



COLLEGE OF EDUCATION

Curriculum for Undergraduate Elementary  
School Teacher Education  
(CUESTE)

**ADVISING HANDBOOK**  
**Primary and Elementary Program**

2011-2012

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**Primary and Elementary Program**  
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# **ADVISING HANDBOOK**

## **Elementary Education Program**

### **PURPOSE**

The purpose of this *Advising Handbook* is to provide general guidelines and information about Eastern's teacher preparation program, CUESTE (Curriculum for Undergraduate Elementary School Teacher Education – pronounced “quest”). Any student interested in becoming an Elementary teacher as part of an undergraduate baccalaureate degree should use this advising guide. Students who already hold a degree may participate in the CUESTE Program as a post-baccalaureate student or by earning a second degree in Elementary Education if they also meet all the Multidisciplinary Studies (MDST) degree requirements.

Admission to Eastern's CUESTE program is competitive. Admission to the University does not guarantee admission to the teacher preparation program. The CUESTE program is limited in the number of students it can accept each year. Only the most qualified candidates will be able to pursue the goal of becoming a teacher at Eastern. Specific guidelines for admission to the program are published each year in a separate *Admission Packet*.

The *Advising Handbook* and the current *Admissions Packet* define requirements and admission standards and policies of the program. It is the student's responsibility to read and carefully follow instructions set forth in these guides, which are revised periodically. Please contact the College of Education for the most recent edition. Eastern Oregon University cannot be held responsible for information on any website other than that of Eastern Oregon University's College of Education.

## SECTION 1.0 - PROGRAM OVERVIEW

“Curriculum for Undergraduate Elementary School Teacher Education” (CUESTE) is Eastern Oregon University’s undergraduate teacher preparation program, leading to licensure.

Students seeking to enter the elementary teacher preparation program will be required to complete a double major in Multidisciplinary Studies (MDST) and Elementary Education (ELED). They also need to complete the coursework leading to an endorsement in Reading, English for Speakers of Other Languages (ESOL) or Basic Math. With the completion of specific licensure requirements, as determined by the State of Oregon Teacher Standards and Practices Commission (TSPC), the CUESTE program leads to Primary and Elementary authorizations (see Glossary).

Students planning to become elementary teachers must satisfy requirements established by Eastern Oregon University’s CUESTE program, as approved through TSPC. Because Eastern’s programs must meet specific criteria that are subject to changes in TSPC requirements, revisions to CUESTE are anticipated. This *Advising Handbook* represents the program requirements, policies, and procedures at the time indicated by the date on the cover page and is superseded by documentation with a more recent date.

## The Double Degree

Multidisciplinary Studies Degree	Elementary Education Degree
<p><u>General Education/Liberal Arts Preparation in:</u></p> <ul style="list-style-type: none"> <li>• Literature</li> <li>• Art</li> <li>• Psychology</li> <li>• Geography</li> <li>• History</li> <li>• Government</li> <li>• Cultural Awareness</li> <li>• Creative Arts</li> <li>• Mathematics</li> <li>• Music</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Education</li> <li>• Cultural Diversity</li> <li>• Speech</li> <li>• Health and Physical Activity</li> <li>• Linguistics</li> <li>• Methods of Elementary Mathematics</li> <li>• Integrated/Expanded Arts</li> <li>• Specialty focus (ESOL, Literacy or Math)</li> <li>• Structured Practicum (ED 309)</li> <li>• Primary Core</li> <li>• Elementary Core</li> <li>• Student Teaching</li> </ul>

### SECTION 1.1 - PROGRAM VISION

#### “The Expectations of the Teaching Professional”

Eastern’s College of Education conceptual framework is described in a four dimensional vision:

<u>Academically Competent</u>	<u>Volitional</u>	<u>Professional</u>	<u>Culturally Responsive</u>
Knowledgeable of: Subject Content Matter Subject Standards Proficient in: Communication Skills Technology Critical Thinker	Reflective Initial management skills Developmentally appropriate practices Design and implement lessons Create a positive learning environment Help all students achieve Collect and analyze data Respond to data Practice action research Knowledgeable of current research	Leader Empathetic Passionate and committed Cooperative team player Flexible Lifelong learner Ethical and moral character	Cultural awareness Cultural competency Member of the educational community Emotionally invested Culturally invested Intellectually invested Respond to family life Adjust to the effects of poverty and cultural diversity

CUESTE is a comprehensive program designed to prepare teachers and to evaluate their progress toward meeting this vision of the teacher. To address the academic portion of the portrait, candidates will be required to excel in courses covering the liberal arts; to address the volitional portion, candidates will be required to successfully complete teaching experiences in the field; to address the professional portion, candidates will be required to excel in professional education experiences; to address the culturally responsive portion, candidates will be required to excel in cooperative education experiences and service learning activities that reflect competence in meeting needs of diverse students.

