English to Speakers of Other Languages (TESOL)

The TESOL minor is intended to equip students with knowledge and skills necessary for teaching English as a second or foreign language, whether overseas or in other educational settings. Those who wish to enter a graduate degree program in TESOL will build a strong foundation in this field. This program does not lead to an endorsement in ESOL at K-12, unless students are already admitted to the undergraduate initial teaching licensure program in the College of Education.

Students should consult with the ESOL program coordinator, Catherine Kim, to plan their course of study. A student enrolling in ESOL and EDUC courses should have at least junior standing and must complete all courses with a grade of C or better.

TESOL Core — 11 credits

ESOL 444: Educational Linguistics for ESOL Teachers (3 cr)
ESOL 460: Foundations of ESOL Methods (2 cr)
ESOL 464: ESOL Methods, Assessment, and Technology (2 cr)
ESOL 450: Cultural Constructs and Diversity in ESOL Education (2 cr)*
EDUC 453: Literacy and English-Language Learners (2 cr)*

Language and Cultural Competency:

French, Chinese, Spanish, German or Japanese language courses through 201 level — 4-12 credits

OR

French, Chinese, Spanish, German or Japanese language proficiency through 201 level

AND

One of the following:

FREN, CHIN, SPAN, GER, JAPN language course (202 or above)	
ANTH/MUS 241	Intro to World Music
ARTHI 276	Art and Architecture of Asia
ARTHI 342	Islamic Art and Architecture
HIST 111	Foundations of East Asia
HIST 112	East Asia
HIST 113	Islamic Middle East
HIST 211	Japan Past and Present
HIST 212	China Past and Present
HIST 213	Vietnam and U.S.
POLS/HIST 239	Latin America

HIST 315	Modern Japan
HIST 316	China from Mao to Tiananmen
HUM 204	Chinese Cultural Study
HUM 205	Japanese Culture
HUM 206	Latin America
HUM 207	German Film in English
HUM 305	West Meets East
PSJ 225	Middle East
PHIL 305	Asian Philosophy
POLS 231	Contemporary Middle East
SPAN 325	Mexican-American Cultural Studies
WORL 325	Mentoring and Tutoring in the Languages
WORL 365	Teaching Language and Culture in Elementary Schools

Total: 15-23 credits

* ESOL 450 or EDUC 453 may be waived for those who take a study abroad course that is approved by the ESOL Program Coordinator in the College of Education. *Note: eight credits of upper division credits are required for the minor.*

Requirements for the Minor: Spanish for Elementary Teachers		**Credits**
Prerequisite: Proficiency level of Spanish 202		
EDUC/SPAN 465	Spanish in the Elementary School	4
EDUC/SPAN 466	Mexico: A Cultural Mosaic	4
HUM 306	Latino Fiction	4
OR		
HUM 325	Hispanics in the United States	4
EDUC 467/SPAN 367	Practicum in Tapalpa, Mexico	3-4
OR		
EDUC 371	Seminar in Education: Ecuadorian Culture and Systems of Education	2
EDUC 372	The Ecuadorian Experience: Language, Culture, and Education	2

Total: 15 Credits

COURSES

EDUC-155 Special Topics
See department for course description. Credit varies.

EDUC-220 Africa Experience in Kenya I
An introductory course intended to prepare students to take part in the Seminar on Globalization: Africa's Experience in Kenya Part II (EDUC 221), a Winter Term Study Abroad course at Egerton University, Njoro,Kenya. Topics include Kenyan and East African history, culture, geography, politics, literature, ecology, wildlife, and agriculture, as well as logistical preparation for study abroad (passport, visa, inoculations, etc.). 2 credits.

EDUC-255 Special Topics
See department for course description. Prerequisite: Sophomore standing or above. Credit varies.

EDUC-260 Foundations of Education
Introduces the foundations of American education and schooling. Examines schooling and the teaching profession from an interdisciplinary approach that includes a variety of perspectives. 2 credits.

EDUC-300 Intro to Early Childhood Education
Introduces the field of early childhood education. Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly service learning in an early childhood classroom. Utilizes problem-based learning. Prerequisite: Sophomore standing or above, EDUC 260, and PSY 150. Counts towards core requirements: Diverse Perspectives and Civic Engagement. 4 credits.

EDUC-302 Teaching Art in MS/HS
Introduces the basic methods of art instruction for the middle and high school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education. 3 credits.

EDUC-303 Teaching Music in MS/HS
Surveys the fundamental principles, techniques, and procedures for teaching music in the middle and high school. Prerequisite: Admission to College of Education. 3 credits.

