K-12 Teacher Licensure Program:  UOTeach
College of Education, Department of Education Studies
5277 University of Oregon, Eugene, OR  97403-5277

Informational Meetings
For Prospective Students

A Program Advisor will give an overview of the program, discuss the application process, and answer questions (including those on the back of this page).

This meeting is open to anyone interested in learning more about the program. No reservations are required.

Meetings are held the first Wednesday of every month, 4-5 p.m. Please see the listing at http://education.uoregon.edu/feature.htm?id=131 for specific dates and rooms.

Teacher education programs are constantly being updated and enhanced. Please check our website for current information.

For further information:
E-mail: uoteach@uoregon.edu
Phone: (541) 346-1360
Web: http://education.uoregon.edu/uoteach
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**Interested in teaching Music?**

Please contact the UO School of Music and Dance at 541-346-3761 or visit their website at 
[http://music.uoregon.edu/programareas/musiceducation.htm](http://music.uoregon.edu/programareas/musiceducation.htm).
Why UOTeach?
Why should you choose UOTeach to get your teaching license?

- It is the only program in the state to embed English for Speakers of Other Languages (ESOL) within the entire program, so that all students earn the ESOL endorsement along with their elementary or secondary license.
- Connected to the ESOL training, the program focuses on understanding the cultural and social factors that affect the students with whom you will work. We are committed to preparing students who see it as their social responsibility to reach across barriers of class, race, gender and sexuality to invite all students to learn.
- Intense focus on subject methods: we believe students learn to teach “math,” “reading,” “biology,” and so on, rather than learning generic teaching skills. So in UOTeach, you will have a number of subject-focused methods classes (6 for elementary, 4 for secondary).
- Strong faculty: the Education Studies department has nationally-known faculty, doing cutting edge research in such things as math education, creativity and risk-taking, cultural competence and technology education. The department also has many faculty members with substantial K-12 teaching experience, so you get the benefits of both research and practice.
- Intellectual challenge: you will be expected to think deeply about yourself, about your ideas regarding the purposes of teaching and about approaches to teaching.
- A full academic year of field work, to connect what you are learning in University classes to the realities of teaching.

Basics of the Program
- UOTeach is a full-time 5 term (about 14 month) program, culminating in a recommendation for an Oregon teaching license with authorizations in either Early Childhood/Elementary (ECE) or Middle/High School (MH) and a Master’s of Education degree in Curriculum and Teaching. See pages 4 (ECE) and 5 (MH) for an overview of the course schedule.
- A two-year plan may be available for a small number who need a part-time option.
- UOTeach is a cohort-based program. This means that students move through the program as a group, taking a specified sequence of courses, rather than taking occasional courses.
- Classes are mostly in the late afternoons/evenings during September–June to accommodate field placements. Summer classes, however, are during the day.
- The full-time program is very demanding and intensive. We recommend students not have any substantial outside employment.

Tuition and Financial Aid
- Cost: the cost varies from year to year, so we recommend you visit the Registrar’s website for current tuition information at http://registrar.uoregon.edu/costs. For UOTeach, select “Graduate Students” on the main page under “Tuition and Fee Structure.” Next, select “Graduates (Education)” and then either “Resident” or “Non-resident” with “Masters/Doctoral Program – Supervision.”
- There are many scholarships available through the College of Education. More information can be found at http://education.uoregon.edu/scholarship. Make sure to apply for those when you apply for the program. Other funding opportunities can be found through the Office of Financial Aid at http://financialaid.uoregon.edu and the Graduate School at http://gradschool.uoregon.edu/funding-awards. Deadlines for scholarship applications are usually in January and February.
Sample Early Childhood/Elementary Licensure Program of Study

Please note that this sample program is subject to change.