CUESTE is a competitive program. Students who show the most promise in matching the vision described above will be advanced to candidacy in the program. The teaching profession is a demanding career. Although a student's desire and drive to be a teacher is a prerequisite to pursuing a preparation program, academic performance as measured by GPA in specified courses and test results, interactions with children and adults, and performance with peers are critical measures which predict potential success.

## **SECTION 1.2 - INITIAL STEPS TOWARD**

### **PRIMARY - ELEMENTARY CUESTE**

**Students must be admitted to Eastern Oregon University prior to entry into the CUESTE program.** Application to Eastern is made through the Admissions/New Student Programs Office; this office may be reached by calling 800-452-8639 or 541-962-3393. Information is also available at <http://www.eou.edu/admissions>.

To meet University graduation requirements, students may choose to take some of their general education from other schools including community colleges, state colleges or universities, or private schools. Although transfer course work **may** be applied toward graduation requirements, it **might not apply towards a specific minor or major**. Students are urged to meet with an Education Advisor to have transfer credits evaluated **prior** to transferring.

Depending on space available, students may complete CUESTE at any one of the regional sites approved for program delivery (Coos Bay, Gresham, La Grande, Pendleton, and Ontario). Specific information regarding CUESTE at regional sites is provided at regional sites where programs are offered.

## SECTION 2.0 – ADVISING AND ADMISSIONS

It is essential that students interested in teaching recognize that there are many requirements of CUESTE. Course work, testing, field experience and attainment of technical, academic, and professional qualities are all involved in becoming a teacher. An advisor can assist the student with testing information, application deadlines, and course sequencing. **However, learning, planning, and following all program requirements are ultimately the responsibility of the student.**

Once a student is admitted to Eastern, an academic advisor will be assigned. The student should plan for advising appointments by having appropriate copies of registration materials, program notes and questions, and schedules ready. A list of advisors for Eastern's CUESTE program is available at the front of this handbook.

To apply to the CUESTE program, the student must first obtain an *Admission Packet* from the College of Education (541-962-3411). The packet is also available on the web at [www.eou.edu/ed/cueste/](http://www.eou.edu/ed/cueste/). The deadline for submitting all required materials is listed in the packet.

### SECTION 2.1 - MULTIDISCIPLINARY STUDIES MAJOR: Bachelor of Arts or Bachelor of Science Degree

The Multidisciplinary Studies Degree (MDST) requires 90 credits divided into five general areas (see below). The curriculum is designed to give students broad preparation in subject areas taught in a self-contained elementary classroom, as well as prepare students for proficiency in the subject areas covered on state-mandated tests required for licensure (see <http://www.orela.nesinc.com/> for more information). Specific courses and suggested courses are given on the MDST guidelines provided at the end of this handbook. Careful planning of the areas listed below will allow students to complete the EOU General Education requirements and MDST Bachelor of Science degree requirements simultaneously. The Bachelor of Arts degree requires an additional 24 credit hours in a foreign language.

#### **Humanities**

Humanities must include introduction to Literature and Art Literacy.

#### **Natural Sciences**

Students must also complete a sequence in an experimental science such as Physics, Chemistry, or Physical Science. In addition, students must have two other science courses. These courses should be chosen so that students have studied earth, life and physical sciences.

#### **Social Sciences**

Social sciences must include General Psychology, Geography, U.S. History, World Civilization and American Government.

#### **Mathematics**

12 quarter hours of math at College Algebra (MATH 111) or higher are required. Fundamentals of Elementary Mathematics (MATH 211, 212, 213) or equivalent fulfills this requirement and are the preferred courses.