EDUC-308 Learn Communities I: Personal Awareness
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, communication skills, creativity, and classroom management. Prerequisite: Sophomore standing or above (30 or more completed credits). 2 credits.

EDUC-309 Learning Communities II: Diversity
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Prerequisite: Admission to College of Education. Counts toward core requirement: Diverse Perspectives. 2 credits.

EDUC-314 Reading & Writing Across the Curriculum
Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing, and study skills. Prerequisite: Admission to College of Education. 2 credits.

EDUC-316 Child & Adolescent Literature
Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits.

EDUC-316G Child & Adolescent Literature
Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 2 credits.

EDUC-317 Teaching Art in the Elementary School
Introduces the basic methods of art instruction for the elementary school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to College of Education. 3 credits.

EDUC-318 Teaching Music in the Elementary School
Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to College of Education. 3 credits.

EDUC-319 Teaching Phys Ed in Elementary School
Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education. 3 credits.

EDUC-320 Brain Based Learning
This course examines a range of cognitive processes and their relationship to learning and neuroscience. A special emphasis will be placed on current neuroscientific research that deepens our understanding of the biological basis of learning and teaching. Offered only at the Eugene campus. 3 credits.

EDUC-322 Applied Human Development
Explores developmental issues in applied contexts such as education, health services, and families. Students will critically examine assessment and intervention at various points across the life span. Offered only at the Eugene campus. Prerequisite: Junior standing or above (60 or more completed credits) and PSY-150 with a minimum grade of C-. 3 credits.

EDUC-326 Teach Assess Mgmt MS/HS
Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education. 3 credits.

EDUC-326G Teach Assess Mgmt MS/HS
Develops skills in designing, organizing, and assessing lessons and units for middle school and high school that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to College of Education. 3 credits.

EDUC-336 Teaching Health in MS/HS
Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to College of Education. 3 credits.

EDUC-338 Teaching Science in MS/HS
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to College of Education. 3 credits.

EDUC-339 Teaching Phys Ed in MS/HS
Prepares preservice teachers to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to College of Education. 3 credits.

EDUC-343 Math Sci Health ECE/Elem
Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to College of Education. Corequisite: EDUC 397. 4 credits.

EDUC-349 Teaching Math in MS/HS
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to College of Education. Instructor's consent required. 3 credits.

EDUC-355 Special Topics
See department for course description. May be repeated for credit when topic varies. Credit varies.

EDUC-361 Foundations Hum Devel & Psych
Introduces future teachers to developmental issues of students in their classrooms: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. Overviews the available resources and practices intended to support students with special needs in the regular school setting. Prerequisite: PSY 150. 4 credits.

EDUC-370 School & Society
Explores the relationship between schools and society. Develops in aspiring teachers an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. Prerequisite: Sophomore standing or above (30 or more completed credits). 2 credits.

EDUC-371 Ecuadorian Culture & Systems of Educ
This is an introductory course intended to prepare students to take part in the study abroad program in Quito, Ecuador in conjunction with the Andean Center for Latin American Studies. The Fall course will prepare students for their arrival in Ecuador with a knowledge base of it's culture, food, people, history, politics, current events, school system(s), and ESOL strategies. Once in Ecuador, students will be able to add to their knowledge base through authentic experiences. Prerequisite: SPAN 102. 2 credits.

EDUC-372 The Ecuadorian Exp: Lang, Cult, & Educ
This 2-week travel course immerses students in the language, culture, and educational system of Ecuador. It also exposes students to elements of pre-Colombian cultures in Ecuador that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in Quito, Ecuador and will participate in workshops that focus on a variety of regional indigenous cultural expressions. This course will be taught through the Andean Center for Latin American Studies in Quito, Ecuador. Educational excursions to local historical, cultural, and development sites complement students' class work. Prerequisite: EDUC 371. Counts towards core requirements: International Perspectives and Civic Engagement. 2 credits.

EDUC-392 Africa Experience in Kenya II
This interdisciplinary, two-week study abroad seminar is held at Egerton University, Njoro, Kenya. The seminar emphasizes the impact of globalization on the people and social institutions of East Africa. Lecturers are drawn from Egerton University, located in the Rift Valley, as well as local practitioners in the many fields of development. Educational excursions to local historical, cultural, and development sites complement students' class work. Sites to be visited may include: Primary and Secondary Schools, an HIV/AIDS Project, a Street Children's Program in the city of Nakuru, Lake Nakuru National Park, Menengai Crater, the Nakuru Catholic Diocesan Peer Counseling Center, Water and health clinic programs, Lake Bogoria and Lake Baringo, Tea Plantations and other tourist attractions. Prerequisite: EDUC 220. Instructor's consent required. Counts toward core requirement: International Perspectives. 2 credits.

