College of Education

R. W. Kamphaus, Dean
541-346-1601
130 HEDCO Education Building
1215 University of Oregon
Eugene, Oregon 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, programs that link instruction to current research findings and pedagogical practices and to the needs of the educational community, ensuring students are prepared for collaborative practice in the field of education. 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 overwhelming 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 *US News and World Report* as one of the nation's top colleges of education (14th nationally in the 2018 rankings). 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. Some require field placements in community settings and require background checks as part of the admissions process.

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 on graduate employee positions is available on the college 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, 260 Oregon Hall.

Dismissal

Some 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 or 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

Associate Dean
130 HEDCO Education Building

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

- Bachelor's degree: communication disorders and sciences, educational foundations, family and human services

- Minor: special education
- Certificates: educational foundations—secondary, special education

Graduate Programs

- Master's degree: communication disorders and sciences; counseling, family, and human services; couples and family therapy; prevention science; curriculum and teacher education; curriculum and teaching; educational leadership; school psychology; special education
- Doctoral degree: communication disorders and sciences, counseling psychology, prevention science, critical and sociocultural studies in education, educational leadership, school psychology, special education, special education: rehabilitation
- Specializations: quantitative research methods, Spanish language psychological service and research

Licensure Preparation

State of Oregon licensure: preliminary teaching license, preliminary administrator license, professional administrator license, preliminary school psychology license

Endorsements

Advanced mathematics, biology, chemistry—elementary multiple subjects, English for speakers of other languages, English language arts, integrated science, foundational English language arts, foundational mathematics,foundational science, foundational social studies, integrated science, music, physics, reading intervention, social studies, special education—early Intervention, special education—generalist (K–12), world language: Chinese, world language: French, world language: German, world language: Japanese, world language: Latin (*currently not accepting students*), world language: Russian (*currently not accepting students*), world language: Spanish

Research and Outreach Services

Leslie Leve, Associate Dean
541-346-9601
130 HEDCO Education Building
https://education.uoregon.edu/research

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

Gerald Tindal and Julie Alonzo, 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 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 for Equity Promotion

Charles Martinez, Director
541-346-8904
1600 Millrace Drive, Suite 355
ceqp.uoregon.edu

The Center for Equity Promotion is dedicated to working with communities to better understand and support the positive development of children and families, particularly those who are underserved by education, health, and social service systems. The center focuses on populations with the greatest burden of health and education disparities related to adverse social and economic conditions. The center's research informs culturally specific prevention science, intervention, and policy efforts that build on community strengths.

Center for the Prevention of Abuse and Neglect

Jeff Todahl and Phyllis Barkhurst, Codirectors
541-346-0919
1244 Walnut Street
https://education.uoregon.edu/rou/center-prevention-abuse-and-neglect

The Center for the Prevention of Abuse and Neglect is a research and outreach unit designed to coordinate, facilitate, and measure a collective impact violence prevention initiative, with an 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. Develop, implement, and evaluate a place-based, community-generated theory of change for child abuse and neglect
2. Develop and implement a countywide, population-level measurement protocol for child-abuse prevention and a statewide measurement system for the prevalence of child abuse
3. Provide technical assistance expertise and training on child-abuse prevention for other communities in the United States

4. Provide research and evaluation services to private foundations and units of government to test the efficacy of statewide prevention strategies

Center on Human Development University Center for Excellence in Developmental Disabilities

Christopher Murray, Director
541-346-3591
901 E. 18th Ave.
www.uocedd.org (https://education.uoregon.edu/rou/center-prevention-abuse-and-neglect)

The center assists in improving the quality of life for persons with developmental disabilities and their families. The Center on Human Development is home to the University Center for Excellence in Developmental Disabilities, part of a national network of 67 university-based centers that share a vision for a nation in which all Americans, including those with disabilities, participate fully in their communities. The center's scientists and staff members engage in research, teaching, and outreach designed to improve the lives of individuals with disabilities, their families, and their communities.

