

HOW TO BECOME AN OREGON TEACHER

An Advising Guide to Teacher Preparation Programs, Fall 2013



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 licensed 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

Oregon.gov/tspc

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www.ous.edu

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1. ALL ABOUT TEACHING



A. Interested in teaching?

Southern Oregon University

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, leader, 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 for students. In addition, teachers must continually educate themselves—learning about new advances in education, new technologies, and new ways to assist all students

of diverse backgrounds and differing abilities to reach their full learning 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 reached you, what they expected of you, what classroom atmosphere or learning experience 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 rewards and challenges of working with children. Many 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 or subjects 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. If you want to teach multiple subjects at the elementary level, then please see the appendix which has a recommended program of study.
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 and social studies or math and science or health and physical education).
3. Include breadth and depth of study in your general education core coursework. Where possible, include classes that focus on child development and other child-centered coursework.
4. Explore which type of teacher preparation program either undergraduate or graduate that would work best for you.
5. Consult an 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 or College of Education at the college or university of your choice and explore websites to get more information about teacher preparation programs that are available in Oregon. (See, Appendix II or Oregon.gov/tspc for current approved teacher education programs.)
7. Learn more about how to prepare and register for the Oregon TSPC adopted content area teacher licensure examinations required for admission to a teacher preparation program or for completing a teacher preparation program (see Section 3, page 12).

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 or college of education regarding the specific deadlines for its program admission.
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 through fingerprints.

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 subjects they are teaching and the skills necessary to teach those subjects to students at a particular developmental level. Currently, the supply of teachers is well-matched to the demand in Oregon. However, supply of and demand for teachers constantly changes. Additionally, the supply of teaching jobs outside of Oregon is different from the in-state needs. Teaching internationally is also an option for well-qualified teachers.

There is a great need for a culturally diverse teaching force. Teachers from various ethnic, cultural, and socioeconomic backgrounds are needed at all levels and in all teaching areas. More men are needed in the elementary level grades and subjects, and more women are needed in science and mathematics at the middle school and high school grade levels.

For the past several years in Oregon, as in much of the country, there has 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 middle school and high school mathematics and science teachers. On the other hand, more teachers are entering the profession 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 world languages, or developing other special areas of expertise or experience that would make you a particularly attractive candidate for a teaching position such as reading, ESOL, or special education. If you are interested in teaching in a rural school, you should consider a broad background in a content area. For instance, a science teacher in a rural school might teach Biology, Chemistry, Physics, and Earth Science rather than just specializing in Physics. At the elementary level, strong preparation in science or mathematics is rare and valued. 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?

Listed below are two online job sites that list teaching vacancies:

- Edzapp (www.edzapp.com) is an online job board for educators. An email account is all that is needed to sign up for the service.
- Schoolspring (www.schoolspring.com) is another online employment site for educators.

The *Oregon Professional Education Fair* (OPEF) takes place each year in April and is a great one-stop-shop to learn about teaching vacancies. See the Oregon School Personnel Association website (www.ospa.k12.or.us) for more details.

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

2. BASICS OF LICENSURE IN OREGON



A. Introduction

University of Oregon

Each state in the U.S. sets its own teacher licensure or certification 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). Most states will temporarily accept a teaching license from another state as a basis to issue that state’s license while the candidate completes any additional requirements in the new state. No state allows a teacher to work on the out-of-state license prior to receiving the new state’s license.

Understanding the terminology associated with teacher licensure can help with the application process. 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 professional educator standards board that awards educator licenses, approves educator preparation programs and issues discipline based on violation of professional standards of ethics. The commission is governed by licensed professionals representing teachers, administrators, higher education and the public. It is one of only twelve (12) independent educator standards boards in the nation.

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 and met high standards for educator quality.

When a candidate completes an Oregon teacher preparation program, the college or university recommends to TSPC that the candidate be awarded a teaching license in specific subjects and grade levels. In addition to teaching licenses, TSPC also awards licenses for school counselors, school psychologists, and school administrators (e.g., assistant principals, principals, assistant superintendents, and superintendents). The TSPC web site is: Oregon.gov/tspc.

C. What is an authorization level?

Teaching licenses are issued to candidates who are “authorized” to teach at certain grade levels. Oregon teacher preparation programs have been designed to prepare candidates for the unique learning needs of children of all developmental age levels. The current major grade authorization levels are:

- **Early childhood authorization level** (valid for pre-kindergarten through grade 4)
- **Elementary authorization level** (valid for grade 3 through grade 8)
- **Middle authorization level** (valid for grades 5-9)
- **High school authorization level** (valid for grades 9-12; also valid for 7-12 if grades 7 and 8 are part of the high school)
- **K-12 authorization level** (valid for grades pre-kindergarten through grade 12)

TSPC is currently revising the teacher licensure grade authorizations. Teacher candidates are encouraged to choose the subject areas they wish to teach (e.g., elementary multiple subjects; or secondary single subjects) and focus on learning to teach children at the grade levels they are most interested in teaching.

