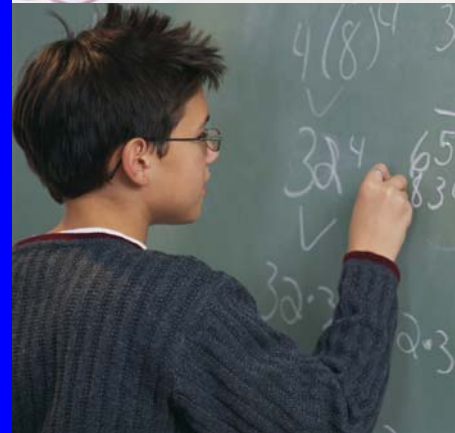


HOW TO BECOME AN OREGON TEACHER

An Advising Guide to
Teacher Preparation Programs
in the State of Oregon



updated summer 2008

FOREWORD

This guide does not replace advice from an advisor. It is highly recommended that you read this guide to better educate yourself on teacher preparation in Oregon, and then visit your advisor to get information specific to your goals.

The purpose of this Advising Guide is to assist pre-college, community college, college, and university students and faculties in understanding the admission and program requirements in becoming a teacher in Oregon. The Guide is designed to help you know where to start, what is involved, how you can become involved, and who to contact when you have questions. The Guide provides answers to many of the frequently asked questions regarding how to become a teacher. The information contained herein is subject to change.

www.ous.edu/teachedguide.htm

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1. All About Teaching

A. Interested in teaching?

So you are thinking about teaching! Teaching is one of the most complex and intellectually demanding professions you can choose. It is also one of the most rewarding, dynamic, creative, and fun. Choosing to teach is choosing to make a difference in the lives of children and young people. Teaching is about conveying a love of learning and discovery, and giving students tools they can use throughout their lives. As a teacher you will assume responsibilities that in other jobs would not come your way for years.

Today's teachers must be ready to play a variety of roles in the classroom: educator, motivator, guide, role model, coach, and disciplinarian. They must also be prepared for the demands on their time outside of the classroom: grading papers, planning lessons, and dealing with a myriad of administrative tasks. Teachers must work as part of a team, combining their efforts with colleagues, supervisors, and parents to create the best possible learning environment. In addition, teachers must continually educate themselves – learning about new advances in education, new technologies, and new ways to encourage students of diverse backgrounds and differing abilities to reach their full potential.

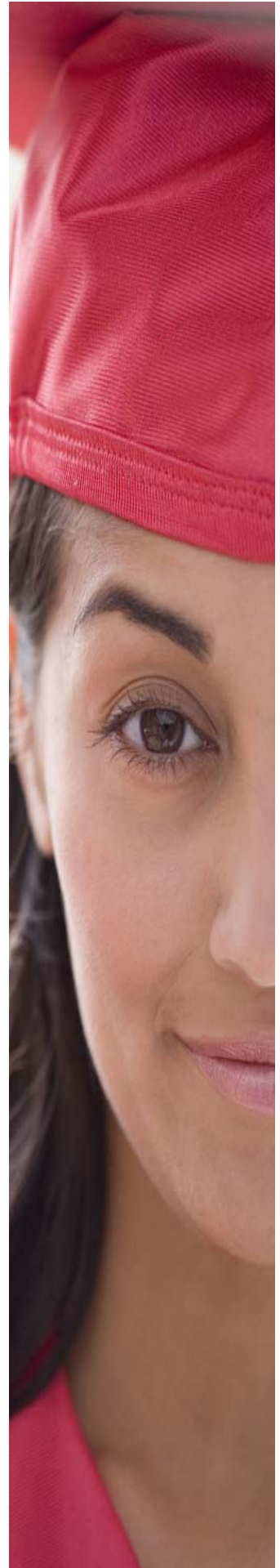
While sections 2 & 3 will describe more specific details about becoming a teacher, the following are a few issues to think about to start planning your academic program.

B. Why should I become a teacher?

Some teachers say they teach out of a desire to help children learn and grow and to make a contribution to society. Others say they have a sense of commitment to the community or the nation, an intellectual fascination with a particular discipline (e.g., mathematics or history), or they have been inspired by one of their own teachers. Who was your favorite teacher? Was it Ms. Perez who made mathematics fun and showed you why it was important? Or maybe it was Mr. Anderson who challenged you to do your best. Perhaps you were a student with special needs and a special education teacher made a difference in your life. Why did you like these teachers? What was it about how they treated you, what they expected of you, what classroom atmosphere they created that made them so memorable? They cared about you, they believed in you, they wanted you to learn, and they challenged you to learn. Now it can be your turn to inspire the next generation of students.

C. What ages/grade levels am I best suited for? What ages/grade levels do I want to teach? Where do I start?

One of the best ways to learn about teaching is through experience working with students and in school settings. Volunteering in a local school, participating in internships or jobs in summer schools or camps, or talking to current teachers about the “nitty gritty” of the profession can provide a good understanding of the challenges and rewards of working with children. Most teacher education programs require some prior experience in a school setting.



An important factor to explore early on is what age level of students you want to teach. As you volunteer in schools, take the time to work with early childhood/elementary, middle level, and high school students. These experiences will help you decide what age levels you may want to teach – and which you do not want to teach. Be sure also to get experience in a variety of content areas. If you decide you want to teach at the middle or high school level, you will need to decide on the specific subject(s) you want to teach and plan your program of studies accordingly.

D. What are the 10 most important things that I can do to prepare to be a teacher if I am an undergraduate or planning to enter college?

1. Identify a college major in the content area that best matches your teaching interest. Your choice of major may be affected by the grade levels you wish to teach.
2. Consider taking a minor in a second interest area to increase your range of knowledge and to prepare yourself to integrate subjects across content areas (e.g., language arts/social studies or math/science).
3. Include breadth and depth of study in your general education core coursework.
4. Explore which type of teacher preparation program - undergraduate or graduate - would work best for you.
5. See your advisor! The undergraduate advisor in your major or an advisor in content areas closest to your teaching interests can help you work out a degree plan.
6. Attend orientation meetings sponsored by the Department/College of Education at the college/university of your choice and explore websites (see Appendix V) to get more information about Education programs that are available in Oregon.
7. Learn more about how to prepare and register for the national exams required for admission to a teacher preparation program or for completing a teacher preparation program (see p.14).
8. Identify opportunities for volunteering to work with students in local schools.
9. Complete your required teacher preparation program admission tests and submit your application for admission. Consult with each department/college of education regarding the specific deadlines for its program.
10. Be prepared to commit to beginning the teacher preparation program, taking classes on campus and then applying your learning during your student teaching experiences. All candidates must be able to pass a criminal background check.



E. What subject areas and grade-level jobs will be in demand in the next 4-5 years?

At a time when educational quality tops the public's list of concerns, there is a continuing need for well-qualified teachers. Urban and rural classrooms in particular continue to suffer from serious shortages of qualified teachers. In general, a well-qualified teacher is someone with a strong collegiate background in the subject(s) they are teaching and the skills necessary to teach those subjects to students at a particular developmental level.

There is a great need for a diverse teaching force. Teachers from various racial, ethnic, cultural, and socioeconomic backgrounds are needed at all levels and in all teaching areas. More men are needed in the elementary level, and more women are needed in science and mathematics at the secondary level.

In Oregon, as in much of the country, there has for several years been a high demand for special education, English for Speakers of Other Languages (ESOL), and bilingual teachers at all levels. There is a similar high demand for more well-qualified high school mathematics, physics, and chemistry teachers; and for middle school mathematics and science teachers. On the other hand, we may be producing more teachers in some areas than are needed. If you have your heart set on being an elementary teacher, or a high school social studies teacher, for example, you may want to consider steps to enhance your employment opportunities. You may want to consider becoming proficient in one or more foreign languages, or developing other special areas of expertise or experience that would make you a particularly attractive candidate for a teaching position. At the elementary level, strong preparation in science or mathematics is rare. Early Childhood teachers who demonstrate solid preparation in science or mathematics can be highly competitive in the admission process to a teacher education program and on the job market. Think about these issues as you plan your undergraduate program.

F. Where can I find information about teaching job vacancies?

The Confederation of Oregon School Administrators (COSA) and The Oregon School Personnel Association (OSPA) have combined their resources into a single comprehensive website to assist school districts in finding and hiring teachers. Visit www.teachoregon.com. Several job search options are available:

- COSA and OSPA maintain “jobs online” databases accessible from this site. The job search engines are utilized by many districts and allow you to search and apply for open positions in Oregon.
- The *Teach Oregon* system utilizes an online central database to facilitate connecting both teachers and administrators who are looking for jobs with school districts who have positions to fill. For a small fee, each application will be automatically distributed to as many or as few districts as the applicant wishes.
- Information about the *Oregon Professional Education Fair* (OPEF) is included at this website as well.

