# TABLE OF CONTENTS

3  Department and COE Mission Statements
4  Welcome Letter from Dr. Alison Schmitke (Program Director)
5  From the Desk of Angel Dorantes (Academic Advisor)
6  EdF Conceptual Framework
7  EdF Program of Study
10 EdF Program of Study Checklist
12 Course Descriptions
14  Departmental Roles & Contact List
15  COE and EdF Program Policies
19  Field Experience Placements and Expectations
24  Study Abroad
26  Graduate School Checklist
28  EdF Student Support Resources
THE COLLEGE OF EDUCATION MISSION

Our mission is **making educational and social systems work for all**—by developing the capabilities of professional educators and clinicians, advancing a culture of effective professional practice through research and evidenced based support, and strengthening the capacity and accountability of community and education agencies to design, provide and continuously improve individual and organizational learning, performance and progress.

DEPARTMENT OF EDUCATION STUDIES MISSION

Our mission is to prepare educators who are experts at teaching their subject matter, competent advocates for children in a stratified society, and capable of the critical thinking necessary to achieve these goals. To bring this mission to life we strive to:

- Develop strong content knowledge and competence in teaching specific subject matter content.
- Understand the influence of social and cultural contexts on teaching and learning, including but not limited to a history of colonization, structural economic inequality, gender oppression, homophobia, racism, and ableism.
- Regard teachers as professionals whose critical and creative thinking about pedagogy and curriculum content is necessary for engaging in possibility thinking and substantive educational improvement.

We are committed to preparing students who are informed, respectful, generous, competent, creative, and humane educators.
Spring 2015

Welcome to the Department of Education Studies!

As an Educational Foundations student, your academic courses and field experiences will provide opportunity for self-discovery and professional growth.

The purpose of the Educational Foundations (EdF) major is to prepare future educational professionals who are critical thinkers, well informed about pedagogical practice, and who possess the knowledge and skills that will enable them to provide education for all students in economically, racially, culturally, and linguistically diverse communities.

To fulfill the purpose of the major, the courses you will take are purposefully organized and sequenced. The EDST faculty regularly collaborate to ensure we build upon your knowledge and skills as you progress through the major. We are committed to establishing meaningful and rigorous academic experiences within supportive classroom communities where respect and diversity are valued.

We are excited you are continuing your journey toward a career in education with EDST. It is our hope that this career is marked by your ability to transform educational spaces. Let’s get started!

Sincerely,

Dr. Alison Schmitke
Undergraduate Degree Program Director
Department of Education Studies
College of Education
University of Oregon
Spring 2015

Dear Educational Foundations Students!

I am delighted that you are a member of the 2015-2017 cohort. As you are aware, the major application process was competitive and as a department we are confident that this cohort will excel academically, professionally, and as a community of teachers and learners.

As the academic advisor for the program, it is both my commitment and my honor to work with you, the Educational Foundations program staff, the Department of Education Studies faculty, and the overall organization of the College of Education and the University of Oregon in sustaining an effective, efficient, and comprehensive academic advisement model. The model guides students not only through the academic advisement process, but also in the identification and utilization of university wide program and resources that contribute to the overall development of students. Active student engagement in any and all of these resources sustains a successful, meaningful, and fulfilling collegiate experience for each and every one of you!

Important factors that may enhance your overall individual and student development include the following: purposefulness; consistency; timeliness; reflection; diligence; responsibility; persistence; a curious and inquisitive nature; advocacy; and a self-directed disposition.

As your academic advisor and in conjunction with the faculty and staff of the Department of Education Studies, I am, and we are, here to work with you in your overall development as a future teacher!

Sincerely,

Angel Dorantes
The purpose of the Educational Foundations major is to prepare future professionals in education and related fields who are critical thinkers, well informed about theory and practice, and who possess the knowledge and skills that will enable them to be change agents in economically, racially, culturally, and linguistically diverse communities. This purpose is achieved by providing students with 1) a broad-based focus on content preparation; 2) a sophisticated understanding of the intersections of multiple disciplines within larger historical and contemporary themes.

**EdF Major Preparation**
- EDST 111 Educational Issues and Problems (4)
- EDST 220 Beginning Applications in Education Technology (4)
- EDST 225 School and Representation in Film (4)
- EDST 231 Teaching in the 21st Century (4) or PHIL 399 Teaching Children Philosophy (4)

**Subject Area Preparation**
- Written English
- Group Requirements:
  - Arts and Letters
  - Social Science
  - Science (EdF requires students to take 2 additional courses)
- Multicultural Requirement
- Mathematics
  - EDST 471 (4), 472 (4) (BA)
  - MATH 211 (4), 212 (4), 213 (4) (BS)
- Foreign Language (BA)
- EDST 411 Childhood Studies (3; EdF Junior Year)
- EDST 440 PE for Diverse Learners (3; EdF Junior Year)
- MUS 322 Music Fundamentals (3; EdF Senior Year)
- AAD 430 Youth Arts Curriculum (4; EdF Junior Year)
- SPED 411 Foundations of Disability (3; EdF Senior Year)

**Pre-Education (Freshman-Sophomore)**

**Winter Term Sophomore Year: Applications for EdF Major are DUE**

**EdF MAJOR (Junior-Senior)**

**THEME: Learning, Teaching and Assessment**
- Purpose: Engage students in a critical reflection of life in classrooms and how people learn
- EDST 332/338 Learning, Teaching, Assessment 1 (3/1; Junior Winter)
- EDST 333/339 Learning, Teaching, Assessment 2 (3/1; Junior Spring)

**THEME: Curriculum Theory**
- Purpose: Examine the development of the intersecting and extensive field of curriculum studies
- EDST 342 Curriculum Studies 1 (4; Senior Winter)
- EDST 343 Curriculum Studies 2 (4; Senior Spring)

**THEME: Equal Opportunity**
- Purpose: In-depth study of the intersecting domains of the social, cultural, and political possibilities of schooling (EDST 420 and two EO courses are required)
- EDST 420 Living in a Stratified Society (4; Junior Fall)
- EDST 451/458 EO: Ecojustice and Education (3/1; Senior Year)
- EDST 452/458 EO: Poverty (3/1; Senior Year)
- EDST 453/458 EO: Racism (3/1; Senior Year)
- EDST 454/458 EO: Patriarchy (3/1; Senior Year)
- EDST 455/458 EO: Homophobia (3/1; Senior Year)
- EDST 456/458 EO: Colonization and Genocide (3/1; Senior Year)
- EDST 457/458 EO: Diaspora and Immigration (3/1; Senior Year)

**THEME: Technology Education**
- Purpose: Critical examination of the political, theoretical, and practical opportunities of technology in schools
- EDST 422 Technology Education (4; Junior Spring)