D. What is an endorsement?

An endorsement is the subject matter (content area) or specialty field (such as art, music, special education or physical education) in which an individual is licensed to teach. There are numerous endorsement areas. Some examples of these endorsement areas are:

- advanced mathematics
- agricultural science and technology
- art
- biology, physics, chemistry
- integrated science
- general business education
- language arts
- basic mathematics
- physical education

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- social studies
- World Languages: Spanish, Russian, German, Chinese
- special education
- hearing impaired
- vision impaired
- early intervention/special education.

Endorsements are part of an Initial I Teaching License program. If desired, additional endorsements can be added to your license later. Endorsements added after an initial license is earned are achieved by receiving passing scores on Commission-approved licensure tests (of subject matter knowledge and completing an appropriate teaching experience/practicum in the desired endorsement area). In addition to passing the subject-matter licensure tests, some endorsements require significant additional coursework such as: all special education areas, ESOL, and reading, as well as areas that do not have a licensure yet.

A list of the teacher preparation programs and the authorization levels and endorsements available at each institution can be found on the TSPC web site at www.oregon.gov/TSPC. A list of other licensure programs (e.g., school administration, school psychology, counseling, etc.) can be found in Appendix III. A list of the endorsements and which institutions offer that endorsement can be found in Appendix IV and at Oregon.gov/tspc under Educator Preparation.

E. What types of teaching licenses are there?

Unrestricted teaching licenses in Oregon are the Initial I, Initial II, and Continuing Teaching Licenses. Following issuance of the Initial I Teaching License, teachers have one of two choices: Qualify for the Initial II Teaching License (continuously renewable for three years) or the Continuing Teaching License (continuously renewable for five years.) The Initial II Teaching License signifies that the educator has completed graduate coursework, in some cases a full master's degree or equivalent, following the issuance of the Initial I Teaching License. The Continuing Teaching License is issued on the basis of completion of a master's degree, at least three years of experience, and completion of an advanced licensure program. A Continuing Teaching License may also be issued on the basis of a doctorate degree in education, the achievement of National Boards of Professional Teaching Standards certification, or American Speech and Hearing Association certification.

The descriptions of licensure requirements in this brochure are just advisory and applicants should consult the TSPC for precise licensure requirements at: Oregon.gov/TSPC.

Initial I Teaching License

The Initial I Teaching License is awarded at the completion of a Commission-approved baccalaureate, post-graduate or master's teacher preparation program. The license will specify both the specific grade authorization levels and subject-matter endorsements for which the candidate qualifies. The Initial I Teaching License may be renewed two times for three years upon showing progress toward completion of the renewal requirements 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. Additionally, it must be started and completed after the Initial I Teaching License is first issued.
- b. Persons receiving the Initial I Teaching License based on a bachelor's degree must complete 45 quarter or 30 semester education-related graduate hours or an education-related master's degree (which may include a Continuing Teaching License program) within the two renewal periods.
- c. Persons receiving the Initial I Teaching License on the basis of a post-graduate or master's degree program must com-

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plete nine quarter or six semester *graduate* hours in education-related coursework after the Initial I Teaching License is first issued.

All persons holding an Initial I Teaching License must qualify for the three-year renewable Initial II Teaching License or the five-year renewable Continuing Teaching License by the expiration of two renewal cycles.

The Initial I Teaching License is valid for regular teaching at the designated authorization levels and the designated endorsement areas on the license. The license is also valid 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 or the first out-of-state 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 from a regionally accredited institution in the United States 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, or the first out-of-state 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, b, or 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 professional development 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

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License. This option results in a license which is renewable every five years as opposed to every three years for the Initial II Teaching License.

Continuing Teaching License

The Continuing Teaching License (CTL) is a mark of advanced educational achievement.

The CTL is valid for regular teaching at the grade levels and subject-matter endorsements indicated on the license. The CTL is also valid 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 I and Initial II Teaching Licenses 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 continuing professional development.

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 <http://www.tspc.oregon.gov/licensure/licensure.asp> for more information on any of these licenses. General requirements for these licenses are outlined below. For specific requirements contact TSPC at: contact.tspc@state.or.us.

Restricted Transitional Teaching License	Limited Teaching License	Career & Technical Education I Teaching License
<p>Issued for a short time to individuals who are making a mid-life career change, have a district sponsor for application and while completing a teacher preparation program. Examples include: attorneys wishing to become social studies teachers, engineers wishing to become mathematics or science teachers, registered nurses wishing to teach health.</p>	<p>For those who have special expertise for a limited subject matter area usually a subset of a larger endorsement area and who have a district sponsor for the application. Limited Teaching Licenses are issued in areas such as: drawing, choir, jazz band, swimming, etc.</p>	<p>Provides a way for individuals from industry to teach in an Oregon Department of Education (ODE)-approved career and technical education program. Applicants may have recent work experience in electronics, construction, health occupations, accounting, childcare, or various other approved areas (see pp 10).</p>
<p>Applicants must have a Bachelor’s degree and expertise in the subject-matter area in which they wish to teach and the sponsoring school district must provide a mentor. The educator must enroll in a teacher education program before the expiration of the first year of the license and show significant progress throughout the next two years in order to continue teaching.</p>	<p>Applicants must have at least an Associate’s degree (community college) and the sponsoring school district must provide a mentor.</p>	<p>Applicants for the Career and Technical Education I Teaching 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 or degree requirements are available upon approval of the ODE. The license must be applied for jointly by the individual and sponsoring school district.</p>
<p>Valid for three years in one-year intervals but is NOT renewable.</p>	<p>Valid for three years, is limited to use in the applying district, and is renewable with continuing professional development and continued district sponsorship.</p>	<p>Valid for three years and is NOT renewable. A Career and Technical Education II Teaching License is available upon completion of the requirements set by the Oregon Department of Education. See OAR 584-042.</p>

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 in accordance with ODE and TSPC rules and procedures. The license may be endorsed for specialization in any of the six CTE areas listed in OAR 584-042-0044. (See Table on p. 10 for listings.)