Check specific school district websites for application processes and additional information.



2. Basics of Licensure in Oregon

A. Introduction

Each state in the U.S. sets its own teacher licensure requirements to ensure that every teacher candidate is well qualified in specified areas called “teaching standards” (e.g., subject matter knowledge, teaching methods, and classroom management). Often, states will temporarily accept a teaching license from another state while the candidate completes any additional requirements in the new state.

Understanding the terminology associated with teacher licensure can be difficult. The following information about teacher licensure in Oregon should help you begin using the terminology correctly.

B. Who awards teaching licenses in Oregon?

The Oregon Teacher Standards and Practices Commission (TSPC) is an independent state agency. TSPC has adopted administrative rules which have the force of law and through the enforcement of these rules assures the public and students that licenses are awarded only to those who have completed approved teacher preparation programs.

When a student (candidate) completes a teacher preparation program, the college/university recommends to TSPC that the candidate be awarded a license. In addition to teaching licenses, TSPC also awards licenses for school counselors, school psychologists, school nurses, and school administrators (e.g., assistant principals, principals, superintendents). The TSPC web site is www.tspc.state.or.us.

State licensure requirements are revised frequently so it is wise to consult with TSPC or the TSPC liaison for your teacher preparation program regarding recent changes or questions that relate to your specific situation.

C. What is an authorization level?

Teaching licenses are issued for four overlapping grade level (authorization level) combinations. The teacher preparation programs have been designed to prepare candidates for the unique learning needs of each of the four authorization levels. The four authorization levels are:

- **Early childhood authorization level** (valid for PK to grade 4, with some specialty area exceptions)
- **Elementary authorization level** (valid for grades 3-8 self-contained in an elementary school, and 5th or 6th self-contained in a middle school, with some specialty exceptions)



- **Middle authorization level** (valid for grades 5-9; any multiple subjects teaching assignment in grades 5-8, except in the specialty areas - art, music, ESOL, ESOL/Bilingual, PE, adaptive PE, reading, and special education; integrated or single subject for grade 9)
- **High school authorization level** (valid for grades 9-12 departmentalized)

Teacher candidates are strongly encouraged to complete their preparation in two of the four authorization levels. Doing so will provide candidates with a good understanding of the developmental and learning needs of the students they will likely be teaching and will also provide candidates with some flexibility when seeking a teaching job. Nearly all candidates complete one of the following three combinations of adjacent (contiguous) authorization levels:

- Early childhood/Elementary authorization levels
- Elementary/Middle level authorization levels
- Middle level/High school authorization levels

D. What is an endorsement?

An endorsement is the subject matter (content area) or specialty field in which an individual is licensed to teach. There are numerous endorsement areas. Some examples of these endorsement areas are:

- agricultural science and technology
- biology, physics
- integrated science
- general business education
- language arts
- basic mathematics
- advanced mathematics
- physical education
- social studies
- Spanish
- special education
- education of deaf and hard of hearing students
- early intervention/special education.

Endorsements are part of an Initial Teaching License program and additional endorsements can be added later. Endorsements are achieved by receiving passing scores on Praxis II tests (available through the Educational Testing Service) or other TSPC-approved tests of subject matter knowledge and completing an appropriate teaching experience/practicum in the desired endorsement area.

A list of the teacher preparation programs and the authorization levels and endorsements available at each institution can be found in Appendix II. A list of other programs (e.g., school psychology, counseling) can be found in Appendix III. A list of the endorsements and which institutions offer that endorsement can be found in Appendix IV.



E. What types of teaching licenses are there?

The basic types of teaching licenses in Oregon are the Initial Teaching License, and the Continuing Teaching License.

Initial I Teaching License

The Initial I Teaching License is awarded at the completion of an approved baccalaureate and college/university teacher preparation program. The license will specify both the specific authorization (age) levels and endorsements. The Initial I Teaching License may be renewed two times for three years upon showing progress toward completion of the renewal requirements during the life of the Initial I Teaching License under the following conditions:

- (a) The progress must meet or exceed the equivalent of 3 semester hours or 4.5 quarter hours of graduate coursework germane to the license or directly germane to public school employment.
- (b) A one-year unconditional extension may be obtained if the educator is unable to meet all requirements within the nine-year period.

The Initial I Teaching License is valid for regular teaching at one or more designated authorization levels in one or more designated specialties and for substitute teaching at any level in any specialty.

Initial II Teaching License

Bachelor's degree option

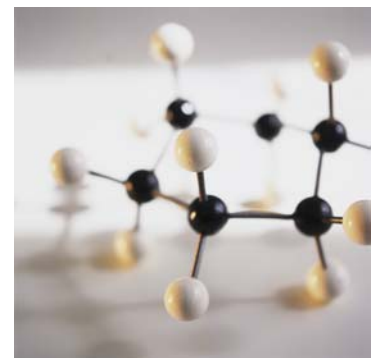
To be eligible for an Initial II Teaching License, and if the Initial I Teaching License was granted on the basis of a completed teacher preparation program culminating in a bachelor's degree, the applicant must:

- (a) Complete a master's degree or higher in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by TSPC, together with an equally accredited bachelor's degree; or
- (b) In lieu of a master's degree, a candidate must complete graduate level coursework germane to the license or directly germane to public school employment as follows:
 - At least ten semester hours or fifteen quarter hours in subject-matter coursework; and
 - At least ten semester hours or fifteen quarter hours in graduate-level education-related coursework; and
 - At least ten semester hours or fifteen quarter hours in graduate-level electives.

Graduate level or Master's option

To be eligible for an Initial II Teaching License, and if the Initial I Teaching License was granted on the basis of a post-baccalaureate completed teacher preparation program whether or not the program culminates in a master's degree, the applicant must complete one of the following (a)-(c):

- (a) Six semester hours or nine quarter hours of graduate level academic credit from a regionally accredited college or university, or the graduate level credit must:
 - Be completed after the Initial I Teaching License has first been issued; and



- Be germane to the teaching license or directly germane to public school employment; and
- May include pedagogy, or content related to an existing endorsement or authorization, or content related to a new endorsement or authorization. (Completion of this required coursework does not guarantee completion of TSPC approved endorsement requirements offered by any Oregon college or university)

(b) A TSPC-approved school district program determined to be equivalent to (a) above; or

(c) Any TSPC-approved professional assessment.

In all cases, the combination of a post-baccalaureate program and the additional hours required by this subsection must be equivalent to a master's degree or 45 quarter hours or 30 semester hours.

Initial II Teaching License Renewal

The Initial II Teaching License may be renewed repeatedly for three years upon completion of:

- (a) All the requirements in either a, b, or c above; and
- (b) Any one of the following educational experiences as a licensed educator on a license appropriate for the assignment:
 - (A) One academic year full-time; or
 - (B) Two academic years half-time or more; or
 - (C) One hundred and eighty (180) days as a substitute; or
 - (D) Completion of 6 semester hours or 9 quarter hours of preparation in an approved institution during the life of the current teaching license; or
 - (E) A combination of (A)-(D) in this section may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience;
 - (F) Meeting any of the special provisions for renewal contained in OAR 584-048-0015 or 584-048-0020; and
- (c) A professional development plan in accordance with OAR 584-090.

A teacher may choose to become eligible for the Continuing Teaching License in lieu of obtaining the Initial II Teaching License.

Continuing Teaching License (Optional)

This license is valid for regular teaching at one or more designated authorization levels in one or more designated specialties and for substitute teaching at any level in any specialty. To be eligible for a Continuing Teaching License (CTL) an applicant must meet all requirements of the Initial Teaching License; and hold a master's degree or higher in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree; and have taught five years of at least half-time or more on any non-provisional license appropriate for the assignment; and completed one of the following:

- A TSPC approved Continuing Teaching License program offered by a college or university; or
- A doctorate degree in education from a regionally accredited institution; or
- Certification by the National Boards of Professional Teaching Standards; or



- Certificate of Clinical Competence awarded by the American Speech and Hearing Association for those holding a communication disorders endorsement.

The Continuing Teaching License may be renewed for five years upon completion of successful teaching experience and CPDs.

F. Are there alternate paths for obtaining a teaching license?

There are three types of alternative licenses in Oregon, detailed below. Please visit TSPC’s website at www.tspc.state.or.us for more information on any of these licenses.