**THEME: Technology as Education**
- Field experience is integrated with courses; each field experience is a 30 hour placement in a school or education related organization; EdF majors will complete a minimum of 120 hours of field experience
- Junior Year:
  - EDST 332/338 (W)
  - EDST 333/339 (Sp)
- Senior Year:
  - EDST 458 (F, W, Sp)
## PRE-ED REQUIREMENTS

<table>
<thead>
<tr>
<th>Bachelor of Science</th>
<th>Bachelor of Arts</th>
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<tbody>
<tr>
<td>WR 121 (4) (F, W, Sp) and either WR 122 (4) (F, W, Sp) or WR 123 (4) (F, W, Sp)</td>
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</tbody>
</table>

### Written English
- WR 121 (4) (F, W, Sp) and either WR 122 (4) (F, W, Sp) or WR 123 (4) (F, W, Sp)

### Group Requirements
- **Arts and Letters**
- **Social Science**
- **Science**

Each group must include:
- At least two courses in one subject code
- At least one course in a different subject code

<table>
<thead>
<tr>
<th>Arts and Letters</th>
<th>Social Science</th>
<th>Science</th>
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### Multicultural Requirement
- One approved course in two of the following categories: A) American Cultures; B) Identity, Pluralism & Tolerance; C) International Cultures.

<table>
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<th>Multicultural Requirement</th>
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### Mathematics
- MATH 211 Fundamentals of Elementary Mathematics I (4) (F, W, Su)
- MATH 212 Fundamentals of Elementary Mathematics II (4) (W, Sp, Su)
- MATH 213 Fundamentals of Elementary Mathematics III (4) (F, W, Su)

### Mathematics
- EDST 471 Foundations of Algebra Learning (4) (F, W)
- EDST 472 Foundations of Geometry Learning (4) (W, Sp)

### Foreign Language
- Two years college-level or equivalent

### Education Studies
- EDST 111 Educational Issues and Problems (4) (F, W, Sp)
- EDST 220 Beginning Applications in Education Technology (4) (F, W, Sp)
- EDST 225 School and Representation in Film (4) (F, W, Sp)
- EDST 231 Teaching in the 21st Century (4) (F, W, Sp) or PHIL 399 Teaching Children Philosophy (4) (W)
- Recommended: FHS 407/ FHS 409 Seminar K-12 Teaching; Field Placement (2,1) (F, W, Sp)

## EDF MAJOR REQUIREMENTS

### Junior Year

<table>
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<tr>
<th>FALL</th>
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<tbody>
<tr>
<td>EDST 331 Autobiography of Schooling (4)</td>
<td>EDST 332 Learning, Teaching, Assessment I (3)</td>
<td>EDST 333 Learning, Teaching, Assessment II (3)</td>
</tr>
<tr>
<td>EDST 338 Observation: Learning, Teaching, Assessment I (1) (co-requisite with EDST 332)</td>
<td>EDST 420 Living in a Stratified Society (4)</td>
<td>EDST 399 Observation: Learning, Teaching, Assessment II (1) (co-requisite with EDST 333)</td>
</tr>
<tr>
<td>EDST 422 Technology Education (4)</td>
<td>EDST 411 Childhood Studies (3)</td>
<td>EDST 440 PE for Diverse Learners (3)</td>
</tr>
<tr>
<td>Offered F, W, or Sp</td>
<td>EDST 440 PE for Diverse Learners (3)</td>
<td>AAD 430 Youth Arts Curriculum (4)</td>
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</table>

### Senior Year

<table>
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<th>FALL</th>
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<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>EQUAL OPPORTUNITY OPTIONS:****</td>
<td>EDST 456 Equal Opportunity: Colonization and Genocide (3)</td>
<td>EDST 451 Equal Opportunity: Ecojustice and Education (3)</td>
</tr>
<tr>
<td>EDST 458 Observation: Equal Opportunity (1) (co-requisite with EDST 456)</td>
<td>EDST 457 Equal Opportunity: Diaspora and Immigration (3)</td>
<td>EDST 458 Observation: Equal Opportunity (1) (co-requisite with EDST 457)</td>
</tr>
<tr>
<td>or</td>
<td>EDST 458 Observation: Equal Opportunity (1) (co-requisite with EDST 457)</td>
<td>or</td>
</tr>
<tr>
<td>EDST 452 Equal Opportunity: Poverty (3)</td>
<td>EDST 454 Equal Opportunity: Patriarchy (3)</td>
<td>EDST 455 Equal Opportunity: Homophobia (3)</td>
</tr>
<tr>
<td>EDST 458 Observation: Equal Opportunity (1) (co-requisite with EDST 454)</td>
<td>EDST 458 Observation: Equal Opportunity (1) (co-requisite with EDST 455)</td>
<td>EDST 458 Observation: Equal Opportunity (1) (co-requisite with EDST 455)</td>
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<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>EDST 434 Curriculum Studies I (4)</td>
<td>EDST 434 Curriculum Studies II (4)</td>
<td>EDST 434 Curriculum Studies II (4)</td>
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<tr>
<td>EDST 463 Foundations of Reading (4)</td>
<td>EDST 464 Multicultural Literature for Children (4)</td>
<td>EDST 464 Multicultural Literature for Children (4)</td>
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<tr>
<td>Offered F, W, Sp, Su</td>
<td>MUS 322 Music Fundamentals (3)</td>
<td>EDST 434 Curriculum Studies II (4)</td>
</tr>
<tr>
<td>SPED 411 Foundations of Disability (3)</td>
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</table>
NOTES:

*Science Requirements for Educational Foundations*
The Educational Foundations program requires six science courses. Students will select: at least two courses in one subject code and at least one course in a difference subject code. Courses will be selected from the options listed below.

**Anthropology**
- ANTH 170 Introduction to Human Origins
- ANTH 171 Introduction to Monkeys and Apes
- ANTH 270 Introduction to Biological Anthropology

**Astronomy**
- ASTR 121 The Solar System

**Biology**
- BI 121 Introduction to Human Physiology
- BI 130 Introduction to Ecology
- BI 131 Introduction to Evolution
- BI 132 Animal Behavior
- BI 150 The Ocean Planet

**Chemistry**
- CH 111 Intro to Chemical Principles
- CH 113 Chemistry of Sustainability

**Geology**
- GEOL 101 Earth’s Dynamic Interior
- GEOL 102 Environmental Geology and Landform Development
- GEOL 103 Evolving Earth

**Physics**
- PHYS 101 Essentials of Physics: Mechanics
- PHYS 152 Physics of Sound and Music
- PHYS 171 The Physics of Life

Students seeking to challenge themselves further in the sciences are encouraged to consider taking 200 or higher level courses in these subject codes. Please consult and obtain substitution approval from the EdF advisor prior to registering for such course(s).

