
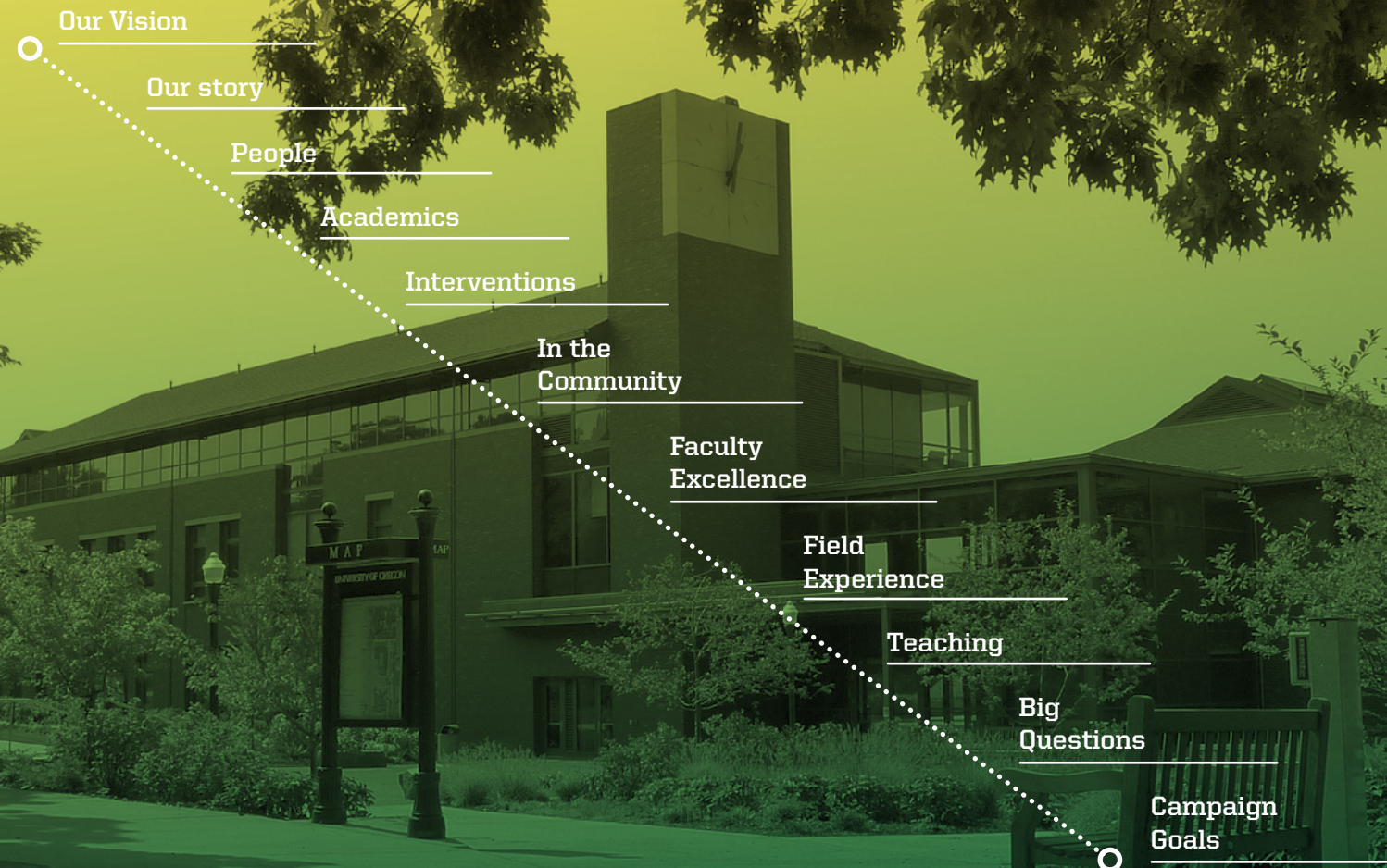


The passionate
exploration of
human potential 

COLLEGE OF
EDUCATION
Making Educational and Social Systems Work for All.

education.uoregon.edu





Rewarding passion with urgency

Children cannot afford a bad day, bad hour, or bad lesson at school. We work as though we are in a race against illiteracy, innumeracy, and inequity. Our faculty have been winning the race to help all children, including our most vulnerable populations, succeed in all aspects of their lives. We win by conducting research that results in the development and dissemination of new methods, measures, and models. We win by preparing tomorrow's educators, clinicians, and counselors to deliver state-of-the-art services to children, youth, adults, and families both on campus and in their communities.

The question is, are we the turtle or the jack-rabbit in this race? In the fairy tale, slow and steady wins. In the real world, it doesn't. That's where you come in. Passionate people won't wait - not when there's so much work to be done.

