Radical Openness.
"When everyone in the classroom, teacher, and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful." Teaching Critical Thinking: Practical Wisdom
bell hooks —Black, Teacher, American Author, Social Activist, Feminist • 1952—present

EDUCATION STUDIES
Curriculum and Teacher Education
Master’s of Science Degree Handbook
2017-2018

uoteach@uoregon.edu
(541) 346-1360
http://education.uoregon.edu/cted
Lokey Education Building, Room 124
5277 University of Oregon
Eugene, OR 97403-5277

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.
Program Overview

The Master's Degree in Curriculum and Teacher Education (CTED) is for licensed teachers. It is designed to cover the foundations of the field of educational scholarship, while simultaneously providing considerable flexibility for students to pursue studies in their individual areas of interest.

Students in this degree program are required to complete 56 credits for the degree. This includes six courses from a menu of core courses; three from Foundations of Education, two from Teacher Professionalism, and one in the area of Research Methods.

Additionally, post-certification master's students must complete four courses in an approved area of specialization (courses used to count towards the core course requirements may not count towards this requirement). Specialization areas include, but are not limited to:

- Sociological Foundations of Education
- Cultural Foundations of Education
- Teacher Inquiry
- Educational Research methods
- Curriculum Studies
- English as a Second Language
- Pedagogy in the various subject matter areas
- Assessment
- Educational Technology
- Reading Literacy (Multicultural/Multilingual)

Students must complete four additional courses chosen in collaboration with their advisor. These can be treated as electives, can be used to secure another specialization, or can be used to deepen the initial specialization. The program is a non-thesis Master's degree, so no thesis is required.

Course and Program Summary Note, not all courses are offered each year

I. Core Courses – 24 credits, a combination of Foundational, Professionalism, and Research (est. 6-7 courses)

A: Foundation of Education Courses (choose 3)

- EDST 452/552 Equal Opportunity: Poverty (3-4)
- EDST 454/554 Equal Opportunity: Patriarchy (3-4)
- EDST 455/555 Equal Opportunity: Homophobia (3-4)
- EDST 456/556 Equal Opportunity: Colonization and Genocide (3-4)
- EDST 457/557 Equal Opportunity: Diaspora and Immigration (3-4)
- EDST 410/510 Equal Opportunity: Ecojustice Education (3-4)
- EDST 612 Foundations of Teaching and Learning (4)
- EDST 614 Cultural Context of Education (4)
- EDST 615 Technology and Education (4)
- EDST 616 Language, Power and Education (4)
- EDST 610 Curriculum Reform for a Sustainable Future (4) (when offered)
- EDLD 630 Comparative Education

B: Teacher Professionalism (use EDST 611 plus one more)

- EDST 611 The Scholarship of Teaching (4) (summer only)
- EDST 610 Curriculum Reform for a Sustainable Future (4) (summer only)
- EDLD 683 State and Local Policy Development
- EDLD 630 Comparative Education
- EDST 612-616 may substitute for one of these

C: Research Methods (1 course)

- EDUC 611 Survey of Educational Research Methods

II. Specialization Areas – 16 credits (4-5 courses in one area needed)

III. Electives – 16 credits (4-5 courses needed), including

- EDST 610 Indigenous Methodology

Further coursework may be in a chosen specialty area to deepen and enhance knowledge, or chosen from a different area to secure a second specialization.
### Study Plan Agreement

Last: __________________________  First: __________________________  UO ID#: __________________________

Endorsement Area __________________________  Other Specialization __________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Titles</th>
<th>Credits</th>
<th>Term</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong> 24 credits <em>(6-7 courses needed)</em></td>
<td>1. Foundations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Foundations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Foundations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Teacher Prof</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Teacher Prof</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Research</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Specialization 16 credits *(4-5 courses in one area needed)* | | |
|---------------------------------------------------------------|---|
|                                                               | |

| Electives 16 credits *(4-5 courses needed)* | | |
|---------------------------------------------|---|
|                                             | |

<table>
<thead>
<tr>
<th>Credits required for degree (all courses)</th>
<th>56</th>
</tr>
</thead>
</table>

I verify all course requirements for the Curriculum and Teacher Education Master’s Degree are complete.

Advisor: ___________________________________________  Date: __________________________

I agree to work toward the following plan toward successful completion of my CTED Master’s Degree.

Student: ___________________________________________  Date: __________________________
Program and Graduate School Policies - https://gradschool.uoregon.edu/policies-procedures

- All requirements for the master's degree must be completed within a seven-year time period. The seven-year time will begin with the term of admission to the master's program.

- Students enrolled in a graduate program must attend the university continuously and register for at least three credits each term until the program is completed. Up to three academic year terms of leave can be requested by submitting a Request for On-Leave Status form (https://gradweb.uoregon.edu/main/petitions/student/onleave.html).

- Students must take at least 30 credits in the major (EDST) and a minimum of 30 credits must be taken at the Eugene UO campus over at least two terms of study.

- A minimum of 24 credits must be University of Oregon graded credits.

- Students must maintain at least a 3.0 overall grade point average (GPA) in all graduate courses taken.