EDUC-395 Independent Study
See department for details. Independent study contract required. Credit varies.

EDUC-397 Field Experience
Offers participation in a professional experience in public schools. Prerequisite: Admission to College of Education. May be repeated for credit. Pass/No Pass. 1 credit.

EDUC-401 Civic Engagement & the Clsrm Teacher
This class will investigate the dynamics between schools and their communities. Students will work, either individually or in groups, with social service agencies that serve children and their families. Placements will be chosen in consultation with the professor and will focus on populations that are typically underserved in schools. Prerequisite: Admission to the College of Education. Counts toward core requirement: Civic Engagement. Eugene only. 2 credits.

EDUC-408 Reading & Language Arts ECE/Elem Educ
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent coursework. Prerequisite: Admission to College of Education. Corequisite: EDUC 459. 4 credits.

EDUC-410 Expressive Arts in Early Childhood Educ
Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical movement, and become skillful in integrating art, music, and physical movement activities into the curriculum. Examines models of teaching and methods that are specific to each of the three areas, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to College of Education. 2 credits.

EDUC-411 Ed Diverse Learners in Inclusive Class
Prepares general and special education teachers to differentiate and collaborate for the purpose of meeting the needs of diverse learners. Candidates will apply understanding of inclusive environments, individual differences, and instructional planning to adapt curriculum and instruction to support learner achievement and growth. Prerequisite: Admission to the College of Education. 2 credits.

EDUC-420 Language Acquisition in Children
Examines the nature of language as a system of human communication. Provides an overview of major theories of first language acquisition. Explores how language development functions as a basis for literacy development and what linguistic and cultural variations are involved in children's language and literacy development. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits

EDUC-428 Teach Reading - Child & Adolescent Lit
Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

EDUC-428G Teach Reading - Child & Adolescent Lit
Examines the nature of reading processes and what it means to comprehend and understand as a reader while surveying and analyzing authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of how authentic and culturally appropriate literature can be used in the development of child and adolescent literacy. 2 credits.

EDUC-431 Gen Methods Assessment & Classroom Mgmt
Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education. 2 credits.

EDUC-431G Gen Methods Assessment & Classroom Mgmt
Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to College of Education. Instructor's consent required. 2 credits.

EDUC-436 Technology Across Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students' skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, projects and independent exploration. Prerequisite: Admission to College of Education. 2 credits.

EDUC-445 Thematic Teaching SS & Arts
Assists students in developing thematic curricula which are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission to College of Education. 2 credits.

EDUC-447 Teaching Foreign Lang MS/HS
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to College of Education. 3 credits.

EDUC-451 Teaching Social Studies in MS/HS
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission to College of Education. 3 credits.

EDUC-452 Teaching Language Arts in MS/HS
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons that develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission to College of Education. 3 credits.

EDUC-453 Literacy & English-Language Learners
Candidates will discuss theories and issues in reading and writing in English-as-an-additional language and their implications for instructional practice. This course will emphasize literacy instruction for students who are learning academic English-as-an-additional language. Candidates will explore effective reading and writing instructional practices with multilingual learners, and explore children's and adolescent literature as they pertain to diversity within a multicultural classroom. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

EDUC-455 Supervised Practicum
Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. Instructor's consent required. May be repeated for credit. Pass/No Pass. 1-6 credits.

EDUC-456 Continuing Studies
See department for details.

EDUC-457 Socio-Cultural Studies Seminar
This course provides support and guided self-reflection for students as they engage in community-based experiences such as service learning or cultural immersion. Instructor's consent required. 1-3 credits.

EDUC-459 Preparing the Work Sample
Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission to College of Education. 2 credits.

EDUC-462 Foundations Cultural Comp
Provides an introduction to the field of cultural competence. Emphasis is given to historical, legal and sociological foundations. Other topics include the history of educating students from underrepresented groups, closing the achievement gap, assessing personal and organizational cultural competence. 3 credits.

EDUC-463 Beyond Fear Anger & Guilt
Assists participants in the development of personal cultural competence. Students will examine issues of power and privilege, their own taken-for-granted attitudes and prejudices, and their own cultural identity development. Students work towards creating networks and support systems within their communities. 2 credits.

EDUC-464 Cultural Competence for Children
Designed for those particularly interested in early childhood. Students will explore strategies for teaching cultural competence in preschool and the early grades. The focus is on dealing with critical incidents with young children and selecting appropriate teaching materials. 1 credit.

