



Columbia Gorge Community College

East Scenic Drive, The Dalles OR 97058

Office of the President
400 East Scenic Drive
The Dalles, OR 97058
(541) 506-6013

Transmittal Page

**Columbia Gorge Community College, Phase 2 Program Proposal
Bachelor of Applied Science in Education CIP 13.1202**

Please accept the attached Program Application and supporting documentation for our application to offer a Bachelor of Applied Science in Education degree at Columbia Gorge Community College.

The Columbia Gorge Community College Board of Education approved Resolution No. 07152025, Pursuit, Development, and Offering of Applied Baccalaureate Degrees at Columbia Gorge Community College on July 15, 2025.

We appreciate your consideration as we move forward with the development of this important program, which reflects a thoughtful response to identified community needs.

A handwritten signature in black ink, appearing to read "K. Lawson", is written over a horizontal line.

Dr. Kenneth Lawson
President

HECC contacts: K.C. Andrew
(503) 979-5670
kc.andrew@hecc.oregon.gov

Shalee Hodgson
(971) 372-0889
shalee.hodgson@hecc.oregon.gov

Submitted via Webforms and Emailed to: HECC.AB@hecc.oregon.gov

Documents Attached:

Appendix C - Phase 2 Program Application, page 2
Appendix D - Budget Spreadsheet, page 68
Appendix E - External Reviewer Worksheets, page 69
Statement of Need and Employer Data (Appendix A & B), page 99
NWCCU Accreditation Status Report, page 156



**COLUMBIA GORGE
COMMUNITY COLLEGE**

**Bachelor of Applied Science in Education
(BASE)**

Phase Two Application

October 17, 2025

rev. 11.20.25



Columbia Gorge Community College

400 East Scenic Drive, The Dalles OR 97058

October 17, 2025

Higher Education Coordinating Commission
3225 25th Street SE
Salem, OR 97302

Dear Chair Hamann, Vice Chair Simnett, Executive Director Cannon, and Members of the Commission,

Columbia Gorge Community College is pleased to submit this proposal for a Bachelor of Applied Science in Education (BASE) degree program to the Higher Education Coordinating Commission (HECC). This program is designed to expand access to high-quality, affordable, and locally delivered baccalaureate education that directly addresses Oregon's teacher shortage.

The proposed BASE degree will be offered in a flexible cohort model, allowing students to progress through the curriculum in a structured sequence of upper-division coursework as full-time or part-time students. Admitted students will have completed an Associate of Arts Oregon Transfer in Elementary Education, or an equivalent associate degree. Building upon these foundations, students will advance through coursework intentionally aligned with the Teacher Standards and Practices Commission (TSPC) licensure requirements, the Association for Advancing Quality in Educator Preparation (AAQEP) standards, and the institutional accreditation standards of the Northwest Commission on Colleges and Universities (NWCCU).

The program is designed with working adults, place-bound students, and rural learners in mind. It offers flexible scheduling, hybrid learning, and practice-based coursework that allows students to remain rooted in their home communities. Many participants are already deeply connected to local schools, and the program provides a pathway for them to advance professionally while continuing to serve the communities where they live and work. By preparing and retaining educators locally, the program directly addresses Oregon's documented need to grow a more stable rural educator workforce, aligning with statewide goals outlined by the Higher Education Coordinating Commission (HECC) and the Teacher Standards and Practices Commission (TSPC) to improve equity, access, and teacher retention in underserved regions.

The curriculum emphasizes professional preparation in areas such as culturally-sustaining pedagogy, classroom assessment, content-area methods, inclusive education strategies, educational technology, and leadership in PreK–12 classrooms. Students will engage in progressively complex field placements, culminating in clinical experiences that ensure graduates meet all TSPC and AAQEP requirements for initial teacher licensure.

Faculty who teach in the program will be required to hold at least a master's degree in their discipline, with preferred qualifications of doctoral degrees. This expectation aligns with NWCCU requirements and university hiring practices, ensuring rigorous academic instruction and seamless transfer opportunities for students. Our current faculty bring extensive experience in education and are committed to mentoring students through coursework, fieldwork, and professional development.

Learning activities are designed to honor the professional experience students bring from their associate-level studies and paraprofessional work. Assignments, projects, and clinical experience placements provide opportunities to apply new knowledge in real-world settings. Students will demonstrate growth through performance-based assessments, reflective practice, unit and lesson design, and supervised classroom instruction. The extensive clinical teaching experiences serve as both a synthesis of learning and a transition into professional licensure.

Through this design, the BASE consortium will prepare highly qualified cohorts of educators who are committed and well-equipped to serve Oregon's schools and communities. The BASE program represents a collaborative, accessible, and rigorous pathway to licensure that responds to the state's urgent workforce needs while upholding the highest standards of academic and professional quality.

Respectfully submitted,



Dr. Kenneth Lawson
President



Dr. Jarett Gilbert
*Vice President,
Instructional Services*



Karly Aparicio
*Vice President,
Student Services*

Table of Contents

Standard 1: Curriculum.....	5
Standard 2: Local Need and Employer Input.....	26
Standard 3: Availability of Qualified Faculty and Teaching Resources.....	43
Standard 4: Admissions Process	50
Standard 5: Appropriate Student Services Plan.....	51
Standard 6: Program Sustainability / Quality Program.....	57
Standard 7: Program Specific Accreditation.....	59
Standard 8: External Expert Evaluation.....	60
Standard 9: Collaborative Plans or Unresolved Concerns.....	61
Appendix D: Budget Worksheet.....	67
Appendix E: External Evaluator Review and Responses.....	68-89
Statement of Need	91-147
NWCCU Accreditation Status Reports.....	148-152

Standard 1: Curriculum

Curriculum demonstrates baccalaureate level rigor and contains a minimum of 60 upper division credits and 180 total credits for degree completion.

Criteria: Describe the criteria to be used to evaluate achievement of baccalaureate-level learning outcomes in upper division courses as well as professional competencies for the program's discipline.

Program Goal 1: Increase Access to Educator Pathways for Place-Bound and Non-traditional Students

Description: Expand access to a high-quality, affordable bachelor's degree in education that removes geographic and transfer barriers for place-bound, first-generation, and non-traditional students, particularly those currently working in early learning or K-12 support roles or on emergency or restricted licenses.

- **AAQEP Standards:**
 - Standard 3 (ensures accessible and equitable clinical experiences and pathways)
 - Standard 4 (demonstrates program-level impact on access and equity for communities)
- **TSPC Standards:**
 - OAR 584-420-0015 Ethical Educator Standards (commitment to access, equity, and justice)
 - Elementary Education Program Standards (must reflect district/community demographics and promote equitable access to teaching pathways)

Program Goal 2: Build a Culturally and Linguistically Responsive Educator Workforce

Description: Prepare future teachers with the skills and dispositions to serve Oregon's increasingly diverse student populations through coursework grounded in culturally sustaining pedagogy, bilingual/bicultural practices, and trauma-informed instruction.

- **AAQEP Standards:**
 - Standard 1c (candidates create equitable and inclusive learning environments)
 - Standard 2b (graduates grow in culturally sustaining and linguistically responsive practice)
- **TSPC Standards:**
 - Culturally Responsive Teaching & Equitable Practices (Elementary endorsement requirement)
 - SPED Program Standards (inclusive and individualized instruction for diverse learners)
 - OAR 584-420-0010 Knowledge, Skills, and Abilities (including multicultural education)

Program Goal 3: Create Seamless Career Pathways from Associate to Bachelor's Degrees in Education

Description: Align lower-division coursework (AAOT, AS, AAS in Early Childhood Education or Education) with upper-division BASE degree requirements, ensuring stackable credentials and streamlined articulation between degrees.

- **AAQEP Standards:**
 - Standard 3 (coherence across field experiences, coursework, and credentialing pathways)
 - Standard 1a (candidates demonstrate professional knowledge through aligned coursework)
- **TSPC Standards:**
 - Elementary Multiple Subjects Endorsement (program alignment across associate and bachelor's levels for content readiness)
 - SPED Endorsement (seamless integration of special education competencies into career ladders and transfer pathways)

Program Goal 4: Respond to Local Workforce Needs Through Applied, Community-Rooted Preparation

Description: Embed applied learning through field-based experiences, employer partnerships, and professional competencies that align with district hiring needs—particularly in high-need areas such as special education, bilingual education, and early literacy.

- **AAQEP Standards:**
 - Standard 2a (graduates use professional knowledge to positively impact learners in real classrooms)
 - Standard 3 (applied field experiences developed with employers/district partners)
 - Standard 4 (program demonstrates responsiveness to workforce demand and P–12 outcomes)
- **TSPC Standards:**
 - OAR 584-420-0345 (Elementary endorsement requires field experiences that integrate pedagogy and content in real classrooms)
 - SPED Program Standards (must include supervised practica with students with disabilities across grade levels and settings)
 - District workforce alignment requirements (e.g., reading instruction, bilingual education, SPED compliance with IDEA)

Program Aligned Standards

AAOEP Standards for Educator Preparation (Initial Certification Programs)

AAQEP organizes its expectations into four overarching standards (2018 Framework):

- Standard 1: Candidate/Completer Performance — Educator candidates demonstrate

readiness to teach, including content knowledge, pedagogical skills, and professional dispositions.

- Standard 2: Completer Professional Competence and Growth — Graduates exhibit ongoing improvement and reflective practice in real-world settings.
- Standard 3: Program Experience and Clinical Partnerships — Clinical and field experiences are well-structured and integrated.
- Standard 4: Program Impact — The program produces educators who positively impact P–12 learning.

In Elementary - Multiple Subjects and SPED preparation, these translate into ensuring field experiences, reflective growth, inclusive practice, and demonstrable impacts aligned with TSPC and InTASC expectations.

TSPC Standards — Oregon’s Requirements for Elementary–Multiple Subjects & SPED Endorsements

Elementary—Multiple Subjects Endorsement (OAR 584-220-0065):

- Requires completing a TSPC-approved preparation program that meets Oregon’s program standards for elementary education.
- Must provide content and experience to promote academic, career, personal, and social development of young learners.
- Must meet reading instruction requirements under OAR 584-420-0015.

Special Education (SPED) Endorsement:

- generalist endorsements will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in the special education population
- Demonstrate alignment with TSPC’s SPED program standards found in TSPC’s Program Review and Standards Handbook

The program’s goals and standards are intentionally aligned with TSPC and AAQEP requirements to ensure candidates are highly qualified to teach learners, including those with special needs, in ways that are effective, ethical, and legally compliant.

Literacy Standards (Core Principles) - We have outlined how we have aligned coursework with the new literacy standards and social emotional learning standards in Table 1 below.

Provide list of all of the program’s required courses (or course sequences) for the major and describe how they are intended to collectively build the competencies required for the intended occupation.

Program Course Requirements and Scope & Sequence

The upper-division curriculum builds professional knowledge, skills, and dispositions necessary for initial teaching licensure in Oregon with an option to earn the SPED generalist endorsement, aligned with TSPC licensure standards, AAQEP domains, and the InTASC Model Core Teaching Standards. Coursework is sequenced to ensure that students progressively develop competencies

in planning, instruction, assessment, professional responsibility, and culturally responsive teaching.

Narrative on Competency Development

The sequence of BASE coursework is intentionally designed to move students from theory to practice, ensuring they acquire, apply, and demonstrate all InTASC and TSPC competencies required for licensure:

- Foundational Knowledge (Year 3): Courses in foundations, culturally sustaining pedagogy, psychology, and assessment establish a strong understanding of learner development, diversity, and evidence-based instruction (AAQEP 1a–d).
- Instructional Application (Year 3): Methods courses in literacy, math, science, social studies, and the arts provide candidates with research-based teaching practices. 2nd and 3rd year clinical experiences embed candidates in schools for early field experience (AAQEP 2a).
- Advanced Practice and Leadership (Final Year): Progressive clinical experiences supported by seminars integrate all prior learning, requiring candidates to demonstrate mastery of planning, instruction, assessment, collaboration, and reflection in alignment with InTASC Standards 1–10 and TSPC initial licensure requirements. The consortium is developing a shared observation and feedback tool that integrates early literacy indicators, trauma-informed practice, and culturally sustaining pedagogy. Candidates will also engage in data literacy activities to analyze student learning and inform instructional decision-making. The use of these tools will also be modeled in the literacy strand of courses offered within the program.
- The consortium will formalize a shared assessment and calibration process across all partner colleges. This will include:
 - Faculty participation in annual inter-rater reliability sessions for signature assessments and clinical evaluations.
 - Documentation of assessment validity through alignment to InTASC, AAQEP, and TSPC standards.
 - Ongoing analysis of data for continuous improvement and accreditation reporting.
 - This structured approach will ensure the reliability, fairness, and consistency of candidate assessment data across institutions.

This progression ensures that graduates of the BASE program are classroom-ready, equity-minded educators who meet Oregon’s licensure standards and AAQEP expectations for professional competence, continuous improvement, and positive impact on P–12 learner.

Program Learning Outcomes:

Upon successful completion of this degree, students will be able to:

1. Design and implement inclusive curriculum, experiences, and assessments that model culturally sustaining practices and provide equitable learning opportunities.

2. Develop social and emotional competencies across curriculum and assessments to promote equity-focused personal and professional growth.
3. Develop and deliver culturally responsive instruction for English language learners by applying knowledge of second language acquisition, effectively planning, implementing, and managing instruction, using a variety of assessment tools, and implementing technology-enhanced learning experiences.
4. Demonstrate effective literacy instruction for elementary students by integrating foundational skills – vocabulary development, writing, and comprehension strategies – while utilizing data-driven decisions to support multilingual learners, students with reading difficulties, and gifted students in diverse field settings.
5. Integrate developmentally appropriate instruction across elementary content areas to support learning and motivation, using inclusive, engaging strategies that promote critical thinking, informed assessment, professional growth, and collaboration with families, colleagues, and communities.
6. Design and implement individualized, inclusive, and culturally responsive learning experiences for elementary students with exceptionalities by applying knowledge of development, specialized curricula, varied assessments, and evidence-based strategies, while adhering to ethical standards, and collaborating with families and multidisciplinary teams to support each learner’s academic, social, and emotional development.
7. Use a variety of assessment methods to monitor student progress, inform instruction, and support the diverse learning needs of elementary students.
8. Critically analyze historical and contemporary contexts to understand how socially constructed differences and intersecting social categories—such as race, class, gender, and ability—shape systems of power and discrimination in U.S. education, in order to inform equitable and culturally responsive teaching practices.
9. Demonstrate effective communication skills with elementary age students, families and care-givers, and professional colleagues, to foster positive relationships, collaboration, and student learning.
10. Consistently apply critical thinking and problem-solving skills to evaluate and address diverse classroom challenges and design responsive instructional strategies that meet the varied needs of elementary students.

Table 1: Draft Year 3 and 4 Courses for the BASE degree program			
Course Name (Credits)	Course Description	Course Outcomes (Program Outcomes)	Assessments and Field Experience
ED 301 – Who We Are: Kids, Brains & Belonging-3 Credits	This course introduces candidates to the developmental, social-emotional, and cultural foundations of learning. Candidates explore major concepts of child and adolescent development, with emphasis on self-awareness, identity, motivation, and growth mindset. Through attention to relationships, ethical decision-making, and inclusive practices, candidates learn how to create supportive learning environments that foster belonging for all students, including those with exceptionalities.	SEL 1: Foundational Knowledge in Social and Emotional Development. SEL 3: Educator Social and Emotional Competencies. MS 1: Development, Learning and Motivation. SpEd 1: Understand exceptionalities & development. SpEd 2: Create safe, inclusive environments.	Weekly reflections; observation log Portfolio: Journal Faculty: COA (Course Outcomes Assessment)
ED 311 – Words That Matter I: Literacy for Every Learner-3 credits	This course builds foundational knowledge of early literacy, focusing on phonological awareness, phonics, language comprehension, and vocabulary. Candidates design standards-based lessons, use assessments to guide instruction, and apply strategies for differentiation and curriculum individualization to meet diverse learner needs.	MS 2: Reading, Writing and Oral Language. MS 9: Integrating and Applying Knowledge for Instruction. MS 10: Adaptation to Diverse Students. MS 14: Assessment for Instruction. Lit 1: Knowledge of Literacy Acquisition and Instruction. Lit 2: Literacy Foundational Skills. Lit 5: Supporting Multilingual Learners. Lit 6: Students with reading difficulties, reading disabilities & Dyslexia. SpEd 3: Specialize curricula to Individualize learning.	Literacy mini-lessons; case analysis Portfolio: Journal Faculty: COA

ED 321 – Math That Makes Sense I: Numbers, Patterns & Play-3 credits	This course introduces strategies for teaching numeracy, patterns, and early algebraic thinking. Candidates design standards-based lessons, engage students in mathematical problem-solving, and apply varied assessments to guide instruction. Emphasis is placed on fostering collaboration, ethical reasoning, and differentiated approaches that support all learners in developing mathematical understanding.	MS 4: Mathematics. MS 12: Active Engagement in Learning. SEL 3: SEL Programming.	Problem set portfolio; math game demo Portfolio: Journal Faculty: COA
SPED 361 – The Inclusive Classroom Lab: Practices for Every Learner-3 credits	This course examines strategies for building inclusive classrooms that support diverse learners. Candidates explore child development, curriculum adaptation, and differentiated instructional design, with attention to literacy supports and culturally responsive practices. Emphasis is placed on fostering identity, relationships, and supportive classroom environments while applying evidence-based special education strategies and assessments to meet the needs of all students.	SEL 1: Foundational Knowledge in Social & Emotional Development. SEL 3: SEL Programming. SEL 4: Assessment in SEL. MS 9: Integrating and Applying Knowledge for Instruction. MS 10: Adaptation to Diverse Students. Lit 1: Knowledge of Literacy Acquisition and Instruction. Lit 5: Supporting Multilingual Learners. Lit 6: Students with reading difficulties, reading disabilities & Dyslexia. SpEd 1: Understand exceptionalities & development. SpEd 3: Specialized curricula to individualize learning. SpEd 5: Evidence-based instructional strategies.	Inclusion strategy project; IEP review Portfolio: Journal Faculty: COA