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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 assigned to teach any course out of the program unless they also have the appropriate teaching license for those teaching assignments.

H. What Career and Technical endorsements are available?

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. Natural Resource Management c. Environmental Science
2. Arts, Information and Communications	a. Publishing and Broadcasting b. Information and Communications Technology c. Visual, Performing and Media Arts
3. Business and Management	a. Business Management and Administration b. Finance c. Hospitality & Tourism d. Information and Communications Technology e. Marketing
4. Health Sciences	a. Health Sciences
5. Human Resources Systems	a. Education and Related Fields b. Hospitality and Tourism c. Human Services d. Public Services
6. Industrial and Engineering Systems	a. Construction Technology b. Engineering Technology c. Information and Communications Technology d. Transportation Technology e. Manufacturing Technology

I. Is there opportunity to qualify for a Career and Technical Education Teaching 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 I 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 I, Initial II, or Continuing Teaching License* must also have a high school grade level 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: Oregon.gov/tspc

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

A *Substitute Teaching License* is available to candidates who have completed a teacher preparation program. If the candidate has not previously held an unrestricted teaching license in any state, a Restricted Substitute Teaching License is issued and is limited to 60 days' use during each school year within the district that has jointly applied with the candidate for the Restricted Substitute Teaching License. All substitute teaching license holders must now complete continuing professional development for renewal. Please visit TSPC's website at Oregon.gov/tspc 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. To help facilitate the mobility of education personnel, the National Association of State Directors of Teacher Education and Certification (NASDTEC) arranged an interstate agreement. Currently a collection of more than 50 individual agreements by states and Canadian provinces, each individual "agreement" is a statement by that state or jurisdiction that outlines which other state's educator certificates will be accepted by that state. Oregon (for teachers) accepts a full out-of-state license and evidence of a passing score on subject matter (content) and basic skills tests. The tests must be substantially similar to Oregon's TSPC's test, and most are. More information on these agreements can be found at www.nasdtec.net/?page=Interstate.

Oregon teacher graduates should check with each state regarding its specific requirements prior to accepting employment as a teacher out-of-state. When graduates from Oregon colleges or 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, non-provisional (unrestricted) teaching license.

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 *graduate fifth-year, MAT, or MEd teacher preparation program*, and some have both undergraduate and graduate programs.

Undergraduate Teacher Preparation Program

The first way to pursue a teaching license is to complete a four-year undergraduate degree, usually with an education major. This model is common for prospective early childhood and elementary teachers. Prospective middle level or high school 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. Some programs, for instance Oregon State, have double degree programs where you earn a major in a content area and a major in education.

Graduate Level Teacher Preparation Program

The second way to pursue a teaching license 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, and 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 at Oregon.gov/tspc.

Post Baccalaureate Licensure Only

Another option for second career candidates who have already earned a master's degree or doctoral degree is to complete a licensure only program. Courses are available at either the undergraduate level or the master's level, depending on the university. Candidates may be required to take some prerequisite courses prior to beginning the program depending on their background and level they are seeking to teach.

OREGON TEACHER PREPARATION PROGRAMS

Institutions with Undergraduate Teacher Preparation Programs

- Concordia University
- Corban University
- 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
- 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 University
- Eastern Oregon University
- George Fox University
- Lewis and Clark College
- Marylhurst University
- Multnomah University
- Northwest Christian 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*

** The Willamette University Graduate School of Education will discontinue offering degree, licensing and endorsement programs at the end of the 2013-14 academic year. No new students are currently being admitted.*

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

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

Essential Skills Test

The Commission requires completion of the ORELA Essential Skills Tests to meet the basic skills requirements prior to admission into any Oregon-approved teacher preparation program.

You should take some time to review the appropriate study guide for the essential skills tests and do some refresher activities prior to taking the ORELA tests.

Visit Oregon.gov/tspc for current testing information and links to commission-approved tests.

Content Tests for Endorsements

There are different content tests for prospective early childhood, elementary, middle level, and high school teachers. Once you have decided on the grade 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.

For testing information, go to: www.orela.nesinc.com/. Nearly all tests may be accessed at this link.

OREGON TEACHER PREPARATION PROGRAMS

Please consult your advisor or TSPC prior to taking any licensure examination. *Only* commission-adopted tests will satisfy the licensure requirements.

If you do not pass the tests on your first try, you are permitted to take the test or tests 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. Nearly all of TSPC's licensure examinations have preparation materials and practice examinations available in order to prepare appropriately for the test. See <http://www.orela.nesinc.com/> for more information on practice examinations and test frameworks.

