Education and Learning

http://www.pacificu.edu/coe/academics/undergraduate/edlearningforestgrove.cfm

Education and Learning Major

The Education and Learning major is a joint offering of the College of Arts and Sciences and the College of Education. It is designed to provide students with a deep understanding of the psychological, developmental, and curricular foundations of education. This major builds a strong foundation for careers working with children and in various educational programs, including classroom teaching. It may also prepare students for a variety of roles in the community.

The Education and Learning major is required for students who decide to earn the Initial Teaching License for the state of Oregon for Multiple Subjects or SPED as part of their undergraduate education at Pacific University.

The Education and Learning major (as well as many other majors at Pacific) is a good choice for those who want to complete a liberal arts degree as an undergraduate and then secure an Oregon Initial Teaching License as part of a Master's program (see our MAT Fifth-Year program for an example). A minor in a complementary subject area is required for those who choose this route. Courses leading to the ESOL endorsement (which could lead to the TESOL minor by adding Foreign Language proficiency equivalent to 201 and one of the language or cultural studies courses from the TESOL list--see TESOL minor on the Pacific website for more information) is highly recommended for any one who is planning on earning a teaching license. The Spanish minor is particularly beneficial as well. The Professional Courses for Multiple Subjects Or SPED Teaching License are required for students who choose to earn a license for teaching as a part of their undergraduate education at Pacific.

Declaring the Education and Learning Major

The Education and Learning Major may be declared by filling out the appropriate form with the registrar’s office. Students interested in the major should make an appointment to discuss their program with an advisor. To arrange for an advisor in education, contact Dr. Mike Charles, the Undergraduate Education Coordinator (Berglund 132, ext 1441) on the Forest Grove campus. Properly selected courses in the University core requirements taken during freshman year may serve as a good base for this major. Students who wish to explore a teaching career at any level (early childhood, elementary, middles school, or high school) are encouraged to take the introductory education course, Educ 260, Foundations of Education.

Teaching Licensure programs at Pacific

There are two different ways that students may earn the Initial Teaching License for the state of Oregon in Multiple Subjects or Special Education. This can be accomplished in four years as an undergraduate, or in four years as an undergraduate plus an additional year or year and a half as a graduate student.

UNDERGRADUATE

- The Education and Learning major plus the Professional Courses for Multiple Subjects prepare you to teach at the PK-8 Grade level. You complete the requirements for the Oregon Initial Teaching License as part of your undergraduate degree. We strongly recommend that you also complete the courses for your ESOL authorization as part of this rigorous program that leads to a professional credential. Students may also earn a Special Education license as part of their undergraduate education at Pacific. This prepares them to be the teacher of record in a Special Education classroom.
GRADUATE

- Pacific offers MAT programs that meet the requirements for the Oregon Initial Teaching License and a Master’s degree in 12 months (full time day program) or 16-18 months (evening/weekend courses). Applicants to graduate programs have already completed a bachelor’s degree. Students who complete these graduate programs will meet the requirements for an Oregon Initial Teaching License with authorizations for Multiple Subjects or Special Education.

**Admission to the College of Education for earning your teaching license**

To obtain the Oregon Initial Teaching License as an undergraduate, a student must apply for admission to the College of Education. This is different than declaring the Education and Learning major. Admission materials are available at the College of Education. Students who wish to consider a teaching career should consult with the Undergraduate Education Coordinator (Dr. Mike Charles) and should take the introductory education course, EDUC 260 Foundations of Education, by their sophomore year. Application to the College of Education may be completed as a part of the EDUC 260 class.

