Special Education and Clinical Sciences

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Through teaching, research, and service, the Department of Special Education and Clinical Sciences seeks to improve the quality of education, employment, and community living for children and adults with special needs and their families. The department has three graduate majors: communication disorders and sciences, school psychology, and special education. The department also offers an undergraduate degree in communication disorders and sciences as well as a minor in special education.

Faculty

Linda Albi, clinical assistant professor (personnel preparation, supervision). BA, 1995, MS, 1997, Oregon. (1998)

Richard W. Albin, senior research associate with title of associate professor (research design, programming and instruction, instructional technology). BA, 1969, Rochester; MA, 1973, Illinois; PhD, 1986, Oregon. (1986)

Franklin Bender, clinical assistant professor; clinical supervisor. BS, 1993, MS, 1996, Portland State; MS, 2014, Oregon. (2015)

Susan Boettcher, associate clinical professor; clinical supervisor. BS, 1988, Montana State; MS, 1995, West Virginia. (1999)

Ben Clarke, associate professor (math assessment and intervention; school psychology). BS, 1997, Wabash; MA, 2001, PhD, 2002, Oregon (2016).

Jantina Clifford, senior lecturer (developmental screening, instrumental development, personnel preparation). BA, 1985, MA, 1988, MS, 1999, PhD, 2006, Oregon. (2006)

Lauren Cycyk, assistant professor (early language development, Spanish-English dual language development, caregiver-influenced language development). BA, 2004, George Washington; MS, 2007, Arizona State; PhD, year unknown, Temple. (2016)

Stephanie De Anda, acting assistant professor (early language acquisition, bilingualism, language intervention). BS, 2011, California, San Diego. (2017)

Lillian Duran, associate professor. BA, 1995, Antioch College; MA, 1999, George Washington; PhD, 2008, Minnesota, Twin Cities. (2015)

Jessica L. Fanning, associate clinical professor; clinic supervisor. BA, 1989, MA, 1996, Colorado, Boulder; PhD, 2007, Oregon. (2010)

Hank Fien, associate professor (academic intervention and prevention, instructional design, research design). BA, 1992, Glassboro State College; MS, 2002, PhD, 2004, Oregon. (2015)

K. Brigid Flannery, senior research associate with title of associate professor (teacher training, transition issues). BA, 1975, Marian; MEd, 1978, Illinois, Urbana-Champaign; PhD, 1992, Oregon. (1989)

Jeanine Geisler, clinical assistant professor; clinical supervisor. BS, 2007, MS, 2009, Indiana University of Pennsylvania. (2015)

Nicole R. Giuliani, assistant professor (cognitive and affective science, translational neuroscience, obesity prevention), BA, 2003, Pennsylvania; PhD, 2011, Stanford (2016).

Roland H. Good III, associate professor (psychoeducational assessment, multivariate statistics). BS, 1977, MS, 1981, PhD, 1985, Pennsylvania State. (1988)

Beth Harn, associate professor (learning disabilities, assessment, instructional design). BA, 1991, MS, 1994, California State, Fresno; PhD, 2000, Oregon. (2006)

Lisa Hellemn, lecturer (teacher training, supervision); practicum coordinator. BMusEd, 1986, Willamette; PhD, 1991, Oregon. (1993)

Kathleen Jungjohann, senior instructor (teacher training, supervision, instructional design). BA, 1972, California, Santa Barbara; MA, 1980, Oregon. (1988)

Edward J. Kame'enui, professor (learning disabilities, instructional design). BA, 1970, Pacific; MS, 1977, PhD, 1980, Oregon. (1988)

Johanna Larson, Mitchell Child-Directed Speech Sign Language Professor; instructor (American Sign Language). BA, 1984, California State, Northridge; MS 2004, Idaho State. (1999)

Sylvia Linan-Thompson, associate professor (learning disabilities, English learners, literacy). BS, 1988, Texas, Austin. MS, 1992, Miami. PhD, 1999, Texas, Austin. (2015)

Wendy Machalicek, associate professor (low-incidence disabilities, autism, early intervention). BS, 2000, North Texas; MEd, 2004, PhD, 2008, Texas, Austin. (2011)

Katie Mason, instructor; clinic supervisor (speech-language pathology). BA, 2003, MS, 2005, Oregon. (2012)

Kent McIntosh, professor (behavior management, research design, applied behavior analysis); director, educational and community supports. BA, 1997, Duke; MS, 2003, PhD, 2005, Oregon. (2012)

Laura Lee McIntyre, professor (developmental disabilities, early intervention, home-school collaboration). BA, 1997, La Sierra; MA, 2000, PhD, 2003, California, Riverside. (2009)

Karen McLaughlin, senior lecturer (anatomy and physiology, aphasia, family advocacy). BA, 1991, Colorado, Boulder; MA, 1996, PhD, 2001, Oregon. (2000)

