



**Oregon
Transfer Compass**
STATEWIDE ARTICULATION
AGREEMENT: MAJOR
TRANSFER MAP IN
ELEMENTARY EDUCATION

A statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Science in Elementary Education.



Statewide Transfer Articulation Agreement:

Major Transfer Map in Elementary Education

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities

Introduction: Major Transfer Maps (MTMs) represent a streamlined path for students transferring from an Oregon community college to an Oregon university who know which major/bachelor's degree program they want to pursue. In contrast to other statewide transfer tools that prioritize university general education requirements (i.e. AAOT and ASOT), MTMs specify clear course-taking paths necessary for on-track progress towards a specific major/bachelor's degree, with a guarantee of transfer from any Oregon community college to any Oregon public university. MTMs build on the 30-credit general education foundation defined by the generic Core Transfer Map (CTM), although MTMs may specify particular relevant/required General Education courses as part of the 30-credit CTM component of the MTM.

The statewide Elementary Education Major Transfer Map (MTM) will use the Associate of Arts Oregon Transfer degree (AAOT-ELEM ED).

The MTMs identify the optimal and specific set of community college courses students need to take to transfer efficiently into the major at the university. The successful completion of the MTM allows students to receive status at the public university, based on the number of academic credits referenced in the transfer agreement, including at least 30 credits of general education satisfied, that is comparable to the status of students with the same number of academic credits in the major course of study who began their postsecondary studies at the public university. The students will not be required to retake a course, as long as the minimum required grades have been earned.

Students must have earned a cumulative grade point average of 2.0 and meet the residency requirements at the community college awarding the MTM.

When students complete an MTM, the general education courses in the "Core Transfer Map" portion of the MTM, for which minimum required grades have been earned, are guaranteed to transfer into general education, degree, or major requirements for a bachelor's degree at any Oregon public university (ORS 350.404). However, while CTM-related courses are guaranteed to transfer into general education, degree, or major requirements, students completing an MTM will not be awarded a CTM also.

Students who want to transfer prior to completing the MTM should talk with their community college advisor and an advisor at their target university prior to transfer about how their courses will count towards general education requirements and degree/major requirements. If the MTM is not awarded advisors can guide students to determine if they are eligible for a CTM.

Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing an MTM. It is important for students to understand that completing the MTM in two years and the bachelor's degree in four years requires them to complete a minimum average of 15 credits per quarter (or 45 credits per year).

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. If an institution is not meeting the guarantees described below a complaint can be filed with the Oregon Transfer Advisory Committee (OTAC).¹

Part 1: Guarantees

Students who complete all the requirements of an MTM (i.e. an MTM associate's degrees or an MTM non-degree package when optimal transfer requires fewer than 90 credits) as defined in the specific MTM agreement, who have earned the minimum required grades and a cumulative 2.0 GPA or higher, meet residency requirements, and who are admitted to the receiving institution's corresponding major/degree program are guaranteed the following:

1. Status within the major at the public university that is comparable to the status of students with the same number of academic credits in the major course of study who began at the public university (when the MTM is equal to at least 90 credits this would equate to receiving "junior status in the major course of study at the public university").
2. Eligibility to graduate following the degree/major requirements in effect at the university during the academic year the student first enrolled in the community college that awarded the MTM. If the student does not complete the degree within 7 years of the first enrollment at the community college awarding the MTM, they should meet with an advisor to determine which catalog to use.
3. All courses in the MTM will transfer individually. If a student transfers before completing the MTM, all courses will still transfer but may not apply in the same way as they would if the MTM was completed. If the CTM has been awarded, the guarantees inherent in the CTM apply.
4. The ability to file a complaint with the Oregon Transfer and Articulation Committee (OTAC) if the guarantees of the MTM are not being met. OTAC will review complaints submitted to the Higher Education Coordinating Commission (HECC) or to OTAC regarding Oregon's statewide transfer tools and degrees and recommend next steps that support dispute resolution. Note:
 - ✓ Students should first follow their home institution's internal complaint process (e.g. talk to their academic advisor, academic unit, Registrar, or Provost)
 - ✓ The HECC has authority to handle student complaints but only if they are related to discrimination or retaliation
 - ✓ While OTAC does not have legal authority over transfer complaints, as the only statewide transfer advisory body, OTAC can make recommendations and assist institutions and students in resolving compliance issues.
5. Students who successfully complete the MTM at a community college will have the MTM notated on their transcript. If the MTM takes the form of an associate's degree, it will be reflected in the standard degree posting format used by the community college. If the MTM is not an associate's degree, but rather an optimal transfer point with fewer than 90 credits, it will be posted as a notation on the community college transcript.

¹ Sections of this contract are modified versions of contracts from Colorado and Washington.

Part 2: Limitations

1. Completion of the prescribed curriculum in the statewide transfer articulation agreement does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution in place at the time of admission, including the submission of all required documentation by stated deadlines.

2. Minimum grades required for general transfer and for application to major requirements and pre-requisites may vary by each Oregon public university and by each degree/major. Each MTM agreement will specifically list the minimum grade requirements that will guarantee transfer including minimum required grades for major courses and Pass/No Pass limitations. All schools accept a grade of a "C -" or better in all general education courses. Students should contact the admissions counselor or intake advisor at the university they intend to transfer to for more information.

3. Completion of an MTM and admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled and/or competitive entry due either to space limitations or academic requirements.

4. The credit and course transfer guarantees described in the specific MTM agreements apply only to the specific degree programs covered by the agreement. Therefore, if a student changes to a new major some courses may not apply the same way towards the new major as they would for the original major. When students change majors the old MTM major guarantees may no longer apply and receiving institutions will evaluate applicability of transfer on a course-by- course basis.

5. AP (Advanced Placement) and IB (International Baccalaureate) credit:

- ✓ General Education Courses in the MTM:

AP and IB articulated credits used to meet the general education components of the Major Transfer Map will transfer, and are guaranteed to fulfill general education requirements at the receiving institution, as long as the articulated credits are listed on the Advanced Placement and International Baccalaureate Statewide *Course Credit Policy* found on the HECC website.

- ✓ AP (Advanced Placement) and IB (International Baccalaureate) in the MTM:

Using the current *AP and IB Statewide Course Credit Policy* as a reference, the Major Transfer Map workgroup will assess how AP/IB exam scores apply to the MTM (range of credits and course articulations). In particular, the MTM workgroup will identify whether the credit range and course articulation of AP/IB exam scores differ among the 17 community colleges and 7 public universities in ways that create transfer misalignment for students earning the MTM.

The workgroup will refer all areas of misalignment to the AP/IB Statewide Policy Group, which will work with the higher education institutions' appropriate representatives (including faculty and academic leadership) to resolve the areas of misalignment by establishing common range of credits and defined articulations across

the 17/7 so that AP/IB exam credit awarded at any community college will transfer to all public universities and apply as intended in the MTM.

If 17/7 alignment in range of credits and course articulation for AP/IB exam scores is not possible, the MTM workgroup will determine whether the differences constitute acceptable and warranted variance within the MTM. If so, the workgroup will recommend the variance to OTAC when it submits the MTM to OTAC for the approval process. If the MTM workgroup determines that uniformity is necessary, and a particular institution elects not to conform, that school is choosing not to be a participant in that particular MTM.

The Elementary Education MTM group will work with the AP/IB Policy Workgroup to resolve any outstanding AP/IB issues by December 31, 2020.