Students interested in licensure must complete the University core requirements and the required Professional Courses for Multiple Subjects (an additional 27 credits) or Special Education (an additional 36 credits) together with the Education and Learning major. Student teaching is the capstone experience. Transfer students who have already satisfied Pacific University’s core requirements and are applying to the College of Arts and Sciences may simultaneously apply to the College of Education for admission to complete an early childhood/elementary authorization or a Special Education Endorsement. Separate applications must be completed for each, and acceptance into the College of Arts and Sciences does not guarantee admission to the College of Education.
**Mathematics courses that meet the University core math requirement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 221</td>
<td>Mathematics for Elementary Teachers I*</td>
<td>4</td>
</tr>
<tr>
<td>Math 222</td>
<td>Mathematics for Elementary Teachers II*</td>
<td>4</td>
</tr>
</tbody>
</table>

**Philosophical Foundations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Phil 100</td>
<td>Introduction to Philosophy*</td>
<td>4</td>
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</table>

**Social Foundations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Phil 202</td>
<td>Ethics and Society*</td>
<td>4</td>
</tr>
</tbody>
</table>

**Recommended Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 101</td>
<td>Introduction to Cultural Anthropology*</td>
<td>4</td>
</tr>
<tr>
<td>Soc 110</td>
<td>Understanding the Apocalypse*</td>
<td>4</td>
</tr>
<tr>
<td>Soc 120</td>
<td>Images, Society, and Identity*</td>
<td>4</td>
</tr>
<tr>
<td>Soc 130</td>
<td>Stump the Sociologist*</td>
<td>4</td>
</tr>
<tr>
<td>PolS 140</td>
<td>Conflict and Controversy in American Politics*</td>
<td>4</td>
</tr>
<tr>
<td>PolS 180</td>
<td>The United States in World Affairs*</td>
<td>4</td>
</tr>
</tbody>
</table>

**Development**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 240</td>
<td>Child Development*</td>
<td>4</td>
</tr>
<tr>
<td>Psy 281</td>
<td>Lifespan Human Development</td>
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</table>

**Required Capstone Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC-496</td>
<td>Integrating Seminar I: Research Design</td>
<td>2</td>
</tr>
<tr>
<td>EDUC-497</td>
<td>Integrating Seminar II: Research Project*</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total 6**

**Non-Licensure Education and Learning Major = 40 credits**

**Professional Courses for Education & Learning Major**

**Multiple Subject Licensure Option and Special Education Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC-309</td>
<td>Learning Communities II: Diversity*</td>
<td>2</td>
</tr>
<tr>
<td>EDUC-436</td>
<td>Technology Across the Curriculum</td>
<td>2</td>
</tr>
<tr>
<td>EDUC-476</td>
<td>Learning Communities III: Reflection &amp; Practice</td>
<td>2</td>
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</table>

**Total 6**

**Multiple Subjects**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC-431</td>
<td>Integrated Methods I: General Methods, Assessment, and Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>EDUC-408</td>
<td>Integrated Methods II: Reading and Language Arts in Early Childhood and Elementary Education</td>
<td>4</td>
</tr>
<tr>
<td>EDUC-343</td>
<td>Integrated Methods III: Teaching Mathematics, Science and Health in Early Childhood and Elementary Education</td>
<td>4</td>
</tr>
<tr>
<td>EDUC-410</td>
<td>Integrated Methods IV: Expressive Arts in Early Childhood Education</td>
<td>2</td>
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<tr>
<td>EDUC-397</td>
<td>Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>EDUC-411</td>
<td>Differentiation &amp; Collaboration in the Inclusive Classroom</td>
<td>2</td>
</tr>
<tr>
<td>EDUC-459</td>
<td>Preparing the Work Sample</td>
<td>2</td>
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<tr>
<td>EDUC-475</td>
<td>Student Teaching*</td>
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**Total 27**

**Special Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 300</td>
<td>Foundations and Legal Aspects of Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SPED 305</td>
<td>Exceptionalities</td>
<td>2</td>
</tr>
<tr>
<td>SPED 310</td>
<td>Classroom &amp; Behavior Management for Special Educators</td>
<td>4</td>
</tr>
<tr>
<td>SPED 320</td>
<td>Assessment &amp; Evaluation in Special Education: Academic</td>
<td>2</td>
</tr>
<tr>
<td>SPED 325</td>
<td>Assessment &amp; Evaluation in Special Education: Functional</td>
<td>2</td>
</tr>
<tr>
<td>SPED 330</td>
<td>Integrated Curriculum &amp; Methods for Students with Disabilities: Academic</td>
<td>2</td>
</tr>
<tr>
<td>SPED 332</td>
<td>Integrated Curriculum &amp; Methods for Students with Disabilities: Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>SPED 335</td>
<td>Integrated Curriculum &amp; Methods for Students with Disabilities: Functional</td>
<td>4</td>
</tr>
<tr>
<td>SPED 336</td>
<td>Transitions</td>
<td>1</td>
</tr>
<tr>
<td>SPED 342</td>
<td>Assistive Technology</td>
<td>2</td>
</tr>
<tr>
<td>EDUC-397</td>
<td>Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>SPED 475</td>
<td>Student Teaching*</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total 37**
Ed & Learning + Multiple Subjects Major = 67 Credits

