College of Education

Randy Kamphaus, Dean
541-346-3405
170 Lorry I. Lokey Education Building
1215 University of Oregon
Eugene OR 97403-1215

Preparing Educators in the 21st Century

The College of Education's academic majors are organized into four departments: counseling psychology and human services; educational methodology, policy, and leadership; education studies; and special education and clinical sciences.

The college offers undergraduate, master's, and doctoral degrees and preparation for licensure. Students become active learners as they accumulate an understanding of disciplinary content and develop professional knowledge and skills that prepare them for careers in education or the social services. Surveys of graduates from the College of Education indicate that the great majority are successful in securing employment or continuing their professional preparation in their chosen field.

With school, community, and clinical partners, the college's nationally prominent teaching and research faculty offers opportunities for student practicum and field-based experiences in professional settings where effective policy and practice is created and then implemented.

Academic, research, and outreach service units provide integrated and cross-disciplinary learning experiences that help students acclimate to their professions, develop initial competence, acquire advanced proficiency, and become practicing professionals and scholars.

The College of Education is ranked by *U.S. News and World Report* as one of the nation's top colleges of education. Its scholarship, teaching, and practical learning opportunities offer students a respectful and affirming climate, a culture of belonging, and an inclusive learning environment.

Admission

The College of Education follows university policy in its admission procedures as described in the **Admissions** and **Graduate School** sections of this catalog. Students who transfer from other institutions must meet university entrance requirements. Programs in the College of Education have additional requirements for admission and limits on the number of students admitted to the major or licensure programs. Prospective students are urged to check admission requirements for their desired programs.

Financial Assistance

Scholarships

Scholarships are available for undergraduate and graduate students. Application requirements and procedures may be requested from Andrea Olson, Office of the Dean; telephone 541-346-5943; e-mail coescholarships@uoregon.edu .

Stipends and Fellowships

Stipends and fellowships frequently are awarded to graduate students. Both forms of assistance may cover most of the cost of tuition and provide a monthly cash payment. Information for graduate teaching fellows is available on the college's website.

Information about financial assistance is listed in the application materials for each major and on the College of Education's website. Application deadlines should be followed to receive consideration for aid. Information about university scholarships and loan programs is available from the Office of Student Financial Aid and Scholarships, 260Oregon Hall.

Dismissal

Majors and specializations in the College of Education require field placements in community settings such as public schools, community preschools, mental health clinics, correctional institutions, and welfare programs. Many placements are with vulnerable groups such as young children; juvenile offenders; or individuals with disabilities, mental health, adjustment, or learning problems. During these placements students interact with professionals and often are recipients of confidential or sensitive information. Consequently, it is imperative that College of Education students adhere to high ethical and moral standards. The University of Oregon and each major in the College of Education has written ethical standards or a code of conduct for its students. In an instance where evidence exists that a student may have violated the university's conduct code or a program's written ethical standards or code of conduct, the student will immediately be removed from the field placement until the matter is resolved. A student found to be in violation may be terminated from the College of Education and not permitted to reenter.

Academic Programs

K. Brigid Flannery, Associate Dean
brigidf@uoregon.edu

The College of Education offers accredited bachelor's, master's, and doctoral degrees and professional-development programs. Often, in concert with an academic degree, majors offer programs leading to state licensure for employment in Oregon public schools. These licenses are conferred by the state Teacher Standards and Practices Commission (TSPC), the agency authorized by the Oregon Legislative Assembly to issue licenses for teaching, personnel service, or administration in public schools. The TSPC issues appropriate licenses to applicants upon the university's recommendation that they have successfully completed the relevant licensure program. The State of Oregon has reciprocal administrative, teaching, and personnel service license agreements with most other states and Puerto Rico. Students who receive a license from the State of Oregon will most likely find the application process for a license in another state easier, especially if the licensing standards are similar. Information about licensure is available from the college's student academic services.

The following list enumerates the degree, licensure, and endorsement programs offered by the College of Education. Information about a specific program may be found under the relevant area of concentration in this section of the catalog.