Jennifer Meyer, associate clinical professor; director, clinic education. BS, 2000, MS, 2002, Southern Illinois. (2010)

Heather Moore, senior lecturer; clinical supervisor. BS, 1992, James Madison; MA, 1997, Georgia; PhD, 2005, Arizona State. (2007)

Christopher J. Murray, professor (secondary special education and transition). BA, 1989, University of Maryland, College Park; MEd, 1992, Howard; PhD, 1998, Washington (Seattle). (2006)

Marilyn A. Nippold, professor (language development and disorders in school-age children and adolescents). BA, 1972, California, Los Angeles; MA, 1976, California State, Long Beach; PhD, 1982, Purdue. (1982)

Elise Peltier, clinical assistant professor; clinic supervisor. BA, 1998, Oregon; MS, 2008, Northern Arizona. (2012)

John R. Seeley, professor (emotional and behavioral disorders). BS, 1985, MS, 1991, PhD, 2001, Oregon. (2015)

Stephanie Shire, assistant professor (early intervention, autism spectrum disorders, community-based intervention). BA, 2008, MEd, 2010, Alberta; MA, 2013, PhD, 2013, California, Los Angeles. (2017)

Samantha Shune, assistant professor. (dysphagia, aging). BA, 2005, Michigan, Ann Arbor; MA, 2007, Ohio State; PhD, 2014, Iowa. (2014)

McKay Moore Sohlberg, HEDCO Professor in Communication Disorders and Sciences (cognitive rehabilitation, traumatic brain injury). BA, 1982, Stanford; MS, 1984, PhD, 1990, Washington (Seattle). (1995)

Jane Squires, senior research associate with title of professor (infant development, program evaluation, assessment). BA, 1971, Stanford; MA, 1973, Saint Mary's; PhD, 1988, Oregon. (1988)

Deanne Unruh, research associate (secondary special education and transition, high-risk adolescents, program evaluation). BS, 1985, MS, 1991, Kansas; PhD, 2001, Oregon. (2001)

Valentino Vasquez, instructor (American Sign Language). BA, 1997, MA, 1998, Northern Colorado. (2011)

Angela J. Whalen, clinical associate professor (professional practices in school psychology, clinical supervision, educational assessment and intervention). BA, 1996, St. Thomas; PhD, 2002, Oregon. (2003)

Courtesy

Mallory A. Brown, courtesy research associate (school psychology). BA, 2009, Arizona State; MS, 2013, PhD, 2014, Oregon. (2015)

Matthew H. Kim, courtesy research associate (school psychology, developmental psychology). BA, 2008, New York; MS, 2013, PhD, 2015, Michigan. (2015)

Emeriti

Barbara D. Bateman, professor emerita. BS, 1954, Washington (Seattle); MA, 1958, San Francisco State; PhD, 1962, Illinois; JD, 1976, Oregon. (1966)

Diane D. Bricker, professor emerita. BA, 1959, Ohio State; MS, 1965, Oregon; PhD, 1970, George Peabody. (1978)

Ned J. Christensen, professor emeritus. BA, 1954, MA, 1955, Brigham Young; PhD, 1959, Pennsylvania State. (1962)

Russell M. Gersten, professor emeritus. BA, 1967, Brandeis; PhD, 1978, Oregon. (1977)

Elizabeth G. Glover, assistant professor emerita. BS, 1959, Tufts; MS, 1963, EdD, 1974, North Carolina, Greensboro. (1964)

Robert H. Horner, professor emeritus. BA, 1971, Stanford; MS, 1975, Washington State; PhD, 1978, Oregon. (1976)

Richard J. Rankin, professor emeritus. BA, 1953, MA, 1954, PhD, 1957, California, Berkeley. (1966)

Kenneth Viegas, associate professor emeritus. BS, 1956, Oregon; MSW, 1963, California, Berkeley. (1967)

Hill M. Walker, professor emeritus. BA, 1962, Eastern Oregon; MA, 1964, PhD, 1967, Oregon. (1966)

Ruth Waugh, professor emerita. BS, 1957, Southern Oregon State; MS, 1963, PhD, 1971, Oregon. (1963)

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

Participating

Gerald Tindal, educational methodology, policy, and leadership

- **Bachelor of Arts** (p. 3)
- **Bachelor of Science** (p. 3)
- **Minor**

Undergraduate Studies

Communication Disorders and Sciences Major

Karen McLaughlin, Director, Undergraduate Studies
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The undergraduate program for communication disorders and sciences includes courses in basic processes of speech, language, and hearing as well as courses that survey speech, language, and hearing disorders that affect communication across the life span. The undergraduate program prepares students for graduate training in speech pathology or audiology. It also prepares students to work in other fields where knowledge of speech, language, and communication is important, such as early intervention and special education.