- Grades of D+ or lower are not accepted for graduate credit, but are computed in the GPA. A grade N in a Pass/No Pass course is not accepted for graduate credit. A grade of P must be equal to or better than a B-.

- A GPA below 3.0 at any time during a graduate students studies or the accumulation of more than five credits of N or F grades, regardless of the GPA, is considered unsatisfactory. The dean of the Graduate School, after consultation with the Education Studies department, may drop the student from the Graduate School, thus terminating the student’s program.

- Students must apply by the second Friday of the term in which they plan to earn their degrees and must be registered for at least three credits during the term of graduation. Application is completed through the Graduate School website at https://gradweb.uoregon.edu/main/exitquestionnaire/selectTerm.asp. Curriculum and Teacher Education students will receive a Master’s of Science degree and are not required to complete a thesis.

- University-wide commencement ceremonies are held at the end of spring and summer terms and students may walk in the ceremony prior to degree completion. A College of Education commencement ceremony is held after spring only. For more detail, please see https://education.uoregon.edu/dean-office/graduation.

Note: All information in this handbook is subject to change for program improvement.
Dismissal Policy for Education Studies: CTED Program

To complete the CTED you must:

Complete all coursework, maintaining a GPA of 3.0 or above at all times, with no more than five credits of N or F grades. Show behavior that is in line with the Student Conduct Code; OAR 571-021-0100 to 0250.

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, and 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.

1. When a candidate’s performance in coursework or fieldwork shows serious deficiency, an instructor or supervisor, in collaboration with the Director of Master’s Degree Programs, will notify the candidate in writing, with a copy to the Department Head. The letter will include:
   a. A description of the issues of concern
   b. A description of prior efforts to address each issue
   c. A plan for addressing each issue
   d. The criteria for determining whether the issues have been remedied
   e. A reasonable timeline for remedy of the issues

2. In the event that the candidate fails to make adequate progress after Step 1, the Director of Master’s Degree Programs will meet with the student to consider appropriate steps. After that meeting, the Director of Master’s Degree Programs will notify the candidate and the Department Head, in writing, of the Director’s decision. Options include but are not limited to: retaking courses or dismissal from the program.

3. When this process results in a decision to dismiss a candidate from the program, the Department Head will send a letter to that effect to the Associate Dean of the College of Education (COE).

4. All COE and University procedures regarding student grievance rights apply throughout the dismissal procedures described here.
Financial Aid

The Financial Aid Office is located in room 260 of Oregon Hall. The phone number is (541) 346-3221 and the website is http://financialaid.uoregon.edu/. The UO Financial Aid Office offers information on needs and non-needs based forms of funding, as well as university, state, and national scholarships.

UO Financial Aid Office Hours
Monday-Thursday: 8:00AM-5:00PM
Friday: 9:00AM-5:00PM

Counselor Drop-in Hours
Mon, Tues, Wed & Fri: 9:00 am-4:00 pm
Thursday: 9:00 am-3:00 pm

College of Education 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. More information can be found on the main scholarships page at https://education.uoregon.edu/dean-office/scholarships.

2016-17 Application deadline January 30, 2016
Application & FAQs http://scholarships.uoregon.edu/

For scholarship application questions, please contact Andrea “Dre” Olson in the Office of College Advancement, andreao@uoregon.edu or 541-346-5943.

NOTE: New and incoming students not yet accepted into a program at the time of the deadline should still submit their scholarship application for consideration, pending acceptance into the program.

Campus Transportation & Parking

The Department of Parking and Transportation supports students, faculty, staff, and visitors with accurate information about visiting and parking on the University of Oregon campus. Whether you need to buy a permit, find a map of specific parking lots, pay a citation, or find alternative transportation, this is the first place to start.
Problem Solving & Complaint Process: UOTeach
When possible, students with issues related to their UOTeach experience should first attempt to work with UOTeach, the College of Education or the Graduate School’s support services.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Contact</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty concerns</td>
<td>Educational Studies Department Head Edward Olivos</td>
<td>124 Lokey Education Bldg (541) 346-2190</td>
</tr>
<tr>
<td>Personal, peer, professional concerns</td>
<td>UOTeach Program Director Julie Heffernan</td>
<td>124 Lokey Education Bldg (541) 346-6738</td>
</tr>
<tr>
<td>Admissions and administrative concerns</td>
<td>UOTeach Academic Program Asst. Amy Harter</td>
<td>124 Lokey Education Bldg (541) 346-1360</td>
</tr>
<tr>
<td>Field placement concerns</td>
<td>Practicum Placement Coordinators</td>
<td>124 Lokey Education Bldg (541) 346-8034 (541) 346-8038</td>
</tr>
<tr>
<td>Graduate School</td>
<td>Degrees: 346-2199</td>
<td>170 Susan Campbell Hall <a href="mailto:gradsch@uoregon.edu">gradsch@uoregon.edu</a></td>
</tr>
<tr>
<td>Personal, peer, professional concerns</td>
<td>UOTeach Program Director Julie Heffernan</td>
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<td>170 Susan Campbell Hall <a href="mailto:gradsch@uoregon.edu">gradsch@uoregon.edu</a></td>
</tr>
</tbody>
</table>