EDUC-465 Spanish in the Elementary School
Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Taught in English and Spanish. Prerequisite: SPAN 202 or placement. 4 credits.

EDUC-465G Spanish in the Elementary School
Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Taught in Spanish and English. Prerequisite: SPAN 202 with minimum grade C- or placement. 4 credits.

EDUC-466 Mexico: A Cultural Mosaic
This class will focus on Mexican history, folklore, culture, music and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: SPAN 202 with minimum grade C- or placement. Does not count towards Spanish major. Offered intermittently. 4 credits.

EDUC-466G Mexico: A Cultural Mosaic
This class will focus on Mexican history, folklore, culture, music, and visual arts with the needs of the elementary classroom in mind. The class will be taught bilingually and discuss the historical and cultural basis for the Mexican aesthetic. In addition, students have opportunities to participate in musical experiences and hands-on art projects also suitable for the elementary classroom. As a culminating event, the students will design and implement Festival day that will include community participation. Includes an observation component in a bilingual classroom. Prerequisite: SPAN 202 with minimum grade C- or placement. Offered intermittently. 4 credits.

EDUC-467 Tapalpa, Mexico: Teaching Practicum
This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Offered intermittently. Prerequisite: SPAN-202 with minimum grade C- or placement. Instructor's consent required. Counts toward core requirement: Comparative Cultural, Civic Engagement, and/or International Perspectives. 3 credits.

EDUC-467G Practicum in Tapalpa, Mexico
This 3-week travel course immerses students in the language, culture and educational system of rural Mexico. It also exposes students to elements of pre-Colombian cultures in Mexico that are still important today (religion, food, health care). Students will observe and teach in elementary/middle schools in the small town of Tapalpa, Mexico and will participate in workshops that focus on a variety of regional indigenous cultural expressions. Travel course also includes several pre- and post-trip meetings at Pacific University. Students will also attend evening class sessions on literature and culture while in Tapalpa. Taught in Spanish with some English. Prerequisite: SPAN-202 with minimum grade C- or placement. Instructor's consent required. 3 credits.

EDUC-469 Teaching About the Holocaust
Designed for those interested in students from grades 5-12. Students will learn strategies, receive materials, and study resources for teaching about the Holocaust. 1 credit.

EDUC-475 Student Teaching
Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. Offered for variable credit. 1-15 credits

EDUC-476 Learn Comm III: Reflect & Practice
Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Prerequisite: Admission to College of Education. Corequisite: EDUC 475. Pass/No Pass. 2 credits.

EDUC-480 Practicum in Cultural Competence
Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences. Instructor's consent required. Pass/No Pass. 2 credits.

EDUC-481 Intro to Gifted Education
Examines the history of TAG as well as implications and requirements of Oregon's TAG mandate. Course content includes need for identification process and for gifted services for twice-exceptional students, and Bett's six profiles of gifted students. 3 credits.

EDUC-482 Classroom Strategies - TAG
Assists classroom teachers in meeting diverse needs of gifted students through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content includes teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. 3 credits.

EDUC-483 Soc & Psych Found of Gifted Education
Assists classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context. Course content includes affective issues of gifted children and adolescents, impact of Piirto's Pyramid of Talent Development and emotional intelligence on life- long success and the use of "The Gifted Identity Model." 3 credits.

EDUC-484 Practicum: TAG
Provides students with the opportunity to utilize knowledge and skills gained in coursework in a school setting. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized "TAG Plan" meeting with a parent and teacher (or other district representative). Instructor's consent required. 2 credits.

EDUC-496 Integrating Seminar I: Research Design
Introduces students to principles of teacher action research. Synthesizes learning from major course work in education, psychology, subject-area content and through a literature review by developing a research design for a fuller understanding of education and learning processes. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: Senior standing (90 or more completed credits). 2 credits.

EDUC-497 Integrating Seminar II:Research Project
Students collect, analyze, and synthesize data from education field placements. Includes completion and presentation of a senior research project focused on program evaluation, self-study, curriculum review or other specific aspect of schooling or the learning process. Emphasizes becoming a teacher through critical thinking, self-reflexivity, seeking multiple perspectives, and developing strong connections between context, students, and distant colleagues. Prerequisite: EDUC 496. 4 credits

ESOL-440 Language Policy in ESOL Educ
Students will gain knowledge of local, state, and federal laws pertaining to educating English speakers of other languages. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. Students will study the theory and research that have shaped language policy in the United States, and apply theory and research to the present and future educational setting for ESOL. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ESOL-444 Educational Linguistics ESOL Teachers
This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students. Prerequisite: Junior standing or above (60 or more completed credits). 3 credits.