ED 381 – Field Experience I: Observation & Community Mapping-3 credits [60 hours of practicum]	In this introductory field experience, candidates observe child development and classroom dynamics with attention to identity, self-awareness, and inclusive practices. Through guided observations and community asset mapping, candidates analyze how problem-solving and support structures shape learning environments.	SpEd 1: Understand exceptionalities & development. SEL 1: Foundational Knowledge in Social & Emotional Development. MS 12: Active Engagement in Learning.	Field observation report; community asset map Portfolio: Journal Faculty: COA
ED 391 – Beginning the Adventure: Practicum Seminar-1 credit	This seminar supports candidates in connecting field observations to professional growth. Through guided reflection and community mapping, candidates consider how schools collaborate with families and community agencies, and begin to develop habits of reflective practice.	MS 15: Professional Growth, & Evaluation. MS 16: Collaboration with families, colleagues and community agencies, 2: Educator Social & Emotional Competencies.	Portfolio: Journal Faculty: COA
ED 302 - Cultures, Voices & Classrooms: Exploring ESOL Practice-3 credits	This course provides candidates with the knowledge and skills to support multilingual learners through language acquisition, culturally responsive pedagogy, and equitable instructional practice. Candidates explore the nature of second language development, the role of culture in learning, and strategies for planning, instruction, and assessment that integrate language and content objectives. Emphasis is placed on advocacy, collaboration with families and specialists, and the use of technology to enhance both student learning and professional growth.	ESOL 1-6: Language; Culture; Planning Instruction; Assessment. ESL Knowledge and Family Support; use information technology.	Cultural & Linguistic Reflection; ESOL Lesson Plan & Rationale Portfolio: Journal Faculty: COA

ED 312 – Words That Matter II: Fluency, Language & Identity-3 credits	This course emphasizes the development of reading fluency, language comprehension, and the role of identity in literacy learning. Candidates design and implement fluency lessons, use assessments to inform instruction, and practice strategies for differentiating literacy support to meet diverse learner needs.	Lit 1: Knowledge of Literacy Acquisition and Instruction. Lit 2: Literacy Foundational Skills. Lit 3: Vocabulary, background knowledge, writing, and comprehension. Lit 4: Assessment and Data-based decision-making. Lit 5: Supporting multilingual learners. Lit 6: Students with reading difficulties, reading disabilities & dyslexia. Lit 7: Students who are gifted & talented.	Fluency mini-lesson; language identity reflection Portfolio: Journal Faculty: COA
ED 322 – Math That Makes Sense II: Fractions, Shapes & Reasoning-3 credits	This course develops methods for teaching fractions, geometry, and mathematical reasoning in the elementary classroom. Candidates design standards-based lessons, implement problem-solving strategies, and use assessment to guide instruction. Emphasis is placed on differentiation and instructional design that support diverse learners in developing conceptual understanding of mathematics.	MS 4: Mathematics. MS 9: Integrating and applying knowledge for instruction. MS 10: Adaptation to diverse students. MS 11: Development of Critical thinking and problem solving. MS 12: Active engagement in learning. MS 13: Communication to foster collaboration. MS 14: Assessment for Instruction. SpED 4: Multiple Methods of Assessment and Data-Informed Decisions. SpED 5: Select, adapt and use evidenced-based instructional strategies.	Math reasoning journal; geometry teaching task Portfolio: Journal Faculty: COA

<p>SPED 362 – Plans with Purpose: IEPs, 504s & Real-Life Inclusion-3 credits</p>	<p>This course prepares candidates to design and implement effective IEPs, 504 plans, and inclusive supports. Emphasis is placed on instructional design, collaboration with families and colleagues, and the use of teaching models that foster inclusion. Candidates learn strategies for differentiation, literacy support, and assessment-informed planning, while building the knowledge and skills needed to navigate legal requirements and advocate for diverse learners.</p>	<p>SEL 2: Educator Social-Emotional Competencies. SEL 3: SEL Programming, SEL 4: Assessment in SEL. MS 10: Adaptation to Diverse Students, MS 11: Development of Critical Thinking and Problem Solving. MS 12: Active Engagement in Learning. MS 13: Communication to foster collaboration. MS 14: Assessment for Instruction. MS 15: Professional growth, reflection and evaluation. MS 16: Collaboration with families, colleagues and community agencies. Lit 4: Assessment and Data-based decision-making, Lit 5: Supporting Multilingual Learners. Lit 6: Students with reading difficulties, reading disabilities, and dyslexia. Lit 7: Gifted & Talented Students. SpEd 1-7. ESOL 2: Culture. ESOL 3: Planning, Implementing, and Managing Instruction. ESOL 4: Assessment. ESOL 5: ESOL and Family Support. ESOL 6: Use information technology.</p>	<p>Mock IEP; inclusion plan project Portfolio: Journal Faculty: COA</p>
--	---	---	---

ED 382 – Field Experience II: Lesson Design & Co-Teaching-3 credits [First 75 of 600 clinical hours]	In this practicum, candidates design and implement lessons in collaboration with mentor teachers. Emphasis is placed on instructional design, applying varied teaching models, and practicing co-teaching strategies that support diverse learners.	MS 10: Adaptation to Diverse Students. MS 9: Integrating and Applying Knowledge for Instruction. MS 11: Development of Critical Thinking and Problem Solving. MS 12: Active Engagement in Learning MS 13: Communication to foster Collaboration. MS 14: Assessment for Instruction. MS 15: Professional Growth, Reflection and Evaluation. MS 16: Collaboration with families, colleagues and community agencies. SpEd 7: Collaboration with other Educators.	Lesson design project; co-teaching reflection Portfolio: Journal Faculty: COA
ED 392 - Classroom Adventure II: Exploring Practice-1 credit	This seminar emphasizes lesson design and co-teaching practices as candidates begin to explore instructional decision-making in the classroom. Through collaboration and reflective discussion, candidates connect field experiences to professional growth while applying instructional models that support diverse learners.	SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.	Portfolio: Journal Portfolio: Journal Faculty: COA
ED 313 – Words That Matter III: Comprehension, Writing & Justice-3 credits (Spring year 2)	This course emphasizes strategies for teaching reading comprehension and writing in ways that are culturally responsive and justice-oriented. Candidates design and assess writing instruction, apply varied assessment practices for multilingual learners, and differentiate comprehension support through standards-based and data-informed instructional design.	Lit 1-7. MS 2: Reading, Writing and Oral Language. ESOL 1: Language. SEL 3: SEL Programming.	Writing workshop plan; comprehension analysis Portfolio: Journal Literacy reflection draft Faculty: COA

ED 333 – Science Explorers: Inquiry, Wonder & Equity-3 credits	<p>This course introduces methods for teaching science through inquiry and cross-disciplinary integration. Candidates design standards-based lessons that apply sheltered strategies to support English learners, differentiate for diverse students, and use assessment to guide instruction. Emphasis is placed on fostering curiosity, responsible decision-making, and equitable access to science learning.</p>	Lit 5: Supporting Multilingual Learners. Lit 7: Gifted and Talented students. MS 3: Science. MS 9-14.	<p>Inquiry lab journal; equity in science project</p> <p>Portfolio: Journal</p> <p>Science method reflection draft</p> <p>Faculty: COA</p>
SPED 363 – The Vibe Check: Restorative Classrooms That Work-3 credits	<p>This course prepares candidates to create inclusive, restorative classroom environments that foster positive relationships and social problem-solving. Emphasis is placed on restorative practices, culturally responsive approaches, and collaboration to support diverse learners. Candidates integrate instructional strategies with SEL competencies to build equitable and supportive learning communities</p>	SEL 1-4. MS 1: Development, Learning and Motivation. MS 6: The Arts. MS 8: Physical Education. MS 10: Adaptation to Diverse Students. MS 12: Active Engagement in Learning. MS 13: Communication to Foster Collaboration. MS 16: Collaboration with Families, Colleagues and Community Agencies. SpEd 2: Safe, Inclusive Culturally Responsive Learning Environments.	<p>Restorative circles plan; SEL implementation log</p> <p>Portfolio: Journal</p> <p>Faculty: COA</p>

ED 383 – Field Experience III: Guided Group Instruction-3 credits [Second 75 of 600 clinical hours]	In this practicum, candidates plan and deliver small-group instruction with a focus on literacy. Emphasis is placed on applying instructional strategies, supporting language comprehension and vocabulary development, and practicing self-management as reflective practitioners.	Lit 2: Literacy Foundational Skills. Lit 3; Vocabulary, Background Knowledge, Writing and Comprehension. SpEd 5: Select, Adapt and use evidence-based instructional strategies. MS 1: Development, Learning and Motivation. MS 2: Reading, Writing and Oral Language. SEL 2: Educator Social & Emotional Competencies.	Small-group teaching; guided literacy lesson Portfolio: Journal Faculty: COA
ED 393 – Classroom Adventure III: Deepening Skills-1 credit	This seminar supports candidates as they move from observation to more active teaching practice. Through reflection and discussion of small-group instruction, candidates deepen their understanding of differentiation and instructional strategies while continuing to build habits of professional growth.	SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.	Portfolio: Journal Group instruct reflection draft Faculty: COA
ED 411 – Reading to Rise: Intervention & Dyslexia-Informed Practice-3 credits (Fall Year 4)	This course prepares candidates to design and implement literacy interventions with a focus on dyslexia-informed practices. Candidates analyze case studies, develop intervention plans, and apply assessment and instructional strategies that support literacy acquisition, comprehension, and differentiation. Emphasis is placed on collaboration with specialists and supporting multilingual learners.	Lit 1-7. MS 2: Reading, Writing and Oral Language. ESOL 1: Language. SEL 3: SEL Programming. SpED 5: Instructional Strategies. SpED 7: Collaboration with other educators.	Dyslexia case study; intervention plan Portfolio: Journal Faculty: COA

ED 441 – Social Justice in Social Studies-3 credits	This course prepares candidates to teach history, civics, and social studies through inquiry and integration of content areas. Emphasis is placed on designing lessons that promote collaboration, empathy, and ethical decision-making while addressing issues of culture, identity, and equity. Candidates learn to adapt instruction and use varied assessments to support diverse learners in civic education.	MS 5: Social Studies, MS 11: Critical Thinking and Problem Solving. MS 12: Active Engagement in Learning. MS 14: Assessment for Instruction. SEL 3: Programming (restorative justice).	Social studies inquiry unit Portfolio: Journal Social studies reflection draft Faculty: COA
ED 431 – STEAM Team: Makerspaces, Math & Messy Questions-3 credits	This course explores integrated approaches to teaching science, technology, engineering, arts, and mathematics. Candidates design inquiry-based lessons that incorporate numeracy, geometry, and vocabulary development while using technology to enhance learning. Emphasis is placed on ethical decision-making, differentiation, and creating engaging makerspace experiences that support diverse learners.	MS 3: Science, MS 4: Mathematics. MS 6: The Arts. MS 10: Adaptation to Diverse Students. MS 11: Development of Critical Thinking and Problem Solving. MS 12: Active Engagement and Learning. Lit 7: Gifted and Talented students.	Makerspace design; STEAM lesson Portfolio: Journal STEAM reflection draft Faculty: COA

SPED 461 – Better Together: Co-Teaching, Teaming & Advocacy-3 credits	This course prepares candidates to work collaboratively in inclusive classrooms through co-teaching models, teaming, and advocacy. Emphasis is placed on building relationships, applying instructional strategies, and addressing legal and ethical responsibilities. Candidates also develop skills for literacy support, differentiation, and collaboration with English Language Development specialists to meet the needs of diverse learners.	MS 13: Communication to foster collaboration. MS 15: Professional Growth, Reflection, and Evaluation. MS 16: Collaboration with families, colleagues and community agencies. SEL 2: Educator social and emotional competencies. SEL 3h: Collaborates with teachers to support SEL. Lit 1: Knowledge of Literacy Acquisition and Instruction. Lit 5: Supporting Multilingual Learners. SpEd 6: Ethical Principles and informed practice. SpED 7: Collaboration with other educators.	Co-teaching portfolio; advocacy project Portfolio: Journal Faculty: COA
ED 481 – Field Experience IV: Lead Planning & Unit Design-3 credits [100 of 600 clinical hours]	In this practicum, candidates take primary responsibility for planning and teaching extended instructional units. Emphasis is placed on curriculum design, differentiation, assessment for instruction, and reflective practice. Candidates develop unit plans with clear content and language objectives, apply inclusive assessments, and lead instruction that demonstrates ethical decision-making.	MS 9: Integrating and Applying Knowledge for Instruction. MS 10: Adaptation to Diverse Students. MS 11: Development of Critical Thinking and Problem Solving. MS 12: Active Engagement in Learning. MS 13: Communication to foster collaboration. MS 14: Assessment for Instruction. MS 15: Professional growth, reflection and evaluation. MS 16: Collaboration with families, colleagues and community agencies.	Full unit plan; lead teaching cycle Portfolio: Journal Faculty: COA

ED 491 – Classroom Adventure IV: Leading Instruction (1 credit)	This seminar supports candidates as they assume lead teaching responsibilities during field placement. Through reflection and discussion, candidates connect unit planning and assessment practices to ethical decision-making and professional growth	SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.	Portfolio: Journal Lead teaching reflection draft Faculty: COA
ED 452 – Whole Child Studio: Arts, Movement & Wellness in Teaching-3 credits	This course explores arts integration, movement, and wellness as essential dimensions of whole-child education. Candidates design arts-based and wellness-focused lessons that incorporate literacy connections, assessment practices, and differentiated strategies. Emphasis is placed on planning curriculum that supports social-emotional learning, collaboration, and advocacy for inclusive, health-focused learning environments.	MS 1: Development, Learning and Motivation. MS 6: The Arts. MS 7: Health Education. MS 8: Physical Education. Full SEL framework (SEL 1-4). SpEd 2: Safe, inclusive, Culturally Responsive Learning environments.	Arts-integrated lesson; wellness project Portfolio: Journal Arts methods reflection draft Faculty: COA
ED 462 - Teaching with Heart: Trauma, Trust & SEL	This course focuses on trauma-informed, social-emotional approaches to teaching. Candidates develop skills in self-awareness, empathy, problem-solving, and responsible decision-making, while learning to create safe and inclusive classroom environments. Emphasis is placed on collaboration with families and colleagues, reflective practice, and strategies for differentiating instruction to meet the needs of diverse learners	SEL 1–4: All Social-Emotional Learning Standards. MS 12: Active Engagement in Learning. MS 15: Professional Growth, Reflection and Evaluation. MS 16: Collaboration with families, colleagues and community agencies. Lit 4: Assessment and Data-Based Decision-Making, Lit 5: Supporting Multilingual Learners. SpEd 2: Safe, Inclusive, Culturally Responsive Learning Environments.	SEL case studies; reflective journal Portfolio: Journal SEL reflection draft Faculty: COA

ED 482 – Field Experience V: Full-Day Co-Teaching Practicum- 6 credits [150 of 600 clinical hours]	In this advanced practicum, candidates engage in full-day co-teaching with mentor teachers. Emphasis is placed on integrating knowledge from all domains—content instruction, literacy, social-emotional learning, and special education—while applying a variety of teaching models and assessment practices. Candidates refine their professional skills through sustained classroom responsibility and collaboration.	All Domains (MS, Lit, SEL, SpEd, ESOL).	Evaluation & portfolio Portfolio: Journal Faculty: COA
ED 492 – Classroom Adventure V: Sustaining Practice-2 credits	<p>This seminar supports candidates as they take on full-day co-teaching and extended instructional responsibilities. Through reflection, collaboration, and professional networking, candidates strengthen their ability to sustain effective teaching practice.</p> <p>Emphasis is placed on instructional collaboration, family and community partnerships, and the use of technology for professional growth and advocacy.</p>	SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.	Portfolio: Journal Co-teaching reflection draft Faculty: COA

SPED 463 – Know Your Rights (And Everyone Else’s): Law & Ethics in Schools-3 credits	Explores the legal and ethical foundations of special and general education practice, with an emphasis on the rights and responsibilities of educators, students, and families. Examines key legislation, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA), as well as professional codes of ethics and state standards. Candidates analyze real-world scenarios to apply legal principles and ethical decision-making in diverse, inclusive school contexts.	All Domains: SpEd 1–7.	Legal case brief; ethics reflection Portfolio: Journal Ethics reflection draft Faculty: COA
ED 483 – Go Time: The Residency (Student Teaching)-9 credits [200 of 600 clinical hours]	This full-time residency serves as the culminating field experience of the program. Candidates assume lead teaching responsibilities under the guidance of a mentor teacher, integrating all domains of teaching practice across content, literacy, social-emotional learning, and special education. Emphasis is placed on unit and lesson planning, differentiation, assessment, and professional collaboration as candidates demonstrate readiness for the teaching profession.	All Domains (MS, Lit, SEL, SpEd, ESOL).	Full-time clinical residency; supervisor evaluations; teaching portfolio Portfolio: Journal Faculty: COA

ED 493 – Capstone Seminar: Action Research & Advocacy-3 credits	This seminar provides candidates with the opportunity to reflect on their residency experience, conduct action research, and engage in professional advocacy. Emphasis is placed on integrating theory with practice, evaluating the impact of instructional decisions, and developing the skills to advocate for students, families, and equitable educational policies.	Integration of All Standards with emphasis on reflection, advocacy, and research.	Final portfolio; action research project Portfolio: Journal Final reflections Faculty: COA
---	---	---	---

Table 2: Sequence of Courses

Year 3:

Term	First Term:Fall (16 credits)						2nd Term: Winter (16 Credits)						3rd Term: Spring (13 Credits)				
Credits/I LC	3	3	3	3	3	1	3	3	3	3	3	1	3	3	3	3	1
Course	ED 301	ED 311	ED 321	SPED 361	ED 381	ED 391	ED 302	ED 312	ED 322	SPED 362	ED 382	ED 392	ED 313	ED 333	SPED 363	ED 383	ED 393

Year 4:

Term	First Term:Fall (16 credits)						2nd Term: Winter (14 credits)				3rd Term: Spring (15 credits)		
Credits/I LC	3	3	3	3	3	1	3	3	6	2	3	9	3
Course	ED 411	ED 441	ED 431	SPED 461	ED 481	ED 491	ED 452	ED 462	ED 482	ED 492	SPED 463	ED 483	ED 493

Degree Pathway for the BASE Program

Students are typically admitted into the BASE program in a cohort model at the start of the third year, progressing through a structured sequence of upper-division coursework, field experiences, and professional preparation. However, the program also allows flexibility for students pursuing part-time or full-time enrollment and for those who may need to take courses out of sequence due to prior credit, transfer coursework, or personal circumstances. Academic advising and program navigators will work with students individually to design a pathway that maintains the integrity of the program outcomes while accommodating these varied enrollment needs.

