

Stakeholder Involvement

The Linfield Teacher Education Program (TEP) greatly values effective partnerships and getting our candidates out in the field for quality experiences. We work closely with McMinnville School District, in particular, since all of our field experiences and the majority of our clinical practices take place there; it is a place rich with racial/ethnic, language, and socioeconomic diversity. We value frequent field experiences and strong student teaching experiences. In addition, we work closely with the Linfield University Education Consortium of which teachers and administrators from McMinnville and outlying rural districts are a part.

McMinnville School District

Candidates complete structured aiding as part of program coursework in McMinnville schools. Most student teaching placements take place in McMinnville, with occasional placements in the outlying rural districts. Because all field experiences and the bulk of student teaching placements occur in McMinnville School District, we have chosen to focus on them as our primary partner. The Memorandum of Understanding (MOU) with McMinnville School District was co-constructed and agreed upon by both parties. The MOU outlines the requirements of part-time student teachers and full-time student teachers, with increasing expectations and responsibilities for full-time student teachers. In addition, it outlines the requirements for ESOL and Special Education endorsement candidates in part-time and full-time student teaching, once again with increasing expectations and responsibilities for full-time student teachers. Requirements for cooperating teachers (which we call "mentor teachers") is clearly outlined, with the request that principals recommend cooperating teachers who qualify for this service. The MOU clearly delineates our plan for co-construction of mutually beneficial placements with twice yearly meetings of the MSD Human Services Director and the Education Department Director, Program Coordinator, Elementary Coordinator, Secondary Coordinator, Special Education Coordinator and ESOL Coordinator. The MOU shows our joint agreement that placement needs and district needs will be discussed. Evidence that our partnership with McMinnville School District operates as described in the MOU can be found in the Twice yearly meetings with MSD HR meeting minutes, as well as evidence of mutually agreed expectations for candidate entry, activities, and exit. See McMinnville School District MOU in Appendix A.

The Linfield University Consortium

The Consortium, our K-12 advisory board, meets twice a year with the purpose of making recommendations to the Linfield TEP regarding program development, evaluation, and improvement. Membership must include at least three members from the following groups: administrators, teachers, or personnel specialists in Yamhill County Schools; Linfield student teachers; and Linfield faculty/administrators; our goal is to achieve diverse representation amongst Consortium members. The bulk of our data driven program feedback comes from our Consortium. For example, at our Fall 2019 Consortium meeting, we discussed our CAEP Standard 3 slides with our Consortium, soliciting input and recommendations for the development of our Five-Year Strategic Recruitment and Retention Plan.

Community & School Partners

In addition to the two formal partnerships described above, the Linfield Teacher Preparation program works closely with school partners in a variety of other ways. Informal partnerships include:

Collaborating with school partners to evaluate TEP applications and make recommendations for potential candidates

Working together with school partners to determine the content validity of our Professional Characteristics and Student Teaching Assessment.

Discussing field experiences and other possible collaborations.

Evaluating assessment instruments and discuss recommendations for changes.

Sharing Linfield University resources that are available for district personnel

Collaborating with Chemeketa Community College on clear transfer pathways for Education majors (see Appendix B)

An example of Stakeholder Involvement and Continuous Improvement

Qualitative data from the students of color focus group described in our self-study, along with data analysis and discussion at the spring 2020 consortium group lead us on a journey of continuous improvement. During the Consortium meeting, HC, a student in the education program, commented that we needed to work on more strategies for recruitment and retention of students of color. In response in the fall of 2021, the Linfield Education Department partnered with an Oregon Regional Education Network (REN). The Willamette to South Coast REN and Linfield's Education Department collaborated on efforts toward a shared goal: *Higher education pre-service preparation embeds transformative and activist practices for teachers and administrators*. Both institutions agreed to conduct empathy interviews with Linfield pre-service teachers and provide the opportunity for the pre-service teachers to engage in an Improvement Science cycle. Empathy interviews were conducted in the form of focus group discussions with pre-service teachers who self-identified as a person of color and volunteered to participate.

Focus group data were shared with the Education Department faculty and other interested stakeholders such as University administration and the REN Coordinating Body. The Education Department considered the feedback provided in the data, including strengths, opportunities for improvement and recommendations. Program improvement goals were formulated from the data, as well as from ongoing considerations based on outcomes from an upcoming Improvement Science Cycle with interested students.

Following, the Education Department Director developed a framework for which the department faculty, staff and administration used to formulate related continuous improvement plans called Becoming educators for Anti-racism, Social Justice, and Equity (BASE). A copy of this work in progress is attached. The framework provides a "BASE" for continuous examination across curriculum and stages of organizational growth to constantly assess strengths and opportunities for anti-racism, social justice and equity. The framework was designed with alignment to the mission of our program as well as the larger university's strategic plan. It includes values and goals related to growth around individual readiness, organizational culture and systems. Within these areas, faculty engaged in a process for goal setting that included developing a collective belief statement, shared DEI definitions, reflection on work done,

and clear, measurable, and obtainable action items. We have been engaging in ongoing professional development and continuing education to ensure that all educators in our program, or trained by our program, are highly qualified and well equipped for teaching today's diverse learners.

This deep dive into some of the barriers to the success of our teacher candidates who identify with marginalized populations, as revealed through qualitative data, has also driven our department to strongly consider the use of a culturally responsive and research based evaluation tool called the Framework for Equity and Excellence (FEET) by Maria del Carmen and Jessica Lerner. We introduced the FEET tool at a Linfield Education Consortium Meeting in spring 2021, and have formed an advisory group that will meet twice a year, once in the fall and once in the spring, to evaluate this tool and make recommendations to the Education Department regarding the use of this assessment tool for student teaching evaluation and assessing professional characteristics.