ESOL-450 Cultural Constructs/Diversity ESOL Educ
This course is designed to equip ESOL teacher candidates with competency in cultural, linguistic, educational, and ethnic issues present in educating English-Language Learners (ELLs). Candidates will develop understanding of cultural and linguistic diversity in ESOL education and be able to implement culturally responsive interventions to promote the learning environment conducive to learning for all students. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ESOL-460 Foundations of ESOL Methods
This course is designed to equip ESOL teacher candidates with theoretical bases, concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Various teaching models developed for ESL teaching are introduced and theoretical foundations of second language teaching will be built. Prerequisite: Junior standing or above (60 or more completed credits). 2 credits.

ESOL-464 ESOL Methods Assessment & Technology
This course is designed to apply theoretical foundations built in ESOL 460/560, Foundations of ESOL Methods, in actual lesson planning and unit development for K-12 ESOL instruction. It also aims to promote candidates' knowledge and understanding of inquiry- and standards-based practices and strategies in ESOL education. ESOL teacher candidates will learn how to plan, manage, and implement standards-based ESOL lessons and curricula including second language assessment and technology-incorporated instruction. Prerequisite: ESOL 460. 2 credits.

ESOL-472 ECE/Elem Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE and Elem setting. Instructor's consent required. 2 credits.

ESOL-474 MS/HS Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an MS and HS setting. Instructor's consent required. 2 credits.

ESOL-476 Multilevel Supervised ESOL Practicum
Candidates complete a 90-hour supervised clinical experience working with students identified as English-Language Learners, and an ESOL practicum portfolio. Practicum focus will be in an ECE or Elem setting and a MS or HS setting. Instructor's consent required. 2 credits.

SPED-300 Foundations of SPED
An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation. Includes observation in special education classrooms. 2 credits.

SPED-305 Exceptionalities
An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. 2 credits.

SPED-310 Behavior Management SPED
Develops skills in understanding the environmental and motivational factors necessary to manage individual and group behavior with an emphasis on functional analysis and preventative strategies. Guides candidates in the development of positive behavioral support plans and addresses legal issues. Prerequisite: Admission to the College of Education. 4 credits.

SPED-320 Assessment & Evaluation SPED Academic
Develops skills in formative and summative evaluation methods for students with mild disabilities in an academic curriculum. Emphasis on determining eligibility, standardized testing, large scale assessment, and instructional assessment. Corequisite: SPED 330 and SPED 332. 2 credits.

SPED-325 Assessment & Evaluation SPED Functional
Develops skills in formative and summative evaluation methods for students with moderate and severe disabilities in a functional curriculum. Emphasis on instructional assessment with ongoing evaluation and data-based decision making. Corequisite: SPED 335. 2 credits.

SPED-330 Curr&Mthds Stdnts W/Disabls: Academic
Develops skills to teach in the areas of math, science, and social studies for students with high incidence disabilities (i.e. mild). Emphasis placed on adaptations and modifications to the general education curriculum and remediation. Participants will be guided in designing and implementing individualized and small group instruction to support the acquisition of general education skills and learning strategies for students with high incidence

disabilities, as well as provide consultation and collaboration with general education teachers and families to support the development and acquisition of content area skills. Corequisite: SPED 320. 2 credits.

SPED-332 Curr&Mthds Stdnts w/Dis: Reading
Develops skills to teach in the area of reading / language arts for students with high incidence disabilities (i.e. mild). Emphasis placed on adaptations to the general education reading / language arts curriculum to include reading, writing, listening, and speaking. Participants will be prepared to develop and implement specially designed reading/language arts instruction for students with high incidence disabilities, as well as provide consultation and collaboration with general education teachers and families to support the development of literacy skills. Corequisite: SPED 320. 2 credits.

SPED-335 Curr&Mthds Stdnts w/Disabilities
Develops skills in instructional methods for students with moderate or severe disabilities. Emphasis on functional, age-appropriate longitudinal curriculum development. Includes teaching students who may have accompanying physical, behavioral, and/or sensory impairments. Adaptations and modifications for students in life skills curriculum are addressed. Corequisite: SPED 325. 4 credits.

SPED-342 Assistive Technology
Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe, and profound) across various categories (intellectual disabilities, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders) and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. 1 credit.

SPED-395 Independent Study
See department for details. Independent study contract required. Credit varies.

SPED-475 Student Teaching
Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Prerequisite: Admission to College of Education and completion of professional sequence. Corequisite: EDUC 476. 1-15 credits.