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

Undergraduate Teacher Preparation Program

ESSENTIAL SKILLS TEST

TSPC requires that candidates pass the essential (basic) skills tests prior to admission to a teacher preparation program. The best time to start taking the essential skills tests is during your sophomore year in college after you have completed the Writing and Math sequences.

CONTENT TEST

Some programs require candidates to pass these tests prior to student teaching; others require passage prior to admission to the program. A few programs allow candidates to complete the program before they must pass the test.

Graduate Level Teacher Preparation Program

ESSENTIAL SKILLS TESTS

Most graduate programs require that candidates pass essential (basic) skills prior to admission to the program. The TSPC requires passage of the essential skills test prior to admission into teacher preparation.

CONTENT TEST

Most graduate programs require and TSPC encourages candidates to pass these tests prior to admission to the program.

C. 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 and should seek out volunteering at a variety of different grade levels. 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.

D. 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. Individual institutions do things differently, so it is important to thoroughly check out the programs to which you are interested in applying. 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.

E. What courses should I take and how do I choose a major if I want to teach in grades 6 through 8?

If you intend to choose the elementary and middle level authorization option, plan to obtain a minor in at least one or two subject-matter endorsement areas 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. Middle schools which are departmentalized by subject will probably want a teacher with the middle level and 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 commission-approved subject-matter tests to get a middle level authorization. A minor in a second area will also be helpful. Additionally, you must meet the federal definition for “highly qualified teacher” in order to teach in any core academic subject-matter in grades 7 and 8. For other recommendations and required prerequisite courses, please see your campus advisor. Oregon requires middle level teachers in general education to also pass the commission-adopted multiple subjects test in addition to any subject-matter test for specific endorsement in other areas such as math, science language arts and social studies.

F. 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 or subjects 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 coursework in your subject-matter area. This level of content preparation is often required in order to teach the advanced courses in the subject, including college credit, 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 subject-matter endorsement in more than one area. In any case, you must meet the federal definition for “highly qualified teacher” in order to teach in any core academic subject-matter area. This requires at least a major or passage of the Commission-approved licensure test prior to teaching a course in which you must be a “highly qualified teacher.” Please contact your advisor for more information.

G. 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.

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

You should make an initial contact with the department or 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 and requirements by the application deadline. This will also allow time for you to pass, 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 or 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.

4. TRANSFERRING FROM AN OREGON COMMUNITY COLLEGE



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

Oregon State University

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.

B. 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 V. A contact person for each community college is listed in Appendix VI.

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?

Western Oregon University

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 apply online at www.fafsa.ed.gov. The application deadlines vary by institution but are typically between January and early March for fall term entry.

The Oregon Student Access 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.OregonStudentAid.gov.

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)?

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.

IMPORTANT: If you do not complete your service obligation, all TEACH Grant funds you received will be converted to a Direct Unsubsidized Loan. You must then repay this loan to the U.S. Department of Education, with interest charged from the date the TEACH Grant was disbursed (paid to you or on your behalf).

The U.S. Department of Housing and Urban Development (HUD) operates a Good Neighbor Next Door Sales Program that encourages teachers, law enforcement officers, and firefighters/emergency medical technicians 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.

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.

FINANCIAL AID

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



Portland State University

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Teacher Standards and Practices Commission

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

250 Division Street NE

Salem, OR 97301

(503) 378-3586

Oregon.gov/tspc

contact.tspc@state.or.us

APPENDIX II

Oregon Approved Teacher Education Programs, 2013-2014

KEY
 U Undergraduate program
 G Graduate program
 CTE Career and Technical Education
 * Endorsements are valid for early childhood/elementary, elementary/middle level, or middle level/high school
 ** Endorsements are valid for preprimary through grade 12
 Available endorsement areas vary by authorization level. Endorsements are not stand-alone; they can only be added to a valid Oregon teaching or administrator license.
 *** Denotes institutions that are National Council for Accreditation of Teacher Education accredited. Please note that NCATE accreditation is transitioning to Council for the Accreditation of Educator Preparation (CAEP) accreditation in 2013. Oregon's NCATE-accredited educator preparation programs will transition to CAEP accreditation over the next few years.

Institution	Authorizations	Available Teaching Endorsements
Concordia University U/G	Early Childhood Elementary Middle Level High School	Undergraduate & Graduate: Art*, Biology, Chemistry, ESOL, General Business Ed, General Business Ed/Financial Services (CTE), Health Education, Language Arts, Marketing, Marketing/Management (CTE), Mathematics (advanced and basic), Multiple Subjects, Physical Education, Social Studies Graduate only: Drama, Integrated Science, Music*, Physical Education*, Physics, Reading, Spanish, Special Education*, Speech, Technology Education
Corban University U/G	Early Childhood Elementary Middle Level High School	Undergraduate & Graduate: Biology, ESOL*, ESOL/Bilingual*, General Business Ed, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Music*, Physical Education*, Social Studies Graduate only: Reading*
Eastern Oregon University U/G	Early Childhood Elementary Middle Level High School	Undergraduate & Graduate: ESOL*, ESOL/Bilingual*, Basic Mathematics, Multiple Subjects, Reading* Graduate only: Agricultural Science & Technology, Art**, Biology, Chemistry, Drama, Educational Media, General Business, German, Health Education, Integrated Science, Language Arts, Music, Physical Education**, Physics, Social Studies, Spanish, Special Education**, Speech, Technology Education
George Fox University*** U/G	Early Childhood Elementary Middle Level High School	Undergraduate: Multiple Subjects, Music Graduate: Agricultural Science & Technology, Art*, Biology, Chemistry, Chinese, Drama, Educational Media**, ESOL*, ESOL/Bilingual*, Family and Consumer Sciences/Education (CTE), Family & Consumer Sciences/Hospitality & Tourism (CTE), French, General Business, German, Health Education, Integrated Science, Japanese, Language Arts, Mathematics (advanced and basic), Marketing, Multiple Subjects, Music*, Physical Education*, Physics, Reading*, Social Studies, Spanish, Special Education*, Speech, Technology Education
Lewis & Clark College*** G	Early Childhood Elementary Middle Level High School	Graduate only: Art*, Biology, Chemistry, ESOL*, ESOL/Bilingual*, Integrated Science, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Music*, Physics, Reading*, Social Studies, Special Education*