**Mathematics**
All private teacher education graduate programs in Oregon accept MATH 211 (4), 212 (4), 213 (4) OR EDST 471 (4), EDST 472 (4). OSU and UO are the only state institutions that have formally accepted EDST 471 and EDST 472 as equivalents for MATH 211-213. For approval at PSU, EOU, SOU, and WOU, please contact Dr. Alison Schmitke in EDST at schmitke@uoregon.edu.

*** All EDF junior and senior year courses must be taken for a letter grade. Pass may only be used for group, science courses, and BA or B.S. requirements. Please note that the maximum number of allowable Pass grades is three courses.

**** EdF SENIORS: Equal Opportunity Courses**
EdF Seniors will choose a minimum of two Equal Opportunity courses during the senior year. EDST 458 is a co-requisite field experience requirement of every Equal Opportunity course taken. EdF Seniors who participate in a UO study abroad during FALL of their senior year may apply the experience toward one Equal Opportunity course.
MINORS and SPECIALIZATIONS

To complement the Educational Foundations (EdF) program of study, EDST recommends students consider adding a minor or choosing a specialization in a specific content area. EdF students wanting to propose a specialization in a content area not listed or substitute a different class, please contact Angel Dorantes (dorantes@uoregon.edu).

Note that a minor is notated on the UO transcript. A specialization is highlighted on a resume and/or job interview.

- **Minor**

**Specialization: Women's and Gender Studies** (Choose a minimum 3 of the following classes.)
- WGS 101 Women, Difference, Power (4)
- WGS 201 Introduction to Queer Studies
- WGS 303 Women and Gender in American History (4)
- WGS 321 Feminist Perspectives: Identity, Race, Culture (4); Pre-requisite: one WGS course or ES 101 (4)
- WGS 331 Science, Technology, and Gender (4); Pre-requisite: WGS 101 or equivalent
- WGS 341 Women, Work, and Class (4)
- WGS 413 Feminist Pedagogy (1); Pre-requisite one WGS course or equivalent
- EDST 454/458 Equal Opportunity: Patriarchy (3, 1)
- EDST 455/458 Equal Opportunity: Homophobia (3, 1)

**Specialization: Ethnic Studies** (Choose a minimum 3 of the following classes.)
- ES 101 Introduction to Ethnic Studies (4)
- ES 250 Introduction to African American Studies (4)
- ES 252 Introduction to Asian American Studies (4)
- ES 254 Introduction to Chicano and Latino Studies (4)
- ES 256 Introduction to Native American Studies (4)

**Specialization: Latin American Studies** (Choose a minimum 3 of the following classes.)
- LAS 200 Introduction to Latin American Studies (4)
- LAS 212 Latin American Social Sciences (4)
- ANTH 329 Immigration and Farmworkers Political Culture (4)
- HIST 483 Latin America (4)
- EDST 457/458 Equal Opportunity: Immigration and Diaspora (3, 1)

**Specialization: Native American Studies** (Choose a minimum 3 of the following classes.)
- ES 256 Introduction to Native American Studies (4)
- ES 350 Native Americans and the Environment (4); Pre/Co-requisite ES 101 (4) or ES 256 (4)
- ES 456 History of Native American Education (4); Pre-requisite ES 101 (4)
- EDST 456/458 Equal Opportunity: Colonization & Genocide (3, 1)

**Specialization: Psychology** (Choose a minimum 3 of the following classes.)
- PSY 202 Mind and Society (4)
- PSY 330 Thinking (4)
- PSY 348 Music and the Brain (4)
- PSY 366 Culture & Mental Health (4)
- PSY 380 Psychology of Gender (4)

**Specialization: Sociology** (Choose a minimum 3 of the following classes.)
- SOC 204 Introduction to Sociology (4)
- SOC 207 Social Inequality (4)
- SOC 304 Community, Environment, and Society (4); Pre-requisite: SOC 204 (4)
- SOC 313 Social Issues and Movements (4); Pre-requisite: SOC 204 (4)
- SOC 317 Sociology of the Mass Media (4); Pre-requisite: SOC 204 (4)
- SOC 330 Sociology of the Family (4); Pre-requisite: SOC 204 (4)

**Specialization: Environmental Studies** (Choose a minimum 3 of the following classes.)
- ENVS 201 Introduction to Environment Studies: Social Sciences (4)
- ENVS 345 Environmental Ethics (4)
- ENVS 420 Perspectives in Nature and Society (4); Pre-requisite ENVS 201
- ENVS 425 Environmental Education Theory and Practice (4)
- EDST 451/458 Equal Opportunity: Ecojustice and Education (3, 1)
# Educational Foundations Program of Study Checklist: 2015-2017 Cohort

## Pre-Education

### Written English

- WR 121 (4)  
  - Term: F, W, Sp, Su  
- WR 122 (4) OR WR 123 (4)  
  - Term: F, W, Sp, Su

### Arts and Letters

A minimum of 15-16 credits in approved group-satisfying courses is required. **Must** include:
1. At least two courses in one subject code
2. At least one course in a different subject code

- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su

### Social Science

A minimum of 15-16 credits in approved group-satisfying courses is required. **Must** include:
1. At least two courses in one subject code
2. At least one course in a different subject code

- EDST 111 (4)  
  - Term: F, W
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su

### Science

The EdF program requires six science courses. Students will select:
1. At least two courses in one subject code
2. At least one course in a different subject code

- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su

### Multicultural Requirement

One approved course in two of the following categories: A) American Cultures; B) Identity, Pluralism & Tolerance; C) International Cultures. (Courses must be a minimum of three credits.)

- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su

### Mathematics

- MATH 211 (4)  
  - Term: F, W, Sp
- MATH 212 (4)  
  - Term: F, W, Sp
- MATH 213 (4)  
  - Term: F, W, Sp

### Foreign Language (B.A.)

Bachelor of Arts (B.A.)

Two years college-level or equivalent

- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
- ________________  
  - Term: F, W, Sp, Su
### EDST Pre-Education Classes

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<td>EDST 111</td>
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<td>EDST 231: F, W, Sp</td>
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<tr>
<td>PHIL 399</td>
<td>4</td>
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</table>

**Recommended:**
- FHS 407 (2) / FHS 409 (1)  | F, W, Sp |

### EDF MAJOR REQUIREMENTS

#### COURSES *

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<tr>
<th>Course Code</th>
<th>Credits</th>
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<td>EDST 411</td>
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<td>EDST 342</td>
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<tr>
<td>EO COURSE (3)</td>
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<td>F, W, Sp</td>
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</tbody>
</table>

*All EDF junior and senior year courses must be taken for a letter grade. Pass may only be used for group, science courses, and BA or B.S. requirements. Please note that the maximum number of allowable Pass grades is three courses.*

**Optional:**
- **MINOR:** ____________________________
- **SPECIALIZATION:** ____________________________

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*NOTE: This document is intended for use as a check-list form. It is not a comprehensive document that includes all university regulations regarding graduation requirements.*
COURSE DESCRIPTIONS

PRE-EDUCATION

EDST 111 Education Issues and Problem (4) Examines specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.