Students may earn a bachelor of science (BS) or bachelor of arts (BA) degree with a major in communication disorders and sciences. Both degrees require 60 credits in communication disorders and sciences and related courses and 16 credits in required science and statistics courses. Students must earn a C– or better or P in required courses.

Course work in the major focuses on acquiring knowledge in the following areas:

- anatomical-physiological bases of speech, language, and hearing
- acoustic properties of sound and speech production
- role of biology, cognition, environment, and culture in language acquisition
- development of speech and language
- speech, language, and hearing disorders across the life span
- assessment and treatment procedures for individuals with speech, language, and hearing disorders
- professional issues in speech-language-pathology and audiology

The following program plans contain specific, required major courses in addition to sample courses a student may select to meet other major and university requirements.

Bachelor of Art Requirements

Code	Title	Credits
LING 150	Structure of English Words	4
CDS 201	Communication Disorders in Society and Media	4
ASL 311		3
CDS 430	Speech Pathology-Audiology as Professions	2
CDS 431	Beginning Clinical Methods	3
CDS 442	Anatomy and Physiology of Speech Mechanism	4
CDS 443	Acoustics of Speech	4
CDS 444	Clinical Phonetics and Phonology	4
CDS 450	Introduction to Language Development	4
EDLD 450	Data and Information Retrieval	1
CDS 451	Later Language Development	4
CDS 455	Child and Adolescent Development	4
CDS 457	Fundamentals of Audiology	4
CDS 458	Audiology Disorders and Treatment	4
CDS 460	Developmental Disorders in Communication	4
CDS 462	Acquired Disorders of Communication	4
CDS 470	Neuroscience of Speech and Language	4
Social-behavioral science course		4
Biological science course		4
Physical science course		4
Statistics course		4
Total Credits		**77**

Program Plan

Code	Title	Credits
First and Second Years		
LING 150	Structure of English Words [1]	4
CDS 201	Communication Disorders in Society and Media [1]	4
CDS 430	Speech Pathology-Audiology as Professions	2
EDLD 450	Data and Information Retrieval [1]	1
Science courses		12
Statistics course		4
Total Credits		**27**

Third Year		Credits
CDS 442	Anatomy and Physiology of Speech Mechanism [1]	4
CDS 443	Acoustics of Speech	4
CDS 444	Clinical Phonetics and Phonology	4
CDS 450	Introduction to Language Development	4
CDS 455	Child and Adolescent Development	4
CDS 457	Fundamentals of Audiology	4
Fourth Year		
ASL 311		3
CDS 431	Beginning Clinical Methods	3
CDS 451	Later Language Development	4
CDS 458	Audiology Disorders and Treatment	4
CDS 460	Developmental Disorders in Communication	4
CDS 462	Acquired Disorders of Communication	4
CDS 470	Neuroscience of Speech and Language	4
	Total Credits:	**50**

Bachelor of Science Requirements

Code	Title	Credits
LING 150	Structure of English Words	4
CDS 201	Communication Disorders in Society and Media	4
ASL 311		3
CDS 430	Speech Pathology-Audiology as Professions	2
CDS 431	Beginning Clinical Methods	3
CDS 442	Anatomy and Physiology of Speech Mechanism	4
CDS 443	Acoustics of Speech	4
CDS 444	Clinical Phonetics and Phonology	4
CDS 450	Introduction to Language Development	4
EDLD 450	Data and Information Retrieval	1
CDS 451	Later Language Development	4
CDS 455	Child and Adolescent Development	4
CDS 457	Fundamentals of Audiology	4
CDS 458	Audiology Disorders and Treatment	4
CDS 460	Developmental Disorders in Communication	4
CDS 462	Acquired Disorders of Communication	4
CDS 470	Neuroscience of Speech and Language	4
Social-behavioral science course		4
Biological science course		4
Physical science course		4
Statistics course		4
Total Credits		**77**

Program Plan

Code	Title	Credits
First and Second Years		
LING 150	Structure of English Words [1]	4
CDS 201	Communication Disorders in Society and Media [1]	4
CDS 430	Speech Pathology-Audiology as Professions	2
EDLD 450	Data and Information Retrieval [1]	1
Science courses		12
Statistics course		4
Total Credits		**27**

Third Year		Credits
CDS 442	Anatomy and Physiology of Speech Mechanism [1]	4
CDS 443	Acoustics of Speech	4
CDS 444	Clinical Phonetics and Phonology	4

CDS 450	Introduction to Language Development	4
CDS 455	Child and Adolescent Development	4
CDS 457	Fundamentals of Audiology	4
Fourth Year		
ASL 311		3
CDS 431	Beginning Clinical Methods	3
CDS 451	Later Language Development	4
CDS 458	Audiology Disorders and Treatment	4
CDS 460	Developmental Disorders in Communication	4
CDS 462	Acquired Disorders of Communication	4
CDS 470	Neuroscience of Speech and Language	4
	Total Credits:	**50**

Students must meet with the department's undergraduate advisor to develop an academic program plan and ensure that general university requirements and communication disorders and sciences prerequisites are met. Beginning fall term of their junior year, students must follow the program plan of courses in their prescribed sequence. Students who fail to do so will likely delay their graduation date.