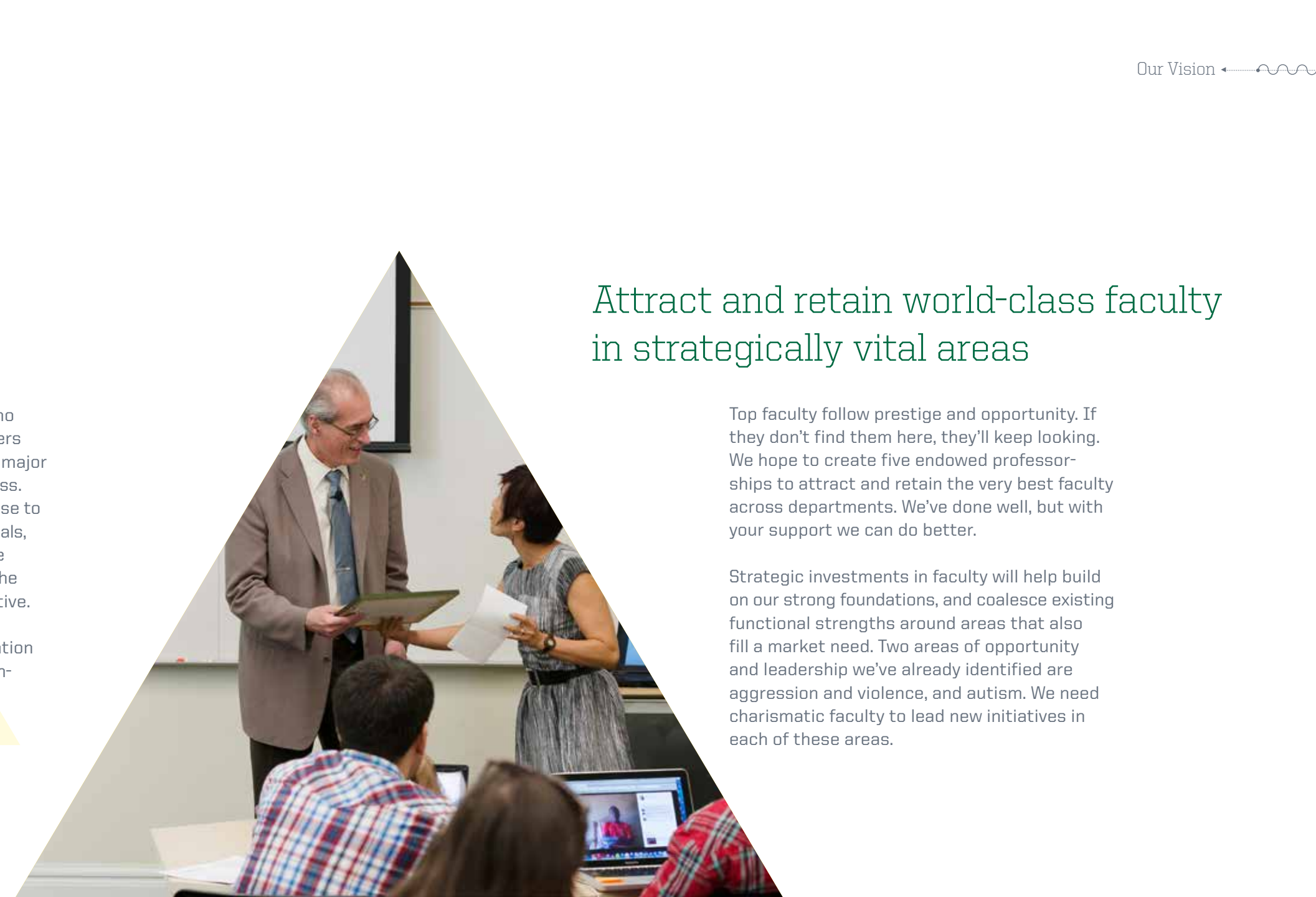
There are three ways you can help supercharge the COE: increase access for students, attract and retain the best faculty in strategically vital areas, and expand the scope and prominence of our clinical services.





Increase access for students

Fun fact: 0 percent of the COE students who choose education or human-services careers are in it for the money. But name your COE major and it costs the same as a major in business. That's a problem. Bright students who choose to become teachers, human-service professionals, clinicians, or researchers stand to advance their fields while representing the UO and the COE well. But they need some added incentive. You can substantially increase scholarship support for these students so each generation of researchers and scholars is more accomplished than the last.



Attract and retain world-class faculty in strategically vital areas

Top faculty follow prestige and opportunity. If they don't find them here, they'll keep looking. We hope to create five endowed professorships to attract and retain the very best faculty across departments. We've done well, but with your support we can do better.

Strategic investments in faculty will help build on our strong foundations, and coalesce existing functional strengths around areas that also fill a market need. Two areas of opportunity and leadership we've already identified are aggression and violence, and autism. We need charismatic faculty to lead new initiatives in each of these areas.

Expand the scope and prominence of our clinical services

You may or may not know that the COE is home to, or has breathed life into, a number of working clinics where our decades of research impacts people in need. On campus, we have the Center for Family Therapy, the Speech-Language-Hearing Center, and the CTL Reading Clinic. Others include the Child and Family Clinic, Child Development Rehabilitation Center (in collaboration with Oregon Health Sciences

University), Early Childhood CARES – Lane County, University Center for Excellence in Developmental Disabilities (UCEDD), and Early Autism

Research and Learning for the Young Child (EARLY).

That got us thinking: What if we established the educational-services equivalent of a teaching hospital right here on the COE campus? We are better poised than other COEs to create a unit that allows the public to receive services from our superb students under the supervision of our esteemed faculty. The underpinnings are there and the work is already being done, but in a limited and relatively discreet way. We'd like to endow our existing clinics and expand services to close the translational gap between research and practice by offering scientifically sound services directly to individuals and their families.