EDST 220 Beginning Applications in Educational Technology (4) Development of skills and exploration of computer applications useful for communicating in an educational setting.

EDST 225 School and Representation in Film (4) Critically examines how teachers, in addition to students, related constituencies (e.g., principals, parents), and educational issues are dramatized and represented in popular media.

EDST 231 Teaching in the 21st Century (4) Examines the daily lives of teachers from teacher perspectives; read about and critically discuss the ways in which teachers negotiate the political, cultural, and social issues within/outside of classrooms.

EDST 471/571 Foundations of Algebra Learning (4) Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 472/572.

EDST 472/572 Foundations of Geometry Learning (4) Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 471/571.

Educational Foundations Major Courses with the Department of Education Studies

EDST 331 Autobiography of Schooling (4) Through critical autobiographies, case studies, readings, and application activities, students will examine and reflect on life in classrooms.

EDST 332 Learning, Teaching and Assessment I (3) Students move beyond their critical autobiographies of life in classrooms to various disciplinary literatures on learning, teaching and assessment. Co-requisite: EDST 338.

EDST 333 Learning, Teaching and Assessment II (3) Focus on specific school subjects that will provide a context for examining the basic assumptions underlying teaching, learning and assessment. Co-requisite: EDST 339.

EDST 338 Observation: Learning, Teaching and Assessment I (1) Focus on developing skills in observing instances of learning, teaching and assessments. Co-requisite: EDST 332.

EDST 339 Observation: Learning, Teaching and Assessment II (1) Students focus on listening to children to better understand how they make sense of school subjects. Co-requisite: EDST 333.

EDST 342 Curriculum Studies I (4) Examines basic assumptions underlying curriculum in specific subject areas. Sequence with EDST 343. Prerequisites: EDST 331 and EDST 338.

EDST 343 Curriculum Studies II (4) Examines basic assumptions underlying curriculum development in K–12 schools. Sequence with EDST 342. Prerequisite: EDST 342.
EDST 411 *Childhood Studies (4)* Examines child development from within the context of specific development and ecological theories.

EDST 420 *Living in a Stratified Society (4)* A critical examination of the stratification of wealth, status, and opportunity for advancement in our society. Critically examine the integration of technology in schools and other settings.

EDST 422 *Technology Education (4)* An in-depth examination of educational technology, including the theoretical, methodological, practical and policy issues that influence the field.

EDST 440 *Physical Education for Diverse Learners (3)* Provides a variety of physical education and fitness activities appropriate for children with diverse abilities.

EDST 451/551 *Equal Opportunity: Ecojustice and Education (3)* Examines ways that schools, implicitly and explicitly, teach about the environment and human relationships to the environment. Prerequisite: EDST 420; Co-requisite: EDST 458/558.

EDST 452/552 *Equal Opportunity: Poverty (3)* Examines the way poverty structures/mediates educational experiences and influences the educational achievement of students. Prerequisite: EDST 420; Co-requisite: EDST 458/558.

EDST 453/553 *Equal Opportunity: Racism (3)* Examines the historical development of the concept of race and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth. Prerequisite: EDST 420; Co-requisite: EDST 458/558.

EDST 454/554 *Equal Opportunity: Patriarchy (3)* Examines the way gender mediates educational experiences and influences the educational achievement of students. Prerequisite: EDST 420; Co-requisite: EDST 458/558.

EDST 455/555 *Equal Opportunity: Homophobia (3)* Examines the way sexuality and sexual identity influences the educational experiences of students. Prerequisite: EDST 420; Co-requisite: EDST 458/558.

EDST 456/556 *Equal Opportunity: Colonization and Genocide (3)* Examines the way educational institutions have been and continue to be a part of larger social processes of colonization and cultural genocide. Prerequisite: EDST 420; Co-requisite: EDST 458/558.

EDST 457/557 *Equal Opportunity: Immigration and Diaspora (3)* Examines the way educational institutions have responded to human migration generally and to immigrant students specifically. Prerequisite: EDST 420; Co-requisite: EDST 458/558.


EDST 463 *Foundations of Reading (4)* Provides an understanding of reading instruction: how it has been taught in the past, the disciplines that have contributed to the study of reading, and the way and the new frontiers into which the field is migrating.

EDST 464 *Multicultural Literature for Children (4)* Addressing the social, cultural, and critical issues of our times through the use of multicultural children’s books.
EDST DEPARTMENT ROLES & CONTACT LIST

EdF Student Services Coordinator
Keri Baker
kerib@uoregon.edu
541-346-3404
124 Lokey

Academic Advisor
Angel Dorantes
dorantes@uoregon.edu
541-346-0658
124 Lokey

Educational Studies Department Head
Jill Baxter
jabaxter@uoregon.edu
541-346-2190
124 Lokey

SPED Minor
Jamar Bean
jamarb@uoregon.edu
541-346-5521
3rd floor HEDCO

Undergraduate Degree Program Director
Alison Schmitke
schmitke@uoregon.edu
541-346-1708
124 Lokey

Field Experience Coordinator
Jeanne Nagayama Hall
jmhall@uoregon.edu
541-346-1511
124 Lokey

UOTeach General Info
uoteach@uoregon.edu
541-346-1360

UOTeach Program Director
Julie Heffernan
jheffern@uoregon.edu
541-346-6738
124 Lokey

Study Abroad Programs
330 Oregon Hall
uoabroad@uoregon.edu
http://studyabroad.uoregon.edu
COE AND EDF PROGRAM POLICIES

The College of Education Academic Policies and Procedures may be found in its entirety on the web at https://education.uoregon.edu/academics/policies-and-procedures. Students are encouraged to review these policies periodically to access the most recent version.

CONTACT INFORMATION
Students are required to communicate with the Student Services Coordinator whenever a change of contact information occurs. This includes mailing address, phone numbers, and email address. It is the responsibility of the student to ensure the contact information is accurate and updated.

EMAIL ACCOUNTS
Students in the EdF major must obtain an email account through the University of Oregon before fall term of their junior year. All students in EdF must check their UO email regularly for communications regarding classes, field study information, scholarships, graduate school updates, job opportunities, EdF and COE activities, etc. No emails addresses other than University of Oregon will be used.

LEAVE OF ABSENCE FROM THE PROGRAM
A student wishing to leave his or her EdF major program temporarily must request a leave of absence from the EdF academic advisor. If a leave of absence is granted, the student will be allowed to rejoin the program without having to reapply unless the leave extends beyond one academic year. Longer absences require a full application for admission to occur before re-entry.

