

Attitude; 40%-Office Hours Attendance

DESCRIPTION: Peer advisers help fellow students analyze and assess progress towards general UO requirements and help students design academic programs and plan class schedules. Peer advisers have the opportunity to meet and know UC students, faculty, staff, and administrators in addition to receiving valuable practicum credit.

COMMENTS: Must complete an application process through major department. Recruitment times are variable.

EDPM 407 PROFESSIONAL LEADERSHIP SEMINAR (1)

Geltner, EMU

MEETS: 4:00-6:00 H, EMU

FORMAT: Lecture/Discussion/Seminar

AVERAGE CLASS SIZE: 30

WEEKLY READING: 10 Pages

EVALUATION: 20%-Homework; 30%-Project; 50%-Attendance

DESCRIPTION: This course is designed to provide a series of skill development sessions/workshops including: "Leadership and the One Minute Manager," featuring Dr. Kenneth Blanchard; "What You Are Is" featuring Dr. Morris Massey, exploring beliefs, prejudices, and personal value systems; Time Management; Conflict Resolution; Meeting Management; Stress Management; Leadership Theory; Active Listening; and Promoting Positive Growth in those around you. Guest speakers and video-based programs will be featured. Pre/Post seminar self-assessments assigned.

HIGHLIGHTS: The 'art of becoming' is a lifelong process of investing your time in excellence-developing activities. The life skills introduced in these workshops will give you keen insights into the ongoing pursuit of excellence so prevalent in our modern society.

COMMENTS: The course can be taken for credit or audited in part or total. Drop in visitors are welcome. This seminar is limited to 25 enrolled/for credit students. Auditors/Drop Ins will be welcome on top of that number.

EDPM 407 PROFESSIONAL SEMINAR PEER STUDENT SUPERVISOR (1)

Wace, 162 Oregon

MEETS: 15:30 W, 360 Oregon

FORMAT: Lecture/Discussion

AVERAGE CLASS SIZE: 20

WEEKLY READING: 1 Chapter

PREREQUISITES: Only peer advising student supervisors.

EVALUATION: 20%-Project; 80%-Attendance

READINGS: Faculty advising manual; UO time schedule; the GREEN BOOK; Assigned readings

DESCRIPTION: This class is designed to prepare and support peer student supervisors. Topics covered include interpersonal skills, leadership and communication, grading, and general organization of peer advising offices.

EDPM 407 SEM PEER ACADEMIC ADVISING (1-3)

Wade, 164 Oregon

FORMAT: Practicum

PREREQUISITES: Jr. and Sr. only

EVALUATION: 15%-Attitude; 15%-3 Quizzes; 40%-Attendance

DESCRIPTION: Peer advisers help fellow students analyze and assess progress toward general UO requirements and help students design academic programs and plan class schedules. Peer advisers have the opportunity to meet and know UO students, faculty, staff, and administrators in addition to receiving valuable practicum credit.

COMMENTS: Must complete an application process through major department.

DEPM 407 INTERPERSONAL PROBLEM SOLVING (3)

DeGedio, Francisco, Hudeikiewicz, Office of Student Development

MEETS: 14:00-15:20 UL, 176 ED

FORMAT: Lecture/Discussion and Seminar/Lab

AVERAGE CLASS SIZE: 45

PREREQUISITES: Jr. and Sr.

READINGS: Egan, THE SKILLED HELPER

DESCRIPTION: Students receive training in interpersonal and group communication skills. The course provides an opportunity to: assess your present interpersonal communication skills, acquire knowledge and skills for improving face to face communication, learn and practice specific communication skills, read and integrate theories of communication with actual practice.

COMMENTS: The in class work is a laboratory learning situation. The out-of-class assignments provide an opportunity to read about various theories of communication and apply what is learned in class to both the readings and one's life.

EDPM 407 GROUP LEADERSHIP SKILLS (1)

Fishwick, 364 Oregon Hall

MEETS: 9:30-16:00 Sat. Jan. 31 and Feb. 7 only, 276 ED

FORMAT: Lecture/Discussion and Practice/Application

WEEKLY READING: 20-25 Total Pages

EVALUATION: 30%-Attendance; 20%-Homework; 50%-Project

DESCRIPTION: This class provides: 1) study of group dynamics, 2) training in group interaction, and 3) experience in group problem-solving. Participants will be able to practice skills in class and apply them out of class on a limited basis. Topics for the first meeting will be: 1) Phases of group development, 2) Problem solving, 3) Roles in group meetings, and 4) Observing group interaction. The second meeting will cover: 1) Making meetings work, 2) Problem solving, 3) Team building, and 4) Project planning.

COMMENTS: The class is intended to be an enjoyable experience in learning by doing. The outside project, while subject to appraisal, offers a great deal of latitude for making it meaningful to group participants. The homework involves simply observing a group meeting.

DEPM 407 ALTERNATIVES TO CHEMICAL ABUSE (2)

Gieber, Dorow, and Newton, 364 Oregon Hall

MEETS: 2:00-3:20 UH, Newman Center

READINGS: THE RELAXATION AND STRESS REDUCTION WORKBOOK; CELEBRATE

YOURSELF, ENHANCING YOUR OWN SELF-ESTEEM

DESCRIPTION: This course is designed to promote nonchemical means of dealing with life's problems and maximizing one's level of wellness. Specifically, the course will provide an opportunity to: 1) develop skills to affect positively the lives of the student and others; 2) assess personal stress level and indicators; 3) experience a variety of relaxation and stress management techniques; 4) learn and practice interpersonal communication skills; 5) assess personal self image and self-esteem level; 6) identify at-risk situations for chemical usage; and 7) identify viable alternatives to using chemicals in at-risk situations.

EDPM 407G MANAGEMENT INFO SYSTEMS IN EDUCATION (4)

Piele

MEETS: 15:30-18:20 U

PREREQUISITES: EDPM 407G Computers and Educational Management or equiv.

DESCRIPTION: Fundamentals of management information systems in education with emphasis on microcomputer database management systems and mainframe-to-micro decision support systems.

EDPM 441G HISTORY OF AMERICAN EDUCATION (3)

Hanson, 124 ED

MEETS: 9:30-10:50 UH, 151 ED

FORMAT: Lecture/Discussion

AVERAGE CLASS SIZE: 55

WEEKLY READING: 125 Pages

EVALUATION: 40%-Midterm; 60%-Final

READINGS: Cremin, TOWARD AN ECOLOGY OF EDUCATION; Wright, CULTURE ON THE MOVING FRONTIER; Nasan, SCHOoled TO ORDER; Ravitch, THE TROUBLED CRUSADE; Yeziarska, BREAD GIVES; Lasch, SCHOOLING AND THE NEW ILLITERACY; Edson, RISKING THE NATION

DESCRIPTION: History is an argument, not a story. This course is not THE History of American Education, but rather is A History of American Education, and is an interpretive discipline. Students are expected to develop their own interpretation of history. Further, the course examines only United States Education and the people responsible for the system with limited devotion to indigenous populations.

EDPM 507 POLICY SEMINAR (3)

Dunlap

MEETS: 10:30-12:20 W

PREREQUISITES: Doctoral students

DESCRIPTION: This seminar gives doctoral students an opportunity to integrate the diverse instructional resources offered by DEPM. The intellectual skills of rational analysis, behavioral description, logical thinking, cognitive integration, and creative synthesis will be fostered through discussion, writing, criticism, and rewriting. Students will be asked to show progress in developing those intellectual skills, and, in particular, to demonstrate competence in rhetorical discourse,