Ed & Learning - SPED Major = 77 Credits
Courses for the ESOL endorsement (or this could lead to the TESOL minor by adding Foreign Language proficiency equivalent to 201 and one of the language or cultural studies courses from the TESOL list--see TESOL minor on the Pacific website for more information). This is highly recommended for any one pursuing a Multiple Subject teaching license whether at the undergraduate or graduate level.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>credits</th>
<th>typically offered</th>
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</thead>
<tbody>
<tr>
<td>ESOL 440</td>
<td>Language Policy in ESOL Education*</td>
<td>2</td>
<td>Su (online)</td>
</tr>
<tr>
<td>ESOL 460</td>
<td>Foundations of ESOL Methods</td>
<td>2</td>
<td>F (f-to-f)</td>
</tr>
<tr>
<td>ESOL 470</td>
<td>Bilingualism and Biliteracy Development</td>
<td>2</td>
<td>Sp (hybrid: f-to-f + online)</td>
</tr>
<tr>
<td>ESOL 480</td>
<td>Pedagogical Grammar of English</td>
<td>2</td>
<td>Sp (online); Su (online)</td>
</tr>
<tr>
<td>ESOL 450</td>
<td>Cultural Constructs and Diversity in ESOL Education</td>
<td>2</td>
<td>F (online)</td>
</tr>
<tr>
<td>ESOL 444</td>
<td>Educational Linguistics for ESOL Teachers</td>
<td>3</td>
<td>F (f-to-f)</td>
</tr>
<tr>
<td>ESOL 464</td>
<td>ESOL Methods Assessment &amp; Technology</td>
<td>2</td>
<td>Sp (f-to-f)</td>
</tr>
<tr>
<td>ESOL 476</td>
<td>Multilevel Supervised ESOL Practicum**</td>
<td>2</td>
<td>Sp</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>13 -17</strong></td>
<td></td>
</tr>
</tbody>
</table>

* F—Fall semester; Sp—Spring semester; W- Winter II **online

** This course taken at the same time as Educ 475 Student Teaching

*** This course is only required for an ESOL endorsement, not a TESOL minor.
**Recommended Schedule of Coursework**

**Undergraduate Education and Learning Major with Multiple Subjects License**

**Earn a Bachelor's degree and an Oregon Teaching license in 4 years.** This program features student teaching as the capstone project and includes courses for earning an ESOL endorsement (highly desirable)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Fall, 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>Core requirements with some electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total (typically)</strong></td>
<td><strong>12-15</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Spring, 20__</th>
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</thead>
<tbody>
<tr>
<td>Winter 2</td>
<td>Core requirement or an elective</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>Ed 260</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td></td>
<td>Philosophical or social foundations course</td>
</tr>
<tr>
<td>Psy 150</td>
<td>Intro to Psychology</td>
</tr>
<tr>
<td>Math 22X</td>
<td>Math for Elementary Teachers I/II (both recommended)</td>
</tr>
<tr>
<td></td>
<td>Core requirements with some electives</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4-14</strong></td>
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<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Fall, 20__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>Ed 308</td>
<td>Learning Communities I</td>
</tr>
<tr>
<td></td>
<td>Philosophical or social foundations course</td>
</tr>
<tr>
<td>Psy</td>
<td>Development course</td>
</tr>
<tr>
<td>Ed 260</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>Ed 370</td>
<td>School and Society</td>
</tr>
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<td></td>
<td>Core requirements, focal studies, or electives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10-14</strong></td>
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<tr>
<th>Semester 4</th>
<th>Spring, 20__</th>
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<tbody>
<tr>
<td>Winter 2</td>
<td>Elective</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>Psy</td>
<td>Development course</td>
</tr>
<tr>
<td>Ed 260</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>Math 22X</td>
<td>Math for Elementary Teachers I/II (both recommended)</td>
</tr>
<tr>
<td>Ed 361</td>
<td>Ed Psych</td>
</tr>
<tr>
<td></td>
<td>Core requirements, focal studies, or electives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8-14</strong></td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ed 361</td>
<td>Ed Psych</td>
</tr>
<tr>
<td>Psy</td>
<td>Development course</td>
</tr>
<tr>
<td>Ed 370</td>
<td>School and Society</td>
</tr>
<tr>
<td>Ed 420</td>
<td>Lang acquisition in children</td>
</tr>
<tr>
<td>Ed 428</td>
<td>Teaching Reading through Child &amp; Adolescent Literature</td>
</tr>
</tbody>
</table>

