Education Studies

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License and degree programs in the Department of Education Studies prepare professionals to work in education. For teaching in elementary grade levels (K–5), the undergraduate major in educational foundations leads to a bachelor of arts (BA) or bachelor of science (BS) degree in educational foundations. Undergraduates may also earn a certificate in education foundations—secondary. For teaching in secondary grade levels (6–12), the certificate in educational foundations—secondary is intended to complement the subject area major.

The master's-level programs include

1. a degree in curriculum and teaching with a specialization in elementary multiple subjects education or secondary education, which includes a recommendation for a state-approved teaching license and a master of education (MEd) degree
2. a program in curriculum and teacher education for those already holding a teaching license and are seeking a master of science (MS) degree
3. add-on endorsements for licensed teachers in English for speakers of other languages and multicultural, multilingual reading

The doctoral degree program leads to a doctor of philosophy degree (PhD) in critical and sociocultural studies in education.

Faculty

Joanna Goode, associate professor (computer science education, urban education, educational equity and inclusion). BS 1997, MEd, 1998, PhD, 2004, California, Los Angeles. (2005)

Jeanne Nagayama Hall, senior instructor (elementary education, educational psychology, freshman mentoring); undergraduate field experience coordinator. BA, 1978, Azusa Pacific; MEd, 1984, Washington (Seattle). (2002)

Julia Heffernan**,** lecturer (sexuality and gender studies in education, social studies and language arts curriculum, educational equity and inclusion); graduate director, UO Teach. BS, 1990, MA, 2004, PhD, 2010, Oregon (2013)

Jenefer Husman, associate professor (educational psychology). BS, 1992, Evergreen State College; MA, 1996, PhD, 1998, Texas, Austin. (2016)

Michelle Jacob, professor (Indigenous studies in education, health, gender and decolonization). BA, 1998, MA, 2001, California State, San Marcos; PhD, 2004, California, Santa Barbara. (2016)

Abby Lane, instructor (bilingual education, English language learners, migrant education). BA, 1983, California State, Northridge; MEd, 1992, Oregon. (2000)

Audrey Lucero, associate professor (literacy, bilingualism, dual-language schooling), BA, BS, 1996, Boston; MA, 2002, Seattle; PhD, 2011, Washington (Seattle). (2011)

Lisa A. Mazzei, associate professor (qualitative research methodology, curriculum theory, whiteness studies). BA, 1983, Marshall; MA, 1984, PhD, 1996, Ohio State. (2012)

Edward M. Olivos, associate professor (bilingual education, Latinos and education, teacher preparation). BA, 1991, MA, 1997, PhD, 2003, San Diego State. (2007)

Robin Patterson, instructor (elementary education, high school special and alternate education, school administration); mid-high practicum placement coordinator. BA, 1982, Oregon College of Education; MEd, 1984, Western Oregon State. (2014)

Jerry L. Rosiek, associate professor (multicultural education, qualitative research methods, teacher knowledge). BA, 1987, BS, 1988, Texas A & M; PhD, 1997, Stanford. (2005)

Jennifer Ruef, assistant professor (mathematics education, equity, inclusion and social justice). BS, 1990, MS, 2005, Wisconsin, Madison; PhD, 2016, Stanford. (2016)

Leilani Sabzalian, assistant professor (Indigenous studies in education, tribal–critical race theory, teacher education). BA, 2001, MEd, 2002, PhD, 2015, Oregon. (2017)

Alison Schmitke, senior lecturer (social foundations of education, social studies curriculum, sports education); director, undergraduate degree program. BA, 1994, Willamette; MEd, 1996, Portland State; PhD, 2008, Alabama. (2006)

James A. Stapleton, research assistant professor (chemical and bioengineering). BS, 2000, California, Berkeley; MS, 2006, PhD, 2009, Stanford. (2015)

Sarah Stapleton, assistant professor (food and environmental justice, social contexts of science and environmental education). BA, 2001, Sweet Briar College; EdM, 2005, Harvard; PhD, 2015, Michigan State. (2015)

Kara Whipple, instructor (special education, social justice and conflict resolution in educational systems). BS, 2000, Delaware; MEd, 2006, MS, 2012, Oregon. (2013)

Emeriti

Juliet "Jill" A. Baxter, associate professor emeritus. AB, 1975, MA, 1977, PhD, 1987, Stanford; MA, 1977, Minnesota. (2002)

Edna P. DeHaven, professor emerita. BS, 1951, Oregon College of Education; MEd, 1962, PhD, 1969, Oregon. (1969)