The full BASE degree requires 180 credits, including a minimum of 60 upper-division credits. Students must complete all required upper-division coursework in three curricular areas:

- Education Core – Upper-division professional coursework aligned with TSPC licensure standards, AAQEP expectations, and InTASC competencies (e.g., curriculum design, content-area methods, assessment, special education, culturally sustaining pedagogy, and classroom management).
- General Education / Related Instruction – 200-400 level coursework in areas that meet NWCCU general education requirements.
- Field-Based and Capstone Experiences – Progressive clinical experiences leading to a full responsibility for teaching in their final term, aligned with TSPC initial licensure requirements and InTASC Standards 1–10.

Students may also be eligible for Credit for Prior Learning (CPL) for up to 15-18 credits based on documented professional experience in education (e.g., paraprofessional roles, substitute teaching, or early learning classroom experience) or content area expertise. CPL may be applied toward practicum, general education, or elective requirements when students provide verifiable evidence of meeting course outcomes.

This structure ensures that overall program requirements are met while maintaining clear pathways from the associate-level entry point to bachelor's degree completion, with a total of 180 credits.

Criteria: Describe how the program will address the requirements as described in NWCCU's Eligibility Requirement #12, for General Education or Related Instruction.

General Education or Related Instruction (NWCCU Requirement #12)

Students entering the BASE program will have already completed a set of general education requirements through the AAOT in Elementary Education or equivalent associate degree pathway. To satisfy NWCCU's Eligibility Requirement #12, BASE students will also be required to complete selected upper-division general education courses (e.g., advanced writing in education, educational research methods, or applied math sequences) at the 300–400 level to reinforce breadth of knowledge and critical inquiry.

Previously completed associate degree general education courses will be applied toward the BASE program requirements. In addition, students will be required to take upper-division

coursework in both mathematics and literacy at the 300 and 400 level. Foundational math courses must be completed before enrollment in advanced methods courses, and upper-division literacy courses must be taken prior to participation in the capstone and clinical practice sequence. These include:

- Mathematics for Elementary Teachers (completed prior to methods coursework in ED 410/ED 416)
- Science/Inquiry Coursework (completed before upper-division STEM methods)
- Educational Assessment/Research Methods (Statistics), required prior to the Evidence-Based Practice course (ED 316).

These requirements ensure that all BASE graduates meet both NWCCU general education expectations and the specialized content and pedagogical standards for Oregon teacher licensure.

To ensure accurate data the consortium will create a program-level data dashboard to track student persistence, licensure outcomes, and employment data for HECC, AAQEP, and TSPC reporting.

Table 3: Credits		
Lower-Division Transfer (from AAS/AAOT)	90	Credits applied from an AAS in Early Childhood Education or AAOT in Elementary Education. Includes foundational education, child development, and general education coursework.
Upper-Division Education Core	54	Professional coursework aligned with TSPC licensure, AAQEP standards, and InTASC competencies. Includes curriculum design, content methods, assessment, SPED, culturally sustaining pedagogy, and classroom management. This includes 12 credits of upper-division general education / related instruction that meets NWCCU Eligibility Requirement #12 for breadth and depth of learning. Includes advanced writing, research methods, and/or social science electives at 300–400 level.
Clinical Experiences and Supporting Seminar	36	Progressive field placements, culminating in a full-time student teaching capstone aligned with TSPC initial licensure requirements and InTASC Standards 1–10.
Credit for Prior Learning (Optional)	Up to 15–18	May be awarded for documented professional experience (e.g., paraprofessional, early learning educator, substitute teacher). Applied toward lower division courses, 3rd year clinical experiences, or elective requirements.
Total Degree Credits	180	Minimum of 60 upper-division credits and a total of 180 credits required for BASE completion.

Standard 2: Local Need and Employer Input

Focus in targeted professional or technical fields with input from members of those fields.

Criteria: Describe how this program has been designed to fill specific labor market needs within its targeted field.

Addressing Oregon's Labor Market Needs through the BASE Program

The proposed Bachelor of Applied Science in Education (BASE) degree is a collaborative, statewide response to Oregon's well-documented teacher shortage and the structural barriers that prevent many students from pursuing and completing licensure. This shortage is most acute in elementary education, special education, bilingual education, and rural communities. Each year, school districts rely on more than 2,000 emergency-licensed teachers to fill vacancies, underscoring the urgent need for more fully prepared educators.

Documented Workforce Gaps

Labor market projections confirm this unmet demand. In CGCC's rural service district, formally covering Hood River and Wasco counties, but also supporting Sherman, Gilliam and Wheeler counties, 870 annual job openings reflect regional vacancies due to growth and turnover in the Elementary School Teacher careers (Lightcast, 2025). Regional employment is also anticipated to continue growing in the region by five percent within the next eight to nine years (Lightcast, 2025). This demand is further reflected by our consortium partners. For example, in Chemeketa's three-county region alone, the Oregon Employment Department projects 155 annual openings for elementary teachers, while existing university programs collectively graduate fewer than 30 candidates likely to remain in the region. This creates a persistent annual shortfall of at least 125 qualified teachers in elementary education alone.

At the state level, the Teacher Standards and Practices Commission (TSPC) data show that nearly 80% of new preliminary licenses are still issued to white educators, while Latinx and Black educators remain significantly underrepresented (5.7% and 0.8%, respectively) despite evidence in the recently released Oregon Educator Equity report (2024) that community colleges are graduating more diverse students. This mismatch is particularly troubling when 42% of Oregon students identify as racially or ethnically diverse. Without new, community-based licensure pathways, the diversity gap in Oregon's teaching workforce has continued to persist despite statewide efforts to address this.

Barriers with Current Pathways

All five of the community colleges in the BASE Consortium detail systemic flaws in Oregon's transfer system in their Statements of Need. Despite legislative reforms and persistent collaboration with our university partners through Major Transfer Maps (MTMs), students continue to experience unclear pathways, lost credits, and advising gaps. For example, one Chemeketa student left the college before finishing her AAOT on the advice of a university advisor, only to face unexpected general education requirements, loss of scholarship support, and eventual attrition from the pipeline. Rogue's transfer data show similar trends: although many students transfer to Southern Oregon University or Western Oregon University, very few

complete their degrees in education, despite strong performance at the associate level.

These stories are not isolated, they represent systemic transfer friction that disproportionately affects first-generation, working, and place-bound students. As a result, many paraprofessionals, instructional aides, and early childhood educators already working in schools are unable to transition into fully licensed roles, even as their districts face critical shortages.

Consortium-Based Solutions

The BASE program is designed as a structural solution to these challenges. Delivered through a statewide consortium of community colleges, the program expands access to licensure by:

- Providing locally delivered, flexible pathways (hybrid, online synchronous/asynchronous, and in-person options) that serve both part-time and full-time students, including online and hybrid options, credit for prior learning, and place-based clinical assignments.
- Lowering financial barriers through affordable community college tuition, embedded paid field experiences, and continued access to grants and supports that are often lost upon transfer.
- Building a diverse pipeline by recruiting from local communities, including bilingual and first-generation students, who research shows are more likely to stay in the profession long-term when trained locally.
- Aligning with employer needs through close partnerships with school districts that emphasize bilingual, special education, and rural teacher preparation.

Long-Term Impact

The BASE program directly addresses Oregon's labor market and equity needs by preparing a workforce that reflects and remains in the communities it serves. By reducing attrition and improving retention through Grow Your Own (GYO) strategies, such as mentorship, flexible scheduling, and paid practicums, the program ensures that new teachers are not only licensed but also supported for long-term success. In doing so, it advances Oregon's 40-40-20 goals, strengthens community schools, and contributes to economic mobility for students who might otherwise be left behind by traditional university-based systems.

The BASE degree is not a duplication of existing university pathways but a complementary, community-rooted strategy to expand access, meet pressing workforce needs, and build a more diverse, stable, and effective teacher workforce for Oregon's future. For detailed workforce analysis, please refer to the five colleges' statements of need submitted to the Higher Education Consortium Commission.

The BASE program provides a locally delivered, affordable, and flexible pathway to teacher licensure. By aligning with the state's workforce data, HECC equity goals, and local district hiring needs, the program is designed to prepare educators who are rooted in their communities and more likely to remain in the profession long-term.

Criteria: How have industry professionals specifically participated in program planning, defining program outcomes, program design, or other efforts that help ensure success in student employment, stability or advancement?

Development of the BASE program has been grounded in collaboration and historical partnerships with university partners and PreK–12 partners, including school districts, Education Service Districts (ESDs), and Regional Educator Networks (RENs) over several years and participation over the past several years in statewide Grow Your Own (GYO) initiatives and Registered Apprenticeship programs. To better inform the degree plans, the consortium conducted employer surveys and focus groups with superintendents, principals, and human resource directors to identify hiring needs, with particular emphasis on SPED, bilingual, and rural teacher shortages.

School districts were asked the following questions about the specific needs of their district:

1. What would you like to see included in a new educator pathway that would better serve your region?
2. How do you recruit teachers in your schools? Do you have any issues with recruiting and retaining qualified staff, and if so what are they?
3. What are the challenges faced by your district?
4. What aspects of your recruiting/retention have yielded the greatest results?
5. If you have employees or volunteers who may be interested in becoming teachers, which of the following might be barriers?

Comments from School District Personnel and Industry Professionals in response to these questions:

Central Linn School District

"In a small, rural district like Central Linn, we serve about 460 students and finding qualified special education teachers is one of our biggest challenges. We need a teacher pathway that works for our communities, something that lets future educators do their clinical practices close to home, offers flexible course delivery for working adults, and puts a real emphasis on special education training.

"Finding and keeping special education teachers is one of our biggest challenges. A local bachelor's degree program through the community college would let us grow our own teachers, offer flexible, place-based training, and keep talent in our schools, right where our students need them most."

Medford School District

"We're a district that serves 13,000 students, and hosting student teachers helps us 'hook' future educators. But we need more support staff and strong STEM, math, and science teachers. Many potential teachers in our community don't know where to start, can't afford a degree, or can't see a path that fits their lives. We need a teacher education pathway that would break those barriers and grow the teachers our schools desperately need."

Alsea School District

"In our small rural district of just 200 students, 15–20% of our teachers are on emergency licenses. We need a teacher pathway that values experience through credit for prior learning, focuses on special education, and keeps costs affordable. A community college-based program could make becoming a licensed teacher realistic for people already serving our kids."

Columbia Gorge ESD

"We support students and families in North Wasco, Dufur, South Wasco, Condon, Sherman County School District, and Hood River School District - Student numbers are in the 8000-range combined. We need bilingual educators. We have to recruit teachers from outside of Oregon. I assist districts in recruiting teachers and staff for their schools. On two occasions, we have hired teachers from Mexico on J-1 visas to support the Dual Language Program and general classroom instruction."

Gervais School District 1

"We serve about 900 students, yet 6–10% of our teachers are on emergency licenses. Recruiting is tough—we rely on word of mouth and lose candidates to higher-paying districts. A teacher pathway that offers credit for prior learning and place-based clinical practices would help us grow our own educators and keep them in our schools."

Additionally, our current BASE Advisory Committee includes a very diverse group of teachers, administrators, district leaders, state representatives from HECC, Educator Advancement Council (EAC), and TSPC. We have invited additional members to join the advisory committee based on external reviewers' feedback to include representation from students, community partners in business, and literacy specialists. Students and educational researchers will continue to provide feedback on curriculum design. Students and educational researchers have provided feedback on curriculum design, field placement models, and licensure readiness requirements. Using the input from employer surveys, workforce data, and regional needs analyses, we have integrated district priorities directly into program design.

These priorities include the need for place-based practicum experiences, opportunities for credit for prior learning for paraprofessionals, and the development of paid clinical placements to support the retention of diverse candidates. Building on the "grow-your-own" initiatives already underway at many of our consortium colleges, the BASE program leverages strong evidence that candidates recruited from their local communities are more likely to persist in their education, complete licensure, and remain in the teaching profession. This sustained collaboration ensures that program outcomes are not only aligned with TSPC licensure standards, but also remain directly responsive to employer needs, supporting both immediate student employability and long-term workforce stability.

Provide list of industry advisors who assisted with program development, including title, employer and short summary of professional experience.

Advisory Board

Each consortium college has worked with a broad group of industry partners to design the BASE degree. Table 4 includes some of the industry professionals that have been advising the BASE consortium with program development. Our current BASE Advisory Committee includes teachers, administrators, students, community and school district leaders who participate in advisory meetings, surveys, and needs assessments to identify program priorities, particularly informing our design in areas of special education preparation, credit for prior learning (CPL), paid internships, and place-based clinical experiences. Students have also provided valuable input through surveys and by serving on advisory boards, ensuring that their perspectives as future educators directly shape program development. To strengthen this engagement, the Advisory Committee will utilize subgroups to provide targeted feedback on specific aspects of the program, including curriculum design, clinical placement models, and strategies to optimize CPL opportunities for paraprofessionals and others with prior school-based experience.

In addition to local and regional partners, representatives from the Teacher Standards and Practices Commission (TSPC), the Higher Education Coordinating Commission (HECC), the Educator Advancement Council (EAC), and college content area experts have participated in consortium meetings, providing critical feedback to ensure the program design aligns with state licensure requirements, accreditation expectations, and Oregon's equity and educator workforce goals. This inclusive and collaborative process ensures that the BASE program is grounded in statewide policy guidance, responsive to district and student needs, and strategically designed to strengthen teacher recruitment, preparation, and retention across Oregon.

Table 4: BASE Advisory Board Members				
College Region	Name	Institution	Role	Experience / Expertise
RCC	Maggie Staley	Rogue Primary School (Central Point SD)	Principal	Maggie Staley is the Principal of Rogue Primary School, where she brings over 25 years of experience as both a teacher and administrator in the Central Point School District. Her career has spanned roles from classroom teacher to dean of students, assistant principal, and principal at both elementary and middle school levels. Currently, she leads Rogue Primary in developing a play-based, student-centered environment for young learners and was recently awarded a Fulbright U.S. Teacher Award, reflecting her commitment to global education and innovation in early learning.
RCC	Susan Zottola	Grants Pass School District	Director of Elementary Education	Susan Zottola serves as Director of Elementary Education for the Grants Pass School District, where she oversees curriculum, instruction, and early learning initiatives across the district's six elementary schools. With a focus on equitable access to high-quality education, she manages English Language Development, intervention systems, and programs that ensure student readiness for later grades. Her leadership helps guide one of Southern Oregon's largest districts in building strong academic foundations for all students.
CCC	Kristin Pratt	Western Oregon University / Chemeketa CC	Education Faculty (Flexible Pathway Coordinator)	Dr. Kristin Pratt is an Associate Professor of ESOL and Bilingual Education at Western Oregon University, where she prepares future educators to serve linguistically and culturally diverse communities. Her teaching and research focus on second language acquisition, bilingual instruction, and multicultural education. With experience bridging higher education and teacher preparation partnerships, she brings expertise in developing effective curriculum and supporting teacher candidates in flexible pathways pursuing licensure in Oregon.

CCC	Creighton Helms	Gervais School District	Director of Student Services and Federal Programs	Dr. Creighton Helms is the Director of Student Services and Federal Programs in the Gervais School District, where he oversees special education, Title programs, equity initiatives, and early learning supports. Since joining the district in 2017, he has advanced innovative programs such as an Adult Transition Program for students with disabilities and a summer learning model that significantly reduced academic regression. His leadership emphasizes equity, inclusion, and student success across K-12 systems
CCC	Miguel Perez Saavedra	Salem-Keizer SD employee/CCC student	Instructional Asst/Student	Miguel Perez Saavedra is a current education student at Chemeketa completing his AAOT in Elementary Education and an Instructional Assistant with SKSD. Miguel is a bilingual educator who has taken on leadership roles at CCC in our Bilingual Student Teacher Leader's program. He is a parent and coach in his community and represents our non-traditional student population.
LBCC	Darcey Edwards	Harrisburg School District	Principal	Darcey Edwards is the Principal of Harrisburg Elementary School and a member of the Oregon House of Representatives for District 31. As a school leader, she has promoted innovative approaches to elementary science education, including technology-based instructional partnerships. Her dual role as principal and legislator positions her to bridge practice and policy, ensuring that the perspectives of K-12 educators inform statewide decision-making in education.