APPENDIX II: TEACHER EDUCATION PROGRAMS

<p>Linfield College U</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Undergraduate only: Art*, Biology, Chemistry, ESOL*, French, German, Health Education, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Music*, Physical Education*, Physics, Social Studies, Spanish</p>
<p>Marylhurst University G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Graduate only: Art*, Biology, Chemistry, Chinese, ESOL*, General Business, Integrated Science, Japanese, Language Arts, Marketing, Mathematics (advanced and basic), Multiple Subjects, Music*, Physical Education*, Physics, Reading*, Russian, Social Studies, Spanish</p>
<p>Multnomah University U/G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Undergraduate & Graduate: Art*, Biology, Chemistry, Drama, ESOL*, Health Education, Integrated Science, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Music*, Physical Education*, Physical Education (Adapted)*, Physics, Reading*, Social Studies, Spanish, Speech</p>
<p>Northwest Christian University U/G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Undergraduate & Graduate: ESOL/Bilingual*, Integrated Science, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Social Studies, Spanish</p>
<p>Oregon State University*** U/G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Undergraduate & Graduate: Agricultural Science & Technology, Biology, Chemistry, ESOL*, ESOL/Bilingual*, Family & Consumer Sciences, Family & Consumer Sciences/Education (CTE), French, Health Education, Integrated Science, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Physics, Social Studies, Spanish Graduate only: Music*, Physical Education*, Physical Education (Adapted)*, Reading*</p>
<p>Pacific University*** U/G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Undergraduate & Graduate: Art*, Biology, Chemistry, ESOL*, ESOL/Bilingual*, French, German, Health Education, Integrated Science, Japanese, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Music*, Physical Education*, Physics, Social Studies, Spanish, Special Education* Graduate only: Chinese, Communication Disorders**, Drama, General Business Ed, Marketing, Reading*, Russian, Special Education*</p>
<p>Portland State University*** G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Graduate only: Art*, Biology, Chemistry, Chinese, Communication Disorders**, Drama, Early Intervention/Special Education, Educational Media**, ESOL*, ESOL/Bilingual*, French, General Business, German, Health Education, Integrated Science, Japanese, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Music*, Physical Education*, Physics, Reading*, Russian, Social Studies, Spanish, Special Education*, Speech, Visually Impaired**</p>
<p>Southern Oregon University U/G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Undergraduate & Graduate: Multiple Subjects Graduate only: Art*, Biology, Chemistry, Chinese, Drama, ESOL*, ESOL/Bilingual*, French, General Business, German, Health Education, Integrated Science, Language Arts, Mathematics (advanced and basic), Music*, Physical Education*, Physics, Reading*, Social Studies, Spanish, Special Education*</p>

APPENDIX II: TEACHER EDUCATION PROGRAMS

<p>University of Oregon G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Graduate only: Biology, Chemistry, Chinese, Communication Disorders**, Early Intervention/Special Education, ESOL*, ESOL/Bilingual*, French, German, Integrated Science, Japanese, Language Arts, Latin, Mathematics (advanced and basic), Multiple Subjects, Music*, Physics, Reading*, Russian, Social Studies, Spanish, Special Education**</p>
<p>University of Phoenix G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Graduate only: Biology, Chemistry, General Business, Health Education, Integrated Science, Language Arts, Marketing, Social Studies, Mathematics (advanced and basic), Multiple Subjects, Physical Education, Physics, Social Studies</p>
<p>University of Portland*** U/G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Undergraduate & Graduate: Biology, Chemistry, Drama, ESOL*, French, German, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Physics, Reading*, Social Studies, Spanish, Special Education*, Speech Graduate only: Art*, Family & Consumer Sciences/Education (CTE), Family & Consumer Sciences/Hospitality & Tourism (CTE), General Business Ed, Health Education, Integrated Science, Latin, Marketing, Music*, Physical Education*, Technology Education</p>
<p>Warner Pacific College U/G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Undergraduate & Graduate: Biology, Health Education, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Music*, Physical Education*, Reading*, Social Studies</p>
<p>Western Oregon University*** U/G</p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Undergraduate & Graduate: Biology, Chemistry, Educational Media**, ESOL*, ESOL/Bilingual*, German, Health Education, Integrated Science, Language Arts, Math (advanced and basic), Multiple Subjects, Physical Education*, Physics, Social Studies, Spanish, Technology Education Graduate only: Art*, Drama, Early Intervention/Special Education, General Business Ed, Music*, Reading*, Special Education</p>
<p>Willamette University*** G <i>See note below</i></p>	<p>Early Childhood Elementary Middle Level High School</p>	<p>Graduate only: Art*, Biology, Chemistry, Chinese, Drama, ESOL*, ESOL/Bilingual*, Family & Consumer Sciences, French, General Business, German, Health Education, Integrated Science, Japanese, Language Arts, Mathematics (advanced and basic), Multiple Subjects, Music*, Physical Education*, Physics, Reading*, Russian, Social Studies, Spanish, Special Education*, Speech</p>