6. Please note that each Oregon public university has differing policies on institutionally administered exams (sometimes called Challenge Exams) and students should contact the admissions counselor or intake advisor at the university students intend to transfer to for more information.

7. Students should consult with advisors at their community college and receiving university if they have additional questions.

Part 3: Institutional Obligations

1. Oregon public universities and community colleges, under advisement from OTAC and HECC, will build an alert mechanism into their curriculum review process for changes related to courses, programs, or admission that may impact the MTM.

- ✓ The institution proposing a change in required or pre-requisite courses, with potential to impact lower-division course taking will alert their Registrar and Major Transfer Map group to review the change.
- ✓ If the proposed change creates a need to modify lower-division course taking as defined in the existing MTM, the OTAC representative from the particular MTM group will bring the issue to OTAC for review to determine if updates need to be made to the agreement.
- ✓ All public higher education institutions who are signatories of the agreement are expected to stay in alignment with the approved MTM. Changes to courses included in the MTM that will affect their transferability must be approved by the MTM group and OTAC before taking effect.
- ✓ MTM groups are expected to meet annually or as needed to ensure continued alignment and the effective dates will be reflected in each MTM. Catalog rights follow the MTM.
- ✓ If valid reasons exist that prevent sufficient alignment, a given institution may have to exit the agreement. In such cases, the Provost of the university must notify OTAC and work out an effective timeline for leaving the agreement such that the university honors the catalog year guarantees and provides a workable teach-out plan so students in the pipeline are

held harmless.

2. Oregon public higher education institutions agree that where university-specific curricular variance exists within the MTM, it is identified and justified. Acceptable justifications should be related to student benefit, necessity for academic success in meeting future requirements at the junior/senior/graduate school/employment level, and immovable external requirements such as accreditation requirement differences.

3. Participating institutions agree to continue to work toward maximizing course alignment as much as possible with the goal of awarding direct equivalency for all MTM courses, even when a transferring student has not completed the entire MTM.

Part 4: Prescribed Curriculum

| CORE TRANSFER REQUIREMENTS | | |
|---|--|--------------|
| <i>See an advisor for recommended courses and to learn about professional Elementary Education application processes</i> | | |
| <i>Writing</i> | | |
| 1 course | WR121* <i>* A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course</i> | 3-4 |
| <i>Arts & Letters</i> | | |
| 1 st course | ENG 104, 105, or 106 | 3-4 |
| 2 nd course | Intro to Drawing or Intro to Design | 3-4 |
| <i>Social Sciences</i> | | |
| 1 st course | HST 201, 202, or 203 | 3-4 |
| 2 nd course | World/Cultural Geography or Cultural Anthropology | 3-4 |
| <i>Natural Sciences</i> | | |
| 1 st course | Biological Science w/lab (ORELA prep course, often Bio 101) | 4-5 |
| 2 nd course | Earth Sciences w/lab | 4-5 |
| <i>Mathematics</i> | | |
| 1 course | MTH 211 | 4-5 |
| <i>***At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT</i> | | |
| <i>**** Courses must total minimum of 30 credits, can be filled by an elective credit if needed</i> | | |
| Core Transfer Requirement Total | | 30-35 |
| ADDITIONAL GENERAL EDUCATION COURSES | | |
| <i>See an advisor for recommended courses and to learn about professional elementary education programs and application processes</i> | | |
| Writing | WR 122* <i>* A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course</i> | 3-4 |

| | | |
|---|--|---------------|
| Communications | COMM 111 | 3-4 |
| Arts & Letters | Select from AAOT outcomes <ul style="list-style-type: none"> • Students interested in the WOU 4 Yr. licensure program can also take linguistics • 200-level world languages also recommended | 3-4 |
| 3 rd Social Science | American Government | 3-4 |
| 4 th Social Science | Psychology class PSY 201 or 202 | 3-4 |
| Natural Sciences | 3 rd lab Science from AAOT course list w/lab or discussion section | 4-5 |
| Math | MTH 212 | 4-5 |
| Math | MTH 213 | 4-5 |
| Health | Health and Wellness | 2-3 |
| Section Total | | 29-38 |
| EDUCATION COURSES* | | |
| <p>* Each public university will accept at least 3 out of the 5 courses as meeting major requirements. One of those 3 must be Education Foundations/Introduction to Education See an advisor for recommended courses and to learn more about professional elementary education programs and application processes</p> | | |
| Education Foundations/Introduction to Education | | 3-4 |
| Child Development/ Learning & Development | | 3-4 |
| Multicultural Education/Culturally Responsive Pedagogy | | 3-4 |
| Special Education | | 3-4 |
| Practicum | | 3 |
| Section Total | | 15-19 |
| Grand Total | | 74-92 |
| ELECTIVES | | |
| Elective courses to reach 90 credits (See recommended electives on page 3) | | 0-16 |
| MAJOR TRANSFER MAP TOTAL | | 90-100 |

| | | | | | |
|--|---------------------|---------------------|------------------------------|--|---|
| 4 Yr. Licensure and Non-Licensure Programs | | | | | |
| <i>See an advisor for recommended courses and to learn more about these programs and the application processes</i> | | | | | |
| 4 Yr. Licensure Programs | | | | | Other Degree Programs |
| SOU-4 Yr. Licensure & Non-licensure | WOU-4 Yr. Licensure | EOU-4 Yr. Licensure | OSU Cascades-4 Yr. Licensure | OSU-Teaching Undergraduate Major (Clinically Based Elementary) Licensure | UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program) |

| | | | | | |
|---|---|--|---|--|--|
| | | | | (program available in 2021) | |
| SOU requires a 2.75 GPA for entrance and nothing less than a C- in any required course (education or otherwise). Exceptions made on a case by case basis. | All "ED" prefix courses (or courses that sub in for ED prefix courses) must be a B- or better. Students need to have a 2.75 by the time they apply for the "Ed program" at the end of junior year. | Preference for cumulative GPA of 3.0, exceptions made on a case by case basis. Education courses must have a C- or better to transfer. | Preference for cumulative GPA of 3.0, exceptions made on a case by case basis. Education courses must have a C or better to transfer. | Minimum course grade is a C and GPA requirement is 3.0. Exceptions may be made and students may be conditionally accepted on a case by case basis. OSU will provide conditionally accepted students support to help them reach their goals | Minimum cumulative GPA for admissions consideration is 2.75. Exceptions may be made on a case by case basis. Education courses must have a C- or better to transfer. |

Recommended Electives

See an advisor for recommended courses and to learn more about these programs and the application processes

| 4 Yr. Licensure Programs | | | | | Other Degree Programs |
|--|---|---|--|--|--|
| SOU-4 Yr. Licensure & Non-licensure | WOU-4 Yr. Licensure | EOU-4 Yr. Licensure | OSU Cascades- 4 Yr. Licensure | OSU-Teaching Undergraduate Major (Clinically Based Elementary) Licensure (program available in 2021) | UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program) |
| Recommended: <ul style="list-style-type: none"> WR 123 Early Childhood Ed Courses Children's Literature | Recommend: <ul style="list-style-type: none"> Children's Lit Counts as ED 230 (needs to be a children's literature course/not literacy methods) Creative arts for teachers course LING 210 | Recommended: <ul style="list-style-type: none"> Early Childhood Ed Course Children's Literature | Recommended: <ul style="list-style-type: none"> Early Childhood Ed Course | Recommended: <ul style="list-style-type: none"> Early Childhood Ed Course | Recommended: <ul style="list-style-type: none"> Ethnic Studies Early Childhood Ed Course WR 123 |

¹ OSU College of Education also has a double-degree licensure program. This program requires students to earn two undergraduate degrees concurrently – one in their chosen field and one in education (36 extra credits). This program may take more than four years to complete and some of the required courses differ from the course path on the MTM. Students interested in the Double Degree should seek advising from the OSU College of Education.