LBCC	Sarah Whiteside	Mid-Valley STEM Hub	Director of Mid-Valley STEM-CTE Hub	Sarah Whiteside is the Director of the Mid-Valley STEM-CTE Hub, where she leads regional efforts to expand equitable access to science, technology, engineering, and career technical education. With more than 20 years of experience as an educator, parent, and community leader, she has built strong partnerships to advance STEM opportunities across Linn and Benton Counties. Her work focuses on closing equity gaps and fostering meaningful pathways for students to enter high-demand technical careers.
LBCC	Barbi Riggs	Sweet Home School District	Principal, Hawthorne Elementary School	Barbi Riggs has been an educator for 19 years in the Sweet Home (OR) School District. She was a para-educator in the Special Ed Dept. for 5 years, a 1st grade Certified Teacher for 12 years and for the past two years holds the title of Hawthorne Elementary Principal.
CGCC	Rebecca Schwartzentruber	Hood River Valley High School	Instructor, CTE: Education & Human Services	Rebecca Schwartzentruber has been teaching in Hood River for 23 years and prior to that she worked for 11 years as a mental health therapist in hospitals, treatment centers and alternative school settings in California and Oregon. Teaching these courses has allowed her to blend a few of her passions: Developmental Psychology, Learning and Education.
CGCC	Mairéad Beane Kelly	Chenoweth Elementary School	Assistant Principal	Mairéad Beane Kelly is the Assistant Principal at Chenoweth Elementary School, where she supports instructional leadership, school culture, and student learning. She is committed to trauma-informed education practices and has participated in specialized training to strengthen student social-emotional supports. In addition to her administrative role, she fosters community connections by leading initiatives such as school-community art projects and serves on the North Wasco County Education Foundation board, extending her impact to regional educational leadership.

CGCC	Gabrielle Deleone	Columbia Gorge Educational School District	Regional Educator Network (REN) Coordinator	Gabrielle Deleone is an educator with the Columbia Gorge Education Service District, where she contributes district-level expertise and a regional perspective to the advisory board. Her experience supports collaboration between schools and community partners to enhance student learning opportunities across the Gorge region.
LBCC	Luke Ausberger	Sweet Home HS	Assistant Principal	Luke Augsburg is the Assistant Principal at Sweet Home High School, transitioning into this leadership role after serving as principal at Foster Elementary School since 2014. His deep experience with both elementary and secondary education equips him to represent school-level leadership and student support needs in advisory discussions
WREN	Alyssa Leraas	Western Regional Educator Network	Data Manager and Education	Alysa Leraas is part of the staff of the WREN. The Western Regional Educator Network (WREN) serves Oregon educators in Lane, Linn, Benton, and Lincoln Counties, offering professional learning opportunities, continuous improvement coaching, and improvement
TVCC	Sara Byrne	TVCC	Assistant Special Education Director	Malheur ESD.
RCC	Jesse Longhurst	SOU	Dean of Education	Dr. Jesse Longhurst is the Dean of Education at Southern Oregon University and is an experienced educator and researcher. She oversees all education programs and education faculty, supports program curriculum development and accreditation, and works with partners across educational institutions.

RCC	Kate Lasky	Josephine Community Library District	Library Director	Kate Lasky is the library director of Josephine Community Library District, where she leads countywide efforts to expand access to information, digital skills, and career-connected learning. She has spent more than a decade building partnerships with schools, workforce agencies, and community organizations to strengthen local talent and support economic mobility. Kate co-chairs the Oregon Library Association legislative committee and is a past OLA president. She holds master's degrees in education and library science.
-----	------------	--	---------------------	---

How have industry professionals specifically participated in program planning, defining program outcomes, program design, or other efforts that help ensure success in student employment, stability or advancement?

Industry engagement in the planning and design of the Bachelor of Applied Science in Education (BASE) program was integral to every stage of development and was conducted through multiple structured avenues of input and collaboration. The planning process intentionally incorporated diverse education sector partners representing rural, urban, and bilingual school communities to ensure the program design reflects real workforce demands and supports teacher preparation across Oregon.

Advisory and Planning Meetings

Over a two-year period, the consortium colleges (Chemeketa, Linn-Benton, Rogue, Treasure Valley, and Columbia Gorge) convened quarterly *Industry and District Advisory Councils* composed of superintendents, human resource directors, mentor teachers, and industry partners. Industry partners including school district representatives from each of the colleges local areas reviewed labor-market data and collaboratively identified the highest-need licensure areas (Elementary Multiple Subjects, Bilingual, and Special Education) as priorities for the program. Their direct feedback shaped the program's dual-endorsement structure and the integration of clinical experiences within candidates' home districts.

Surveys and Focus Groups

Input was also gathered through regional employer surveys (2024–2025) conducted by the consortium, in partnership with school districts and early childhood industry professionals. Employers provided data on projected teacher vacancies, staffing needs, and skill expectations for paraprofessionals transitioning to teaching roles. Focus groups with HR directors, principals and mentor teachers were used to refine field-placement models, clarify expectations for practicum supervision, and align professional competencies with TSPC and AAQEP standards. Leaders from TSPC, HECC, and AAQEP regularly attended consortium and subgroup committee meetings to provide consultation and guidance around standard alignment.

Review and Refinement of Program Outcomes

Curriculum and assessment subgroups worked with college faculty to map desired workforce competencies, including culturally sustaining pedagogy, inclusive practices, and applied classroom management into course outcomes. Employer input led to the addition of courses emphasizing *Special Education collaboration, multilingual learner support, and social-emotional learning integration*. Employers highlighted the need for teachers who can effectively support students with special needs and serve as SPED generalists in inclusive classrooms. In response, we aligned with these recommendations by integrating SPED outcomes and school districts and local HR directors also informed the inclusion of an *Employer Readiness Seminar* in the final term, ensuring candidates transition smoothly into employment.

Ongoing Partnership and Implementation

We are currently in the process of finalizing Memorandums of Understanding (MOUs) with each partner district to formalize their continued role as clinical placement and employer partners that will address field experience needs and district retention. These partnerships also include participation in monthly advisory meetings and student performance reviews, ensuring continuous feedback that keeps our curriculum, assessments, and clinical placements responsive to evolving workforce needs.

Subgroup Collaboration and Program Co-Design

To operationalize the feedback from advisory councils and industry partners, the consortium formed several working subgroups that included these professionals focused on distinct components of program development: *curriculum design*, *program design*, *assessment development*, and *clinical placement coordination*. Each subgroup included representatives from college faculty, district partners, advisory board members, and industry professionals such as TSPC staff, HECC staff, current Education students, former and current K-12 administrators, current K-12 bilingual educators, SPED professionals, and early learning specialists.

- The Curriculum Design Subgroup aligned course outcomes with TSPC and AAQEP standards and integrated culturally sustaining and inclusive pedagogical frameworks identified as high priorities by district partners.
- The Program Design Subgroup structured the cohort-based delivery model, ensuring flexible scheduling for working paraprofessionals and integration with district grow-your-own pathways based on input from employers and education students.
- The Assessment Design Subgroup developed key performance measures and embedded field-based evidence of competency within course assessments.
- The Clinical Placement Subgroup worked directly with HR directors and mentor teachers to identify placement sites, co-develop supervision protocols, and establish mentor orientation materials.

This multi-tiered structure ensured broad and equitable representation, with decisions informed by those closest to the classroom and community needs.

Representative Industry Advisors

Examples of key contributors include:

- **Joe Morelock**, Superintendent, Willamette Educational Service District – guided integrated bilingual teacher pipeline structure and rural cohort model.
- **Brian Turner**, Director of Human Resources, Salem-Keizer School District – provided input on recruitment, hiring expectations, and job-embedded practicum design.
- **Creighton Helms**, Director of Instructional Services, Gervais School District – contributed to definition of classroom-based competencies and mentorship supports.
- **Miguel Perez Saavedra**, Student/Instructional Assistant, Salem-Keizer School District provided input on course delivery and field placements.

- **Andrea Emerson**, Director, Chemeketa Child Development Center – advised on early-learning alignment and preschool–K-3 workforce pathways.
- **Susan Boe**, Licensure Pathways Policy & Academic Program Specialist - consulted on clinical experience and practicum requirements, early literacy, and social-emotional learning standard alignment within course sequences
- **Kristin Pratt**, Professor and Coordinator of Flexible Pathways in College of Education, Western Oregon University. Provides specific input on field experience design, clinical placement partnerships with districts, and financial support for practicum students.

Through structured advisory engagement, targeted employer surveys, focus groups, and ongoing collaborative design sessions, industry partners not only endorsed but directly *co-authored* critical elements of the BASE program. Their input was systematically analyzed and translated into curriculum design, field experience requirements, and hiring-aligned competencies to ensure the program produces graduates ready to meet Oregon’s immediate and long-term educator workforce needs.

Standard 3: Availability of Qualified Faculty and Teaching Resources

Criteria: Provide a profile of current faculty expected to teach within the relevant foundational program, describing each’s educational and/or professional experience.

The program will draw faculty from the consortium members, a sampling of current faculty and minimum qualifications are listed below:

Table 5: BASE Representative Faculty		
Degree Area	Name	Primary Faculty Qualification
PhD Education - STEM	Dr. Karla Hale	Full-time professor at Western Oregon University (WOU) for 11 years in teacher preparation. Currently Dean of Education at CCC, 12 years in college teacher preparation, 10 years in K-12 education.
PhD Education Policy and Leadership	Dr. Kanoe Bunney	Full-time faculty and Department Chair for LBCC in Education. FT faculty in Education. Ten years’ experience in K-12 education.

PhD Language, Literacy and Culture, Department of Teaching and Learning	Dr. Kristen Pratt	Full-time faculty at WOU and Program Coordinator for Flexible Pathways in Education and ESOL
PhD Curriculum & Instruction: Early Childhood Education	Dr. Andrea Emerson	Full-time Director of Child Development Center at CCC and Adjunct Faculty in ECE Department
PhD Early Childhood?	Dr. Erika Romine	Full-time Faculty in Early Childhood Education at CCC
PhD Psychology MS Education	Dr. Brenda Yahraes	Full-time Faculty in Education-HS Partnerships at LBCC Former Elementary School Teacher and Principal
MA Education	Olivia Flores	Full time Grant Coordinator Chemeketa Community College and Adjunct Faculty in Education
MA Education, ESOL endorsement	Tricia Black	Full-time faculty at RCC, 12 years prior K12 teaching experience in elementary education including English language development programs
Education Faculty	To be determined when filling classes	Master's degree in Education from an accredited institution, K-12 teaching license, and a minimum of three years of full-time teaching experience as a classroom teacher, as well as teacher education teaching experience.

The consortium will continue investing in faculty growth by:

- Developing a BASE Faculty Coordination Framework that outlines faculty roles, collaboration within a shared LMS system, and virtual supervision model.
- Continued support of and participation in professional development across the consortium including state-led Early Literacy Framework training and Science of Reading.
- Cross-consortium collaboration sessions to ensure consistency in early literacy implementation, analysis of student data, and share best practices.
- Ongoing review of coursework to align faculty preparation with emerging research and Oregon standards. The consortium will develop and maintain shared templates for lesson design, action research, and field experience rubrics that illustrate how students synthesize theory, field experience, and data-informed reflection.

Columbia Gorge Community College (CGCC) will utilize its existing full-time and part-time

Education, ECE, and General Education faculty to deliver the upper-division coursework in the Bachelor of Applied Science in Education (BASE) program. This is possible through the shared resources of the combined faculty within the consortium. In addition, CGCC has included one additional full-time faculty in the proposed budget. Many current faculty are already qualified to teach these courses and bring expertise in elementary education, literacy, special education, and culturally responsive pedagogy and general education. This approach ensures continuity and alignment with the college's existing education pathways while also providing high-quality instruction for students entering the BASE program.

CGCC affirms that the vice president of Instructional Services, in collaboration with faculty chair and instructional dean leadership, has sufficient capacity to provide leadership for the Bachelor of Applied Science in Education (BASE) program. Working with the Vice President of Student Services and their divisional leadership, the instructional leadership will guide recruitment and advising coordination, support the design and alignment of upper-division coursework, and lead faculty hiring to ensure instructional readiness by the start of Year 1 of the upper-division sequence. These leadership roles will serve as a vital connection between CGCC's program development and the broader consortium, ensuring consistency across institutions.

To support the successful launch and delivery of the BASE program, CGCC has developed a staffing plan that balances stability, instructional quality, and flexibility.

- **Full-Time Faculty:** CGCC will recruit 1.0 FTE new full-time faculty member for the BASE degree program. As part of their 45-48 credit teaching load, this faculty member will take on responsibilities in program advising, curriculum development, and supporting necessary accreditation-related work in year one. This dedicated assignment to BASE ensures consistent student support and leadership in program implementation. An additional .5 FTE in adjunct instruction will support program instruction.
- **Adjunct and Consortia Faculty:** Upper-division education and special education courses will be staffed using a combination of current and newly hired CGCC faculty and qualified adjuncts across the consortium colleges. This model expands instructional capacity while maintaining quality and alignment across participating institutions.
- **General Education and Related Instruction:** Courses in disciplines such as English, mathematics, science and social sciences will be taught by existing faculty within those departments, following CGCC's standard instructional assignments and oversight procedures.
- **Course Development and Alignment:** The vice president of Instructional Services, in their capacity as dean of academic pathways, the dean of teaching and learning foundations, and the chair of Education and Social Sciences, will work closely with faculty to ensure that all upper-division courses are aligned with program and institutional learning outcomes, Oregon licensure requirements, and AAQEP accreditation standards. This coordination will support academic integrity and consistency across the curriculum.

In addition to institutional funding, external grants are providing essential resources to support the program design and approval processes. The Meyer Memorial Trust grant has been leveraged to fund curriculum development, program design, and faculty support for curriculum design. The Community College Council of Presidents grant has also provided support for statewide coordination, consortium alignment, and administrative capacity to launch the BASE degree and prepare for and apply for national accreditation and state certification. CGCC will submit letters of inquiry to additional funders to support start-up costs and related program expansion needs.

Together, all of these funding sources supplement CGCC's investment by ensuring adequate time and resources for faculty, staff, and administrators to develop high-quality coursework, build program infrastructure, and support successful implementation during the critical start-up phase.

CGCC employs a strong team of well-qualified and dedicated faculty, staff, and administrators who are well-positioned to support the delivery of the BASE degree. This includes student-centered roles such as academic and career coordinators, financial aid, student success and benefits navigators, advisors, and administrative support staff who are equipped to assist students and contribute to the program's success.

Faculty workloads at CGCC are regularly reviewed by the appropriate Faculty chair and Instructional Services administrator, and resources are adjusted to ensure the integrity and continuity of academic programs. With the combined support of institutional resources and external grants, CGCC is well-positioned to meet the faculty needs for the technical, academic, and general education courses required in the BASE program.

Overall CGCC staffing levels (see Table 6) are sufficient to support program implementation and expansion.

Table 6: CGCC Employees	
Employee Group	Current Number of Employees
Exempt	53
Classified	18
Faculty	27
Total salaried	98
Faculty part time	49
Hourly and student workers	40

Criteria: Additionally, describe the adequacy or challenges to acquiring access to other needed teaching resources, such as internship opportunities, industry partnerships, clinical placement sites, access to advanced technical or technology resources or other core assets required of teaching within an applied baccalaureate program in the focus areas as your proposal.

The Bachelor of Applied Science in Education (BASE) consortium has developed a comprehensive and sustainable infrastructure to ensure equitable access to all teaching, clinical, and technological resources required for program delivery. The design intentionally leverages existing college assets, strong district partnerships, and statewide collaborations to guarantee quality field experiences, advanced instructional tools, and student support systems that meet the needs of Oregon's diverse communities.

Clinical Placements and Internship Opportunities

Each consortium college has established long-term partnerships with local school districts, Education Service Districts (ESDs), and Regional Educator Networks (RENs) to provide a continuum of field placements and student-teaching opportunities. These relationships—formalized through Grow Your Own initiatives, advisory board engagement, and forthcoming Memorandums of Understanding (MOUs)—ensure that practicum and student-teaching sites are distributed across both urban and rural regions.

Industry partners, including district leaders and teachers, serve on BASE Advisory Boards to guide placement decisions and ensure that internships and clinical experiences align with workforce needs. Advisory subgroups provide targeted feedback on program design, Credit for Prior Learning (CPL) opportunities for paraprofessionals, and the development of paid clinical placements to support retention of diverse candidates. Through these partnerships, the program ensures that all BASE candidates engage in relevant, well-structured, and mentored field experiences that culminate in a full-time clinical practice placement preparing candidates for licensure and long-term success as educators.

A key strength of the BASE consortium is its commitment to placing and supervising students in clinical settings within their own communities, including hard-to-fill rural schools. This locally focused strategy has historically resulted in higher retention rates for new teachers and will be replicated to address one of Oregon's most persistent workforce challenges. Paid clinical placements are being developed in collaboration with districts to reduce financial barriers for candidates, particularly paraprofessionals and working adults. These partnerships also ensure access to diverse learning environments—including bilingual and special education classrooms—and align with TSPC and AAQEP standards for supervised clinical practice.