Note: The Willamette University Graduate School of Education will discontinue offering degree, licensing and endorsement programs at the end of the 2013-14 academic year. No new students are currently being admitted.

APPENDIX III

Other Oregon Educator Licenses - Graduate Programs

Administrative Licenses

- Initial Administrator License** CU, GFU, L&C, PSU, SOU, UO, UP, WU
- Continuing Administrator License** CU, GFU, L&C, PSU, SOU, UO, UP, WU

Continuing Teaching License: CU, GFU, L&C, PU, SOU, UP

Personnel Services

- Counselor* GFU, L&C, NWCU, OSU, PU, PSU
- School Psychologist** GFU, L&C, UO
- School Social Worker** PSU

KEY

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

** Endorsements are valid for preprimary through grade 12

APPENDIX IV

Endorsements Offered by Approved Teacher Education Programs 2013-2014

19 TSPC-Approved Oregon Teacher Education Institutions

CU	Concordia University	CorU	Corban University
EOU	Eastern Oregon Univ.	GFU	George Fox University
L&C	Lewis & Clark College	LC	Linfield College
MarU	Marylhurst University	MltU	Multnomah University
NCU	Northwest Christian Univ.	OSU	Oregon State Univ.
PU	Pacific University	PSU	Portland State Univ.
SOU	Southern Oregon Univ.	UO	University of Oregon
UPx	University of Phoenix	UP	University of Portland
WPC	Warner Pacific College	WOU	Western Oregon Univ.
WU	Willamette University		

Note: The Willamette University Graduate School of Education will discontinue offering degree, licensing and endorsement programs at the end of the 2013-14 academic year. No new students are currently being admitted.

- KEY * Endorsements are valid for early childhood/elementary, elementary/middle level, or middle level/high school
 ** Endorsements are valid for pre-K through grade 12
 *** High school endorsements are for grades 9-12, or 7-12 in cases where the building is a 7-12 high school.

Teaching Endorsements Level of Authorization

	Early Childhood Age 3-Grade 4	Elementary Grades 3-8	Middle Level Grades 5-9	High School Grades 9-12***
Agricultural Science & Technology			EOU, GFU, OSU	EOU, GFU, OSU
Art *	EOU, GFU, MarU, PU, PSU, SOU, UP, WU	EOU, GFU, MarU, PU, PSU, SOU, UP, WU	CU, EOU, GFU, L&C, LC, MarU, MltU, PU, PSU, SOU, UP, WOU, WU	CU, EOU, GFU, L&C, LC, MarU, MltU, PU, PSU, SOU, UP, WOU, WU
Biology			CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU

APPENDIX IV: ENDORSEMENTS

	Early Childhood Age 3-Grade 4	Elementary Grades 3-8	Middle Level Grades 5-9	High School Grades 9-12***
Chemistry			CU, EOU, GFU, L&C, LC, MarU, MltU, OSU, PU, PSU, SOU, UO, UPx, UP, WOU, WU	CU, EOU, GFU, L&C, LC, MarU, MltU, OSU, PU, PSU, SOU, UO, UPx, UP, WOU, WU
Chinese	GFU, MarU, PU, UO	GFU, MarU, PU, UO	GFU, MarU, PU, PSU, SOU, UO, WU	GFU, MarU, PU, PSU, SOU, UO, WU
Communication Disorders **	PSU, PU, UO	PSU, PU, UO	PSU, PU, UO	PSU, PU, UO
Drama	MltU, UP	MltU, UP	CU, EOU, GFU, MltU, PU, PSU, SOU, UP, WOU, WU	CU, EOU, GFU, MltU, PU, PSU, SOU, UP, WOU, WU
Early Intervention/ Special Education	PSU, UO, WOU			
Educational Media	EOU, GFU, PSU, WOU		EOU, GFU, PSU, WOU	EOU, GFU, PSU, WOU
ESOL *	CU, CorU, EOU, GFU, L&C, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU		CU, CorU, EOU, GFU, L&C, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU	CU, CorU, EOU, GFU, L&C, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU
ESOL/Bilingual *	CorU, EOU, GFU, L&C, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU		CorU, EOU, GFU, L&C, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU	CorU, EOU, GFU, L&C, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU
Family & Consumer Sciences			GFU, OSU, WU	GFU, OSU, WU
French			GFU, LC, OSU, PU, PSU, SOU, UO, UP, WU	GFU, LC, OSU, PU, PSU, SOU, UO, UP, WU
General Business Ed			CU, CorU, EOU, GFU, MarU, PU, PSU, SOU, UPx, UP, WOU, WU	CU, CorU, EOU, GFU, MarU, PU, PSU, SOU, UPx, UP, WOU, WU