PLAN OF ASSISTANCE
Students may be asked to participate in a Plan of Assistance (POA) if the program director, academic advisor, field placement coordinator, or faculty, deems it necessary. Plan of Assistance meetings may be used when students have demonstrated a deficiency in the areas of academics, professional behaviors, program competencies, or field study. Participants of the POA will determine the tasks necessary for the student to make improvement. If the tasks are not completed by the timelines outlined in the POA or the student has demonstrated a lack of initiative or failure to improve, the EdF faculty will determine next steps. One of these steps may lead to involuntary termination from the program.

REMOVAL OF CONDITIONAL ADMIT STATUS
The program director and academic advisor will monitor students admitted to a program under conditional terms. Students’ initial admission letters will identify the conditions that must be met and the timelines for removal of the conditional status. Once students meet the conditions, their status will be updated. Failure to meet the conditions may result in termination from the program.
RETENTION REQUIREMENT/INADEQUATE PROGRESS
If students have not met the retention requirement of the EdF major they must develop an agreed upon plan of action (via a Plan of Assistance meeting) and timelines for completion. This written plan of action must describe specific weaknesses or problems and a recommended corrective action. The plan may include retaking coursework, alternative coursework, or termination from the program. The action plan will be signed by all parties and will then be placed in the student file. The student’s signature indicates that he or she has been made aware of the problem and recommended corrective action. The advisor will retain documentation of progress toward meeting the stipulations and timelines of the action plan. If a student does not agree with the problem description or the corrective action and has exhausted corrective mechanisms found within the program, a student may seek mediation or may file a grievance. The grievance procedure is outlined in the “student grievance” section of this handbook.

STUDENT CONDUCT
General Policies and Procedures - Policy A9
"The university faculty has authority under the law to establish standards of behavior for students at the university," (Faculty Handbook 1993).
The faculty's response is the Student Conduct Code, which is contained in the quarterly schedule of classes and addresses the following areas:
• Purpose of Code
• Standards of Conduct - Offenses
• Group Offenses
• Sanctions
• Group Sanctions
• Procedures
• Academic Dishonesty Cases
• Defense Services
Students are strongly advised to read the Student Conduct Code and faculty members should follow guidelines provided in the Code should a problem arise.

STUDENT EVALUATION
Evaluation of student performance in University courses and in field-based settings should be continuous. The EdF major allows the following evaluation guidelines:

Periodic review: Periodically you and your advisor will discuss the next term’s coursework and review your progress. Specifically, the advisor will review grades and GPA for the major. These evaluation sessions should assist you in developing plans to meet major and degree requirements. If an advisor feels that your progress is unsatisfactory, the program director or specific faculty involved may be notified and a special meeting may be called.
Annual Review: Each year there will be a review of EdF student progress in classes and field studies coursework. Faculty will be asked to identify (a) students whose performance raise concerns, and (b) the nature of the concerns at issue.

Among the types of concerns are:

- Meeting course expectations, e.g., not being punctual or dependable in attendance in classes in which attendance is required, difficulty keeping track of or attending class-related activities at non-routine times, consistently late in completing work, not being well organized;

- Demonstrating academic competence, e.g., inconsistent quality of work, lack of focus on course/program, distraction by competing interests, unwillingness or inability to master course or program content;

- Demonstrating inappropriate interpersonal skills, e.g., inability or unwillingness to communicate with instructor/supervisor regarding completion of expectations, lack of developmental self-confidence, demeanor/appearance inappropriate to the situations, inability or unwillingness to demonstrate energy and drive needed to become a human services professional.

If legitimate concerns emerge regarding student performance in any of the above areas, a meeting may be set with the student, the relevant faculty and the advisor to discuss the concerns. This meeting will occur as soon as possible. If appropriate, a written plan of action may be developed which describes the concerns and a recommended corrective action. This document will be signed by the student, the program director and other faculty in attendance and placed in the student’s file. The student’s signature indicates that he or she has been made aware of the problem and the recommended corrective action.

STUDENT GRIEVANCE

The College of Education professional education programs are designed to offer state-of-the-art knowledge and experience, quality supervision and to be responsive to new student concerns and problems. Most problems encountered by students can be adequately addressed through interactions with faculty, staff or supervisors. On occasion, students may feel the need for further action, and the College of Education recognizes the right of students to seek remedy for grievances. Please review the complete Grievance Procedures, found here: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_571/571_003.html.

TERMINATION/DISMISSAL FROM A PROGRAM

Voluntary Relinquishment

If a student chooses to leave the program without filing a leave of absence, he or she will relinquish his or her standing in the EdF major. The student must notify EDST of the intent to relinquish his or her status. Students who decide to return to the EdF major after relinquishment will be required to re-apply. If re-admitted to the major, the student must comply with all policies and procedures, and complete all requirements and
expectations required of the cohort to which they have been re-admitted. This is required even if the policies, procedures, requirements and expectations are different from the ones in place at the time of their relinquished standing in the EdF major.

**Involuntary Dismissal**
The dismissal or threat of dismissal from a COE academic program is a serious undertaking for the student, faculty, and the program. In most cases significant amounts of time and energy have been expended by all parties, as well as significant economic investment. The gravity of dismissal requires that the COE develop comprehensive and sensitive guidelines to assist programs in developing specific student dismissal policies. Students encounter three types of problems that could lead to program dismissal:

a. Behavioral problems include the student's inability or unwillingness to follow directions, to accept and respond appropriately to feedback, to work successfully with others, extreme social insensitivity and other similar health situations which affect the student's ability to successfully complete this program.

b. Academic factors may include the student's inability or unwillingness to acquire and demonstrate competence in program content, or to comply with program, college, and university procedures.

c. Legal/ethical factors may include the student's use of inappropriate language or actions, or violation of university rules (such as cheating, plagiarism, lying, and other offenses detailed in university and college policy and published in the Schedule of Classes each term) or state laws, which demonstrate the student does not meet professional standards.

EDST policies emphasize accountability, prevention, equitable treatment, and early remediation. The first line of defense is to avoid serious situations where students are not performing adequately or are not making adequate progress toward degree completion or licensure.

**WAIVING CLASSES**
There are occasions when students enter the major having already completed courses at other institutions that match the content and/or competencies of required EdF courses. When appropriate, students may waive a course with the approval of the instructor, your advisor, and your program director. Typically no more than two courses can be waived. Credit for past experience will not be considered. Waivers will be considered in the following situations:

a. The completed course had the same breadth and depth of content and competencies as the EdF course.

b. It is preferred that the course is taught at the same level (e.g. lower vs. upper division).

c. The course was taken within the last 7 years.
FIELD EXPERIENCE PLACEMENTS AND EXPECTATIONS

The field experience is an integral feature of the Educational Foundations (EdF) major. In the junior Winter and Spring terms, students have field experiences that are co-registered with their Learning, Teaching, and Assessment I & II courses. In the senior year, the students choose two Equal Opportunity courses that each requires a co-registered field experience. Thus, the field experience is more than just a volunteer position. It is a professional growth opportunity!