Appendix A



Education Department

Student Teacher Placement Contract with McMinnville School District

In order to provide professional classroom experiences for students at Linfield University who are planning to become teachers, the following is agreed to by Linfield University, an Oregon nonprofit corporation, and the school district named above.

This contract will be in effect Fall 2021 through Spring 2024.

Student Teaching

Full-time student teachers are in their student teaching placement for the entire semester and will be in the classroom during the times normally expected of the cooperating teacher and until assigned duties are completed, usually, from at least one half-hour before students arrive and one hour after students leave. Full-time student teachers gradually assume the full range of responsibilities of a classroom teacher, including three weeks of full responsibility of the classroom and teaching. They attend all inservice meetings, staff meetings, professional development opportunities, team meetings, data-team meetings, etc. Full-time student teachers follow their student teaching school's calendar, including holidays.

Part-time elementary and elementary/middle level student teachers are in their student teaching placements two days a week on Tuesdays, Wednesdays, and/or Thursdays and are at Linfield University for their methods courses on Mondays and Fridays. In October/November (Fall semester) or April (Spring semester) part-time student teachers are in their student teaching placements for three full weeks. Part-time elementary and elementary/middle level student teachers teach or co-teach for at least two subjects/periods a day, alternating subjects to have the opportunity to teach all subject areas, for a minimum of six weeks. Part-time student teachers gradually assume the full range of responsibilities of a classroom teacher, including two days of full responsibility of the classroom and teaching. Part-time student teachers attend staff meetings, professional development opportunities, data-team meetings, etc., as long as they do not interfere with their Linfield courses. Part-time student teachers follow the Linfield calendar for holidays.

Part-time middle level/high school student teachers are in their student teaching placements every school day for a minimum of two periods with additional time to attend planning periods, staff meetings, professional development opportunities, data-team meetings, etc., as long as they do not interfere with their Linfield courses. Part-time middle level/high school student teachers teach or co-teach for 1-2 periods a day for a minimum of six weeks. Part-time student teachers follow the Linfield calendar for holidays.

Student teachers preparing for an English to Speakers of Other Languages (ESOL) endorsement are required to demonstrate their competency on the English for Speakers of Other Languages (ESOL) program standards Oregon Administrative Rules (OAR 584-420-0360). These contain specialized knowledge, skills, and dispositions for ESOL teachers. The following requirements are in addition to the requirements for student teaching stated above.

All ESOL student teachers:

- Student teach for 30 hours with an ESOL Endorsed ELD Mentor Teacher and 10% "active" status ELL students.

- Follow their ELL students (when possible) to English Language Development (ELD) for at least 10 hours in the first weeks of placement.
- Participate in ELD classes for three full days or six half days.
- Observe, teach, or co-teach to the degree determined by the ESOL/ELD mentor teacher.
- Submit a minimum of two ESOL instruction commentary responses after ESOL University Supervisor observations to their ESOL University Supervisor.
- Complete a minimum of three Questions & Connections Forms of ELD lessons (review forms with ELD Mentor Teacher, have forms signed by ELD mentor teacher & submit forms to ESOL University Supervisor).

Part-time ESOL student teachers

- Elementary part-time student teachers are typically in the schools Tues. Wed. and/or Thurs (at least 2 days).
- Secondary part-time student teachers are typically in the schools two periods a day.
- All part-time ESOL student teachers will build up to teach at least two lessons in the ELD classroom.
 - ELD mentor teacher and student teacher will co-plan the lessons.
 - ELD mentor teacher observes the student teacher during the lesson.
 - ELD mentor teacher and student teacher will meet post-lesson to evaluate the lesson.
 - ELD mentor teacher signs off on the requirement and submit observation forms to ESOL University Supervisor.

Full-time ESOL student teachers

- All full-time student teachers are typically in the schools Monday through Friday.
- Full-time ESOL student teachers will build up to teach at least four lessons in the ELD classroom.
 - ELD mentor teacher and student teacher will co-plan the lessons.
 - ELD mentor teacher observes the student teacher during the lesson.
 - ELD mentor teacher and student teacher will meet post-lesson to evaluate the lesson.
 - ELD mentor teacher signs off on the requirement and submit observation forms to ESOL University Supervisor.

Exceptions: Occasionally, an ESOL student teacher will have a student teaching situation that deviates slightly from this arrangement depending on the availability of ESOL endorsed teachers and district/school ELD programs; the Elementary, Secondary, and/or ESOL Coordinator must approve all exceptions.

Student teachers preparing for a special education (SPED) generalist endorsement are required to demonstrate their competency on the SPED Generalist program standards Oregon Administrative Rules (OAR [584-420-0460](#)). These contain specialized knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in the special education population. The following requirements are in addition to the requirements for student teaching stated above.

Special Education (SPED) Part-Time Student Teachers

- Part Time Student Teachers (PTST) for Elementary licensure are typically in the schools Tues. Wed. and/or Thurs.
- Of the time in the school setting, 30 hours with a SPED Endorsed Mentor Teacher (could be a general classroom teacher with a SPED endorsement with at least 10% students who have an IEP, a push-in model with a SPED endorsed co-teacher, or pull-out in a learning resource or self-contained classroom).
- Follow their SPED students (when possible) from the general education placement to special education services for at least 10 hours in the first weeks of placement.
- Work on instructional plan project

- Participate in SPED classes for three full days or six half days.
- Observe, teach, or co-teach to the degree determined by the SPED Mentor Teacher.
- SPED PTST will build up to teach at least two lessons in the SPED setting.
 - SPED mentor teacher and student teacher will co-plan the lessons.
 - SPED mentor teacher observes the student teacher during the lesson.
 - SPED mentor teacher and student teacher will meet post-lesson to evaluate the lesson.
 - SPED mentor teacher signs off on the requirement and submit observation forms to SPED University Supervisor.