Gary W. Ferrington, senior instructor emeritus. BS, 1964, Portland State; MS, 1967, Southern California. (1967)

M. D. "Mark" Gall, professor emeritus. BA, 1963, MEd, 1963, Harvard; PhD, 1968, California, Berkeley. (1975)

Judith K. Grosenick, professor emerita. BS, 1964, Wisconsin, Oshkosh; MS, 1966, PhD, 1968 Kansas. (1984)

William H. Harris, associate professor emeritus. BA, 1949, Willamette; BS, 1951, MS, 1953, Eastern Oregon; DEd, 1967, Oregon. (1969)

Ray E. Hull, professor emeritus. BS, 1958, MS, 1962, Oregon State; DEd, 1969, Oregon. (1970)

William E. Lamon, associate professor emeritus. BS, 1964, San Francisco; MS, 1965, California State; PhD, 1968, California, Berkeley. (1972)

David G. Moursund, professor emeritus. BA, 1958, Oregon; MS, 1960, PhD, 1963, Wisconsin, Madison. (1967)

Ione F. Pierron, associate professor emerita of librarianship. BA, 1936, Puget Sound; MA, 1955, Minnesota; MS, 1960, Oregon. (1948)

Mildred C. Robeck, professor emerita. BA, 1951, MEd, 1954, PhD, 1958, Washington (Seattle). (1967)

John E. Suttle, professor emeritus. BS, 1948, Texas; MEd, 1952, Colorado; EdD, 1960, Texas. (1959)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

- **Bachelor of Arts** (p. 2)
- **Bachelor of Science** (p. 2)
- **Bachelor of Education**

Undergraduate Studies

Educational Foundations

The purpose of the educational foundations major is to prepare future professionals in education and related fields: critical thinkers, well-informed about theory and practice, who possess the knowledge and skills to be agents of change in economically, racially, culturally, and linguistically diverse communities. The program focuses on content preparation and provides students with a sophisticated understanding of the intersections of multiple disciplines within larger historical and contemporary themes.

The two-year program, completed during the junior and senior years, prepares undergraduate students for admission into master's-level teacher certification programs or other Graduate School programs such as social work or psychology. The educational foundations major does not result in a teaching license.

Major Requirements

Students planning to major in educational foundations enter the university as education premajors. Transfer students and university students from other majors may become premajors by submitting a Request for Addition or Deletion Major form, available online. Premajors are not eligible to take most 300- and 400-level education courses. Premajor status does not guarantee admission to the educational foundations major.

The major is designed as a two-year program completed during the undergraduate junior and senior year. The major requires core courses in five areas: learning, teaching, and assessment; curriculum theory; technology and education; literacy; and equality of opportunity. Additional courses are required in mathematics, science, and a variety of other subjects, including reading, art, music, and physical education.

Bachelor of Arts Degree Requirements

Code	Title	Credits
Premajor Courses		
EDST 111	Educational Issues and Problems	4
EDST 199	Special Studies: [Topic]	4
EDST 220	Beginning Applications in Educational Technology	4
EDST 225	School and Representation in Film	4
EDST 231	Teaching in the 21st Century	4
Learning, Teaching, and Assessment		
EDST 331	Autobiography of Schooling	4
EDST 332–333	Learning, Teaching, and Assessment I-II	6
EDST 338–339	Observation: Learning, Teaching, Assessment I-II	2
Curriculum Theory		
EDST 342–343	Curriculum Studies I-II	8
Technology and Education		
EDST 422	Technology Education	4
Literacy		
EDST 463	Foundations of Reading	4
EDST 464	Multicultural Literacy	4
Equality of Opportunity		
EDST 420	Living in a Stratified Society	4
Select two of the following:		6
EDST 451	Equal Opportunity: Ecojustice and Education	
EDST 452	Equal Opportunity: Poverty	
EDST 453	Equal Opportunity: Racism	
EDST 454	Equal Opportunity: Patriarchy	
EDST 455	Equal Opportunity: Homophobia	
EDST 456	Equal Opportunity: Colonization and Genocide	
EDST 457	Equal Opportunity: Diaspora and Immigration	
EDST 458	Observation: Equal Opportunity I [1]	1
Additional Requirements		
Mathematics courses		
Science courses		
Art courses		
Music courses		
Physical education courses		
Total Credits		**63**

[1] Course may be repeated twice in conjunction with registering for an Equal Opportunity course.

