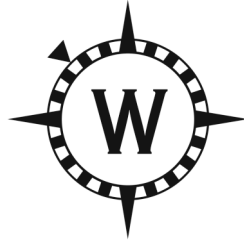


Willamette University  
Graduate School of Education



Master of Education Degree

Program Handbook

2010-11

## **Preface**

Thank you for your interest in the Master of Education degree program offered through the Graduate School of Education (GSE) at Willamette University. This program is for licensed teachers who are interested in pursuing a master's degree. The program invites candidates to research and improve their own practice through an emphasis on teacher inquiry.

This handbook provides information about the master's degree offered through the GSE. All programs in the GSE are accredited through the National Council for the Accreditation of Teacher Education Programs (NCATE).

In the handbook, you will find information on program goals, course requirements, program policies, and general operating procedures. Students may get additional information on content in the student handbook from Heather Daniels, Admissions Director for the GSE; Dr. Jill Bryant or Dr. Alisa Bates of the GSE faculty; or Dr. Rita Moore, Interim Dean of the GSE. Contact information for these individuals is included below. Information is also available on the GSE website [www.willamette.edu/gse/med](http://www.willamette.edu/gse/med).

We hope that the handbook contributes to a productive and successful program for you. Welcome!

Listed below is contact information for admission and advising pursuant to the M.Ed.

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**Willamette University Graduate School of Education  
Master of Education Degree Program Handbook**

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# **Willamette University Graduate School of Education Master of Education Program Handbook**

## **Overview of the University**

### **History of Willamette University**

In 1834, when there were but a handful of settlers in what is now Oregon, Jason Lee and several missionary associates started a school for Indian children beside the Willamette River about 10 miles south of Salem. Within a few years, the slowly growing group of settlers felt the need for a more advanced school to serve their own children “in order to secure the best education of the pupils in science, morality and piety.” To meet this need, a group of earnest citizens met in the home of Jason Lee. At a second meeting on February 1, 1842, a body of by-laws was adopted and a board of trustees appointed. The stated purpose of the meeting was to establish a “collegiate institution” which would “become a university.” The board thus constituted has existed as a corporate entity from that day to this, and the date of the action is accepted as marking the founding of Willamette University – the oldest college in the West or the first university in the West. The official motto of the University is “not unto ourselves alone are we born.”

### **Description of the University, Its College of Liberal Arts and Its Graduate Schools**

Willamette University is located in Salem, Oregon, in the heart of the Willamette Valley. Willamette University is an independent, nonsectarian institution of higher learning founded in 1842, that educates men and women in the liberal arts and selected professional fields. The University’s mission now extends far from the Oregon Territory and the Pacific Northwest to encompass the larger world beyond. The undergraduate College of Liberal Arts offers the Bachelor of Arts degree. At the graduate level, the college offers programs in education, business and law.

## **Overview of the Graduate School of Education**

The Education Department began offering the Master of Arts in Teaching degree in 1988, becoming the School of Education in 1995. In 2010 the School of Education became the Graduate School of Education with the same status as the other Willamette graduate schools.



GSE Mission Statement: The Conceptual Framework for the Graduate School of Education is represented by the concepts of content knowledge, reflective learning, cultural competence, collaboration and leadership. We believe that teachers play critical roles in the success of schools and should be empowered to make decisions about the learning happening in their classroom. This degree is designed for practicing PK-12 teachers who want to learn more about how to support their students and

advocate for effective instructional practices and classroom communities through the use of teacher research. The program provides a foundation in historical issues in education that help teachers learn about the context of current educational decisions. Educators will develop their cultural competence and content knowledge as effective practitioners, their curriculum and

instruction skills in order to reflect on the learning happening in classrooms, and work collaboratively as educational leaders to impact key issues in their own classrooms.

## **The Master of Education Degree Program Introduction**

In 2009, the GSE was authorized by the Board of Trustees to offer a Master of Education (M.Ed.) degree program for in-service teachers. The M.Ed. is designed for practitioners or those who have earned initial licensure, who seek to complete the master's degree. Goals of the M.Ed. include:

1. Serving the needs of practicing licensed teaching professionals in Oregon schools
2. Assisting licensed teachers from states other than Oregon to meet the requirements of certification in Oregon
3. Providing a means of combining a master's-level degree with teaching endorsement completion in the areas of ESOL, Reading, or Special Education.

The GSE provides a M.Ed. curriculum that meets the 10 standards associated with the Oregon requirement for Continuing Teacher License, specialty endorsement standards, and INTASC principles.

### **Features and Options**

Course delivery: Two course delivery models offer candidates the flexibility of completing the degree in a reasonable and logical timeframe. The table below shows what is offered “on the ground” in face-to-face classroom settings on the Willamette campus and courses that may be completed on-line which may include one or two Saturday workshop settings. Candidates may attend settings in person or via technology. A candidate enrolled in 9 or more semester hours is considered full time in the program.

A specialty endorsement in English Speakers of Other Languages (ESOL), Reading, or Special Education (SPED) is earned as part of the M.Ed. Or, as part of our special topics option, an emphasis on Environmental Literacy is available upon demand. Coursework in ESOL and Reading is offered primarily on-line. SPED and special topics instruction is typically offered in the traditional classroom setting. SPED is offered on the Salem campus and Environmental Literacy is offered in the Portland Metro area at Gladstone High School.

The number of credits required for completion and the format of course delivery is outlined in the program information. Courses are offered in semester credits. The number of credits taken through Willamette University must equal or exceed 31 to earn the M.Ed.

### **Application and Admission**

All graduate education programs are administered by the Graduate School of Education at Willamette University. Interested applicants should consult the GSE website ([www.willamette.edu/gse/med](http://www.willamette.edu/gse/med)) for on-line application forms, questions or additional support.

#### **Contact:**

Heather Daniels, Director of Admission & Marketing  
Willamette University  
Graduate School of Education

900 State Street  
Salem, OR 97301  
503-375-5453  
hdaniels@willamette.edu

The application form found on our website outlines the procedure for admission. Specific requirements are listed below.

*Note: The materials do not include additional testing but do require documentation of a teaching license from Oregon or another state in order to be considered for admission to the M.Ed. and an official transcript.*

Admission Requirements:

- GPA of 3.0 or above in undergraduate coursework
- Résumé
- Three letters of recommendation
- Written responses to admission essay questions
- Documentation of a teaching license from Oregon or another state
- Official university transcripts
- Evidence of access to a classroom or a group of students for the purpose of conducting a field-based research experience during second year of program
- Interview with Admission Director and/or M.Ed. advisor
- Interview with faculty as needed
- Professional Code of Conduct form signed (see content on page 22 of this Handbook)
- Background check if you have not taught K-12 in the past three (3) years
- Preferred: Evidence of having worked with diverse populations

A maximum of 9 hours of coursework from other institutions or coursework taken prior to being accepted in the M.Ed. will be reviewed and applied toward the M.Ed. if it is deemed a satisfactory substitution by the M.Ed. advisor or the GSE dean.

Enrollment: We anticipate offering the program with approximately 18 candidates per year. In order to finish the program in two years, candidates should enroll in the courses in the order they are offered; however, candidates may step in and out of the program without penalty.

Review of Applications: Applications are reviewed monthly. Admission may be offered anytime, but it is customary for candidates to begin their studies over the summer or during the fall semester. All applicants are expected to interview, by phone or in person, with the Admissions Director. An interview with a member of the program faculty either in person or by phone may be required as part of the admission process. Candidates may also request interviews with faculty.

## Further Inquiries

Inquiries about the Master of Education program offered by the GSE at Willamette University may be directed to the faculty and staff listed in this handbook.

## M.Ed. Program Information

### General Information

- Two delivery formats are available: on-line or on-campus delivery.
- Endorsement courses begin in the summer term and core classes begin in the fall term.
- There is an evening schedule for campus courses.
- The hybrid course schedule during the academic year is flexible.
- The cost is \$525/credit.

### Program Structure

| Program Delivery Format | Endorsements or Specializations Offered   | Core Credits    | Credits in Endorsement or Specialization                                | Course Delivery   |
|-------------------------|---|-----------------|---|---|
| On-line                 | ESOL, Reading Endorsements  | 22 core credits | 14 ESOL or 14 Reading   | Primarily on-line courses with some hybrid instruction (36 credits total)     |
| On-Campus               | Initial Administrator License<br>Writing Certificate<br>(check website for updates after Jan. 2011) | 18 core credits | 18  | Primarily on campus   |
| On-Campus               | Special Education Endorsement<br><br>Seminar Series in Environmental Literacy                       | 22 core credits | 20 Special Education<br><br>15 Seminar Series in Environmental Literacy | Primarily on campus with limited hybrid course delivery (36-42 credits total) |

### Steps to design your program upon acceptance

1. Identify format – hybrid or on-campus (you are not limited to the format choice as you move through the program).
2. Meet with an M.Ed. academic advisor.
3. Identify area of specialization tied to format.
  - Campus: Special Education endorsement (20 credits)
  - Hybrid: Reading, ESOL (14 credits)
  - On-campus seminar series in Environmental Literacy (other special topics as approved)

4. Complete core courses of 22 credits in either format.
5. Complete the additional endorsement or specialization program with 14-20 credits to total 36-42 credits

### **Two-year timeline for the program**

| <b>Term</b> | <b>Courses</b>   |
|-------------|--|
| Summer      | Endorsement/specialization courses (as needed)   |
| Fall        | Core M.Ed. courses - Educational Foundations: Theory, Practice, Self (3) and Teachers as Writers: Life Writing, Narrative and Publishing (2)<br>Endorsement/specialization courses (as needed) |
| Spring      | Core M.Ed. courses - Contemporary Issues in Education (2) and Teacher Inquiry I (3)<br>Endorsement/specialization courses (as needed)  |
| Summer      | Core M.Ed. course - Independent Study: Project Design (2)<br>Endorsement/specialization courses (as needed)  |
| Fall        | Core M.Ed. courses - Teacher Inquiry II (2) and Assessment: Improving Student Learning (2)<br>Endorsement/specialization courses (as needed)   |
| Spring      | Core M.Ed. courses - Teachers as Reflective Leaders (2) and Differentiated Instruction: Theory and Practice (2)<br>Endorsement/specialization courses (as needed)                              |
| Summer      | Core M.Ed. courses - Independent Study: Teacher Inquiry Final Project (2)<br>Endorsement/specialization courses (as needed)  |

### **Specialty Area Endorsements Associated with the M.Ed. Program**

The M.Ed. degree program may include one of our specialty area endorsement programs: ESOL, Reading, or SPED. The goal of these programs is to encourage professionals to develop skills and strategies to observe, describe, reflect on, and learn from the behaviors and knowledge of their students; become educational leaders; and build cohesive, comprehensive, learner-centered curriculum.

#### *Endorsement Requirements*

- A minimum of 14 semester credits for either the ESOL or Reading endorsement (12 are prescribed core credits and 2 are electives)
- A minimum of 20 prescribed credits for the SPED endorsement
- A passing score on the appropriate test for the endorsement: ORELA ESOL exam, Praxis II Reading Specialist exam, or ORELA Special Education exam

The courses in the ESOL or Reading programs lead to either the ESOL or Reading Specialty Endorsement in Oregon. For licensed educators, they may be completed in conjunction with the Master of Education degree (M.Ed.) over the course of three terms. All ESOL courses align with TESOL, TSPC, and NCATE Standards. All reading courses align with International Reading Association Standards (IRA), TSPC, and NCATE guidelines.

The courses in the SPED program lead to the specialty endorsement in Special Education. These align with TSPC and NCATE guidelines and standards. All courses are offered in semester credits.

## **II. Master of Education Program Course Descriptions and Credits**

### **Core Course Descriptions (22 credits)**

#### **EDM 563: Educational Foundations: Theory, Practice, Self (3)**

Participants will examine their own educational beliefs, personal values, and instructional practices in light of historical/sociological issues, themes, and theoretical approaches to education. This course will emphasize that the structural basis of schooling and what is and is not taught in schools are deeply embedded in the social, cultural, and political context of a particular time. There will be an emphasis on teachers making connections between current and historical struggles in education in order to analyze alternatives to current practices. Through dialogue, readings, and activities; educators will explore issues of equity and social justice for all children.

#### **EDM 564: Contemporary Issues in Education (2)**

Building on the Educational Foundations course, this seminar course will facilitate individual students' in-depth study of an educational topic of interest. Participants will engage in intensive discussion and analysis of current issues in education as they share and critique their evolving understandings of their selected topics of interest. This course is heavily driven by student interest and educational pursuits, and will serve as a stepping stone for selection of a final teacher research project, as a literature review will be due at the end of this course.