Special Education (SPED) Full-Time Student Teachers

- Full Time Student Teachers (FTST) are typically in the schools Monday through Friday.
- 15 weeks: 9 weeks in the general elementary education setting and 6 weeks in a special education setting
- Complete weekly reflections during the 6 weeks of Special Education Student Teaching
- Observe, teach, or co-teach to the degree determined by the Special Education Mentor Teacher.
- Full Time Student Teacher will complete a case study which includes assessment, IEP writing, instruction, and data collection.
 - SPED supervisors will conduct 2 observations and 2 evaluations during the 6 weeks of SPED student teaching
 - SPED FTST will meet with the supervisor at least 5 times including
 - Initial orientation meeting with the candidate, supervisor and mentor prior to the start of the 6-week SPED placement
 - 2 formal lesson observations
 - 2 formal evaluations (mid-term & final)
 - SPED Mentor will complete at least
 - 2 formal lesson observations
 - 1 co-constructed mid-term evaluation with supervisor
 - 1 formal evaluation at the end of the clinical experience

Cooperating Teacher

TSPC requires that all cooperating teachers are required to have a minimum of three full years of teaching experience. As stipulated in this administrative rule, cooperating teachers may no longer be in probationary status and must also hold a license in the same subject area in which the student teacher is seeking licensure. Furthermore, all cooperating teachers are required to conduct EPP training as also stipulated in OAR 584-400-0145. Linfield will conduct this training online. Cooperating teachers must possess proficient skills in the areas of classroom management, lesson design, and student assessment; be objective, supportive, and offer constructive criticism when working with a student teacher; and possess the ability to effectively communicate with a student teacher, University Supervisor, parents/guardians, students and school administrators. Linfield University requests that there is only one student teacher in a classroom during the semester unless Linfield has requested a dyad placement in which two Linfield student teachers are placed with a single cooperating teacher. The cooperating teacher is recommended for this service by his/her principal, but willingness to serve should be of first importance. The cooperating teacher is expected to provide frequent and regular evaluations of the student teacher, to be shared with the student teacher and with the Linfield University supervisor. He/she/they will assist the student teacher to develop and complete a learning segment, and will complete a student teaching assessment of the candidate's performance. Linfield University will provide appropriate forms and suggestions for guiding, directing, supervising, and evaluating the work of the student teacher, and will provide a digital and in-person orientation to delineate the responsibilities of the cooperating teacher.

Student Teaching Placement Requests and Confirmation

The Linfield University Program Coordinator requests student teaching placements for students who have been approved for the Teacher Education Program and part or full-time student teaching. In order to co-construct mutually beneficial placements, the Education Department Director, Program Coordinator, Elementary Coordinator, Secondary Coordinator, ESOL

Coordinator, and School District Director of Human Resources meet to discuss placement needs and district needs. Requests are then sent to school districts via the administrator designated by the school district. The district offers placements, which Linfield University has the right to accept or decline. If the placement is accepted a confirmation is made between Linfield University and the school district.

Linfield University Supervisor

The Linfield University supervisor shall observe his/her/their student teacher approximately once each week during the semester. The Linfield University supervisor shall be responsible for maintaining communication between the cooperating teacher and the University, and for joint assessment, along with the cooperating teacher, of all performance indicators.

TSPC (OAR 584-400-0140) requires that the supervisor hold a license and endorsement in the candidate's license and endorsement areas, demonstrate exceptional expertise in the candidate's license and endorsement areas, or demonstrate exceptional expertise in supervising licensed educators in the candidate's license area.

University Supervisors are required to attend all scheduled Linfield University supervisor meetings and are encouraged to take advantage of professional development opportunities from Linfield University, professional organizations, and the community to continually develop their skills and strategies to mentor student teachers in the InTASC and Linfield University Education Department standards.

Administrative Control

The executive administration of this agreement shall lie with the chief school administrator of the school district and the Director of the Linfield University Education Department or his/her/their designated representative. The Linfield student teacher shall engage in student teaching only upon definite assignment approved in advance by the placement director and by the designated school district administrator. The principal of the assigned school may close certain classes or activities to the student teacher when it is to the advantage of pupils to do so. During student teaching, the Linfield student teacher is under the explicit direction of the professional staff of the school.

Acceptance and Removal – District Rights

The District reserves the right to accept or decline any student teacher. The District may recommend the termination of a student teacher. If Linfield University is not in agreement with the District's termination recommendation the final decision regarding termination shall be made by the District's Superintendent/Designee.

Compensation

Linfield University pays a \$200 honorarium per full-time student teacher and \$100 honorarium per part-time student teacher. Linfield University pays ESOL/ELD and SPED mentor teachers a \$100 honorarium per student teacher either part-time or full-time will be provided a \$100 honorarium. Oregon Government Ethics laws prohibit direct compensation in any form from colleges or universities to cooperating teachers for the mentorship of a student teacher. Cooperating teachers may accept compensation if the payment is rendered by the college or university to the school district and administered as a unit of their official compensation package by the school district that the teacher serves. For this reason, all honoraria for cooperating teachers will be paid directly to the cooperating teacher's school district at the end of the semester.

Insurance and Indemnity Provisions

Except as otherwise limited by the Oregon Tort Claims Act, Oregon law and the Oregon Constitution, each party shall be responsible for its tortious actions and those of its officers, employees or volunteers arising out of acts of each party under this agreement.