APPENDIX IV: ENDORSEMENTS

	Early Childhood Age 3-Grade 4	Elementary Grades 3-8	Middle Level Grades 5-9	High School Grades 9-12***
German			EOU, GFU, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WU	EOU, GFU, LC, OSU, PU, PSU, SOU, UO, UP, WOU, WU
Health Education	CU, EOU, GFU, MltU, OSU, PU, UP, WOU, WU	CU, EOU, GFU, MltU, OSU, PU, UP, WOU, WU	CU, EOU, GFU, LC, MltU, OSU, PU, PSU, SOU, UPx, UP, WPC, WOU, WU	CU, EOU, GFU, LC, MltU, OSU, PU, PSU, SOU, UPx, UP, WPC, WOU, WU
Integrated Science		GFU	CU, EOU, GFU, L&C, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WOU, WU	CU, EOU, GFU, L&C, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WOU, WU
Japanese	MarU	MarU	GFU, MarU, PU, PSU, UO, WU	GFU, MarU, PU, PSU, UO, WU
Language Arts		GFU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU
Latin			UO, UP	UO, UP
Marketing			CU, GFU, MarU, PU, UPx, UP,	CU, GFU, MarU, PU, UPx, UP,
Mathematics (Advanced)			CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU
Mathematics (Basic)		UPx, UP	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU

APPENDIX IV: ENDORSEMENTS

	Early Childhood Age 3-Grade 4	Elementary Grades 3-8	Middle Level Grades 5-9	High School Grades 9-12***
Multiple Subjects	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU	NCU
Music *	CorU, EOU, GFU, LC, MarU, MltU, OSU, PU, PSU, SOU, UO, UP, WPC, WU	CorU, EOU, GFU, LC, MarU, MltU, OSU, PU, PSU, SOU, UO, UP, WPC, WU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, OSU, PU, PSU, SOU, UO, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, OSU, PU, PSU, SOU, UO, UP, WPC, WOU, WU
Physical Education *	CU, CorU, EOU, GFU, LC, MltU, OSU, PU, PSU, SOU, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, LC, MltU, OSU, PU, PSU, SOU, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, LC, MltU, OSU, PU, PSU, SOU, UPx, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, LC, MltU, OSU, PU, PSU, SOU, UPx, UP, WPC, WOU, WU
Physical Education (Adapted) *	OSU	OSU	OSU	OSU
Physics			CU, EOU, L&C, LC, MarU, MltU, PU, PSU, SOU, UO, UPx, UP, WOU	CU, EOU, GFU, L&C, LC, MarU, MltU, OSU, PU, PSU, SOU, UO, UPx, UP, WOU, WU
Reading *	CU, CorU, EOU, GFU, L&C, MarU, MltU, OSU, PU, PSU, SOU, UO, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, MarU, MltU, OSU, PU, PSU, SOU, UO, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, MarU, MltU, OSU, PU, PSU, SOU, UO, UP, WOU, WU	CU, CorU, EOU, GFU, L&C, MarU, MltU, OSU, PU, PSU, SOU, UO, UP, WOU, WU
Russian	MarU	MarU	GFU, MarU, PSU, UO	GFU, MarU, PU, PSU, UO, WU
Social Studies		GFU, MarU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU	CU, CorU, EOU, GFU, L&C, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UPx, UP, WPC, WOU, WU

APPENDIX IV: ENDORSEMENTS

	Early Childhood Age 3-Grade 4	Elementary Grades 3-8	Middle Level Grades 5-9	High School Grades 9-12***
Spanish	MarU, UP	MarU, UP	CU, EOU, GFU, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU	CU, EOU, GFU, LC, MarU, MltU, NCU, OSU, PU, PSU, SOU, UO, UP, WOU, WU
Special Education *	CU, EOU, GFU, L&C, PU, PSU, SOU, UO**, UP, WOU, WU	CU, EOU, GFU, L&C, PU, PSU, SOU, UO**, UP, WOU, WU	CU, EOU, GFU, L&C, PU, PSU, SOU, UO**, UP, WOU, WU	CU, EOU, GFU, L&C, PU, PSU, SOU, UO**, UP, WOU, WU
Speech	GFU	GFU	CU, EOU, GFU, MltU, PSU, UP, WU	CU, EOU, GFU, MltU, PSU, UP, WU
Technology Education			CU, EOU, GFU, UP, WOU	CU, EOU, GFU, UP, WOU
Visually Impaired	PSU	PSU	PSU	PSU

Career and Technical Education (CTE) Endorsements

Endorsements Offered	Level of Authorization	
	Middle Level Grades 5-9	High School Grades 9-12*
Family & Consumer Science/Education (CTE)	GFU, OSU	GFU, OSU, UP
Family & Consumer Science/ Hospitality & Tourism (CTE)		GFU, OSU, UP
General Business Ed/Financial Services (CTE)		CU
Marketing/Management (CTE)		CU