Summer I
EDST 612 Foundations of Teaching and Learning (4 credits)
EDST 614 Cultural Context of Education (4) OR EDST 616 Language, Power and Education (4)
EDST 620 Evolution and the Math Wars (4)
LT 629 Foundations in Language (4)

Fall
EDST 640 Constructing Meaning Through Literacy (4)
EDST 642 Pedagogical Methods in the Humanities (4)
EDST 643 Teaching Mathematics: Facts and Inquiry (4)
EDST 616 Language, Power and Education (4) OR EDST 614 Cultural Context of Education (4)

Winter
EDST 613 Motivation and Management (4)
EDST 645 Teaching Science: Detail and Discovery (4)
EDST 646 ESOL Pedagogy for Elementary Classrooms (4)
EDST 609 Practicum (supervised practicum, 4 hrs/day) (4)

Spring
SPED 511 Foundations of Disability I (3)
EDST 609 Student Teaching (12) (full-time student teaching)

Summer II
EDST 611 The Scholarship of Teaching I (4)
EDST 615 Critical Studies: Technology and Education (4)
EDST 641 Reading as a Cultural Practice (4)
EDST 644 Teaching Mathematics: Inquiry in Context (4)

Total: 79 credits
Sample Middle and High School Licensure Program of Study

Please note that this sample program is subject to change.

**Summer I**
EDST 612 Foundations of Teaching and Learning (4 credits)
EDST 614 Cultural Context of Education (4) **OR** EDST 616 Language, Power and Education (4)
LT 629 Foundations in Language (4)
EDST 620 Evolution and Math Wars - Math and Science (4) **OR** EDST 630 Humanities and Cultural Conflict – Social Studies, Language Arts, and Second Language (4)

**Fall**
EDST 616 Language, Power and Education (4) **OR** EDST 614 Cultural Context of Education (4)
EDST 626 ESOL Pedagogy for Math/Science (4) **OR** EDST 638 ELL Pedagogy for Humanities (4) depending on subject matter specialization
*Elective (4). *Students who wish to get an additional endorsement in a second subject matter area will take an appropriate course for this purpose.

**Winter**
EDST 613 Motivation and Management (4) (includes required field experience before term begins)
EDST 609 Practicum (4) *(supervised practicum, 4 hrs/day)*
*Elective (4). *Students who wish to get an additional endorsement in a second subject matter will take an appropriate course for this purpose.

**Spring**
SPED 511 Foundations of Disability I (3)
EDST 609 Student Teaching (12) *(full-time student teaching)*

**Summer II**
EDST 611 The Scholarship of Teaching I (4)
EDST 615 Critical Studies: Technology and Education (4)
*Elective (4)

Total: 75 credits

*For those who do not take a second set of methods courses, and for the Summer II elective: electives must be approved by your advisor. Appropriate electives are those courses that are reasonably related to your career as a teacher (e.g., content area courses, special education courses, educational leadership courses, etc.). All courses must be taken at the graduate (500 or 600) level.*
Admission to UOTeach

It is important to understand that admission to the UOTeach program is competitive. Applicants are scored on the criteria listed below. Higher scores lead to a higher likelihood of acceptance to the program. Applications that do not meet these expectations are not automatically rejected, but their scores are negatively impacted. When applying, it is best to explain any areas that might not meet these expectations.

(Exception: Early Childhood/Elementary strand applicants must either complete the prerequisites or show how they will be completed by mid-June of the year they hope to begin UOTeach. No ECE students will be allowed to begin the program without all prerequisites completed.

Key Criteria for Admissions:

Grade Point Average (GPA)
A GPA of 3.0 or above across all previous coursework is preferred. While we understand that a student can have an occasional bad term, we also need to be assured that college work can be completed consistently.

Work with Youth/Letters of Recommendation
It is important to demonstrate experience working with young people, preferably of the age you hope to teach. The experience can be volunteer or paid. At least one letter of recommendation should be from someone who has supervised your youth work, though all letters may be directly related to youth work. The next best letters are from employers or others who can attest to your character, work ethic, or content knowledge.

Personal Essay
This is your chance to stand out - not to brag but to tell us who you are. It should describe your thinking about education and what kind of teacher you want to be. This is also a good place to discuss your experience related to social justice and diverse populations – particularly how these experiences have affected your conception of teaching. In addition, it should be a good demonstration of your written communication skills, so be sure to proofread.

Preparatory Course Work
Complete all prerequisites (Early Childhood/Elementary strand) or have strong preparation in your chosen subject (Middle/High School strand). See pages 7 (ECE) and 8 (MH) for details.

State-Required Tests
Strong applications have passing scores on all required tests by the application deadline. See page 9.
Early Childhood/Elementary Strand
Program Prerequisites

The following courses are prerequisites for the Early Childhood/Elementary strand and must be completed prior to beginning the program in summer term. Students are encouraged to have completed (or be enrolled in) all of the following courses or their equivalents at the time of submitting their application for admission to the program. While all prerequisite courses are available at the University of Oregon, it is not essential that they all be taken here.