Part 5: Signature of Participating Institutions

**Elementary Education Major Transfer Map: Statewide Articulation Agreement
Participants to the Agreement**

The Oregon Transfer and Articulation Committee (OTAC) reviewed this agreement on October 18, 2019 and forwarded it for approval by the chief academic officers of Oregon’s public universities offering the Elementary Education degree and the chief academic officer of Oregon’s community colleges
(Note: Signatures are on file at the Higher Education Coordinating Commission)

Signatures on file:

| | | | |
|----------------------------------|-------|---------------------------------|-------|
| _____ | _____ | _____ | _____ |
| Eastern Oregon University | Date | Oregon State University | Date |
| _____ | _____ | _____ | _____ |
| Southern Oregon University | Date | Western Oregon University | Date |
| _____ | _____ | _____ | _____ |
| University of Oregon | Date | Blue Mountain Community College | Date |
| _____ | _____ | _____ | _____ |
| Central Oregon Community College | Date | Chemeketa Community College | Date |
| _____ | _____ | _____ | _____ |
| Clackamas Community College | Date | Clatsop Community College | Date |
| _____ | _____ | _____ | _____ |
| Columbia Gorge Community College | Date | Klamath Community College | Date |
| _____ | _____ | _____ | _____ |
| Lane Community College | Date | Linn-Benton Community College | Date |
| _____ | _____ | _____ | _____ |
| Mt. Hood Community College | Date | Oregon Coast Community College | Date |
| _____ | _____ | _____ | _____ |
| Portland Community College | Date | Rogue Community College | Date |



Southwestern Community College Date

Tillamook Bay Community College Date

Treasure Valley Community College Date

Umpqua Community College Date

Part 6: Elementary Education Major Transfer Map Participants

Group Coordinators:

Public Universities:

| | |
|-----------------|----------------------------------|
| Ronda Fritz | Eastern Oregon University |
| Matthew Nyman | Oregon State University |
| Rachael Schuetz | Oregon State University-Cascades |
| Susan Faller | Southern Oregon University |
| Alison Schmitke | University of Oregon |
| Angel Dorantes | University of Oregon |
| Marie LeJeune | Western Oregon University |
| Kristin Mauro | Western Oregon University |

Community Colleges:

| | |
|------------------------|---------------------------------------|
| Daniel Anderson | Blue Mountain Community College |
| Dawn Kennison-Kerrigan | Blue Mountain Community College |
| Angie Cole | Central Oregon Community College |
| Amy Howell | Central Oregon Community College |
| Cecelia Monto | Chemeketa Community College |
| Laurette Scott | Clackamas Community College |
| Celeste Petersen | Clatsop Community College |
| Kanoe Bunney | Lane Community College |
| Christy Stevens | Linn-Benton Community College |
| Lisa George | Portland Community College |
| Deborah Murphy | Rogue Community College |
| Jamie Jennings | Klamath Community College |
| Susan Bolyard | Treasure Valley Community College |
| Gwen Soderberg-Chase | Umpqua Community College |
| Maidie Rosengarden | Southwestern Oregon Community College |

Teacher Standards and Practices Commission:

| | |
|-----------------|--------------------|
| Anthony Rosilez | Executive Director |
|-----------------|--------------------|

Oregon Department of Education:

| | |
|--------------|--|
| Holly Dalton | Office of Teaching, Learning, and Assessment |
|--------------|--|



Higher Education Coordinating Commission Staff:

Kia Sorensen Office of Academic Policy & Authorization
Julia Steinberger Office of Community College & Workforce Development

Part 7: Oregon Transfer Advisory Committee Members 2018-19

Chair: John Hamblin, Executive Dean, Student Development, Mt. Hood Community College
Incoming Chair: Sarah Witte, Provost & Vice Presidents for Academic Affairs, Eastern Oregon University

Elizabeth Brand Cox, Executive Director, Student Success Center, Oregon Community College Association
Dana Richardson, Executive Director for the Council of Presidents, Oregon Public Universities Council of Presidents
Sal Castillo, Director, Institutional Research, Oregon State University
Erin Mulvey, Transfer Transitions Coordinator, Div. Student Affairs-Academic Achievement, Oregon State University
Carrie Randall, Academic Advisor, Linn-Benton Community College
Frances White, Professor and Department Head, Anthropology, University of Oregon
Chuck Kalnbach, Thomas E. Wildish Distinguished Senior Instructor II of Management, University of Oregon
Seth Anthony, Associate Professor, Oregon Institution of Technology
Ann Cary, Instructor math, Portland Community College
Blake Hausman, English and Native American Studies Instructor,, Portland Community College
Kendra Cawley, Dean of Academic Affairs, Academic Affairs, Portland Community College
John Copp, History, Political Science Instructor, Department Chair, Columbia Gorge Community College
Susan Faller, Senior Instructor II, Southern Oregon University
Erin Baumgartner, Director of General Education; Interim Associate Provost for Academic Programs and Effectiveness, Western Oregon University
Thaddeus Shannon, Associate Professor, Computer Science, Western Oregon University
Kathy Smith, Associate Professor of Math, Central Oregon Community College
Kate Sullivan, OWEAC Chair, Professor Writing, Lane Community College
Christy Weigel, Instructional Coordinator: Articulation and Transfer, Mt Hood Community College
Rick DeBellis, Associate Director for Enrollment Management, Degree Partnership Programs and Transfer Student Services, Oregon State University
Melissa Frey, Dean & Registrar, Student Recruitment, Enrollment and Graduation Services
Cindy Baccar, Associate Vice Provost & University Registrar, Academic Affairs, Portland State University
Linda Samek, Provost, George Fox University
David Plotkin, Vice President of Instruction and Student Services, Clackamas Community College
Patrick Crane, Director, Community Colleges and Workforce Development
Veronica Dujon, Director, Academic Policy and Authorization

Appendix A. Eastern Oregon University Elementary Education Transfer Agreement



Summary of Agreement with EOU:

1. The EOU Education department is aware of community college students and the MTM group's desire for more exposure to education courses prior to entrance in our Undergraduate Education Program. EOU is in the process of dropping the Development and Individual Differences course to a 200-level course for both first time freshman and transfer students. This process will require approval from College of Education faculty and the dean, as well as EOU's Educational Policy and Curriculum Committee (EPCC) and the state of Oregon Teacher Standards and Practice Commission (TSPC), as a program change would be required. A proposed 200-level course will be presented to faculty during a Fall 2019 College of Education faculty meeting. Once a syllabus has been refined by faculty, a proposal to the EPCC will be presented in winter of 2020. If EPCC approval is granted, the program change will be presented to TSPC in spring of 2020 for proposed implementation in Fall, 2020.
2. In the meantime, EOU will accept 100 & 200 Level multicultural education courses, introduction to education/education foundations courses, and child development/learning development courses from Oregon community colleges as replacement credit for the following EOU Undergraduate Education Program courses:
 - a. ED 130: Multicultural Education
 - b. ED 242: Intro to Education
 - c. EDU 313: Development and Individual Differences
3. Once the Development and Individual Differences course is a 200-level course for both first time freshman and transfer students, EOU will continue to accept multicultural education, introduction to education, and child development courses from Oregon community colleges as replacement credit for:
 - a. ED 130: Multicultural Education
 - b. ED 242: Intro to Education
 - c. EDU 2XX: Development and Individual Differences
4. Practicum experience courses at the 100 & 200 level courses will be accepted for admission requirements as long as a minimum of 30 hours of classroom experience is required. To fulfill upper division practicum requirements, students will still need to enroll in all practicums within our Undergraduate Education Program. However, this requirement does not require transfer students to take more courses and/or credits than native students.