#### **EDM 567: Differentiated Instruction: Theory & Practice (2)**

Participants examine the principles and practices of differentiated instruction necessary for addressing the learning needs of academically diverse student populations at all levels of schooling. The course investigates the role of curriculum, ongoing assessment, learning environment, program effectiveness, and instructional strategies for addressing student readiness, interest and learning profiles. The course considers the theoretical, multicultural, social, and political foundations of instruction that impact learning needs and opportunities in schools.

#### **EDM 581: Teacher Inquiry 1 (3)**

The course introduces the concept of teacher research as it relates to the historical tradition of action research and interpretive research and looks at both quantitative and qualitative approaches to such work. Teacher research will be considered in relationship to other forms of research and emphasizes the role of teachers as researchers of their own practices, experiences and contexts. Building off of the first semester courses, students will explore their classrooms as complex systems shaped by interpersonal, cultural, and political/structural dynamics. Participants build a framework as they begin to explore topics of interest for teacher research projects

conducted during year 2. Various quantitative and qualitative data collection methods are introduced and practiced in order to gain insight into the educational setting.

**EDM 582: Teacher Inquiry 2 (2)**

This course focuses on participants as teacher researchers and reflective leaders in their classrooms, which are rich and varied sites for developing deeper understandings about teaching and learning. Participants conduct the data collection portion of a teacher research project and begin engaging in cycles of data analysis to help them understand classroom experiences. This course shifts from conducting teacher research to a focus on applying teacher research practices both formally and informally to future classroom experiences. Participants will actively engage in quantitative and qualitative data analysis practices that address the findings of their projects. Students will explore ways to continue engaging in teacher research and reflection, identifying organizations and colleagues that might result in further collaboration about issues relevant to practice as a classroom-based teacher researcher. Students will also learn more about opportunities for sharing the findings of their teacher research work and prepare to participate in a culminating presentation of their work.

**EDM 583: Teachers as Reflective Leaders (2)**

This course will explore the role of teachers as reflective leaders with opportunities to make a difference in the school setting for students from all backgrounds. Participants will explore how teachers can disseminate their experiences with teacher research in the classroom in the local, state and national communities, how to actively work for change and improvements in public education and better understand the relationships between participant/advocacy research, political contexts and education.

**EDM 584: Teachers as Writers: Life Writing, Narrative and Publishing (2)**

Part of becoming a teacher researcher is becoming a writer. The role of writing in the teacher research process can be a transformative one as teacher researchers use writing to explore their own educational histories as a way to identify and analyze the ways in which their schooling experiences affect their current teaching beliefs and practices. Through a process of writing activities, workshops, assignments, and conferences, students will not only investigate the ways that their teacher identities are affected by their educational histories, but also how to write a teacher research study and potentially publish their work as teachers. This course builds on the content from Educational Foundations and Contemporary Issues in Education.

**EDM 586: Assessment: Improving Student Learning (2)**

Participants will learn about current trends in educational assessment, uses for assessment data ranging from individual student to school-level measures, how assessments can support or marginalize particular student populations, and how to critique and understand a variety of assessment tools and processes. Participants will engage in a review of assessment data and materials available to them as classroom teachers and explore opportunities to further analyze the assessment data from their own classrooms through both qualitative and quantitative lenses, in light of their personal teacher commitments to effective curriculum and instruction.

**EDM 591: Independent Study: Project Design (2)**

Participants will work with course instructor to create a research design for their teacher research projects to be implemented during the next school year. Students will meet independently with the instructor and will construct the methodology section for their teacher research project.

**EDM 592: Independent Study: Teacher Inquiry Final Project (2)**

Participants will write up the final product of the teacher research project conducted through the second year of the master's program and will synthesize their work in a narrative of the experiences and knowledge developed as a teacher researcher.

**Seminar Series in Environmental Literacy Course Descriptions  
(15 credits)**

**EDM 598A: Seminar Series: Environmental Literacy for K-12 Teachers (2)**

This course provides an overview of the seminar series focusing on what environmental literacy is and how environmental literacy can impact children and teachers. Students will explore the interconnection and tension between the political, social, and economic needs of society, place-based education, project-based education, sustainability, the North American Association for Environmental Education standards, and how to integrate environmental literacy across the curriculum as a way to enhance existing curriculum. Constructivist and field-based learning experiences are central to this course.

**EDM 598B: Seminar Series: Foundations of Environmental Science (3)**

This course addresses the concepts of environmental science, focusing on what knowledge, skills, and habits of minds are possessed by environmentally literate people as they work to balance the positive and negative interactions between people and the natural world. Topics such as ecology (relationships between living/non-living), energy, population, resources, field trips, and community resources are examined in this course. Together, students with and without science backgrounds explore relevant science content and issues that will support classrooms structures for integrating environmental literacy.

**EDM 598C: Seminar Series: Environmental Education Across the Curriculum: Methods and Innovations (2)**

Students engage in interdisciplinary explorations of key environmental science topics in science, social studies, math, literacy and the arts and consider how to implement these methods in their own teaching context. Students apply their understanding of environmental science to specific methods of teaching appropriate for the age of their students and subjects they teach. Curriculum resources and field experiences are emphasized in this course.

**EDM 598D: Seminar Series: Sustainability in Curriculum and Schools (3)**

This course examines the values, ideals, and principles that underlie sustainability. Using sustainability as an interdisciplinary model, topics such as social justice, natural resource conservation, invasive species, environmental preservation and restoration, intergenerational equity, etc. are examined. Developmentally appropriate content, methods, and curriculum related to the integration of sustainability help students build a foundation of teaching knowledge and practices. Students also analyze the ways in which sustainability can fit into a larger school structure.

**EDM 598E: Seminar Series: Connecting Schools and Communities for Environmental Literacy (1)**

This course develops the concept of community-based learning as it relates to environmental literacy and analyzes the practical and service learning resources available to teachers and

students in the school neighborhood, community, and state. Students learn how to create experiences that get children outside the school walls as well as how to organize and manage those experiences. Students develop their own service-learning project focused on community-based learning that they can complete in their practice.

**EDM 598F: Seminar Series: Literacy-Based Environmental Education (2)**

Integrating literacy across the curriculum is a powerful way to teach, and make relevant, the issues and concepts central to environmental literacy. This course focuses on literature (fiction and non-fiction), writing, alternative texts, media and the methods of using these literacy tools to teach concepts such as community, sustainability, ecosystems, bio-diversity, conservation, and social justice. This course addresses books and literacy activities appropriate for a range of age and developmental levels.

**EDM 598G: Seminar Series: Leadership in Environmental Literacy (2)**

Students identify and learn how to utilize and integrate resources from community partners and professional organizations (regional and national) into their curriculum. Students make use of relevant resources (people, funding, access) to enhance curriculum, experience, and methodology in the K-12 classroom. Grant writing, networking, collaborating with community partners, and writing for publication are investigated as means for improving classroom practice and promoting school-wide interest in environmental literacy.

**ESOL Endorsement Course Descriptions (14 credits)**

*Required Core Courses (12 credits):*

**ED 520A: Foundations of Literacy and Language Acquisition (2)**

The dynamic relationship between one's personal experience as a language user and one's understanding of the reading process is explored as candidates analyze the major theories and history of literacy development (PK-12). A study of the elements of language (phonology, morphology, syntax, semantics, pragmatics and classroom discourse) that work together to create meaning build a foundation of knowledge for candidates to most effectively address students' (PK-12) literacy and learning needs. The linguistic features of oral and written communication and the socio-psycholinguistic factors affecting language development within the context of a variety of classroom reading models are examined. This course addresses the relationship between first language acquisition and the acquisition of English as a second language.

**ED 516: Assessment of K-12 Language Proficiency in Second Language Learners (2)**

Choosing the most appropriate informal and formal assessment tools and analyzing the data for instructional decision-making relevant to levels of language proficiency will focus the course. Techniques and tools for assessing students' oral proficiency, comprehension, and knowledge of academic content in their first and second languages are also examined in this course.

**ED 518: Planning and Implementing ESOL Methods and Materials (2)**

This course explores strategies for teaching language development to LEP students. Candidates review and evaluate current ESOL and bilingual materials that reflect current ESOL and bilingual teaching methods, including the use of technology. It provides critical reading in research-based programs, English-language proficiency standards, and standardized test measures. Course content ensures that educators are not only able to plan and implement

programs designed for the optimal learning of all students, but it also gives educators the tools to advocate for equity in their schools and school communities.

**ED 517A: Culturally Responsive Instruction and Bilingualism (2)**

This course examines the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory including cognitive implications of the decline of the first language. The course also explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students from a variety of language contexts.

**ED 517B: Culturally Responsive Instruction and Literacy Learning (2)**

This course introduces the use and implications of English-language proficiency standards across the curriculum within sheltered or multi-lingual classrooms. It provides an understanding of language development (PK-12) within classroom contexts to maximize language-learning potential for all children and ensure respect for communities whose languages differ from standard school English. Practical techniques for working with parents and varieties of cultures will be explored as well as direction for preparing and managing instructional assistants within a range of classroom contexts.

**ED 512A-D: Practicum in Teaching English Language Learners (2)**

Students observe and work with endorsed ESOL professionals and assist in teaching small groups of readers for 90 classroom hours. Experience with school-based assessment, interpretation of results and work with individualized learning plans occur under the guidance of the practicum supervisor. Observation and teaching hours may be distributed across different authorization levels.

*Electives: Choose at least two credits*

**ED 565: Teaching English Language Learners (ELL's) PK-8 through Dual-Language Texts (1)**

This course introduces English-language proficiency standards and how they may be applied through non-fiction and fiction in multiple forms of text written in both English and Spanish. Candidates are introduced to literature that engages the interests and addresses the educational needs of ELL readers. Through the exploration of dual language texts strategies for incorporating these texts into the curriculum frameworks of the school reading program are examined. Candidates also investigate how to effectively utilize technology and professional resources in classrooms where multiple languages are spoken.

**EDUC 568: Children and Young Adult Literature (1)**

This abbreviated literature survey course acquaints teachers with literature appropriate to the interests, educational needs, and developmental needs of all children. The course emphasizes selecting, reading, and evaluating fiction and non-fiction literature for children from preschool through twelfth grade. Social justice and equity issues are introduced and explored through children's and young adult literature. Trade books form the core of the course readings.

**ED 528A: Teaching Writing K-12 (1)**

Emphasis on informing writing instruction grades K-12 using holistic and analytical writing assessment and instructional strategies. Hands-on analysis of actual student writing and a framework for designing a writing curriculum will be explored.

**ED 528B: Teaching Writing K-12 for ELL's (1)**

Emphasis on informing writing instruction grades K-12 using holistic and analytical writing assessment and instructional strategies. Hands-on analysis of actual student writing and a framework for designing a writing curriculum will be explored. Emphasis on teaching writing to English Language Learners.

**ED 523: Literacy Assessment, Diagnosis, and Instruction PK-12 (2)**

This course explores theories of literacy variabilities and multiple forms of current literacy assessment and instruction for the PK-12 classroom and clinical situations including the use of technology in teaching reading and writing. Emphasis is on assisting struggling readers and writers, including English Language learners, through a variety of formal and informal assessments and instructional strategies including informal reading and writing inventories, miscue analysis, running records, portfolios, analytical and holistic writing assessment, as well as standardized tests will be examined.

**Reading Endorsement Course Descriptions (14 credits)**

*Required Core Courses (12 credits):*

**ED 520A: Foundations of Literacy and Language Acquisition (2)**

The dynamic relationship between one's personal experience as a language user and one's understanding of the reading process are explored as candidates analyze the major theories and history of literacy development (PK-12). A study of the elements of language (phonology, morphology, syntax, semantics, pragmatics and classroom discourse) that work together to create meaning build a foundation of knowledge for candidates to most effectively address students' (PK-12) literacy and learning needs. The linguistic features of oral and written communication and the socio-psycholinguistic factors affecting language development within the context of a variety of classroom reading models are examined. This course addresses the relationship between first language acquisition and the acquisition of English as a second language.

**ED 517B: Culturally Responsive Instruction and Literacy Learning (2)**

This course introduces the use and implications of English-language proficiency standards across the curriculum within sheltered or multi-lingual classrooms. It provides an understanding of language development (PK-12) within classroom contexts to maximize language-learning potential for all children and ensure respect for communities whose languages differ from standard school English. Practical techniques for working with parents and varieties of cultures as well as direction for preparing and managing instructional assistants within a range of classroom contexts will be explored.