Each party to this agreement agrees to protect, indemnify and hold each other harmless for any legal liability and to indemnify each other, their employees, agents and or elected officials and volunteers against any and all claims, losses, liabilities, costs or expenses, including reasonable attorney fees resulting from bodily injury, property damage or personal injury arising in whole or in part out of any negligent, grossly negligent, or reckless act or omission of any student, site supervisor, counselor, psychologist, nurse, administrator, teacher or other agent or representative of the school district or of Linfield University.

The student teachers placed by Linfield University are not considered students, employees or agents of the school district named above. Linfield University shall maintain liability insurance in the amount of \$1,000,000 per occurrence and \$10,000,000 in the aggregate for injury or death in any one occurrence and property damage including loss of use. The school district named above will not be responsible for providing worker's compensation or health insurance for student teachers assigned from the Linfield University.

Evaluations and Recommendations

The school district named above will not be held responsible for any recommendations, evaluations or lack of any recommendation/evaluation regarding any participant in this program.

Criminal History Background Investigation

In accordance with OARS 584-400-0140, prior to candidate contact with PreK-12 students, as part of their Commission-recognized preparation program, Linfield University Education Department verifies candidates have completed a background clearance. After admission to the Linfield teacher education program, candidates submit TSPC verification of their Oregon State Police and FBI fingerprint clearance.

Confidentiality

The student teacher agrees not to disclose any information or records regarding students or their families that they may learn or obtain during the course and scope of this agreement.

Child Abuse Reporting Act

The student teacher shall comply with the child abuse reporting law (ORS 491B.005 through 491B.050) as if the student teacher were a mandatory abuse reporter. The student teacher shall immediately report to the proper state or law enforcement agency circumstances supporting reasonable cause to believe that any child has been abused. The student teacher shall also notify the cooperating teacher and appropriate school administrator.

Non-discrimination

All parties to this contract shall comply with all the requirements of federal and state rights and rehabilitation statutes and local non-discrimination ordinances. Both parties agree that no person shall be subject to discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service in programs, activities, services, benefits, or employment in connection with this contract. The parties further agree not to discriminate on these bases in their employment or personnel policies or in their policies applicable to students.

Educational Equity

Linfield University Education Department is a teacher preparation program that unapologetically embraces anti-racism and equitable practices and principles into the fabric of our program. Both parties agree to nurture culturally sustaining pedagogy and practices and foster a barrier-free environment where all students and student teachers, regardless of race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students and student teachers of all races shall be prepared to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, both parties agree to provide differentiated resources to support the success of all students and student teachers, including students and student teachers who identify with a historically marginalized groups such as people of color and people who identify as LGBTQIA+.

Linfield University Policies

While Linfield University may have specific policies, procedures and standards set out in other places, including guidelines distributed to all participants in the program, these policies, procedures and standards and create no independent obligation for the school district arising from the Agreement.

Miscellaneous Safety

Smoking or other use of tobacco, possession and use of drugs and/or alcohol is prohibited on school district property.

Construction; Severability; Waiver

This contract will be governed by the laws of the State of Oregon and shall in all respects be interpreted, enforced and governed by Oregon laws. Any litigation arising under this contract or out of work performed under this contract shall occur, if in the state courts, in the county court having jurisdiction thereof, and if in the federal courts, in the United States District Court of the State of Oregon. If any term of this contract is adjudged invalid, the validity of the remaining terms shall not be affected. Failure of any party to enforce any provision of this contract shall not constitute a waiver by that party of that or any other provision.

Attorney's Fees

If a suit or action is filed to enforce any of the terms of this contract, the prevailing party shall be entitled to recover from the other party, in addition to costs and disbursements provided by statute, any sum which a court, including any appellate court, may adjudged reasonable as attorney's fees. In the event the prevailing party is represented by "in-house" counsel, the prevailing party shall nevertheless be entitled to recover reasonable attorney fees based upon the reasonable time incurred and the attorney fee rates and charges reasonably and generally accepted in the McMinnville, Oregon area for the type of legal service performed.

Entire Agreement; Modification; Termination

This contract represents the entire agreement of the parties and supersedes all prior negotiations, representations, or agreements, either written or oral. This contract may only be modified in writing, signed by both parties. This contract may be terminated by mutual consent of the parties at any time or by one party upon 30 days' notice to the other party. Such termination shall in no way affect the interns assigned prior to termination.

THE UNDERSIGNED AGREE TO THE ABOVE CONDITIONS:

For Linfield University:

By Carrie Kondor
Dr. Carrie Kondor, Director
Education Department, A474

By Joe Wilferth Digitally signed by Joe Wilferth
Date: 2021.10.14 09:45:29 -0700

Dr. Joe Wilferth
Dean, College of Arts and Sciences

By Susan Kippenhan
Dr. Susan Agre-Kippenhan

Provost and Vice President for Academic Affairs

Linfield University
900 SE Baker St.
McMinnville, Oregon 97128-6894
Date: 10.6.21

For the School District:

By Steffanie Frost
(signature)

Print Name Steffanie Frost

Title Director of Human Resources

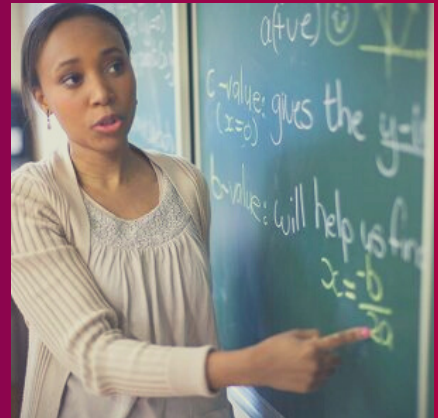
Address 800 NE Lafayette Ave
McMinnville, OR 97128

Date 10/20/2021

Appendix B

Linfield University

Education Major Transfer Guide



2021 - 2022 Academic Year

Revised July 12, 2021

Questions about transferring to Linfield University?

