

**Proposal for the Initiation of a New Instructional Program
Leading to an Undergraduate Major in Educational Foundations**

University of Oregon
College of Education
Department of Educational Studies

Description of Proposed Program

1. Program Overview

a. Proposed CIP number*: 13.1399 Teacher Education and Professional Development, Specific Subject Areas, Other.

CIP 13.1399 code definition: Any instructional program in teacher education, specific academic and vocational programs not listed above.

b. Overview of proposed program:

The University of Oregon Undergraduate Degree in Educational Foundations is a pre-professional degree, designed to make its graduates competitive for admission into Masters level teacher certification programs in Oregon and around the country. The proposed program addresses critical needs in the preparation of teachers by focusing on:

- Mathematics and science content knowledge preparation,
- Critical examination of political, cultural and social issues in education,
- Uses of technology as a vehicle, rather than obstacle, to equal access to education.

The program serves the state of Oregon by preparing students with an emphasis in an area of high need: mathematics and science subject matter. The program provides students with a robust education in the fundamentals of science and mathematics, as well as a foundation in reading instruction, child development, and a preparation to teach other subject areas. Students interested in an education pre-professional curriculum that does not include an emphasis on mathematics and science should pursue a degree in another major and include key educational courses required for admissions in their course of study. In keeping with the mission of the Department, the College, and the University, the Undergraduate Degree in Educational Foundations emphasizes the need for critical reflection on issues of human, social, and cultural diversity.

This major will replace the current undergraduate majors offered in Teaching and Learning. The faculty is revising the existing curriculum to reflect their scholarship and the needs of a changing student demographic in the State of Oregon. The changes being proposed are comprehensive and therefore require review and approval as a new degree. The existing degree and courses will be terminated.

c. When will the program be operational, if approved?

If approved, this degree program will begin enrolling students in Fall 2008.

2. Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan

a. What are the objectives of the program?

The proposed undergraduate program has three objectives: (a) to address the need for elementary teachers with stronger preparation in mathematics and science, (b) to prepare teacher candidates who can effectively support students with diverse backgrounds and (c) to create a coherent and rigorous undergraduate major in education that will address limitations and redundancies in the current undergraduate major and specializations.

Objective 1: Address current teacher shortages in mathematics and science

Mathematics and science teaching often get neglected in elementary classrooms in favor of an emphasis on literacy and reading. The proposed undergraduate major will address this imbalance by having an increased emphasis on science and mathematics education preparation. Science and mathematics course requirements, similar to those of the undergraduate Elementary Education Math and Science Pathway, have been added for elementary education students (see Table: Comparison of Current and Proposed Undergraduate Curricula). The proposed program will graduate more students with strengths in the area of mathematics and science education, who will then enter elementary teacher licensure programs.

Objective 2: Prepare teacher education candidates who can support students in demographically diverse schools

Public schools in Oregon and throughout the nation report student populations that are increasingly diverse politically, socially and economically. The proposed undergraduate program will seek to graduate students who are prepared to support culturally diverse student populations. In addition, the proposed program will afford undergraduates opportunities to look critically at the ways in which technology can deny or promote marginalized students access to educational opportunities.

Objective 3: Create a coherent and rigorous undergraduate major in education

The proposed undergraduate major will replace and consolidate two overlapping programs within Teacher Education. The present programs are confusing to students, inefficient, and lack a coherent theoretical foundation. One of the present programs is a traditional undergraduate degree program that focuses on general education and results in a bachelor's degree in Educational Studies. Students select one of three specializations: Early Childhood, Elementary or Special Education. The other program, Integrated Teaching (IT), is cohort-based with more competitive admissions. The IT Program includes all of the course work of the Educational Studies degree plus additional coursework on special education and teaching methods. Students in the IT Program earn a bachelor's degree and then advance to a 5th year of graduate work. Upon completion of the graduate year of study, students earn an initial teaching license and a master's degree. The proposed undergraduate program will improve upon the existing programs by updating the curriculum to reflect the current scholarship and research on education. In the proposed curriculum, the cohort program, IT, that integrates coursework on special education and elementary education is eliminated (although it is still possible for individual students to undertake this course of study through judicious use of electives). The core content of a pre-certification education degree is retained. However, the content is distributed differently across courses in order to provide a more coherent and predictable degree experience for students (see section 3a. below and attached Table: Comparison of Current and Proposed

Undergraduate Curricula). The overall Educational Foundations degree title is being retained.

Initial estimates are that the new program will enroll approximately 80 students per year, the same number of students currently enrolled in the two existing programs. This number may increase or decrease depending on departmental funding and the demand for teachers in the state.

b. How does the proposed program support the mission and strategic plan of the institution(s)? How does the program contribute to attaining long-term goals and directions of the institution and program?