MATH 211, 212, and 213 Fundamentals of Elementary Mathematics I, II, III OR
EDST 471 and 472 Foundations of Algebra Learning and Foundations of Geometry Learning
   (EDST 471 and 472 are only appropriate for those who already hold bachelor’s degrees or are earning bachelor’s of arts degrees with two years of foreign language.)
EDST 411 (or 441) Early Childhood and Pre-Adolescent Development
EDST 440 PE for Diverse Learners
MUS 322 Music Fundamentals
AAD 430 Youth Art Curriculum and Methods

Students who have completed courses that may be equivalent to the prerequisite courses on the above list should provide evidence of the course level, number of credits, and a description of the course content to the program at uoteach@uoregon.edu prior to applying. Please do not assume that courses will be considered equivalent without confirmation from program staff. Since prerequisites must be completed before the program starts in summer, be sure to request a course equivalency evaluation in a timely manner that will allow you to take the course if we do not accept previous coursework in its place.

Other course preparation information
• There is no required undergraduate major in order to be eligible. You can have any major as long as you complete the prerequisites.

• It’s important to have a broad background in a variety of subjects, since elementary teachers teach a wide range of subjects.

• In particular, we give some preference to applicants who have a strong science background, so we recommend that you take a 100/200 level course in each of the following: Biology, Chemistry, Geology and Physics.
Middle/High School Strand
Available Subject Areas and Program Prerequisites:
Recommended Course Preparation

UOTeach only prepares students for licensure in the subjects listed below. The information here will help applicants evaluate their own transcripts for appropriate coursework preparation in each content area. Below are the five content areas with the strongly recommended foundational course work for knowledge in these areas. In general, a major in the subject is often sufficient preparation, except in Social Studies. A major usually requires at least 36 upper-division (300/400-level) quarter hours, a minor a minimum of 24 quarter hours. While there is some flexibility in these, most applicants are unlikely to be admitted without preparation close to that listed.

Language Arts
36 upper-division quarter hours designed to develop competence in language arts in the following distribution:
♦ 24 quarter hours in contemporary and traditional literature including American, English and World literature
♦ 6 quarter hours in advanced written expression
♦ 6 quarter hours in literary theory or criticism

Social Studies
44 or more quarter hours designed to develop competence in social studies with the following minimums. In addition, at least 20 of these should be upper-division:
♦ 16 quarter hours distributed among the following: world history, geography, and anthropology
♦ 8 quarter hours in economics
♦ 12 quarter hours in U.S. history
♦ 8 quarter hours in government/political science
♦ Suggested: 8 quarter hours in sociology or psychology

Science (including Biology, Chemistry, Physics and Integrated Science)
**Biology** (valid for all science grades 5-8 and all science in which a majority of the content is Biology grades 9-12)
♦ 44 upper-division quarter hours designed to develop competence in biology including classical and molecular genetics, evolution, general microbiology and ecology;

**Chemistry** (valid for all science grades 5-8 and science in which a majority of the content is Chemistry grade 9-12)
♦ 46 upper-division quarter hours designed to develop competence in chemistry including organic and physical chemistry

**Physics** (valid for all science grades 5-8 and all science in which a majority of the content is Physics grades 9-12)
♦ 44 upper-division quarter hours designed to develop competence in physics including electricity, magnetism, mechanics, and quantum physics

**Integrated Science** (valid for all science except Biology, Chemistry or Physics at grades 9-12)
48 quarter hours designed to develop competence in science in the following distribution, of which at least half should be upper-division:
♦ 20 quarter hours in Astronomy, Geology, Meteorology and Oceanography
♦ 28 quarter hours in Biology and Chemistry or Physics

Second Language (including French, Spanish, German, Japanese or Chinese*)
46-48 upper-division quarter hours designed to develop competence in a single second language to include reading, composition and conversation in a language, literature of language, and culture of native speakers
*Chinese endorsement approval is pending and expected by Summer 2012.