Special Education Minor

Elisa Jamgochian, Coordinator
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The minor in special education is for students who plan to pursue a career teaching in general or special education, are interested in working in nonschool settings with individuals who have disabilities, or want to study issues concerning people with special needs. The minor consists of a core of required course work and electives. Some of these credits can be applied toward meeting the requirements for an Oregon special educator teaching license.

The requirements for the minor consist of 7 core credits and 17 elective credits. Electives provide students with a breadth of interdisciplinary options. Students may plan a course of study that introduces them to the field of special education and prepares them to begin a licensure program, focusing on classroom settings and specific instructional skills and strategies for teaching students with disabilities. Other major course work such as English, comparative literature, law, journalism, architecture, arts administration, business, or planning, public policy and management may be augmented by completing minor course work focused on broad issues concerning people with disabilities. The option provides an enhanced understanding of perspectives on disability and issues in each student's chosen profession.

Minor Requirements

Required course credits	7
Electives [1]	17
Total Credits	**24**

[1] Elective credits will depend on the option chosen.

Application and Admission

Before applying to the minor program, students must complete at least 1 credit of Field Studies: [Topic] (SPED 406) (or have a Petition to Waiver form on file with the minor coordinator), Seminar: [Topic] (SPED 407), and Foundations of Disability I (SPED 411) with a minimum grade of B– or P. Students apply to the department and are assigned a minor advisor, who helps plan a course of study. Applications are available online (https://oregon.qualtrics.com/jfe/form/SV_6tJ9NcbIWGF9E9f).

Certificate in Special Education

Elisa Jamgochian, Program Coordinator
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The department offers a certificate in special education for students who are interested in a career in public education, human services and social work, or a related field. This certificate is designed to provide foundational knowledge about the field of special education and would benefit students interested in a career in supporting students with disabilities in public school, agency, or community settings. The certificate has an emphasis on developing skills and knowledge in three areas: foundations of disability, instructional methods for students with disabilities, and behavioral and social emotional supports for students with disabilities.

The certificate is available to all students interested in working with students and families with disabilities but does not replace formal teacher licensure programs that are available through graduate study at the University of Oregon. Completion of the certificate will, however, waive *some* of the prerequisites for students who enter the graduate special education program, providing certificate recipients an option for an accelerated pathway to licensure in special education and a master's degree.

The certificate requires 31 400-level course credits (which includes an American Sign Language requirement).

Courses must be taken for a letter grade unless only offered pass/no pass. Graded courses must be passed with a grade of B– or better so that students are sufficiently prepared to be successful in completing the required practicum experience. If a student receives a grade lower than a B–, the certificate advisor and clinical supervisor will meet to determine if the student has the skills and knowledge to complete the required practicum experience, Practicum: [Topic] (SPED 409).

Students completing this certificate cannot also obtain the minor in special education.

Admissions and Application

Before applying to the certificate program, students must complete at least 1 credit of Field Studies: [Topic] (SPED 406) (or have a Petition to Waiver form on file with the minor coordinator), Seminar: [Topic] (SPED 407), and Foundations of Disability I (SPED 411) with a minimum grade of B– or P.

Applications are available online. Students are asked to submit a professional goal statement and two letters of recommendation along with their application. An initial interview and advising meeting with the program coordinator is also required. Admitted students must have a signed program plan and a copy of their College of Education ID badge on file with the coordinator.

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 Communication Disorders and Sciences

Course	Title	Milestones	Credits
First Year			
Fall			
BI 121	Introduction to Human Physiology	BI 121 is a suggestion; one course must be taken freshman year that fulfills the biological science requirement. Courses that satisfy this requirement include biology, human physiology, neuroanatomy, and genetics. Biology courses must have an animal focus.	4
WR 121	College Composition I		4
First term of first-year second-language sequence			5
Elective course			4
	Credits		**17**
Winter			
MATH 243	Introduction to Methods of Probability and Statistics		4
PHYS 152	Physics of Sound and Music	PHYS 152 is a suggestion; one course must be taken freshman or sophomore year that fulfills the physical science requirement. Courses that satisfy this requirement include chemistry or physics.	4
WR 122	College Composition II		4
Second term of first-year second-language sequence			5
	Credits		**17**
Spring			
PHYS 202	General Physics	PSY 202 is a suggestion; courses in psychology, sociology, public health, or social-cultural anthropology fulfill the social-behavioral science requirement.	4
Third term of first-year second-language sequence			5
General education course in arts and letters			4
General education course in science			4
	Credits		**17**
	Total Credits		**51**