These University of Oregon priorities continue from year to year: the education of our students, undergraduate and graduate, the creation and promulgation of research and scholarship in support of that education and in support of the intellectual infrastructure of Oregon and the larger world it is part of, and service to our communities--local, regional, national, and international. The new Provost, Linda Brady, put forth several additional academic priorities this year to complement these overarching university goals. Two of these priorities, Academic Quality and Diversity are specifically supported by the proposed program. In response to Provost Brady's request to review academic and administrative efforts to improve academic quality in our programs, the proposed program improves upon existing programs by updating the curriculum with a focus on academic quality and current research, and preparing teachers to meet the current needs of students in Oregon schools and across the nation.

With an emphasis on the profound influence of the social, cultural, and linguistic differences on students' experiences in schools, and the use of technology in classrooms as a curriculum design challenge that unfolds in a complex social and cultural context, the program also supports the UO commitment expressed by Provost Brady to provide "leadership on issues that enhance institutional fairness and equality, eradicate discrimination, and celebrate the strengths of a multicultural community. "

The COE is committed to an ongoing review of curriculum to eliminate redundancies, better reflect emerging priorities in the field, and achieve more coordination among various programs, endorsements, and certifications. The proposed program directly supports the COE goal to redesign undergraduate and graduate curriculum in Teacher Education, focusing on strong academic content, and increased emphasis on issues of cultural difference and equality of education.

c. How does the proposed program meet the needs of Oregon and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?

The general need for new teachers is constant in a profession that sees a high level of turnover. This need increases over time as the population of Oregon grows. The proposed undergraduate major will prepare strong candidates for teacher licensure programs across the state.

Additionally, there is an increased need, both in the state and nation, for teachers who have strong preparation in the subject matters they will teach—especially in the areas of mathematics and science education. Strong elementary education in all subject

areas is needed in order to enhance Oregon's standing in an increasingly competitive global economy. The proposed degree program puts increased emphasis on mathematics and science learning in elementary classrooms, thereby contributing to Oregon's long term economic competitiveness.

Finally, there is an acute need, both in the state and nation, for teachers who are prepared to serve in classrooms with increasing linguistic, racial, and economic diversity. It is not enough for Oregon's Teacher Education programs to prepare teachers for service in high achieving, racially and linguistically homogenous, suburban school districts. The state needs teachers who are prepared and who *want* to teach in rural schools, urban schools, and schools that serve working class and immigrant children. The proposed program is designed to serve all students, but particularly those with such service needs.

3. Course of Study

a. Briefly describe proposed curriculum

All Students seeking the Undergraduate Degree in Educational Foundations will take a core set of courses and then choose a set of courses from a structured menu of introductory science courses. The core courses are designed to examine key themes in teaching and learning in a rigorous and integrated way. For example, assessment and curriculum will be addressed as they relate to teaching and learning in particular social contexts. Research in teacher education suggests that pre-service teachers' twelve years of experience as students in K-12 schools shapes their attitudes and beliefs about how children learn. Even practicum work in classrooms tends to reinforce pre-service teachers' existing beliefs. To encourage students to develop their understanding of learning, as well as the social, political, and cultural issues that affect learning in public schools, the proposed core curriculum is organized by themes (e.g., Curriculum Studies and Educational Opportunities). Within each theme, students will progress through a series of related courses beginning with a focus on their own experiences as a learner (see Autobiographical Foundations courses), advance to the scholarship that informs the theme (see Scholarly Foundations courses), while observing in classrooms (see Practical Foundations courses) to examine the dynamics between scholarship and practice. Students will complete 34 credits in core courses plus 31 additional required courses including science electives. Total required credits is 65.

Core Course Scope & Sequence (34 credits)

Core Course Focus	Learning, Teaching & Assessment	Curriculum Studies	Technology as Education	Equality of Opportunity
Auto-Biographical Foundations	EDST 331(3)		EDST 420 (3)	
Scholarly Foundations	EDST 332(3) EDST 333(3)	EDST 342(3) EDST 343(3)	EDST 422(3)	Two of the following: EDST 452(3) EDST 453(3) EDST 454(3) EDST 455(3) EDST 456(3) EDST 457(3) SPED 411(3)
Practical Foundations	EDST 338(1) EDST 339(1)	EDST 348(1) EDST 349(1)	EDST 429(1)	EDST 458(1) EDST 459(1)

Additionally each student must take the courses in one of the following specialization tracks.

Additional Required Courses (31 credits)

- EDST 411 Childhood Studies (3)
- EDST 461 Literacy Across the Curriculum (4)
- EDST 462 Interventions for the Struggling Reader (3)
- MUS 322: Music fundamentals (3)
- EDST 440: P.E. for diverse learners (3)
- AAD 410: Youth arts curriculum (3)
- Three more science courses chosen from a selected list (see 4b below). (~12 credits)

31 Total Credits

b. Describe new courses. Include proposed course numbers, titles, credit hours, and brief descriptions.