Contact the Office of Admission
503.883.2213
admission@linfield.edu

Or interested in Elementary Education? Contact the **Teacher Education Program**
503.883.2201
ckondore@linfield.edu

This transfer map is designed in three parts:

- 1) **General Education Core Curriculum and Elective Transfer Guide**
- 2) **Education Major Transfer Guide**
- 3) **4-Year Sample Plans**

A Linfield University Bachelor's Degree is comprised of three parts: general education requirements (including the Linfield Curriculum), major and minor coursework, and electives. The table below identifies the Chemeketa courses that address Linfield Curriculum requirements. Following the Suggested Courses for an Education Major will allow you to complete your degree at Linfield within two years.

- Students may transfer up to **72 semester credits (108 quarter credits)** from regionally accredited two-year institutions. To be transferable, coursework must be of college level, similar to courses in the Linfield Catalog, and be completed with a grade of "C" or higher.
- **Quarter credits transfer at two-thirds credit**, i.e. 3 quarter credits equals 2 semester credits (1 quarter credit = .67 semester credit).

Admission Information

Students will be considered for transfer admission if they have graduated high school or completed a GED and have earned at least 12 transferable semester credits (16 quarter hours) of college-level coursework; an associate degree or junior class standing is not required for transfer admission. Those who will use community college credits to complete high school graduation requirements or will complete fewer than 12 transferable semester credits will be considered for first-year admission

Scholarship Information

There are multiple opportunities for scholarships available to students. Transfer students with a minimum cumulative college GPA of 3.0 will be automatically considered for a transfer scholarship. Linfield also offers a scholarship for students transferring from Chemeketa Community College called *Chemeketa Scholars*. Other need-based financial aid is also available with submission of the FAFSA and demonstrated need. Please note: be sure your FAFSA is up to date!

**You can reach the Office of Admission at (503) 883-2213 or
admission@linfield.edu. Admission and financial aid information:
www.linfield.edu/linfield-admission**

****This guide is subject to change and should not be regarded as a contract between Linfield University and students attending Chemeketa Community College. Contact with Linfield is recommended for the most current information.*

Part 1: General Education Core Curriculum & Electives Transfer Guide

LINFIELD CORE COURSES

(Linfield Curriculum)

General Education Core Requirements

CHEMEKETA COMMUNITY COLLEGE

Preferred CCC Courses for Education majors

Courses in bold fulfill the requirements for the Oregon Transfer Compass (OTC)

Alternate* CCC Courses for Education majors

**Courses listed are primarily limited to those that may also be used toward the AAOT and ASOT-B at Chemeketa. Please contact your Linfield admission counselor about transferability of courses not listed.*

INQUIRY SEMINAR

The Inquiry Seminar (INQS 125)

At Linfield, a minimum of 3 semester (s) credits or 5 quarter (q) credits is required to complete the INQS requirement.

WR 121 The College Essay (4 q cr) & WR 122* Argument and Research (4 q cr)

* A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course.

THE SIX MODES OF INQUIRY

A minimum of 3 semester credits or 4 quarter credits is required to complete each Mode of Inquiry and Diversity Studies requirement.

I. Creative Studies (CS)

ART 115 Basic Design (4 q cr)

LING 210 Introduction to Linguistics (4 q cr)

ENG 104 Introduction to Fiction (4 q cr), ENG 105 Introduction to Dramatic Literature (4 q cr), OR ENG 106 Introduction to Poetry (4 q cr)

ART 101, 115-117, 131, 203, 204-206, 234, 261, 265, 266, 281, 291; ENG 100, 104-109, 204-206, 216, 250, 253, 254, 260, 261, 269; WR 240-244

II. Individuals, Systems, and Societies (IS)

PSY 218 Educational Psychology (4 q cr)

ATH 103; CLA 202, 203; COMM 100, 111, 115, 218; EC 200-202; GEG 106, 201, 202, 206, 207; HUM 120, 225; PS 201, 202, 205; PSY 202, 218, 234, 237, 239; SOC 204-206, 210, 213, 232; WS 101, 102.

III. Natural World (NW)

BI 101 General Biology 1 (4 q cr)

ATH 101; BI 101-103, 143, 153, 211-213, 231-233; CH 104-106, 110, 121-123, 201, 202, 221-223; GEO 142-144, 201-203; GS 104-107, 141-143; PH 207, 208, 209; PSY 201, 213.

LINFIELD CORE COURSES <i>(Linfield Curriculum)</i>	CHEMEKETA COMMUNITY COLLEGE	
	<i>Preferred CCC Courses for Education Majors</i>	<i>Alternate* CCC Courses for Education Majors</i>
IV. Quantitative Reasoning (QR)	MTH 211 - 213 Elementary Mathematics (12 q cr) *For those seeking Elementary Education Major only. Secondary Majors should choose based on your concentration. Seek advisor recommendation.	EC 201, 202; MTH 243, 244, 256; PH 201-203, 211- 213.
V. Ultimate Questions (UQ)	PHL 203 (4 q cr) <u>OR</u> REL 160 (4 q cr)	PHL 201, 203, 205, 206.
VI. Vital Past (VP)	HST 201 United States: to 1840 (4 q cr) <u>OR</u> HST 202 United States: 1840-1900 (4 q cr) <u>OR</u> HST 203 United States: 1900 to Present (4 q cr)	ART 204-206; ATH 102; ENG 107-109; HST 104-106, 157, 201-203, 228, 237, 257, 258, 262, 269.
VII. Upper Division Mode of Inquiry Course Upper division (300 or 400 level) class to be completed at Linfield University or other 4-year institution.	N/A- Must be taken at Linfield	N/A- Must be taken at Linfield
DIVERSITY STUDIES		
Global Pluralisms (GP)	GEG 106 Cultural Geography (4 q cr)	ATH 103, 212, 214; ENG 250, GEG 106, 201, 202; HST 104- 106, 228; PS 205; REL 160, 201, 202.
U.S. Pluralisms (US)	PS 201 American Government (4 q cr)	ATH 231; CLA 201-203; ENG 253, 254; HST 257, 258, 262; PHL 203; PS 201, 202; SOC 205, 210, 213, 221.
MAJOR WRITING INTENSIVE (MWI) COURSE(S)		
Writing Intensive Course(s) in your Major (MWI)	N/A- Must be taken at Linfield	N/A- Must be taken at Linfield