**ED 522: Literacy Methods across the Curriculum (2)**

Developing strategies for integrating the instruction of reading and writing across the curriculum is emphasized in this course. Candidates explore current research, state and national standards,

technologies, literacy methods, writing workshop, and assessment strategies used by endorsed reading specialists in pull-out classrooms and/or as literacy coaches. Teaching content literacy across the curriculum and selecting and evaluating appropriate materials for PK-12 readers within comprehensive school literacy models are addressed in this course. Inquiry, theory, and practice ground this course.

**ED 523: Literacy Assessment, Diagnosis, and Instruction PK-12 (2)**

This course explores theories of literacy variabilities and multiple forms of current literacy assessment and instruction for the PK-12 classroom and clinical situations including the use of technology in teaching reading and writing. Emphasis is on assisting struggling readers and writers, including English Language Learners, through a variety of formal and informal assessments and instructional strategies including informal reading and writing inventories, miscue analysis, running records, portfolios, analytical and holistic writing assessment, as well as standardized tests.

**ED 525: Leadership and Innovation in School Literacy Programs (2)**

Responsibilities of a reading professional are examined, including evaluation of diagnostic and corrective reading programs to meet the national, state and district standards and requirements. Working with classroom instructional assistants, advocating for students, presenting information to others as a literacy resource, managing student files and records, reporting on and use of data to make informed instructional decisions in the role of reading specialist and/or school literacy coach are emphasized.

**ED 512A-D Practicum in Teaching Reading (2)**

Candidates observe and work with endorsed reading professionals and assist in teaching small groups of readers for 90 classroom hours. Experience with school-based assessment, interpretation of results and work with individualized learning plans occur under the guidance of the practicum supervisor. Observation and teaching hours may be distributed across different authorization levels.

*Electives: Choose at least two credits*

**ED 565: Teaching English Language Learners (ELL) PK-8 through Dual-Language Texts (2)**

This course introduces English-language proficiency standards and how they may be applied through non-fiction and fiction in multiple forms of text written in both English and Spanish. Candidates are introduced to literature that engages the interests and addresses the educational needs of ELL readers. Through the exploration of dual-language texts, strategies for incorporating these texts into the curriculum frameworks of the school reading program are examined. Candidates also investigate how to effectively utilize technology and professional resources in classrooms where multiple languages are spoken.

**EDUC 568: Children and Young Adult Literature (1)**

This abbreviated literature survey course acquaints teachers with literature appropriate to the interests, educational needs, and developmental needs of all children. The course emphasizes selecting, reading, and evaluating fiction and non-fiction literature for children from preschool through twelfth grade. Social justice and equity issues are introduced and explored through children and young adult literature. Trade books form the core of the course readings.

**ED 528A: Teaching Writing K-12 (1)**

This course emphasizes writing instruction (K-12) using holistic and analytical writing assessment and instructional strategies. Hands-on analysis of actual student writing and a framework for designing a writing curriculum are explored. Through a writing workshop approach, candidates engage in their own writing as a vehicle for learning how to develop an authentic writing program that teaches skills, content, and creativity for children of all ages.

**ED 528B: Teaching Writing K-12 for ELL's (1)** Emphasis on informing writing instruction grades K-12, using holistic and analytical writing assessment and instructional strategies. Hands-on analysis of actual student writing and a framework for designing a writing curriculum will be explored. Emphasis on teaching writing to English Language Learners.

**ED 517A: Culturally Responsive Instruction and Bilingualism (2)**

This course examines the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory, including cognitive implications of the decline of the first language. The course also explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students from a variety of language contexts.

**Special Education Endorsement Course Descriptions (20 credits)**

**SPED 551: Education of Exceptional Students – LD (1)**

This overview class is designed to present an in-depth look at students with specific learning disabilities covered by special education law. Emphasis will be placed on understanding the role of the special educator when working with students with learning disabilities, their classroom teachers, their parents and other interdisciplinary team members. Included will be discussions of multi-cultural and diversity issues.

**SPED 552: Education of Exceptional Students – SED/ADHD/Autism and Severe/Low Incidence (1)**

This overview class is designed to present a focused examination of students with attention deficit, hyperactivity, and serious emotional disturbances. Emphasis will be placed on understanding the role of the special educator when working with students with these disabilities, their classroom teachers, their parents and other interdisciplinary team members. Included will be discussions of multi-cultural and diversity issues.

There will also be a focused examination of students with developmental disabilities and low incidence populations. Emphasis will be placed on understanding the role of the special educator when working with students with these disabilities, their classroom teachers, their parents and other interdisciplinary team members. Included will be discussions of multi-cultural and diversity issues.

**SPED 554: Language Development/Language Disorders (2)**

This course will investigate the current theories of language development and analyze the developmentally appropriate steps in relation to the child with special needs. Examination of the comprehensive knowledge needed to evaluate and apply effective functional and academic interventions for language disorders in children will be highlighted. Theoretical and empirical basis of intervention will be included as well as considerations for children from culturally and linguistically diverse backgrounds.

**SPED 555: Basic Skills for Students with Disabilities (2)**

This course is designed to strengthen the understanding of “response to intervention” in the area of reading. Specific research-based strategies in content acquisition (content enhancements, learning strategies, classwide-peer tutoring), and specific research-based strategies in data collection will be learned and applied. Teachers will learn about collaborative structures found in schools to support student learning in general education settings (co-teaching, collaborative consultation, teacher/student support teams) and roles and responsibilities of teachers within these structures. The focus is on acquiring an in-depth understanding of both developmental and remedial reading theory and evidence-based instructional practices.

**SPED 557: Parents, Community and School Connection (2)**

Navigating the maze of helping the student with special needs develop the skills needed to perform effectively in society requires the understanding of the connection between home, school and community. This course is designed to acquaint the special educator with current practices in opening the communication between all players in the education of the child with special needs. The issues of multi-cultural, diverse populations and ethical decision-making will be studied.

**SPED 559: Medical Aspects (2)**

Understanding the anatomy and physiology of the developing human body will be the focus of this course. Of special concern will be the study of the eye, the ear and the vocal tract. An in-depth look at the anatomy and physiology of the brain will connect the studies to the disorders of the special population. Ethical decisions regarding identification, assessment, and treatment will be discussed. Communication skills for working with medical personnel and families will be learned. Incorporating medical information and current laws and policies into IEPs will be discussed.

**SPED 561: Managing Difficult Behaviors (2)**

Designed to acquaint regular and special education teachers with principles and application of classroom management techniques applicable to exceptional children and youth. Methods of changing inappropriate behaviors and prompting the acquisition of adaptive behaviors through positive management procedures will be stressed. Includes an introduction to behavior analysis. A case study on social skills education, crisis prevention, and interventions addressing physiological factors that influence a student's problem behavior will be completed within this course. Approaches focus on understanding and addressing the precipitating factors related to inappropriate behavior, short-term approaches for immediate crises, and problem-solving strategies for longer-term change.

**SPED 562: Diagnosis & Curriculum - Functional (3)**

Examination of functional evaluation tools and assessment techniques for the moderate, severely and multiply handicapped child will be included in this course. An understanding of how to

determine which test instrument is valid for each child and how to legally proceed with assessment plans will be stressed. A study of various functional training theories and foundations for the moderate, severe and multiple handicapped student will be studied. Understanding of the role of technology in instruction and alignment with IEP goals will be integrated throughout this course. Techniques for developing successful collaboration with parents, students, and professionals will be studied as a means for successful implementation of functional learning programs.

**SPED 563: Diagnosis & Curriculum – Academic (3)**

A study of the various academic diagnostic instruments and their interpretation will be used to diagnose learning disabilities, emotional disturbances and other mildly handicapping conditions. Findings will be used to align assessment, curriculum and instructional strategies through a case study and IEP approach. Considerations for diverse cultural and linguistic backgrounds will be considered. Course content will focus on learning how to select learning strategies that match student needs from published curricula as well as how to create strategies with youth to meet specific needs. Teaching routines that facilitate strategic learning during content-area instruction that compensate for inefficient learning will be introduced, evaluated, and implemented in classroom settings.

**SPED 564: Special Education Law (2)**

Special Education Law is a class to acquaint teachers with the ethical intricacies of law and policies as pertaining to special education. Development and implementation of IEPs, current case studies and up to date mandates from No Child Left Behind and revisions of PL 94-142 will be examined with the special education teacher in mind. The inclusion of the “ethics” of decision making in special education will be a crucial part of this course.

**SPED 565: Technology – Special Education Instruction/Program Management (1)**

A comprehensive examination of the technology software programs and microcomputers available to the population with special needs will be studied. Topics include: a) applications and the impact of computers on students with special needs; b) an introduction to effective hardware and software applications for students with special needs; c) instructional adaptations made possible through technology; d) software evaluation techniques; and f) an overview of multimedia and its effects on students with special needs. Students will acquire hands-on operating experience with microcomputers through scheduled laboratory periods. Technology will be examined for purposes of student evaluation, assessment, IEP development, data collection, and program management. The lessons in this course explore how various "features of learning" and "features of technology" intersect.

**SPED 567: Technology – Assistive Devices & Programs (1)**

Technology has the potential to dramatically improve the education and quality of life for people with disabilities. This course presents a basic foundation for understanding technology in special education, a functional model for selecting the best technology applications for students with special needs, and strategies for applying this knowledge to practical situations.

**SPED 568: Collaboration/Consultation Skills for Special Educators (2)**

This course is designed to provide knowledge and skills to implement federal and state development mandates for special education and related services programs. It covers procedures for developing, implementing, and evaluating (a) instructional accountability for special

education students' participation in district and state assessments; (b) relationships between general and special education personnel and programs; (c) roles and responsibilities; (d) interdisciplinary team planning including families; (e) coordinating, educating, and supervising para-educators; and (f) general management responsibilities associated with instruction of children and youth with disabilities.

**SPED 590A: Supervised Teaching/Internship – Focus: Research Techniques/Plan of Action (2)**

**SPED 590C: Supervised Teaching/Internship – Focus: Summary/Reflection (2)**

Course Descriptions An extensive, on-site special education experience-teaching learners with mild, moderate and severe disabilities. The experience includes teaching, formal observation, data collection, analysis and reflection. The field experience supports coursework in the special education program. In this field-based experience, the candidates will be placed in schools with certified mentor teachers and qualified university supervisors.

**Initial Administrator License (IAL) 18 credits required; 2 are elective**

**EDAD 511: The Professional Administrator (2)**

Participation in simulation activities, leadership-style inventories and interactive projects designed to assist in the understanding of individual leadership styles, leadership profiles and the interaction with school and societal cultures.

**EDAD 511A: The School Administrator: Issues (2)**

Articulate a vision on current school issues, and individual and organizational response. Examples include special education, closing the achievement gap, NCLB, school policies and finance, based on recently-published works by leading scholars and researchers in school administration.

**EDAD 512: Management, Evaluation and Improvement of Instruction (2)**

Application of research on teaching and learning to classroom instruction and instructional leadership. Focus is on differentiating instruction to student characteristics and staff development programs, effectively evaluating performance including modifications and adaptations for teachers/children of diverse cultures and needs.

**EDAD 513: Supervision, Evaluation and Professional Development of Personnel (2)**

Introduction to the specifics of clinical supervision for the success of student and teacher performance, as well as alternatives to traditional teacher evaluation models. Candidates explore issues of school leadership, staff development and professional renewal.

**EDAD 517: Supervised Practicum I: Introduction (2)**

An extensive, on-site study of the nature of schools through an administrative lens. The study includes culture, politics and services. An examination of the administrative role through formal observation, data collection and analysis. The field-based experience, under the guidance of practicing school and university supervisors, is designed to involve the candidate in a broad scope of public education.

**EDAD 514: Federal & Oregon School Law (2)**

The examination of educational governance based on case law, lectures and discussions concerning legal rights and responsibilities of public school districts. Topics include: sources of law and the courts; schools and state legislation; and law as it relates to students, families, school personnel, school management, diversity and educator and district liability.

**EDAD 515: Planning, Preparation and Implementation of Instructional Budgets (2)**

Exploration of effective and equitable use of fiscal, human and material resources allocation to promote teaching and learning. Examines state and federal laws, regulations, and roles of ODE and the legislature in governing Oregon school finance and school budgeting. Develops an understanding of budgeting and tracking fiduciary responsibilities in schools.

**EDAD 518: Supervised Practicum II (2)**

An extensive, on-site study of the nature of schools through an administrative lens, including culture, politics and services. An examination of the administrative role through formal observation, data collection and analysis. The field-based experience, under the guidance of practicing school and university supervisors, is designed to involve the candidate in the broad scope of public education.