Industry and Community Partnerships

BASE colleges maintain strong relationships with regional employers, early-learning providers, and workforce partners to expand experiential learning and ensure alignment with local hiring needs. Advisory board members, representing school districts, state agencies, local businesses, students, and higher-education institutions, play a key role in defining competencies and identifying new placement opportunities. Their involvement extends to ongoing evaluation through annual advisory meetings and student performance reviews, creating continuous feedback loops that keep curriculum, assessments, and field experiences responsive to evolving workforce demands.

Technology and Learning Resources

Students in the BASE program will have access to robust instructional technology and research tools through a shared consortium infrastructure. The libraries will jointly provide access to the Orbis Cascade Alliance and its upper-division collections, including ProQuest Central, ScienceDirect, Oxford University Press Journals, and more than 110,000 academic e-books. Students also benefit from 24/7 access to streaming media, inter-library loan, and advanced information-literacy instruction from faculty librarians. Complementary campus resources across the colleges—such as Math Learning Centers, Student Computer Centers, and online tutoring—offer individualized technical and academic support for upper-division coursework. Student Accessibility Services offices provide assistive technologies and ADA accommodations, ensuring equitable participation in all learning environments.

Adequacy and Ongoing Improvements

Current infrastructure and partnerships provide a strong foundation for program launch. Anticipated challenges include expanding capacity for paid clinical placements in smaller districts and ensuring consistent access to specialized equipment such as adaptive technologies and classroom-simulation tools. To address these needs, the consortium is committed to continuous evaluation of site availability, shared investment in digital tools for remote supervision, and annual budget allocations for upper-division library acquisitions. Advisory feedback and faculty-led program review will guide ongoing improvements, ensuring continued compliance with HECC, TSPC, and NWCCU standards and sustaining the program's responsiveness to Oregon's educational workforce needs.

How we will address placement alignment and capacity:

- **Placement Governance:** Industry partners (district leaders and mentor teachers) serve on BASE Advisory Boards and a Clinical Placement Subgroup that meets each term to set placement targets by site, grade band, and endorsement area. The subgroup uses district vacancy data and cohort rosters to match candidates to placements six months before each term.
- **Paid Clinicals for Access and Retention:** With district partners, the consortium is phasing in paid clinical placements tied to paraprofessional roles or substitute-permit opportunities. MOUs specify wage/stipend amounts, funding sources (district, grant, or work-study), and eligibility (e.g., bilingual candidates, SPED generalist track, rural placements).
- **Mentor Quality & Calibration:** Mentor teachers complete a mentor micro-credential (6–8 hours) on coaching, observation rubrics, and co-teaching models. Faculty supervisors conduct triad calibrations (mentor–candidate–supervisor) in weeks 2 and 6 to align expectations and address issues early.
- **Early Sequencing for Practice:** Classroom management and SPED-inclusive practices are front-loaded (pre-practicum) with embedded field tasks (behavior supports, IEP collaboration, UDL lesson design) to ensure candidates enter fall practica ready to meet classroom demands.

Through these partnerships and structures, all BASE candidates engage in relevant, well-structured, and mentored field experiences culminating in a full-time clinical practice placement

that prepares them for licensure and long-term success. A key strength of the consortium is placing and supervising candidates within their own communities, including hard-to-fill rural schools—an approach associated with higher retention for new teachers.

Industry and Community Partnerships

BASE colleges maintain strong relationships with regional employers, early-learning providers, and workforce partners to expand experiential learning and align with local hiring needs. Advisory board members—representing school districts, state agencies, local businesses, students, and higher-education institutions—define competencies and identify new placement opportunities.

How we will ensure continuous alignment with workforce needs:

- **Structured Feedback Loops:** Annual advisory summits plus midyear check-ins collect district feedback on candidate readiness, placement distribution, and high-need areas (bilingual, STEM, SPED). Findings trigger curriculum patch cycles (see below) and adjustments to placement targets.
- **CPL for Paraprofessionals:** An expedited Credit for Prior Learning (CPL) lane recognizes verified district training (e.g., SPED para modules, behavior intervention training). CPL crosswalks are reviewed annually by the Advisory CPL Subgroup to keep pace with district PD.
- **Local Accessibility for Working Adults:** Colleges offer access to student services during evening, hybrid, and weekend schedules.

Technology and Learning Resources

Students will access robust instructional technology and research tools through shared consortium infrastructure. Libraries jointly provide Orbis Cascade Alliance resources (ProQuest Central, ScienceDirect, OUP Journals, 110,000+ e-books), 24/7 streaming media, interlibrary loan, and advanced information-literacy instruction.

How we will ensure equitable tech access and instructional quality:

- **Shared Licenses & Remote Supervision:** The consortium will maintain shared licenses for video observation platforms and classroom-simulation tools. Faculty can conduct remote observations (live or recorded) to reach rural sites reliably.
- **Specialized Equipment Pool:** A rotating equipment pool (e.g., adaptive technology kits, assessment tools) will be scheduled via a central checkout system.
- **Accessibility & ADA Supports:** Student Accessibility Services coordinate assistive technologies and testing accommodations across institutions via a shared intake and referral protocol to ensure continuity for candidates placed off campus.

Curriculum Integration: SPED and Inclusive Practice

Employers emphasized preparing teachers to support students with special needs as SPED generalists in inclusive classrooms. We aligned with this recommendation by embedding SPED outcomes across coursework and practicum experiences: UDL, progress monitoring, IEP collaboration, co-teaching, behavior supports, assistive technology, and family-school partnership practices appear in methods courses, practicum tasks, and clinical evaluations.

How we will ensure SPED integration is consistent and measurable:

- Program-Wide Outcomes Map: A SPED Outcomes Map aligns course artifacts and assessment rubrics to TSPC/AAQEP standards; faculty use common rubrics for signature assignments (e.g., UDL lesson, behavior plan).
- Supervisor Calibration: Supervisors complete annual calibration on the clinical rubric's SPED indicators; inter-rater reliability is monitored each term.
- Data-Driven Iteration: A SPED dashboard (signature assignment scores, observation ratings, mentor feedback) highlights gaps; faculty implement 8-week micro-revisions (readings, labs, field prompts) to close them.

Standard 4: Admissions Process

Selective admissions process, if used, is consistent with an open access institution.

Criteria: Describe the selection and admission process. Explain effort that will be used to assure the program serves diversity and equity to the fullest possible extent. Include specific detail for how students will be selected for admittance when there are more applicants than available seats in the program.

Admission Overview

The Bachelor of Applied Science in Education (BASE) program follows an open-access, equity-driven admissions model consistent with the community college mission. Admission requires completion of either the AAOT in Elementary Education or an equivalent associate degree (AAS in Early Childhood Education or transfer degree with comparable coursework). These lower-division credits provide the first 90 credits of the 180-credit degree.

Prerequisites and Readiness

Before admission, applicants must:

- Complete a minimum of 60 hours of verified classroom observation or equivalent paraprofessional experience.
- Meet content-readiness requirements by the end of Year 3, either by passing the ORELA Multiple Subjects Exam or through an approved multiple-measures process.
- Satisfy math and science prerequisites aligned with the Elementary Education Math Sequence and lab science requirements.

Application and Selection Process

The program uses a cohort model with annual admission at each consortium college. Initial cohort capacity is approximately six students per college (30 students statewide). When applications exceed available seats, candidates are admitted using a holistic review that prioritizes:

- Completion of admission prerequisites.
- Demonstrated commitment to serving local communities (e.g., current employment in schools or early-learning settings).

- Alignment with the program's equity and diversity goals.

Wait-listed applicants are guaranteed consideration in the next admission cycle, and seats that open at one college may be filled from other consortium wait lists to maintain equitable statewide access.

Recruitment and Equity Commitments

Recruitment and enrollment efforts are intentionally designed to reflect the demographics of Oregon's schools. Strategies include:

- Bilingual and culturally responsive outreach in collaboration with district partners, RENs, and ESDs.
- Targeted advising and support for first-generation, bilingual, and rural students.
- Partnership with Grow Your Own initiatives and registered apprenticeships to identify paraprofessionals seeking licensure.
- Joint information sessions with consortium colleges to ensure consistent statewide messaging.

Advising and Pathway Support

Upon acceptance, each candidate meets with a program navigator to finalize an individualized pathway plan accommodating full- or part-time enrollment, prior credit, and field-placement logistics. Advisors ensure that all students maintain steady progression toward practicum eligibility, content readiness, and degree completion.

Standard 5: Appropriate Student Services Plan

Criteria:

Describe services and resources that will be needed by the students admitted to the degree program and the college's plan for providing those services for baccalaureate-level students. (Resources should include both broad and program-specific needs, such as clinical placement sites, technical support for learning management systems and other aspects of online course delivery, specialized equipment or rooms for courses, or access to library resources.)

BASE program students will have access to a broad range of student services and to specific supports including clinical placement, career opportunities, and education specific grant and loan information. Columbia Gorge Community College (CGCC) fosters an effective learning environment through a meaningful, caring, and coordinated system of interwoven programs and services grounded in local context and relationships, with a particular focus on equity and closure of equity gaps. The system supports student learning and success throughout a student's academic career, including transition into and out of CGCC. This comprehensive design grew out of a variety of recent initiatives and assessments. These have been used to create programs and services that not only appropriately support CGCC's programs and modes of delivery but also specifically support the college's increasingly diverse student body and communities.

Guided Pathways Framework

Guided Pathways forms the foundation of CGCC's comprehensive system for supporting student learning. CGCC was in the third Oregon Pathways Initiative cohort, informed by the work of the Community College Research Council (CCRC), convened to investigate, adopt and scale evidence-based practices for equitable student access and success. CGCC extends this work currently as a member of the Rural Guided Pathways Initiative, which is led by the National Center for Inquiry and Improvement (NCII). Recognized as a best practice for addressing equity issues, Guided Pathways advocates for streamlined structures that enable students to navigate college requirements efficiently, bolstered by student-centered services and high-engagement instruction. The original Guided Pathways initiative's "Four Pillars" approach promotes student success and incorporates an equity lens in both the design and evaluation processes. CGCC utilizes this framework to inform its student support resources across academic and student affairs departments, aimed at identifying and reducing barriers, establishing clear pathways for access, learning, and completion, and adopting a proactive strategy to reduce student attrition and boost success rates.

Recent transformative student success projects at the college have focused on identifying and reducing barriers, creating clear pathways for access and completion, and adopting a proactive approach for reducing student attrition and increasing student success. Advising uses the college's newly configured Guided Pathways approach. For example, CGCC tailors support for students needing academic skill development to succeed in college-level courses, employing practices developed through the college's involvement in Oregon's developmental education redesign and support projects, including: corequisite support for gateway math and writing courses and Integrated Educational Training (IET). These practices emphasize accelerated, engaging curriculum, wrap-around student services, a focus on education and career goals, and integrated academic support. Together, these elements make it possible to shorten the distance between developmental coursework and progress on chosen pathways.

CGCC offers a wide range of student services that will be extended and adapted for baccalaureate students. These include but are not limited to:

- **Academic Advising and Student Support Services.** Ensures all new students are on-boarded and connected to their academic placement. All new students meet with an advisor individually to help develop their first term plan. Students are then encouraged to enroll in FYE100 in which students develop their education plan. The education plan is then shared with their advisor and it helps support the planning of future enrollments.
- **Adult Basic Education (ABE),** which includes GED and English for Speakers of Other Languages (ESOL) courses. Provides tutoring, test preparation, success coaching, and resources to assist pursuing a GED, including matriculation support.
- **Bookstore.** Located on The Dalles Campus, the CGCC Bookstore sells textbooks and course materials through a third-party platform. New, used, rentals, and e-books are available. The Bookstore supports faculty and Library and Learning Commons efforts

to expand use of free and low-cost course materials to students, including open educational resources (OERs).

- **Career Services.** Co-located in the CGCC Library and Learning Commons, the Worksource Career Advisor assists students with resume and cover letter writing, job search, and career exploration. Enrolls students into appropriate work-related programs upon graduation to gain living-wage, long-term employment within their desired field. Offers scholarships for training through WIOA funds, as appropriate.
- **CGCC Online.** Adult and non-traditional students can access a range of support services online, including advising and financial aid, as well as technical assistance for issues and challenges specific to online learning.
- **Information Technology Services (ITS).** Students have access to computers, printers, and technical support across campus locations in The Dalles and Hood River, information resources, and computer tutoring. ITS staff provides direct support to students, faculty and staff, but technical support can also come from Tutoring and Mentoring Services.
- **Library and Learning Commons (LLC).** Provides a robust digital and print collection that supports the academic and research needs of baccalaureate students. Resources include access to scholarly journals, education-focused databases, eBooks, and curriculum development materials. CGCC participates in interlibrary loan agreements with multiple institutions through the SAGE Network, allowing students to request materials beyond the college's holdings. As the education degree program grows, CGCC is prepared to expand its library resources to ensure students have access to the specialized materials required for upper-division coursework, research projects, and licensure preparation.
- **Student Disabilities Services.** Determines ADA-related accommodations and modifications through a case-by-case interactive process. Services include assistive technology assessments and supports, literacy software, communication access (e.g., signed language interpreting and real-time transcription, accommodated testing, enlarged and braille materials, and multiple classroom supports). Student Disabilities Service works collaboratively with student and academic programs to remove barriers to access and promotes inclusion in all college-sponsored facilities and events.
- **Student Life.** Provides support for students, and ensures their basic needs are met to be able to access and learn in the classroom. This team also connects students with community resources and specialty programming such as STEP and ICAP. Student Life facilitates the students' connection to community and fosters a sense of belonging by coordinating student government, clubs and organizations, athletics, campus wide resource fair, and the Food Pantry.
- **Testing Center.** A variety of test proctoring services (i.e., GED, academic, credential) are available to students and community members on The Dalles campus.
- **Tutoring Center.** Knowledgeable faculty and professional tutors are available to

provide guidance and assist students with individual instruction. The college offers free tutoring to all CGCC students. In-person math and writing tutors are available on The Dalles campus Monday - Friday. Online tutoring in all other subjects is available 24/7 through NetTutor, which provides live support, on-demand or by appointment, with over 6,000 expert tutors across all subjects, from PreK-12 to post-secondary. Tutors engage with students via chat, audio, video, whiteboard, and screen sharing, with all sessions recorded for easy access.

- **Veterans Services.** Provides information about eligibility, admission, financial aid, GI Bill® and many other important college resources to support and help veterans reach their educational goals.

CGCC's student services – and indeed all campus services – are guided by its Strategic Plan, Strategic Enrollment Management Plan, and accreditation standards from the Northwest Commission on Colleges and Universities (NWCCU). The college regularly assesses service effectiveness through its program review, personnel evaluation and annual operational planning processes. When gaps are identified through systematic review and data analysis, the findings can inform planning and resource allocation through the budgeting process, allowing the college to justify new or expanded services based on demonstrated need and measurable outcomes.

Using Results to Improve Services

Columbia Gorge Community College maintains a robust and ongoing system for assessing the institutional learning environment and student outcomes. Supported by the Curriculum and Academic Assessment Department (CAAD), this work includes annual assessment and analysis of student outcomes achievement, annual program updates and comprehensive five-year academic program reviews. Disaggregated data is monitored routinely to identify and address equity gaps, and this practice is embedded across college processes - from advisory discussions, to program reviews, and to Board of Education updates on college success indicators. Insights gained through the study of student achievement data, inform the Student Services and Instructional Services divisions in their efforts to enhance the effectiveness and efficiency of instructional programming and student supports, ensuring that all students benefit from rigorous, data-informed practices.

Communicating Resources to Students

CGCC provides clear and accurate information to students and the public on its website and in the college catalog. This includes its mission, personnel, and details necessary for successful planning, enrollment, and completion of educational goals.

Licensure and Occupational Eligibility

Columbia Gorge Community College complies with all U.S. Department of Education and Oregon Higher Education Coordinating Commission ([HECC](#)) requirements for offering programs that lead to professional licensure or credentialing. As a member of the National Council for State Authorization Reciprocity Agreement ([NC-SARA](#)), CGCC provides the necessary state specific information pertaining to professional licensure for applicable CGCC programs. General

information regarding state authorization can be found in the college's [catalog](#), and information relevant to specific college programs can be found on the college's [state authorization](#) website.

Programs leading to professions requiring a clean criminal history include mandatory background checks prior to student admission. These requirements are clearly communicated in the catalog, on the website, and in application materials for limited-enrollment Career and Technical Education programs. Similarly, programs leading to professions that require drug screening are explicitly labeled. Many programs detail additional information regarding occupation requirements in program-specific student handbooks.

Include a description of financial aid services and academic advising that will be available for students admitted into the program, and highlight alternative ways that adult, non-traditional students may access these services.

Financial Aid Services

CGCC provides a comprehensive financial aid program for students needing assistance paying for educational expenses. The college is approved for participation in the Title IV programs under the Higher Education Act as well as with State of Oregon financial aid funding administered through the Higher Education Coordinating Commission (HECC).

Additional scholarships and other funding support are available to CGCC students through the college. The CGCC Foundation awards more than \$200,000 annually in scholarships to students whether or not they qualify for federal financial aid. The college and Foundation broadly publicize these opportunities when applications are being accepted.

Information about financial aid programs is published on the college website and in the college catalog. In addition to published material, information about financial aid is shared with students through presentations that financial aid staff offer at the college and at area high schools, as well as during advising appointments and throughout the enrollment process.