Restricted Transitional License	Limited License	Three-Year Career & Technical Education License
Issued to individuals who are making a mid-life career change (e.g., attorneys wishing to become social studies teachers, engineers wishing to become mathematics or science teachers, registered nurses wishing to teach health)	For those who have special expertise for which there is no endorsement (e.g., a school may wish to have an ROTC program; another school may wish to provide a dance program).	Provides a way for individuals from industry to teach in an Oregon Department of Education-approved career/technical program. Applicants may have recent work experience in electronics, construction, health occupations, accounting, childcare, or various other approved areas (see pp 11). Teachers who already hold a current non-CTE license may apply for a CTE endorsement through the Instructor Appraisal Committee.
Applicants must have a Bachelor’s degree and the sponsoring school district must provide a mentor.	Applicants must have at least an Associate’s degree (community college) and the sponsoring school district must provide a mentor.	Applicants for the Three-Year Career and Technical Education License must pass an examination by an Instructor Appraisal Committee, have qualifying industry experience, and at least an Associate’s degree. Waivers for the work experience and/or degree requirement are available on the recommendation of the Instructor Appraisal Committee. The license must be applied for jointly by the individual and sponsoring school district.
Valid for three years but is NOT renewable.	Valid for three years, is limited to use in the applying district, and is renewable.	Valid for three years and is NOT renewable. A Five-Year Career and Technical Education License is available upon completion of the professional development plan recommended by the Instructor Appraisal Committee above.

G. What is the Instructor Appraisal Process?

At the heart of the Instructor Appraisal Process is the Instructor Appraisal Committee. This committee is comprised of representatives from business and industry, the school district, the Regional Career & Technical Education (CTE) Coordinator and ODE, if desired. It acts on behalf of the school district in evaluating a candidate's qualifications. For the successful candidate, the committee chair completes and signs a TSPC recommendation form requesting that the candidate be issued a teaching license with the appropriate CTE endorsement. The license may be endorsed for specialization in any of the 22 CTE areas listed in OAR 584-042-0002. (See Table below for listings.)

As a professional evaluation of the candidate's CTE qualifications, the Instructor Appraisal Process takes the place of a university teacher preparation program, verifying that the candidate has sufficient experience, knowledge and skills to be successful in the classroom, and meets the high standards expected of Oregon teachers. This process gives the candidate credit for life and career experiences. It also identifies areas where the candidate needs improvement and provides a Three-Year Improvement Plan, designed for the candidate to acquire further experiences, as well as to enhance their technical proficiency and/or their instructional expertise. If, in review of the applicant's credentials and experience, the Instructor Appraisal Committee members feel a waiver of the work experience and/or associate degree requirements would be appropriate, a waiver request process can be initiated.

More details on this process can be accessed through the ODE website on Career and Technical Education.

<http://www.ode.state.or.us/teachlearn/pte/pteinstructorappraisalguidancefinal.rtf>

A teacher who has received a special CTE license with an appropriate CTE endorsement through the Instructor Appraisal Process is authorized to teach only in ODE-approved CTE programs and may not be misassigned to teach any course out of the program unless they also have the appropriate license for the those teaching assignments.

H. What TSPC Career and Technical endorsements are available?

The TSPC endorsement areas are commonly categorized by Oregon's six Career Learning Areas corresponding to the Career and Technical Education (CTE) program areas (see table below). This process is available to licensed teachers who hold endorsements in non-CTE subject areas, as well as qualified persons from business and industry.



Career Learning Area	CTE Endorsement (OAR 584-042-0006)
1. Agriculture, Food and Natural Resource Systems	a. Agriculture Science and Technology b. Forestry/Natural Resources c. Integrated Environmental Technology
2. Arts, Information & Communications	a. Communication Journalism b. Communications Technologies c. Design & Applied Arts
3. Business & Management	a. Administrative Services (IT) b. Financial Services c. Hospitality & Tourism d. Marketing/Management
4. Health Services	a. Health Services b. Leisure and Fitness
5. Human Resources	a. Education b. Family & Consumer Sciences c. Personal Services d. Legal & Protective Services e. Social Services
6. Industrial & Engineering Systems	a. Computer Technology b. Construction c. Engineering Technology d. Mechanical Systems e. Manufacturing Technology

I. Is there opportunity to qualify for a Professional Technical license through college or university teacher training programs?

Yes. Endorsements are available in four program areas: Family & Consumer Sciences, General Business Education, Marketing/Management, and Agriculture Science & Technology. Oregon colleges and universities offer comprehensive teacher preparation programs including CTE endorsements designed to develop competence in the specific career area.

When a student candidate completes a TSPC-approved teacher preparation program, as well as the additional work experience and course work required for a specific CTE endorsement, the college or university makes a recommendation to TSPC to award an Initial Teaching License to the candidate. The recommendation will include the appropriate CTE endorsement.

CTE teachers who teach in Oregon Department of Education approved CTE programs with a *Basic, Standard, Initial, or Continuing Teaching License* must also have a high school authorization; ODE does not approve CTE programs lower than the high school level.

Programs at George Fox University, Oregon State University, University of Portland, and Concordia University are approved by TSPC to offer CTE endorsements. For more information on the requirements for CTE options to non-CTE endorsement programs, consult your advisor. Institutions may individualize the delivery of program requirements by campus to suit the needs of their students.

See TSPC’s web site for additional information: www.tspc.state.or.us/programs.asp



J. Is there a special teaching license for me to become a substitute teacher?

A *Substitute Teaching License* is available to candidates who have at least a Bachelor's degree and have met other requirements (e.g., hold a first aid card). If the candidate has not previously held a teaching license in any state, the Substitute Teaching License is limited to 60 days' use during each school year within the district that has jointly applied with the candidate for the Substitute Teaching License. Please visit TSPC's website at www.tspc.state.or.us for more information.

K. If I complete a teacher preparation program in Oregon, is it possible to get a teaching license in another state?

Teacher licensure requirements vary significantly from state to state. Many states have provisions for accepting teaching licenses from other states. These provisions are called reciprocity agreements. Often, states will temporarily accept the teaching license from another state while the candidate completes any additional requirements in the new state.

Oregon has reciprocity of teacher licensure with nearly all other states. When graduates from Oregon colleges/universities apply for a teaching license in another state, they typically receive a provisional teaching license valid for 1-3 years. During that time, the candidate must complete all the additional requirements, if any, for a regular teaching license.

When people with teaching licenses obtained from another state or who are eligible for a teaching license in the state where they completed a teacher preparation program move to Oregon to teach, they can seek an Initial Teaching License, valid for 18 months but not renewable, and must complete all the additional requirements for an Initial I Teaching License (e.g., receive passing scores on required basic skills test and relevant subject matter tests) during this time.

Teachers licensed in another state with five or more years of public school or regionally accredited private school teaching on the out-of-state licenses may be exempt from the subject matter tests if evaluation of their college/university transcripts documents a "course of study similar to that required for an in-state applicant." Check with TSPC at www.tspc.state.or.us for additional information.



3. Oregon Teacher Preparation Programs

A. How do I pursue a teaching license in Oregon?

There are two ways to pursue a teaching license in Oregon. Some institutions have an *undergraduate teacher preparation program*, some have a *fifth-year/MAT/MEd teacher preparation program*, and some have both.

Undergraduate Teacher Preparation Program

The first way is to complete a four-year undergraduate degree, usually with an education major. This model is common for prospective early childhood/elementary teachers. Prospective secondary teachers may also need to include a second major in a content area (e.g., English, mathematics, history). At some universities, the elementary teacher preparation program may consist of a Multidisciplinary degree with an education minor.

Graduate Level Teacher Preparation Program

The second way is to obtain a B.A. or B.S. degree, then complete a fifth-year teacher preparation program, which may include completion of a graduate degree.

Most of the fifth-year/MAT/MED programs are cohort-based programs. This means that all the participants in a given year begin and end the program at the same time. Several flexible programs that are not cohort based are also available. Information about program availability at each university in Oregon can be found in Appendix II.