Bachelor of Science Degree Requirements

Code	Title	Credits
Premajor Courses		
EDST 111	Educational Issues and Problems	4
EDST 199	Special Studies: [Topic]	4
EDST 220	Beginning Applications in Educational Technology	4
EDST 225	School and Representation in Film	4
EDST 231	Teaching in the 21st Century	4
Learning, Teaching, and Assessment		
EDST 331	Autobiography of Schooling	4
EDST 332–333	Learning, Teaching, and Assessment I-II	6

EDST 338–339	Observation: Learning, Teaching, Assessment I-II	2
Curriculum Theory		
EDST 342–343	Curriculum Studies I-II	8
Technology and Education		
EDST 422	Technology Education	4
Literacy		
EDST 463	Foundations of Reading	4
EDST 464	Multicultural Literacy	4
Equality of Opportunity		
EDST 420	Living in a Stratified Society	4
Select two of the following:		6
EDST 451	Equal Opportunity: Ecojustice and Education	
EDST 452	Equal Opportunity: Poverty	
EDST 453	Equal Opportunity: Racism	
EDST 454	Equal Opportunity: Patriarchy	
EDST 455	Equal Opportunity: Homophobia	
EDST 456	Equal Opportunity: Colonization and Genocide	
EDST 457	Equal Opportunity: Diaspora and Immigration	
EDST 458	Observation: Equal Opportunity I [1]	1
Additional Requirements		
Mathematics courses		
Science courses		
Art courses		
Music courses		
Physical education courses		
Total Credits		**63**

[1] Course may be repeated twice in conjunction with registering for an Equal Opportunity course.

Application and Admission

Students must submit a formal application for admission to the major. Application to the major is made before beginning the junior year of study and may be made only during winter term of each academic year. Seniors who transfer from another university or change their major may be admitted but are not guaranteed graduation within one year. Application materials and directions are available on the College of Education website.

Certificate in Educational Foundations—Secondary

UO undergraduates who are preparing for careers as middle or high school teachers major in the subject area they will teach. The certificate in educational foundations—secondary is designed to complement the subject area preparation of undergraduates planning to be middle or high school teachers. The certificate gives future secondary teachers an advantage by giving them the opportunity to develop the knowledge and skills necessary for teaching in the classroom before they enroll in Graduate School. This preprofessional certificate prepares highly competitive students for admission into graduate teacher education programs or other graduate programs in Oregon and around the country.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

Bachelor of Arts in Educational Foundations

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
First term of first-year second-language sequence		4	
EDST 111	Educational Issues and Problems	4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
WR 122	College Composition II	4	
Second term of first-year second-language sequence		4	
General-education course in science		4	The Educationa Foundatior Program requires six science courses
Premajor course		4	
	Credits	**16**	
Spring			
Third term of first-year second-language sequence		4	
General-education course in social science		4	
General-education course in science		4	
Premajor course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
First term of second-year second-language sequence		4	
General-education course in social science		4	
EDST 225	School and Representation in Film	4	
EDST 471	Foundations of Algebra Learning	4	
	Credits	**16**	
Winter			
Second term of second-year second-language sequence		4	
General-education course in arts and letters		4	
EDST 472	Foundations of Geometry Learning	4	
Premajor course		4	
	Credits	**16**	
Spring			
Third term of second-year second-language sequence		4	
General-education course in science		4	

General-education course in social science		4
General-education course in arts and letters		4
	Credits	**16**
	Total Credits	**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
EDST 331	Autobiography of Schooling	4	
EDST 411	Childhood Studies	3	
General-education course in arts and letters		4	
General-education course in science		4	
	Credits	**15**	
Winter			
EDST 332	Learning, Teaching, and Assessment I	3	
EDST 338	Observation: Learning, Teaching, Assessment I	1	
EDST 420	Living in a Stratified Society	4	
AAD 430	Youth Arts Curriculum and Methods	4	
General-education course in science		4	
	Credits	**16**	
Spring			
EDST 333	Learning, Teaching, and Assessment II	3	
EDST 339	Observation: Learning, Teaching, Assessment II	1	
EDST 440	Physical Education for Diverse Learners	3	
EDST 422	Technology Education	4	
General-education course in science		4	
	Credits	**15**	
	Total Credits	**46**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
EDST 456	Equal Opportunity: Colonization and Genocide	3	
EDST 458 or EDST 457	Observation: Equal Opportunity I or Equal Opportunity: Diaspora and Immigration	1	
MUS 322	Music Fundamentals	3	
SPED 411	Foundations of Disability I	3	
General-education course in arts and letters		4	
	Credits	**14**	
Winter			
EDST 342	Curriculum Studies I	4	
EDST 463	Foundations of Reading	4	
	Credits	**8**	
Spring			
EDST 343	Curriculum Studies II	4	
EDST 464	Multicultural Literacy	4	
EDST 451	Equal Opportunity: Ecojustice and Education	3	
EDST 458 or EDST 455	Observation: Equal Opportunity I or Equal Opportunity: Homophobia	1	
	Credits	**12**	
	Total Credits	**34**	