Appendix B. Oregon State University- Cascades Elementary Education Transfer Agreement

Students entering Oregon State University- Cascades Elementary Education Major with the Education MTM completed will be given credit for their Freshman and Sophomore year classes, along with these pre-requisites for the professional program admissions. Student coming in with the Education MTM will be in the same place as first time freshman students, and will be at no disadvantage.

Pre-requisites for Professional Program admissions:

C grade or better required in courses below.

Covered by the MTM-Education Foundations/Introduction to Education: (OSU Equivalent: ED 216 Purposes, Structure & Function of Education in a Democracy (3))

OSU-Cascades will accept a 200-level class that provides an introduction to the historical, social, philosophical, political, legal and economic foundations of education in the United States, and other countries. The class provides a framework from which to analyze contemporary educational and environmental issues in various schools, communities, and workplaces.

Covered by the MTM-Multicultural Education: (OSU Equivalent: ED 219 Civil Rights and Multicultural Issues in Education (3))

OSU-Cascades will accept a 200-level class that examines the context of working with students, schools, communities and workplaces. The class celebrates and prepares teachers for the diversity of learners, learning cultures (e.g. urban, suburban, rural) and the diversity among learners within those different cultures; and the influence of culture on one's learning.

Covered by the MTM MTH 211. Foundations of Elementary Mathematics (4)

Covered by the MTM MTH 212. Foundations of Elementary Mathematics (4)

This course is not covered by the MTM, but can be easily taken as a Junior elective. HDFS 201. Contemporary Families in the US (3)

Covered by the MTM through a Development class- Child Development/Learning and Development: (OSU Equivalent: HDFS 311 Infant and Child Development (4))

OSU-Cascades will accept a range of 200-level development classes across the lifetime. Accepted classes may cover infant to K-12 to adult learner social/emotional/cognitive development across multiple areas of learning. The class may consider impact on classroom pedagogy.

Support Courses (Non-Professional Program):

Support courses can be taken before or after admissions into program.

C grade or better required in all courses below to continue to Student Teaching Advancement.

This course is not covered by the MTM, but is planned to be taken as a Junior HDFS 431. Family, School, and Community Collaboration (3) *HDFS 311 pre-req*

This course is not covered by the MTM, but is planned to be taken as a Junior HDFS 432. Children and Youth with Special Needs (3)

This course is not covered by the MTM, but is planned to be taken as a Junior HDFS 447. Families and Poverty (4)

Covered by the MTM through MTH 213 MTH 390: Foundations of Elementary Mathematics (4)

Covered by the MTM PSY 201 or PSY 202 General Psychology (3)

The Professional Elementary Education Program

The Elementary Education major requires students to apply to the Professional Elementary Education Program to progress into winter term third year (junior year) courses. Applications to the Professional Program are submitted spring term of the second year. Applications are accepted through Sept 15th for the follow winter term. Program pre-reqs that may be in fall term as in progress are approved as conditional admit dependent fall term grades.

Professional Application Requirements:

- 60 credit hours of college coursework
- 3.0 preferred overall GPA
- Complete prerequisite courses with a grade of C or better: ED 216, ED 219, MATH 211, MATH 212, and one of the following: HDFS 201 or 311
- a resume and statement of objectives
- TSPC Character Questionnaire
- Attempt the Oregon Educator Licensure Assessments (ORELA) Civil Rights Exam.
- Attempt the National Evaluation Series (NES) Elementary Education I and II subtests
- Professional program students will take three terms of ED 409: Practicum in the schools (2 credits each term). *The MTM will cover the first term (2 credits) of ED 409. Any 200-level class that provides a practicum experience of at least 60 hours working with children in pre-school or elementary school settings will count.*

Teacher Candidacy/Student Teaching:

Advancement to Teacher Candidacy and Student Teaching (Fall Term, fourth year) is based on

- completion of all Bacc Core requirements
- All Professional Program classes must have a GPA of 3.0
- All program courses must be C grade or higher
- Complete more than 60 hours of mentored classroom observations in practicum
- Earn a passing score on the Oregon Educator Licensure Assessments (ORELA) Civil Rights Exam.
- Earn a passing score on the National Evaluation Series (NES) Elementary Education I and II subtests

OSU Graduation Requirements

Students pursuing a degree at OSU must meet the following requirements in addition to program and college requirements.

- 180—total number of credits required to graduate from OSU
- 60—number of upper division credits required
- 124—maximum number of credits that will transfer from a community college
- 45 of last 75 credits must be OSU credits
- Maintain a 2.0 or better university GPA

Appendix C.: Oregon State University- Hybrid Elementary Education Program Transfer Agreement

Summary of Agreement with Oregon State University:

The intent of the **Hybrid Licensure Program** is for students to complete 90 credits of course work and then enroll in the two-year OSU hybrid program to fulfill 90 credits of education courses including two OSU Baccalaureate Core courses and all licensure requirements

The Oregon State University two-year Hybrid Licensure Program was built in collaboration with Columbia Gorge Community College (CGCC). CGCC developed and implemented five education courses and four general education courses to fully prepare students to transfer to the OSU program and reach the required 90 credit hours for an Associates of Arts Oregon Transfer degree. The CGCC AAOT also provides students opportunities to fulfill all but two of OSU required Baccalaureate Core courses, which are included as part of the 90 credit two-year Hybrid Licensure Program.

To participate in the Oregon Higher Education Coordinating Committee Major Transfer Map for Elementary Education OSU will abide by the following transfer agreements for courses taught by CGCC:

- a. OSU will accept 200-level courses in Child Development, Education Foundations & Multicultural Education.
- b. OSU will accept three 200-level practicum credits as replacement for ED293 Practicum (one credit) and ED294 Seminar (two credits).
- c. OSU will waive ED101 Teachers Make a Difference course (1 credit) that is taught at CGCC.
- d. OSU will provide a three credit elective space in the fall term of the first year during that students can take HDFS 201 Contemporary Families in the U.S. This course is offered online.