### **Creative Arts**

A course in the creative arts is required. This is defined as experience in Fine Arts, which includes printmaking, photography, painting, drawing, sculpture, ceramics, or any other creative, media-dependent art form. Students are also required to have music competency at the Music 101 level. This can be accomplished through course work or extensive life experience in music.

### **MULTIDISCIPLINARY STUDIES DEGREE:**

#### **Credit Summary**

General Education.....	60 credits
Specialty area or minor .....	12-30 credits
Elementary Education Major .....	75 Hours
Electives or prerequisites .....	15-33 Hours*
<b>Total Program .....</b>	<b>180 Credits</b>

\*Number of electives depends on the degree of overlap between majors, specialty area/minor and General Education requirements. Please see the MDST and ELED guidelines at the end of this handbook.

### **SECTION 2.2 – ELEMENTARY EDUCATION MAJOR:**

The Elementary Education Major is designed to provide the student with the pedagogical knowledge and practical experiences necessary for becoming an elementary teacher. The Elementary Education major is designed to be a double major with MDST. This major can be awarded only to those who also qualify for a Multidisciplinary Studies degree.

Elementary Education major would consist of	
Primary Core, Elementary Core, Student Teaching and other practica	48 credits
Speech	3 credits
Health and Physical Activity	3 credits
Linguistics	4 credits
Methods of Elementary Mathematics	5 credits
Specialty focus (choice of ESOL, Literacy or Math)	12 credits
Total:	75 credits

### **Other Required Competencies**

Competency in cultural awareness (ED 130 or its equivalent) and writing at or beyond the 200 level are also required. See your Education Advisor concerning procedures for providing evidence of these competencies, if they were attained through experience rather than courses. At the upper division level, all CUESTE students must complete a course in expanded arts.

### SECTION 2.3 - MULTIDISCIPLINARY STUDIES DEGREE: Transferring Credits

Transfer students completing courses at other colleges or universities may elect to apply certain course work towards the Multidisciplinary Studies (MDST) degree. Typically, a student can expect that course work taken within seven years of the date of application to Eastern may apply to the MDST degree if the course numbering, course description and credit hours are a close match to current Eastern courses. Again, students are **strongly urged** to contact a Pre-Admissions Education Advisor to have transfer credits evaluated.

Oregon, Washington, and some Idaho Community College transfer agreements allow students with Associate of Arts degrees to automatically meet Eastern's General Education requirements. It is important to remember that even though the Associate of Arts Oregon Transfer (AAOT) assures General Education completion, **it does not necessarily satisfy all MDST requirements. It is possible, for example, to complete an AAOT and still need lower division course work.** An AAOT degree completion, coupled with a pre-MDST program at a community college, requires a high degree of planning and attention to requirements. An Eastern advisor can help plan a program that will best incorporate work at the community college with that of Eastern Oregon University.

### SECTION 2.4 – MULTIDISCIPLINARY STUDIES MAJOR Options

Any student may complete the Multidisciplinary Studies degree program. Advising for this degree is done by the education faculty. Students may graduate with a MDST degree with one of the following options:

1. Students **seeking licensure** will be required to complete:
  - A MDST major, including General Education
  - At least 12 credits in a specialty area: Reading, ESOL and Mathematic studies
  - A major in Elementary Education
  - Qualifications for licensure
2. Students **not seeking immediate licensure** will be required to:
  - Complete all the same requirements of the MDST major, General Education and academic minor or course of study
  - Complete a second academic minor
  - Take the capstone seminar, ED 499

The MDST degree requires that students complete all **graduation requirements** set by Eastern, reflecting the following:

- Satisfactory completion of at least 180 credit hours
- Completion of at least 60 hours at the 300 or 400 level as designated by the major, majors, or both
- Difference Power and Diversity (DPD) Requirements
- The University Writing Requirement
- Compliance with credit limitations established for practicum, physical education, continuing education, and community college transfers
- Completion of the 24 credit hour foreign language requirement if the Bachelor of Arts degree is selected

The MDST degree **requires**:

- Completion of all specific lower division course work, other competencies, and upper division requirements listed on the MDST checklist (see the end of this handbook)
- Completion of all required courses with the grade of “C-” or better

**SECTION 2.5 - OTHER PROGRAM REQUIREMENTS:  
Academic Major or Course of Study**

Due to the need for highly qualified teachers, all CUESTE candidates are expected to complete a course of study that emphasizes literacy, English language learning, or mathematics. Each of the sites has a course of study tailored to meet this need. Copies can be obtained from site advisors.