All majors will participate in a minimum of 120 total hours of field experience. Placements and support are coordinated by Jeanne Hall (124B LOKEY EDUC, 541-346-1511, jmhall@uoregon.edu). The courses with a co-registered field experience component are:

**Junior Year, Winter:**
- EDST 332 Learning, Teaching and Assessment 1 (3)
- EDST 338 Observation: Learning, Teaching and Assessment 1 (1)

**Junior Year, Spring:**
- EDST 333 Learning, Teaching and Assessment 2 (3)
- EDST 339 Observation: Learning, Teaching and Assessment 2 (1)

**Senior Year, Two Terms:**
Choose two of the following classes*:
- EDST 451 Equal Opportunity: Ecojustice and Education (3)
- EDST 452 Equal Opportunity: Poverty (3)
- EDST 453 Equal Opportunity: Racism (3)
- EDST 454 Equal Opportunity: Patriarchy (3)
- EDST 455 Equal Opportunity: Homophobia (3)
- EDST 456 Equal Opportunity: Colonization and Genocide (3)
- EDST 457 Equal Opportunity: Diaspora and Immigration (3)
- EDST 458 Observation: Equal Opportunity (1) (Co-register requirement with any of the above EDST 451-457 courses)

*A study abroad option may substitute for one Equal Opportunity course.
PURPOSE
The purpose of the field experience is to allow the student to connect the theoretical themes of the co-registered core course within the context of field observations and assistance. Each instructor has the option of providing opportunities to help the student relate the core course’s concepts to the field experience. Because the Educational Foundations (EdF) major is not a licensure program, the student is not required to design lessons but to assist the children at their site under the supervision of the organization’s contact person or host teacher.

HOURS OF FIELD EXPERIENCE
Within each term when a field experience is offered, students will complete 30 hours of participation in the field.

CREDITS OF FIELD EXPERIENCE
A maximum of 10 credits of field experience is allowed. Of these 10 credits, a minimum of 4 and a maximum of 5 are integrated within the EdF major. For students who want to seek additional field experience opportunities, they may do so through the UO CTL Reading Clinic or other options.

REQUIRED FBI BACKGROUND CHECK
All students are required to have an FBI background check before they are officially accepted into the EdF major. The actual FBI clearance must be given to the EdF major before a student is allowed into their first field experience site. If the FBI clearance is not turned in by the end of the junior Fall term, the student will receive an Incomplete in the Fall EDST 331 course, thus delaying the completion of the major by one academic year. If the FBI record shows any documented criminal history, the EdF staff will discuss the student’s standing in the major.

POLICY AND PROCEDURE FOR OBTAINING A COE ID BADGE
After the student turns in their FBI clearance to Keri Baker (EdF Student Services Coordinator in 124 LOKEY), Keri will authorize the student to obtain a COE ID badge for $7 (basement of the EMU). The COE ID badge, or the elementary school’s volunteer badge, must be worn at each field experience site.

CHOOSING A FIELD EXPERIENCE SITE
Each term’s field experiences are offered according to their relevance to the co-registered core course. For most terms, students choose their field sites during the first week of registration for the following term on the cohort’s Field Experience ObaVerse site. If a student wishes to obtain their own field placement, contact Jeanne Hall before Week 7 for the needed requirements. Students need to regularly view their UO email, in order to receive updated information regarding field placements and EdF information.
EXPECTATIONS REGARDING SITE CONTACT
1. After the Field Experience Coordinator has contacted the field experience site and made arrangements, each student will phone and email the field experience contact person before the end of Week 10.
2. When communicating by phone or email, the student will be respectful and professional as representatives of the Department of Education Studies (EDST). All communication should be edited for grammar conventions.

NEGOTIATING THE FIELD EXPERIENCE HOURS
1. Because each setting has its own schedule, the student may ask the contact person for the confirmed days and times to observe and assist. Although it is suggested that field experience students assist 3 hours per week for 10 weeks for local schools, (or: 3-6 hours per week for further distance schools; approximately 5-6 hours per Friday for 5 weeks in Salem-Keizer; or 4 weeks in Woodburn), the hours per week are negotiable, as long as there are consistent hours per week and a minimum of five weeks.

2. The field experience student should keep in mind that he/she is a guest of that organization, and the student should be as flexible as his/her own schedule will allow. *It is professional to be open to a negotiated schedule that meets the needs of the classroom or setting. It is unprofessional and unacceptable to front load all 30 hours at the beginning or end of the term in order to have free weeks during the term.

3. If the student does not have transportation, the student should inquire about the local bus stops or if a similar schedule can be worked out for carpooling with another field experience student at that site.

HOST TEACHER’S ROLE
The host teacher may ask the field experience student to assist individuals or small groups, under the direct supervision of the host teacher. Although grading papers and photocopying are a part of teaching, we ask that the majority of the field experience time be used for working with the children. If a teacher has any questions or concerns, they may contact Jeanne Hall, Ed Foundations field experience coordinator (jmhall@uoregon.edu, 541-346-1511).

FIELD EXPERIENCE STUDENT’S ROLE
Because the undergraduate Educational Foundations major is not a teacher licensure program, students are not required to design lessons, but they are encouraged to assist and initiate their involvement within the classroom. The main purpose of the field experience is for the UO student to assist the children in order to discuss and complete assignments in their core courses. If a field experience student has an assignment that requires the student to observe, the student is to communicate that request.
RESPONSIBILITY AND COMMUNICATION

Once a schedule is agreed upon, the student is responsible for adhering to that schedule unless otherwise requested by the host teacher. The student needs to ask if there are any holidays or no-school days during the scheduled time, and it is the student’s responsibility to make up the hours. If a student is ill or has a personal emergency, the student must communicate with the host teacher BEFORE the scheduled time of arrival, and the student must arrange a time to make up the hours. Students may not miss their field experience hours due to academic load or personal trips. If a student does not communicate with the host teacher regarding absences, or if the absences were other than illness or personal emergency, the student will not pass the field experience.

PROFESSIONALISM

1. Promptness in Attendance – After the field experience schedule has been agreed upon, the field experience student must be prompt and reliable for the scheduled times. If a schedule starts at 8 a.m., it is considered late if one arrives in the parking lot at 8 a.m. It is professionally considered “on time” if one arrives a few minutes early and is ready to go at the scheduled start time.

2. Hourly Log Packet – A Field Experience Hourly Log packet will be given to the student at the beginning of the term. It consists of the following three sections:

   a. The Field Experience Hours Contract is to be discussed and signed by the host teacher and the student BY THE SECOND WEEK OF THE TERM.

   b. The Field Experience Hours Log must be filled in each time the student attends their site. The student is to briefly summarize their activities on the sheet, and the host teacher is to initial it.

   c. The Host’s Evaluation of Field Experience Student – At the end of the term, the host teacher will fill out the Host’s Evaluation of Field Experience Student form that is attached to the Hourly Log Packet. The field experience student will remind the host teacher of this evaluation sheet before Week 9, in order to give the host teacher time to fill out the form before the student needs to turn in the Time Sheet.