Appendix D. University of Oregon Educational Foundations Transfer Agreement

Summary of Agreement with UO:

1. Education Foundations and Multicultural Education are 100 and 200-level courses, respectively, at UO, and transfer from the community college as meeting major requirements. As of 2020 fall term, Child Development course will count for EDST 211, Childhood Studies.
2. Written English I and II, Arts and Letters, Social Sciences and Sciences courses from AAOT list requirement. The UO accepts all these courses as general education requirements. Note in order to count all (4) science courses must include a laboratory or a discussion session. The Educational Foundations Major requires all students, First Time Freshman or Transfer, to complete (4) science courses with a laboratory or a discussion session.
3. Educational Foundations is a non-licensure education major focused on elementary education. It serves as a runway for licensure in UOTeach or other graduate programs. Students interested in teaching middle or high school major in the subject matter they want to teach and can add the Certificate in Educational Foundations: Secondary. Similar to the Educational Foundations major, the certificate is a runway for licensure in UOTeach or other graduate programs.
4. All students, First Time Freshman and Transfer, apply to the major during their sophomore year. Admitted students begin in the major as juniors. Starting Fall 2020, no application to the major will be necessary and all students (First Time Freshman and Transfer) will be able to declare the major anytime.

| # CREDITS | First Time Freshman STUDENT | TRANSFER STUDENT |
|--|-----------------------------|------------------|
| Lower Division | 90 | 90 |
| LD Applied to Major | 64 | 64 |
| BA language courses (BA or BA) | 27 | 27 |
| BS math courses (BA or BS) | 12 | 12 |
| Total Credits in Major (BA) Includes pre-education and math education courses | 69 | 69 |
| Total Credits in Major (BS) Includes pre-education courses | 61 | 61 |
| Upper Division Requirement (Institutional Requirement) | 62 | 62 |
| UD Major Credits (BA) | 61 | 61 |
| UD Major Credits (BS) | 53 | 53 |
| Remaining UD Credits Required (BA) | 1 | 1 |
| Remaining UD Credits Required BS | 9 | 9 |
| Additional Credits to Degree Completion BA (Electives) | 20 | 20 |
| Additional Credits to Degree Completion BS (Electives) | 43 | 43 |



| | | |
|------------------------------|------------|------------|
| Total Credits for Graduation | 180 | 180 |
|------------------------------|------------|------------|

Appendix E. Southern Oregon University Transfer Agreement



Summary of Agreement with Southern Oregon University:

1. In order to meet the expectation for more lower-division education coursework as part of the MTM process, The School of Education at SOU has revised the coursework leading to a BS Degree in Education Studies with the potential to also earn a teaching license for the state of Oregon. SOU has completed the following changes:
 - a. Introduction to Teaching (ED 251) is now a required course.
 - b. Music for Teachers (ED 215) has been renumbered from a 400-level course.
 - c. Art for Teachers (ED 273) has been renumbered from a 400-level course.
2. Additional changes have been approved by the Education department and now go to the University curriculum committee for approval as of fall term 2020:
 - a. Practicum (ED 209) will be changed from two to three credits
 - b. Whole Child Development (ED 240) will be renumbered from a 400-level course and will be required for all students in the major.
3. Southern Oregon University will accept 100 & 200 level practicum courses, introduction to education/education foundations courses, and child development/learning development courses from Oregon community colleges as replacement credit for the following SOU Undergraduate Education Program courses:
 - a. ED 209 – practicum (it is preferred that these credits include volunteer hours in three different settings – pre-school, primary, upper elementary)
 - b. ED 251 - Introduction to Teaching
 - c. ED 240 – Whole Child Development

| Core Transfer Map | CC Credits | EOU | OSU-Hybrid Program (available 2021) | OSU-Cascades | SOU | UO | WOU |
|--|------------|--|--|--|--|---|--|
| Writing-WR 121 | 3-4 | WR 121 (4 credits) | WR 121 (3-4 credits) | WR 121 (3-4 credits) | 1 of 1 Strand A – Communication Goals course USEM 101 (3-4 credits) | WR 121 (3-4 credits) | 1 of 2 Foundations: WR 121 (4 credits) |
| Arts & Letters: ENG 104, 105, or 106 & Intro to Drawing or Intro to Design | 6-8 | 2 Aesthetics and Humanities courses (from different disciplines if not part of AAOT) (6-20 credits) | <p>ANY ENG (6 credits), Intro to Drawing (drawing not typically accepted at OSU but will be accepted as part of CTM and AAOT)</p> <p>HST 201-203 (6 credits, BACC Core Western culture/DPD) *Not sure one World/Cultural Geog or Anthro</p> <p>2 Bio or Physical Sci (8 credits, BACC Core))</p> | <p>ANY ENG (6 credits) (Drawing not typically accepted at OSU but will be accepted as part of CTM and AAOT)*OSU does not typically require 2 Arts and Letters</p> <p>HST 201-203 (6 credits, BACC Core Western culture/DPD)</p> <p>2 Bio or Physical Sci (8 credits, BACC Core))</p> | 2 of 3 Strand E – Humanities courses (6-8 credits) | Arts and Letters courses. UO requires 15-16 credits of approved arts and letters courses. No specific courses are required. (6-8/15-16 Credits) | <p>1 of 2 Exploring Knowledge: Literary and Aesthetic Perspectives courses</p> <p>ENG 104, 105, 106 (choose one) replace Lit 102 a Genre course that students can take up to 2 times (4-8 credits)</p> <p>Note: ED 230 Children’s Literature is second literary/aesthetic course.</p> <p>Beginning Design: 2-Dimensional (A115) meets communication/language Gen ED and is a required pre-req. for upper division program requirement. (3 credits)</p> |
| Social Science: HST 201, 202, or 203 & World/Cultural Geography or Cultural Anthro | 6-8 | 2 Social Science courses (from different disciplines) (6-20 credits) | Math (4 credits, BACC Core) | Math (4 credits, BACC Core) & major requirement | 2 of 3 Strand F – Social Sciences courses (6-8 credits) | Social Science courses. UO requires 15-16 credits of approved social sciences courses. No specific courses are required. (6-8/15-16 credits) | 2 of 2 Exploring Knowledge: Social, Historic, and Civic Perspectives courses (HST 201, 202, 203 (4 credits, choose one) 4 credits, Geography) |
| Natural Science: BI 101 with lab or discussion section & Earth Sciences w/lab | 8-10 | 2 Natural & Info Science courses (from different disciplines)-- Life Science & Earth Science (6-20 credits) @ least one course must be a Physical or Biological. | | | 2 of 3 Strand G – Science courses (8-10 credits) | Science courses with labs. UO requires 15-16 credits of approved arts and letters courses. Education major requires courses in Biology, Geology, Astronomy, Chemistry, and Physics. (8-10/15-16 credit) | 2 of 2 Exploring Knowledge: Scientific Perspectives courses (4 credits, BIO 101, ES) |