Students who have strong rationale may request approval of the option to obtain an academic minor or an individual course of study, which will augment the content preparation appropriate to the elementary classroom. These requests should be made to an education advisor, who will confer with the Director of Teacher Education.

Students who already possess a baccalaureate degree in an academic area that would be taught in an elementary classroom are not required to complete an academic minor or course of study.

**SECTION 2.6 - OTHER PROGRAM REQUIREMENTS:  
Foundational Experiences**

During the freshman and sophomore years, students interested in becoming Elementary teachers must learn about the education program options and requirements to set a course that will lead to an efficient and successful culmination of study. All students must participate, for a minimum of 30 clock hours, in a volunteer or paid position working with students of the age they plan to teach. Students will need a letter of recommendation from the supervisor of their experience and will submit a summary of and reflection on this experience when applying to CUESTE.

During the Freshman year, students should learn the requirements of CUESTE and plan an academic program that satisfies licensure requirements. To facilitate this learning, **ED 142, the Education Orientation seminar**, is available to students. This seminar helps students learn the details of Eastern's CUESTE program and assists them in developing a personal plan for program completion. **ED 142 is recommended** for all incoming students interested in becoming teachers. Students must have a planned program sheet when they formally apply to the CUESTE program.

Prior to admission, students must acquire basic information about school, classrooms, children, school law, finance, basic psychology, history, and philosophy. Education Concepts (ED 242 or equivalent) is designed to help students acquire this information through study and discussion groups. Students must pass this course with a "B-" or better as a prerequisite for applying to CUESTE.

## **SECTION 2.7 - ELEMENTARY EDUCATION MAJOR: Eligibility and Admission**

As early as the end of the sophomore year, eligible students may consider formal admission to CUESTE. An application process will be held at least once a year. A separate Admission Packet is published prior to each admissions cycle and has the most current EOU admissions information.

Admission to program is a two-step process. Student must first prove eligibility to be considered. Second, criteria are then utilized to rank order students to determine priority status for specific locations. This second step is needed because in any one cycle of admissions to the CUESTE program there may be space limitations at a particular site. Meeting eligibility requirements and submitting additional criteria for evaluation does not guarantee admission to the program. Invitations to participate are made on a space-available basis, giving those with the highest standing priority for admission to the program. Although the general requirements for admissions are given below, please see the current *Admission Packet* for the specific eligibility and competitive requirements of the program.

**Eligibility: Complete Admission Files submitted on time will be given priority.** A student may apply to the CUESTE program when he or she:

1. Is within two years of completion of all program and graduation requirements.
2. Has completed ED 242 (or equivalent) with a grade of “B-” or better.
3. Has completed at least 30 hours experience with elementary age students.
4. Has passed the EAS basic skills test (CBEST or Praxis PPT also accepted) and submitted individual score reports prior to or as part of the application process.
5. Has a minimum calculated GPA of 2.75 or greater in multidisciplinary studies coursework.

**Complete applications must be submitted by the date listed in the Admission Packet.** Applicants should carefully follow admissions procedures and dates for information submission.

## **SECTION 2.8 - COMPETITIVE CRITERIA**

In any one cycle of admission to the CUESTE program, there may be space limitations at a particular site. Therefore, simply meeting eligibility requirements does not guarantee admission to the program. Students who have successfully met all admission criteria and submitted their applications in a timely manner will be given first consideration. Students who meet minimum requirements for CUESTE program admission will be assigned a program location depending on first preference. If there are more requests than space for any particular site, first preference will be given to those individuals who bring the strongest academic, experiential or special considerations to the program. Eligible applicants' files will be assessed on the following elements: academic excellence (determined through transcripts and basic skills exam), experience with children (demonstrated through cover letter, resume, and letters of

reference), and the candidate's ability to enrich the teaching pool (demonstrated through the diversity essay). A rubric will be used to score these elements of each eligible applicant's file. Rank ordering will be based on scores earned on the rubrics. Candidates are encouraged to read the application packet carefully to meet all expectations. Students who have met all eligibility criteria and been placed on a waiting list at one location may request to join a cohort at another location on a space available basis.