Institutions with Undergraduate Teacher Preparation Programs

- Cascade College
(early childhood, elementary only)
- Concordia University
- Corban College
- Eastern Oregon University
(early childhood, elementary only)
- George Fox University
(early childhood, elementary only)
- Linfield College
- Multnomah University
(Early Childhood, Elementary only)
- Northwest Christian University
(early child, elementary, middle only)
- Oregon State University
(Education Double Degree students complete two degrees, one in their chosen field and one in education.)
- Pacific University
- Southern Oregon University
(elementary only)
- University of Portland
- Warner Pacific College
- Western Oregon University

Institutions with Graduate Level Teacher Preparation Programs

- Concordia University
- Corban College
- Eastern Oregon University
- George Fox University
- Lewis and Clark College
- Marylhurst University
- Multnomah University
- Oregon State University
- Pacific University
- Portland State University
- Southern Oregon University
- University of Oregon
- University of Phoenix
- University of Portland
- Warner Pacific College
- Western Oregon University
- Willamette University



B. What tests are required for the Teacher Preparation Programs?

Test requirements vary by program and institution. Check with your advisor

BASIC SKILLS TEST

There are several basic skills tests that you can take (CBEST or Praxis I), so the first step is to determine what tests are accepted by your program. You should take some time to review the appropriate study guide for the basic skills test and do some refresher activities prior to taking the test. Candidates have to pay a fee to take each test.

Please visit www.cbest.nesinc.com for additional information about the CBEST, and www.ets.org/praxis for Praxis I information, including test dates, locations, and study information.

CONTENT TESTS

There are different content tests (Praxis II, Multiple Subjects Exam) for prospective early childhood/elementary, middle level, and high school teachers. Once you have decided on the authorization level(s) and content area(s) you would like to teach, you should consult your academic advisor or education department advisor regarding which tests are required.

Please visit www.ets.org/praxis for additional information about the Praxis II series including test registration, test dates, locations, and study information.

The Educational Testing Service (ETS) offers a reduced testing fee for the Praxis II tests for students who can document financial need. Visit the ETS website for more information.

Please visit www.orela.nesinc.com for additional information about the Multiple Subject Exams including test registration, test dates, locations, and study information.

If you do not pass the tests on your first try, you are permitted to take the test(s) again. However, taking the tests more than once can become expensive. The best advice is to be well prepared to take (and pass) the tests on the first try. It will be much less expensive, less time consuming, and you'll have less to worry about.

Information about the passing score needed for each test can be obtained from the department/college of education or from the Teacher Standards and Practices Commission (TSPC). Additional information on what tests are required and when to take them is available from your academic advisor or from the department/ college of education.

When should I take the tests required for the Teacher Preparation Programs?

Undergraduate Teacher Preparation Program

BASIC SKILLS TEST

Most programs require that candidates pass the basic skills test before their junior year. The best time to start taking the basic skills test is during your sophomore year in college or after you have completed the Writing and Math sequences.

CONTENT TEST

Most programs require candidates to pass these tests prior to student teaching.

Graduate Level Teacher Preparation Program

BASIC SKILLS TEST

Most graduate programs require that candidates pass basic skills prior to admission to the program. The best time to start taking the test is during your junior year or early in your senior year; if you're not coming directly from an undergraduate program, take the test one year prior to application. You will need to submit passing scores as part of your application to the graduate program.

CONTENT TEST

Most graduate programs require candidates to pass these tests prior to admission to the program



C. What courses should I take and how do I choose a major if I want to become an *early childhood or elementary school teacher*?

Candidates interested in teaching in an elementary school have a number of different program and degree options. Regardless of the path chosen, elementary teachers need a strong education in all the content areas they will be teaching including mathematics, the language arts, and the sciences. Appendix VII provides recommended general education courses.

Some universities offer a Bachelor's degree in education. These programs include teacher preparation coursework as part of the undergraduate degree. Other universities offer Bachelor's programs that lead to a degree in a content area—biology or family studies, for example—as well as teacher licensure. The licensure component could take the form of a minor or even a second Bachelor's degree.

For those who have already completed a Bachelor's degree, there are a number of pathways leading to teacher licensure. One option is to enroll in a graduate-level teacher preparation program. These programs not only allow the candidate to earn a teaching license, but also lead to a Master's degree. In addition, a number of Oregon universities offer post-baccalaureate licensure programs for candidates who already hold Bachelor's degrees. Candidates for either graduate or post-baccalaureate programs may need to complete additional undergraduate coursework to qualify for admission. Please see your campus advisor to discuss specific degree programs offered, as well as required prerequisite courses.

For additional information about program options at various universities, please see Appendix II.

D. What courses should I take and how do I choose a major if I want to become a *middle school teacher*?

If you intend to choose the elementary/middle level authorization option, plan to obtain a minor in at least one or two endorsements or a major in one and minor in the second. This option is best if you want to teach at the upper elementary level or in a middle school that is not departmentalized. Middle schools which are departmentalized by subject will probably want a teacher with the middle level/high school authorization option, and you should plan to obtain a major in your primary teaching area. You need to complete a subject major or PRAXIS II to get a middle level authorization. A minor in a second area will also be helpful. For other recommendations and required prerequisite courses, please see your campus advisor.

E. What courses should I take and how do I choose a major if I want to become a *high school teacher*?

If you want to teach at the high school level, it is best to get a major in the subject you plan to teach. Recently, several newly licensed teachers have reported that some high schools give preference to candidates that have or plan to obtain additional graduate credits. This level of content preparation is often



required in order to teach the advanced courses in the subject, such as Advanced Placement (AP) courses, or in an international baccalaureate (IB) high school program. Prerequisites for such graduate courses usually require substantial undergraduate background, if not a full major. Depending on your teaching interests (and employment opportunities) you may want to obtain a teaching endorsement in more than one area. Please contact your advisor for more information.

F. When is the best time to talk to an advisor about becoming a teacher?

The best time to talk with an academic advisor about becoming a teacher is now! The sooner that you start talking with an advisor, the more time you will have to participate in credit-based or volunteer tutoring and teaching activities in schools – and the more time you’ll have to take the appropriate classes or sequence of classes. Talking with an advisor early and often will help you develop a degree program and to obtain an Oregon teaching license. In the long run, this will also make your college education less expensive. See Appendices V and VI for a list of contacts at each Oregon institution.

G. What are the deadlines for admission to a teacher preparation program?

You should make an initial contact with the department/college of education at the college or university you are likely to attend at least one year prior to the time you wish to begin a program so you can plan to complete all the admission materials by the application deadline. This will also allow time for you to take, and if necessary retake, the basic skills test. Most teacher preparation programs have application deadlines of about 6-8 months prior to beginning the program. Please consult the department/college of education (or an academic advisor) at your institution of choice regarding registering for the tests and for application dates for each teacher preparation program.

You have to apply to both the institution and the teacher preparation program.

H. When can I – and when should I – begin working (volunteering) in classrooms?

The sooner you begin volunteering, the better prepared you will be to decide if you really want to be a teacher, what age level student you want to teach, and what content areas are of most interest to you. You can never have too many of these experiences. Most community colleges and universities have volunteer opportunities; also, some courses have early field experience options. Your advisor can help you select appropriate experiences and often can help obtain a placement in volunteer programs.

4. Transferring from an Oregon Community College

A. Who is the advisor/contact person at each Oregon community college and four-year institution?

A contact person for each public and private/independent college/university with a teacher preparation program can be found in Appendix IV. A contact person for each community college is listed in Appendix V.

B. What can I do at the community college level?

A candidate can obtain a teaching license in Oregon by completing an undergraduate four-year teacher preparation program or by completing a fifth-year/MAT/MED program. These programs are available at four-year colleges or universities. Please see section 3A for more information on these programs.

Attending a community college at the beginning of your college career is a good start toward completing a teacher preparation program – but it is only a start. You can begin required lower-division course work and participate in volunteer activities while at a community college. With careful planning, this work can transfer to a four-year institution where you will complete your program.

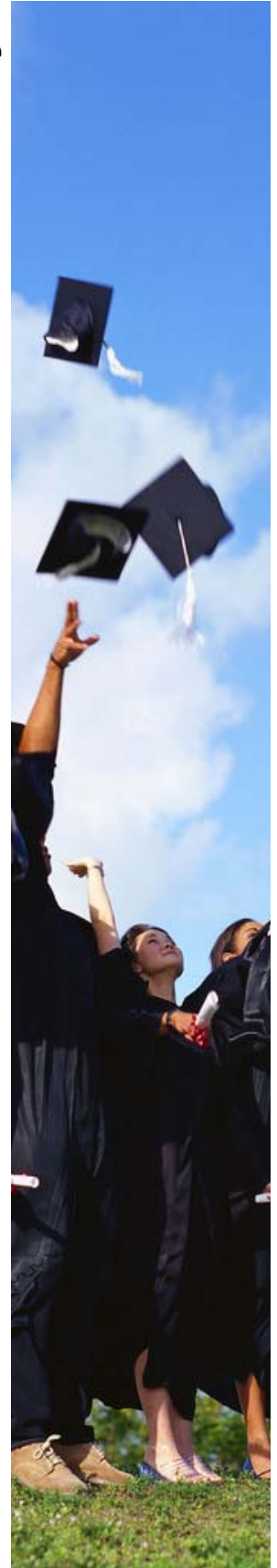
Some students may desire to work as *paraeducators* (educational assistants) in classrooms while attending a community college. Many Oregon community colleges have paraeducator certificate programs that provide opportunities to explore classrooms before entering an approved teacher preparation program.