Better diagnosis of Autism Spectrum Disorder (ASD) has led to a startling realization: It's more widespread than we ever thought possible - in Oregon and across the Northwest. Considering this fact, a COE-based ASD center could serve

as a regional hub for family-focused service provision and clinical research. The large autism centers on the west coast are at UCLA, UC Davis, and the University of Washington. Although OHSU has a focus on child diagnostic evaluations and providing medical care to children and families, NOBODY (except UO) has expertise in school- and community-based programs to serve children and families affected by ASD. There is a startlingly large unmet need for ASD services in Oregon, so much so that Governor Kitzhaber in 2009 created the Oregon Commission on Autism Spectrum Disorder, ostensibly to "develop appropriate, collaborative and timely supports and services across the lifespan." Our vision is to hire both a skilled clinic director and a staff of two skilled doctoral-level students to assist. ■

If you stripped away all the jargon, the data, and the fancy degrees from the College of Education, you'd be left with super smart, passionate and dedicated people who recognized in themselves the abiding need to help people of all ages, especially kids, reach their full potential. Seeing people overcome challenges is why we get up in the morning. But there's always a better way, and together, we'll find it. We must. The stakes are too high.



The passionate pursuit of the possible

Next time you meet a COE student or professor, ask what they care about most. But make sure you aren't trying to get home with a quart of ice cream, because they gladly will indulge your curiosity. They'll be happy to tell you what they're doing or studying, and why it matters. If you give them the time, you'll walk away with two things: an appreciation of how intensely that person cares about helping people realize their full potential, and a quart of melted ice cream.

The University of Oregon College of Education is in the people business. There is a real urgency to the work we do, whether it's improving literacy assessments or helping special-needs children transition to adulthood. Why the urgency? Because successful outcomes for children and families can't wait until tomorrow.



Shoshana Kerewsky

At the spring 2014 COE faculty/staff meeting, Shoshana Kerewsky, the witty and passionate director of the Family and Human Services Program, said she was raising money to help students afford a trip to Central America in 2015 to participate in our Service-Learning Program's Courts for Kids project - the same reason she led a trip to the Dominican Republic earlier that winter. As an incentive, top donors would have the opportunity to dictate the terms of her summer hairstyle. Everything was on the table, she said, and so her commitment to her students took the form of a snow-cone colored mohawk.





Our people are people people

We're only called the "College of Education" because "College of Education, Counseling, Clinical and Social Services, and Field-Leading Research" was too hard to fit on a business card. When many people think of us, they think of how we teach teachers. You bet we do, and it's critical to our mission, but if you stop there you'll miss a lot. Heck, most of us have to check our own website just to remember everything that goes on here.

People are messy and flawed. Whether it's genetic, physical, circumstantial, psychological or socio-economic, barriers to success are a fact of life. Some people overcome these barriers on their own. Most will need help to find success, however they define it for themselves. Sometimes we *are* that help, such as the counseling we offer on a sliding-fee scale at

the HEDCO clinic or Early Childhood CARES' work guiding young families to the help they need. In other instances, we are the research that *informs* the help, like how the Prevention Science Institute's models of behavior predict and influence outcomes for at-risk youth.

Our mission is "Making educational and social systems work for all." This is because systems often favor some over others. People who don't "fit" in an educational or social system or construct must learn how to function and succeed outside the system or on its margins unless someone helps the system adapt to their unique needs. We educate, hire, and empower those someones.



A preparatory academy for awesomeness

Academics at the College of Education are rigorous, highly selective, and highly ranked. Our Special Education program has been ranked No. 3 in the nation for 15 years running, and along with doctoral programs in school psychology, we have the top-ranked graduate programs at the UO. Our inclusive class models create tightly knit communities of students who influence each other's success.

Degrees, licensures, and endorsements

Undergraduate Degree Programs

- Communication Disorders and Sciences (BA/BS)
- Educational Foundations (BA/BS)
- Family and Human Services (BA/BS/BEEd)
- Special Education (minor)

Master's Degree Programs

- Communication Disorders and Sciences (MA/MS/post-baccalaureate)
- Couples and Family Therapy (MS)
- Curriculum and Teacher Education (MA/MS)
- Educational Leadership (MS)
- Sapsik*wałá Project (MEd)
- School Psychology (MS)
- Special Education (MA/MS/MEd)
- UOTeach (MEd and ESOL endorsement)