Core requirements, focal studies, or electives

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 308</td>
<td>Learning Communities I</td>
<td>2</td>
<td>Could be sem 3</td>
</tr>
<tr>
<td>ESOL 460</td>
<td>Foundations of ESOL Methods</td>
<td>2</td>
<td></td>
</tr>
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</table>

**Total** 6-18

**Must be admitted to College of Education by end of Fall term in order to take Spring classes. Includes fingerprint clearance.**

<table>
<thead>
<tr>
<th>Winter 2</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ed 431</td>
<td>Gen Methods, Assessment, Management</td>
<td>2</td>
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</tr>
<tr>
<td></td>
<td>Ed 343</td>
<td>Math/Science/Health</td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>Ed 410</td>
<td>Expressive Arts</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>Ed 397</td>
<td>Field Experience</td>
<td>1</td>
<td>Co-req with Methods I, III, IV</td>
</tr>
<tr>
<td></td>
<td>Ed 300</td>
<td>Intro to Early childhood</td>
<td>4</td>
<td>Courses alternate each spring</td>
</tr>
<tr>
<td></td>
<td>Math 22X</td>
<td>Foundations of Arithmetic/Foundations of Geometry (both recommended)</td>
<td>4</td>
<td>Courses alternate each spring</td>
</tr>
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</table>

Core requirements, focal studies, or electives

**Total** 13-17

**Recommended elective for ESOL endorsement**

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Fall</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ed 436</td>
<td>Technology Across the Curriculum</td>
<td>2</td>
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</tr>
<tr>
<td></td>
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<td>Ed 309</td>
<td>Learning Communities: Diversity</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed 408</td>
<td>Reading and Language Arts</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed 420</td>
<td>Lang acquisition in children</td>
<td>2</td>
<td>Could be sem 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed 428</td>
<td>Teaching Reading through Child &amp; Adolescent Literature</td>
<td>2</td>
<td>Could be sem 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed 459</td>
<td>Preparing the Work Sample</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Psy</td>
<td>Development course</td>
<td>4</td>
<td>Last possibility</td>
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Core requirements, focal studies, or electives

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL 444</td>
<td>Educational Linguistics for ESOL teachers</td>
<td>3</td>
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</tr>
<tr>
<td>ESOL 464</td>
<td>ESOL Methods, Assessment, and Technology</td>
<td>2</td>
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</table>

**Total** 10-23

**Take NES Subtest I and II and ORELA-Civil Rights test. Must pass before completion of student teaching**

<table>
<thead>
<tr>
<th>Semester 8</th>
<th>Spring</th>
<th>Winter 2</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Educ 411</td>
<td>Differentiation &amp; Collaboration in the Inclusive Classroom</td>
<td>2</td>
<td>Student teaching begins in January</td>
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<tr>
<td></td>
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<td>Educ 475</td>
<td>Student Teaching</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Educ 476</td>
<td>Learning Communities</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ESOL 474</td>
<td>Practicum</td>
<td>2</td>
<td>Must be taken during student teaching after other ESOL coursework complete</td>
</tr>
</tbody>
</table>