Course	Title	Credits	Milestones
Second Year			
Fall			
CDS 201	Communication Disorders in Society and Media	4	Course required for majors; satisfies identity, pluralism, and tolerance multicultural requirement
LING 150	Structure of English Words	4	LING 150 is a recommen prerequisit for sophomore year; satisfies general-education requiremer in arts and letters
First term of second-year second-language sequence		4	
General education course that also satisfies a multicultural requirement		4	
	Credits	**16**	
Winter			
Second term of second-year second-language sequence		4	
General-education course in social science		4	
General-education courses in arts and letters		8	
	Credits	**16**	
Spring			
CDS 430	Speech Pathology-Audiology as Professions	2	
Third term of second-year second-language sequence		4	
General-education course in social science		4	
General-education course in science		4	
	Credits	**14**	
	Total Credits	**46**	

Course	Title	Credits	Milestones
Third Year			
Fall			
EDLD 450	Data and Information Retrieval	1	
CDS 442	Anatomy and Physiology of Speech Mechanism	4	
CDS 450	Introduction to Language Development	4	
General-education course in social science		4	
	Credits	**13**	
Winter			
CDS 455	Child and Adolescent Development	4	
CDS 443	Acoustics of Speech	4	
Elective courses		8	
	Credits	**16**	
Spring			
CDS 444	Clinical Phonetics and Phonology	4	
CDS 457	Fundamentals of Audiology	4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
CDS 446	Services for Deaf Students	3	
CDS 458	Audiology Disorders and Treatment	4	
CDS 460	Developmental Disorders in Communication	4	
Elective course		4	
	Credits	**15**	
Winter			
CDS 451	Later Language Development	4	
CDS 470	Neuroscience of Speech and Language	4	
Elective courses		8	
	Credits	**16**	
Spring			
CDS 431	Beginning Clinical Methods	3	
CDS 462	Acquired Disorders of Communication	4	
Elective courses		8	
	Credits	**15**	
	Total Credits	**46**	

Bachelor of Science in Communication Disorders and Sciences

Course	Title	Credits	Milestones
First Year			
Fall			
WR 121	College Composition I	4	
MATH 105	University Mathematics I	4	MATH 105 is a suggestion math courses should be selected based on placement test scores and student interest.

BI 121	Introduction to Human Physiology	BI 121 is just a suggestion; one course must be taken freshman year that fulfills the biological science requirement. Courses that satisfy this requirement include biology, human physiology, neuroanatomy, and genetics; biology courses must have an animal focus.	4
General-education course in science			4
	Credits		**16**
Winter			
WR 122	College Composition II		4
MATH 111	College Algebra		4
General-education course in science			4
General-education course in arts and letters			4
	Credits		**16**
Spring			
PSY 202	Mind and Society	PSY 202 is a suggestion; courses in psychology, sociology, public health, or social or cultural anthropology fulfill the social-behavioral science requirement	4
PHYS 152	Physics of Sound and Music	PHYS 152 is a suggestion one course must be taken freshman or sophomore year that fulfills the physical science requiremer Courses that satisfy this requiremer include chemistry or physics	4
MATH 243	Introduction to Methods of Probability and Statistics		4
General-education course that also satisfies a multicultural requirement			4
	Credits		**16**
	Total Credits		**48**

Course	Title		Credits	Milestones
Second Year				
Fall				
CDS 201	Communication Disorders in Society and Media	Course required for majors; satisfies identity, pluralism, and tolerance multicultural requirement.	4	
LING 150	Structure of English Words	LING 150 is a recommen prerequisit for sophomore year; satisfies general-education arts and letters requiremer	4	
General-education course in social science			4	
General-education course in science			4	
	Credits		**16**	
Winter				
General-education course in science			4	
General-education course in arts and letters			4	

Elective courses		8
	Credits	**16**
Spring		
CDS 430	Speech Pathology-Audiology as Professions	2
General-education course in arts and letters		4
Elective courses		8
	Credits	**14**
	Total Credits	**46**

Course	Title	Credits	Milestones
Third Year			
Fall			
EDLD 450	Data and Information Retrieval	1	
CDS 442	Anatomy and Physiology of Speech Mechanism	4	
CDS 450	Introduction to Language Development	4	
Elective course		4	
	Credits	**13**	
Winter			
CDS 455	Child and Adolescent Development	4	
CDS 443	Acoustics of Speech	4	
Elective courses		8	
	Credits	**16**	
Spring			
CDS 444	Clinical Phonetics and Phonology	4	
CDS 457	Fundamentals of Audiology	4	
Elective courses		8	
	Credits	**16**	
	Total Credits	**45**	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
CDS 446	Services for Deaf Students	3	
CDS 458	Audiology Disorders and Treatment	4	
CDS 460	Developmental Disorders in Communication	4	
Elective course		4	
	Credits	**15**	
Winter			
CDS 451	Later Language Development	4	
CDS 470	Neuroscience of Speech and Language	4	
Elective courses		8	
	Credits	**16**	
Spring			
CDS 431	Beginning Clinical Methods	3	
CDS 462	Acquired Disorders of Communication	4	
Elective courses		8	
	Credits	**15**	
	Total Credits	**46**	