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|--|-------------------|---|--|---|--|--|--|
| Math: MTH 211 | 4-5 | 1 College level mathematics course (4 credits) | | | 1 of 1 Strand D – Quantitative Reasoning course (4-5 credits) | Counts toward 1 term of requirement for 1 year college level Math (4 credits) | 1 of 1 Foundations: Math course (MTH 211, 4 credits (fills first half of math requirement)) |
| 1 course must also satisfy AAOT Cultural Literacy Requirement | | N/A | | | N/A | Any course transferred in as a Multicultural. UO requires two courses, 8 credits. | N/A |
| Courses must total minimum of 30 credits, can be filled by an elective credit if needed | 30-35 | Additional credits taken to reach 30 in the Foundational Curriculum will be applied to the general education category associated with them. | Additional credits taken to reach 30 will be applied to the appropriate General Education requirement. | Additional credits taken to reach 30 will be applied to the appropriate General Education requirement. | Additional courses taken to reach 30 credit minimum will be applied to the appropriate University Studies category | Additional credits taken to reach 30 will be applied to the appropriate General Education requirement. | Additional credits taken to reach 30 will be applied to the appropriate General Education requirement. |
| Additional Gen Ed Courses | CC Credits | EOU | OSU-Hybrid Program (available 2021) | OSU-Cascades | SOU | UO | WOU |
| WR 122 | 3-4 | Fulfills 1 of 2 writing courses required (if student does not complete AAOT needs WR122 and WR123 OR 200 level or higher in writing) | Fulfills Bacc Core English Composition, WR 222 (3 credits) | Fulfills Bacc Core English Composition, WR 222 (3 credits) | Fulfills USEM 102 WR 122 transfer course equivalent (3-4 credits) | Fulfills WR 122 (3-4 credits) | Fulfills required writing for Gen Ed. (4 credits) |
| Public Speaking (COM 111) | 3-4 | Gen Ed, Fulfills COM111 or COM112 or Thea150 (3-4 credits) | Fulfills COM 111, Bacc Core req. (3 credits) | Fulfills COM 111 or COM 218, Bacc Core req. (3 credits) | Fulfills USEM 103 (various speech communications courses accepted) (3-4 credits) | Counts toward university Arts and Letters (3-4 credits) | Meets the Comm/Language requirement for Gen Ed. (4 credits) |
| Arts and Letters (select from AAOT outcomes list)**200-level world language recommended | 3-4 | A third Arts and Letters can count toward general education (3 credits) **World Lang only counts if they did not take it in high school | A third Art and Letters not typically req. at OSU but would count toward AAOT **World Lang. (only need 2 terms in college if 2 years in h.s. not fulfilled for B.S.) | A third Art and Letters not typically req. at OSU but would count toward AAOT **World Lang (only need 2 terms in college if 2 years in h.s. not fulfilled for B.S.) | 1 of 3 Strand E – Humanities courses **200-level World Language accepted as 1 of 3 Strand E | Gen Ed, Arts and Letters courses. UO requires 15-16 credits of approved arts and letters courses. No specific courses are required. **World Language would count toward Arts and Letters | Arts and Letters course **World language counts as elective credit. WOU recommends students take children’s literature for 3rd Arts and Letters AAOT requirements. Other courses would count as electives |
| American Government | 3-4 | Gen Ed Social Sci: Fulfills POLS 101, (5 credits); will also accept | Fulfills BACC Core PS 201 (3 credits) | Fulfills BACC Core PS 201 (3 credits) | Elective credit Critically important for ORELA prep | Gen Ed, Social Science courses. UO requires 15-16 credits of approved social sciences courses. No specific | Major requirement: PS 201 or PS 202 (4 credits) |

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|--|------------|---|---|--|---|---|--|
| (3rd Social Science) | | US History (HIS201 or HIS202-5 credits) | | | | courses are required. (3-4 credits) | |
| Psychology (PSY 201 or 202) (4th Social Science) | 3-4 | Gen Ed, Social Science, PSY201 or 202 (4 credits) | Major Requirement, PSY 201 (4 credits) | Major Requirement, PSY 201 or PSY 202 (4 credits) | Elective credit Foundational for child development, req. for MA degree | Gen Ed, Social Science courses. UO requires 15-16 credits of approved social sciences courses. No specific courses are required. | Major requirement: Accepts any Psych (3-4 credits) |
| Natural Sciences (3rd lab science from AAOT course list) | 4-5 | Gen Ed, Physical Science w/ lab (3-4 credits) | BACC Core, Bio or Phys with Lab (4 credits) | BACC Core, Bio or Phys with Lab (4 credits) | 1 of 3 Strand G – Science courses (4-5 credits) | Gen Ed, Science courses with labs. UO requires 15-16 credits of approved arts and letters courses. Education major requires courses in Biology, Geology, Astronomy, Chemistry, and Physics. | Second course in Earth Sci fulfills major requirements (4-5 credits) |
| MTH 212 | 4-5 | Satisfies major requirement for MTH 212 (4 credits) | Required for CoEd 4 credits (4-5 credits) | Satisfies major requirement for MTH 212 (4 credits) | Satisfies major requirement for MTH 212 (4-5 credits) | Counts toward 1 term of requirement for 1 year college level Math (4 credits) | Required, satisfies second half of Math Gen ED, and required for major (4 credits) |
| MTH 213 | 4-5 | Satisfies major requirement for MTH 213 (4 credits) | Required for CoEd (4 credits) | Satisfies major requirement MTH 213 is MTH 390 at OSU (4 credits) | Satisfies major requirement for MTH 213 (4-5 credits) | Counts toward 1 term of requirement for 1 year college level Math (4 credits) | Required for major (4 credits) |
| Health | 2-4 | Health and Wellness Gen Ed (HWS 250 or 298-3 credits) | BACC Core, HHS 231 (2 credits) | BACC Core, HHS 231 (2 credits) | 1 of 3 Strand F – Social Sciences courses & major requirement for HE 250 or 275 (3 credits) | Not required, elective credit (3 credits) | Required for Gen Ed (4 credits) |
| Additional Gen Ed Course Total | 29-39 | | | | | | |
| Education Courses | CC Credits | EOU | OSU-Hybrid Program (available 2021) | OSU-Cascades | SOU | UO | WOU |
| Education Foundations/ Intro to Education | 3-4 | Fulfills major req. ED 242 (Intro to Education) (3credits) | Fulfills major req. ED 216 (3 credits) | Fulfills major req ED 216 (3 credits) | Fulfills major req. ED 251 Intro to Teaching (3 credits) | Fulfills major req. EDST 111 | Fulfills major req. ED 200 or ED 220 (will not count as social science)(3 credits) |
| Child Devt/ Learning and Devt | 3-4 | Fulfills major req., (EDU 313 Development and Individual Differences (3 credits)) | Fulfills major req., will accept 200-level child development for HDF5 311 (3-4 credits) | Fulfills major req.,will accept 200-level child development for HDF5 311 (3-4 credits) | As of 2020 catalog year, fulfills major req. (ED 240 (3 credits)) | As of 2020 fall term, fulfills major req., course will count for EDST 211, Childhood Studies | Fulfills major req., (ED 242 or ED 231 (3 credits)) |

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|--|-------------------|---|--|--|--|--|---|
| Multicultural Education | 3-4 | Fulfills major req. (ED 130, Multicultural Education)) | Fulfills major req., ED 219 (3-4 credits) | Fulfills major req. (ED 219 (3 credits)) | Lower division elective credit - <i>This would serve as foundational to support the upper division course</i> | Fulfills major req. (EDST 225--School and Representation in Film) | Lower division elective credit (3 credits) |
| Special Education | 3-4 | Lower division elective credit - <i>This would serve as foundational to support the upper division course</i> | Lower division elective credit (3-4 credits) | Lower division elective credit (3-4 credits) | Lower division elective credit - <i>This would serve as foundational to support the upper division course</i> | Lower division elective credit <i>This would serve as foundational to support the upper division course</i> | Fulfills major req. (ED 259 or ED 250 (3 credits)) |
| Practicum | 3 | Lower division elective credit - <i>would fulfill 30 hour required classroom experience for admissions</i> | Counts toward major (Will accept LD practicum credits as replacement for 293 and 294 (3 credits)) | Counts toward major (3 credits) of practicum would replace Fall section 1 of ED 409 (2 credits). Students would get lower division credit for the 3 credits they are bringing in. | Satisfies major requirement for ED 209 Practicum (3 credits as of 2020) it is preferred students have 1 credit in preschool, 1 in primary (kinder -3rd grade), 1 cr. in upper elementary (grades 3-6) | Lower division elective credit | Lower division elective credit but would satisfy requirement of first volunteer practicum for admission to ED program (3 credits) |
| Education Course Total | 15-19 | | | | | | |
| Electives | CC Credits | EOU | OSU Hybrid Program (available 2021) | OSU Cascades | SOU | UO | WOU |
| Elective Credit to reach 90 req. for AAOT | | Recommended: <ul style="list-style-type: none"> • Early Childhood Ed Course • Children's Literature | Recommended: <ul style="list-style-type: none"> • Early Childhood Ed Course | Recommended: <ul style="list-style-type: none"> • Early Childhood Ed Course | Recommended: <ul style="list-style-type: none"> • WR 123 • Early Childhood Ed Courses • Children's Lit (3 credits) humanities elective <i>This would serve as foundational to support the upper division course</i> | Recommended: <ul style="list-style-type: none"> • Ethnic Studies, • Early Childhood, and • WR 123 • Children's lit counts as an Elective credit <i>This would serve as foundational to support the upper division course</i> | Recommended: <ul style="list-style-type: none"> • Children's Lit Counts as ED 230 (needs to be a children's literature course/not literacy methods) • Creative arts for teachers course • LING 210 |
| Completed Major Transfer Map | CC Credits | EOU | OSU Hybrid Program (available 2021) | OSU Cascades | SOU | UO | WOU |
| Credit Total | 90-92 | | | | | | |