Mathematics (including Advanced and Basic)
**Advanced Mathematics**
36 upper-division quarter hours designed to develop competence in college-level mathematics including abstract algebra, linear algebra, geometry, analysis, probability and statistics, elementary number theory plus at least 4 credits in any level of computer science

**Basic Mathematics** (valid for teaching courses up to and including Algebra I)
24 quarter hours, of which at least 8 should be upper-division, designed to develop competence in mathematics in arithmetic, algebra, geometry and computer science
Required Entrance Tests

ENTRANCE TESTS SHOULD BE COMPLETED BEFORE APPLICATION TO THE PROGRAM. The strongest applicants have passing scores on all required tests prior to application for the program. Middle/High School strand applicants should make the specialty tests a priority if it is not possible to complete all tests prior to the application deadline of January 10

Which tests do I take? All applicants need a set of Basic Skills tests (one of the following: EAS, PPST, or CBEST). Further, middle/high applicants need to take the specialty test(s) in their content areas. Details are listed below and on the next page. We do not require the GRE and cannot substitute it for any required exams.

NOTE: Multiple subjects testing in Oregon has changed. For those applicants who have passed the ORELA Multiple Subjects Exam, Subtests I and II, the scores will be used for licensure at the end of the program and no other multiple subjects requirement must be met. Those admitted to the program who have not passed the ORELA Multiple Subjects exams will be required to pass the new ORELA/NES Elementary Education exam for program completion and licensure, but not for admission.

1. FOR BOTH ELEMENTARY AND SECONDARY

BASIC SKILLS -
ORELA/NES Essential Academic Skills (EAS) Test OR
Praxis I - Pre-Professional Skills Tests (PPST) OR
California Basic Educational Skills Test (CBEST)

♦ EAS Reading The passing score is 220
♦ EAS Writing The passing score is 220
♦ EAS Math The passing score is 220

(OR)

♦ PPST Reading (#0710) The passing score is 174
♦ PPST Writing (#0720) The passing score is 171
♦ PPST Math (#0730) The passing score is 175

(OR)

♦ CBEST Reading The passing score is 41 (A minimum score of 41 is required in each of the three sections, however, a section score as low as 37 is acceptable if the total scaled score is at least 123.)
♦ CBEST Writing The passing score is 41
♦ CBEST Math The passing score is 41

2. FOR SECONDARY ONLY:

Required ORELA or Praxis II Specialty Tests for Subject Area Endorsement are listed on the next page. This subject test, along with related coursework, determines content eligibility. Additional endorsements can be added after admission, when approved by the Program Coordinator.

For more information on testing and online registration:
CBEST – (800) 262-5080, http://www.cbest.nesinc.com
University of Oregon Testing Office, Student Health Services Building, Rm. 270, (541) 346-3230
### For Middle/High Applicants only: Subject Area Endorsement Tests and Passing Scores

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<thead>
<tr>
<th>Subject Area</th>
<th>Test Number</th>
<th>Passing Score</th>
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<tbody>
<tr>
<td><strong>Sciences</strong></td>
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<tr>
<td>• ORELA Biology</td>
<td>305</td>
<td>220</td>
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<tr>
<td>• ORELA Chemistry</td>
<td>306</td>
<td>220</td>
</tr>
<tr>
<td>• ORELA Physics</td>
<td>308</td>
<td>232</td>
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<tr>
<td>• ORELA General Science (<em>after September 1, 2011</em>)</td>
<td>311</td>
<td>TBA</td>
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<tr>
<td><strong>Language Arts</strong></td>
<td></td>
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<tr>
<td>• ORELA English Language Arts</td>
<td>301</td>
<td>236</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td>• ORELA Mathematics (Advanced)</td>
<td>304</td>
<td>225</td>
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<tr>
<td>• ORELA Middle Grades Mathematics (Basic) (allowed to teach through Algebra I)</td>
<td>203</td>
<td>225</td>
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<tr>
<td><strong>Social Studies</strong></td>
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<tr>
<td>• ORELA Social Science</td>
<td>303</td>
<td>237</td>
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<tr>
<td><strong>Second Languages</strong></td>
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<td><em>French:</em></td>
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<tr>
<td>• ORELA French</td>
<td>402</td>
<td>TBD</td>
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<tr>
<td><em>German:</em></td>
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<tr>
<td>• ORELA German</td>
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<tr>
<td><em>Spanish:</em></td>
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<td>• ORELA Spanish</td>
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<td>• ORELA Chinese</td>
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<td><em>Japanese:</em></td>
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<td>• Japanese</td>
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No test required  
(Requires a major in the language or being a native speaker AND documentation of language skill from an expert in the language. Specifically, a university professor or the equivalent must attest in writing that the student can currently demonstrate language ability equal to a major in the subject.)