**Total** 18
**Recommended Schedule of Coursework**

Undergraduate Education and Learning Major *(a minor is required)*

This program also features a senior research project instead of student teaching. This is the best option if you want to include minors in other subjects, a study abroad semester, or prefer somewhat lighter course loads. Courses for ESOL endorsement may also be included for those who want to add this endorsement as part of a graduate teaching license program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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### Semester 1  Fall, 20__

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core requirements with some electives</td>
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<td></td>
</tr>
<tr>
<td><strong>Total (typical)</strong></td>
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<td>12-15</td>
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### Semester 2  Spring, 20__

<table>
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<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
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<td>Could also be Semester 3 or 4</td>
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<tr>
<td></td>
<td>Foundations of Education</td>
<td>2</td>
<td>Could do both</td>
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<td></td>
<td>Philosophical or social foundations course</td>
<td>4</td>
<td>Sometime in first year is best</td>
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<tr>
<td>Psy 150</td>
<td>Intro to Psychology</td>
<td>4</td>
<td>Courses alternate each spring</td>
</tr>
<tr>
<td>Math 22X</td>
<td>Math for Elementary Teachers I/II (both recommended if going for a teaching license)</td>
<td>4</td>
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Sophomore year—great place to fit in a study abroad program

### Semester 3  Fall, 20__

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<tbody>
<tr>
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<td>Learning Communities I</td>
<td>2</td>
<td>Could be sem 5</td>
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<tr>
<td></td>
<td>Philosophical or social foundations course</td>
<td>4</td>
<td>Could do both</td>
</tr>
<tr>
<td>Psy</td>
<td>Development course</td>
<td>4</td>
<td>Sem 4 5 6 or 7 also possible</td>
</tr>
<tr>
<td>Ed 260</td>
<td>Foundations of Education</td>
<td>2</td>
<td>Could also be Semester 2 or 4</td>
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<tr>
<td>Ed 370</td>
<td>School and Society</td>
<td>2</td>
<td>Sem 5 also</td>
</tr>
<tr>
<td></td>
<td>Core requirements, focal studies, minor courses, or electives</td>
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### Semester 4  Spring, 20__

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<tr>
<td>Psy</td>
<td>Development course</td>
<td>4</td>
<td>Sem 3 5 6 or 7 also possible</td>
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<tr>
<td>Ed 260</td>
<td>Foundations of Education</td>
<td>2</td>
<td>Better if done in Semester 2 or 3</td>
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<tr>
<td>Ed 361</td>
<td>Ed Psych</td>
<td>4</td>
<td>Could be sem 5</td>
</tr>
<tr>
<td>Math 22X</td>
<td>Math for Elementary Teachers I/II (both recommended if going for a teaching license)</td>
<td>4</td>
<td>Courses alternate each spring</td>
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Junior year—great place to fit in a study abroad program
### Semester 5  Fall 20__

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<tbody>
<tr>
<td>Ed 361</td>
<td>Ed Psych</td>
<td>4</td>
<td>Could be sem 4 6 or 7</td>
</tr>
<tr>
<td>Psy</td>
<td>Development course</td>
<td>4</td>
<td>Sem 3 4 6 or 7 also possible</td>
</tr>
<tr>
<td>Ed 370</td>
<td>School and Society</td>
<td>2</td>
<td>Could be sem 3</td>
</tr>
<tr>
<td>Ed 420</td>
<td>Lang acquisition in children</td>
<td>2</td>
<td>Could be sem 7</td>
</tr>
<tr>
<td>Ed 428</td>
<td>Teaching Reading through Child &amp; Adolescent Literature</td>
<td>2</td>
<td>Could be sem 7</td>
</tr>
<tr>
<td>ESOL 460</td>
<td>Foundations of ESOL Methods</td>
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<td>ESOL 460</td>
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Core requirements, focal studies, minor courses, or electives