| Remaining Degree Requirements | EOU | OSU Hybrid Program (available 2021) | OSU-Cascades | SOU | UO | WOU |
|---|--|---|--|---|---|---|
| General Education | With completion of AAOT, students have satisfied all general education requirements at EOU | Science, Tech, & Society (3-4 credits) | Science, Tech, & Society (3-4 credits) This requirement will be met when students take upper division courses in the major | Upper Division "H" Strand course approved by the university (Integration of science and technology) (3-4 credits) | With completion of the AAOT students have satisfied all general education at UO | With completion of the AAOT students have satisfied all general education requirements at WOU |
| | | Contemporary Global Issues (3-4 credits) | Contemporary Global Issues (3-4 credits) This requirement will be met when students take upper division courses in the major | * Strands I and J are satisfied by major requirements. | | |
| | | Writing Intensive Course in Major (WIC)(3-4 credits) This requirement will be met when students take upper division courses in the major | Writing Intensive Course in Major (WIC)(3-4 credits) This requirement will be met when students take upper division courses in the major | | | |
| Total Remaining Gen Ed (upper & lower division) | 0 | 6-8 | 0 | 3-4 | 0 | 0 |
| Remaining Major Requirements | ENGL 316: Approaches to Grammar (4 credits) | ED 420: Classroom Management K-12 (3 credits) | 90 credits required in the Junior & Senior year "Professional Program" (7 credits are electives) Student Teaching Cohort Experience: Must advance to student teaching cohort senior year for ED 410s. Students will be reviewed for Student Teaching Advancement after Spring term year 3. College of Education requires a B or above in each section of ED 410: Internship | ED 459 – Philosophical Foundations of Education (3 credits) | EDST 331--Autobiography of Schooling (4 credits) | Linguistics 310 (4 credits) (that they've been accepting Chemeketa's LING 210 class for) |
| | Practicum courses: EDU 309A (1 credit), 309B (1 credit), ED 421L (1 credit), | ED 483: Developmental Reading (3 credits) | Fall of Junior Year | ED 462 – Human Development (4 credits) | EDST 411—Childhood Studies (3 credits) | Fall of Junior Year |

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|--|--|--|---|---|--|---|
| | EDU 309C (1 credit), EDU 479(3), EDU 409A (1 credit), 409B (1 credit) (so 9 total credits of practicum here) | | ED 409 Practicum 1 (2 credits) (fulfilled by MTM) HDFS 447#: Families and Poverty (4 credits) Electives: (7 credits) | | As of 2020 fall term, course will drop down to EDST 211, Childhood Studies | Elementary Problem Solving: Math 396 (3 credits) Art Education -ARE 433 (3 credits) Introduction to ESL and Bilingual Ed: Ed 481 (3 credits) Science Inquiry & Design for K8 Teachers: GS 325 (3 credits) Option to take: ED 233 (applied adolescent learning and dev.), 34 3(purposes of play in learning), 345 (designing early childhood environment birth to 4th grade), 348 (developmentally appropriate practices: EC play, development and literature) or 380 (introduction and overview to infant mental health). |
| | Student teaching courses: EDU 417A (4 credits) & 417B (10 credits) | ED 472: Foundations of ESOL (3 credits) | <u>Winter of Junior Year</u> ED 409 (2 credits) Practicum 2 ED 394: Differentiation in the Elementary Classroom (2 credits) ED 463: Strategies for Teaching Physical Education, Health, and Wellness (1 credit) ED 450: Foundations of Education and Planning (4 credits) ED 467/567: Elementary Methods III: Natural & Social Sciences (4 credits) ED 492: Technology Tools for Teaching (2 credits) | ED 357 – Curriculum and Instruction (3 credits) | EDST 422--Technology Education (4 credits) | <u>Winter of Junior Year</u> Math choose one: Math 392 (college algebra for elementary and middle school teachers) 393 probability and statistics for elementary and middle school teachers), 394 (intro to geometry for elementary school teachers), or 398 (discrete math for elementary and middle school teachers) Language Studies for elementary/middle school teachers: Ling 314 (4 credits) Intro to curriculum and assessment: ED 373 (3 credits) Elementary Science Methods :ED 325 (3 credits) Choice between HE 351 (school health programs: elementary) or ED 232 (Health and safety practices for the early childhood environment (birth to 4th grade)) (4 credits) |
| | EDU 311 Teaching as a Profession (1 credit) | ED 309: Practicum (3 credits) | <u>Spring of Junior Year</u> ED 409 (2 credits) Practicum 3 | ED 309 – Advanced practicum. As of 2020 upper division req is 2 credits and LD will be worth 3 credits).(1 | EDST 332 and 338--Learning, Teaching and Assessment seminar and classroom field observation (4 credits) | <u>Spring Junior Year</u> Elementary Math Methods: ED 353, (3 credits) |