Center on Teaching and Learning

Hank Fien, Director
541-346-3562
ctl.uoregon.edu

The center is a community of scholars who conduct and disseminate research that focuses on the solutions to serious but practical problems in school systems. It seeks to advance the understanding and use of the most rigorous scientific evidence and research-based practices to prevent the academic difficulties that many school-aged children experience. The primary focus of research is the role of curriculum, instruction, and assessment as individual elements that affect student advancement in school systems.

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 Program

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

Kent McIntosh, Director
541-346-2340
141 Lokey Education Building
https://ecs.uoregon.edu

Educational and Community Supports was established in 1972 as a research unit within the College of Education. Its purpose 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 the unit 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.

Institute on Violence and Destructive Behavior

Jeffrey R. Sprague, Director
541-346-3592
Clinical Services Building, Third Floor
ivdb.uoregon.edu

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

Curtis Fuhriman, Director
541-346-2374
99 W 10th Ave., Suite 399
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 or 800-495-1266
Baker Downtown Center
328 East Broadway
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.

Secondary Special Education and Transition Program

Deanne Unruh, Director
541-346-3585
201 Clinical Services Building
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.

Facilities, Organizations, and Services

HEDCO Clinic

Lalla Pudewell, Clinic Manager
541-346-0923
170 HEDCO Education Building
1655 Alder Street
https://education.uoregon.edu/admin-unit/hedco-clinic

The HEDCO Clinic is a multidisciplinary training clinic within the College of Education, staffed by a team of faculty scientists, therapists, and psychologists who provide comprehensive, research-based services in the areas of autism, speech-language-hearing, cognitive and language abilities after brain injury, mental health counseling, and academics and teaching. It offers clients state-of-the-art services that faculty researchers and clinicians have developed, providing students with opportunities to apply evidence-based interventions with intensive instruction and supervision in an integrated health-care setting.

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, providing centralized technology support and services for members of the faculty and staff. Facilities include color and black-and-white printing, document scanning, wall-mounted displays for connecting personal laptops, and study spaces that may be reserved for private or small-group use. Two study rooms can be reserved for groups of as many as ten, with four smaller study rooms that can serve two or three or be used simply for individual study. The main space 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 panel displays for group project work. Thirty desktop computers with Macintosh and Windows operating systems include a variety of software, and the area includes high-speed wireless connectivity. Laptops and adapters can be checked out at the front desk for use in the Learning Commons or in College of Education classes. Both black-and-white and color printing is available using Duck Bucks, and documents can be scanned at no cost using the scanning workstation. Student staff members provide technology help for students when needed.

Student Academic Services

Associate Dean
130 HEDCO Education Building

Student Academic Services offers academic advising and tutoring referrals; information on degree and licensure requirements, academic programs, and university policies and procedures; and information on 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.

Courses

EDUC 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Exploring Careers in Education.

EDUC 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

EDUC 406. Special Problems: [Topic]. 1-16 Credits.
Repeatable. Recent topics include Peer Advising Experience.

EDUC 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

EDUC 408. Workshop: [Topic]. 1-18 Credits.
Repeatable.

EDUC 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

EDUC 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

EDUC 508. Workshop: [Topic]. 1-18 Credits.
Repeatable.

EDUC 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

EDUC 602. Supervised College Teaching. 1-5 Credits.
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EDUC 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

EDUC 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

EDUC 607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Advanced Professional Practices.

EDUC 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

EDUC 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

EDUC 611. 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.

EDUC 612. 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.

EDUC 614. 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.

EDUC 620. 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.

EDUC 621. Program Evaluation II. 3-6 Credits.
Implementation and completion of the evaluation design defined in Program Evaluation I.
Prereq: EDUC 620.

EDUC 630. 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.

EDUC 632. 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.

EDUC 634. 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.

EDUC 636. 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

EDUC 640. 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.

EDUC 642. 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.

EDUC 644. 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.

EDUC 646. 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.

EDUC 650. 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.

EDUC 652. 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.

EDUC 654. 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.

EDUC 656. 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.