The CGCC financial aid website describes loan obligations to prospective and current students. Specific materials are delivered electronically with the financial aid offer, paying special attention to loan requirements and the need that they be repaid. CGCC requires active loan acceptance from students in their financial aid offers.

Prior to the first disbursement of an accepted student loan at CGCC, student loan borrowers must complete online loan entrance counseling, utilizing the tool provided by the US Department of Education. When a student ceases to be enrolled at least half-time, loan exit counseling materials are sent electronically to the student's personal email address. If the student does not complete the loan exit counseling electronically within 30 days, a follow-up letter is mailed to the student using US mail.

CGCC has a contractual agreement with ECMC to provide outreach to former students who are more than 60 days delinquent on a student loan payment. The intent is to educate the delinquent borrowers about repayment options, and encourage them to contact their loan servicer to return the loan to good standing.

Academic Advising

CGCC offers robust, systematic, and effective academic advising for its students across all campuses, outreach centers, and online platforms. Advising is delivered by well-prepared staff who are knowledgeable about college curriculum, program requirements, transfer pathways, and graduation requirements.

Advising for the BASE cohort will be assigned to the Education Pathway advisor during new student on-boarding. The college advising team has a specialized Education-specific advising team that will provide wraparound support for BASE students to:

- Assist with clinical placement and coordination.
- Offer case management support for students balancing coursework, field experiences, and personal responsibilities.
- Provide culturally responsive guidance for bilingual, first-generation, and underrepresented students pursuing education careers.

CGCC recognizes that this defined allocation of advising support is essential for student success in the new program and has budgeted accordingly.

Advising Philosophy

Based on developmental advising theory, CGCC employs a proactive (“intrusive”) approach, anticipating student needs, reaching out rather than waiting for students to request help, and providing wraparound support. A carefully structured mandatory advising system ensures early, required interactions between students and advisors, helping students establish a clear plan for academic progression, practicum readiness, and career goals.

Advisor Knowledge and Training

- The Advising department coordinates advising expectations and training across the district.
- Regular professional development keeps advisors up to date on transfer requirements, licensure processes, and program-specific changes.
- Advisors for the BASE program will also participate in ongoing training to remain connected to practicum requirements, licensure standards, and employer expectations.

Advisor Responsibilities

- Support students with academic planning, licensure preparation, and financial aid navigation.
- Provide career planning resources specific to the education workforce.
- Offer problem-solving and referrals to address barriers impacting academic success.
- Transition advising responsibility to faculty advisors within the Education department after the first term.
- Store all advising notes in the Student Information System and Conclusive, ensuring transparency and continuity.
- Use Conclusive to provide students with clear degree audits, transfer planning tools, and

licensure requirement checklists.

- Education-specific advising will assist with practicum logistics, maintain contact with mentor teachers, and ensure students receive timely wraparound supports (transportation, childcare, financial resources, etc.).

Evaluation

Continuous improvement is a cornerstone of CGCC advising culture. Strategies include:

- Regular review of student satisfaction surveys.
- Ongoing feedback collected by advisors during their work with students.
- Bi-weekly staff meetings and monthly team meetings to discuss adjustments and best practices.
- Annual advising department review to set goals and adapt to the specific needs of BASE students.

Student Privacy and Verification

CGCC maintains strong systems to verify student identity and protect student privacy, including:

- Assignment of unique student ID, secure login, and email at admission.
- Secure access to distance education learning portals through multi-step authentication.
- Proctored exams in testing centers, requiring government-issued photo ID.
- Remote proctored exam options with live ID verification,

Standard 6: Program Sustainability / Quality Program

***Criteria:** Provide a financial plan for the first four years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses (direct and indirect); (3) any new facilities, equipment, technology, or instructional resources needed for the program; and (4) anticipated revenue based on reasonable assumptions relative to revenue sources. See Appendix D for sample worksheet for projected revenue and expenditures for first four years of program. You may use any format that addresses the four items listed above.*

Types of Funds to Support the Program

- The BASE degree will be supported through a combination of:
- General Fund allocations from each participating college
- Private Foundation and college council start-up funds (consortium development and infrastructure support through MMT / College Council grants)
- Grant funding (e.g., Grow Your Own initiatives, federal or state educator workforce grants)
- Tuition and fees collected from enrolled students
- College Foundation scholarships and private contributions to support students in practicum placements and capstone teaching

Projected Program Expenses

Projected expenses will remain sustainable due to the program's cohort-based design and its reliance on existing infrastructure. Anticipated costs include:

- Faculty salaries and benefits (upper-division instruction and practicum supervision)
- Program administration (e.g., Director/Coordinator release time, advising, practicum placement staff)
- Professional development for faculty and mentor teachers
- Marketing and recruitment efforts targeting equity populations
- Library resources and curricular materials to support upper-division coursework
- Modest increases in technology and support staff needs

Facilities, Equipment, Technology, and Instructional Resources

The BASE program will primarily utilize existing classrooms, technology infrastructure, and learning management systems at each college. No new facilities are required. Colleges will provide:

- Online and hybrid instructional supports through existing Centers for Teaching and Learning
- Access to library resources, digital databases, and education-focused research tools
- Placement coordination software or tracking systems to manage practicum and capstone experiences
- Student collaboration spaces (physical and virtual)

Anticipated Revenue

Revenue will come from tuition, fees, and state allocations. Based on a cohort size of up to six students per college (30 students consortium-wide), tuition revenue will increase incrementally as enrollment grows. Program sustainability will be achieved within four years as tuition and fees offset faculty and program costs.

Colleges will also pursue grant and scholarship funding to reduce student debt and increase access for historically underrepresented students. By embedding the program within existing faculty, advising, and student service structures, overhead costs will remain low.

Quality Assurance and Long-Term Sustainability

The consortium will maintain a shared commitment to quality through:

- Annual program review (student outcomes, practicum feedback, employer surveys)
- Advisory board input from school district partners across regions
- Ongoing collaboration between participating colleges to align curriculum, share resources, and ensure consistent practicum standards
- National accreditation (NWCCU, AAQEP) once the program is fully implemented
- TSPC EPP program approval

The four-year draft budget is provided in Appendix D.

Standard 7: Program Specific Accreditation

Criteria: Provide a copy of the most recent accreditation status report for the institution, as well as specific program accreditation status report, if relevant to the proposed program.

Summarize whether the institution will seek specialized program accreditation or recognition, and if so, identify the source, any specialized requirements to achieve that status and expected timeline to file for submission and receive accrediting agency review.

Columbia Gorge Community College's most recent institutional accreditation report can be accessed at this [link](#). NWCCU status reports are attached at the end of the document.

Columbia Gorge Community College (CGCC) is accredited by the Northwest Commission on Colleges and Universities (NWCCU). As this will be the college's first academic program at the bachelor's degree level, CGCC is required to submit a Major Substantive Change Proposal to NWCCU. This process is necessary because the addition of a new degree level represents a significant expansion of the institution's accredited scope.

CGCC has met with NWCCU to discuss the required steps and timeline for this review. The college will initiate the formal substantive change process through NWCCU's Institutional Portal once program approval is received from the Higher Education Coordinating Commission (HECC). The proposal will include documentation demonstrating CGCC's capacity to meet NWCCU standards at the baccalaureate level, including academic rigor, institutional resources, and alignment with federal regulations.

This review is essential to ensure that the new Bachelor of Applied Science in Education (BASE) program is fully integrated into CGCC's accreditation status and that the college continues to uphold the quality and integrity expected by NWCCU. CGCC is prepared to submit all required materials and engage in the review process promptly following HECC approval.

The consortium of colleges offering the Bachelor of Applied Science in Education degree is committed to securing both national accreditation and state approval to ensure program quality, accountability, and recognition of its graduates.

AAQEP National Accreditation

The consortium will pursue accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP), a nationally recognized accrediting body approved by the Council for Higher Education Accreditation (CHEA). The AAQEP process is a rigorous, evidence-based system of continuous improvement that requires programs to demonstrate high-quality preparation of educators through alignment with four standards: candidate performance, program capacity for quality, program engagement in systematic improvement, and program impact. The process involves submission of a comprehensive Quality Assurance Report, external peer review, and site visits to evaluate program outcomes and partnerships. Accreditation through AAQEP will provide assurance to stakeholders that BASE graduates are well-prepared to meet the needs of Oregon's schools and communities, while supporting the consortium's long-term commitment to program innovation and

accountability.

TSPC Approval for Educator Preparation Providers (EPPs)

In Oregon, approval of educator preparation programs is overseen by the Teacher Standards and Practices Commission (TSPC), the state's licensing and regulatory body for educators. To be recognized as an Educator Preparation Provider (EPP), the consortium will submit evidence demonstrating alignment with TSPC administrative rules, program standards, and licensure requirements. This process includes submission of an initial program proposal, review by TSPC staff and commissioners, opportunities for public comment, and a formal site visit to verify compliance. Approval ensures that the program meets state standards for curriculum, practicum experiences, faculty qualifications, and assessment systems, and authorizes BASE graduates to be recommended for Oregon teaching licenses.

Standard 8: External Expert Evaluation

Criteria: Select three external experts within the occupational focus of degree, to review the program, and respond to the attached criteria. External experts should include representation from a) community college or university, i.e., departmental professor, academic dean or department head with relevant experience as a faculty member; and

b) the relevant industry, i.e. a technical manager or professional staff with depth of knowledge about specific skill sets/competencies needed to enter and succeed in occupational expectation for degree.

Summarize the college's responses to the reviewers' comments and note any subsequent modification to the proposal based on evaluator's recommendations. Provide copies of external evaluators' report or letters, in addition to the college's summary

Reviewer 1: Julie Ferin, Executive Director, National Association of Community College Teacher Education Programs

Response to comments:

The consortium appreciated Ms. Ferin's positive evaluation recognizing the BASE program's strong design, academic rigor, and alignment with state and national standards. In response to her recommendations, colleges will clarify in phase 3 the faculty coordination structures, enhanced documentation of curriculum progression and clinical experiences, and strengthened plans for continuous program evaluation. Faculty professional development, annual curriculum reviews, and a shared data dashboard will be included to ensure sustained quality improvement. These refinements further demonstrate the program's capacity to prepare equity-minded educators statewide.

Reviewer 2: Linda McKee, Chief Operations Officer for the Association for Advancing Quality in Educator Preparation (AAQEP).

Response to comments:

Dr. McKee's review affirmed that the BASE proposal is rigorous, equity-driven, and responsive to Oregon's educator workforce needs. Common recommendations across all consortium colleges included broadening advisory committees to include more community representation, providing more detail for program-level assessment systems, and sustaining faculty development as enrollment grows. In response, the phase III proposal will formalize advisory membership expansion, describe a shared continuous-improvement and data-collection process, and outline commitments to faculty training and resource investment.

Reviewer 3: Susan Boe, Ed.D., Teacher Standards and Practices Commission: Licensure Pathways Policy and Academic Program Specialist and acting administrator for the Oregon Teaching Apprenticeship JATC

Response to comments:

Dr. Boe commended the program's alignment with licensure standards and its responsiveness to local and statewide workforce needs. The consortium incorporated her recommendations by integrating Oregon's Early Literacy Program Standards (OAR 584-420-0015) into literacy coursework and clinical tools. Additionally, the phase III document will formalize inter-rater reliability and assessment validation processes, and provide further description of the flexible cohort structures for working adults. Additional modifications include detailing faculty development in early literacy, enhancing documentation of district partnerships and employment pathways, and expanding advisory representation.

Please see Appendix E for detailed responses and external evaluator worksheets

Standard 9: Collaborative Plans or Unresolved Concerns

Criteria: a) Provide a summary of how College will be collaborating with other higher education providers, industry, or relevant parties, relative to this program. Provide details on how collaboration serves Oregon, e.g., increases access, ensures greater equity, improves program quality or improves use of state resources relative to educating students.

Collaboration Efforts

The Bachelor of Applied Science in Education (BASE) program is intentionally designed as a collaborative consortium of five Oregon community colleges responding to the urgent need for well-prepared educators across the state. Rather than duplicating existing university programs, the consortium has created a shared, applied baccalaureate pathway that leverages place-based clinical experiences for working professionals already employed in local schools. Students can pursue the program on either a part-time or full-time basis, with flexible hybrid course delivery that allows them to remain rooted in their home communities and maintain their employment.

In addition, the access to credit for prior learning will build on and affirm the professional experience of paraeducators, instructional assistants, and other school staff, reducing time to degree and making the pathway more accessible. By offering a lower-cost, community college based baccalaureate degree, the program also increases affordability for students who might not otherwise pursue a university pathway. This collective approach expands access for rural and underserved students while maintaining statewide consistency in curriculum, practicum standards, and program quality.

The consortium has also established formal partnerships with regional school districts, education service districts, and community-based organizations to ensure practicum placements, mentorship, and employment pathways align with Oregon's workforce needs. Industry partners, including school leaders and teachers serving as mentor educators, have been engaged throughout program design and will continue to advise on curriculum relevance, licensure expectations, and emerging needs in local classrooms.

This collaborative model directly advances Oregon's statewide priorities:

- **Increasing Access:** By offering the BASE degree through multiple community colleges, students in rural, bilingual, and historically underserved communities gain entry to an affordable, locally delivered bachelor's program.
- **Ensuring Greater Equity:** Targeted recruitment and support strategies focus on rural, bilingual, and first-generation college students, addressing the persistent gap between Oregon's diverse student population and its educator workforce.
- **Improving Program Quality:** Shared faculty expertise, consistent practicum standards, and advisory input from K–12 partners ensure program graduates are prepared to meet both state licensure requirements and the urgent needs of local schools.
- **Efficient Use of State Resources:** Rather than each college building isolated programs, the consortium leverages collective infrastructure, faculty capacity, and grant funding to maximize return on investment while avoiding duplication.

In addition, the consortium will continue to collaborate closely with university partners across Oregon to strengthen transfer pathways for students who pursue established university programs. This work includes the ongoing development of Memoranda of Understanding (MOUs), Major Transfer Maps (MTMs), and articulation agreements that ensure clear and seamless options for students moving between community colleges and universities. Building on these partnerships, the consortium will also pursue new opportunities with university partners to create pathways into advanced graduate degrees, including master's programs in teaching, special education, and educational leadership, that further expand professional growth and workforce development. By sustaining and strengthening these relationships, the consortium ensures that all students pursuing the BASE degree or transferring to a university receive consistent advising, transparent credit transfer, and improved support services that minimize barriers and maximize completion.

Two examples of how CGCC has built strong partnerships with K-12 and ESD through initiatives with dual credit CTE pathways and Grow Your Own (GYO).

CGCC has partnered with our largest high school in the region to support the development of a

CTE pathway in early childhood and elementary education. As part of this partnership, students in the Education CTE pathway explore education career opportunities across the region. The goal of this partnership is to ensure students interested in the education pathway explore all pathways to licensure.

Through the Grow Your Own grant, strategies were developed with universities and local school districts to recruit paraprofessionals and instructional assistants already working in schools. We developed opportunities for candidates to receive mentorship, flexible scheduling, and paid practicum experiences, helping diversify the educator workforce and improving retention.

Historic University partners have included Oregon State University and Western Oregon University. The more recent iterations of our GYO grant, CGCC provided direct financial support to students and navigation as those were the areas of greatest need identified by our students.

Together, these initiatives reduce barriers, align transfer pathways, and create clear pipelines from K–12 through higher education. By integrating dual credit CTE and GYO, CGCC and its university partners are ensuring more students—especially those from underrepresented backgrounds—complete teacher preparation pathways and remain in their communities as licensed educators.

Criteria: b) Provide a summary of content and status of discussion if any other institution raised concerns with you about any aspect of your proposal for this program. If these issues remain unresolved, or incomplete, please include the relevant name and contact information for the other parties.

Concerns Raised and Consortium Responses

Community College Consortium leads connected with their regions partners to discuss the BASE initiative between November 2024-April 2025.

Meeting with OSU College of Education Dean, Susan Gardner and BASE Consortium

Members of the BASE Consortium met with Dr. Susan Gardner, Dean of the OSU College of Education and acting President of the Oregon Association of Colleges in Teacher Education (OACTE), to discuss the Applied Bachelor's Degree proposal on March 21, 2025. During this meeting, consortium representatives shared details of the proposal, and Dean Gardner inquired about opportunities for OSU and other four-year university educator preparation programs to support the initiative.

Dean Gardner raised concerns about limited resources at the community college level, specifically questioning how the consortium plans to staff teaching roles, student teaching supervision, and other key program positions. She also asked about ways the College of Education could better support transfer opportunities for community college students.

In response, Dr. Hale and Dr. Bunney highlighted some of the challenges students face when particular courses are not accepted for transfer, emphasizing the need for stronger alignment and collaboration to address these barriers including consistent advising and tracking of transfer

students.

Meeting with OACTE (Oregon Association of Colleges with Teacher Education programs)

On April 18, 2025, Dr. Hale and Dr. Bunney attended an OACTE meeting at the invitation of the organization. Representatives from multiple colleges and universities were present. During the meeting, Dr. Hale and Dr. Bunney presented an overview of the proposed BASE degree, highlighting the community colleges involved in the initiative and sharing Fall 2027 as the anticipated date for the first student admissions. They also invited feedback from the group; however, no questions or concerns were raised at that time.

Meeting with Western Oregon University College of Education Dean, Mark Girod

Prior to the meeting with OACTE, Dr. Hale and Dr. Bunney met with Dean Girod of Western Oregon University's College of Education to discuss the proposed Applied Bachelor's degree in Education. During the meeting, consortium leaders explained the intention of community colleges to collaborate on a degree designed to prepare students for teacher licensure. They clarified that the program would focus specifically on preparing elementary educators.