   If the Hourly Log Packet is not turned in by the Wednesday of finals week, the field experience student will receive an Incomplete in their observation/field experience course until the entire packet is completed and signed on all pages.

3. Initiate and Ask Questions – The field experience is designed for the student to broaden their understanding of the philosophy and education to children, as well as assist the children/youth. Students should feel free to initiate involvement and ask questions, while being respectful to the school or classroom setting.
4. **Illness or Emergency** – In case of illness or emergency, the field experience student must contact the organization as soon as possible and BEFORE the expected arrival time at the site. The student will then negotiate how the missed hours will be made up.

5. **Appropriate Dress** – The field experience student is to ask for the dress code for his/her organization. Students should wear clothes that are modest (not too low or too short) and wrinkle-free. Hats also should not be worn inside the building. Field experience students are role models for the children they work with, and they are to dress accordingly.

6. **Building and Classroom Behavior Expectations** – The field experience student is to respect the building and classroom’s behavior expectations. The student should ask the teacher about the school-wide and classroom expectations and should support those expectations as a professional. (For example, if children are to walk in the hallway, the field experience student should kindly remind children to walk if they are running.) Field students are not to use any media devices for personal use during their time at the field placement.

7. **Field Experience Concerns** – When there are field experience concerns, the Educational Foundations student is encouraged to communicate directly with their host teacher and/or with Jeanne Hall (jmhall@uoregon.edu).

**STUDENT CONDUCT**

1. **Continuous Professional Communication** – The field experience student is required to continuously communicate with their host teacher regarding their field experience schedule and attendance. Field experience absences are only excused due to illness or personal emergency if the field experience student communicates with the host teacher BEFORE the scheduled time of arrival. Academic load or personal trips are not an excused absence. If a student does not communicate the reason for absences with the host teacher BEFORE the scheduled time of arrival, the student will receive a No Pass for the observation/field experience credit and the student will be required to retake the observation/field experience credit during the following term under a Plan of Assistance.

2. **Academic and Personal Integrity** - According to the University of Oregon Student Conduct Code (541-021-0120), violations of community standards by individual students include cheating, fabrication, intentionally furnishing false information and forgery. If any of these violations occur within the field experience and/or on the hourly log packet, the student will be dismissed from the Educational Foundations program.

The EdF staff looks forward to your professional growth in each of your field experience opportunities!
STUDY ABROAD INFORMATION

All journeys
have a secret destination
of which the traveler is unaware.
- Martin Buber

Why?
The Educational Foundations major challenges you to get out of your comfort zone. This challenge is presented in curriculum and field placements. The outcome of the Educational Foundations experience is perspective change. Participating in study abroad provides an opportunity to immerse in the cultural, linguistic, and social life of another country. The University of Oregon Study Abroad Programs provides options for study abroad directly related to the major. Some of the options include teaching.

When?
The Educational Foundations major is organized by a specific sequence of classes. Typically these courses are offered once per year. The ideal time to study abroad is summer and/or fall of the senior year. Students can also study abroad as freshmen and sophomores. Many use the summer to participate in a study abroad experience. There are options – but planning ahead and meeting with Angel Dorantes is an essential component of a study abroad experience.

How?
UO Study Abroad Programs within the Office of International Affairs (Oregon Hall, Rm 333) serves as the hub for study abroad experiences. Begin your adventure by visiting the website: http://international.uoregon.edu/studyabroad. You can also attend drop-in advising hours or schedule an individual appointment (541-346-3207). When you have selected a program and term, meet with Angel to complete the EdF Study Abroad form.

EdF Credits?
All courses taken in approved UO study abroad programs receive UO credit. EdF students who complete coursework during study abroad will apply 4 credits to fulfill one of the required EO courses.

How do I receive credits for my major if I’m study abroad with an organization that is not part of UO Study Abroad Programs?
For students who participate in a study abroad experience that is not associated with UO, credit for one EO course can be earned by completing EDST 405. This independent study course is arranged with Dr. Alison Schmitke (schmitke@uoregon.edu) and is typically completed the term after the study abroad experience.
**STUDY ABROAD FORM**

Please complete the following form (also available online) and submit before your departure. It is strongly recommended that Study Abroad be planned in conjunction with the Educational Foundations academic advisor.

**NAME:**  _______________________________

**STUDENT ID:** _______________________________

**EMAIL:**  _______________________________

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<th>When will you be abroad?</th>
<th>TERM, YEAR</th>
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<tr>
<th>Where are you going for your study abroad experience?</th>
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<th>Briefly describe what you will be doing.</th>
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<th>What is the best way to reach you while abroad?</th>
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<tr>
<th>What classes will you take during your study abroad?</th>
<th>Class Number &amp; Title</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<th>Is it your intention to use your study abroad experience for Equal Opportunity course credit? Please note that UO credit must be earned through the study abroad experience to satisfy this substitution.</th>
<th>YES</th>
<th>NO*</th>
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**SIGNATURE______________________________________________                  DATE____________

*If no UO course credit is earned though the study abroad experience and you want to earn credit, arrange with Dr. Schmitke to complete the steps for applying study abroad experience for course credit. The steps are:
   a. Complete and submit this form.
   b. Request clearance from Dr. Schmitke to register for EDST 405 for 4 credits as P/F.
   c. Complete the study abroad paper assignment. Once your paper has been submitted and evaluated as meeting the expectations, Dr. Schmitke will submit a PASS for EDST 405 (4 credits). This will be assigned in your degree audit as an EO course.
GRADUATE SCHOOL CHECKLIST

JUNIOR FALL

☐ Learn about UOTeach!
Attend a UOTeach information session held the first Wednesday of each month at 4:00pm in LOKEY 119. UOTeach will also be discussed in classes and at [ed.connect] meetings. Find out about the UOTeach “Fast Track” application for EdF majors only!

☐ Research graduate schools
1. Create list of potential schools/programs.
2. Research and compare your options.
   a. Time commitment
   b. Part-time vs. Full-time
   c. Entrance requirements
   d. Endorsements/grade levels offered
   e. Degrees offered as part of the program or later
   f. Field experience and student teaching requirements
   g. Placement sites and transportation needs
   h. Faculty and teaching methods
   i. Licensing reciprocity
   j. Program reputation
   k. Testing requirements
   l. Tuition costs and available financial aid
   m. Housing/living expenses
3. After reviewing the results of your research, narrow your list.

☐ Research testing information
1. Test dates/locations
2. Date of results notification
3. Test directions and content
4. Cost
5. Check-in with the COE Tutoring Center (HEDCO 130) for test preparation workshops

JUNIOR WINTER

☐ Schedule tests
In addition to having a report for your own records, request scores be electronically sent to each school where you are applying.