- **Master of Arts in Communication Disorders and Sciences** (p. 9)
- **Master of Arts in Special Education**
- **Master of Arts in School Psychology**
- **Master of Education in Special Education**
- **Master of Science in Communication Disorders and Sciences**
- **Master of Science in Special Education**
- **Doctor of Education in Special Education**
- **Doctor of Philosophy in Communication Disorders and Sciences**
- **Doctor of Philosophy in Special Education**
- **Doctor of Philosophy in School Psychology**

Graduate Studies

Communication Disorders and Sciences

McKay Moore Sohlberg, Program Director
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The graduate program offers master's and doctoral degrees in communication disorders and sciences. The master's program offers all of the courses and clinical experiences required for the American Speech-Language-Hearing Association Certificate of Clinical Competence. The program also offers course work and clinical experiences required to obtain an Oregon teaching license to work in the public schools. The doctoral program emphasizes advanced scholarship in a specialized area of speech-language pathology.

Accreditation

The master's degree program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

Master's Degree

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The master's degree program provides students with the opportunity to acquire and apply knowledge, skills, and competencies necessary for work with individuals of all ages and of varying social, cultural, linguistic, and economic backgrounds who have cognitive communication and/or swallowing disorders.

The communication disorders and sciences degree leads to a master of arts (MA) or master of science (MS) degree. A planned program for the master's degree must be filed with the department secretary.

Students who have fulfilled the undergraduate prerequisites typically spend two fall-through-spring academic years and one summer session completing the degree as a full-time student. Every student completes an evidence-based practice project, equivalent to a master's thesis, that integrates research and applied clinical experience. A minimum cumulative GPA of 3.00 is required for students to maintain good standing in the program and for graduation.

Application and Admission

On the average, the communication disorders and sciences program admits 30 master's degree applicants each year. Applicants should have a minimum overall GPA of 3.00 with a 3.50 GPA in their major. The Graduate Record Examination is required for admission.

Students for whom English is not a native language must pass the Test of English as a Foreign Language (TOEFL) with a score of 600 or above for the paper version or a score of 100 or above for the Internet-based version. International students who plan to participate in clinical practicums and work toward national certification by the American Speech-Language-Hearing Association must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of 50.

Applications for admission are available online at the communication disorders and sciences website. Application materials must be received by January 15 for entry the following September.

Master of Arts Degree Requirements

Code	Title	Credits
CDS 606	Special Problems: [Topic]	1-3
CDS 607	Seminar: [Topic]	1
CDS 608	Workshop: [Topic] (Evidence-Based Project Research)	3
CDS 609	Practicum: [Topic] (Externship)	1-15
CDS 609	Practicum: [Topic] (September Experience)	3
CDS 609	Practicum: [Topic] (Speech-Language-Hearing)	1-4
CDS 625	Final Full-Time Practicum	1-15
CDS 626	Professional Practices in the Schools	1
CDS 649	Assessment and Treatment of Feeding and Swallowing Disorders	4
CDS 651	School-Age Language Disorders	4
CDS 652	Speech Sound Disorders	4
CDS 654	Management of Adult Language Disorders	4
CDS 655	Stuttering	3
CDS 656	Voice Science and Disorders	3
CDS 657	Augmentative Procedures for Communication Disorders	2
CDS 660	Motor Speech Disorders	3
CDS 663	Management of Acquired Cognitive Disorders	4
CDS 665	Language Disorders in Children	4
CDS 706	Special Problems: [Topic]	1-3
Total Credits		**48-83**

The MA requires the equivalent of two years of a second language.

Master of Science Degree Requirements

Code	Title	Credits
CDS 606	Special Problems: [Topic]	1-3
CDS 607	Seminar: [Topic]	1
CDS 608	Workshop: [Topic] (Evidence-Based Project Research)	3
CDS 609	Practicum: [Topic] (Externship)	1-15
CDS 609	Practicum: [Topic] (September Experience)	3
CDS 609	Practicum: [Topic] (Speech-Language-Hearing)	1-4
CDS 625	Final Full-Time Practicum	1-15
CDS 626	Professional Practices in the Schools	1
CDS 649	Assessment and Treatment of Feeding and Swallowing Disorders	4
CDS 651	School-Age Language Disorders	4
CDS 652	Speech Sound Disorders	4
CDS 654	Management of Adult Language Disorders	4
CDS 655	Stuttering	3
CDS 656	Voice Science and Disorders	3
CDS 657	Augmentative Procedures for Communication Disorders	2
CDS 660	Motor Speech Disorders	3
CDS 663	Management of Acquired Cognitive Disorders	4
CDS 665	Language Disorders in Children	4
CDS 706	Special Problems: [Topic]	1-3
Total Credits		**48-83**

ASHA Requirements

In addition to the core master's degree requirements, additional course work may be needed to fulfill ASHA certification requirements. Of the 50 credits, 36 must be taken at the graduate level.