Dean Girod expressed concern, however, about the possibility of students choosing the BASE pathway instead of enrolling in WOU's existing teacher preparation programs. Dean Girod inquired about the members of the consortium, and the leaders affirmed their commitment to continuing strong transfer partnerships with WOU. They emphasized the shared goal of addressing teacher shortages by staffing schools with high-quality, licensed teachers.

In addition to the meetings specifically detailed above, members of the consortium met with several other private and public partners during this period including George Fox, Pacific, Southern and Eastern Oregon, and Linfield. During these meetings consortium members answered questions and addressed initial concerns.

Summary of Stakeholder Concerns Regarding the Proposed BASE Degree

As part of the HECC Phase 1 process, several higher education institutions and the OACTE submitted letters expressing concerns about the proposed BASE. Below is a summary of those concerns.

Pacific University raised concerns about duplication of existing programs and competition with established models. They highlighted their Bachelor of Education (BEd) program serving bilingual, rural, and underrepresented students, and emphasized the value of existing articulation agreements and partnerships that already provide clear pathways from community colleges to licensure programs.

Lewis & Clark warned that creating new BAS programs risks lowering quality in teacher preparation. They noted their part-time MAT Elementary Cohort for paraprofessionals and classified staff, with built-in scholarships and strong completion rates, and urged investment in expanding existing partnerships rather than duplicating programs.

OACTE, representing 14 educator preparation providers (EPPs), supported the goal of increasing access but opposed creating a parallel system. They argued that existing EPPs already offer

flexible, community-based programs with strong outcomes, and recommended deepening current OACTE - community college partnerships instead of building new BAS structures.

WOU opposed the BAS as duplicative and unnecessary, citing ORS 350.075 safeguards against duplication and competition. They highlighted WOU's existing transfer pathways, online/hybrid delivery, and program capacity to meet demand, and suggested using state resources for scholarships or incentives to expand access through established programs.

University of Portland (UP) asserted that the BASE would duplicate high-quality programs already in place and risk fragmenting the teacher pipeline. They noted UP's strong completion and retention rates (above 80%), compared to community college averages below 30%. They also pointed to the high costs of accreditation and argued SB 3 was intended for technical fields, not licensure.

University of Oregon (UO) raised concerns that new BAS programs would require duplicate infrastructure for TSPC and accreditation, diverting resources. They noted that existing licensure programs already offer evening, hybrid, and online models to support rural and working students, and stated that the BAS appears to mirror current offerings and risks duplication.

SOU cautioned that a BAS in Education could duplicate existing SOU pathways and fragment the pipeline. They emphasized SOU's own flexible, rural-access teacher preparation programs already designed to meet local workforce needs, and urged expansion of existing university–community college partnerships rather than new BAS programs.

Overall Themes of Concern

Across the stakeholder feedback, several common themes emerged: concerns about duplication of existing programs and competition for limited resources; questions about maintaining quality in teacher preparation given the complexity of accreditation and licensure; worries about diverting funding from established programs with proven outcomes; and a belief that existing partnerships and infrastructure can address access needs without creating parallel systems.

Summary of Our Response

The consortium of five community colleges emphasized that the BASE is not intended to duplicate existing university programs but rather to expand access in regions and populations not adequately served by current models. Specifically:

The BASE will increase equity and access by providing locally delivered, affordable options for bilingual, rural, and first-generation students who are often unable to relocate or afford university programs.

Rather than diverting resources, the BASE builds on community colleges' existing infrastructure and leverages partnerships with school districts, ESDs, and equity-centered community organizations to create new entry points into the educator pipeline.

The consortium has committed to ongoing collaboration with universities, maintaining MOUs, MTMs, and transfer agreements for students who wish to pursue traditional routes, ensuring alignment rather than competition.

The BASE will be nationally accredited through AAQEP and fully approved by TSPC as an Educator Preparation Provider, guaranteeing program rigor, licensure alignment, and quality.

By using a shared consortium model, the program maximizes efficiency and minimizes duplication, offering Oregon a cost-effective approach to meeting the teacher shortage.

To further address these concerns, BASE consortium members and representatives from OACTE attended a meeting facilitated by HECC on September 10, 2025. At the meeting all members affirmed existing partnerships and their desire to continue to strengthen pathways for students. A summary of the topics, action items, and [timelines are linked here](#). BASE consortium members continue to collaborate with the OACTE and university partners to gather data on existing programs to avoid duplication.

- Universities acknowledged ways they can possibly collaborate to align resources to offer methods courses
- OACTE Meetings may map out the various types of programs offered by Universities in order to showcase and illustrate offerings
- OACTE and BASE consortium members will continue to meet at OACTE meetings
- Efforts will be made to continue to communicate and strengthen existing partnerships and better track students.

An additional meeting was held on 9/29/2025 facilitated by the HECC with our regional university partners (WOU, EOU, SOU). The key takeaways from this meeting included:

- A commitment by all in attendance to strengthen and expand existing partnerships including supporting the work that was identified by OACTE and BASE earlier in the month.
- An interest to better understand the workforce shortages that have been identified.
- An interest for HECC to re-examine the BAS process for potential ways to engage universities earlier in BAS discussions, perhaps before the Statement of Need is submitted.

We continue to meet with our partners to work on addressing these outcomes. Rogue and SOU have already met, as have EOU and TVCC. WOU and OSU will be meeting with consortium leads the week of Oct 13th. We will continue to attend the OACTE meetings as well to contribute to shared partnerships and strengthen our transfer pathways and collaborations on behalf of the students we serve.

Appendix D: Budget Worksheet

	FY26/27	FY27/28	FY28/29	FY29/30
Budget Categories	<i>Project Year 1</i>	<i>Project Year 2</i>	<i>Project Year 3</i>	<i>Project Year 4</i>
1. Personnel	\$ 22,734.00	\$ 72,979.00	\$ 75,168.37	\$ 77,423.42
2. Fringe	\$ 11,573.20	\$ 37,150.00	\$ 38,264.50	\$ 39,412.44
3. Travel	\$ 1,200.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00
4. Equipment	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
6. Contractual	\$ 15,000.00	\$ 2,000.00	\$ 2,100.00	\$ 2,200.00
7. Construction	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 10,000.00	\$ 9,000.00	\$ 7,500.00	\$ 7,500.00
9. Total Direct Costs	\$ 62,007.20	\$ 125,029.00	\$ 126,932.87	\$ 130,435.86
10. Indirect Costs (15%)	\$ 9,301.08	\$ 18,754.35	\$ 19,039.93	\$ 19,565.38
11. Total Costs	\$ 71,308.28	\$ 143,783.35	\$ 145,972.80	\$ 150,001.23
Revenue				
Proposed Tuition Rate (per credit)	\$ 182.00	\$ 185.00	\$ 188.00	\$ 191.00
<i>Fees (per credit)</i>				
Universal Fees	\$ 38.00	\$ 38.00	\$ 38.00	\$ 38.00
Total # of credits per year/cohort	45	90	90	90
# cohorts/year	1	2	2	2
# students per cohort/year	6	6	6	6
Projected revenue:				
Tuition & Fees	\$ 59,400.00	\$ 120,420.00	\$ 122,040.00	\$ 123,660.00
	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 59,400.00	\$ 120,420.00	\$ 122,040.00	\$ 123,660.00

Appendix E: External Reviewer Team

Instructions for Colleges:

1. To complete a program proposal, colleges must select three external experts to review the proposed program. This is an opportunity that is intended to help the college improve and strengthen its plans for the new program. (NWCCU staff have noted that outcome in Washington colleges which later underwent review by that agency (personal communication, Winter 2019.)
2. Reviewers should be independent parties with expertise in the appropriate discipline or professional subject.
3. At least one of these external expert reviewers must come from a university or community college, with experience in program curriculum development i.e. departmental professor, academic dean or department head. A second external expert reviewer must be a professional or practitioner with career experience in the field, in either the private or public sector. The third reviewer must be an instructor or administrator with experience developing applied baccalaureate programs. (Two sources¹⁴ may be able to refer you to knowledgeable reviewers with experience establishing AB programs.)
4. External Expert Reviewers should be instructed by colleges to address the criteria listed in the Worksheet.

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to their submission of a program proposal.
2. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed applied baccalaureate program.
3. Reviewers must also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
4. Reviewers need not provide responses to every criterion listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that.
5. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)

College Name:	Columbia Gorge Community College	BAS Degree Title:	Bachelor of Applied Science in Education
Reviewer Name:	Julie Ferin	Institutional or Professional Affiliation:	NACCTEP
Professional License or Qualification, if any:		Relationship to Program, if any:	Organization Member

Please evaluate the following specific elements

a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	Comment <ul style="list-style-type: none"> • Directly addresses employer demands: Documented statewide teacher shortages, employer surveys, and advisory participation. The CGCC service district alone reports approximately 870 annual job openings for elementary teachers. There are upwards of 2,000 emergency-licensed teachers each year. • Meets baccalaureate-level accepted academic standards: Alignment with TSPC, AAQEP, InTASC, and NWCCU standards; 60 upper-division credits; performance-based assessments • Lead to Job Placement: High likelihood of employment upon completion through district partnerships, Grow Your Own initiatives, and paid field experiences.
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	Comment <ul style="list-style-type: none"> • The curriculum reflects a clear progression from foundational knowledge to professional mastery, characteristic of upper-division rigor. • Foundational Knowledge (Year 3): Courses in foundations, culturally sustaining pedagogy, psychology, and assessment provide a strong foundation for understanding learner development, diversity, and evidence-based instruction. • Instructional Application (Year 3): Methods courses in literacy, math, science, social studies, and the arts provide candidates with research-based teaching practices. Second- and third-year clinical experiences embed candidates in schools for early field experience.

	<ul style="list-style-type: none"> Advanced Practice and Leadership (Final Year): Progressive clinical experiences supported by seminars integrate all prior learning, requiring candidates to demonstrate mastery of planning, instruction, assessment, collaboration, and reflection in alignment with InTASC Standards 1–10 and TSPC initial licensure requirements.
c) Curriculum Alignment	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>Comment</p> <ul style="list-style-type: none"> Oregon’s areas of need are addressed: elementary, special education, bilingual, and rural teacher preparation across the CGCC service district and the state. The curriculum directly responds by: <ul style="list-style-type: none"> Offering dual preparation in Elementary Education and Special Education, both of which are identified as top areas of shortage by employers. Embedding bilingual/ESOL coursework (ED 302: Cultures, Voices & Classrooms and related methods courses) to prepare educators for multilingual classrooms. Providing place-based, flexible pathways with hybrid delivery and Credit for Prior Learning (CPL) for paraprofessionals already serving in local schools Courses that prepare candidates for SPED generalist endorsement and inclusive teaching practices SPED 361 (Inclusive Classroom Lab), SPED 362 (IEPs & Real-Life Inclusion), SPED 461 (Co-Teaching & Advocacy) ED 302 integrates bilingual and culturally responsive teaching strategies, preparing graduates to serve the communities in which they live. The Advisory Board incorporated district-level feedback through surveys and focus groups with superintendents, principals, and HR directors, identifying key priorities that are carried over into the curriculum. Flexible, locally delivered coursework Credit for prior learning for paraprofessionals with documented classroom experience (up to 18 credits) Place-based clinical experiences supporting students already working in districts.

<p>d) Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>Employers repeatedly emphasized the need for teachers who are:</p> <ul style="list-style-type: none"> • Prepared in special education and inclusionary practices. • Trained in bilingual and culturally responsive instruction. • Ready to teach in rural and high-need communities. • The curriculum responds to these areas of need through the following; <ul style="list-style-type: none"> ○ SPED Courses (SPED 361, 362, 461): Directly address the high-need area of special education preparation, including IEP development, inclusive practices, and evidence-based interventions. ○ ESOL and Literacy Courses (ED 302, 311–313): Meet district demand for bilingual and literacy-focused instruction, emphasizing culturally and linguistically responsive pedagogy. ○ Field-Based Courses (ED 381–483): Supervised clinical placements that prepare students for immediate employment in their local districts. • Upper-level courses relevant to industry <ul style="list-style-type: none"> ○ Courses are aligned with Teacher Standards and Practices Commission (TSPC), AAQEP, and InTASC, ensuring that graduates are fully qualified for Oregon licensure and competitive within the education workforce. ○ ED 441 (Social Justice in Social Studies): Emphasizes civic education, equity, and culturally responsive teaching; aligning with Oregon’s push for inclusive curricula. ○ ED 431 (STEAM Team: Makerspaces, Math & Messy Questions): Reflects workforce needs for STEM integration and inquiry-based instruction. ○ ED 462 (Teaching with Heart: Trauma, Trust & SEL): Addresses industry demand for trauma-informed and social-emotional learning practices. • Upper-level courses demonstrate standard academic rigor for Bach. degrees <ul style="list-style-type: none"> ○ 60 upper-division credits required for completion, meeting NWCCU standards for bachelor’s degrees ○ Coursework aligned to AAQEP and TSPC frameworks, ensuring advanced-level learning outcomes and
--	--

	<p>integration of research, reflection, and practice.</p> <ul style="list-style-type: none"> ○ Assignments that require lesson and unit design, action research, data-driven decision-making, and field-based performance assessments meet the rigorous academic standards of the upper division.
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <ul style="list-style-type: none"> ● General Education requirements suitable for Bach. level program <ul style="list-style-type: none"> ○ 12 upper-division GE credits at the 300–400 level ○ The 90 lower-division credits include foundational coursework in communication, math, science, social studies, and humanities. ● General Education courses meet breadth and depth requirements <ul style="list-style-type: none"> ○ Advanced coursework in communication, math, science, and social sciences ○ Research methods are embedded into the applied math and advanced writing courses to prepare students for applying theory, data and instructional decision making.
f) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p> <ul style="list-style-type: none"> ● Adequately teach <ul style="list-style-type: none"> ○ All faculty teaching are required to hold at least a master's degree, with a preference for doctoral preparation. ● Continuously improve the curriculum <ul style="list-style-type: none"> ○ No mention is made of how the program faculty will continuously improve the curriculum. ○ It is mentioned that Projected Program Expenses include professional development for faculty. ● CGCC has established clear plans to ensure sufficient instructional and administrative capacity to sustain and improve the program: <ul style="list-style-type: none"> ○ 1.0 FTE new full-time faculty will be hired specifically for BASE to provide instructional consistency, advising, and curriculum leadership. ● Adjunct and consortial faculty from partner colleges will expand instructional depth while maintaining course alignment

	<p>across institutions.</p> <ul style="list-style-type: none"> • Cross-college collaboration is coordinated by the Vice President of Instructional Services and the Dean of Teaching and Learning, who oversee course quality, assessment alignment, and accreditation standards
g) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p> <ul style="list-style-type: none"> • Adequate resources to sustain and advance the program <ul style="list-style-type: none"> ○ The application includes a four-year financial plan, ○ The college will hire 1.0 FTE full-time faculty dedicated specifically to the BASE program, responsible for instruction, advising, and curriculum leadership. ○ An additional 0.5 FTE adjunct allocation is budgeted to ensure course coverage and flexibility across academic terms. ○ Institutional funds have been allocated for instructional salaries, program coordination, and administrative oversight. ○ External grants — including the Meyer Memorial Trust and the Community College Council of Presidents grant — are already in place to support curriculum development, faculty workload for program design, statewide consortium coordination, and national accreditation preparation • Adequate resources to support student and library services, as well as facilities. CGCC demonstrates a strong infrastructure for comprehensive student services, which will extend seamlessly to BASE students: <ul style="list-style-type: none"> • Academic and career advisors, benefits navigators, and financial aid counselors will guide students from admission to graduation. • Dedicated education program navigators and student success coaches support persistence and licensure preparation. • Advising teams will help students manage flexible scheduling, transfer credits, and Credit for Prior Learning (CPL) options. • BASE students will continue to have full access to tutoring, writing centers, counseling, accessibility services, and library resources — all of which are integrated into CGCC's Learning Commons model.

<p>h) Membership and Advisory Committee</p>	<p>Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?</p> <p>Comment</p> <ul style="list-style-type: none"> • Education Advisory Committee composed of: <ul style="list-style-type: none"> ○ The Advisory committee includes a very diverse group of teachers, administrators, district leaders, state representatives from HECC, Educator Advancement Council (EAC), and TSPC. Students and educational researchers have provided feedback on curriculum design, field placement models, and licensure readiness requirements. Using the input from employer surveys, workforce data, and regional needs analyses, we have integrated district priorities directly into program design. • Response to Advisory Committee's recommendations and concerns (employer surveys, partner consultations) <ul style="list-style-type: none"> ○ Expanding its focus on special education and bilingual education in response to persistent shortages noted by advisory members. ○ Integrating paid practicum opportunities and scholarship supports to address candidate affordability concerns. ○ Aligning capstone requirements with district expectations for teacher readiness and data-informed practice. ○ Incorporating statewide licensure and accreditation alignment (TSPC, AAQEP) to address advisory concerns about transferability and credential recognition.
<p>i) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>The BASE program at Columbia Gorge Community College is a well-conceived, workforce-driven baccalaureate degree that aligns closely with Oregon's educator preparation needs. The program directly addresses the state's teacher shortage, particularly in elementary, special education, and bilingual education, and was developed with extensive input from stakeholders on the Advisory Board. An advisory committee composed of school district leaders, state agencies, and education partners has guided program development, and CGCC has responded effectively to their feedback through curriculum design, field partnerships, and flexible delivery models.</p>

The curriculum demonstrates appropriate baccalaureate-level rigor, progressing from foundational coursework to advanced instructional design, assessment, and applied research. It includes 60 upper-division credits and 600 hours of field experience, ensuring both academic depth and professional readiness.