Bachelor of Science in Educational Foundations

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
EDST 111	Educational Issues and Problems	4	
MATH 211	Fundamentals of Elementary Mathematics I	4	
General-education course in arts and letters		4	
	Credits	**16**	
Winter			
WR 122	College Composition II	4	
MATH 212	Fundamentals of Elementary Mathematics II	4	
General-education course in social science		4	
Premajor course		4	
	Credits	**16**	
Spring			
MATH 213	Fundamentals of Elementary Mathematics III	4	
General-education course in social science		4	
General-education course in arts and letters		4	
Premajor course		4	
	Credits	**16**	
	Total Credits	**48**	

Course	Title	Credits	Milestones
Second Year			
Fall			
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
Premajor course		4	
	Credits	**16**	
Winter			
General-education course in science		4	
General-education course in arts and letters		4	
General-education course that also satisfies a multicultural requirement		4	
Minor elective	Possible requirement for minor	4	
	Credits	**16**	
Spring			
General-education course in science		4	

General-education course that also satisfies a multicultural requirement			4
Minor electives		Possible requirements for minor	8
	Credits		**16**
	Total Credits		**48**

Course	Title	Credits	Milestones
Third Year			
Fall			
EDST 331	Autobiography of Schooling	4	
EDST 411	Childhood Studies	3	
General-education course in science		4	
Minor elective course		Possible requiremer for minor	4
	Credits	**15**	
Winter			
EDST 332	Learning, Teaching, and Assessment I	3	
EDST 338	Observation: Learning, Teaching, Assessment I	1	
EDST 420	Living in a Stratified Society	4	
AAD 430	Youth Arts Curriculum and Methods	4	
General-education course in science		4	
	Credits	**16**	
Spring			
EDST 333	Learning, Teaching, and Assessment II	3	
EDST 339	Observation: Learning, Teaching, Assessment II	1	
EDST 422	Technology Education	4	
EDST 440	Physical Education for Diverse Learners	3	
General-education course in science		4	
	Credits	**15**	
	Total Credits	**46**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
EDST 456	Equal Opportunity: Colonization and Genocide	3	
EDST 458 or EDST 457	Observation: Equal Opportunity I or Equal Opportunity: Diaspora and Immigration	1	
MUS 322	Music Fundamentals	3	
SPED 411	Foundations of Disability I	3	
	Credits	**10**	
Winter			
EDST 342	Curriculum Studies I	4	
EDST 463	Foundations of Reading	4	
	Credits	**8**	
Spring			
EDST 343	Curriculum Studies II	4	
EDST 464	Multicultural Literacy	4	
EDST 451	Equal Opportunity: Ecojustice and Education	3	
EDST 458 or EDST 455	Observation: Equal Opportunity I or Equal Opportunity: Homophobia	1	
	Credits	**12**	
	Total Credits	**30**	

- **Master of Education** (p. 5)
- **Master of Science** (p. 6)
- **Doctor of Philosophy** (p. 6)
- **ESOL Endorsement** (p. 6)
- **Reading Endorsement**

Graduate Studies

Master of Education in Curriculum and Teaching

Students pursuing a master of education degree (MEd) are admitted to the curriculum and teaching major through the K–12 licensure program, UO Teach, which emphasizes strong context area expertise, equity literacy, cultural responsive teaching, and extensive field experience. Completion of the program leads to a teaching license and a master of education degree (MEd) in curriculum and teaching.

The UO Teach program offers general-education specializations in elementary multiple subjects and secondary education in the following content endorsement areas:

1. English language arts
2. Social science
3. Science education (biology, chemistry, physics, or integrated general science)
4. Mathematics (advanced and foundational)
5. World languages (French, German, Japanese, Mandarin Chinese, and Spanish)

To ensure all graduates are trained to teach culturally and linguistically diverse youth, both specializations include embedded preparation for the English for Speakers of Other Languages (ESOL) endorsement.

UO Teach is a five-term, full-time program, though students may be accepted for a two-year, part-time program. The graduate program begins in June, preparing students for 34 weeks of progressive field experience in local schools, starting in the fall. It is a cohort-based program (students are taught as a community rather than as individuals) in which students explore approaches to teaching and learning that value individual student's strengths, facilitates critical thinking, and reflect culturally responsive methods and practices of teaching that serve all learners. Study plans are based on endorsement area sequential courses.