Candidates admitted to CUESTE must confirm their plans with the program coordinator and commit to a placement of specific Cores (Student Cohorts) within their schedules. When candidates are admitted to CUESTE, future Cores will be specifically assigned and arranged at the discretion of the College of Education. If at any point the candidate is unable to participate for any reason in the planned Core, completion of the program may be delayed until space becomes available in successive Cores.

**Candidates must give written notification to Dr. Karyn Gomez that they are withdrawing or delaying their participation.** A written request must also be made when the candidate wishes to enter a new cohort.

## SECTION 2.9 – GPA POLICY

To be admitted to the CUESTE program, students must have a total calculated grade point average of 2.75 or higher. All courses counted toward program requirements must have grades of “C-“or better.

Students admitted to CUESTE must maintain a GPA of at least 2.75 as well as receive grades of “C-“or higher in all required coursework. Students whose GPA falls below the 2.75 between the time of admission to program and the beginning of the first core will not be allowed to begin Primary Core of the CUESTE program. Students whose GPA falls below a 2.75 after they have begun Primary Core must meet with a faculty member to develop a Plan of Success. Those who do not meet the terms of their Plan of Success will be removed from the CUESTE program. They may reapply for the program at a later time and will be evaluated for admission under the prevailing guidelines/requirements in force at the time of reapplication.

## SECTION 3.1 - REAPPLICATION FOR ADMISSION

Students who are **not** accepted in one admission cycle may reapply:

- After consultation with an Education Advisor;
- After improvement in at least one scored criteria, either by repeating course work or by retaking examinations; and
- By submitting a new application.

Students who were fully admitted to the program, but have chosen to withdraw or delay must submit in writing an official statement to the College of Education office located in La Grande Attn: Dr. Karyn Gomez.

Students who were fully admitted to the program, but have chosen to withdraw or delay must apply in writing to join a new cohort. Students will be allowed to join if they have maintained full admission

status and space is available. Students who have withdrawn or delayed do not have to re-submit documentation if all information is current and the request for return is made within two years of original program acceptance.

*\*Students who are re-applying have equal opportunity for acceptance as those applying for the first time\**

### SECTION 3.2 - FINGERPRINTING

Students admitted to the CUESTE program must complete the PA-1, “Student Teaching or Practicum Report” form and **complete fingerprinting and background check before any field placement may commence.** Information packets for these processes may be obtained from, and fingerprints must be returned to Megan Caldwell in the College of Education Office.

### SECTION 3.3 - CURRICULUM

CUESTE is a multi-step program that, when successfully completed, culminates in qualifications for teacher licensure.

CUESTE is composed of four sequential elements:

- 1) ED 309: Structured Practicum
- 2) Primary Core
- 3) Elementary Core
- 4) Student Teaching

Each of these elements is described in detail below:

**Please note: No other obligations (course work, employment, etc.) may be undertaken during Core terms between 8:00 AM and 4:00 PM, Monday through Friday or during Core classes scheduled outside of those hours, unless specifically approved by a site advisor.**

1. **Structured Practicum.** Students are required to participate in the ED 309, Structured Practicum. This experience is designed to give students a 3-week practical look at the theory and practice associated with the variety of curricula found in the elementary school. The primary purpose of ED 309 is to ensure that students experience the beginning of the school year. **The Structured Practicum must be completed satisfactorily before students may begin Primary Core.**
2. **Primary Core:** The Primary Core is an intensive, integrated learning experience. The overall focus of the experience is on the curriculum, standards, assessment, early childhood development, and classroom dynamics of the primary grades. The philosophical orientation is toward developmentally appropriate practice for young students and learning cycles for this age group. Direct instruction, discovery and constructivist theory and practice will be demonstrated. Integrated curriculum is an essential outcome. Students must pass all course work in Primary Core and all additional coursework in intervening terms with a “C-” or better before progressing to Elementary Core.
3. **Elementary Core:** The Elementary Core continues the intensive, integrated pattern of Primary Core, with an extension to students in the upper elementary grades. Emphasis will be placed on development, classroom dynamics, curriculum design, assessment, and content specific methods.

Students must pass all course work in Elementary Core and all additional coursework in intervening terms with a “C-” or better before progressing to Student Teaching.