SUGGESTED ELECTIVES

Complete additional courses to bring the total number of credits to desired amount; up to 108 quarter credits total can transfer.

COMM 140 Public Speaking (2.67 s cr)

COMM 111 Fundamentals of Public Speaking (4 q cr)

HHPA 180 Personal Health Promotion (2 s cr)

HPE 295 Health and Fitness for Life (3 q cr)

ARTS OR SCIENCES DEGREE OPTIONS

At Linfield, Elementary Education Majors can choose either a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S) in Education. Secondary Education Majors must receive the degree offered by their major content area.

B.A. Degree Option

Candidates for the B.A. degree must satisfy a foreign language requirement. For detailed information on this option, please refer to the Linfield Catalog. General options include:

- One year of study in one language at the elementary level
- One semester of an intensive elementary-level course
- One semester at or above the intermediate level (201 or higher)
- AP language exam score of 4 or higher
- IB language exam score of 5 or higher

Global Language

Global language courses are recommended for those interested in majoring in Elementary Education, and those who are planning to major in Secondary education who want to teach language at the high school level. Multiple 200-level language courses may apply.

For those who speak Spanish, Linfield is currently developing a Bilingual Teacher Scholars Program. Please submit inquiries to the Education Department. Several related courses are listed below:

- | | | |
|---|---|---|
| SPN 214 Spanish for Heritage Speakers 1 | } | GLSP 290 Spanish for Bilingual & Heritage Learners I |
| SPN 215 Spanish for Heritage Speakers 2 | | |
| SPN 216 Spanish for Heritage Speakers 3 | | GLSP 291 Spanish for Bilingual & Heritage Learners II |

B.S. Degree Option

Candidates for the B.S. degree must successfully complete two courses of at least three credits each in a single field, chosen from the following: anthropology, biology, chemistry, computer science, economics, environmental studies, mathematics, physics, political science, psychology, or sociology. These courses must be outside the department which offers the major, where for the purpose of this requirement only, anthropology (ANTH) and sociology (SOCL) are viewed as separate departments.

GS 106 General Science: Earth Science (4 q cr)

GS 104 General Science Physics (4 q cr)

Note: The OTC requires 3 courses in Natural Science

PARACURRICULARS

The paracurricular requirement for Linfield students includes 3 credits of experiential based courses. One of these credits must be in physical education or dance.

Students who matriculate at Linfield having earned an Associate Transfer Degree, or the equivalent, or having completed 60 transferable credits (not including credit for prior learning), are exempt from the paracurricular requirement.

TRANSFER CREDIT AND THE LINFIELD CURRICULUM

- A minimum of 3 semester credits or 5 quarter credits is required to complete the INQS requirement.
- Students entering Linfield with fewer than 30 transferable semester credits (not including Credit for Prior Learning) must complete INQS at Linfield.
- Students entering Linfield with 30 or more transferable semester credits (not including Credit for Prior Learning) must either take INQS at Linfield or transfer in an approved equivalent course(s).
- Students who enter Linfield having earned an associate degree designed for transfer (e.g., Associate of Arts Oregon Transfer degree (AAOT), Associate of Science Oregon Transfer degree in Business (ASOT-B) will be required to take at most two lower-division Linfield Curriculum courses from two of the following four categories: Ultimate Questions (UQ), Vital Past (VP), Global Pluralisms (GP) and U.S. Pluralisms (US). In addition, students with an earned associate degree for transfer must take the upper-division Mode of Inquiry and the writing-intensive course(s) within the major. Students entering Linfield with an earned associate degree (for transfer) will be considered to have met the INQS requirement.
- No more than two courses from any one department may be counted towards the Modes of Inquiry and Diversity Studies components of the Linfield Curriculum. For the purposes of the Linfield Curriculum, Sociology and Anthropology are considered to be the same department.
- A minimum of 3 semester credits or 4 quarter credits is required to complete each Mode of Inquiry and Diversity Studies requirement. A student who transfers in a class earning 2 semester credits will need to complete 2 additional semester credits to satisfy any Linfield Mode of Inquiry or Diversity Studies course requirements. *Please note, a 3 quarter credit class cannot fulfill a Linfield Mode of Inquiry or Diversity Studies requirement unless an additional course is taken.*
- No Mode of Inquiry or Diversity Studies course will be considered complete for graduation purposes without the submission of an exemplar.
- The Major Writing-Intensive (MWI) Course is typically completed at junior or senior level.
- A minimum of 125 semester hours is required for graduation from Linfield.
- Thirty semester hours must be completed at Linfield. Twenty of the last 30 credits must be taken at Linfield. In addition, 15 credits in the major (and 10 credits in a minor, if applicable) must be completed at Linfield.
- A minimum cumulative Linfield GPA of 2.0 is required for graduation; students must also earn a minimum cumulative GPA of 2.0 in courses required for the declared major(s) and minor(s) unless otherwise specified by individual departments.

