# Institutional Profile for the University of Oregon’s Teacher Preparation Programs

## Website Link:
https://education.uoregon.edu/prospective-students/explore-teaching

| Level of Program and Content Areas Offered for Initial Teacher License | Music (Undergraduate)  
Elementary Multiple Subjects (Graduate)  
Single Subject Endorsements (Graduate: English Language Arts, Foundational English Language Arts, Advanced Mathematics, Foundational Mathematics, Biology, Chemistry, Physics, Integrated Science, Foundational Science, Social Studies, Foundational Social Studies, World Languages: Chinese, World Languages: French, World Languages: German, World Languages: Japanese, World Languages: Spanish)  
Special Education: Generalist (Graduate)  
Special Education: Early Intervention (Graduate) |
| --- | --- |
| Program Options | Indicate any of the following that are available for candidates in your initial licensure program/s:  
- [x] Full time program during the day (music)  
- [ ] Evening or weekend program (elementary, single subjects and special education)  
- [ ] Online or hybrid program |
| Student Supports and Scholarships | The College of Education has a wide range of scholarships dedicated to teacher education. Scholarships are available to students enrolling in graduate teacher preparation programs. A new Logan Scholarship was announced in 2016 to benefit teacher candidates planning to work in public schools. The scholarship provides students with up to $10,000. Students are also able to apply for other endowed scholarships, Teach grants and personal preparation grants.  
https://coe.uoregon.edu/scholarships/available-scholarships/ |
| Community College Articulation Agreements | The School of Music and Dance has an articulation agreement with Lane Community College.  
http://music.uoregon.edu/apply/undergraduate-music/financial-aid |
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<th>Educator Preparation Program Admission Requirements</th>
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<tr>
<td><strong>Nationally Accredited</strong></td>
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<tr>
<td><strong>Number of 2016-2017 Graduates from Initial Licensure Program</strong></td>
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<td><strong>Percentage of 2016-2017 Initial Licensure Graduates who are Racially Diverse</strong></td>
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<tr>
<td><strong>Number of 2016-2017 Full-time Educator Preparation Faculty Members who are Racially Diverse</strong></td>
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**Music Undergraduate**
Students who are eligible for admission to the university may apply to the School of Music and Dance for Fall term admission as music majors. Admission to the School of Music and Dance occurs during Fall term only. At the end of sophomore year, students may formally apply to the music education program by completing a Sophomore Checkpoint, which includes application to the music education degree program, audition with the music education faculty, and interview with the music education faculty.

**UOTeach (Elementary and Single Subject Endorsements)**
UOTeach is a 5th Year, five-term intensive Master’s of Education and Teacher licensure program. Applicants are required to hold a Bachelor’s degree with discipline-specific course pre-requisites, pass required content tests (secondary only), have a ≥ 3.0 cumulative GPA or submit passing Basic Skills Test scores, provide test scores on an approved standardized assessment (ACT, SAT, GRE, PRAXIS Core) and demonstrate significant experience working with target age groups (volunteer or paid). Annually the UOTeach graduate school application opens in September and closes the first week of January. All applications are for the Summer program start. Following a file review, selected applicants are invited to a group interview process. Admissions decisions are sent out by the first week of March.