4. **Student Teaching Core:** Prior to Student Teaching, candidates must complete a *Placement Request Form*. (See the College of Education *Student Teaching Handbook* for complete descriptions and requirements of Student Teaching.)

Student Teaching is arranged through cooperation with approved schools in the region. Although students can request specific geographic areas for potential Student Teaching placements, the University, with recommendation from the school partner, makes the final decision. To complete the Student Teaching portion of the program, students may be required to travel outside the immediate vicinity of their homes. Fall term Student Teaching typically starts in August and ends in December. Winter term Student Teaching starts in January and ends at the public school calendar Spring Break. Spring Student Teaching starts after EOU’s spring break and proceeds to the end of the public school calendar year. **Student teachers follow the calendar, holidays, hours, and all other teacher requirements of the public school during the duration of the experience.**

Student Teaching represents the “capstone” experience in the Elementary Education Major. If successful in the beginning of the Student Teaching placement, students phase into the role of full-time teacher, assuming all of the duties and responsibilities of a professional teacher. **A grade for Student Teaching will not be transcribed until two complete work samples have been taught, approved by the University Supervisor and submitted to the College of Education.**

Because Student Teaching is the capstone demonstration of the cumulative knowledge, skills, and professional and personal attributes of the candidate, it requires a great deal of dedication and commitment from the candidate. Although most candidates rise to the demanding expectations of the profession, there are some, for a variety of reasons, who do not. The Cooperating Teacher, school principal or site administrator, and the University Supervisor all have a role in assessing the progress of the candidate in Student Teaching. If, for any reason, the Student Teacher’s progress is considered unsatisfactory, the placement can be terminated. Students not passing their initial attempt at Student Teaching may be given **only one additional opportunity** to successfully complete Student Teaching. This additional term will require the full term experiences as described above. For a full discussion of all the rules and regulations regarding Student Teaching, please see the *Student Teaching Handbook*.

**Professional Traits.** At intervals throughout the CUESTE, students will be assessed on their academic, professional, and personal attributes. Students will be informed of the specific criteria and schedule of assessments. Students who fail to meet the criteria in any area will be placed on a Plan of Success; they will be required to meet with faculty to discuss a time line and criteria for improving deficit attributes. Students who do not improve within the designated time frame will not be allowed to complete CUESTE.

**Field Experiences** (Sometimes referred to as “a practicum” or “a lab”). Primary Core and Elementary Core, and some specialty courses of study, require students to apply theory in field situations. During the Primary and Elementary Cores, there are field experiences that are part of the total field preparation during the CUESTE program. Field placements are an important part of the teaching experience. These serve as both an assessment of pedagogical learning and a transition to the next Core. All field experiences in Cores are assessed as “S/U.” All field experiences must be passed with an “S” prior to advancement to the next Core.

## SECTION 4.0 – GRADUATION REQUIREMENTS

Students are eligible for graduation with a baccalaureate degree when all of the following have been met:

- Completion of all MDST and Elementary Education degree requirements with a “C-” or better
- General Education requirements satisfied
- Minimum of 180 quarter hours of course credits
- Minimum of 60 quarter hours of upper division course credits
- ED 309, Primary Core, Elementary Core, Student Teaching
- Application for Graduation including both MDST and Elementary Education Majors and Recognition Form for any additional minors are signed by the advisor and submitted to the Registrar’s office three terms before anticipated graduation date. This information can be found on the Registrar’s website.
- University Writing Requirement
- DPD Requirements
- All other EOU institutional graduation requirements (See EOU catalog)

## SECTION 5.0 – LICENSURE REQUIREMENTS

Students must complete the following requirements if licensure in Oregon is desired.

- Completed CUESTE Program - All course work within CUESTE must be completed with a grade of “C-” or better
- All practica must be completed with a grade of “S”
- Passing score on a standardized basic skills test – EAS preferred (CBEST or Praxis PPST also accepted)\*
- Passing score on the following ORELA tests: \*
  - Multiple Subjects Exam (or other state-mandated elementary exam)
  - Protecting Students & Civil Rights in the Education Environment (Civil Rights)
- C-1 I and C-2 Licensure Forms are completed. Licensure requests to TSPC will only be conducted at the conclusion of an Eastern term, after:
  - All Student Teaching forms are submitted (See *Student Teaching Handbook*)
  - All work samples are completed (See *Student Teaching Handbook*)
  - All course work is successfully completed
  - All baccalaureate degree requirements have been met and degree has been posted.