Please see an advisor at your community college as well as your future four-year institution as soon as possible. They can assist you in planning your community college coursework for more effective transfer to a four-year school.

C. When should I start thinking about transferring to a four-year institution? How do I avoid taking classes that won't count toward my bachelor's degree when I transfer to a four-year institution?

The best time to start thinking about transferring to a four-year institution is now! The sooner that you start talking with an advisor, the more time you will have to participate in credit-based or volunteer tutoring and teaching activities in schools and the more time you'll have to take appropriate classes or sequences of classes. Talking with an academic advisor early and often will help you develop a degree program(s) and obtain an Oregon teaching license. In the long run, this will also make your college education less expensive.

Plan carefully with the assistance of your advisor. Acceptance of transfer credits varies by institution and program.



D. After I transfer, will I need to complete my bachelor's degree, teacher education program, and master's degree program at the same institution?

If you are pursuing an undergraduate teacher preparation program you will complete both your bachelor's degree and teacher education program at the same institution. You have several choices of institutions to complete a master's degree. If you are pursuing a graduate level/MAT/MEd teacher preparation program you could complete your bachelor's degree at one institution and your teacher education program at another.

E. Should I "strictly" follow the requirements of the Associate of Arts/Oregon Transfer Degree (AA/OT)?

It depends. Students who want to become a teacher often choose to study for two or more years at a community college and then transfer to a baccalaureate-granting (four-year) institution. If you are planning to transfer to an Oregon public four-year campus, you have many options – among them the opportunity to pursue an Associate of Arts/Oregon Transfer Degree (AA/OT). This degree, through judicious choice of elective credits, can be tailored to your particular interests and the specific baccalaureate degree you may be seeking. (Transfer degree students with an AA/OT have, by agreement, met lower-division general education requirements if they transfer to a public four-year institution; they are also able to enroll/register as a junior.) If you are considering transfer to a private institution be sure to check with your advisor about available options.

Alternately, students may want to choose a transfer pathway that does not include earning an AA/OT. This choice may be attractive because of its flexibility. By working closely with advisors from both the two-year and four-year institutions, you should be able to structure a course of study that will apply directly to your baccalaureate degree. Then, whenever the course options at the community college have been exhausted, you can transfer to the four-year institution of your choice to complete a bachelor's degree.

F. Should I complete an Oregon Transfer Module (OTM) while at the community college?

This depends on many of the same factors as the AA/OT (see section 4E). The Oregon Transfer Module (OTM) fulfills the requirements of the first year of general education at any public Oregon institution. Many students who want to become a teacher will pursue the OTM to guarantee they will not need to retake any first year general education courses once they transfer to a four-year institution.

Alternately, students may want to choose a transfer pathway that does not include earning an OTM. This choice may be attractive because of its flexibility. By working closely with advisors from both the two-year and four-year institutions, you should be able to structure a course of study that will apply directly to your baccalaureate degree. Then, whenever the course options at the community college have been exhausted, you can transfer to the four-year institution of your choice to complete a bachelor's degree.



5. Financial Aid

A. What types of financial aid are there?

Financial aid is a term that covers a wide variety of programs that help students and their families pay for college or graduate school (e.g., scholarships, grants, loans, and work study/internships). The four major sources of financial aid are the federal government, state government, educational institutions, and foundations/corporations.

- Scholarships are gifts, often based on either financial need or achievement. These are available from colleges and universities, community and professional groups, businesses, foundations, unions, churches, and other organizations.
- Grants are financial aid that typically doesn't need to be repaid; some grants have payback restrictions. Often grants are made based on financial need.
- Loans are money that must be repaid with interest (unless forgiven in return for certain specified commitments).
- Work-study and internships are federal, state, campus or private programs that provide you with a job to help defray education costs.

B. How do I get information on scholarships, grants and loans to pay for college?

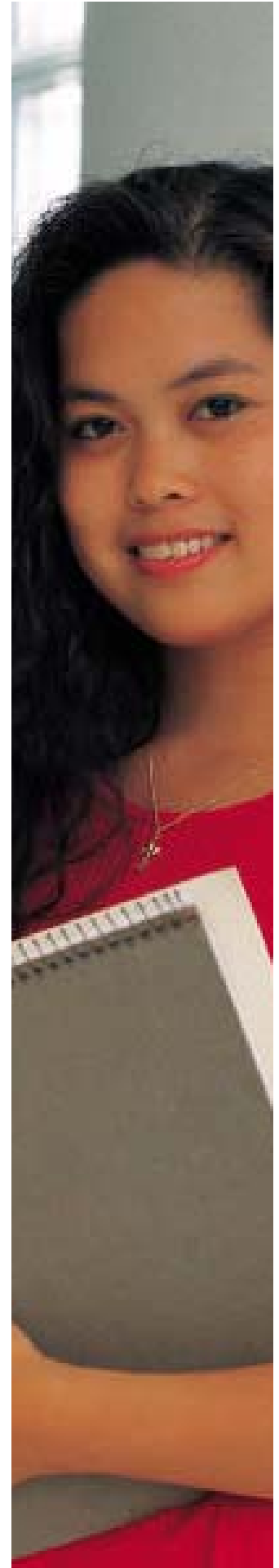
The Free Application for Federal Student Aid (FAFSA) form is commonly used for all types of financial aid programs to determine your level of need. You can obtain the form at: www.fafsa.ed.gov or from a college financial aid office or counseling office. The application deadlines vary by institution but are typically between January and early March for fall term entry.

The Oregon Student Assistance Commission (OSAC) offers detailed information and resources to Oregon students on planning for college, paying for college, and managing debt. They have detailed information on Oregon-specific financial aid opportunities. For more details, visit their website at www.getcollegefunds.org.

Additional information about financial aid can be found at the following websites:

- www.finaid.com
- www.fastweb.com
- www.collegeboard.org
- www.studentaid.ed.gov

An additional source of information about financial aid is the financial aid office on your campus or at the campus where you will be completing your teacher preparation program. Another good source is the education department advisor who may have additional information about scholarships that are specific to prospective teachers.



C. What financial aid benefits are available for becoming a teacher (e.g., forgivable loans for teaching in rural or inner city schools)?

Teach for Oregon student loans are low-cost Stafford loans available to those who commit to a career in teaching in Oregon. The Teach for Oregon program provides education students with a low-interest federal student loan and up to 10% cash back after making 36 scheduled payments on time and completing at least three years of teaching in Oregon. To qualify to take out this loan, students must:

- Be enrolled at least half-time in an Oregon school;
- Take out a Stafford loan with a participating Sallie Mae lender partner.

For more information, visit: www.salliemae.com/state/oregon/teach.html.

Teach Grant Program – Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. In addition to specific eligibility requirements, you must be enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution that has chosen to participate in the TEACH Grant Program. Eligibility requirements, designations of high-need fields, and additional information are available at www.teachgrant.ed.gov.

The U.S. Department of Housing and Urban Development (HUD) operates a Teacher Next Door Program that encourages teachers to buy homes in low- and moderate-income neighborhoods. A reduced price (up to 50% discount) on a HUD-owned home is available if you live in the school district and agree to live in the home for three years. Additional information is available at: www.hud.gov/offices/hsg/sfh/reo/goodn/tnd.cfm.

Other similar housing and special financing programs are available from various other real estate and mortgage companies. For example, the Prudential Real Estate Professionals and Reliance Mortgage jointly sponsor the Oregon Educator's Housing Benefits Program (OEHB). The OEHB provides a home loan program with 100% financing for educators who have good credit and qualify for a home loan but do not have the funds available for a down payment. Additional information is available at: www.OEHB.org.

The Educational Testing Service (ETS), which develops several tests and provides testing services, offers a reduced testing fee for students who can document financial need. Students who receive financial aid, enroll as an undergraduate or graduate student, and meet the required income requirements are eligible for a fee waiver. To be considered for a fee waiver, students must submit a completed fee waiver request form and test registration form by the appropriate deadline. A limited number of waivers are available per test date and per institution. All fee waivers are processed on a first-come, first served basis. Additional information is available in the Praxis Series Registration Bulletin which is available at each college/university's school of education, at the TSPC office in Salem, and at the ETS website located at: www.ets.org/praxis.