EDST 220 Beginning Applications in Educational Technology (4) [Graded only for majors]
Learn a variety of skills as well as computer applications useful for communicating in an educational setting.

EDST 221 Advanced Applications in Educational Technology (4) [Graded only for majors]
Introduction to using web-based tools and applications for a variety of school activities.

EDST 230 Integrated Science for Elementary Educators (4) [Graded only for majors]
Students participate in integrated science lessons that model active engagement in the process of scientific discovery.

EDST 331 Autobiography Schooling (3) [Graded only for majors] Through critical autobiographies, case studies, readings and application activities, students will examine and reflect on life in classrooms. Sequence: EDST 332, EDST 333 and EDST 338, EDST 339 and EDST 342, EDST 343 and EDST 348, EDST 349

EDST 332 Learning, Teaching and Assessment 1 (3) [Graded only for majors] Students move beyond their own critical autobiographies of life in classrooms into various disciplinary literatures on learning, teaching and assessment. Sequence: EDST 331,333 Pre-req: EDST 331Co-req: EDST 338

EDST 333 Learning, Teaching and Assessment 2 (3) [Graded only for majors] Focus on specific school subjects that will provide a context for examining the basic assumptions underlying teaching, learning, and assessment. Sequence: EDST 331, EDST 332 Pre-req: EDST 332Co-req: EDST 339

EDST 338 Observation: Learning, Teaching, Assessment 1 (1) [Graded only for majors]
Students focus on listening to children to better understand how they make sense of school subjects. Co-Req: EDST 332

EDST 339 Observation: Learning, Teaching, Assessment 2 (1) [Graded only for majors]
Focus on developing skills in observing instances of learning, teaching and assessments. Co-req: EDST 333

EDST 342 Curriculum Studies 1 (3) [Graded only for majors] Examine basic assumptions underlying curriculum in specific subject areas. Sequence: EDST 343: EDST 341Co-req: EDST 348

EDST 343 Curriculum Studies 2 (3) [Graded only for majors] Examine basic assumptions underlying curriculum development in K-12 schools. Sequence: EDST 342 Pre-req: EDST 342 Co-req: EDST 349

EDST 348 Observation: Curriculum Studies 1 (1) [Graded only for majors] Students observe classrooms to examine real examples of curriculum in practice. Co-req: EDST 342

EDST 349 Observation: Curriculum Studies 2 (1) [Graded only for majors] Students will observe the global and ideological dimensions of curriculum. Co-req: EDST 343

EDST 411 Childhood Studies (3) [Graded only for majors] Examines child development from within the context of specific development and ecological theories.

EDST 412 Adolescent Studies (4) [Graded only for majors] Introduces critical concepts of adolescence relevant to teaching and learning.

EDST 420 Living in a Stratified Society (3) [Graded only for majors] 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. Sequence: EDST 442, EDST 429, two courses from EDST 452-457 or SPED 411, and EDST 458 and EDST 459.

EDST 422/522 Technology Education: Teachers as Cyborgs (3) [Graded only for majors] An in-depth examination of educational technology, including the theoretical, methodological, practical and policy issues that influence the field. Co-req: EDST 429/529

EDST 429/529 Observation: Technology Education (1) [Graded only for majors] Students observe instructional technology in practice and consider the intended and unintended effects of using computers in a particular learning setting. Co-req: EDST 422/522

EDST 452/552 Equal Opportunity: Poverty (3) [Graded only for majors] Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students. Pre-req: EDST 420

EDST 453/553 Equal Opportunity: Racism (3) [Graded only for majors] A critical examination of the historical development of the concept of "race" and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth. Pre-req: EDST 420

EDST 454/554 Equal Opportunity: Patriarchy (3) [Graded only for majors] Examines the way gender mediates educational experiences and influences the educational achievement of students. Pre-req: EDST 420

EDST 455/555 Equal Opportunity: Homophobia (3) [Graded only for majors] Examines the way sexuality and sexual identity influences the educational experiences of students. Pre-req: EDST 420

EDST 456/556 Equal Opportunity: Colonization and Genocide (3) [Graded only for majors] Examines the way educational institutions have been and continue to be a part of larger social processes of colonization and cultural genocide. Pre-req: EDST 420

EDST 457/557 Equal Opportunity: Diaspora and Immigration (3) [Graded only for majors] Examines the way educational institutions have responded to human migration generally and to immigrant students specifically. Pre-req: EDST 420

EDST 458 Observation: Equality of Opportunity 1 (1) [Graded only for majors] Engages students in the analysis of specific dimensions of educational opportunity in the field. Pre-req: EDST 420 Co-req: EDST 452 - 457 or SPED 411

EDST 459 Observation: Equality of Opportunity 2 (1) [Graded only for majors] Engages students in the analysis of specific dimensions of educational opportunity in the field. Pre-req: EDST 420 Co-req: EDST 452 - 457 or SPED 411

EDST 461/561 Literacy Across the Curriculum (4) [Graded only for majors] Examines the way various forms of literacy mediate all learning processes, from learning to read, to learning academic content, to literacy in the workplace.