JUNIOR SPRING/SUMMER

☐ Take scheduled tests
☐ Prepare a draft of your resume

SENIOR FALL

☐ Collect graduate school applications
Request application information or research application processes online. Note deadlines and addresses for sending materials.

☐ Request copies of your transcript from the Registrar’s Office

☐ Complete final draft of resume

☐ Research recommendation letters
Provide materials to supervisors, employers, faculty members, etc. to write recommendation letters (forms, resume, stamped/pre-addressed envelopes, and submission deadline/directions).

☐ Compose application essays

☐ Request scholarship information
Request application information or research application processes online from each school where you will apply

SENIOR FALL/WINTER

☐ Submit applications

☐ Submit the FAFSA form online

☐ Submit scholarship applications to the college/university you are applying to
COE scholarship applications are due February 1 of each year

SENIOR SPRING

☐ Follow-up on institutions that you have not heard from and make your final decision

☐ Submit commitment forms and/or fees to the institution you have chosen

☐ Secure housing and transportation

☐ Attend program orientation
# UOTEACH INFORMATION

## TESTING REQUIREMENTS

<table>
<thead>
<tr>
<th>ORELA/NES Essential Academic Skills (EAS) Test</th>
<th>CONTACT INFORMATION</th>
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<tbody>
<tr>
<td>• EAS Reading (passing score is 220)</td>
<td>UOTeach Academic Program Assistant</td>
</tr>
<tr>
<td>• EAS Writing (passing score is 220)</td>
<td><a href="mailto:uoteach@uoregon.edu">uoteach@uoregon.edu</a></td>
</tr>
<tr>
<td>• EAS Math (passing score is 220)</td>
<td>541-346-1360</td>
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## CONTACT INFORMATION

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<tr>
<th>UOTeach Academic Program Assistant</th>
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<td><a href="mailto:uoteach@uoregon.edu">uoteach@uoregon.edu</a></td>
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<tr>
<th>UOTeach Program Director</th>
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<tr>
<td>Julie Heffernan</td>
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<tr>
<td><a href="mailto:jheffern@uoregon.edu">jheffern@uoregon.edu</a></td>
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## Why UOTeach?

- It is the only program in the state that embeds English for Speakers of Other Languages (ESOL) into the program, so that all students earn the ESOL endorsement along with their elementary or secondary licensure.

- Connected to the ESOL training, UOTeach emphasizes cultural awareness and social justice – we are committed to preparing teachers who seek to take on the responsibility to reach across barriers of race, sex, gender, and class to invite children to learn. Coursework emphasizes critical thinking and teaching, and considers such questions as how students learn, how culture affects the teaching and learning process, and the role of schools in either maintaining or challenging social injustice.

- Students experience a full academic year of field work in schools alongside their on-campus courses, providing plenty of opportunity to practice the innovative teaching skills learned in class.

- The basics of planning, instruction and assessment are all taught in subject-matter methods courses, rather than being in generic classes - because teaching math is different than teaching social studies.

- Courses are taught by faculty who offer both the wisdom of cutting edge research and the wisdom of successful K-12 practice.

- Many levels of support are built into the program providing students with a strong mentoring framework.
EDF STUDENT SUPPORT RESOURCES

EDUCATION STUDIES RESOURCES:

[ed.connect] is an Education Studies grass roots student group, started by students in the 2010 EdF cohort. The overall purpose of the group is to create a supportive student-led community for Education Studies students, while providing opportunities to continually address social justice issues as future educators. If you are an Educational Foundations student, you will automatically receive emails about [ed.connect] activities and meetings. Email: edcnct@uoregon.edu

COLLEGE OF EDUCATION RESOURCES:

COE Scholarships
The College of Education scholarship program provides a significant number of donor-supported awards to COE students. Most awards are from $1,000–$5,000. In 2011–12, approximately $365,000 was designated for student support. Website: education.uoregon.edu/prospective-students/scholarships

Student Academic Services
SAS provides a range of academic support services to COE students:
• Free tutoring services for COE students to promote academic success
• Workshops related to academic skills, test preparation, licensure and careers in education
• Referrals to student support services and resources on campus
Website: education.uoregon.edu/admin-unit/student-academic-services

COE Tutoring Services
Free COE tutoring services help COE students integrate effective study and learning strategies to maximize their potential for academic progress. Services are available both for undergraduate and graduate students in the College of Education.
130 HEDCO Education Building
Website: education.uoregon.edu/student-academic-services/tutoring-services

Student Diversity Affairs Committee (SDAC)
The College of Education Student Diversity Affairs Committee (SDAC) is a student-run organization devoted to bringing to light issues of diversity for students, faculty, and staff in the College of Education. SDAC works to plan and organize educational opportunities to spread awareness to students, faculty, and staff of ethnic and culturally diverse backgrounds, international students, veterans, non-traditional students, students with disabilities, and LGBTQ populations. SDAC strives to promote the strengths within our diverse student body among programs in the College of Education and in the community.
Website: education.uoregon.edu/student-academic-services/student-diversity-affairs-committee
UNIVERSITY-WIDE RESOURCES

Teaching and Learning Center:
Programs, workshops, courses, standardized test prep, tutors, and mentors are among the many resources we provide to help with educational pursuits at the University of Oregon. You will find Trio and Student Support Services information here as well. Website: tlc.uoregon.edu

Center for Multicultural Academic Excellence (CMAE)
Office of Equity and Inclusion CMAE promotes student support in retention and academic excellence for underrepresented and underserved populations.
Website: inclusion.uoregon.edu/content/cmae-home

Associated Students of the UO (ASUO)
The mission of the ASUO is to provide for the social, cultural, educational and physical development of UO students.
Website: asuo.uoregon.edu

ASUO Women’s Center
Website: pages.uoregon.edu/women/

Career Center
Resources for student jobs, skill building, career counseling and more.
Website: career.uoregon.edu/

Counseling Center
Provides students with confidential counseling and a variety of other supportive services.
Website: counseling.uoregon.edu/

Testing Center
The Testing Center administers placement tests, waiver exams, and many other tests.
Website: testing.uoregon.edu/

Accessible Education Center
Provides support to individual students and focuses on systemic change to increase accessibility and inclusivity across campus. Website: aec.uoregon.edu/

Health Center
Website: healthcenter.uoregon.edu/

International Student Association
Assists international students with the transition to U.S. culture and society.
Website: isa.uoregon.edu/

UOOUT/LGBTQA
A site created to inform, engage and connect to the UO LGBTQIA community.
Website: lgbt.uoregon.edu/

Office of Student Financial Aid and Scholarships
Provides students with information related to the funding of their education.
Website: financialaid.uoregon.edu/

Outdoor Program
Provides outdoor recreational opportunities for all students.
Website: outdoorprogram.uoregon.edu/