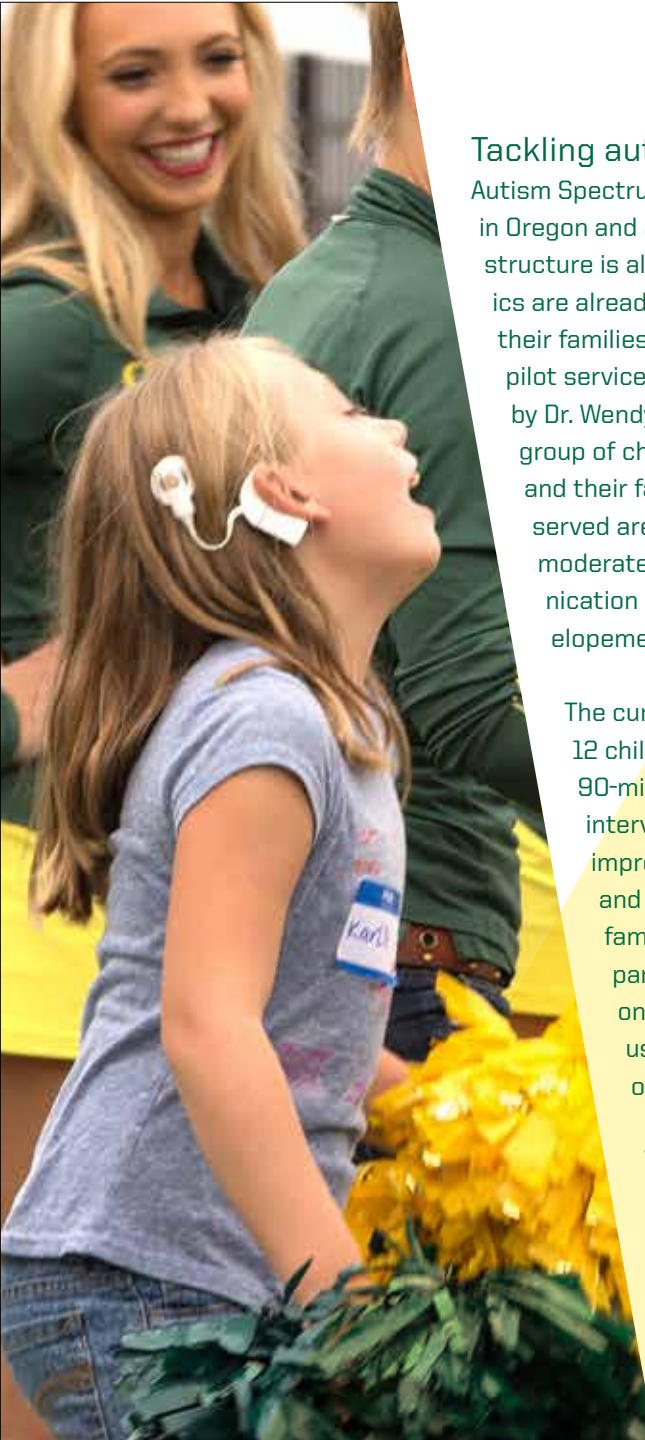
Doctoral Programs

- Communication Disorders and Sciences (PhD)
- Counseling Psychology (PhD)
- Critical & Sociocultural Studies in Education (PhD)
- Educational Leadership (PhD, DEEd)
- School Psychology (PhD)
- Special Education (PhD)

Licensures and Endorsements

- Curriculum and Teacher Education Endorsements
- Administrator Licensure (initial/continuing)
- Reading Endorsement (literacy leadership and multicultural/multilingual)
- Special Education Endorsement (K-12, early intervention, or endorsement only for current teachers)

Updated March 2015



Tackling autism at UO

Autism Spectrum Disorder (ASD) is a huge problem in Oregon and around the world, but the support structure is almost nonexistent. Several of our clinics are already expanding services for children and their families. For example, a nascent ASD-specific pilot services project has been created at the UO by Dr. Wendy Machalicek. The project serves a small group of children with autism spectrum disorder and their families for only a half day per week. Those served are typically preschool age and exhibit moderate to severe impairments in social communication and serious challenging behavior such as elopement, aggression, and self-injury.

The current waiting list includes 11 families with 12 children. Current families participate in weekly 90-minute center visits to acquire new skills in intervention to increase functional communication, improve age-appropriate play and self-help skills, and decrease challenging behavior that disrupts family routines. Following each center visit, families participate in weekly 90-minute home visits focused on supporting parents and other family members to use the strategies learned at home during naturally occurring routines.

This pilot project provides a glimpse of the types of services that could be provided by the COE on a larger scale. You've already seen how this unmet need aligns with our vision.



Interventions: Keeping kids on track

An intervention is a course correction. It is a process by which barriers to success are lowered, circumvented or removed altogether. The COE plays a role in every step of this process, from birth to adulthood. We collaborate with community partners and each other to positively influence outcomes for kids and families.

Recognize and acknowledge the barrier.

My 3-year-old is unusually withdrawn. Is there something wrong with him?

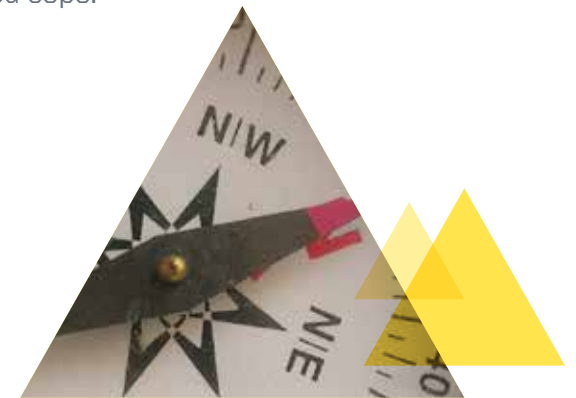
Diagnose the barrier. He has many of the signs of Asperger's Syndrome, a condition on the autism spectrum.