Undergraduate Programs

- Minor—special education
- Bachelor's degree—communication disorders and sciences, educational foundations, family and human services

Graduate Programs

- Master's degree—communication disorders and sciences; counseling, family, and human services; couples and family therapy, curriculum and teacher education; curriculum and teaching; educational leadership; school psychology; special education
- Doctoral degree—communication disorders and sciences, counseling psychology, critical and sociocultural studies in education, educational leadership, school psychology, special education, special education: rehabilitation

Licensure Preparation

- Administrator; communication disorders; early childhood–elementary special education; early intervention–early childhood special education; elementary teaching; marriage and family therapy; middle-secondary education; music education; psychologist; school psychology

Endorsements

- Advanced mathematics, basic mathematics, biology, chemistry, communication disorders, early childhood–elementary special education, early intervention–special education, English for speakers of other languages, English for speakers of other languages—bilingual, foreign language (French, German, Japanese, Latin, Russian, Spanish), integrated science, language arts, middle-secondary special education, music education, physics, reading

Research and Outreach Services

Lauren Lindstrom, Associate Dean
541-346-1408
170 Lorry I. Lokey Education Building
https://education.uoregon.edu/research-outreach-units/all

The nationally recognized research and outreach units of the College of Education provide a comprehensive, research-intensive environment for undergraduate, licensure, master's, and doctoral students. The research units foster fundamental and applied research that faculty members integrate into the college's curriculum. The outreach units offer schools and community agencies access to faculty research and expertise and provide field-based opportunities in which students learn to use research-based knowledge to improve the effectiveness of services, practices, and policies.

Behavioral Research and Teaching

Julie Alonzo and Gerald Tindal, Codirectors
541-346-3535
175 Lorry I. Lokey Education Building
www.brtprojects.org (http://www.brtprojects.org)

Behavioral Research and Teaching combines curriculum-based measurement with effective teaching practices to develop, study, and disseminate empirically based educational programs for students who are at risk of failure in school and in the community. Research and professional development activities and projects focus on (1) curriculum-based measurement and large-scale testing; (2) response-to-intervention methods in educating students with disabilities; (3) behavioral and instructional consultation; and (4) systems change and school reform. Opportunities for research and personnel preparation are available for graduate students.

Center for Advanced Technology in Education

Mark A. Horney, Director
541-346-2679
220 Rainier Building
cate.uoregon.edu

The Center for Advanced Technology in Education (CATE) investigates applications of technology to support learning and studying across the curriculum. The center is supported by grants from the U.S. Department of Education's Institute of Education Sciences and Office of Special Education Programs, as well as the National Endowment for the Humanities and the National Science Foundation. CATE is also home to the Oregon Writing Project. Current research at CATE is focused on (1) strategies to improve comprehension and academic learning for students who are struggling in reading, writing, and mathematics; (2) technology-based tools and strategies to assist English-language learners and students with learning disabilities to succeed in the secondary school curriculum; and (3) the role of technology in improving student access to the use of educationally relevant information available electronically.

The center offers opportunities for graduate and undergraduate students to collaborate on technology-based projects with real-world impact. The center's faculty actively works to translate research into practice and offers workshops to schools and districts across the nation.

Center for Educational Policy Research

David T. Conley, Director
https://education.uoregon.edu/rou/center-educational-policy-research

Staff members at the Center for Educational Policy Research help Oregon educators, district administrators, and policymakers promote a seamless transition for students as they move from Oregon high schools to Oregon institutions of higher education. The center develops policy tools and promotes strategies that help organizations understand complex issues, analyze trends, and nurture new policy ideas. The center also designs online tools with staff members at its sister center, the Educational Policy Improvement Center, to help Oregon institutions promote college and career readiness for Oregon students.

Center on Assessment, Statistics, and Evaluation

Joseph Stevens, Director
541-346-8138
270A Lorry I. Lokey Education Building
pages.uoregon.edu/caseorg

The Center on Assessment, Statistics, and Evaluation seeks to foster and support excellence in research methods and their application in educational and social science research. The center supports faculty members and graduate students throughout the College of Education, the University of Oregon, and the larger community through services to (1) provide technical support for statistical analysis and research design using a variety of models and software; (2) assist researchers and practitioners in assessment and measurement issues, including instrument development; (3) serve as a research partner to provide program evaluation and technical support for state and local educational agencies thoughout Oregon as well as academic units within the university; and (4) support graduate education and professional development on assessment, statistics, research design, and evaluation.