EDST 462/562 Interventions for the Struggling Reader (3) [Graded only for majors] Focus on prevention efforts and interventions for students who are struggling as readers.

c. Nontraditional learning modes to be utilized in the new courses.

1) The role of technology: The proposed degree will include an emphasis on the critical evaluation of the influence of new technologies on educational processes. There will be two core courses on the critical examination of new forms of educational technology. These courses will, of necessity, model the use of that technology, which will include the use of multi-media editing software, the use of bulletin boards, chat rooms, blogs, podcasting, mathematical modeling programs, the use of calculators as pedagogical tools, scientific sensor software, etc.

2) The use of career development activities such as practicum to provide a context for theoretical work: The Practical Foundations one-credit courses will engage students in the schools. These one-credit courses will be closely linked to the self-reflection of the Autobiographical Foundation courses and the research work of the Scholarly Foundations courses. The close coordination of these three types of courses will afford students opportunities to critically examine educational issues from different perspectives.

d. What specific learning outcomes will be achieved by students who complete this course of study?

Students completing this course of study will have developed the knowledge about curriculum, pedagogy, and assessment and practical school-based experiences necessary to apply to graduate licensure programs for elementary teachers in the state of Oregon. They will also have far more preparation in science subject matter than most elementary education program applicants.

4. Recruitment and Admission Requirements

a. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw students who would not otherwise come to the institution?

The proposed program is designed to replace two existing degree programs that need to be updated and that are currently poorly articulated with one another. The new program will be more attractive to incoming students both because of its updated content and because of the increased clarity of program expectations accomplished through the consolidation.

b. Are any requirements for admission to the program being proposed that are in addition to admission to the institution? If so, what are they?

To enter the undergraduate major in Educational Foundations, students will complete 72 credits at any institution of higher learning including the following or an acceptable substitute:

- EDST 111: Educational Issues and Problems (4)
- EDST 220: Beginning Applications in Education Technology or EDST 221: Advanced Applications in Education Technology (4)

- Both general distribution requirements in Multicultural Education must be underway or completed at time of application. (EDST 300 and 400 level courses may not be used to meet this requirement.)
- Math 211, 212, and 213
- Students will take either the three 1st year entry-level courses for a major in Physics, Chemistry, Biology, or Geology OR three science courses from an approved list. The following UO Courses will be initially designated as fulfilling the Educational Foundations degree science requirements. This list will be subject to change, as course content, quality, and availability changes. The number of course required will not, however, change. Students may substitute a course sequence

Biology120 Reproduction and Development (4) Intended to help nonscientists understand biomedical information encountered in daily life. Human reproduction and development in the light of modern scientific experience. Lectures, laboratory.

Biology 121 Introduction to Human Physiology (4) Study of normal body function at the organ level; emphasizes basic physiological principles. No chemistry background required. Lectures, laboratory.

Biology 122 Introduction to Human Genetics (4) Basic concepts of genetics as they relate to humans. Blood groups, transplantation and immune reaction, prenatal effects, the biology of twinning, selection in humans, and sociological implications. Lectures, discussion.

Biology 123 Biology of Cancer (4) Comparison of cancer cells with normal cells; causes of cancer, including viral and environmental factors; and the biological basis of therapy. Lectures, discussion.

Biology 130 Introduction to Ecology (4) The concept of an ecosystem; organismal energetics; biogeochemical cycles; succession; population growth; species interactions, species diversity; implications for human ecosystems. Lectures, discussion.

Biology 131 Introduction to Evolution (4) Darwinian evolution; human-caused evolution, natural selection, speciation, extinction, and human evolution. Lectures, discussion.

Biology 132 Introduction to Animal Behavior (4) Animal behavior, its evolutionary origins, and its neural mechanisms. Readings and films illustrate the adaptive nature of orientation, navigation, communication, and social behavior. Lectures, discussion.

Biology 133 Sensation, Behavior, and Biology (4) An introduction to the biological basis of perception and action in animals, including humans, with an emphasis on cellular and molecular mechanisms.

Chem 111 Introduction to Chemical Principles (4) Chemical concepts for students in health care, biological applications, and environmental studies. Topics include atomic structure, solutions, acids, bases, stoichiometry, equilibrium, biomolecules, and organic functional groups. Lecture, demonstration. Prereq: Math 95

Geology 101 Earth's Dynamic Interior (4) Plate tectonics, mantle flow, and magmatism. Volcanoes, earthquakes, mountain building, generation of Earth's crust; rocks and minerals; Earth's internal structure. Comparison with other planets. Laboratory, lecture.