Provide counsel and guidance. You're not alone. We will help your family tackle this. Here's what we know to be effective.

Be part of the solution. Our research has shown these techniques to be effective. It won't be easy, but here's what you should expect.

Provide a continuum of support into adulthood. We're entering a new phase of his development. Let's make sure it continues to go well. Here's a new set of resources.

Be there for families. We know how this has affected your relationship with each other and your other children. Here are some strategies to help you cope.



Big ripples in an ever-growing pond

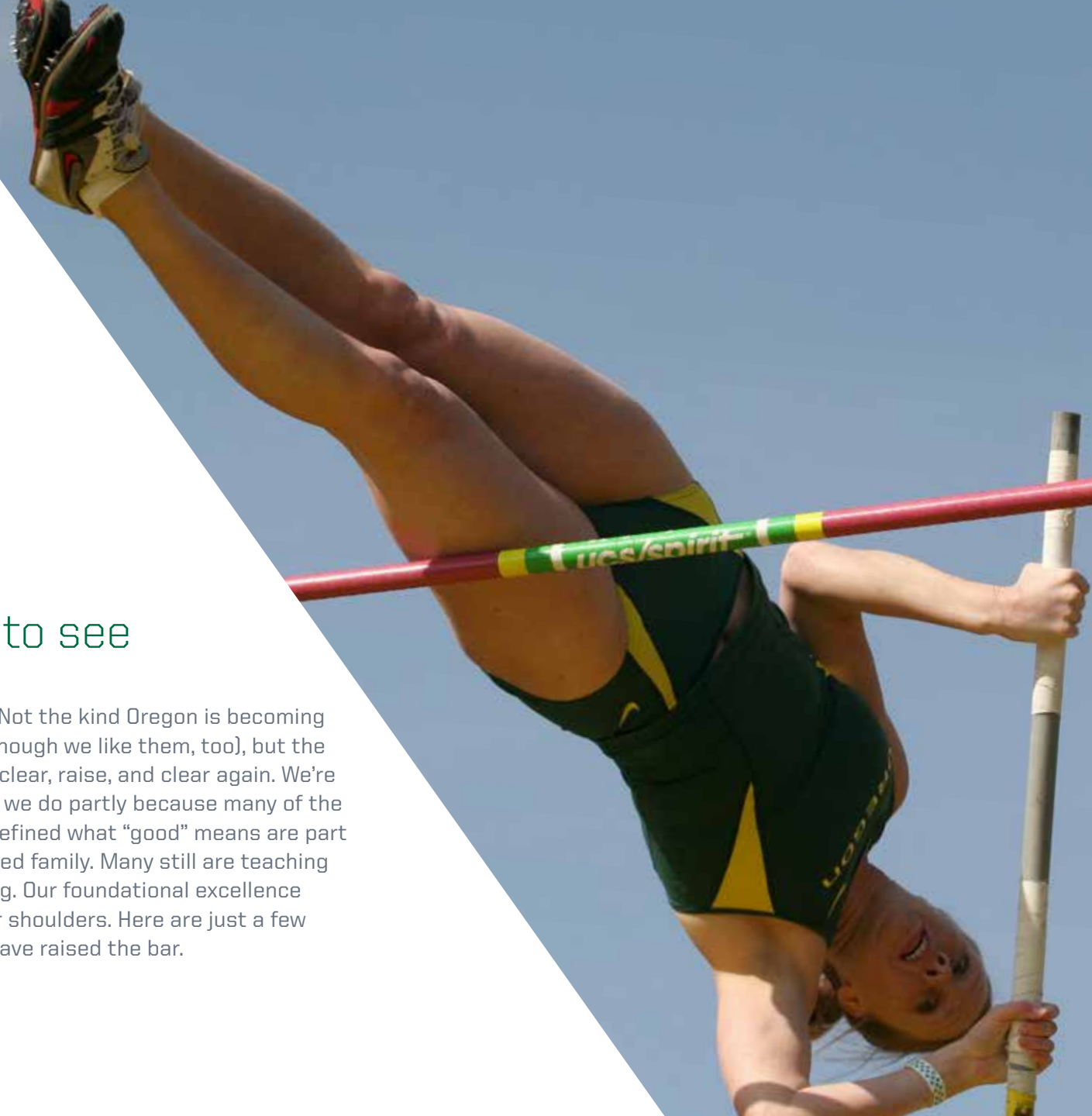
We are in the right place at the right time. The phrase, “Act locally, think globally” is exactly how we think about the world and our place in it. Oregon’s history of social- and civic-mindedness make it a great place to study, live, work, and recreate. On a local scale, Lane County serves as a great canvas on which to paint. Geographically large and economically diverse, with a variety of rural and urban settings, it is the perfect place to bring ideas to life. Many of those ideas become innovations that touch millions of people around the nation, and increasingly, the world.

- 90by30 is a research-driven grassroots effort to reduce child abuse in Lane County, Oregon 90 percent by 2030. The effort is led by **Jeff Todahl**, whose Center for the Prevention of Abuse and Neglect is one of the COE’s newest outreach units.
- **Dan and Valerie Close** are helping officials in Saudi Arabia learn how to build more inclusive schools. They’ve done similar work with the governments of India, Ukraine, Bangladesh, and Laos in recent years.
- Each year around Valentine’s Day, master’s students in **Couples and Family Therapy** host the Relationship Check-In, offering free counseling sessions to individuals, any and all relationship types, couples, and families. Some 60-80 community members participate in this service.