Center on Human Development

Jane Squires, Director
541-346-3591
Clinical Services Building, Third Floor
ucedd.uoregon.edu

See the **Research Institutes and Centers** section of this catalog.

Center on Teaching and Learning

Edward J. Kame'enui, Director
541-346-3562
Riverfront Research Park, Suite 207
ctl.uoregon.edu

The Center on Teaching and Learning conducts, translates, and disseminates research that offers solutions to problems the schools face every day. Faculty members seek to advance understanding and use of evidence-based practices to prevent and intercept academic difficulties in school-aged children. One emphasis is the role of curriculum, instruction, and assessment in models of academic reform for schools. Research and outreach include school-based experimental research, model demonstration projects, and large-scale professional development and technical assistance.

Center for the Prevention of Abuse and Neglect

Jeff Todahl, Director
541-346-0919
274 HEDCO Education Building
220 E. 11th Ave., Suite 5
Eugene, Oregon 97401
90by30.com (http://90by30.com)

The Center for the Prevention of Abuse and Neglect is a convening body designed to coordinate, facilitate, and measure a collective impact violence prevention initiative, with emphasis on significant reduction in child abuse and neglect in Lane County, Oregon. The center applies public health concerns, prevention theory, and implementation science toward the development of strategies to attain community-level change.

The goals of the center include the following:

1. Create a community-campus partnership that pools local talent and best-practices prevention knowledge toward the resolution of a social problem
2. Develop and implement effective, population-based measurement of child-abuse and -neglect prevention countywide, in a manner that provides compelling data and corrective feedback
3. Provide technical assistance expertise and training on child-abuse prevention for other communities in the United States

Child Development and Rehabilitation Center

Randall Phelps, Clinical Director
541-346-3575
Clinical Services Building, First Floor

The Child Development and Rehabilitation Center of the Oregon Health and Science University provides multidisciplinary services for the diagnosis and evaluation of genetic syndromes, developmental disabilities, and neurodevelopmental disorders. Management and coordination of care is provided for a variety of patients including individuals with cerebral palsy, spina bifida, cleft lip and palate, and feeding difficulties. Clinic services are available for children, adolescents, and young adults.

Early Childhood Coordination Agency for Referrals, Evaluations, and Services

Judy Newman and Valerie Taylor Close, Codirectors
541-346-2578
299 E. 18th Ave.
earlychildhoodcares.uoregon.edu

Early Childhood Coordination Agency for Referrals, Evaluations, and Services (Early Childhood CARES) provides early intervention and early childhood special education services to eligible, birth-to-five-year-old children in Lane County. These services may include a combination of specially designed instruction in community or specialized preschools, parent education, speech therapy, physical and occupational therapy, vision and hearing services, and consultation for autism or challenging behaviors. Practicum opportunities are available for undergraduate and graduate students who are interested in working with young children, in preschools and parent-toddler programs.

Early Intervention Research

Jane Squires, Director
541-346-0807
139 Clinical Services Building
eip.uoregon.edu

Faculty members, training research efforts, and products of the Early Intervention Program have had a major impact on the fields of early intervention, early childhood special education, and early childhood education. The program's goal is to expand and improve educational and therapeutic services for infants and young children who are at risk and disabled and for their families. Underlying this purpose is the assumption that improving and expanding services that help children become independent and productive benefits not only the individual but society as a whole.

Educational and Community Supports

Robert H. Horner, Director

Kent McIntosh, Associate Director
541-346-2462
1571 Alder St.
www.uoecs.org (http://www.uoecs.org)

Educational and Community Supports (ECS) was established in 1972 as a research unit within the College of Education. The purpose of ECS is to develop, validate, and implement practices that result in positive, durable, measurable change in the lives of individuals with disabilities and their families. Federal- and state-funded projects within ECS support research, teaching, information systems, and state-level technical assistance. Positive behavior support, secondary education and transition, adult services, and systems change are areas of content focus.