APPENDICES

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A variety of publications, information on licensure requirements, forms, etc. are available through the Teacher Standards and Practices Commission (TSPC).

Teacher Standards and Practices Commission
465 Commercial Street NE
Salem, OR 97301
(503) 378-3586
<http://www.tspc.state.or.us>

Oregon Approved Teacher Education Programs

Institution	Authorization Level	Endorsements
Cascade College U	Early Childhood Elementary	Multiple Subject
✘ Concordia University U/G	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, Drama, ESOL/Bilingual*, General Business, Health Education, Integrated Science, Language Arts, Marketing, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Social Studies, Spanish, Speech
Corban College (Formerly Western Baptist College) U/G	Early Childhood Elementary Middle Level High School	Biology, General Business, Language Arts, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Social Studies
✘ Eastern Oregon University U/G	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, Drama, ESOL/Bilingual*, General Business, German, Health Education, Integrated Science, Language Arts, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Reading*, Social Studies, Spanish, Special Education*, Speech
✘ George Fox University U/G	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, Drama, Educational Media**, ESOL/Bilingual*, Family and Consumer Science, Health Education, Language Arts, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Reading*, Social Studies, Spanish, Speech
✘ Lewis & Clark College G	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, Drama, ESOL/Bilingual*, French, German, Integrated Science, Language Arts, Mathematics (advanced and basic), Multiple Subject, Music*, Physics, Reading*, Social Studies, Spanish, Special Education*
Linfield College U	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, French, German, Health Education, Language Arts, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Social Studies, Spanish
Northwest Christian University U/G	Early Childhood Elementary Middle Level High School	ESOL/Bilingual* (early childhood/elem), Integrated Science*, Language Arts*, Mathematics (advanced and basic),* Multiple Subject, Social Studies*, Spanish*
✘ Oregon State University U/G	Early Childhood Elementary Middle Level High School	Agriculture Science, Biology, Chemistry, ESOL/Bilingual*, Family and Consumer Science, French, General Business, German, Health Education, Integrated Science, Language Arts, Marketing, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physical Education (Adapted)*, Physics, Spanish, Technology Education

✘ Campus delivers both on-campus and off-campus programs

U Undergraduate Program

G Graduate Program

*

**

} Available endorsement areas vary by level; Some endorsements are only available when adding to an existing license. Visit www.tspc.state.or.us/programs.asp for additional information.

* Endorsements are valid for early childhood/elementary, elementary/middle level, or middle level/high school

** Endorsements are valid for preprimary through grade 12

[Note: Program offerings are subject to change. Check with your institution for updated offerings.]

Oregon Approved Teacher Education Programs

Institution	Authorization Level	Endorsements
<p>✘ Pacific University U/G</p>	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, Drama, ESOL, ESOL/Bilingual, French, General Business, German, Health Education, Integrated Science, Japanese, Language Arts, Marketing, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Reading*, Russian, Social Studies, Spanish, Special Education*
<p>✘ Portland State University G</p>	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, Communication Disorders**, Drama, Early Intervention/Special Education, Educational Media**, ESOL/Bilingual*, French, General Business, German, Health Education, Integrated Science, Japanese, Language Arts, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Reading*, Russian, Social Studies, Spanish, Special Education*, Speech, Visually Impaired**
<p>✘ Southern Oregon University G</p>	Early Childhood Elementary Middle Level	Art*, Biology, Chemistry, Drama, ESOL/Bilingual*, French, General Business, German, Health Education, Integrated Science, Language Arts, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Reading*, Social Studies, Spanish, Special Education*,
<p>✘ University of Oregon G</p>	Early Childhood Elementary Middle Level High School	Biology, Chemistry, Communication Disorders**, Early Intervention/Special Education, ESOL/Bilingual*, French, German, Integrated Science, Japanese, Language Arts, Latin, Mathematics (advanced and basic), Multiple Subject, Music*, Physics, Russian, Social Studies, Spanish, Special Education*
<p>University of Phoenix G</p>	Early Childhood Elementary Middle Level High School	Language Arts, Social Studies, Math, Science (Biology, Chemistry, Physics), Business Education
<p>University of Portland U/G</p>	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, Drama, ESOL/Bilingual*, French, General Business, German, Health Education, Integrated Science, Language Arts, Latin, Marketing, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Reading*, Social Studies, Spanish, Special Education*, Technology Education
<p>Warner Pacific College U</p>	Early Childhood Elementary Middle Level High School	Biology, Language Arts, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Reading*, Social Studies
<p>✘ Western Oregon University U/G</p>	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, Drama, Early Intervention/Special Education, Educational Media**, ESOL/Bilingual*, French, General Business, German, Health Education, Hearing Impaired**, Integrated Science, Language Arts, Math (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Reading (M.S. Ed.)*, Social Studies, Spanish, Special Education*, Technology Education
<p>Willamette University G</p>	Early Childhood Elementary Middle Level High School	Art*, Biology, Chemistry, Drama, ESOL/Bilingual*, French, General Business, German, Health Education, Integrated Science, Japanese, Language Arts, Mathematics (advanced and basic), Multiple Subject, Music*, Physical Education*, Physics, Reading*, Russian, Social Studies, Spanish, Special Education, Speech

Other Educator Licenses (graduate programs)

<p>Counselor* George Fox, Lewis & Clark, OSU, PSU</p>	<p>Administrator** Concordia, George Fox, Lewis & Clark, PSU, SOU, UP, UO, WU</p>
<p>School Psychologist** George Fox, Lewis & Clark, UO</p>	<p>Superintendent** Concordia, George Fox, Lewis & Clark, PSU, UO, UP</p>
<p>Continuing Teaching License Concordia, EOU, George Fox, Lewis & Clark, OSU, Pacific, PSU, SOU, UP, WOU, Willamette</p>	

- * Student is required to get endorsement in two adjacent levels of Authorization (e.g. elementary/middle)
- ** Endorsements are valid for preprimary through grade 12

Oregon Approved Teacher Education Programs - Endorsements

Oregon Teacher Education Institutions

- CC:** Cascade College
 CU: Concordia University
 CoC: Corban College
 EOU: Eastern Oregon University
GFU: George Fox University
 L&C: Lewis and Clark College
 LC: Linfield College
 NCU: NW Christian University
OSU: Oregon State University
 PU: Pacific University
 PSU: Portland State University
 SOU: Southern Oregon University
UO: University of Oregon
 UP: University of Portland
 UPx: University of Phoenix
 WPC: Warner Pacific College
WOU: Western Oregon University
 WU: Willamette University
 Delivers both on- and off-campus programs

Endorsement Offered	Level of Authorization			
	Early Childhood PreK - grade 4	Elementary Grades 3 - 8	Middle Level Grades 5 - 9	High School Grades 9 - 12
Agriculture Science			OSU	OSU
Art *	CU, EOU, GFU, LC, PU, PSU, SOU, UP, WPC, WOU, WU	CU, EOU, GFU, LC, PU, PSU, SOU, UP, WPC, WOU, WU	CU, EOU, GFU, L&C, LC, PU, PSU, SOU, UP, WPC, WOU, WU	CU, EOU, GFU, L&C, LC, PU, PSU, SOU, UP, WPC, WOU, WU
Biology			CU, CoC, EOU, GFU, LC, L&C, OSU, PU, PSU, SOU, UO, UP, UPx, WPC, WOU, WU	CU, CoC, EOU, GFU, LC, L&C, OSU, PU, PSU, SOU, UO, UP, UPx, WPC, WOU, WU
Chemistry			CU, EOU, GFU, LC, L&C, OSU, PU, PSU, SOU, UO, UP, UPx, WOU, WU	CU, EOU, GFU, LC, L&C, OSU, PU, PSU, SOU, UO, UP, UPx, WOU, WU
Communication Disorders **	PSU, UO	PSU, UO	PSU, UO	PSU, UO
Drama	WOU	WOU	CU, EOU, GFU, L&C, PU, PSU, SOU, UP, WOU, WU	CU, EOU, GFU, L&C, PU, PSU, SOU, UP, WOU, WU
Early Intervention/ Special Education	PSU, UO, WOU			
Educational Media	PSU, WOU	PSU, WOU	PSU, WOU	PSU, WOU
ESOL/Bilingual *	CoC, CU, EOU, GFU, L&C, NCU, OSU, PSU, PU, SOU, UO, UP, WOU	CoC, CU, EOU, GFU, L&C, NCU, OSU, PSU, PU, SOU, UO, UP, WOU	CoC, CU, EOU, GFU, L&C, NCU, OSU, PSU, PU, SOU, UO, UP, WOU	CoC, CU, EOU, GFU, L&C, NCU, OSU, PSU, PU, SOU, UO, UP, WOU
Family & Consumer Science			GFU, OSU	GFU, OSU

* Student is required to get endorsement in two adjacent levels of Authorization (i.e. elementary/middle)

** Endorsements are valid for preprimary through grade 12

[Note: Program offerings are subject to change. Check with your institution for updated offerings.]