A bar too high to see

We like bars. Not the kind Oregon is becoming famous for (though we like them, too), but the kind you set, clear, raise, and clear again. We're good at what we do partly because many of the people who defined what "good" means are part of our extended family. Many still are teaching and publishing. Our foundational excellence rests on their shoulders. Here are just a few faculty who have raised the bar.



Jerry Tindal
Director of Behavioral Research and Teaching, and a widely cited expert on educational assessment and measurement. He also is in better shape than you, or anyone you know.



Charles Martinez
Department head for Educational Methodology, Policy, and Leadership. He sits on the Oregon State Board of Education and leads many of the college's efforts related to diversity, equity, and cultural issues.



Beth Stormshak
Her research focuses on risk factors in early childhood and adolescents, and how those factors come to bear on problem behavior later in life. She is the director of the Prevention Science Institute.



Jane Squires
Developed the Ages and Stages Questionnaire, the most frequently used developmental screening instrument in the world. It helps more than a million parents per year accurately and inexpensively evaluate their children's development.



Yong Zhao
Director of Global and Online Education and the UO's first Presidential Chair. His belief in the importance of creativity and entrepreneurship in global education have cemented his position as one of *Education Week's* Top 10 Most Influential Edu-Scholars.

Stormshak will lead the Health Promotion, Obesity Prevention and Human Development Cluster of Excellence, part of a UO-wide faculty hiring initiative to create multidisciplinary teams across departments and colleges. Connie '84 and and Steve Ballmer recently pledged \$50 million to the UO, \$20 million of which will fund Stormshak's cluster. The five new faculty members will all support UO's prevention science efforts, with a particular focus on obesity prevention and health promotion.



Judy Newman
Co-director and founder of Early Childhood CARES, which provides early childhood intervention and special education to more than 1,300 children each year who have developmental delays or disabilities.



Rob Horner
Leads both Educational and Community Supports, a research unit focused on helping individuals with disabilities and their families, and Positive Behavior Intervention Supports, a program at work in more than 500 Oregon schools.

We're out there

The cornerstone of a COE education is practical, useful experience. When they're not studying, our students are out there getting their hands dirty. This legacy of doers and the strength of our relationships with area schools and agencies has created a raft of opportunities for current students and graduates. No other college at the UO enjoys such symbiotic relationships with the greater Eugene community.

The **Communication Disorders and Sciences program** requires two full-time externships. All master's students will spend their last two terms in the program in full time placements, one in a **medical setting** and one in a **school setting**.

45 students were placed in

- 15 hospitals
- 1 skilled nursing facility
- 2 clinics
- 20 school districts
- 1 early intervention agency.

These placements involved the support of

62 community Speech Language Pathologists in 7 states and 2 foreign countries, during 2014.



The **Service-Learning Program** introduces many non-COE students to teaching by placing volunteers in area schools like Fairfield Elementary for after-school programs and general classroom assistance.

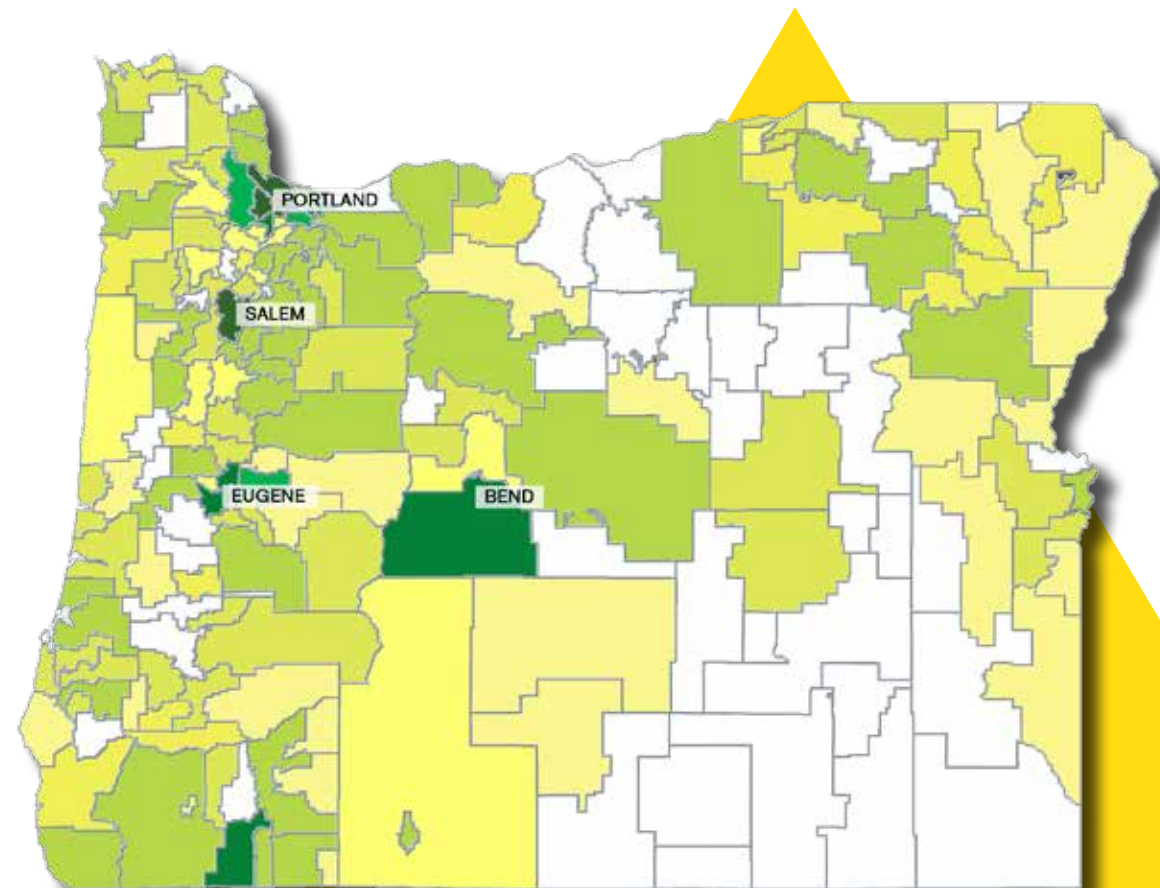
Since 1998, **Family and Human Services (FHS)** students have poured more than