**EDAD 516: Seminar in School Administration (2)**

The course will deal with issues raised from the experiences of the group and will focus on critical decisions an administrator must make every day and possible outcomes. Examples of topics: school safety alerts, second language learners, technology funding, and parent/community/media relations.

**EDAD 519: Supervised Practicum III (2)**

An extensive, on-site study of the nature of schools through an administrative lens. The study includes culture, politics and services. An examination of the administrative role through formal observation, data collection and analysis. The field-based experience, under the guidance of practicing school and university supervisors, is designed to involve the candidate in a broad scope of public education.

**EDAD 540: Equity in Rural and Urban School Settings (2)**

Examines trends and issues that school administrators K-12 face in both rural and urban settings. Includes culture and community issues, professional development of teachers new to the settings, and issues related to resources and access impacted by the rural or urban setting.

**EDAD 521: Administrative Technology Application (1)**

A knowledge of the latest electronic technologies that allow school leaders to make informed decisions about improving student achievement, creating more effective organizations, consolidating the administrative work load and understanding legal issues surrounding technology. Elective

**EDAD 783A: Conversational Spanish for Educator (1)**

Understand and use common Spanish expressions and greetings, converse in both formal and familiar Spanish verbal styles, learn Spanish vocabulary tailored to individual needs, and discover the similarities and differences of Latino and American cultures. Elective

**ED 517B: Culturally Responsive Instruction and Literacy Learning (2)**

This course introduces the use and implications of English-language proficiency standards across the curriculum within sheltered or multi-lingual classrooms. Provides an understanding of language development (PK-12) within classroom contexts to maximize language-learning potential for all children and ensure respect for communities whose languages differ from standard school English. Practical techniques for working with parents and varieties of cultures will be explored as well as direction for preparing and managing instructional assistants within a range of classroom contexts. Elective

**Writing Certificate (New in 2011)**

Please see website [www.willamette.edu/gse](http://www.willamette.edu/gse) for updates.

### III. Program Assessment

#### Task Stream

Beginning Fall 2009, the Graduate School of Education programs began to use TaskStream, a suite of web-based tools, to monitor candidate progress and assist candidates in creating professional portfolios. These tools include lesson and unit plan templates, access to all national and state learning standards, and the opportunity to garner feedback from instructors before sending major course assignments (critical assessments) for a final evaluation. This is an on-line system that is required to be used by all candidates and faculty.

Training for the use of Task Stream occurs as needed. A Help Desk for technical assistance is consistently available from Task Stream as well. Candidates will be provided this information during orientation.

Task Stream is used to articulate the mission and goals of the GSE and its constituent programs; identify criteria and measurements of successful achievement of defined outcomes; facilitate comprehensive curriculum mapping; establish internal quality review processes; record aggregate assessment data and analysis versus expectations; and provide robust continuous improvement capabilities for identifying findings and tracking the disposition of follow-up action items. (From the TaskStream website. To find out more about the capabilities of this resource visit [learnmore@taskstream.com](mailto:learnmore@taskstream.com).)

For teacher education programs, this suite of web based tools includes a fully integrated, mission specific module for instructional design. The instructional design module provides the facility and candidates the ability to organize, develop and share units and lessons readily referenced to standards, skills or competencies.

#### The GSE Assessment System

All GSE programs regularly assess and evaluate candidate learning outcomes, candidate perceived learning outcomes, candidate perceptions of the program, and perceptions of employers and graduates. The data is then shared with faculty, administration, the Education Consortium (the advising body for the GSE) and with candidates via e-mail or meetings. The following graphic illustrates various places in the program where candidates may be assessed or have the opportunity to assess the MAT. Your participation in the assessment process is vital to program improvements.

**Table 1.1 Unit Assessment System: Transition Points with Critical Assessments**

| A. Gates (Transition Points) for Unit Data Collection                                |   |  |  |
|--|---|--|--|
| MAT  | M.Ed.   | ADV Endorsements                                     | ADV Licensure: NDEL & CTL                            |
| Phase I: Admission   | Admission   | Admission  | Admission  |
| Phase II: Clinical   | Integration: Clinical                                       | Integration: Clinical                                | Integration: Clinical                                |
| Phase III: Exit Clinical   | Professional: Exit Clinical                                 | Professional: Exit Clinical                          | Professional: Exit Clinical                          |
| Outcome: Completion  | Outcome: Completion   | Outcome: Completion                                  | Outcome: Completion                                  |
| B. Unit Critical Assessments by Program  |   |  |  |
| MAT  | M.Ed.   | ADV Endorsements                                     | ADV Licensure: ADV, NDEL & CTL                       |
| Phase I – Admission and Orientation  | Admission   | Admission  | Admission  |
| Admissions criteria met (GPA, required exams, essay, letters, interview, transcript) | Admissions criteria met (GPA, essay, interview, transcript) | Admissions criteria met (GPA, interview, transcript) | Admissions criteria met (GPA, interview, transcript) |
| Dispositions pre/ post survey  | Dispositions pre/ post survey                               | Dispositions pre/ post survey                        | Dispositions pre/ post survey                        |

|   |  |  |  |
|---|--|--|--|
| <b>Phase II: Field Practice</b>   | <b>Integration: Clinical Practice</b>            | <b>Integration: Clinical Practice</b>            | <b>Integration: Clinical Practice</b>            |
| Candidate performance assessments by course (includes work samples and practicum) | Candidate performance assessment by course       | Candidate performance assessment by course       | Candidate performance assessment by course       |
| <b>Phase III: Entry and Exit from Clinical Practice</b>                           | <b>Professional: Exit from Clinical Practice</b> | <b>Professional: Exit from Clinical Practice</b> | <b>Professional: Exit from Clinical Practice</b> |
| Clinical evaluations  | Thesis or Teacher Research Project               | Practicum and portfolio or work sample           | Practicum  |
| Impact on K-12 charted  | Annotated Bibliography                           | Annotated Bibliography                           | Portfolio  |
| Mid and End of Program Evaluations  | End of Program Evaluations                       | End of Program Evaluations                       | End of Program Evaluations                       |
| <b>Outcome: After Program Completion</b>  | <b>Outcome: After Program Completion</b>         | <b>Outcome: After Program Completion</b>         | <b>Outcome: After Program Completion</b>         |
| Employer surveys  | Employer surveys                                 | Employer surveys                                 | Employer surveys                                 |
| Graduate surveys  | Graduate surveys                                 | Graduate surveys                                 | Graduate surveys                                 |

## IV. GSE General Policies and Guidelines

**Candidates must follow these policies and standards in order to meet M.Ed. program requirements and to be eligible to be recommended for the degree. Particularly egregious or repeated failures to comply with these guidelines may constitute grounds for termination from the M.Ed. program.**

### Code of Conduct

*Willamette M.Ed. candidates must exemplify the attitudes and actions of the ethical educators as for set forth in the Oregon Administrative Rules. Among the expectations for ethical behavior are these:*

1. You must embody the characteristics of good citizenship.
2. You will emulate high standards for personal appearance and professional conduct at your public school placement.
3. You will abide by the policies and procedures of the Willamette University Student Handbook and Selected Policies and M.Ed. Student Handbook in preparing for and carrying out your responsibilities during field placement and research.
4. You will avoid personal fraternization and not engage in inappropriate relations with public school students.
5. You will refrain from public displays of behavior, which are inappropriate for a professional, including alcohol or substance abuse or disruptive behavior. These do not constitute ethical behavior in schools.
6. You will maintain the confidentiality of student information for those students with whom you work, and also the confidentiality of school-related business.
7. You will direct any criticism of school programs or personnel only to proper authorities, first seeking advice from Willamette University advisors. You will follow appropriate channels of authority when directing criticism/feedback.
8. You will be cognizant of the laws governing plagiarism and avoid inappropriate use of materials which are not your own.
9. You will read the personnel handbook for the school district in which you are placed for fieldwork or research, and you will abide by its policies.

### Academic Advising

Beginning students are assigned an advisor who will guide them through the M.Ed. program.

This faculty member will be the one to assist with any questions about policies, course planning, and other learning needs.

### **Payment Policies and Procedures**

A candidate is considered to be registered only after fees have been paid or arrangements have been made with the Business Office. Candidates are expected to pay tuition and fees or make arrangements for payment during the first week of classes. Payment after the completion of the first week of school is subject to a late fee of \$10 for the first day and \$1 a day thereafter. The service fee for contracts and accounts not paid in full at the time of registration is \$50 per semester.

Tuition is charged on a per-semester basis. Candidates who have not paid their tuition/fees or made arrangements for payment with the Business Office by the end of the first week of school are not eligible to attend classes.

### **Financial Aid**

To be considered for financial aid, it is important to file the Free Application for Federal Student Aid (FAFSA) as soon after Jan. 1 as possible. The FAFSA forms are available for submission through the mail or electronically at [fafsa.ed.gov](http://fafsa.ed.gov). Willamette University's school code is 003227. To be considered for maximum loans and scholarships, students must apply for admission and file a FAFSA. Timely completion of the application is strongly recommended.

### **Financial Information**

All financial aid, costs and billing subject to WU and GSE policies. Please check the website for program costs and schedules as these may change during the course of your program.

### **Transcripts**

Entrance into GSE programs requires an undergraduate degree from an accredited university. All incoming candidates are required to submit to the GSE office a transcript with undergraduate degrees posted by October 1. Transcripts will be evaluated based on GPA and content area preparation in the authorization level/s sought by the candidate. Failure to show evidence of an undergraduate degree posted by October 1 will result in immediate termination from the program.

### **Course Planning Tool**

Your M.Ed. advisor will provide you with a course planning worksheet to help you keep track of the courses you have taken in the master's program and to ensure that you have completed all necessary requirements for graduation in a timely fashion. In consultation with your advisor, please regularly document the courses taken and discuss any necessary changes in the program based on your individual needs, transfer credits, etc. For degree use, candidates may transfer no more than 6 credits towards the Master of Education degree.

### **Disability Statement**

Any candidate eligible for and requesting academic accommodations due to disability is to provide a Schedule of Academic Accommodations Disability & Learning Services, from the Bishop Wellness Center, 503-370-6471, *within the first three weeks of classes*.

## **GSE Graduation Requirements**

Satisfactory completion of all coursework, including student teaching, is required for the M.Ed. degree. Requirements of GSE programs include and may exceed the Teacher Standards and Practices Commission (TSPC) requirements for licensure.

## **Application to Graduate**

At the beginning of the semester in which you plan to receive your degree, you must file an Application to Graduate in the GSE office. Forms may be obtained on the web at [www.willamette.edu/gse/med](http://www.willamette.edu/gse/med).

## **Candidate Evaluation**

Candidate progress, performance, and professional behavior may be evaluated by the program area faculty at any time. Following such evaluations, advisors will notify candidates about the assessment of their progress in the program and inform them of any deficiencies identified and the required action to remain in good standing. Failure to remediate deficiencies may result in dismissal from the program.

## **Grade Policy**

Grades given in M.Ed. courses are based on a 4-point scale (A= 4.0): A, A-, B+, B, B-, C+, C, C-, F and Credit/No Credit. Courses are designated as Graded or CR/NC. Since all courses in the M.Ed. program are required for program completion, candidate earning a C- or below, or NC, in any required class will not qualify for the M.Ed. degree or licensure. Master of Education candidates are required to maintain no less than a C- in all coursework, or be placed on academic probation with and plan of assistance (see pg 24-25 of this Handbook).

Occasionally, students find it necessary to defer the completion of a course. However, Master of Education candidates are permitted to carry only two incomplete grades simultaneously. With the appearance of a third incomplete grade, an advisor may prohibit enrollment in additional courses until those course requirements have been met. Candidates should notify their advisor of the need to request incompletes in any course and subsequently notify their advisor when pending course requirements are completed. All grades of "I" will be accompanied by a contingency grade, in the computation of which the instructor has considered work not completed as a zero or an "F." The contingency grade will not be recorded on the permanent record (transcript) and will not be used in GPA computation or in determinations of academic status, unless the Registrar does not receive a new final grade from the instructor by the "I" grade deadline. At that time the contingency grade will be retained as the final grade.