Total 8-12

### Semester 6  Spring 20__

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<tbody>
<tr>
<td>ESOL 470</td>
<td>Bilingualism and Biliteracy Development (Recommended elective for ESOL endorsement (could also be summer)</td>
<td>2</td>
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<tr>
<td>Ed 361</td>
<td>Ed Psych (could also be summer)</td>
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**Semester 6 Core Courses**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Ed 300</td>
<td>Intro to Early childhood</td>
<td>4</td>
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</tr>
<tr>
<td>Math 22X</td>
<td>Math for Elementary Teachers I/II (both recommended if going for a teaching license)</td>
<td>4</td>
<td>Courses alternate each spring</td>
</tr>
<tr>
<td>Psy</td>
<td>Development course</td>
<td>4</td>
<td>Sem 3 4 5 or 7 also possible</td>
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Core requirements, focal studies, minor courses, or electives

Total 4-18

### Semester 7  Fall

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Ed 361</td>
<td>Ed Psych</td>
<td>4</td>
<td>Could be sem 4 5 or 6</td>
</tr>
<tr>
<td>Ed 420</td>
<td>Lang acquisition in children</td>
<td>2</td>
<td>Could also be sem 5</td>
</tr>
<tr>
<td>Ed 428</td>
<td>Teaching Reading through Child &amp; Adolescent Literature</td>
<td>2</td>
<td>Could also be sem 5</td>
</tr>
<tr>
<td>Psy</td>
<td>Development course</td>
<td>4</td>
<td>Sem 3 4 5 6 also possible</td>
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<td>Educ 496</td>
<td>Integrating Seminar I: Research Design</td>
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<tr>
<td>ESOL 444</td>
<td>Educational Linguistics for ESOL teachers</td>
<td>3</td>
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<tr>
<td>ESOL 464</td>
<td>ESOL Methods, Assessment, and Technology</td>
<td>2</td>
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Core requirements, focal studies, minor courses, or electives

Total 12-16

Apply to the College of Education during your senior year if you plan to go on to earn your Master’s of Arts in Teaching (MAT) license as part of a 5th year or flexible program (Pacific has a great program, as do other universities across the region and country).

### Semester 8  Spring 20__

<table>
<thead>
<tr>
<th>Winter 2</th>
<th>Core requirement, focal study, minor course, or an elective</th>
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<tbody>
<tr>
<td>Math 22X</td>
<td>Math for Elementary Teachers I/II (both recommended if going for a teaching license)</td>
<td>4</td>
</tr>
<tr>
<td>Educ 497</td>
<td>Integrating Seminar II: Research Project</td>
<td>4</td>
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</table>

Core requirements, focal studies, minor courses, or electives

Total 4-12
**Recommended Schedule of Coursework**

Undergraduate Education and Learning Major with Initial License and Special Education Endorsement

Earn a Bachelor’s degree and an Oregon Teaching license in Special Education in 4 years.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Fall, 20__</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>PSY 150</td>
<td>Intro to Psychology</td>
<td>4</td>
<td>Sometime in first year is best</td>
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<td></td>
<td></td>
<td>Educ 260</td>
<td>Foundations of Education</td>
<td>2</td>
<td>Could also be semester 2 3 or 4</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Core requirements with some electives</td>
<td></td>
<td></td>
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<td></td>
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<td><strong>Total (typically)</strong></td>
<td><strong>12-15</strong></td>
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<table>
<thead>
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<th>Spring, 20__</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>Winter 2</td>
<td></td>
<td>Core requirements, focal studies, or electives</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>Ed 260</td>
<td>Foundations of Education</td>
<td>2</td>
<td>Could also be Semester 3 or 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psy 150</td>
<td>Intro to Psychology</td>
<td>4</td>
<td>Sometime in first year is best</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 22X</td>
<td>Foundations of Arithmetic/Foundations of Geometry (both recommended for elementary teachers)</td>
<td>4</td>
<td>Courses alternate each spring</td>
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</tr>
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<td></td>
<td></td>
<td>Core requirements with some electives</td>
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<td></td>
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<td><strong>Total</strong></td>
<td><strong>4-14</strong></td>
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<table>
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<tbody>
<tr>
<td></td>
<td>Ed 308</td>
<td>Learning Communities I</td>
<td>2</td>
<td>Could be sem 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psy</td>
<td>Development course</td>
<td>4</td>
<td>Sem 4 or 5 also</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ed 260</td>
<td>Foundations of Education</td>
<td>2</td>
<td>Could also be Semester 2 or 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ed 370</td>
<td>School and Society</td>
<td>2</td>
<td>Sem 5 also</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED 300</td>
<td>Foundations of SPED</td>
<td></td>
<td>Could be Sem 5</td>
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<td><strong>Total</strong></td>
<td><strong>12-16</strong></td>
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Apply for admission to the COE by the end of 2nd year. Interview sem 4 or sem 5