807,000 hours of field work into the greater Eugene area and Lane County, equivalent to some

\$18.2 million in services.

Undergrads in Educational Foundations

will put in **120** hours of field experience - an exceptional amount of real-world experience for a pre-licensure education program.



District enrollment (2013)

- 0-249
- 250-499
- 500-1,499
- 1,500-4,999
- 5,000-9,999
- 10,000-14,999
- 15,000-24,999
- 25,000 or more

COE-developed research innovations

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Family Check-Up (FCU)
- Positive Behavior Intervention Supports (PBIS)
- Youth Transition Program (YTP)
- EasyCBM

This map shows the school districts in Oregon that use one or more of these COE-developed research innovations:

Since 1910, the University of Oregon College of Education has worked to support schools in Oregon, the Pacific Northwest, the nation, and beyond. Our research has led to the creation of systems and processes that set the standard for evidence-based, practical tools to address behavioral issues, facilitate instructional decision making, evaluate literacy, and help at-risk or students with disabilities achieve their full potential.



The noble craft of teaching

Teachers are overworked, underappreciated, and woefully underpaid. Everyone knows this. While the national conversation is mired in talks about standards, assessment, accountability, and funding, they go about the business of giving young people the tools to succeed. They are caught between competing priorities while theirs couldn't be clearer. If colored pencils or protractors or smiley-face stickers aren't in the budget this year they'll pay for them out of their own pockets.

Why would anyone choose this for themselves?

Because no other profession affords more opportunities to help kids discover their best selves. Teaching is a calling, and every year we welcome a new UO Teach cohort who can't imagine themselves doing anything else. Teacher preparation is the reason there *is* a College of Education at the UO, and over the course of the past 105 years we've consistently produced the smartest, most inspiring, best-prepared teachers in Oregon while quickly adapting to shifts in pedagogy, technology, and culture. We want to help restore value and prestige to the craft. Our communities need to be as proud of our teachers as we are.





How we “if”

The COE engages in possibility thinking. We see what *can* or *should* be through an intimate understanding and insightful criticism of what *is*. Educational and social change, if they come about at all, come about slowly. Overcoming such inertia requires passion and tenacity, but above all, it requires a fervent belief in the possible. In potential. There’s that word again.

Some of the questions we are working to answer RIGHT NOW:

- **What if** girls and students of color were just as interested in computer science as white males?
- **What if** we could severely curtail obesity and addiction through well-timed interventions with at-risk kids?
- **What if** we leveraged our expertise in social systems and equity to impact the Central American refugee crisis?
- **What if** we brought all our clinics together to become the most prominent provider of educational services in the Northwest?
- **What if** we were the first COE to require a research experience of all students, undergraduate and graduate?