Part 2: Education Major Transfer Guide

Prospective transfer students are strongly encouraged to contact a Linfield Education Department faculty advisor to discuss major-specific courses and to ensure optimum readiness for the teacher preparation program. We recommend and encourage students to reach out as soon as possible.

MAJOR PROGRAM	INTRODUCTORY COURSES AT LINFIELD	CCC TRANSFER EQUIVALENCIES
<p>Elementary Education Major with Licensure</p> <p><i>Students who want to pursue a teaching license to teach preschool and elementary grades.</i></p>	<p>EDUC 150 Foundations of Education (3 s cr)</p>	<p>ED 216 Foundations of Education (3 q cr) and ED 240 Education Practicum and Seminar (4 q cr)</p>
	<p>EDUC 260 Equity & Culturally Responsive Pedagogy (3 s cr)</p>	<p>ED 258 Culturally Responsive Pedagogy (3 q cr)</p>
	<p>EDUC 200 Learning & Development (4 s cr)</p>	<p>ED 229 Learning and Development (3 q cr)</p> <p>ED 233 Adolescent Learning and Development (3 q cr)</p>
	<p>EDUC 210 Foundations of Inclusion & Special Education (3 s cr)</p>	<p>ED 265 Inclusion: Special Needs Students (3 q cr)</p>
	<p>Mathematics for Elementary School Teachers I and II (MATH 135 & 136) (8 s cr total)</p>	<p>MTH 211* Elementary Mathematics 1 (4 q cr), MTH 212* Elementary Mathematics 2 (4 q cr), and MTH 213* Elementary Mathematics 3 (4 q cr)</p> <p><i>*together these courses count as the QR Mode of Inquiry</i></p>
<p>Elementary Education Major with Licensure (requirements listed above) AND Middle School Content Endorsement</p> <p><i>Students who want to pursue a teaching license to teach a middle school content area (Language Arts, Mathematics, Science, or Social Studies) in addition to preschool and elementary grades.</i></p>	<p>Foundational English Language Arts (ELA)</p>	<p>Courses in ENG, HUM, WR* selected from AAOT Arts & Letters course list</p>
	<p>Foundational Mathematics</p>	<p>Courses in MTH* selected from AAOT Mathematics course list</p>
	<p>Foundational Science</p>	<p>Courses in BI, CH, GEO, GS, PH* selected from AAOT Science/Math course list</p>
	<p>Foundational Social Studies</p>	<p>Courses in HIST, GEG, PS, EC* selected from AAOT Social Sciences course list</p>

*Please connect with the Linfield Education Department to talk about specific courses.

MAJOR PROGRAM	INTRODUCTORY COURSES AT LINFIELD	CCC TRANSFER EQUIVALENCIES
<p>Secondary Education Major with Licensure **</p> <p><i>Students who want to pursue a teaching license to teach middle and high school Art, Biology, Chemistry, English to Speakers of Other Languages, English Language Arts, French, Health Education, Mathematics, Music, Physical Education, Physics, Social Studies, or Spanish.</i></p>	<p>EDUC 150 Foundations of Education (3 s cr)</p>	<p>ED 216 Foundations of Education (3 q cr) and ED 240 Education Practicum and Seminar (4 q cr)</p>
	<p>EDUC 260 Equity & Culturally Responsive Pedagogy (3 s cr)</p>	<p>ED 258 Culturally Responsive Pedagogy (3 q cr)</p>
	<p>EDUC 200 Learning & Development (4 s cr)</p>	<p>ED 229 Learning and Development (3 q cr)</p> <p>ED 233 Adolescent Learning and Development (3 q cr)</p>
	<p>EDUC 210 Foundations of Inclusion & Special Education (3 s cr)</p>	<p>ED 265 Inclusion: Special Needs Students (3 q cr)</p>

***Students pursuing this path will complete one of the following Linfield majors: anthropology, applied physics, biology, biochemistry, chemistry, creative writing, economics, environmental science, French, health education, history, literature, mathematics, music, physical education, physics, political science, psychology, sociology, Spanish, studio art. Please reach out to the Office of Admission if you would like to be connected to a faculty member in one of these academic areas. The Education Department is happy to help you plan your class schedules in preparation for transfer to Linfield University.*

ADDITIONAL INFORMATION

- To be admitted into the Education Program, candidates must maintain a 2.75 GPA (cumulative, major, and licensure), and hold no grades lower than a C in Education coursework.
- Requirements distinguishing Bachelor of Arts and Bachelor of Science degrees. **Bachelor of Arts (BA)** candidates must satisfy a foreign language requirement by successfully completing 8 semester credits in one language at the elementary level, 5 credits of an intensive elementary-level course, or one semester at or above 201. **Bachelor of Science (BS)** candidates must successfully complete two courses of at least 3 semester credits each in a single field from anthropology, biology, chemistry, computer science, economics, environmental studies, mathematics, physics, political science, psychology or sociology. These courses must be outside of the major department and in addition to the Linfield Curriculum.
- Candidates could complete a degree in Education within 2 years of transferring by following this Transfer Guide. For more information, please reach out to the Education Department.
- The Linfield Education Department has strong relationships with local districts, where candidates gain frequent hands-on experience in classrooms, including robust clinical experiences.
- If desired, candidates will have the opportunity to participate in a Study Abroad experience.
- Candidates will have the opportunity to take additional undergraduate courses to obtain an English for Speakers of Other Languages (ESOL) endorsement with an Oregon preliminary teaching license.
- Candidates will have the opportunity to participate in the Bilingual Teacher Scholars Program (by application only).
- Candidates will have the opportunity to achieve an Oregon Seal of Biliteracy if desired.