Geology 102 Environmental Geology and Landform Development (4) Landforms, surface processes, and interactions between humans and the environment. Weathering, erosion, sedimentation, ground water, streams, glaciers, deserts, oceans, and coastlines; geologic hazards. Laboratory, lecture. Roering.

Geology 103 The Evolving Earth (4) History of the Earth. Geologic time, sedimentary environments; oceans, mountains, and climate through time; stratigraphic history of North America; evolution of plants and animals. Laboratory, lecture.

Geology 213 Geology of National Parks (4) Examines selected geologic features in United States national parks and the processes that form them. Focuses on parks in the western states. Miller.

Geology 306 Volcanoes and Earthquakes (4) Mechanisms that cause earthquakes and volcanoes, relation to plate tectonics, associated hazards, examples in Oregon and the western United States.

Geology 308 Geology of Oregon and the Pacific Northwest (4) The region's geologic and tectonic history and the plate tectonic processes responsible for its evolution. Weldon.

Physics 101, 102, 103 Essentials of Physics (4,4,4) Fundamental physical principles. 101: mechanics. 102: heat, waves, and sound; electricity and magnetism. 103: modern physics.

Physics 152 Physics of Sound and Music (4) Introduction to the wave nature of sound; hearing; musical instruments and scales; auditorium acoustics; and the transmission, storage, and reproduction of sound.

Physics 153 Physics of Light and Color (4) Light and color, their nature, how they are produced, and how they are perceived and interpreted.

Physics 161 Physics of Energy and Environment (4) Practical study of energy generation and environmental impact, including energy fundamentals, fossil fuel use, global warming, nuclear energy, and energy conservation.

In addition, students must have a minimum GPA of 2.5.

In summary, 72 credits are needed to be admitted to the Educational Foundations Major of which 8 education credits are specified and six science and mathematics courses (24 credits) are required.

c. Will any enrollment limitation be imposed? If so, please indicate the specific limitation and its rationale. How will students be selected if there are enrollment limitations?

Enrollment in the program will be limited by the FTE resources of the department and by the available pool of qualified students. Past experience suggests that the former, more than the latter, limits enrollments. We anticipate that the initial enrollment in the program will be 80 full time students.

Students will be admitted through a competitive application process that will look at students' past courses of study, their grades, and their past experience working with school age children.

5. Accreditation of the Program

a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

Not applicable

b. If applicable, does the proposed program meet professional accreditation standards? If it does not, in what particular area(s) does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?

Not applicable.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program accredited? If not, what would be required to qualify it for accreditation? If accreditation is a goal, what steps are being taken to achieve accreditation?

The undergraduate program does not result in teacher licensure, and therefore is not subject to accreditation processes.

Need

6. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit.

The existing degree programs have a consistently larger pool of qualified applicants than can be currently served. With the proposed improvements to the program we expect an even larger applicant pool. With the increased focus on issues of cultural and linguistic diversity as well as the increased emphasis on mathematics and science, we will be turning out more students with knowledge in high need areas for Oregon's graduate teacher licensure programs.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.

The proposed program would not increase the number of education majors it graduates. Since our current graduates who seek admission to licensure programs have high rates of success, it can be reasonably expected that the graduates of the new program will find their degrees similarly marketable.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

It is estimated that we would maintain an enrollment of approximately eighty full time equivalent students.

d. Are there any other compelling reasons for offering the program?

The proposed program will update and transform the current undergraduate major in Educational Foundations. Students who complete the new major will be better prepared in science and mathematics, understand the complexities of multicultural education, and be critical consumers of new technologies. These graduates will reflect well on the College of Education, the University of Oregon, and the Oregon University System.

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

Producing teachers with more preparation in mathematics and science has been named a priority by the Governor and the Oregon University System and has been identified by Federal agencies as a national need. State and local education leaders in the state also recognize the changing demographics of the state and the need to prepare more teachers to serve demographically diverse schools. These are high need areas both in terms of the number of teachers needed and the quality with which they are prepared. The proposed program will prepare undergraduates who have expertise in their subject matter (with an emphasis on mathematics and science subject matters), and ensure that they have examined the need to reach a broad range of learners in today's classrooms.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.

This degree program is intended to serve full-time students. It will be structured however, to offer a significant number of classes in the evening to accommodate students who are completing practicum requirements during the day and part-time students who have to work during the day.

Outcomes

7. Program Evaluation

a. How will the institution determine the extent to which the academic program meets the objectives (section 2a) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used.)