Increase access for students

▶ **\$8.5 million**

Needs-based Undergraduate Scholarships

\$250,000 current funds \$2,500,000 endowment funds

Merit-based Undergraduate Scholarships

\$250,000 current funds \$2,500,000 endowment funds

Recruitment of Doctoral Research Fellowships

– current funds \$3,000,000 endowment funds

Attract and retain world-class faculty in strategically vital areas

▶ **\$18 million**

Endowed Faculty Positions

\$10,000,000 endowment funds

UO Autism Center Director

\$4,000,000 endowment funds

Prevention of Youth Violence Center

\$4,000,000 endowment funds

Expand the scope and prominence of our clinical services

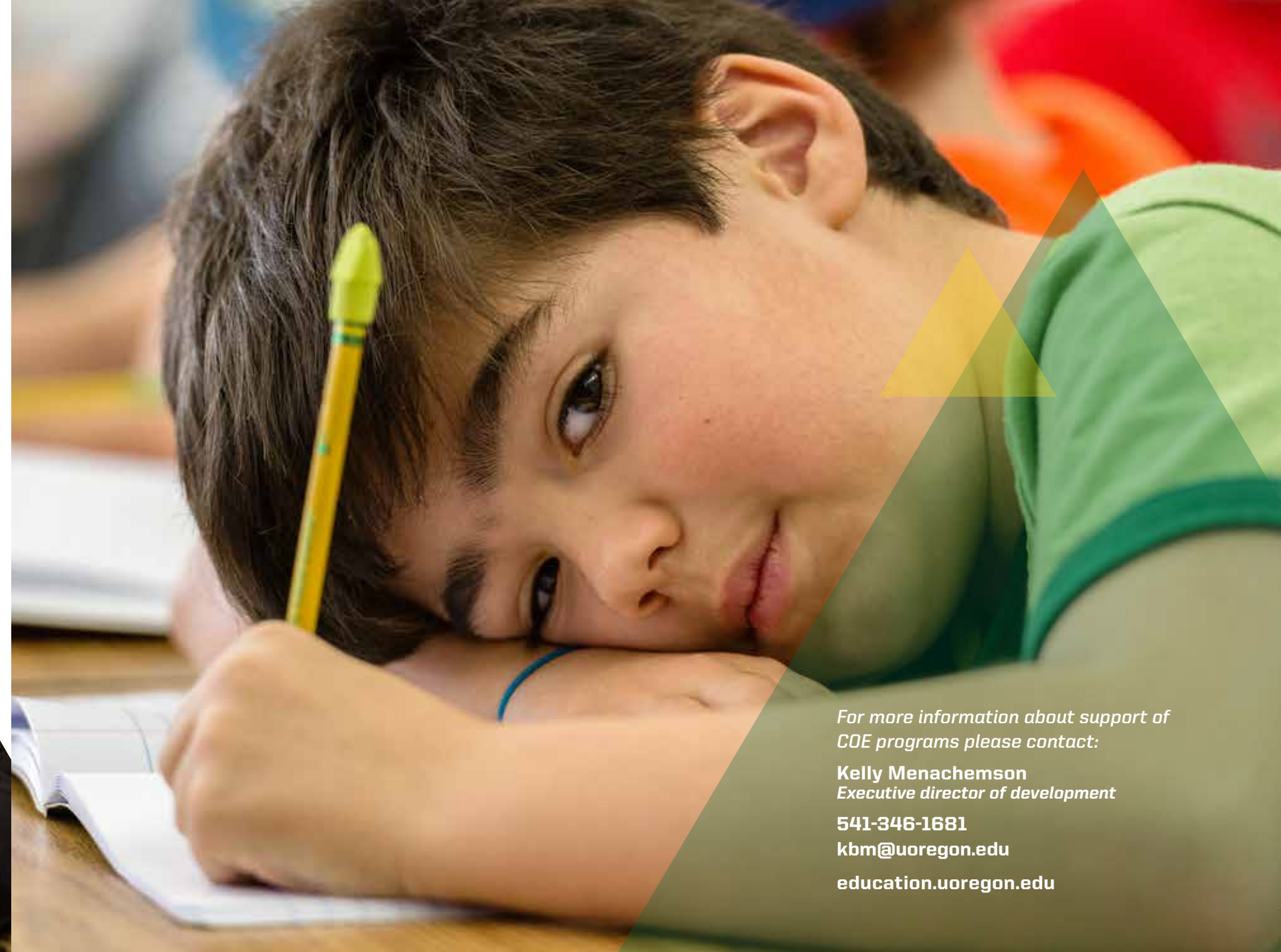
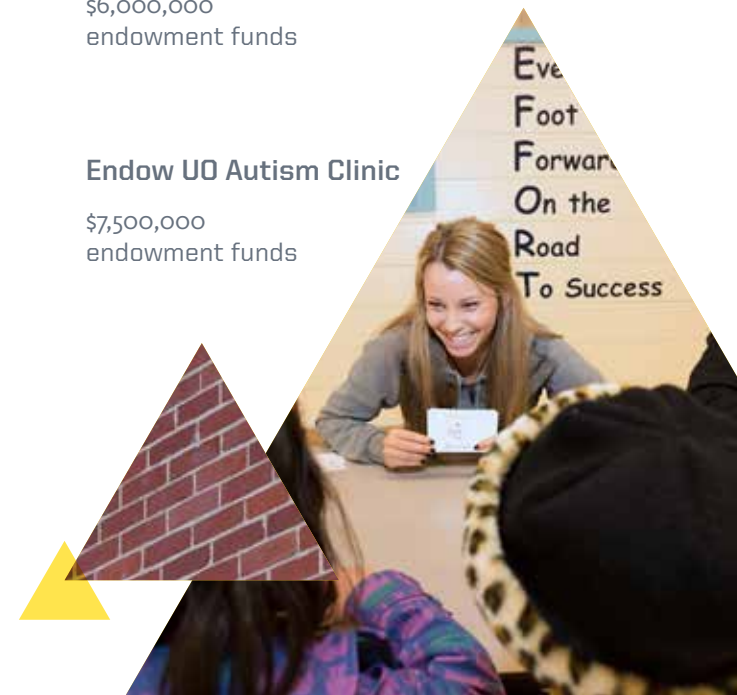
▶ **\$13.5 million**

Endow HEDCO Clinic

\$6,000,000 endowment funds

Endow UO Autism Clinic

\$7,500,000 endowment funds



For more information about support of COE programs please contact:

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