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|--|---|--|--|--|---|
| | | <p>ED 469/569: Strategies for Teaching the Fine Arts (1 credit)</p> <p>ED 457: Teaching Elementary Mathematics for Understanding (3 credits)</p> <p>ED 465: Elementary Methods I: Literacy (4 credits)</p> <p>HDFS 431: Family, School, and Community Collaboration (3 credits)</p> <p>HDFS 432: Children and Youth with Special Needs (3 credits)</p> | <p>credit) of special education and 1 of English Language Learners required)</p> | | <p>Teaching Writing in elementary classroom: ED 374 (3 credits)</p> <p>Family and community involvement in early childhood ed: ED 464 (3 credits)</p> <p>Elementary social studies methods: ED 352 (3 credits)</p> <p>Pathophysiology & exercise: EXS 433 (4 credits)</p> |
| EDU 312 Classroom Management (2 credits) | SED 459: Science & the Nature of Inquiry (H) (3 credits) | <p><u>Fall of Senior Year</u></p> <p>ED 451 (WIC): Assessment (4 credits)</p> <p>ED 466/566: Elementary Methods II: Mathematics (4 credits)</p> <p>ED 413/513: Learning Environments I: Fostering Classroom Engagement (3 credits)</p> <p>ED 410: Internship (5 credits)</p> | ED 361 Health/PE Methods (3 credits) | EDST 420--Living in a Stratified Society (4 credits) | <p><u>Fall of 4th Year</u></p> <p>Clinical experience seminar 1:ED 404 (1 credit)</p> <p>Clinical experience 1: ED 411 (3 credits)</p> <p>Assessment, planning, & instruction: ED 418 (3 credits)</p> <p>Supporting language, literacy & culture: ED 443 (3 credits)</p> <p>Environment for diverse learners: ED 446 (3 credits)</p> |
| EDU 314 Introduction to Elementary Literacy (3 credits) | ED 427: Assessment for K-12 Instruction (O) (2 credits) | <p><u>Winter of Senior Year</u></p> <p>ED 452: Using Data to Support All Students (3 credits)</p> <p>ED 472: Foundations of ESOL Education (3 credits)</p> <p>ED 468: Elementary Methods IV: Language Arts (4 credits)</p> <p>ED 414/514: Learning Environments II: Advancing Every Student (2 credits)</p> <p>ED 410: Internship (4 credits)</p> | ED 234 Educational Technology (3 credits) | EDST 333 and 339--Learning, Teaching and Assessment seminar and classroom field observation (4 credits) | <p><u>Winter of 4th Year</u></p> <p>Clinical experience seminar 2:ED 405 (1 credit)</p> <p>Clinical experience 2: ED 412 (3 credits)</p> <p>Technology Integration: ED 421 (3 credits)</p> <p>Content Literacy: ED 444 (3 credits)</p> <p>Methods for Classroom management: ED 450 (3 credits)</p> |
| EDU 315 Educational Technology (2 credits) | ED 456: Strategies for Teaching Language Arts & Social Studies (H) (3 credits) | <p><u>Spring of Senior Year</u></p> <p>Select one a, b, or c: Specialty emphasis section is part of the professional program:</p> <p>ED 473/573: Instructional Approaches for ESOL</p> | ED 273 Art for Teachers (3 credits) | EDST 440--Physical Education for Diverse Learners (3 credits) | <p><u>Spring of 4th Year</u></p> <p>Professional Dev. Seminar 3: ED 429 (2 credits)</p> |

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| | | <p>Education (3 credits) and ED 479/579. Linguistics for Teachers (3 credits) or</p> <p>ED 474/574: Project-Based Mathematics (3 credits) and ED 475/575: Integrated STEM (3 credits) or</p> <p>ED 477/577: Differentiation for Students with Special Needs (3 credits) and ED 478/578: Special Education Law, Rights, & Regulations (3 credits)</p> <p>ED 410: Internship (8 credits)</p> | | | <p>Clinical Experience 3: ED 498 (10 credits)</p> <p>Electives if needed to reach 180 for 2 credits.</p> |
| | ED 361 Foundations of Second Language Education (3 credits) | ED 407: Seminar (edTPA) (3 credits) | | ED 215 Music for Teachers (3 credits) | EDST 452 and 458 Equal Opportunity and classroom field observation (4 credits) |
| | EDU 316 Curriculum, Instruction, and Assessment 1 (3) | ED 309: Practicum (C) (3 credits) | | ED 431 English Language Learners (3 credits) | EDST 342--Curriculum Studies I (4 credits) |
| | EDU 317 Elementary Science Methods (2 credits) | ED 458: Strategies for Teaching Wellness & Fine Arts (H) (2 credits) | | ED 460 Multicultural Education (3 credits) | EDST 463--Foundations of Reading (4 credits) |
| | EDU 318 Early Literacy Methods: Curriculum, Instruction and Assessment (3 credits) | ED 457: Teaching Elementary Mathematics for Understanding (H) (3 credits) | | ED 435 STEM Methods (4 credits) | EDST 457 and 458 Equal Opportunity and classroom field observation (4 credits) |
| | ED 421 Second Language Acquisition and ESOL Strategies (3 credits) | ED 448: Students with Special Needs (O) (2 credits) | | ED 411, 416, 417, 418 Student Teaching (20 credits) | EDST 343--Curriculum Studies I (4 credits) |
| | ED 446 Sociolinguistics (3 credits) | ED 407: Seminar (edTPA) (3 credits) | | ED 466 Human Relations (3 credits) | EDST 464--Multicultural Literature for Children (4 credits) |
| | EDU 319 Curriculum, Instruction and Assessment II (3 credits) | ED 409: Practicum (C) (5 credits) | | ED 457 Curriculum, Instruction, Assessment (4 credits) | MUS 322--Music Fundamentals (3 credits) |
| | EDU 320 Exceptionalities (3 credits) | ED 473: Instructional Approaches for ESOL Education (H) (3 credits) | | ED 463 Reading Methods (4 credits) | SPED 411--Foundations of Disability (3 credits) starting fall 2020 will drop down to 211 |

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| | EDU 321 Elementary STEM Methods (1 credit) | ED 407: Seminar (edTPA) (3 credits) | | ED 471 Inclusions (4 credits) | | |
| | EDU 322 Elementary Reading Methods: Curriculum, Instruction & Assessment (3 credits) | ED 409:Practicum (C) (9 credits) | | ED 495 Reflective Practitioner (1 credit) | | |
| | MTHE 323 Elementary Mathematics Methods (3 credits) | ED 424: Reflective Practitioner (H) (2 credits) | | ED 458 Social Studies Methods (4 credits) | | |
| | ED 462 Language & Cognition in Second Language Learners (3 credits) | ED 410:Internship (C) (13 credits) | | ED 410 (3 credits) Guide Group for pre-service teachers | | |
| | ED 479 ESOL Practicum II (3 credits) | ED 340: Supportive Differentiated Environments (O) (3 credits) this course also fulfills a WIC writing intensive in major credit | | ED 363 Reading Methods (3 credits) | | |
| | EDU 401 Cultural Diversity Applications (2 credits) | ED 407:Seminar (edTPA) (3 credits) | | | | |
| | EDU 411 Curriculum/Instruction/Assessment III (2 credits) | Practicum (C) (3 credits) | | | | |
| | EDU 307 Teacher Performance Seminar (2 credits) Literature in the Literacy | | | | | |
| | EDU 412 Elementary Writing Methods: Curriculum, Instruction & Assessment (3 credits) | | | | | |
| | EDU 413 Elementary Physical Education & Health Methods (2 credits) | | | | | |
| | EDU 414 Elementary Art Methods (3 credits) | | | | | |
| | EDU 415 Elementary Social Studies Methods (3 credits) | | | | | |

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| | | EDU 416 Classroom Management II (1 credit) | | | | | |
| | | EDU 407A & B Student teaching seminar (3 credits) | | | | | |
| | | EOU | OSU Hybrid Program (available 2021) | OSU-Cascades | SOU | UO | WOU |
| Total Remaining Major Requirements | | 92 credits | 80 credits | 83 credits | 81 credits | 54 credits | 90 credits |
| Remaining Electives (180-MTM+Remaining Gen Ed +Remaining Major Requirements) | | 0 credits | 2-4 credits | 7 credits | 5-6 Credits | 44-46 credits | 0 credits |
| Total Credits post-transfer (remaining Gen Ed + remaining major req. + any other remaining requirements) | | 92 credits | 86-88 credits | 90 credits | 84-85 credits (note: this is for licensure students. Non-licensure students would have fewer upper division required credits; at least 60 to meet BS degree upper division requirements. | 54 credits. Education major consists of 56 credits for non-licensure degree. Altogether the UO requires 180 credits to finish BA or BS. AAOT counts for 90, or more, of those credits. | 90 credits |