## **Health Insurance**

All students who are half time or more are required to carry health insurance. Student health insurance is billed automatically online by the student accounts office at the beginning of each academic year. Students who have other coverage may elect to go online after July 1, 2010 to waive out of this student insurance plan. This plan must be waived by September 23, 2010. The link to waive online is: <http://www.eiaa.org/willamette/StudentWaive.asp> Once the student waives coverage the student's account will be credited for this charge prior to the next billing cycle. The coverage period is August 15, 2010-August 14, 2011. The rate for the student insurance plan for the 2010-2011 school year is a 2 tier rate based on age. The rate is based on your age on August 15, 2010. Students age 24 and under will pay \$490 per year and

students over 24 will pay \$737 per year. The rate is not pro-rated for students who begin in the spring or mid-year.

### **Email and Access to Willamette Instructional Support Environment (WISE)**

All GSE candidates are required to set up a Willamette network account and email, and to use their Willamette email address. Access to Wise course management sites is only available using the Willamette e-mail address. You will be required to use the Wise site to access course announcements and posts for your courses.

### **Verification of Candidate ID - Submission of Online Work**

All teacher education candidates are required to use their Willamette University password and ID when submitting course information or assignments to WISE (on line delivery system). Additionally, falsification of work or identity verification will result in immediate dismissal from the program with no tuition refunded.

### **Laptops**

All GSE candidates are required to have and use a laptop computer or comparable device for courses held on campus.

### **Teacher Inquiry Final Project**

Throughout the M.Ed. course sequence, students will be guided to develop and implement a teacher inquiry project in the classroom or with a group of students/children in another educational setting. The outcome of this course sequence serves as the final project for the M.Ed. and candidates will be required to complete and pass an oral defense of the teacher inquiry research project conducted by a panel of M.Ed. faculty at the end of a candidate's M.Ed. program.

## **V. Academic Policies: Suspensions, Waivers, and Leaves of Absence**

### **Suspension for Unprofessional or Unethical Behavior**

If, according to the evaluation of an instructor, or University supervisor, the candidate does not meet professional standards of conduct as required by the Graduate School of Education Professional Conduct Code and the TSPC professional competencies. Please refer to the following website: ([http://arcweb.sos.state.or.us/rules/OARS\\_500/OAR\\_584/584\\_020.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_020.html)), the candidate will be suspended from the MAT program with a recommendation to the GSE Academic Status and Candidate Affairs Committee for termination.

### **Waiver of Course**

Generally candidates are expected to complete all program courses; however, candidates may petition for a waiver of course requirements. Course requirement petitions would be considered in cases where a candidate had previously taken equivalent courses or completed equivalent experiences. The petition should include:

1. A request for the waiver, including the justification for the request.
2. A transcript verifying the course grade or evidence of experience.
3. A course syllabus and representative assignments.

4. Other evidence that the candidate is able to demonstrate the knowledge, skills, and competencies specified in the GSE course objectives.

The petition will be submitted to the course instructor and the Dean. The petition may be granted or denied at the discretion of the course instructor and Dean.

### **Waiver of Course Appeal Procedure**

A candidate who is not satisfied with the decision(s) of the course instructor may appeal the decision to the GSE Academic Status and Candidate Affairs Committee. A candidate who is not satisfied with the decision(s) of the Academic Status and Candidate Affairs Committee may appeal the decision to the Dean.

### **Waiver of Academic Policies and Procedures (*not including Waiver of Course*)**

Candidates are expected to abide by all GSE policies; however, candidates may petition to the Dean for a waiver of policies. The petition should include the justification for the request. The petition is given to the Dean, the candidate's advisor, and the GSE Academic Status and Candidate Affairs Committee. The M.Ed. faculty will meet and give a written recommendation to the GSE Academic Status and Candidate Affairs Committee. The GSE Academic Status and Candidate Affairs Committee will recommend approval or denial of the request, establish conditions and/or requirements as appropriate. A candidate who is not satisfied with the decision(s) of the GSE Academic Status and Candidate Affairs Committee may appeal to the Dean to have the petition request reviewed by the full faculty at the next regularly scheduled faculty meeting. A candidate who is not satisfied with the decision(s) of the faculty may pursue the University Grievance Procedure. (See Willamette University Selected Policies Manual.)

### **The Appeal Process**

University and classroom supervisors assess the quality of the candidate's performance on the basis of thoughtful, professional judgment. In accordance with TSPC regulations (OAR 584-16-065), there is an appeal process for a candidate who disagrees with the judgments made by either the University supervisor or the supervising teacher.

The sequence is as follows and applies to practicum experiences for the M.Ed.:

1. The candidate's performance is judged as having "Not Met" the criteria under one or more of the ten INTASC Principles and/or TSPC standards and the candidate is not recommended for licensure.
2. The candidate may then file an appeal with the Willamette University Education Consortium. The consortium consists of public school teachers and administrators, Graduate School of Education faculty, and candidates. Both the supervising teacher and the University supervisor are requested to submit their findings and supporting evidence to the consortium, and are invited to testify in person. The candidate is given an opportunity to present an appeal. The consortium makes a decision to either recommend or not recommend the student teacher for licensure.
3. A candidate not satisfied with the findings of the Education Consortium may file an appeal with the Executive Director of the Teacher Standards and Practices Commission, who determines whether to recommend or not recommend the student teacher for licensure.

4. The final decision remains with the Teacher Standards and Practices Commission (TSPC). Any further appeals are directed to TSPC.

### **Leave of Absence Policy**

A student may request a leave of absence. The request must be submitted in writing to the candidate's advisor and copied to the GSE Interim Dean. Together, the advisor and the Dean will make a recommendation for consideration by the GSE Academic Status and Candidate Affairs Committee. The GSE Academic Status and Candidate Affairs Committee will approve or deny the request, establish conditions and requirements for returning to the program if it is approved, and notify the candidate by certified letter. The candidate will sign the "Conditions and Requirements for Return" document, indicating that s/he understands the conditions. A leave of absence will be granted for no more than one year.

### **Medical Leave of Absence**

In order to request a medical leave of absence, candidates must submit a completed GSE Medical Leave Request Form to the candidate's advisor for referral to the GSE Academic Status sub-committee. This sub-committee will be comprised of the chair of the GSE Academic Status and Candidate Affairs Committee, one additional GSE Academic Status Committee member, the University Registrar, and the Dean of Student Development. Candidates will be informed of the decision of the committee by a letter from the University Registrar. In a second letter from the GSE Interim Dean, students granted a medical leave will be asked to submit, three months prior to their return, a letter to the Interim Dean indicating their intent and readiness to return. Following receipt of this letter, a meeting will be scheduled with an appropriate GSE advisor, to consult about needed courses and any additional resources that might be needed.

### **Academic Probation**

If a candidate does not demonstrate satisfactory progress toward meeting required course competencies, s/he will be considered for academic probation. The instructor of the course will notify the candidate's advisor about the academic deficiencies. If probation is warranted, a recommendation will be made to the GSE Dean. The Dean of the Graduate School of Education will inform the candidate of his/her probationary status, in writing by certified mail. A copy of the letter will be placed in the candidate's file. Terms of probation will be established through the instructor and candidate advisor and conveyed in writing to the GSE Dean and the candidate.

### **Plan of Assistance**

When probation results from academic deficiencies, a Plan of Assistance will be established to specify goals and time frames, strategies, and resources for remediation; as well, a timeline for demonstrating the required competencies will be followed. The Plan of Assistance stipulates the areas of improvement needed to successfully complete the course or field experience. This plan is created collaboratively with cohort faculty, field experience personnel (where appropriate) and the candidate and will be presented in writing to the candidate, to the Dean, and a copy will be placed in the candidate's file.

If deficiencies are not corrected within time frames designated by the plan of assistance, the candidate may request a leave of absence. Otherwise, the candidate will be suspended from the program with a written recommendation by the candidate's advisor to the GSE Academic Status Committee and Candidate Affairs Committee for termination from the program. The chair of the

Committee notifies the Dean in writing of their recommendation. The recommendation is placed in the candidate's file.

After probation and the plan of assistance are initiated, candidates are allowed a period of no more than three years to correct deficiencies and complete program requirements.

### **Access to Candidate Files**

Current graduate files of each candidate are maintained in the Graduate School of Education office. Access to files is restricted to individuals authorized to work with files as part of their job duties. Willamette's policy respects the right of individual privacy and ensures the confidentiality of records and files as required by the Family Educational Rights and Privacy Act (FERPA). The following procedures govern access to or removal of materials:

- Admission and/or Scholarship ballots are removed from student files and put in a separate file for each school year.
- The candidate is allowed to view his/her file, provided they give 24 hours notice.
- The candidate may not remove the file, but may view it in the office or within view of a University representative.
- Nothing may be copied out of the candidate's University file.
- The candidate may take notes on what is in the file.
- If a candidate has "waived" their right to view confidential letters of recommendation, the letters may not be viewed, and will be removed before allowing access to the file.
- Candidates may view paperwork they have signed, including registration forms and transcripts. However, meeting notes and field placement observation notes may be removed (candidates should have already received copies of these).

### **Release of Information to Prospective Employers**

It is against federal regulations per FERPA (Family Educational Rights and Privacy Act) guidelines to release information to prospective employers, or others, without the applicant's written consent. This includes transcripts, grades, and field experience information.

### **Sexual Harassment Policy**

#### Prohibition of Harassment Including Sexual Harassment

Willamette University will not tolerate harassment of any individual. Tolerance and respect for dignity and worth should be the guiding principles for our relations with each other. The University strives to provide a community where students, faculty, staff and others work and live together in an environment free of all forms of harassment, exploitation, intimidation and discrimination. Harassment is demeaning to all persons involved and subverts the mission of the University. The University can fulfill its distinctive mission only in an arena where ideas are vigorously debated, including those which some find offensive and in an arena where staff, students, and faculty respect one another's dignity in their common membership in a community of inquiry. We must take great care neither to stifle discussion nor to make it dangerous to speak one's mind. However, harassment compromises academic freedom and damages the trust that we must all repose in one another and will not be tolerated. Furthermore, harassment is a violation of state and federal law.

#### (a) Harassment

Harassment is verbal or physical conduct that demeans or shows hostility toward an

individual because of his/her race, color, religion, gender, national origin, age, disability, sexual orientation, or that of his/her relatives, friends, or associates, and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive working environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities. Harassing conduct includes, but is not limited to, the following: (1) epithets, slurs, negative stereotyping, demeaning comments or labels, or threatening, intimidating or hostile acts that relate to race, color, religion, gender, national origin, age, disability, or sexual orientation; and (2) written or graphic material that demeans or shows hostility or aversion toward an individual or group because of race, color, religion, gender, national origin, age, disability or sexual orientation and that is placed on walls, bulletin boards, or elsewhere on the University's premises, or circulated in the workplace.

(b) Sexual Harassment

Sexual harassment is a form of gender (sex) discrimination. The Equal Employment Opportunity Commission has defined sexual harassment as follows: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when (1) submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement; (2) submission to or rejection of sexual conduct influences employment or academic decisions affecting the individual; or (3) sexual conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive work or academic environment.

Prohibited sexual harassment may include, but is not limited to: sexual jokes, calendars, posters, cartoons, magazines; derogatory or physically descriptive comments about or towards another individual; sexually suggestive comments; inappropriate use of University communications including e-mail and telephone, unwelcome touching or physical contact; punishment or favoritism on the basis of an individual's sex; sexual slurs; or negative sexual stereotyping.

Harassment will not be tolerated at Willamette University. It is against the policies of the University for any individual to harass another individual. This includes acts between supervisors and employees, between fellow employees or between employees and students, and between third parties such as vendors or visitors and employees or students.

Where one party is in a position to extend academic or employment benefits to another, even a completely welcome, consensual, romantic or sexual relationship raises at least the appearance of impropriety and can create an unwelcome appearance of favoritism and bias. Such a relationship can lead to sexual harassment allegations if it later becomes unwelcome.

Sexual harassment is not limited to situations where there is an unequal power relationship between parties, but such a relationship may make sexual harassment more likely.

Any staff member, faculty member or student who believes he or she has been the subject of harassment by an employee of the University should report the circumstances immediately to his/her supervisor, the supervisor of the person with whom he/she is having difficulty, or the Director of Human Resources. A staff member, faculty member or student may contact the Director of Human Resources without first contacting his/her supervisor. The University will not tolerate any retaliatory treatment or adverse consequences as a result of acting in good faith to report harassment or participating in an investigation.

Reports of harassment or retaliation will be promptly, thoroughly and impartially investigated. Consistent with the University's need to conduct an adequate investigation and where a reasonable person would consider an action to be in violation of this policy, prompt corrective action to rectify any harassment or retaliation will take place.

Confidentiality will be maintained to the extent possible. Inquiries will proceed pursuant to the Procedural Guidelines for Addressing Claims of Harassment Involving Staff or Faculty at Willamette University, provided as an appendix to this policy manual.