High School Equivalency Program

Joel Montemayer, Director
541-346-0881
1685 E. 17th Ave.

High School Equivalency Program is described in the **Student Services** section of this catalog.

Institute on Violence and Destructive Behavior

Jeffrey R. Sprague and Hill M. Walker, Codirectors
541-346-3592
Clinical Services Building, Third Floor

The mission of the Institute on Violence and Destructive Behavior is to help schools and social service agencies address violence and destructive behavior in schools and beyond their boundaries. The goal is to ensure safety and facilitate the academic achievement and healthy social development of children and youth. Faculty members conduct original research, provide staff training, disseminate knowledge and best practices, and integrate research findings into College of Education academic courses. They also consult with agencies concerned with public safety and youth violence prevention.

The institute has developed evidence-based assessment tools and interventions to address factors associated with violence, dropout frequency, and delinquency, tools used by professionals in schools, mental health facilities, and correctional settings. The institute was approved as a center of excellence by the Oregon State Board of Higher Education in 1995 and receives support for its activities through competitively awarded federal grants.

IntoCareers

Dan Erdmann, Director
541-346-3875
975 High St.
intocareers.or (http://intocareers.org) g (http://intocareers.org)

IntoCareers develops and supports the Career Information System, which provides content, multimedia, curriculum, and Internet applications that assist people in making informed career choices. IntoCareers licenses its products to state entities such as education agencies, offices of postsecondary education, and departments of labor. These entities create localized versions of the Career Information System to support career development programs in their respective states.

Oregon Career Information System

Laura McCoid, Director
541-346-3872
800-495-1266
oregoncis.uoregon.edu

The Oregon Career Information System, a state-based resource, helps Oregonians make career decisions and successful transitions throughout their lives. Established in 1971, it was the first state-based career information delivery system in the nation. Administered by the College of Education, the Oregon Career Information System is a self-supporting, fee-based consortium. It uses the Internet to present comprehensive information about occupations and industries, postsecondary programs and schools, and financial aid, connecting career options to the paths for reaching them. Its software and materials are used in schools, colleges, work-force agencies, and private businesses to support the career development of their students, clients, and employees. The staff provides field leadership and training to professionals involved in career development programs and services. Work-study positions and internships are available for undergraduate and graduate students.

Oregon Writing Project

Lynne Anderson-Inman, Director
541-346-3982
200 Rainier Building
owp.uoregon.edu

The Oregon Writing Project is affiliated with the National Writing Project network at the University of California at Berkeley.The project collaborates with local schools to provide high-quality, teacher-centered, professional development to improve writing and literacy across the curriculum. Major projects include an intensive summer institute, technology-supported outreach services to teachers in rural schools, and participation in the National Writing Project's initiative Digital Is. To enhance the building of professional development communities across geographic distances, participating teachers meet with project staff members in the virtual world known as Second Life.

Secondary Special Education and Transition Program

Deanne Unruh, Director
541-346-3585
201 Clinical Services Building
5260 University of Oregon
Eugene, Oregon 97403-5260
https://education.uoregon.edu/rou/secondary-special-education-and-transition-program

Secondary Special Education and Transition is a multidisciplinary research unit dedicated to developing further scientific understanding of adolescents and young adults with disabilities and other high-risk behaviors. Faculty members conduct research, technical assistance, and outreach activities to develop and implement research-based transition services that assist young people in developing the knowledge and skills to succeed in fulfilling their desired adult roles, including meaningful employment, completion of postsecondary education or training programs, and living independently in the community. Research is conducted in collaboration with state departments of education, schools, service agencies, parents, and youth.

Speech-Language-Hearing Center

Margit Mayr-McGaughey, Director
541-346-0923
HEDCO Education Building
https://education.uoregon.edu/hedco-clinic/speech-language-hearing-center

The Speech-Language-Hearing Center is part of the Communication Disorders and Sciences program at the College of Education. Graduate student clinicians, under the supervision of licensed clinical faculty members, provide high-quality services to individuals with speech, language, cognitive, and hearing disorders. Services include diagnostic evaluations and individual and group therapy to people of all ages and cultural backgrounds. The center provides community outreach and serves as a local, state, and national resource for innovative clinical service and research.