School Personnel and Special Licenses

License	Level of Authorization			
	Early Childhood Age 3-Grade 4	Elementary Grades 3-8	Middle Level Grades 5-9	High School Grades 9-12*
Initial Administrator	CU, GFU, L&C, PSU, SOU, UO, UP, WU			
Continuing Administrator	CU, GFU, L&C, PSU, SOU, UO, UP, WU			
Autism Specialist	WOU	WOU	WOU	WOU
Counselor	GFU, L&C, NCU, OSU, PSU,			
School Psychologist	GFU, L&C, UO,	GFU, L&C, UO,	GFU, L&C, UO,	GFU, L&C, UO,
School Social Worker	PSU	PSU	PSU	PSU
Continuing Teaching	CU, GFU, L&C, PU, SOU, UP			

*High school endorsements are for grades 9-12, or 7-12 in cases where the building is a 7-12 high school.

APPENDIX V

Oregon Approved Teacher Education Institutions: Contact Person List

Concordia University (CU)
Sheryl J. Reinisch
2811 NE Holman St.
Portland, OR 97211
TEL 503-493-6539
SReinisch@cu-portland.edu
www.cu-portland.edu

Corban University (CorU)
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
ed@eou.edu
www.eou.edu/ed/

George Fox University (GFU)
Sondra Creason
414 N. Meridian Street
Newberg, OR 97132-2699
TEL 503-554-2840
screason@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)
Gennie Harris
900 SE Baker Street #A474
McMinnville, OR 97128-6894
TEL 503-883-2238
geharris@linfield.edu
www.linfield.edu

Marylhurst University (MarU)
Jan Carpenter
17600 Pacific Highway
Marylhurst, OR 97036-0261
TEL 503-636-8141, ext 3334
jcarpenter@marylhurst.edu
www.marylhurst.edu/education

NW Christian University (NCU)
Liz Zehner
828 E. 11th Avenue
Eugene, OR 97401-3727
TEL 541-684-7265
lzehner@nwcu.edu
www.nwcc.edu

Oregon State University (OSU)
Allyson Dean
Education Hall 210
Corvallis, OR 97331-3502
TEL 541-737-4661
allyson.dean@oregonstate.edu
<http://oregonstate.edu/education>

Pacific University (PU)
Diana Watkins
2043 College Way
Forest Grove, OR 97116-1797
TEL 503-352-1435
teach@pacificu.edu
<http://coe.pacificu.edu>

Portland State University (PSU)
Deborah Allen
PO Box 751
Portland, OR 97207-0751
TEL 503-725-4619
gseinfo@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)
Angie Whalen
1215 University of Oregon
Eugene, OR 97403-1215
TEL 541-346-2898
awhalen@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.
Portland, OR 97203-5798
TEL 503-943-7135
mcgowan@up.edu
www.up.edu

Warner Pacific College (WPC)
Juanita Sinclair
2219 SE 68th Avenue
Portland, OR 97215-4099
TEL 503-517-1580
jsinclair@warnerpacific.edu
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Western Oregon University (WOU)
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345 N. Monmouth Avenue
Monmouth, OR 97361-1394
TEL 503-838-8675
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www.wou.edu/education

APPENDIX VI

Community College Contact Person List

Blue Mountain Community College
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PO Box 100
Pendleton, Oregon 97801
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clenhart@bluecc.edu
www.bluecc.edu

Central Oregon Community College
Amy Howell
2600 NW College Way
Bend, Oregon 97701-5998
Phone: 541-383-7784 X7784
ahowell@cocc.edu
www.cocc.edu

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
Laurette Scott
19600 S. Mollala Avenue
Oregon City, Oregon 97045-7998
Phone: 503-657-6958 X2804
laurette@clackamas.edu
www.clackamas.cc.or.us

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
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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
lanecc.edu

Linn-Benton Community College
Christy Stevens
6500 Pacific Blvd SW
Albany, Oregon 97321-3774
Phone: 541-917-4918
christy.stevens@linnbenton.edu
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
Cindy E. Carlson
332 SW Coast Hwy
Newport, Oregon 97365-4928
Phone: 541-574-7111
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
Eileen Micke-Johnson
227 E. Ninth Street
Medford, Oregon 97501
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EMicke@roquecc.edu
www.roquecc.edu

Southwestern Oregon Comm Coll
Laurie Potts
1988 Newmark Avenue
Coos Bay, Oregon 97420-2912
Phone: 541-888-7336
lpotts@socc.edu
www.socc.edu/dept/childed-fam-study/

Tillamook Bay Community College
Kathleen Scully
4301 3rd Street
Tillamook, Oregon 97141
Phone: 503-842-8222 x1140
scully@tillamookbay.cc
www.tbcc.cc.or.us

Treasure Valley Community College
Academic Advising Center
650 College Blvd
Ontario, Oregon 97914-3498
Phone: 541-881-8822
www.tvcc.cc

Umpqua Community College
Gwen Soderberg-Chase
1140 College Road, PO Box 967
Roseburg, Oregon 97470-0226
Phone: 541-440-7848
gwen.soderberg-chase@umpqua.edu
www.umpqua.edu

APPENDIX VII

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

APPENDIX VII: COURSE RECOMMENDATIONS

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