Any supervisor who sees or hears about conduct that may constitute harassment under this policy must immediately report such conduct to the Office of Human Resources. Any staff or faculty member found in violation of this policy will be subject to discipline up to and including discharge.

*Procedural guidelines for addressing complaints of harassment involving staff or faculty at Willamette University*

The following are to be used as procedures for addressing complaints that a faculty or staff member has violated Willamette's harassment policy. If you are still unsure of what constitutes "harassment," please consult the University's Human Resources department. These procedures do not apply to allegations of student-student harassment. Student to student harassment is addressed under the standards of conduct for students of Willamette University within the Selected Policies Manual.

If a person believes that they have been harassed by a staff or faculty member, they should ask that staff or faculty member to stop the harassing behavior immediately, if he or she can do so safely. Willamette's harassment policy and these procedures address complaints of harassment based on race, color, sex, religion, age, marital status, national origin, physical or mental disability, veteran status, sexual orientation or any other basis protected by applicable local, state or federal law. "Harassment" as described is a form of discrimination under Title VII of the Civil Rights Act of 1964 and under Title IX of the Education Amendments of 1972. Failure to respond to written or verbal concerns of sexual discrimination or harassment or failure to report incidents of sexual discrimination or harassment is a violation of University policy.

Duty to Conduct Inquiry

If a harassment complaint is reported to the Director of Human Resources, or any other appropriate University official, the University may proceed to conduct an inquiry, even if that is not consistent with the complainant's wishes. An official inquiry is intended to protect the well-being of involved parties, others in the community, and the University at large.

## **VI. Field Placements: Practicum for Specialty Endorsement and Initial Administrator License**

**No field experience can be counted toward credit that is not under the supervision and program requirements of the Graduate School of Education.**

### **Field Placement Disability Statement:**

Candidates with special accommodation needs must discuss accommodation needs with the university office of disabilities services during the first week of classes and prior to pre-student teaching. That office will alert the GSE of the candidate's needs with permission of the candidate. Accommodations become a collaborative process utilizing multiple resources.

Please note that all paperwork, including fingerprinting and background checks must be completed prior to any field placements through the GSE. Candidates are not allowed to contact school staff regarding placements. All supervisory assignments must be initiated and approved by the placement coordinator, the district placement liaison, the building administrator and/or district administrator.

Candidate must meet all requirements and procedures in order to earn credit for any practica associated with GSE programs.

## Resources

WILLAMETTE UNIVERSITY: GRADUATE SCHOOL OF EDUCATION  
INSERVICE TEACHERS--**READING ENDORSEMENT**  
**FOR CANDIDATES ENROLLED BEFORE SPRING 2011**

| Term               | Courses Offered   | Dates | Completed |
|--------------------|---|-------|-----------|
| <b>Summer 2010</b> | ED 517B: Culturally Responsive Instruction and Literacy Learning (2)          |       |           |
|                    | ED 520A: Foundations of Literacy and Language Acquisition (2)                 |       |           |
|                    | <b><i>EDUC 568: Children and Young Adult Literature (1)</i></b>               |       |           |
|                    | <b><i>ED 517A: Culturally Responsive Instruction and Bilingualism (2)</i></b> |       |           |
| <b>Fall 2010</b>   | ED 523: Literacy Assessment, Diagnosis, & Instruction PK-12 (2)               |       |           |
|                    | ED 525: Leadership & Innovation in School Literacy Programs (2)               |       |           |
|                    | <b><i>ED 528B: Teaching Writing K-12(ELL) (1)</i></b>                         |       |           |
| <b>Spring 2011</b> | <b><i>EDUC 568: Children and Young Adult Literature (1)</i></b>               |       |           |
|                    | ED 522: Literacy Methods Across the Curriculum (2)                            |       |           |
|                    | <b><i>ED 528A: Teaching Writing K-12 (1)</i></b>                              |       |           |
|                    | <b><i>ED 565: Teaching ELL Dual Language Texts (1)</i></b>                    |       |           |
| <b>Summer 2011</b> | ED 520A: Foundations of Literacy and Language Acquisition (2)                 |       |           |
|                    | ED 517B: Culturally Responsive Instruction and Literacy Learning (2)          |       |           |
|                    | <b><i>ED 517A: Culturally Responsive Instruction and Bilingualism (2)</i></b> |       |           |
|                    | ED 525: Leadership & Innovation in School Literacy Programs (2)               |       |           |
|                    | <b><i>EDUC 568: Children and Young Adult Literature (1)</i></b>               |       |           |
|                    | <b><i>EDUC 528A: Teaching Writing K-12 (1)</i></b>                            |       |           |

Note: Practicum 512 is offered spring or summer 2011 semester by arrangement.

Note: You will take 12 credits plus 2 credits of *electives*. The courses in **bold and italics** are *electives*.

WILLAMETTE UNIVERSITY: GRADUATE SCHOOL OF EDUCATION  
INSERVICE TEACHERS--**READING ENDORSEMENT**  
**FOR STUDENTS ENROLLED AFTER FALL 2010**

| <b>Term</b>        | <b>Courses Offered</b>  | <b>Dates</b> | <b>Completed</b> |
|--------------------|---|--------------|------------------|
| <b>Fall 2010</b>   | ED 523: Literacy Assessment, Diagnosis, & Instruction PK-12 (2)               |              |                  |
|                    | ED 525: Leadership & Innovation in School Literacy Programs (2)               |              |                  |
|                    | <b><i>ED 528B: Teaching Writing K-12(ELL) (1)</i></b>                         |              |                  |
| <b>Spring 2011</b> | <b><i>EDUC 568: Children and Young Adult Literature (1)</i></b>               |              |                  |
|                    | ED 522: Literacy Methods Across the Curriculum (2)                            |              |                  |
|                    | <b><i>ED 528A: Teaching Writing K-12 (1)</i></b>                              |              |                  |
|                    | <b><i>ED 565: Teaching ELL Dual Language Texts (1)</i></b>                    |              |                  |
| <b>Summer 2011</b> | ED 520A: Foundations of Literacy and Language Acquisition (2)                 |              |                  |
|                    | ED 517B: Culturally Responsive Instruction and Literacy Learning (2)          |              |                  |
|                    | ED 525: Leadership & Innovation in School Literacy Programs (2)               |              |                  |
|                    | <b><i>ED 517A: Culturally Responsive Instruction and Bilingualism (2)</i></b> |              |                  |
|                    | <b><i>EDUC 568: Children and Young Adult Literature (1)</i></b>               |              |                  |
|                    | <b><i>EDUC 528A: Teaching Writing K-12 (1)</i></b>                            |              |                  |

*Note: Practicum 512 is offered spring or summer 2011 semester by arrangement.*

*Note: You will take 12 credits plus 2 credits of **electives**. The courses in **bold and italics** are **electives**.*

WILLAMETTE UNIVERSITY: GRADUATE SCHOOL OF EDUCATION  
 INSERVICE TEACHERS--***ESOL ENDORSEMENT***  
***FOR STUDENTS ENROLLED BEFORE SPRING 2011***

| Term               | Courses Offered   | Dates | Completed |
|--------------------|---|-------|-----------|
| <b>Summer 2010</b> | Ed 517A: Culturally Responsive Instruction and Bilingualism                       |       |           |
|                    | ED 517B: Culturally Responsive Instruction and Literacy Learning (2)              |       |           |
|                    | ED 520A: Foundations of Literacy and Language Acquisition (2)                     |       |           |
|                    | <b><i>EDUC 568: Children and Young Adult Literature (1)</i></b>                   |       |           |
| <b>Fall 2010</b>   | ED 518: Planning and Implementing ESOL Methods and Materials (2)                  |       |           |
|                    | ED 518: Planning and Implementing ESOL Methods and Materials (2)                  |       |           |
|                    | <b><i>ED 523: Literacy Assessment, Diagnosis, &amp; Instruction PK-12 (2)</i></b> |       |           |
|                    | <b><i>ED 528B: Teaching Writing K-12 (ELL) (1)</i></b>                            |       |           |
| <b>Spring 2011</b> | ED 516: Assess of K-12 Language Proficiency in Second Language Learners (2)       |       |           |
|                    | <b><i>ED 528A: Teaching Writing K-12 (1)</i></b>                                  |       |           |
|                    | <b><i>ED 565: Teaching ELL Dual Language Texts (1)</i></b>                        |       |           |
|                    | <b><i>EDUC 568: Children and Young Adult Literature (1)</i></b>                   |       |           |
| <b>Summer 2011</b> | ED 516: Assess of K-12 Language Proficiency in Second Language Learners (2)       |       |           |
|                    | ED 517A: Culturally Responsive Instruction and Bilingualism (2)                   |       |           |
|                    | ED 518: Planning and Assessment of K-12 ESOL Methods (2)                          |       |           |
|                    | <b><i>ED 528B: Teaching Writing K-12 (ELL) (1)</i></b>                            |       |           |
|                    | ED 520A: Foundations of Literacy and Language Acquisition (2)                     |       |           |

Note: ED 512: Practicum in Teaching English Language Learners is offered spring or summer 2011 by arrangement.

Note: You will take 12 credits plus 2 credits of *electives*. The courses in **bold and italics** are *electives*.

WILLAMETTE UNIVERSITY: GRADUATE SCHOOL OF EDUCATION  
 INSERVICE TEACHERS--***ESOL ENDORSEMENT***  
***FOR STUDENTS ENROLLED AFTER SPRING 2011***

***SEE YOUR ADVISOR FOR EXACT TERM DATES***

| <b>Term</b>        | <b>Course Offered</b>   | <b>Dates</b> | <b>Completed</b> |
|--------------------|---|--------------|------------------|
| <b>Fall 2010</b>   | ED 518: Planning and Implementing ESOL Methods and Materials (2)                  |              |                  |
|                    | <b><i>ED 523: Literacy Assessment, Diagnosis, &amp; Instruction PK-12 (2)</i></b> |              |                  |
|                    | <b><i>ED 528B: Teaching Writing K-12 (ELL) (1)</i></b>                            |              |                  |
| <b>Spring 2011</b> | ED 516: Assess of K-12 Language Proficiency in Second Language Learners (2)       |              |                  |
|                    | <b><i>ED 528A: Teaching Writing K-12 (1)</i></b>                                  |              |                  |
|                    | <b><i>ED 565: Teaching ELL Dual Language Texts (1)</i></b>                        |              |                  |
|                    | <b><i>EDUC 568: Children and Young Adult Literature (1)</i></b>                   |              |                  |
| <b>Summer 2011</b> | ED 516: Assess of K-12 Language Proficiency in Second Language Learners (2)       |              |                  |
|                    | ED 517A: Culturally Responsive Instruction and Bilingualism (2)                   |              |                  |
|                    | ED 518: Planning and Assessment of K-12 ESOL Methods (2)                          |              |                  |
|                    | <b><i>ED 528B: Teaching Writing K-12 (ELL) (1)</i></b>                            |              |                  |
|                    | ED 520A: Foundations of Literacy and Language Acquisition (2)                     |              |                  |

*Note: ED 512: Practicum in Teaching English Language Learners is offered spring or summer 2011 by arrangement.*

*Note: You will take 12 credits plus 2 credits of **electives**. The courses in **bold and italics** are **electives**.*

WILLAMETTE UNIVERSITY: GRADUATE SCHOOL OF EDUCATION  
 INSERVICE TEACHERS—***SPECIAL EDUCATION ENDORSEMENT***

| <b>Term</b>        | <b>Courses Offered</b>   | <b>Dates</b> | <b>Completed</b> |
|--------------------|--|--------------|------------------|
| <b>Summer 2010</b> | SPED 554: Language Development and Language Disorders (2)                |              |                  |
|                    | SPED 562: Diagnosis and Curriculum (Functional) (2)                      |              |                  |
|                    | SPED 563: Diagnosis and Curriculum (Academic) (2)                        |              |                  |
| <b>Fall 2010</b>   | SPED 551/552: Ed of Except: LD/SED/ADHD/Severe/Low Incidence (2)         |              |                  |
|                    | SPED 564: Special Education Law (2)                                      |              |                  |
|                    | SPED 565: Tech: Special Ed Instruction (1)                               |              |                  |
|                    | SPED 590A: Supervised Teaching/Internship: Research Techniques (2)       |              |                  |
| <b>Spring 2011</b> | SPED 555: Basic Skills for Students with Disabilities (2)                |              |                  |
|                    | SPED 559: Medical Aspects (2)  |              |                  |
|                    | SPED 567: Tech: Assistive Devises (1)                                    |              |                  |
|                    | SPED 590B: Supervised Teaching/Internship: Action/Summary/Reflection (2) |              |                  |
| <b>Summer 2011</b> | SPED 557: Parents, Community & School Collaboration (2)                  |              |                  |
|                    | SPED 561: Managing Difficult Behaviors (2)                               |              |                  |
|                    | SPED 568: Collaboration/Consultation Skills for Special Educations (2)   |              |                  |