Technical Assistance and Consulting Services

John A. Inglish, Director
541-346-5641

1600 Mill Race Drive, Suite 360
https://education.uoregon.edu/rou/technical-assistance-and-consulting-services

Technical Assistance and Consulting Services (TACS) is an umbrella organization housing the Western Regional Resource Center, the National Post-School Outcomes Center, and SIGnetwork. TACS independently provides contracted consultation and technical assistance to state education agencies and other entities on a variety of issues focused on serving students with disabilities.

The Western Regional Resource Center is one of six technical-assistance centers nationwide, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) to serve state special-education agencies in seven western states and six Pacific jurisdictions, helping them meet the challenges of providing high-quality, free, appropriate public education to children with disabilities.

The federally funded National Post-School Outcomes Center provides technical assistance to state education agencies in the development and use of data systems designed to improve transition services to youth with disabilities.

SIGnetwork (State Improvement Grants Network) serves recipients of OSEP's State Personnel Development Grant, assisting state education agencies and their partners in reforming and improving early-intervention, educational, and transitional service systems, improving results for children with disabilities.

Rendezvous, a tool developed by TACS, is a web-based data-collection, planning, and reporting tool that state education agencies may use to provide high-quality services to students with disabilities.

Youth Enrichment and Talented and Gifted Programs and Services

Marjorie DeBuse, Director
541-346-3084
www.uoyouth.org (http://www.uoyouth.org)

This outreach unit provides course work in gifted education and field-based practicums at undergraduate and graduate levels; summer, Saturday, and afterschool learning experiences for youth that extend and enhance their K–12 school program; assistance and training for educators, school district personnel, youth service providers, and parents to effectively help advanced learners attain their intellectual and academic potential; recognition and support for the social and emotional needs of high-ability students through consultation and referral; and the introduction of precollege youth and their families to the University of Oregon through campus-based activities.

Facilities, Organizations, and Services

Center for Family Therapy

Tiffany Brown, Clinical Director
541-346-0923
170 HEDCO Education Building

The Center for Family Therapy is the on-site training clinic for the couples and family therapy program. Therapists and supervisors operate from a systemic, ecological perspective, noted for its consideration of the social group in which individual behavior exists. Staff members take a nonpathology-oriented, strengths-based approach to human behavior and change. Interns are closely supervised in the use of state-of-the-art video and live-observation equipment. Therapy is often brief and change oriented. Fees, which are charged on a sliding scale related to income, range from $15 to $100 a session, and the service is available to the community at large.

Learning Commons

Ken Loge, Coordinator
541-346-7616
110 HEDCO Education Building
https://education.uoregon.edu/admin-unit/learning-commons

The Learning Commons is designed for student collaboration and study. Two rooms can be reserved for groups of ten, with four smaller rooms that can serve three or be used for individual study. The main room has a variety of seating for groups or individuals, with a total seating capacity of seventy. Laptops can be connected to five large, wall-mounted flat panels for group project work. Twenty-four desktop computers with both Macintosh and Windows operating systems have a variety of software, and the area has wireless connectivity. Laptops can be checked out at the front desk for use in the Learning Commons. Both black-and-white and color printing is available using campus cash. Student staff members provide technology help when needed.

Student Academic Services

Angela Whalen, Director
541-346-1391
130 HEDCO Education Building

Student Academic Services offers academic-advising referrals and information on degree and licensure requirements, academic programs, university policies and procedures, and resources available to students. In addition, Student Academic Services maintains student records and collaborates with educator licensing and accreditation entities at state and federal levels to ensure the College of Education is in compliance with policies and procedures that permit students to receive the appropriate degree and license.

College of Education tutoring services offered through this unit help both undergraduate and graduate students to integrate effective study and learning strategies to maximize their potential for academic progress.

Courses

EDUC199. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Exploring Careers in Education.

EDUC399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

EDUC406. Special Problems: [Topic]. 1-16 Credits.
Repeatable. Recent topics include Peer Advising Experience.

EDUC407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

EDUC408. Workshop: [Topic]. 1-18 Credits.
Repeatable.