1) The program's primary objective will be to continue graduating education majors who are prepared to enter graduate licensure programs. This will be measured by tracking graduation rates and the number of majors who successfully apply to teacher licensure programs.

2) The program will seek to graduate more students who are prepared to earn endorsements to work with students for whom English is their second language. We will track how many of our graduates seek ESOL endorsements.

b. How will the collected information be used to improve teaching and programs to enhance student learning?

Faculty will use post-graduate surveys to inform continuous improvement of the program. Survey data will be reviewed on an annual basis.

8. Assessment of Student Learning

a. What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?

Assessment methods, such as course evaluations and focus group interviews, will be embedded in the curriculum and used to formatively and summatively assess students' learning of the curriculum. These assessments will paint a rich and detailed picture of students' learning, identifying themes and issues that help connect course work that spans the study of students' own learning, research, and practice. The use of multiple measures across various courses will help ensure that program faculty and students receive timely feedback on the students' progress toward obtaining the curricular learning goals of the program.

Taken together, the assessment data collected across courses will provide the information necessary for identifying and supporting struggling students as well as provide a much more complete summative picture of what and how students have learned as a result of their participation in the program. These assessment data will also help inform programmatic decisions regarding how well students have obtained the curricular goals of the program and allow program faculty to monitor and, when necessary, make adjustments to strengthen the design and delivery of the curriculum.

b. What specific methods or approaches will be used to assess graduate (completer) outcomes?

Retention rates, graduation rates, and exit surveys will inform a summative evaluation of the program.

c. Is a licensure examination associated with this field of study?

Not applicable

Integration of Efforts

9. Similar Programs in the State

a. List all other closely related OUS programs.

Most major universities in Oregon have an undergraduate major in education. The OUS programs are: Western Oregon University, Bachelor of Arts/Science in Education and Initial Licensure; Southern Oregon University, Bachelor of Arts/Science in Elementary or Early Childhood Education and Initial Licensure; Eastern Oregon University, Bachelor of Arts in Curriculum for Undergraduate Elementary Teacher Education; and Oregon State University, Undergraduate Double Degree Program and Initial Licensure.

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program? How will the program be complementary to, or cooperate with, an existing program or programs?

This undergraduate program will not share resources significantly with other similar programs in the state.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

Since the size of enrollments in the UO undergraduate Educational Foundations major will not change, we foresee no impact on the enrollment in other programs.

Resources

10. Faculty

a. Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.

Core Faculty

Lynne Anderson-Inman, Technology and Education, Literacy

Jill Baxter, Elementary Mathematics and Science Education

Ron Beghetto, Motivation, Learning Theory, Student and Teacher Creativity

Joanna Goode, Technology and Education, Urban Education, Sociology of Education

Edward Olivos, Bilingual Education, Bi-Literacy Education

Jerry Rosiek, Cultural Foundations of Education, Teacher Research
Mia Tuan, racial identity development, Asian transracial adoption,
multicultural organizational development, diversity and higher education.

Faculty from other departments

Charles Martinez, Cultural and Linguistic Diversity in Education
Deborah Olson, Disability Studies
Joe Stevens, Educational Leadership

Program Faculty and Coordinators

Karen Baldwin, Elementary Education, Cultural Diversity in Education
Jeanne Hall, Elementary Education, Educational Psychology
Barbara Hanson, Elementary Education, Education Policy and Management
Pat Rounds, Bilingual Education

Adjunct Faculty

Judy Francis, Elementary and Middle School Science
Mike Garling, Learning Theory and Applications
Carolyn Knox, Elementary and Secondary Education, Computers in Education
Alison Schmitke, Instructional Leadership
Laura Slemp, Middle School Mathematics

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meet these needs?

The current program relies heavily on adjunct and part-time instructors. New faculty have already been hired in anticipation of developing this new degree program. These faculty members include: Jerry Rosiek, Joanna Goode, and Edward Olivos. The College anticipates hiring at least one more tenure track faculty member to support the new program. This new full time tenure track faculty will permit decreasing the program's reliance on part-time adjunct instructors. Non-tenure track program faculty job descriptions will change to better serve the new curriculum and program structure. We do not anticipate adding new non-tenure track FTE in support of the program.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

The proposed program will rely upon the staff supporting the current degree programs. No new staff will be needed.

11. Reference Sources

a. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of the recommended list).

Current UO holdings are adequate to the proposed program's needs.

b. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level? How does the institution plan to acquire these needed resources?

No new resources will be required for this purpose.

12. Facilities, Equipment, and Technology

a. What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to the offering of a quality program in the field?

No unique resources beyond that currently possessed by the College (including its new building) will be required by this program.

b. What resources for facilities, equipment, and technology, beyond those now on hand, are necessary to offer this program? Be specific. How does the institution propose that these additional resources will be provided?

No new resources beyond that currently possessed by the College (including its new building) will be required by this program.