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Spring 20__</th>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>Winter 2</td>
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<td></td>
<td>Psy</td>
<td>Development course</td>
<td>4</td>
<td>Sem 3 or 5 also</td>
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<tr>
<td></td>
<td>Ed 260</td>
<td>Foundations of Education</td>
<td>2</td>
<td>Could be Semester 1 2 or 3</td>
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</tr>
<tr>
<td></td>
<td>Math 22X</td>
<td>Foundations of Arithmetic/Foundations of Geometry (both recommended)</td>
<td>4</td>
<td>Courses alternate each spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ed 361</td>
<td>Ed Psych*</td>
<td>4</td>
<td>Could be sem 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sped 305</td>
<td>Exceptionalities</td>
<td>2</td>
<td>Could be sem 6</td>
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<td></td>
<td>Core requirements, focal studies, or electives</td>
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### Semester 5  
**Fall 20__**

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<tbody>
<tr>
<td>Ed 361</td>
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<tr>
<td>Psy</td>
<td>Development course</td>
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<td>Could be sem 3 or 7</td>
</tr>
<tr>
<td>Ed 370</td>
<td>School and Society</td>
<td>2</td>
<td>Could be sem 3</td>
</tr>
<tr>
<td>Ed 420</td>
<td>Lang acquisition in children</td>
<td>2</td>
<td>Only possibility</td>
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<td>Ed 428</td>
<td>Teaching Reading through Child &amp; Adolescent Literature</td>
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<td>Only possibility</td>
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<tr>
<td>SPED 300</td>
<td>Foundations of SPED</td>
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<td>Could be sem 3 Last possibility</td>
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<td>Ed 308</td>
<td>Learning Communities I</td>
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<td>Could be sem 3</td>
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**Must be admitted to College of Education by end of Fall term in order to take Spring classes. Includes fingerprint clearance.**

### Semester 6  
**Spring**

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<td>SPED 305</td>
<td>Exceptionalities</td>
<td>2</td>
<td>Last possibility</td>
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<tr>
<td>SPED 320</td>
<td>Assessment and Evaluation in Special Education: Academic</td>
<td>2</td>
<td>Co-req</td>
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<tr>
<td>SPED 330</td>
<td>Integrated Curriculum &amp; Methods for Students with Disabilities: Academic</td>
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<tr>
<td>SPED 332</td>
<td>Integrated Curriculum &amp; Methods for Students with Disabilities: Language arts</td>
<td>2</td>
<td>Co-req</td>
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<tr>
<td>Ed 397</td>
<td>Field Experience</td>
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<td>Co-req</td>
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<td>Courses alternate each spring</td>
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<tr>
<td>PSY</td>
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### Semester 7  
**Fall**

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<td>Learning Communities: Diversity</td>
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<tr>
<td>SPED 336</td>
<td>Transitions</td>
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<tr>
<td>Ed 397</td>
<td>Field Experience</td>
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<td>Co-req</td>
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<td>Behavior Management SPED</td>
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<td>SPED 325</td>
<td>Assessment &amp; Evaluation in Special Education: Functional</td>
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<td>Co-req</td>
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<td>SPED 335</td>
<td>Integrated Curriculum &amp; Methods for Students with Disabilities: Functional</td>
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<td>Co-req</td>
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<td>SPED 342</td>
<td>Assistive Technology</td>
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<td>Core requirements, focal studies, or electives</td>
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Take NES Special Education Content test and ORELA-Civil Rights test. Must pass before completion of student teaching

### Semester 8  
**Spring**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Comments</th>
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<tbody>
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<td>SPED 475</td>
<td>Student Teaching</td>
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<td>Educ 476</td>
<td>Learning Communities</td>
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<td><strong>Total</strong></td>
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