Part 3: Chemeketa AAOT Degree to Linfield B.S. in Elementary Education Sample Plan

FRESHMAN YEAR

Chemeketa Course		Linfield University Equivalent Course
WR 121	4	INQS* TR INOS
WR 122	4	INQS*1TR INOS
ART 115	4	ARTS*1CS 100 Level CS (CS)
ED 216	3	EDUC 150 (both CCC ED 200 & 240)
ED 240	4	
ENG 105 <u>OR</u> 106	4	ENGL 250 (CS)
MTH 211	4	MATH*2TR 200 Level Elective
MTH 212	4	MATH 135 (QR)
MTH 213	4	MATH 136
HPE 295	3	HHPA 180
PS 201	4	POLS 201 (US)
HST 201, 202, <u>OR</u> 203	4	HIST 150 (VP)

Total Quarter Credits: 46

Total Semester Credit Equivalency: 30.7

SOPHOMORE YEAR

Chemeketa Course		Linfield University Equivalent Course
COMM 111	4	COMM 140
PSY 218	4	EDUC 230 (IS)
BI 101	4	BIOL*1NW 100 Level NW (NW)
PHL 203 <u>OR</u> REL 160	4	PHIL 180 <u>OR</u> RELS*1UQGP 100 Level UQ (UQ)
GEG 106	4	TRAN*1ISGP 100 Level GP (GP)
GS 106	4	PHYS*1NW 100 Level NW (NW)
GS 104	4	PHYS*1NW 100 Level NW (NW)
ED 258	3	EDUC 260
LING 210	4	GLCS*1TR 100 Level Elective
ED 229 and ED 233	6	EDUC 200
ED 265	3	EDUC 210

Total Quarter Credits: 44

Total Semester Credit Equivalency: 30+

JUNIOR YEAR

Linfield University Courses		Linfield University Courses	
EDUC 240	3	EDUC 402	4
EDUC 375	3	EDUC 448	3
EDUC 305 (MWI)	4	EDUC 449	3
EDUC 450	3	EDUC 491	4
EDUC 401	4	EDUC 497	1
Upper Division Mode of Inquiry of Choice	4	EDUC 492	12
Electives (if needed) <u>OR</u> *take 3 additional EDUC courses to add ESOL endorsement; or 4 additional courses to add SPED endorsement	up to 12	EDUC 496	1

Total Semester Credits: 33

Total Semester Credits: 28

***This is a sample/suggested plan only. Actual course schedule must be done with your advisor and is dependent on the following: course availability, completion of prerequisite courses, satisfactory academic progress, student credit load per term, and individual choice of schedule. Each student's situation is unique and individual degree plans may differ significantly from the samples presented here.

Chemeketa AAOT Degree to Linfield B.A. in Elementary Education Sample Plan

FRESHMAN YEAR

Chemeketa Course		Linfield University Equivalent Course
WR 121	4	INQS* TR INOS
WR 122	4	INQS*1TR INOS
ART 115	4	ARTS*1CS 100 Level CS (CS)
ED 216	3	EDUC 150 (both CCC ED 200 & 240)
ED 240	4	
ENG 105 OR 106	4	ENGL 250 (CS)
MTH 211	4	MATH*2TR 200 Level Elective
MTH 212	4	MATH 135 (QR)
MTH 213	4	MATH 136
HPE 295	3	HHPA 180
PS 201	4	POLS 201 (US)
HST 201, 202, OR 203	4	HIST 150 (VP)
COMM 111	4	COMM 140

Total Quarter Credits: 50

Total Semester Credit Equivalency: 33.33

SOPHOMORE YEAR

Chemeketa Course		Linfield University Equivalent Course
PSY 218	4	EDUC 230 (IS)
BI 101	4	BIOL*1NW 100 Level NW (NW)
PHL 203 OR REL 160	4	PHIL 180 OR RELS*1UQGP 100 Level UQ (UQ)
GEG 106	4	TRAN*1ISGP 100 Level GP (GP)
GS 106	4	PHYS*1NW 100 Level NW (NW)
GS 104	4	PHYS*1NW 100 Level NW (NW)
ED 258	3	EDUC 260
LING 210	4	GLCS*1TR 100 Level Elective
ED 229 and ED 233	6	EDUC 200
ED 265	3	EDUC 210
Global Language Requirement	Credits may vary, refer to the catalog	GLSP 290 (both SPN 214 & SPN 215)
EX: SPN 214	4	
EX: SPN 215	4	

Total Quarter Credits: 48+ (can transfer in 108 q credits)

Total Semester Credit Equivalency: 31+

JUNIOR YEAR

Linfield University Courses		Linfield University Courses	
EDUC 240	3	EDUC 402	4
EDUC 375	3	EDUC 448	3
EDUC 305 (MWI)	4	EDUC 449	3
EDUC 450	3	EDUC 491	4
EDUC 401	4	EDUC 497	1
Upper Division Mode of Inquiry of Choice	4	EDUC 492	12
Electives (if needed) OR *take 3 additional EDUC courses to add ESOL endorsement; or 4 additional courses to add SPED endorsement	up to 12	EDUC 496	1

Total Semester Credits: 33

Total Semester Credits: 28

***This is a sample/suggested plan only. Actual course schedule must be done with your advisor and is dependent on the following: course availability, completion of prerequisite courses, satisfactory academic progress, student credit load per term, and individual choice of schedule. Each student's situation is unique and individual degree plans may differ significantly from the samples presented here.