Problem Solving & Complaint Process: University of Oregon
Students have the right to a quality learning experience that is safe and supportive. Any type of harassment that prevents the student from learning is against the values of the university. UO protects the rights of all students of any race, background, status or identity. There are a variety of resources available to University of Oregon graduate students. If you know someone who is feeling any form of bias, harassment or any related complaints, please contact the following services:

<table>
<thead>
<tr>
<th>Contact</th>
<th>Issues/Concerns</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>UO Police 2141 E. 15th Ave. Safe.uoregon.edu</td>
<td>Protection and Transportation; first contact if student is imminently suicidal or threatening harm to others.</td>
<td>(541) 346-2919 (non-emergency) Emergency: 911 Open 24 Hours/7 days/week safetyweb.uoregon.edu/</td>
</tr>
<tr>
<td>Office of Student Advocacy EMU, Room 334</td>
<td>OSA helps students resolve their problems with the university by clarifying issues, identifying available resources and avenues for resolution, and assisting in preparation of grievances and petitions.</td>
<td>(541) 346-3722 <a href="mailto:OSA@OfficeofStudentAdvocacy.org">OSA@OfficeofStudentAdvocacy.org</a> officeofstudentadvocacy.org</td>
</tr>
<tr>
<td>Conflict Mediation Services Dean of Students 164 Oregon Hall</td>
<td>CRS offers impartial and confidential services for working through difficulties / conflicts, making decisions, or planning for the future. Services are free for the UO community.</td>
<td>(541) 346-0617 <a href="mailto:crs@uoregon.edu">crs@uoregon.edu</a></td>
</tr>
<tr>
<td>Dean of Student Services, Office of the Dean of Students 164 Oregon Hall</td>
<td>Having trouble or complaints with academic policy or student misconduct issues? You can file a complaint online via the conduct report: uodos.uoregon.edu/StudentConductandCommunityStandards.aspx</td>
<td>541-346-3216 <a href="mailto:uodos@uoregon.edu">uodos@uoregon.edu</a></td>
</tr>
<tr>
<td>Office of Student Advocacy EMU, Room 334</td>
<td>OSA provides advice to students who are having problems related to their university experience.</td>
<td>(541) 346-3722 <a href="mailto:OSA@OfficeofStudentAdvocacy.org">OSA@OfficeofStudentAdvocacy.org</a></td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>SLS provides professional legal assistance to UO students on a variety of off campus legal issues.</td>
<td>(541) 346-4273 <a href="http://blogs.uoregon.edu/legalservices/services/">http://blogs.uoregon.edu/legalservices/services/</a></td>
</tr>
<tr>
<td>UO Counseling Center</td>
<td>UCTC provides individual counseling, group counseling, crisis support, and workshop programming. <strong>White Bird Clinic</strong>, 24 hours Crisis Line (541) 687-4000</td>
<td>(541) 346-3227 After-Hours Support 346-3227 <a href="http://counseling.uoregon.edu/">http://counseling.uoregon.edu/</a></td>
</tr>
</tbody>
</table>
Professional Communication Guidelines

In the field of Education, you have a professional image to uphold and how you conduct yourself online impacts this image.Instances of misconduct, engaging in inappropriate dialogue about schools and/or students or posting pictures and videos of individuals engaging in inappropriate activity online can result in disciplinary action. Guidelines for use of technology are as follows:

Cell Phone and Text Messages

1. Turn your cell phone off. If you need to have your cell phone on, set it to vibrate.
2. Let your cell phone calls go to voice mail.
3. Refrain from checking and responding to messages while at your practicum site.
4. Use of your cell phone should be reserved for important calls and messages only.

If you need to make a phone call, wait until you have a break and then find a private place to make the call.

Educational and Social Networks

1. If using an educational network at your practicum site, find out what the district and school policies are and comply with them.
2. Do not post photos or videos of students without written parent or guardian permission.
3. Do not accept students as “friends” on personal social networking sites.
4. Decline any student-initiated “friend” request and discourage online “friendships” with students.
5. Remember, “friends” have the ability to download and share your information with others.
6. Never discuss students, teachers, or staff, or criticize school policies or personnel.
7. Post only what you want the world to see. Once you post something, it may be available even after you have taken it down.

As an educator, you are expected to use appropriate language and demonstrate a professional demeanor in all written communication with classroom teachers, parents, and university supervisors. Assume you will be google searched during the hiring process. This includes all written (email and text messaging) and verbal communication, including phone conversations. Guidelines for the use of email, text messaging, and cell phones at your practicum site are as follows:

Email

1. Email should be used primarily to schedule meetings and for short updates. A telephone call or personal conversation can do wonders in resolving difficulties. Complicated issues should be discussed in a face-to-face meeting.
2. Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar or punctuation conveys a poor impression on you. Use the spell feature that accompanies your email program.
3. Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
4. Get your most important points across quickly.
5. Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
CTED Master’s Program
Educational Studies, College of Education
Lokey Education Building, Room 124
5277 University of Oregon, Eugene, OR 97403

uoteach@uoregon.edu
(541) 346-136

education.uoregon.edu/uoteach
Join Us @