

ELEMENTARY AND SPECIAL EDUCATION TEACHING CERTIFICATE (OCE ONLY)

General Requirements

- No grade lower than a C in prerequisite and licensure coursework
- Minimum 2.750 GPA
- Ongoing recommendation from the Linfield University Education Department
- Adherence to the Linfield University Education Department Professional Characteristics and Professional Conduct Expectations

Education Certificate Prerequisites

Code	Title	Credits
EDUC 150	FOUNDATIONS OF EDUCATION (or meet requirements on related field experience)	3
EDUC 200	LEARNING AND DEVELOPMENT	4
EDUC 210	FOUNDATIONS OF INCLUSION AND SPECIAL EDUCATION	3
EDUC 260	EQUITY AND CULTURALLY RESPONSIVE TEACHING	3
MATH 135	MATHEMATICS FOR ELEMENTARY TEACHER I	4
MATH 136	MATH FOR ELEMENTARY TEACHERS II	4

Linfield Licensure Coursework

Code	Title	Credits
EDUC 240	FOUNDATIONS FOR TEACHING ESOL	3
EDUC 305	GENERAL METHODS AND MANAGEMENT	4
EDUC 375	TEACHING MULTICULTURAL EXPRESSIVE ARTS	3
EDUC 401	TEACHING LITERACY I	4
EDUC 402	TEACHING LITERACY II	4
EDUC 448	TEACHING MATHEMATICS	3
EDUC 449	TEACHING SCIENCE AND HEALTH/FITNESS	4
EDUC 450	TEACHING SOCIAL STUDIES	3
EDSP 422	INSTRUCTIONAL TECHNIQUES, INTERVENTIONS AND CULTURALLY RESPONSIVE PRACTICES IN SPECIAL EDUCATION	3
EDSP 424	ASSESSMENT AND DIAGNOSIS FOR SPECIAL EDUCATION	3
EDSP 472	CLASSROOM ADMINISTRATION AND MANAGEMENT EDUCATION	3
EDSP 482	ETHICAL, LEGAL & COLLABORATIVE PRINCIPLES	3
EDUC 492	STUDENT TEACHING: ELEMENTARY	12
EDUC 496	SEMINAR FOR FULL-TIME STUDENT TEACHING	1
Total Credits		53

Requirements Prior to Student Teaching

- OSP/FBI criminal history clearance
- Approved Application to Part-Time Student Teaching

· Completion of the Protecting Student & Civil Rights in the Educational Environment Workshop-Passing scores

- TSPC Required exams

Student Teaching and Seminar

Student teaching consists of 600 hours of classroom experiences taken concurrently with a seminar for student teaching during which the student is assigned to a state approved school that cooperates with Linfield University in teacher preparation. The student teacher shares the teaching role with the classroom teacher and completes a Teacher Candidate Performance Assessment (TCPA) and special education case study. Students are observed weekly by Linfield University supervisors. Students must provide their own transportation to assigned schools.

Oregon Preliminary Teaching License Requirements

- Bachelor's degree or higher
 - Six hundred hours of student teaching
 - Successful completion of one TCPA
- Successful completion of Special Education Case Study
- Passing scores on TSPC required exams
 - Minimum 2.750 GPA
 - No grade lower than a C in coursework
 - Recommendations from Linfield University supervisors and mentor teachers
 - Recommendation from Linfield University Education Department

The Linfield University Teacher Education Program is accredited by the Teacher Standards and Practices Commission of Oregon (TSPC), which expects Linfield students to understand and abide by the TSPC administrative rule concerning the Standards for Competent and Ethical Performance of Oregon Educators (OAR 584-020), which states in part, "The ethical educator in fulfilling obligations to the profession will maintain the dignity of the profession by respecting and obeying the law [and] exemplifying personal integrity and honesty." Linfield University's Teacher Education Program (TEP) achieved national accreditation at the initial-licensure level from the CAEP from April 2021 - June 2028. CAEP Initial-Licensure Level Accreditation is provided at the baccalaureate or post-baccalaureate levels leading to initial licensure, certification or endorsement that are designed to develop P-12 teachers. Students are expected to meet Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Linfield Education Department Professional Characteristics and Professional Conduct Expectations throughout the program. Concerns will be documented and acted upon, as needed, via a Plan of Assistance. Requirements for licensure are subject to changes mandated by TSPC. Students should work closely with Education Department faculty in planning their program of study and must meet with their education advisor every semester prior to registration. Failure to do so may result in being administratively withdrawn from education courses. Decisions regarding a student's official status in the Teacher Education Program may be appealed through the University Academic Grievance Process. Students may request special consideration for education requirements by completing an Education Department Petition. Students applying for teaching

licenses in states other than Oregon are themselves responsible for obtaining requirements in those states.

Student Learning Outcomes

- **Learning Theory & Content Knowledge** Draw upon research from multiple learning theories in developing praxis Use varied, engaging content pedagogy, including multiple modes of representation and communication, including the purposeful use of technology and media Develop and implement effective instruction based on content knowledge aligned to professional and state standards Apply understanding of motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
- **Advocacy for All Learners** Use a culturally responsive approach to create instruction based on the contexts of community, school, families, and individual students. Collaborate with school and community personnel and resources, including families, to meet the needs of all learners Create a safe and positive classroom community based on equity, fairness, and the belief that all students can learn Plan lessons and assessments that address variation in learning styles, developmental levels, ability levels, and diversity among learners
- **Reflection & Action** Analyze formative and summative assessments, making appropriate adjustments to instruction and educational programs Demonstrate self-awareness and growth in professional characteristics Seek opportunities for professional development by engaging in research, collaborating with colleagues and other professionals, attending professional meetings, and serving on professional committees within their disciplines