**WILLAMETTE UNIVERSITY: GRADUATE SCHOOL OF EDUCATION  
INSERVICE TEACHERS--*READING ENDORSEMENT*  
ADVISING FORM**

| <b>TERM</b> | <b>YEAR</b> | <b>COURSE</b> | <b>COMPLETED</b> |
|-------------|-------------|---------------|------------------|
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**Required—12 Credits**

|         |   |
|---------|---|
| ED 517B | Culturally Responsive Instruction and Literacy Learning (2) |
| ED 520A | Foundations of Literacy and Language Acquisition (2)        |
| ED 523  | Literacy Assessment, Diagnosis, & Instruction PK-12 (2)     |
| ED 522  | Literacy Methods Across the Curriculum (2)                  |
| ED 525  | Leadership and Innovation in School Literacy Programs (2)   |
| ED 512  | Practicum in Reading (2)                                    |

**Electives –2 Credits**

|          |  |
|----------|--|
| ED 565   | Teaching ELL Dual Language Texts (1)                   |
| ED 528B  | Teaching Writing K-12(ELL) (1)                         |
| ED 528A  | Teaching Writing K-12 (1)                              |
| EDUC 568 | Children and Young Adult Literature (1)                |
| ED 517A  | Culturally Responsive Instruction and Bilingualism (2) |

\_\_\_\_\_ Student Name

\_\_\_\_\_ Advisor Name

\_\_\_\_\_ Advisor Signature \_\_\_\_\_ Date

\_\_\_\_\_ Student Signature \_\_\_\_\_ Date

WILLAMETTE UNIVERSITY: GRADUATE SCHOOL OF EDUCATION  
 INSERVICE TEACHERS--**ESOL ENDORSEMENT**  
**ADVISING FORM**

| TERM | YEAR | COURSE | COMPLETED |
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**Required: 12 Credits**

|         |   |
|---------|---|
| ED 516  | Assess of K-12 Language Proficiency in Second Language Learners (2) |
| ED 517B | Culturally Responsive Instruction and Literacy Learning (2)         |
| ED 518  | Planning and Implementing ESOL Methods and Materials (2)            |
| ED 517A | Culturally Responsive Instruction and Bilingualism (2)              |
| ED 520A | Foundations of Literacy and Language Acquisition (2)                |
| ED 512  | Practicum ESOL (2)  |

**Electives—2 Credits**

|          |   |
|----------|---|
| ED 528A  | Teaching Writing K-12 (1)                               |
| ED 528B  | Teaching Writing K-12 (ELL) (1)                         |
| ED 565   | Teaching ELL Dual Language Texts (1)                    |
| ED 523   | Literacy Assessment, Diagnosis, & Instruction PK-12 (2) |
| EDUC 568 | Children and Young Adult Literature (1)                 |

\_\_\_\_\_ Student Name

\_\_\_\_\_ Advisor Name

\_\_\_\_\_ Advisor Signature \_\_\_\_\_ Date

\_\_\_\_\_ Student Signature \_\_\_\_\_ Date

WILLAMETTE UNIVERSITY: GRADUATE SCHOOL OF EDUCATION  
INSERVICE TEACHERS—*SPECIAL EDUCATION ENDORSEMENT*  
*ADVISING FORM*

| TERM | YEAR | COURSE | COMPLETED |
|------|------|--------|-----------|
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WILLAMETTE UNIVERSITY: GRADUATE SCHOOL OF EDUCATION  
INSERVICE TEACHERS—*INITIAL ADMINISTRATOR LICENSE*  
*ADVISING FORM*

| TERM | YEAR | COURSE | COMPLETED |
|------|------|--------|-----------|
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\_\_\_\_\_ Candidate Name

\_\_\_\_\_ Advisor Name

\_\_\_\_\_ Advisor Signature \_\_\_\_\_ Date

\_\_\_\_\_ Candidate Signature \_\_\_\_\_ Date

## **Frequently Used Contact Information**

|   |              |
|---|--------------|
| Graduate School of Education Admission                  | 503-375-5453 |
| Graduate School of Education Main Office (Salem campus) | 503-370-6343 |
| Bishop Wellness Center                                  | 503-370-6062 |
| Bookstore   | 503-370-6315 |
| Campus Safety   | 503-370-6911 |
| Career Services   | 503-370-6413 |
| Computer Center WITS Help Desk                          | 503-370-6767 |
| Disabilities Services                                   | 503-370-6471 |
| Financial Aid Office                                    | 503-370-6273 |
| Library: Mark O. Hatfield                               | 503-370-6312 |
| Mail Services   | 503-375-5472 |
| Registrar's Office                                      | 503-370-6206 |
| Sparks Center (Athletic facility)                       | 503-370-6420 |
| Student Accounts  | 503-370-3120 |
| Willamette University Information Center (Salem campus) | 503-370-6267 |

*Note: All students will receive a link to the complete on-line M.Ed. Candidate Handbook upon admission and enrollment into the M.Ed. program in the GSE.*

## **Helpful Websites**

- EdZapp online recruiting and hiring resource: [www.edzapp.com](http://www.edzapp.com)
- INTASC (Interstate New Teacher Assessment and Support Consortium): [www.ccsso.org/Projects/interstate\\_new\\_teacher\\_assessment\\_and\\_support\\_consortium/](http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/)
- International Reading Association: [www.reading.org](http://www.reading.org)
- NCATE (National Council for Accreditation of Teacher Education): [www.ncate.org](http://www.ncate.org)
- NCTE – National Council of the Teachers of English: [www.ncte.org](http://www.ncte.org)
- NCTM – National Council of the Teachers of Mathematics: [www.nctm.org](http://www.nctm.org)
- New Teacher Center at University of California Santa Cruz: [www.newteachercenter.org](http://www.newteachercenter.org)
- New teacher grants, how-tos, videos and more: Teachers Network: [www.teachersnetwork.org/](http://www.teachersnetwork.org/)
- NSTA (National Science Teachers Association): [www.nsta.org](http://www.nsta.org)
- Task Stream: <http://www.taskstream.com/pub/LAT.asp>
- The Owl at Purdue (APA Style): <http://owl.english.purdue.edu/owl/resource/560/01/>

## **Facilities and Services**

### **Copy Machine**

The Graduate School of Education (GSE) has a copy machine that will reduce, enlarge, produce double-sided copies, copy from books, and collate. University ID cards will act as the card for use with the GSE copy machine, as well as all student-use copy machines on campus. Candidates using this resource should adhere to all copyright laws.

Copy work for Willamette MAT class assignments may be done on the GSE copy machine or at Willamette's Print and Design Center in Waller Hall.

Quantities over 10 copies are less expensive if sent to the Print and Design Center. The turn-around time is generally 24 hours. See office staff for instruction on completing the copy request form. Copy work for student teaching should be done in your assigned school if it is to be used there by students.

### **Fax**

If candidates want to send a fax for any reason, they may use the fax machine in the University Center, on the second floor in the Student Activities Office. There is no charge for a local fax, \$.25 per page for a long-distance domestic phone call; and \$2.00 for the first five pages with \$.25 per page after that for international faxes. The Student Activities Office will supply a cover sheet, which does not apply to the page count.

### **Educational Technology Lab**

The GSE computer lab is located in the GSE building and is accessible 24 hours a day, seven days a week to GSE candidates only.

### **Parking**

Parking permits, which are required for all students wishing to use the University parking lots, may be obtained from the Campus Safety office. Please read the parking regulations carefully. Candidates are not to use the parking lots adjacent to the Graduate School of Education building.

### **Internet Accounts**

All MAT candidates are given an Internet account at no charge, active until the following December after graduation. Instructions for activating e-mail accounts will be given early in the semester. Once the account is established, candidates may log on from any lab computer, computers in Smullin, or from off-campus.

*Note: E-mail accounts will be an official avenue of communication and candidates must check their accounts either from campus or off-site on a regular basis. Please use your Willamette email address.*

### **Bishop Wellness Center, Baxter Complex Health Services Center (370-6062)**

Margaret Trout, Director, [mtrout@willamette.edu](mailto:mtrout@willamette.edu)

Website address: <http://www.willamette.edu/dept/wellness/>

The Health Services Center provides health care for acute illness and minor injuries, as well as medical care for men's and women's reproductive health. Other services provided for

students enrolled half-time or more include:

- Patient education
- Self-help center with nonprescription medications
- Information for referrals to medical specialists in the Salem community
- Assistance in development of a plan or care for special healthcare needs

There is no office visit charge to students; fees are charged for lab work, prescriptions and some supplies. Two nurse practitioners (ANPs), a registered nurse (RN), and two Licensed Practical Nurses (LPNs) staff Health Services. Students are seen by appointment, but urgent problems will be seen immediately for assessment. The hours are Monday-Friday, 8 a.m.-5 p.m. Direct healthcare services are not available when the University is not in session due to holidays, vacations or summer break.

When the Health Services Center is closed, students may go to:

- Salem Hospital Emergency Room, 665 Winter Street SE, 503-561-5373
- Salem Hospital Urgent Care Clinic, 1175 Leslie SE, 503-561-5554
- Immediate Care and Medical Clinic, 3777 Commercial SE, 503-588-9026

A student's medical records are strictly confidential and are not available to anyone inside or outside the University unless the student signs a written release. All students enrolled half-time or more are required to carry health insurance. Information concerning Student Accident and Sickness Health Insurance Plan is available at Health Services or call 503-370-6972 to speak to the insurance coordinator.

### **Counseling Services (370-6471)**

Website address: <http://www.willamette.edu/dept/wellness/>.

Counseling Services is located within the Bishop Wellness Center on the south side of Baxter Complex.

The Counseling Service provides confidential counseling, information, and referral services for individual students, couples, or small groups, by a licensed, professional staff.

### **Other services provided for students include:**

1. Help with stress, relationship problems, alcohol/drug problems, grief and loss, sexuality, sexual assault, confusion or indecision about personal choice, or any other problem a person encounters;
2. Help with academic problems;
3. Evaluation for medication;
4. Specialist groups on eating disorders, chemical dependency, adult children of alcoholics, parental divorce, and sexual abuse;
5. Educational programs for student organizations.

The Counseling Service is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

All counseling services are free to Willamette University students. Strict professional confidences are maintained regarding any counseling sessions or consultation.

### **Disability & Learning Services (370-6471, TTY-503-375-5383)**

Website Address: <http://www.willamette.edu/dept/disability/>

The Office of Disability & Learning Services, located in Bishop Wellness Center, serves students and University guests with documented permanent and temporary disabilities including visual, auditory, and mobility impairments, as well as chronic illness.

**Other services provided for students include:**

1. Accommodations to provide equal access to University programs, including taped course materials, note-takers, exam accommodations, sign language interpretation, modification of buildings for wheelchair access, etc;
2. Assisting students in developing skills in self-advocacy and self-determination;
3. Materials and workshops to increase disability awareness.

*Note: If you have a documented disability that requires special classroom or field-experience accommodations, please advise your instructor in writing and file a copy of that advisement with the Office of the GSE Dean.*

**Other Computer Labs**

There are a wide variety of computing resources on campus, which encourages the integration of educational technology and learning.

**Smullin Hall (370-6004)**

All computers are networked to appropriate file servers with access to a variety of software, as well as to the campus network and the Internet. All candidates have accounts on the network. To activate an account, log in to the network as new in one of the microcomputer labs. For assistance, contact the WITS Help Desk at x6767. The general access lab in Smullin 119 houses computers composed of PCs, Macintosh computers, as well as laser printers. This lab is accessible 24 hours a day, seven days a week. Lab assistants are on duty starting at 8 a.m. on weekdays, 12 noon on weekends, and leave at 1:00 a.m. on school nights, and 5:00 p.m. on Friday and Saturday. The lab assistants can be reached at 370-5441. Adjacent to the general access lab is a high-tech room containing multimedia-ready Macintosh and Windows computers, equipped with CD drive, sound card, video card, and speakers. The room also houses a color printer and a scanner. This room is accessible while the lab assistants are on duty.

Smullin Hall also houses the main office of Willamette Integrated Technology Services (WITS), which operates the Help Desk. Computer advice may be obtained by calling 370-6767, 8:00 a.m.-5:00 p.m., Monday-Friday.