The student will submit to TSPC:

The completed **C-1 I** application form, and

A money order or check for the current fee amount payable to TSPC.

Eastern Oregon University will submit to TSPC:

The completed C-2 form after verifying

- Official test score reports\*
- Coursework and degree
- Civil Rights score report

\*Passing scores are determined by Teacher Standards and Practices Commission (TSPC)

## SECTION 6.0 – GLOSSARY

**Authorization**

*TSPC licenses teachers in specific grade ranges. The levels of authorization are:*

- Early Childhood (Primary) – Pre-K through Grade 4
- Elementary – Grades 3 through 8 in an Elementary School
- Middle Level – Grades 5 through 10 in a Middle School
- High School – Grades 7 through 12 in a High School

**Endorsement**

The ability to teach specific subject matter is an endorsement. Endorsements are add-ons to licensure and authorization that allow a candidate to teach specific subjects such as Reading, ESOL, Mathematics, Science, Social Studies, Language Arts, Health, Physical Education, Technology, Art, or Music.

**Licensure**

The basic requirement for teaching in Oregon. Controlled by the Teacher Standards and Practices Commission, licensure identifies one as a “teacher.”

**Program Completer**

Any student who has met all of the University graduation requirements and minimum Oregon licensure requirements for the Initial Teaching License.

**SECTION 6.1 – STUDENT CONDUCT CODE**

Students in the CUESTE program are expected to meet the academic and behavior standards set forth in the EOU Student Handbook found at: <http://www.eou.edu/saffairs/handbook/handbook.html>. Students should also follow professional guidelines expected of teachers in the school district where they are student teaching. Students who violate conduct codes may be removed from the program.

## CUESTE Checklist – Primary and Elementary Authorizations

### Initial Steps (Generally completed by the end of the Freshman year):

- \_\_\_\_\_ 1. Admitted to Eastern Oregon University
- \_\_\_\_\_ 2. Assigned a faculty advisor
- \_\_\_\_\_ 3. Planned schedule for the completion of the following:
  - a. Appropriate baccalaureate degree (BA or BS) (Bachelor of Arts or Bachelor of Science)
  - b. Major in Multidisciplinary Studies (MDST)
  - c. Major in Elementary Education (ELED)
  - d. Approved specialty area
  - e. CUESTE eligibility requirements
- \_\_\_\_\_ 4. Planned schedule for meeting other competencies:
  - a. Writing at or beyond the 200 level
  - b. Cultural awareness
  - c. Expanded Arts

### Program Eligibility (Generally completed by the end of the Sophomore year):

*Before students can be considered for admission to CUESTE, the following eligibility requirements must be satisfied:*

- 1. Positive experience with elementary age students
- 2. ED 242 or equivalent, completed with a grade of “B-” or better
- 3. Within 2 years of completion of MDST major, Elementary Education major, and the approved specialty area requirements, which means the student is able to graduate in 6 - 8 additional terms
- 4. All courses counted within MDST major are completed with a grade of “C-” or better
- 5. Complete and submit individual passing score report for CBEST and/or PPST.

### Competitive Admission Criteria (Applications may be made as early as the end of the Sophomore year):

- \_\_\_\_\_ 10. Students may apply to the CUESTE program as soon as all eligibility requirements are met by following the directions in the Admission Packet

### If admitted to CUESTE (Usually during the Junior or Senior year):

- \_\_\_\_\_ 11. Fingerprinting and Criminal Background Check by TSPC, required prior to the ED 309 placement
- \_\_\_\_\_ 12. Successful completion of ED 309 Structured Practicum
- \_\_\_\_\_ 13. Successful completion of Primary Core prior to Elementary Core
- \_\_\_\_\_ 14. Successful completion of Elementary Core prior to Student Teaching Core
- \_\_\_\_\_ 15. Complete or submit a Graduation Application
- \_\_\_\_\_ 16. Successful completion of upper division and other remaining MDST requirements
- \_\_\_\_\_ 17. Successful completion of Student Teaching Core

#### **If not admitted to the program:**

See your advisor and consult the EOU catalog for graduation requirements.