EDUC410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

EDUC507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

EDUC508. Workshop: [Topic]. 1-18 Credits.
Repeatable.

EDUC510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

EDUC606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

EDUC607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Advanced Professional Practices.

EDUC609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

EDUC610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

EDUC611. Survey of Educational Research Methods. 3 Credits.
Survey of qualitative, quantitative, and single-subject research methods. Students develop competence in using published research to inform decision-making in various settings.

EDUC612. Social Science Research Design. 4 Credits.
Overview of qualitative, quantitative, and single-subject research methods. Emphasis on introducing students to considerations, issues, and techniques of social science research design.

EDUC614. Educational Statistics. 4 Credits.
Foundations of statistical methods for research producers. Covers sampling methods, descriptive statistics, standard scores, distributions, estimation, statisticalsignificance testing, T tests, correlation, Pearson's chi-square test, power, effect size.
Prereq: EDUC 612.

EDUC620. Program Evaluation I. 4 Credits.
Focuses on small-scale evaluations, particularly in the field of education and human services. Students plan and design an evaluation.
Prereq: EDUC 640.

EDUC621. Program Evaluation II. 3-6 Credits.
Implementation and completion of the evaluation design defined in Program Evaluation I.
Prereq: EDUC 620.

EDUC630. Qualitative Methodology I: Interpretivist Inquiry. 4 Credits.
Examines the history of qualitative research in the study of human experience, emphasizing interpretive approaches to qualitative research that retain the regulative ideal of objectivity.

EDUC632. Qualitative Methodology II: Postcritical Inquiry. 4 Credits.
Explores the epistemic limits of representing human experience, and the political and ethical implications for researchers beginning with Marx.
Pre- or coreq: EDUC 630.

EDUC634. Qualitative Methodology III: Posthumanist Inquiry. 4 Credits.
Examines theoretical influences on qualitative research beginning with those associated with the linguistic turn, then critiquing the linguistic turn, and ending with the ontological turn.
Pre- or coreq: EDUC 630, EDUC 632.

EDUC636. Advanced Qualitative Methodology: New Materialisms. 4 Credits.
Examines contemporary theoretical explorations prompted by "the new materialisms" and how questions of ontology and materiality produce considerations of agency, data, subjectivity, voice, and analysis.
Pre- or coreq: EDUC 630, EDUC 632, EDUC 634

EDUC640. Applied Statistical Design and Analysis. 4 Credits.
Factor analysis of variance, planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs.
Prereq: EDUC 614.

EDUC642. Multiple Regression in Educational Research. 4 Credits.
Application and use of multiple regression in educational research. Topics include bivariate regression, multiple regression with continuous and categorical independent variables.
Prereq: EDUC 640.

EDUC644. Applied Multivariate Statistics. 4 Credits.
Advanced statistical techniques including covariance analyses, discriminant function analysis, multivariate analysis of variance, principal components analysis, exploratory factor analysis.
Prereq: EDUC 640.

EDUC646. Advanced Research Design. 4 Credits.
Provides a deeper understanding of educational research with an emphasis on principles of research designs and their use in applied research. Offered alternate years.
Prereq: EDUC 640.

EDUC650. Single-Subject Research Methods I. 4 Credits.
Basic single-subject design strategies and general procedures as well as issues related to conducting and analyzing single-subject research in applied settings.
Prereq: EDUC 614.

EDUC652. Single-Subject Research Methods II. 4 Credits.
Critical evaluation of single-subject and group-analysis research designs; elaboration on critical topics in single-subject methodology.
Prereq: EDUC 650.

EDUC654. Advanced Applied Behavior Analysis. 4 Credits.
Doctoral-level seminar designed to provide skills, practice, and knowledge in advanced methods and theory of applied behavior analysis.
Prereq: EDUC 652.

EDUC656. Advanced Analysis of Single-Case Research. 3 Credits.
Focuses on application of statistical and meta-analytic strategies for analyzing single-case research. Sequence with EDUC 650, 652, 654. Offered alternate years.
Prereq: EDUC 650. One course in structural equation modeling or hierarchical linear modeling is recommended preparation.