Upon successful completion of related course work, field placement, and licensure requirements, candidates are eligible to apply for a Teacher Standards and Practices Commission Oregon teaching license. The preliminary teaching licenses and subsequent renewals and out-of-state transfers require a College of Education recommendation.

More information on the program is available at the website (https://education.uoregon.edu/uoteach).

Application and Admission

The program is competitive, with limited enrollment. Admission criteria include a bachelor's degree with required content preparation, a 3.00 grade point average (GPA), demonstrated working experience with school-age youth, passing subject-area test scores for Oregon Educator Licensure Assessments (ORELA), a commitment to working with diverse populations, and strong communication skills. See the website for application details.

Master of Science in Curriculum and Teacher Education

Core Courses	
Foundations of education courses	8
Teacher professionalism courses	8
Research methodology courses	8
Specialization Courses	
Program courses	16
Electives	16
Total Credits	**56**

This program is designed for those who already hold a teaching license but want to build on their knowledge by adding a master's degree. Study plans are individualized based on an applicant's educational pursuits. The program accepts applicants on an annual basis. Interested applicants may access the application from October through January 30; the program begins summer session, in June.

Enrollment is limited. Program admission is based on grade point average, recommendations, need in the field, and the results of an interview. See the website (https://education.uoregon.edu/program/curriculum-and-teachers-education) for application details.

Application and Admissions

Enrollment is limited. Program admission is based on grade point average, recommendations, need in the field, and the interview. See the website for application details.

English for Speakers of Other Languages (ESOL) Endorsement

The add-on endorsements in ESOL and ESOL–bilingual education prepare educators to serve students who enter the public school system with a native language other than English. Another goal of these endorsement programs is to prepare teachers to view the native culture of an ESOL student as a source of pride and enrichment. Course work and field experiences develop teachers'

- planning, delivery, and assessment of ESOL instruction
- knowledge of effective second-language program models
- ability to serve as a resource to content teachers to ensure successful transition of a child from a sheltered program to the mainstream program
- ability to advocate for literacy in more than one language and for education with more than one cultural focus, resisting assimilationist approaches to ESOL education

ESOL Endorsement Requirements

Courses	16
Practicum	3
Total Credits	**19**

The program for the ESOL endorsement requires satisfactory completion of 19 credits, including four courses and a practicum. As an add-on endorsement, it is only available to licensed teachers.

Students who have completed an ESOL endorsement and are proficient in another language may add the bilingual endorsement by passing the appropriate Oregon Educator Licensure Assessments–National Evaluation Series language test. No course work is necessary for the bilingual endorsement.

Reading Endorsement Requirements

Courses	24
Practicum	3
Total Credits	**27**

The reading endorsement is an option available to those who already hold an Oregon teaching license and want to become reading interventionists. The program has a multilingual-multicultural emphasis that offers a linguistically and culturally inclusive approach to literacy education, including attention to the needs of speakers of other languages and nonstandard English. Students complete six courses and a practicum for a total of 27 credits.

Application and Admissions

Applicants must hold a teaching license. Students are admitted on a rolling basis but typically begin the program in summer or fall. For application information and deadlines, visit education.uoregon.edu/cted.

Licensure

Licensure programs of the Department of Education Studies meet the requirements for the Oregon Teacher Standards and Practices Commission for a preliminary teacher license in elementary multiple subjects and middle or high school education content areas. Endorsements are available in ESOL and ESOL-bilingual specialization and reading.

Doctor of Philosophy in Critical and Sociocultural Studies in Education

The University of Oregon doctor of philosophy degree (PhD) in critical and sociocultural studies in education (CSSE) emphasizes the development of expertise in research on curriculum, instruction, and teacher education. The program is designed to prepare candidates for work as faculty members at universities. Graduates may also pursue careers as researchers at state agencies or private research centers. The program requires disciplined study of the processes of teaching and learning as well as critical discussions about worthwhile teaching subjects. Courses of study in the program focus on

- the development of teachers as curriculum designers, critical and creative thinkers, and scholars of their practice
- the cognitive foundations of teaching practice
- the social and cultural context in which teaching and teacher education takes place
- the ideological, cultural, and philosophical foundations of educational practice

- extensive and rigorous preparation in qualitative and/or quantitative research methods

The program requires a minimum of 135 graduate credits, at least 84 of which must be earned after admission to the program.

Admission

The program is small—fewer than 10 students are admitted every two years. The next cohort will be admitted for fall 2019. Application details are available online (https://education.uoregon.edu/csse).