Some endorsements are available only when adding to an existing license.

Visit www.tspc.state.or.us/programs.asp for additional information.

Oregon Approved Teacher Education Programs - Endorsements

Endorsement Offered	Level of Authorization			
	Early Childhood PreK - grade 4	Elementary Grades 3 - 8	Middle Level Grades 5 - 9	High School Grades 9 - 12
French			L&C, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WU	L&C, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WU
General Business			CoC, EOU, OSU, PU, PSU, SOU, UP, UPx, WOU, WU	CoC, EOU, OSU, PU, PSU, SOU, UP, UPx, WOU, WU
German			EOU, L&C, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WU	EOU, L&C, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WU
Health Education	CU, EOU, GFU, OSU, PU, SOU, UP, UPx, WOU, WU	CU, EOU, GFU, OSU, PU, SOU, UP, UPx, WOU, WU	CU, EOU, GFU, LC, OSU, PU, PSU, SOU, UP, UPx, WOU, WU	CU, EOU, GFU, LC, OSU, PU, PSU, SOU, UP, UPx, WOU, WU
Hearing Impaired **	WOU	WOU	WOU	WOU
Integrated Science	UP	EOU, OSU, PU, SOU, UP, WU	CU, EOU, L&C, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU	CU, EOU, L&C, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU
Japanese			PU, PSU, UO, WU	PU, PSU, UO, WU
Language Arts	CU, CoC, EOU, GFU, LC, OSU, PU, SOU, UP, WPC, WU	CU, CoC, EOU, GFU, LC, OSU, PU, SOU, UP, WPC, WU	CU, CoC, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, UPx, WPC, WOU, WU	CU, CoC, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, UPx, WPC, WOU, WU
Latin		UP	UP	UO, UP
Marketing		UP	OSU, PU, UP	OSU, PU, UP
Mathematics (Advanced)			NCU, WOU	CU, CoC, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, WPC, WOU, WU
Mathematics (Basic)			CU, CoC, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, UPx, WPC, WOU, WU	CU, CoC, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, UPx, WPC, WOU, WU
Multiple Subject	CC, CU, CoC, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, WPC, WOU, WU	CC, CU, CoC, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, WPC, WOU, WU	CU, CoC, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, WPC, WOU, WU	
Music *	CoC, EOU, GFU, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WPC, WU	CoC, EOU, GFU, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WPC, WU	CoC, CU, EOU, GFU, L&C, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WPC, WU	CoC, CU, EOU, GFU, L&C, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WPC, WU

* Student is required to get endorsement in two adjacent levels of Authorization (i.e. elementary/middle)

** Endorsements are valid for preprimary through grade 12

[Note: Program offerings are subject to change. Check with your institution for updated offerings.]

Some endorsements are available only when adding to an existing license.

Visit www.tspc.state.or.us/programs.asp for additional information.

Oregon Approved Teacher Education Programs - Endorsements

Endorsement Offered	Level of Authorization			
	Early Childhood PreK - grade 4	Elementary Grades 3 - 8	Middle Level Grades 5 - 9	High School Grades 9 - 12
Phys. Education *	CoC, EOU, GFU, LC, OSU, PU, PSU, SOU, UP, UPx, WOU, WPC, WU	CoC, EOU, GFU, LC, OSU, PU, PSU, SOU, UP, UPx, WOU, WPC, WU	CoC, EOU, GFU, LC, OSU, PU, PSU, SOU, UP, UPx, WOU, WPC, WU	CoC, EOU, GFU, LC, OSU, PU, PSU, SOU, UP, UPx, WOU, WPC, WU
Phys. Education (Adapted) *	OSU	OSU	OSU	OSU
Physics			PSU, PU, WOU	CU, EOU, GFU, L&C, LC, OSU, PU, PSU, SOU, UO, UP, UPx, WOU, WU
Reading *	CoC, EOU, GFU, L&C, OSU, PU, PSU, SOU, UP, WPC, WOU, WU	CoC, EOU, GFU, L&C, OSU, PU, PSU, SOU, UP, WPC, WOU, WU	CoC, EOU, GFU, L&C, OSU, PU, PSU, SOU, UP, WPC, WOU, WU	CoC, EOU, GFU, L&C, OSU, PU, PSU, SOU, UP, WPC, WOU, WU
Russian			PSU	PU, PSU, UO, WU
Social Studies		CU, CoC, EOU, GFU, L&C, LC, PU, SOU, UO, UP, WPC, WU	CU, CoC, EOU, GFU, LC, NCU, OSU, PU, PSU, SOU, UO, UP, UPx, WPC, WOU, WU	CU, CoC, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, UPx, WPC, WOU, WU
Spanish			CU, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU	CU, EOU, GFU, L&C, LC, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU
Special Education *	EOU, L&C, PSU, SOU, UO, UP, WOU, WU	EOU, L&C, PSU, SOU, UO, UP, WOU, WU	EOU, L&C, PSU, SOU, UO, UP, WOU, WU	EOU, L&C, PSU, SOU, UO, UP, WOU, WU
Speech	EOU, GFU, PSU, WU	EOU, GFU, PSU, WU	CU, EOU, GFU, PSU, WU	CU, EOU, GFU, PSU, WU
Technology	UP	UP	OSU, UP, WOU	OSU, UP, WOU
Visually Impaired **	PSU	PSU	PSU	PSU

Other Educator Licenses

Counselor	GFU, L&C, NCU, OSU, PSU	GFU, L&C, NCU, OSU, PSU	GFU, L&C, NCU, OSU, PSU	GFU, L&C, NCU, OSU, PSU
School Psychologist **	GFU, L&C, UO	GFU, L&C, UO	GFU, L&C, UO	GFU, L&C, UO
Administrator**	CU, GFU, L&C, PSU, SOU, UO, UP, WU	CU, GFU, L&C, PSU, SOU, UO, UP, WU	CU, GFU, L&C, PSU, SOU, UO, UP, WU	CU, GFU, L&C, PSU, SOU, UO, UP, WU
Superintendent**	CU, GFU, L&C, PSU, UO, UP	CU, GFU, L&C, PSU, UO, UP	CU, GFU, L&C, PSU, UO, UP	CU, GFU, L&C, PSU, UO, UP
Continuing Teaching License	CU, EOU, GFU, L&C, OSU, PU, PSU, SOU, UP, WOU, WU	CU, EOU, GFU, L&C, OSU, PU, PSU, SOU, UP, WOU, WU	CU, EOU, GFU, L&C, OSU, PU, PSU, SOU, UP, WOU, WU	CU, EOU, GFU, L&C, OSU, PU, PSU, SOU, UP, WOU, WU

* Student is required to get endorsement in two adjacent levels of Authorization (i.e. elementary/middle)

** Endorsements are valid for preprimary through grade 12

[Note: Program offerings are subject to change. Check with your institution for updated offerings.]

Some endorsements are available only when adding to an existing license.

Visit www.tspc.state.or.us/programs.asp for additional information.