Doctoral Degree

McKay Moore Sohlberg, Program Director
541-346-2586
541-346-6778 fax
HEDCO Education Building, Second Floor

The doctoral degree (PhD) in communication disorders and sciences emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The doctoral degree program is designed to meet the needs of students from various backgrounds and to train future scholars in the profession.

Doctoral Degree Requirements

Dissertation research	18
Courses in primary area of specialization	21
Courses in collateral or secondary area	9
Research methodology	24
Other required courses	6
Total Credits	**78**

Options for primary area of specialization include child and adolescent language, early language, swallowing, cognitive rehabilitation, and multicultural issues. The collateral or secondary area may involve courses in more than one academic department. Examples of collateral areas are neuropsychology, linguistics, or developmental psychology. Doctoral students must choose an area of research interest (e.g., single-subject or quantitative methodologies). Other requirements are detailed in the *Doctoral Program Handbook*, available through the program office.

Application and Admission

Students should have a GPA of at least 3.50 and have taken the Graduate Record Examination. Most applicants have a master's degree and their certificate of clinical competence upon admission.

Applications for admission are available online at the Communication Disorders and Sciences website. Application materials must be received by January 15 for entry the following September.

Upon admission and in consultation with the student, an academic advisor is selected, taking into account the student's personal and professional goals. This advisor chairs the student's program committee.

Special Education

Wendy Machalicek, Program Director
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Master's and doctoral degrees are offered under the special education major. The master's specializations include early intervention–early childhood and kindergarten through 12th grade, cross-categorical. The doctoral focus includes emphases in positive behavior support, low-incidence disabilities, early intervention, prevention and academic interventions, and secondary-transition services.

Graduates attain positions in the United States and abroad working in community- and family-based programs; teaching young children; conducting individual and group intervention programs; managing residential living centers; coordinating in-service training programs; consulting with teachers about educating children with disabilities in general-education classrooms and school settings; conducting research; serving in higher-education faculty positions; working in the administration of special-education programs; and delivering best practices in collaboration with a variety of professions in a range of settings.

Students earn initial teaching credentials in licensure and endorsement programs but can also pursue the master's degree to enhance their skills as early interventionists, special education teachers, or consultants; to work in adult service programs for people with disabilities; or to prepare for the doctoral program.

The doctoral program in special education prepares individuals for research and teaching positions in higher education, research positions with private foundations, administrative positions in school districts and other state educational agencies, and consultation positions in professional education.

Master's Degree

Students may work toward a master of arts (MA), master of science (MS), or master of education (MEd) degree in several areas of special education. For the MA degree the candidate must demonstrate proficiency in a second language. For the MEd degree the candidate must have a valid teaching license and have completed at least one year of successful classroom teaching in the United States.

The program of study leading to the master's degree requires a minimum of 45 credits of graduate work. The program of study includes required core courses, associated field studies, electives, and a terminal project.

Doctoral Degree

The department offers doctor of education (DEd) and doctor of philosophy (PhD) degrees with focus areas in positive behavior support, low-incidence disabilities, early intervention, prevention and academic interventions, and secondary and transition services. The doctoral degree program provides advanced training in preparation for leadership positions in special education. The program requires approximately 90 credits beyond the master's degree and is designed for full-time students. Typically, students complete the program in four years. Financial assistance is awarded based on the applicant's qualifications. The program uses a cohort model, which students begin fall term.

Applications for Admission

Admissions information and application materials are available on the department's website. Materials also may be requested by telephone, mail, e-mail, or in person from the department office. Master's and doctoral students are admitted fall term. Applications must be received by early December for doctoral applicants and by early May for master's applicants. Priority deadline for application review of master's applicants is early January. See the website for specific program deadlines.

School Psychology

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https://education.uoregon.edu/program/school-psychology

The nationally recognized school psychology program offers master's and doctoral degrees and provides service courses to other College of Education and university programs. The doctoral program is accredited by the American Psychological Association Commission on Accreditation (750 First Street NE, Washington, DC 20002-4242, 202-336-5979) and both the MS and PhD programs have approval from the National Association of School Psychologists. Both the master's and doctoral programs are approved by the Oregon Teacher Standards and Practices Commission for the education and licensure of school psychologists in the state.

The program's focus is prevention and early intervention. It prepares psychologists as leaders and innovators who can identify, assess, and remedy the social and educational problems of children and adults. Students are trained to be scientists and practitioners from an ecological, data-oriented perspective.