### Graduation Requirements

*Students may graduate with a BA or BS degree in Multidisciplinary Studies (MDST) with a major in Elementary Education when:*

- \_\_\_\_\_ 18. All MDST major coursework is completed
- \_\_\_\_\_ 19. All Elementary Education major requirements are met (or a second academic major for those not seeking teacher licensure)
- \_\_\_\_\_ 20. All BA or BS degree requirements are met
- \_\_\_\_\_ 21. All Eastern Oregon University graduation requirements are met (see EOU catalog for details)

## Licensure Requirements for the State of Oregon

Students must complete the following requirements if licensure in Oregon is desired:

- \_\_\_\_\_ 22. Completed Primary and Elementary CUESTE Program. All course work within CUESTE must be completed with a grade of “C-” or better. All practica must be completed with a grade of “S.”
- \_\_\_\_\_ 23. Passing score on a standardized basic skills test (CBEST or Praxis PPST)\*
- \_\_\_\_\_ 24. Passing score on ORELA multiple subjects exams I and II
- \_\_\_\_\_ 26. “C-1 I” and “C-2” Licensure Forms are completed. Licensure requests to TSPC will only be conducted at the conclusion of an Eastern term, after:
  - a. All Student Teaching forms are submitted (See *Student Teaching Handbook*)
  - b. All work samples are completed (See *Student Teaching Handbook*)
  - c. All course work is successfully completed (within CUESTE, major and major)
  - d. All baccalaureate degree requirements have been met and graduation has been posted by the Registrar.
- \_\_\_\_\_ 27. Civil Rights exam completed and individual passing score report sent to College of Education office.

The student will submit to TSPC:

- The completed “C-1 I” application form, and
- A check for the current required fee payable to TSPC.

Eastern Oregon University will submit to TSPC the completed “C-2” form after verifying:

- ❖ Official test score reports (CBEST, MSE, CIVIL RIGHTS etc)\*
- ❖ Coursework and degree

\*Passing scores determined by Teacher Standards and Practices Commission (TSPC)



# Multidisciplinary Studies Degree Guidelines For Elementary Teacher Licensure candidates

Name: \_\_\_\_\_ ID# \_\_\_\_\_

All courses should be taken for letter grade.  
With proper planning Eastern's General Education requirements will be met simultaneously.

### Requirements (Courses for each requirement are listed on specific site check lists)

- Intro to Literature
- Philosophy
- Intro to Psychology
- Descriptive Science
- Lab/Physical Science sequence
- Foundations of Elementary Math sequence
- World Geography
- US History
- World Civilizations
- Survey of Art
- Artistic Creation
- Basic Music

**MDST Electives:** Choose additional courses to complete 90 credit hours. Up to 5 credits may be counted in skill-based Music or PE classes (such as basketball, fencing, golf, racquetball, skiing, social dance, softball, swimming, tennis or volleyball). Classes should be supportive of teaching at the elementary level and involve a life-long activity. Up to 15 major credits may be counted if they are not counted elsewhere in MDST. These courses may not be counted: Football, writing below 121 and classes unrelated to elementary school curriculum.

TOTAL MDST CREDITS **(90 credit hours required)**

### Other Requirements or Competencies

- Health/Wellness
- Writing
- Speech
- Cultural Awareness

### UPPER DIVISION REQUIREMENTS for Teacher Licensure Candidates

(Must be completed prior to Student Teaching)

- Expanded Arts
- Linguistics or Grammar
- Math in Elem. Schools

#### Academic Major or Endorsement Course of Study

A minimum of 30 credits total; no more than 15 credits of a major may be double counted as MDST General Ed requirements or electives. (Attach checksheet.)

Major:

or  Course of Study (for teacher licensure candidates only):

- Elementary Education Major** (75 credits) Attach Elementary Education major check sheet.

These ED courses may be taken prior to program admission:

- Education Orientation ED 142, 1 credit (optional)
- Education Practicum ED 209, 1-15 credit/s (optional)
- Education Concepts ED 242, 3 credits (required, grade of B- or better)

#### If no Elementary Education major

- Education Capstone ED 499, 3 credits (required)
- Major or two minors to replace Elem Ed. (attach checksheet)

#### Univ. Writing Req. met

### EOU Graduation Requirements

- Total Credits - 180 credits
- Upper Division (300/400 level) - 60 credits

See EOU Catalog for other requirements!