Oregon Approved Teacher Education Institutions: Contact Person List

Cascade College (CC)

Dana Barbarick
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Concordia University (CU)

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Portland, OR 97211
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jmannion@cu-portland.edu
www.cu-portland.edu

Corban College (CoC)

Mary Louise Wilkinson
5000 Deer Park Drive SE
Salem, OR 97301-9392
TEL 503-375-7020
mwilkinson@corban.edu
www.corban.edu/academics/education/

Eastern Oregon University (EOU)

Janet Frye
One University Boulevard
La Grande, OR 97850-2899
TEL 541-962-3772
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www.eou.edu/ed/

George Fox University (GFU)

Brenda Burg
414 N. Meridian Street
Newberg, OR 97132-2697
TEL 503-554-2840
bburg@georgefox.edu
www.georgefox.edu

Lewis & Clark College (L&C)

Graduate Admissions Office
0615 SW Palatine Hill Rd.
Portland, OR 97219-7899
TEL 503-768-6200
gseadmit@lclark.edu
<http://graduate.lclark.edu>

Linfield College (LC)

Steven Bernhisel
900 SE Baker Street #A474
McMinnville, OR 97128-6894
TEL 503-883-2674
steveb@linfield.edu
www.linfield.edu

Marylhurst University

Tom Ruhl
17600 Pacific Highway
Marylhurst, OR 97036-0261
TEL 503-636-8141, ext 3334
truhl@marylhurst.edu
<http://www.marylhurst.edu/education>

NW Christian University (NCU)

Colleen Bauer
828 E. 11th Avenue
Eugene, OR 97401-3727
TEL 541-684-7279
bauerc@northwesternchristian.edu
www.nwcc.edu

Oregon State University (OSU)

Gene Newburgh
Education Hall 210
Corvallis, OR 97331-3502
TEL 541-737-4661
newburgg@oregonstate.edu
<http://oregonstate.edu/education>

Pacific University (PU)

Diana Watkins
2043 College Way
Forest Grove, OR 97116-1797
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teach@pacificu.edu
<http://coe.pacificu.edu>

Portland State University (PSU)

Deb Miller
PO Box 751
Portland, OR 97207-0751
TEL 503-725-4758
millerda@pdx.edu
www.pdx.edu/education

Southern Oregon University (SOU)

K.C. Sam
1250 Siskiyou Boulevard
Ashland, OR 97520-5061
TEL 541-552-6936
samk@sou.edu
www.sou.edu/education/

University of Oregon (UO)

Margaret Mahoney
1215 University of Oregon
Eugene, OR 97403-1215
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mmahoney@uoregon.edu
<http://education.uoregon.edu>

University of Phoenix (UPx)

Robert L. Hamm
13221 SW 68th Parkway, Suite 500
Tigard, OR 97223
TEL 503-495-2028
bob.hamm@phoenix.edu
www.phoenix.edu/oregon/welcome.aspx

University of Portland (UP)

Maribeth McGowan
5000 N. Willamette Blvd.
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TEL 503-943-7135
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www.up.edu

Warner Pacific College (WPC)

Dew Anna Brumley
2219 SE 68th Avenue
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Western Oregon University (WOU)

Karen Sullivan-Vance
345 N. Monmouth Avenue
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Willamette University (WU)

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Community College Contact Person List

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Central Oregon Community College

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vviles@cocc.edu
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Chemeketa Community College

Karen Stevens
4000 Lancaster Drive NE
Salem, Oregon 97309-7070
Phone: 503-399-2693
stek@chemeketa.edu
www.chemeketa.edu/catalog/careers/ed.html

Clackamas Community College

Paula Hamm
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Oregon City, Oregon 97045-7998
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Clatsop Community College

Admissions Office
1653 Jerome Avenue
Astoria, Oregon 97103-3698
Phone: 503-338-2411
admissions@clatsopcc.edu
www.clatsopcc.edu

Columbia Gorge Community College

Lori Ufford
400 E. Scenic Drive
The Dalles, Oregon 97058-3456
Phone: 541-506-6025
lufford@cgcc.cc.or.us
www.cgcc.cc.or.us

Klamath Community College

Jamie Jennings
7390 S. 6th Street
Klamath Falls, Oregon 97603
Phone: 541-880-2228
jennings@klamathcc.edu
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Lane Community College

Deb Hupcey
4000 E. 30th Avenue
Eugene, Oregon 97405-0640
Phone: 541-463-5635
hupceyd@lanecc.edu
<http://lanecc.edu>

Linn-Benton Community College

Christy Stevens
6500 Pacific Blvd SW
Albany, Oregon 97321-3774
Phone: 541-917-4918
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www.linnbenton.edu

Mt Hood Community College

Dain Smith
26000 SE Stark Street
Gresham, Oregon 97030-3300
Phone: 503-491-7105
dain.smith@mhcc.edu
www.mhcc.edu

Oregon Coast Community College

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Newport, Oregon 97365-4928
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ccarlson@occc.cc.or.us
www.occc.cc.or.us

Portland Community College

Student Service/Advising Offices
PO Box 19000
Portland, Oregon 97280-0990
Cascade Campus: 503-978-5271
Rock Creek Campus: 503-614-7297
Sylvania Campus: 503-977-4531
advising@pcc.edu
www.pcc.edu

Rogue Community College

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Medford, Oregon 97501
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Southwestern Oregon Comm Coll

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Tillamook Bay Community College

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Treasure Valley Community College

Academic Advising Center
650 College Blvd
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Phone: 541-881-8822
www.tvcc.cc

Umpqua Community College

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Oregon Education Pathways for Teachers Course Recommendations for Prospective Elementary Teachers

For prospective early childhood and elementary teachers, the goal of general education is a broad preparation in content that will support successful classroom teaching in grades PreK through 8 and that provides the knowledge needed to pass the Multiple Subjects Exam required for early childhood and elementary teacher licensing in Oregon. The following recommendations for general education courses are made, noting that they are broad and in some cases ill-defined.

Anyone desiring to teach at these levels should be in contact with academic advisors familiar with teacher preparation programs in the state. In some cases, institutions have more specific entrance requirements in some content areas than the recommendations found in this document. The total number of credits recommended for each subject area assumes that many individual courses carry 4 credits (quarter hours) and that the minimum for acceptable General Education courses is 3 credits.

Science

Recommended: Prospective early childhood/elementary teachers should complete at least 3 laboratory science courses, totaling at least 12 credits. These courses should cover topics typically taught in elementary schools with attention being given to Oregon Benchmarks and broad understanding of the field. For example:

- Life science – biology, botany, zoology
- Physical science – physics, chemistry, general physical science
- Earth/space science – geology, astronomy, earth science, environmental science

The preferred pattern would be at least one course in each of the 3 general science areas, and a sequence of 2-3 courses in at least one of the areas.

Math

Recommended: Prospective early childhood/elementary teachers should complete at least 3 mathematics courses, totaling at least 12 credits, to include a Math 211, 212, 213 type sequence that addresses:

- Geometry,
- Probability and statistics,
- Number theory,
- Algebraic relationships,
- Measurement, and
- Concepts and principles of problem solving with a focus on applications.

If the 211, 212, 213 type sequence totals fewer than 12 hours, the additional hours of mathematics should be at the 100 level or above.

Social Sciences

Recommended: Prospective early childhood/elementary teachers should complete one broad foundational course, of at least 3 credits, from each of these five categories:

- US History
- World History/World Civilizations
- Geography/Economics
- Civics/Government/Political Science
- General
Psychology/Sociology/Anthropology

English Language Arts (Writing, Literature, Communication)

Recommended: Prospective early childhood/elementary teachers should complete at least 15 credits of coursework, including a 2-course writing sequence, and one broad foundational course from each of these categories:

- American Literature
- Non-American Literature
- Public Speaking

Fine Arts

Recommended: Prospective early childhood/elementary teachers should complete at least 2 foundations or introductory courses (appreciation, history, etc.), that are not considered skills or application courses (drawing, painting, keyboarding, etc.) totaling at least 6 credits from these categories:

- Music
- Art
- Drama/Theatre
- Dance

PE/Health

Recommended: Prospective early childhood/elementary teachers should complete at least 2 courses, totaling 6 credits, of physical education and/or health courses that prepare prospective teachers to meet the goals expressed in:

The Oregon K-12 Physical Education Standards:

“The study of physical education prepares students for the long-term benefits of an active and healthy life. A physically educated person performs a variety of physical activities, participates regularly in physical activity, and knows the benefits from involvement in physical activity and its contributions to a healthy life.”

The Oregon K-12 Health Standards:

“The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family, and community health. Its goal is for students to become health literate (the ability to obtain, interpret, and understand basic health information and services) and to use such information and services in health-enhancing ways.”

Content/Skills Not Addressed

This document does not make specific course recommendations in the following areas:

- Reading
- Technology Literacy
- Problem Solving
- Collaborative Work Skills

These are considered skills that students should possess on leaving high school and are entrance requirements for college level work. Most components of these skills are addressed by the Oregon Diploma Requirements – Essential Skills. Recognizing that the level of development will vary widely across candidates, it is recommended that all lower division general education coursework support and enhance these skills. In addition, teacher preparation programs are generally designed to analyze and teach applications of these skills in appropriate coursework and field experiences.

Developed by the *Oregon Education Pathways for Teachers Content Course Subcommittee, 2008*

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