**Goudy Commons (370-6005)**

Goudy Commons, the University's primary dining facility, is available to the entire Willamette community. Goudy Commons operates on a cash and declining cash balance system. Students may pay for purchases with cash or may pay in advance to credit their student I.D. cards, which is called purchasing Board Plan Credits (BPCs). Students paying in advance will be given a 20-percent credit in BPCs. Credit remaining at the end of the semester will be rolled over to the next semester; credit remaining at the end of the year will be refunded upon request (excluding the 20-percent bonus). Goudy Commons also offers a special Commuter Card plan for off-campus students. Contact the Commons staff for details.

Goudy Commons dining hours are:

Monday to Friday: 7:00 a.m. to 2:00 p.m.

4:30 p.m. to 7:00 p.m.

Saturday and Sunday: 8:30 a.m. to 10:00 a.m. (Continental)

10:00 a.m. to 1:30 p.m. (Brunch)

4:30 p.m. to 7:00 p.m.

### **Office of International Education (370-5404)**

The Office of International Education is located in Smullin 155 and serves the special needs of our international students and faculty. The office provides important campus and community programs to assist international students and students planning to study abroad, as well as information concerning visas, immigration, work, and travel.

### **Mark O. Hatfield University Library (370-6312)**

The Willamette University Mark O. Hatfield Library supports the resource needs of the GSE programs. Library resources include computerized information databases, books, periodicals, journals, newspapers and specialized materials. Computerized information databases of special interest to GSE candidates include E.R.I.C. (Educational Resource Information Center) from 1966 to current. Website address: <http://library.willamette.edu>.

Education: <http://library.willamette.edu/guides/subject/education/>

Curriculum Library: Located on the main floor of Hatfield, the Graduate School of Education's Curriculum Library is accessible to candidates and faculty, providing resources and materials to enhance instruction.

Reserve Materials: Reserve materials are available at the reserve desk in the Hatfield Library. Materials on reserve circulate for two hours, four hours, one day, three days, or five Days; as determined by the faculty member who reserves them. Most photocopied reserves are available electronically.

Loan Period: The loan period for GSE candidates for books and government documents is one semester. This excludes videos, CDs, and special collections (including children's literature), which circulate for seven days. Unless another borrower has placed a hold on a book, the book may be renewed at the library's reference desk or online (<http://library.willamete.edu>). All books are subject to recall.

Fines: Fines are charged for overdue materials.

Periodicals: Periodicals are not circulated. Photocopy machines are available for making copies.

ORBIS Interlibrary Loan: ORBIS is a library catalog that combines information from 18 Oregon academic libraries into a single unified database. You can search for and order books through ORBIS online at the Hatfield Library website.

Reference Desk: Professional librarians are available to help candidates six days per week, during day and evening hours. Reference staff are off-duty on Saturday.

General: For problems or questions regarding the library, please contact the library (370-6312) or the circulation desk (370-6018).

### **WITS Production Services and Instructional Design Center (370-6653)**

Audiotapes and videotapes and duplication (within copyright law), 35 mm film and many other audiovisual supplies are available through the WITS Main Office in Smullin 101. Support in multimedia presentations for classes, web design, lamination, dry mounting, posters, flyers, etc., are available through the Instructional Design Center, [www.willamette.edu/wits/](http://www.willamette.edu/wits/).

### **University-Wide Services Contact Information, Putnam Center (also known as the University Center or the U.C.) (370-6300)**

Putnam University Center houses the Willamette Store, Mail Services, Information Center,

MaPS Credit Union, University Travel Center, Bistro Willamette, Mill Stream Market, Cat Cavern dining area, and an automatic teller machine. Many administrative offices of the University related to student services are located in this building. Conference rooms and a comfortable lounge are also available for the use of the University community.

**Bistro Willamette (370-6100)**

Bistro Willamette is a student-operated cafe located on the first floor of Putnam Center. The Bistro offers coffees, teas, juices, espresso, pastries, and a variety of other fine foods; as well as a coffee and baked goods catering service. Live student performances and the display of student, alumni, and faculty art make the Bistro a unifying center of the Willamette community.

**Mill Stream Market (370-4036)**

The Mill Stream Market is located on the first floor of the University Center, across from the Bistro. Hours are 8:30 a.m.-7:00 p.m., Monday-Friday, and 10:00 a.m.-4:30 p.m. Saturday. The Mill Stream Market carries assorted candy, snacks, sodas, coffee, ice cream, and a small selection of household items and over-the-counter medicines.

**Multicultural Student Affairs (370-6265)**

Multicultural Student Affairs is located on the second floor of the University Center and provides supportive services to international and nontraditional students. Services include advising students on academic and personal issues, assisting with tutoring needs, and helping with other special concerns. This office also helps graduate students with information about child care services available in the Salem community. In addition, the office advises ethnic student organizations and develops ethnic and cultural awareness activities for the entire campus.

**University Registrar (370-6206)**

The Registrar's Office is located on the third floor of the University Center. The Registrar maintains and safeguards the official academic records for all students of the University. With your signed request, the Registrar's Office can provide enrollment verification, degree verification, or an official transcript to any outside agency. You may wish to fax any such signed requests to the Registrar's fax (503-375-5395), available 24 hours a day.

**The Willamette Store (370-6315)**

The Willamette Store is located on the ground floor of the University Center, and offers a wide variety of products and supplies in addition to books, texts, and Willamette University memorabilia. Books not in stock may be ordered. The bookstore's hours are 8:30 a.m. to 6:00 p.m., Monday through Friday, and 10:00 a.m. to 4:30 p.m. on Saturday.

**The Women's Center (370-6692)**

The Women's Center explores issues of feminism and gender roles and promotes better understanding of gender issues through speakers, films and discussion groups. The Women's Center also houses a library of books covering these topics.

**Waller Hall**

The general administrative center, Waller Hall, houses the Office of the President, University Relations, Marketing & Communications, Human Resources, the Print and Design Center, and the Business Office.

**Sparks Center (370-6420)**

Sparks Center, located in the southeast corner of the campus, is the hub of recreational activity at Willamette. Included in the complex are basketball courts, a swimming pool, a gymnasium, handball courts, tennis courts, a weight and exercise room, a multipurpose room, and locker rooms. Access to Sparks Center is open only to Willamette University students and their immediate families.

## **Glossary of Acronyms and Terms**

AACTE: American Association of Colleges for Teacher Education  
AAHE: American Association for Health Education (National Health Education Standards)  
ACTFL: American Council on the Teaching of Foreign Languages  
ADA: Americans with Disabilities Act  
ADD: Attention Deficit Disorder  
ADHD: Attention Deficit Hyperactivity Disorder  
ADV: Advanced Teacher Preparation  
AERA: American Educational Research Association  
AGSM: Atkinson Graduate School of Management  
AIMS: Accreditation Information Management System  
APA: American Psychological Association  
AR: Annual Report required of all NCATE-affiliated institutions  
ASD: Autism Spectrum Disorder  
Aspire: 2-year MAT program in the GSE (not an acronym)  
AV: Audio Visual  
BA: Bachelor of Arts degree  
BOE: Board of Examiners  
CAI: Computer Assisted Instruction  
CACREP: Council for Accreditation of Counseling and Related Education Programs  
CAL: Continuing Administrative License  
CAS: Comprehensive Assessment System  
CBEST: California Basic Educational Skills Test  
CCC: Chemeketa Community College  
CDSJ: Council on Diversity and Social Justice  
CEC: Council for Exceptional Children  
CF: Conceptual Framework  
CLA: College of Liberal Arts, Willamette University  
CMSTE: Center for Mathematics, Science, and Technology Education  
Cooperating Teacher: The teacher in whose classroom a candidate does his/her practicum and/or student teaching.  
COSA: Confederation of Oregon School Administrators  
CTL: Continuing Teaching License  
DD: Developmentally Disabled  
ECE: Early Childhood Education  
ECIA: Education Consolidation Improvement Act (TITLE I)  
ECSE: Early Childhood Special Education  
Ed.D. Doctor of Education  
ED: Prefix for certain Graduate School of Education endorsement courses  
EDAD: Prefix for Administrative License courses  
EDU: Prefix for Willamette University undergraduate courses in education and courses of the Oregon Writing Project  
EDUC: Prefix for MAT courses in the GSE

ELCC: Educational Leadership Constituent Council  
ELE: Elementary Education (endorsement)  
ELL: English Language Learner  
ERIC: Education Resources Information Center  
ESD: Education Service District  
ESL: English as a Second Language  
ESOL: English Speakers of Other Languages (endorsement)  
ETS: Educational Testing Service  
FAFSA: Free Application for Federal Student Aid  
FALC: Faculty Advisory Library Committee  
FERPA: Family Educational Rights & Privacy Act  
FPC: Faculty Personnel Committee  
FT: Full-Time candidates in the GSE  
FTE: Full-time equivalent  
GPA: Grade point average  
GRE: Graduate Record Examination  
GSE: Graduate School of Education  
HS: High School (endorsement)  
IA: Instructional Assistant  
IAL: Initial Administrative License  
IBM: International Business Machines  
IDEA: Individuals with Disabilities Education Act  
IEP: Individualized Education Plan  
IHE: Institution of Higher Education  
INTASC: Interstate New Teacher Assessment and Support Consortium  
IPEDS: Integrated Postsecondary Education Data System  
IR: Institutional Report  
IRA: International Reading Association  
ISL: Impact on Student Learning  
ISLLC: Interstate School Leaders Licensure Consortium  
IST: Instructional Systems Technology  
ISTE: International Society for Technology in Education  
ITBS: Iowa Test of Basic Skills  
ITEA: International Technology Education Association  
ITP: Initial Teacher Preparation  
K: Kindergarten  
LD: Learning Disabled  
LEA: Local Education Agency  
LEP: Limited English Proficient  
M.Ed: Master of Education  
MA: Master of Arts  
MAT: Master of Arts in Teaching  
MENC: National Association for Music Education (retained the acronym for Music Educators National Conference)  
ML: Middle School endorsement  
MSA: Master in School Administration  
NBEA: National Business Education Association  
NBPTS: National Board for Professional Teaching Standards

NCATE: National Council for Accreditation of Teacher Education  
NCLB: No Child Left Behind  
NCME: National Council on Measurement in Education  
NCSS: National Council of Social Studies  
NCTE: National Council of Teachers of English  
NCTM: National Council of Teachers of Mathematics  
NDEL: New Directions in Educational Leadership  
NEA: National Education Association  
NMSA: National Middle School Association  
NSTA: National Science Teachers Association  
NWCCU: Northwest Commission on Colleges and Universities  
NWP: National Writing Project  
OACTE: Oregon Association for Career and Technical Education  
OAR: Oregon Administrative Rules  
ODE: Oregon Department of Education  
OEA: Oregon Education Association  
OICA: Oregon Independent Colleges Association  
OLN: Oregon Leadership Network  
OR: Oregon  
ORATE: Oregon Association of Teacher Education  
ORELA: Oregon Educator Licensure Assessments  
ORFR: Office of Research and Federal Relations  
ORPEA: Oregon Professors of Educational Administration  
ORS: Oregon Revised Statutes  
OSU: Oregon State University  
OWP: Oregon Writing Project in the GSE at Willamette University  
PD: Professional Development (course type)  
PDK: Phi Delta Kappan  
PDS: Professional Development Schools  
PEP: Professional Education Programs  
PERS: Public Employees Retirement System  
Ph.D: Doctor of Philosophy  
PK: Pre-Kindergarten  
Praxis: Examination of content knowledge  
PSU: Portland State University  
RFP: Request for Proposal  
SAI: Student Assessment of Instruction  
SKSD: Salem-Keizer School District  
SLDS: Statewide Longitudinal Data System  
GSE: Graduate School of Education, Willamette University  
SOU: Southern Oregon University  
SPA: Specialized Professional Association  
SPED: Special Education  
SPW: School Partner Workshop  
TAG: Talented and Gifted  
TESOL: Teachers of English to Speakers of Other Languages  
TQE: Teacher Quality Enhancement  
TSPC: Teacher Standards and Practices Commission (Oregon)

TWS: Teacher Work Sample

UO/U of O: University of Oregon

UAB: Unit Accreditation Board

UG: Undergraduate

University Supervisor: WU Faculty assigned to supervise a candidate during practicum and/or student teaching.

WISE: Willamette Instructional Support Environment

WITS: Willamette Integrated Technology Services

WOU: Western Oregon University

WS: Work Sample

WU: Willamette University

WUCOL: Willamette University College of Law