**Special Education – Generalist (K12) and Early Intervention**
Applicants are required to hold Bachelor’s degrees; demonstrate history working with individuals with disabilities; provide test scores on an approved standardized assessment (ACT, SAT, GRE, PRAXIS Core), and provide statements of professional goals and experiences, resumes, letters of recommendation, and transcripts. Student applications are evaluated and select students are invited to interview on campus. Admissions decisions consider previous academic performance (i.e., GPA) and related work/volunteer experiences. Annually the Special Education graduate school application opens in September and closes mid-February.
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<th>Percent of 2013-14 Program Completers Hired in 2014-15 in Oregon Public Schools</th>
<th>Data not available</th>
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<tr>
<td>School Partnerships for Clinical Placements</td>
<td>UOTeach (Elementary and Single Subject Endorsements) UOTeach’s practicum coordinators place students within five suburban and rural districts. Teacher candidates gain over 660 hours of real world experience taking on progressive responsibility under the support and mentorship of cooperating teachers and a university supervisor.</td>
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<td>Special Education: Early Intervention Special Education: Generalist (K12)</td>
<td>A variety of practicum/final supervised field experience options are available to students. Practicum/final supervised field experience sites include: home and community-based EI/ECSE programs and research-based programs for children and their families, public schools (typical and alternative), community preschools (e.g. Relief Nursery, Pearl Buck, Willamette Family) and Head Start programs. Within this range of settings, students have the opportunity to work with families with young children ages birth through eight who have disabilities and/or developmental delays or are considered “at risk”. Students progress through a carefully designed clinical sequence that includes opportunities to gain experience at the elementary, middle, and high school levels. Students engage in a minimum of 770 hours in clinical sites (of which at least 300 are spent in the lead teaching role), and receive weekly supervision and mentorship from university faculty in teaching sites, ongoing evaluation and assessment of instructional delivery skills, administrative skills, professional skills, and instructional design skills, and complete prescribed assignments and program tasks to build professional roles, experience, and independence.</td>
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<td>Unique Attributes and Points of Pride</td>
<td>Music Music For more than two decades, 100 percent of UO music education graduates seeking employment as K–12 public school music teachers have received job offers upon graduation. Our alumni teach throughout the United States and internationally, including in China, Italy, Spain, and Vietnam. UOTeach ESOL – Within the UOTeach program, there is an integrated approach to equity and social cultural issues in education. At the completion of the program, students have the necessary knowledge and experience to take the qualifying examination for an ESOL endorsement.</td>
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Sapsik’wałá Education Project
This program prepares American Indians and Alaska Natives (AI/AN) as teachers whose knowledge, skills, and cultural sensitivity help to bring about long-term, much needed improvements in the elementary, middle and high school educational experiences of AI/AN youth.

Project HI-TEKS (Highly-qualified Interventionists with Transition Evidence-based Knowledge and Skills)
This project is a U.S. Department of Education grant that provides tuition support to teacher candidates who have an interest in teaching secondary (middle/high school) students with intensive support needs.

Interdisciplinary Interventionists and Clinicians Improving Outcomes (INICIO)
This project will train forty-two Speech-Language Pathologists (SLPs) and Early Childhood Special Education (ECSE) students at the University of Oregon to serve dual language learners (DLLs) from birth through age 5 with disabilities. The program includes the ECSE one-year licensure and MA degree program and the Communication Disorders two-year certification and MA degree program. Competencies include (1) foundations in ECSE; (2) typical and atypical development, (3) birth to 5 assessment with emphasis on DLLs (4) family involvement, (5) implementation of culturally and linguistically appropriate interventions; (6) interdisciplinary collaboration; (7) research; and (8) leadership. Forty-six INICIO scholars will be required to complete five interdisciplinary core EI/ECSE and CDS courses. Courses include Foundations in EI/ECSE, Family-Guided Early Intervention, Language Disorders in Young Children, EI Methods III and IV. INICIO scholars will also complete two field placements one in the CDS young child lab with bilingual infants and toddlers and a second with preschoolers in a bilingual education program.

BOOST (Building on Opportunities for Summer Teaching and Learning)
BOOST is a unique two-term experience that provides Master’s students with an opportunity to design and run an activity-based intervention classroom for preschool children with special needs that operates during summer term. In addition to providing a valuable teaching experience for Master’s students, the program provides much needed early childhood special education services for young children who might not otherwise receive intervention during summer months.
Equity partnership programs
The Department of Education Studies has several high value equity partnership programs including the UOTeachOUT program, an annual summit on gender identity and sexual orientation issues in education. In 2016 UOTeach launched its first annual Equity and Social Justice TEACH-IN in which K12 teachers share resources, practices, and examples from their everyday work of bringing culturally sustaining instructional theories and everyday classroom teacher practices.