13. If this is a graduate program, please suggest three to six potential external reviewers.

Not applicable

14. Budgetary Impact

a. On the "Budget Outline" sheet (available on the Forms and Guidelines Web site), please indicate the estimated cost of the program for the first four years of its operation (one page for each year). The "Budget Outline Instructions" form is available on the Forms and Guidelines Web site, as well.

See attached budget sheets.

b. If federal or other grant funds are required to launch the program, describe the status of the grant application process and the likelihood of receiving such funding. What does the institution propose to do with the program upon termination of the grant(s)?

The proposed program will not rely on external funding.

c. If the program will be implemented in such a way as to have little or minimal budgetary impact, please provide a narrative that outlines how resources are being allocated/reallocated in order that the resource demands of the new program are being met. For example, describe what new activities will cost and

whether they will be financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. Specifically state which resources will be moved and how this will affect those programs losing resources. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program(s) and in what ways?

The proposed program will replace two existing degree programs. As such it will have no budgetary impact. Since it effectively consolidates two programs, it will provide the opportunity to achieve greater administrative efficiencies that will accrue to the graduate level programs.

<p align="center">Current Undergraduate Curriculum</p> <p>Until recently there were two tracks in the undergraduate curriculum. What follows is an account of the more ambitious and competitive of these two tracks, the <i>Integrated Teaching Program</i>. The prerequisites include the courses in the <i>Elementary Math and Science Pathway/SMEEP</i>.</p>	<p align="center">Proposed Undergraduate Curriculum</p>
<p align="center"><i>Prerequisites for admission</i></p>	<p align="center"><i>Prerequisites for admission</i></p>
<p>75 credits at any institution of higher learning including the following or an acceptable substitute:</p> <p>EDST 111: Educational Issues and Problems (4)</p> <p>EDST 114: Communication Using Computers (4)</p> <p>EDST 212: Foundations of Learning and Intervention (4)</p> <p>EDST 213: Applications in Learning and Intervention (4)</p> <p>EDLD 450: Information and Data Retrieval (1)</p> <p>Math 211: Fundamentals of elem. math I (4) Math 212: Fundamentals of elem. math II (4) Math 213: Fundamentals of elem. math III (3)</p> <p>Physics 101: Essentials of Physics (4)</p> <p>Chemistry 101: Introduction to Chemical Principles (4)</p> <p>Biology 211: General Biology I: Cells (4)</p> <p>Biology 213: General Biology III: Populations (4)</p> <p>Seminar: Science & Math at the Elementary Level (1) Seminar: Geology (1) Seminar: Chemistry (1) Seminar: Biology (1) Seminar: Biology (1)</p> <p>A minimum cumulative GPA of 2.5.</p> <p>Total: 75 credits of which 49 credits are specified.</p>	<p>72 credits at any institution of higher learning including the following or an acceptable substitute:</p> <p>EDST 111: Educational Issues and Problems (4)</p> <p>EDST 220: Beginning Applications in Education Technology or EDST 221: Advanced Applications in Education Technology (4)</p> <p>Both general distribution requirements in Multicultural Education be underway or completed at time of application. (EDST 200 and 400 level courses may not be used to meet this requirement.)</p> <p>Mathematics course work that satisfies TSPC requirements for foundational knowledge in mathematics.</p> <p>At UO: Math 211, 212, 213</p> <p>Three courses in the elementary science core or approved substitute:</p> <p>Physics 101 152, 153 or 161 Geology 101, 102, 103 213, 306 or 308 Biology 120,121,122,123, 130, 131, 132, 133 Chemistry 111 EDST 230</p> <p>A minimum GPA of 2.5.</p> <p>Total: 72 credits, of which 8 education credits are specified and six science and mathematics courses (24 credits) are required.</p>