Each student's program of study is tailored to allow development of individual strengths and interests. Master's and doctoral students take course work in the following general areas: psychological and educational foundations of school psychology: psychometrics, assessment, and research; methods of school-based intervention; professional school psychology; application of research skills; and practicum experiences. Every student must complete a one-year, full-time internship. Doctoral students also complete a supervised college teaching experience.

Graduates of the school psychology program find positions in the United States and abroad, in schools and in other settings. These positions include teaching and providing services at infant, preschool, school-age, and adult levels; conducting individual and group intervention programs; coordinating in-service training programs; consulting with teachers about educating children with disabilities and other at-risk students; conducting research, teaching, and coordinating school

psychology training programs in colleges and universities; working in the administration of special education programs; and delivering a range of psychological and educational services in collaboration with a variety of professionals.

Master's Degree

The master's degree program in school psychology requires a minimum of 92 credits, and typically takes three years to complete, including a sequence of supervised field experiences, practicums, and a 1,200-hour internship. The master's program is approved by the National Association of School Psychologists and the Oregon Teacher Standards and Practices Commission. Graduates of this program meet State of Oregon licensure requirements and are eligible for the nationally certified school psychologist credential offered by the National Association of School Psychologists.

Psychological and educational foundations	8
Measurement and assessment	14
Statistics and research (course work, participation in a research team, and dissertation research)	11
Practice of school psychology (teaching, supervision, and practicum experience)	37
School psychology practicum or internship	22
Total Credits	**92**

Doctoral Degree

The doctoral program includes an individualized plan of study with 160 credits minimum, culminating in an original research dissertation, a predoctoral internship, and the doctor of philosophy (PhD) degree. Students may enter the doctoral program with or without a master's degree. Prior graduate course work may reduce the amount of time needed to finish the doctoral program.

The program prepares students to qualify for licensure as a professional psychologist through the state board of psychologist examiners, as well as state certification or licensure as a school psychologist in Oregon and most other states. Students who complete this program are eligible for the nationally certified school psychologist credential offered by the National Association of School Psychologists.

Psychological and educational foundations	33
Measurement and assessment	16
Statistics and research (course work, participation in a research team, and dissertation research)	49
Practice of school psychology (teaching, supervision, and practicum experience)	40
School psychology practicum or internship	22
Total Credits	**160**

Application and Admission

Prospective applicants may request detailed admission policies and procedures and applications for admission from the department's academic secretary, or find them on the program's website. Students are admitted for fall term only.

Applicants are evaluated on

- academic record
- letters of recommendation
- previous related work or experiences
- a statement of purpose in seeking admission
- an interview
- Graduate Record Examinations (GRE) general test scores

Applications and supplemental materials are submitted online. Completed applications must be received by December 15. After initial file screening, finalists will be selected and invited for interviews.

Licensure Programs

The Department of Special Education and Clinical Sciences' licensure programs in early intervention, school psychology, and special education meet requirements of the Oregon Teacher Standards and Practices Commission. The communication disorders program meets the requirements for licensure as a speech pathologist in Oregon. These licenses prepare individuals to work with the full range of students with disabilities from birth through high school. The program prepares graduates to work in direct and indirect roles with students with disabilities in homes, schools, and community-based programs.

Communication Disorders

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Early Intervention–Early Childhood Special Education Licensure and Endorsement

Jantina Clifford, Program Coordinator
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The early intervention special education endorsement program prepares professionals to work with children who have mild to severe disabilities ranging from birth through primary school. The program integrates didactic course work with practical experience. Full-time students can complete the program in four to six terms.

Special Education Licensure

Elisa Jamgochian, Program Coordinator
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The two-year special education licensure and endorsement program prepares preservice or in-service teachers to work with students with disabilities ages three to 21 in a variety of settings, including early childhood–elementary, middle, and high schools. Graduates of the program are prepared to apply for an initial special education teaching license and endorsement across these multiple levels.

The program is designed for

- Individuals who hold a bachelor's degree in any area but want to pursue initial licensure in special education while concurrently completing a master's degree
- Individuals who currently hold a teaching license but want to pursue an add-on special education endorsement

- Individuals pursuing a master's program in an area other than special education who want to combine that degree with course work and experiences in special education

The program prepares professionals to help children and youth with disabilities succeed through rigorous course work and practicum experiences on topics including characteristics of learners and services, advanced assessment techniques, evidence-based approaches to designing and delivering instruction, effective classroom- and behavior-management techniques, collaborative practices, and transition services.

Admissions and Application

The application may be completed on the Graduate School website (https://gradweb.uoregon.edu/online_app/application/guidelines1.asp). This process includes a statement of professional goals and experience, a statement articulating experience working with individuals with disabilities, résumé, letters of recommendation, and transcripts.

Licensing Process

Upon completion of program requirements, graduates of the program are eligible to apply to the Oregon Teacher Standards and Practices Commission for their initial teaching license and/or an endorsement in K–12 special education.