<i>Core Courses</i>	<i>Core Courses</i>
<p><i>All students take the following courses:</i></p> <p>EDST 312: Introduction to educational research (4) EDST 313: Evaluation for decision making (4)</p> <p>SPED 411: Foundations of disability I (4) SPED 426: Classroom and behavior management (4) SPED 427: Class Assessment (4)</p> <p>EDST 406: Sept Exp (2) EDST 407: Seminar IT (3)</p> <p>EDST 410: Foundations of education (4) EDST 410: Science and Health (4) EDST 410: Soc St/Lang Arts (4) EDST 407: Upper Elementary Reading (4) EDST 442 Curriculum and Teaching Design (3) EDST 441: Early childhood and pre-adolescent development (4) EDST 445: Early Lang, Reading, and Literacy (4). EDST 446 Math Instruction Principles & Procedures (3)</p>	<p><i>All students take the following course sequences:</i></p> <p>EDST 331: Autobiography of Schooling (3) <i>EDST 331 is the pre-requisite for the Learning, Teaching & Assessment and Curriculum Studies Series</i></p> <p style="text-align: center;"><i>Learning Teaching & Assessment</i></p> <p>EDST 332: Learning, Teaching and Assessment 1 (3) EDST 333: Learning, Teaching and Assessment 2 (3) EDST 338: Observation: Learning, Teaching, Assessment 1 (1) EDST 339: Observation: Learning, Teaching, Assessment 2 (1)</p> <p style="text-align: center;"><i>Curriculum Studies</i></p> <p>EDST 342: Curriculum Studies 1 (3) EDST 343: Curriculum Studies 2 (3) EDST 348: Observation: Curriculum Studies 1 (1) EDST 349: Observation: Curriculum Studies 2 (1)</p> <p>EDST 420: Living in a Stratified Society (3) <i>EDST 420 is the pre-requisite for the Technology as Education and Equal Opportunity Series.</i></p> <p style="text-align: center;"><i>Technology as Education</i></p> <p>EDST 422: Technology Education: Teachers as Cyborgs (3) EDST 429: Observation: Technology Education (1)</p> <p style="text-align: center;"><i>Equal Opportunity</i></p> <p>EDST 458: Observation: Equal Opportunity 1 (1) EDST 459: Observation: Equal Opportunity 2 (1)</p> <p>Additionally students must take two of the following courses or an acceptable substitute.</p> <p>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) SPED 411: Foundations of Disability I (3)</p>
<p>Total 55 credits</p>	<p>Total 34 credits</p>

<i>Specialization</i>	<i>Specialization</i>
<p>Additionally each student must take the courses in one of the following specialization strands</p> <p>*****</p> <p><i>Elementary Strand</i></p> <p>MUS 322: Music fundamentals (3) EDST 440: P.E. for diverse learners (3) AAD 410: Youth arts curriculum (3) EDST 407 Ed. F. seminar elementary (must enroll for three quarters) (3) EDLD 409 EdF Practicum elementary (must enroll for three quarters) (3)</p> <p>*****</p> <p><i>Special Education Strand</i></p> <p>EDST 440: P.E. for diverse learners (3) MUS 429: Music in special education (3) (note: MUS 322 is a prerequisite) SPED ***: Any Elective (3) SPED 406: Field Experience FWS (must enroll for three quarters) (total:3) SPED 409: Seminar (3) SPED 412: Foundations of disability II (3)</p> <p>*****</p> <p><i>Early Childhood Strand</i></p> <p>FHS 328: Healthy families (4) FHS 329: Child-Family issues and resources (4) EDST 407: Ed F. Seminar ECE/EI FWS (must enroll for three quarters) (total:3) EDLD 409: Ed F. practicum ECE/EI FWS (must enroll for three quarters) (total:3)</p> <p>Total Credits: 15 Elementary Strand 18 Special Ed Strand 14 Early Child Strand</p>	<p>There are no specializations in the new degree. All students are prepared to be general elementary teachers. The following additional courses are required as part of the elementary education preparation.</p> <p>EDST 411 Childhood Studies (3) EDST 461 Literacy Across the Curriculum (4) EDST 462 Interventions for the Struggling Reader (3) MUS 322: Music fundamentals (3) EDST 440: P.E. for diverse learners (3) AAD 410: Youth arts curriculum (3) Three more science courses chosen from the following list:</p> <p>Biology120 Reproduction and Development (4) Biology 121 Introduction to Human Physiology (4) Biology 122 Introduction to Human Genetics (4) Biology 123 Biology of Cancer (4) Biology 130 Introduction to Ecology (4) Biology 131 Introduction to Evolution (4) Biology 132 Introduction to Animal Behavior (4) Biology 133 Sensation, Behavior, and Biology (4) Chem 111 Introduction to Chemical Principles (4) Geology 101 Earth's Dynamic Interior (4) Geology 102 Environmental Geology and Landform Development (4) Geology 103 The Evolving Earth (4) Geology 213 Geology of National Parks (4) Geology 306 Volcanoes and Earthquakes (4) Geology 308 Geology of Oregon and the Pacific Northwest (4) Physics 101, 102, 103 Essentials of Physics (4,4,4) Physics 152 Physics of Sound and Music (4) Physics 153 Physics of Light and Color (4) Physics 161 Physics of Energy and Environment (4)</p> <p>These are minimum requirements. Students will be encouraged to take more science courses or substitute higher level courses for these where possible.</p> <p>Total Credits: 31 Elementary Strand</p>
<p>Total Credits Required: 145 Elementary Strand 148 Special Ed Strand 144 Early Child Strand</p>	<p>Total Credits Required: 137</p>

Minimum UO Credits for a Bachelor's Degree: 180	Minimum UO Credits for a Bachelor's Degree: 180
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