Faculty are highly qualified, with advanced degrees and experience spanning K–12 and higher education. Institutional support is strong, with funding, facilities, technology, and student services in place to sustain and grow the program.

Reviewer Bio or Resume

Evaluator, please insert a short bio here or attach as separate document.

Julie Ferin serves as the Executive Director of the National Association of Community College Teacher Education Programs (NACCTEP), where she leads national initiatives focused on advancing community college-based educator preparation, policy, and partnerships. With more than two decades of experience in higher education and educator preparation, Julie has built a career dedicated to creating accessible, high-quality pathways that elevate the teaching profession and strengthen the educator workforce.

In her dual role as Instructional Services Director for Rio Salado College's Educator Preparation Programs, Julie oversees curriculum design, program evaluation, and state compliance for multiple teacher certification pathways. Her leadership emphasizes alignment with national standards such as InTASC, CEC, and High Leverage Practices, ensuring that preparation programs remain innovative, equity-focused, and data-informed.

As NACCTEP's Executive Director, Julie collaborates with colleges, universities, state agencies, and national organizations, including AACTE, CAEL, and the Pathways Alliance, to advance policies and partnerships that expand educator access and strengthen teacher pipelines nationwide. She leads national initiatives such as the NACCTEP Pre-Conference at AACTE, Leadership Institutes, and the Voices of Community College Teacher Education podcast series, spotlighting innovative two- and four-year partnerships addressing the teacher shortage.

Julie holds advanced expertise in curriculum development, instructional leadership, and program accreditation. Her work is grounded in a deep commitment to collaboration, equity, and the belief that community colleges are essential partners in preparing the next generation of educators.

Response to External Reviewer Comments – Julie Ferin, NACCTEP

Thank you for the detailed and thoughtful reviews of the Bachelor of Applied Science in Education (BASE) degree proposal. We sincerely appreciate the time and depth of analysis given to evaluating the program's concept, curriculum, academic rigor, and institutional readiness.

We are encouraged by your recognition that the BASE degree represents a well-designed, relevant, and academically rigorous pathway that directly addresses Oregon's teacher workforce shortages in elementary education, special education, bilingual education, and rural communities. Your affirmation of the program's alignment with TSPC, AAQEP, and NWCCU standards reinforces our shared commitment to providing a high-quality, accessible, and equitable educator preparation model through Oregon's community colleges.

We have carefully reviewed the recommendations provided and will implement the following refinements in response:

Faculty Development and Continuous Program Improvement

We acknowledge your observation that while faculty qualifications are strong, additional clarity is needed on how faculty will continuously improve the curriculum. In response, the consortium colleges will:

- In phase III we will establish a faculty professional development plan that includes participation in statewide learning communities, early literacy training, and trauma-informed pedagogy workshops.
- Hold annual curriculum review sessions across the consortium to analyze student data, update coursework, and share best practices.
- Use consortium-wide professional development funds (including Meyer Memorial Trust and College Council grants) to support sustained improvement and cross-college collaboration.

This ensures faculty remain engaged in evidence-based instructional improvement aligned with national accreditation and licensure expectations.

1. Documentation of Curriculum Progression and Academic Rigor

We appreciate your recognition that the curriculum demonstrates a strong progression from foundational theory to advanced practice and leadership. To further strengthen transparency and consistency across consortium colleges, we will:

- Continue in Phase III to refine course descriptions and sequencing tables to highlight the developmental progression across foundational, methods, and advanced practice phases.
- Continue to align assessments and assignments to AAQEP and InTASC Standards 1–10, demonstrating clear evidence of baccalaureate-level rigor and professional mastery.
- Maintain shared templates for lesson design, action research, and capstone rubrics that illustrate how students synthesize theory, field experience, and data-informed reflection.

2. Clarifying Faculty and Staffing Structures

In both reviews, you noted the reference to faculty from multiple consortium colleges and suggested clarification regarding staffing and ongoing coordination. The consortium will develop

a BASE Faculty Coordination Framework that outlines:

- Lead faculty roles for curriculum alignment, data analysis, and course updates.
- Shared teaching across partner institutions using a collaborative LMS and virtual supervision model.
- Regular BASE faculty convenings hosted by LBCC to ensure coherence and quality across sites.

This structure formalizes faculty collaboration and supports unified program delivery across colleges.

3. Strengthening Description of Clinical Model and District Partnerships

We are grateful for your emphasis on highlighting the connection between clinical practice and district partnerships. The consortium will expand on our narrative sections in Phase III to:

- Explicitly describe the 600-hour progressive clinical model, including early field experiences, co-teaching placements, and a full-day residency in the final year.
- Clarify how district partnerships, Grow Your Own initiatives, and paid placements lead directly to post-graduation employment opportunities.
- Document how advisory input from superintendents, HR directors, and ESD partners continues to shape field placement design, ensuring alignment with workforce needs.

4. Continuous Assessment and Data-Driven Improvement

We agree with the importance of documenting mechanisms for ongoing program evaluation and continuous improvement. To that end, the consortium will:

- Implement a shared assessment system that collects and analyzes data across all partner colleges.
- Conduct annual faculty calibration sessions to ensure inter-rater reliability on signature assessments.
- Create a program-level data dashboard to track student persistence, licensure outcomes, and employment data for HECC and TSPC reporting.

This system ensures data transparency and promotes accountability across the consortium.

5. Sustainability and Institutional Resources

We appreciate the acknowledgment that the program demonstrates strong institutional support and a sound fiscal model. Each college will continue to:

- Maintain sustainable general fund commitments and diversified grant support.
- Expand access to scholarships and stipends for paraprofessionals and place-bound students.
- Leverage shared resources such as library systems, digital teaching centers, and online platforms to sustain quality delivery statewide.

6. Advisory Engagement and Responsiveness

Your recognition of the advisory committee's diversity and responsiveness is greatly appreciated. In line with your feedback, the consortium will continue to:

- Expand advisory representation to include student voices, multilingual education specialists, and rural district administrators.

- Maintain documentation of advisory recommendations and resulting program changes.
- Strengthen state-level coordination with HECC, EAC, and TSPC to ensure the BASE degree remains aligned with Oregon's broader educator workforce initiatives.

7. Emphasizing Equity, Access, and Flexibility

We value your acknowledgment that the program meets the needs of working adults, bilingual candidates, and rural students through hybrid, online, and place-based delivery models. Moving forward, we will:

- Further clarify in the proposal how Credit for Prior Learning (CPL), flexible scheduling, and cohort-based advising increase access and persistence for nontraditional learners.
- Continue integrating equity-centered pedagogy throughout all coursework, ensuring that graduates are prepared to meet the needs of Oregon's diverse classrooms.

We are grateful for your affirmation that the consortium's BASE proposals demonstrate strong design, workforce alignment, and academic rigor. Your specific recommendations around faculty development, assessment calibration, and clear articulation of the clinical model will enhance program quality across the consortium. These revisions will be incorporated into the final submission to HECC, reflecting our shared goal of ensuring that Oregon's community colleges remain innovative leaders in preparing highly qualified, equity-minded educators who serve their local communities.

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)

College Name:	CGCC	BAS Degree Title:	Bachelor of Applied Science in Education
Reviewer Name:	Linda McKee	Institutional or Professional Affiliation:	AAQEP – Association for Advancing Quality Educator Preparation
Professional License or Qualification, if any:		Relationship to Program, if any:	

Please evaluate the following specific elements

a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	<p>Comment</p> <p>The BASE program is highly relevant to employer demands. It directly addresses Oregon's teacher shortage, especially in elementary, bilingual, rural, and special education fields. Employer surveys and advisory committee input confirm persistent workforce gaps, with many districts relying on emergency-licensed teachers. The curriculum is aligned with Teacher Standards and Practices Commission (TSPC) licensure requirements, AAQEP accreditation standards, and NWCCU institutional standards. These alignments ensure the degree will produce graduates eligible for teacher licensure, thus facilitating strong job placement opportunities.</p>
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	<p>Comment</p> <p>Learning outcomes reflect clear upper-division, baccalaureate-level rigor. The program requires 180 credits total, with at least 60 upper-division credits. Outcomes emphasize advanced competencies in pedagogy, assessment, inclusive practices, culturally sustaining teaching, and reflective growth—all consistent with InTASC Standards and professional norms for bachelor's degrees.</p> <p>The emphasis on applied research, action research in the capstone, and progressive clinical experiences also reinforces rigor.</p>
c) Curriculum	Does the curriculum align with the program's Statement of Needs Document?

Alignment	<p>Comment</p> <p>The program's Statement of Need highlights systemic barriers in transfer pathways and workforce shortages in rural Oregon. The curriculum responds directly by providing locally delivered, flexible, and affordable teacher preparation pathways, including credit for prior learning and paid practicum options.</p> <p>Thus, the curriculum strongly reflects the needs analysis.</p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>The core courses (literacy, math, science, social studies, ESOL, SPED, culturally responsive pedagogy, trauma-informed practices) directly align with employer feedback prioritizing SPED, bilingual, and STEM teacher preparation. Upper-level courses (e.g., <i>Reading to Rise: Dyslexia-Informed Practice</i>, <i>Social Justice in Social Studies</i>, <i>Trauma & SEL</i>, <i>Co-Teaching & Advocacy</i>) demonstrate strong academic rigor and address both theoretical foundations and practical classroom strategies. Fieldwork (600 hours of clinical practice) ensures applied learning in partnership with districts.</p>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <p>BASE students enter with a transfer associate degree (AAOT or equivalent), covering foundational general education. To meet NWCCU Eligibility Requirement #12, students also complete upper-division general education (e.g., advanced writing, educational research, applied math/science). This ensures both breadth and depth suitable for a baccalaureate program.</p>
f) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p> <p>The program will draw on PhD- and master's-prepared faculty with expertise in education, literacy, SPED, bilingual education, and curriculum development. Faculty bring both K–12 teaching experience and higher education backgrounds, aligning with NWCCU requirements. The college has committed to adding a new full-time BASE faculty hire plus adjunct support. These qualifications appear adequate for both teaching and continuous program improvement.</p>
g) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p>

	<p>Comment</p> <p>Columbia Gorge CC demonstrates sufficient institutional resources, including faculty hiring plans, advising support, student services, and library access. The program is part of a statewide consortium, which pools resources for curriculum, faculty expertise, and field placements. Financial sustainability is supported by affordable tuition, paid clinical experiences, and grants.</p>
h) Membership and Advisory Committee	<p>Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?</p>
	<p>Comment</p> <p>An active Advisory Board includes K–12 principals, district leaders, state representatives (TSPC, HECC, Educator Advancement Council), and higher education partners. District input directly shaped program design, particularly regarding credit for prior learning, flexible clinical placements, and emphasis on SPED and bilingual education. The program has been responsive to this input, integrating employer and community priorities throughout.</p> <p>Suggestion for improvement: include more community members in the Advisory Council (e.g. nonprofit representatives who focus on various areas of education, museum directors with an education department, business and political leaders who express interest in education for the community and would benefit from an inside perspective)</p>
i) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p>
	<p>Comment</p> <p>The BASE program is a well-conceived, academically rigorous, and workforce-aligned degree. It is responsive to regional and statewide needs, provides a clear licensure pathway, and addresses barriers that have historically prevented paraprofessionals and rural students from completing teacher education. The integration of progressive clinical practice, culturally sustaining pedagogy, and research-based coursework ensures graduates will be classroom-ready and in high demand.</p> <p>Overall, this program is highly appropriate, academically sound, and strategically designed to improve teacher preparation, diversity, and retention in Oregon.</p>

Reviewer Bio or Resume

Evaluator, please insert a short bio here or attach as separate document.

Linda S. McKee serves as the Chief Operations Officer and is a founding team member for the Association for Advancing Quality in Educator Preparation (AAQEP). Linda's relevant work experience includes strategic planning and administration of a coordinated effort to promote implementation of a continuous improvement sequence and a variety of performance measures, documentation of the outcomes of such measures in a variety of program contexts, research into optimal use of outcome evidence for program improvement, and collaborative discussions of policy implications and supports. Prior to joining AAQEP, McKee was the senior director for the Quality Support Center at American Association of Colleges for Teacher Education, focusing on accreditation and assessment assistance for higher education faculty. She has served as director for member and state relations with a national accreditor for education programs in the United States and spent over 10 years as director of the Teacher Preparation and Certification Program at Tulane University (New Orleans LA) where she was in charge of state approval and national accreditation, strategic planning, developing courses and assessments based on education reform, and instructing student interns and teachers. McKee has served education in the capacity of classroom teacher, district administrator, state administrator, educator preparation program administrator in higher education, and national consultant. Her teaching experience includes accreditation and assessment for higher education, teacher preparation, educational leadership training for teachers, principals and district staff, continuous improvement for PK-20, secondary language arts/drama and speech, and gifted education. She has extensive experience in curriculum development and education reform initiatives ranging from educational leadership development to policy development in a state education agency (SEA

Response to External Reviewer Comments – Linda McKee, CEO, AAQEP

Thank you for the thoughtful and comprehensive feedback provided on the Bachelor of Applied Science in Education (BASE) degree proposal. We appreciate the time and expertise you devoted to analyzing key elements of the program, including its conceptual framework, curriculum design, academic rigor, faculty qualifications, and alignment with workforce and licensure needs.

We are encouraged by your affirmation that the BASE program is academically sound, highly responsive to Oregon's teacher workforce shortages, and well-aligned with TSPC licensure standards, AAQEP accreditation expectations, and NWCCU requirements. The positive feedback regarding the program's focus on equity, applied learning, and regional accessibility reinforces the strength of the consortium model and its ability to serve rural and underrepresented students.

We also appreciate the specific, constructive recommendations and have carefully considered each area for refinement. In response, the consortium will:

- **Expand Advisory Committee Membership:** We agree that greater community representation will strengthen the program's relevance and responsiveness. The consortium will broaden its advisory council to include nonprofit leaders, local business and industry representatives, museum and civic education directors, and other community stakeholders who can offer diverse perspectives on educator preparation and workforce development.

- **Enhance Program-Level Assessment:** The consortium will implement a shared evaluation framework that integrates course-level assessments (lesson design, unit plans, action research) into program-level measures of quality and effectiveness. This structure will align with AAQEP's emphasis on evidence-based continuous improvement and will include shared rubrics, faculty calibration, and data review cycles.
- **Strengthen Data-Driven Continuous Improvement:** Building on the existing equity dashboard and licensure tracking systems, the colleges will formalize processes for collecting and analyzing graduate employment data, licensure pass rates, and persistence metrics across the consortium. These findings will inform future program and policy adjustments in partnership with HECC and TSPC.
- **Sustain Faculty Development and Resource Capacity:** We recognize the importance of maintaining highly qualified faculty and adequate institutional resources as enrollment scales. Each college has committed to continued investment in full-time BASE faculty positions, professional development in literacy and special education, and shared professional learning across the consortium.
- **Maintain Alignment with Licensure and Accreditation Standards:** The consortium will continue its close collaboration with TSPC, HECC, and AAQEP to ensure that BASE programs remain aligned with evolving state licensure expectations and national accreditation frameworks.

We appreciate your recognition of the BASE program as an innovative, equity-driven response to Oregon's educator workforce needs. The recommendations provided will further strengthen program quality, community engagement, and data-informed decision-making across all partner colleges. We are committed to refining and advancing the program in these areas and to ensuring that the BASE degree continues to serve as a model for expanding access to high-quality, locally delivered teacher preparation in Oregon.

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)

College Name:	Columbia Gorge Community College	BAS Degree Title:	Bachelor of Applied Science in Education
Reviewer Name:	Susan Boe, Ed.D.	Institutional or Professional Affiliation:	Teacher Standards and Practices Commission
Professional License or Qualification, if any:	BAE Physical Education and Recreation, WA Provisional K-12 Physical Education License, Master of Education, Ed.D. Leadership and Learning, WA Provisional Administrator License	Relationship to Program, if any:	NA
Please evaluate the following specific elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment <ul style="list-style-type: none"> • The BASE program serves Oregon by focusing on hard to fill staff positions in SPED with the additional training in English language support. • Additionally, the program takes into consideration the high cost of education and the need to limit student loan debt. • Supporting working adults by providing a flexible model will help provide access to those who would not traditionally be able to earn a teaching license. Providing a more detailed description of what a flexible cohort model might look like would be helpful. Cohort models are traditionally not very flexible. You mention 'flexible upper division coursework'? Is it the mode, time of day, synchronous or asynchronous? • Will the program lead to job placement? Yes, it will make your proposal even stronger by specifically describing how your partnerships with your districts may result in future employment for your completers and how you are serving your districts throughout the program through practicum and student employment. A win – win for both the candidate and the district. Just note, both TSPC and AAQEP highlight the need for strong partnerships. 		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		

	<p>Comment</p> <p>Program outcomes align to both TSPC and AAQEP and provide a strong foundation to meet both state and national accreditation, however, the new Early Literacy Program Standards do not seem to be mentioned under your SPED on page 9. Add OAR 584-420-0015 there needs to be evidence of these standards in courses in your SPED pathway.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment</p> <p>This pathway to an Oregon Preliminary License addresses the state's teacher workforce needs in ELMS and SPED. It encourages Oregon students who might otherwise study out of state to complete their training through an Oregon-approved EPP. By doing so, our K–12 teachers gain preparation grounded in Oregon's unique standards, vision, and mission for serving students.</p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <ul style="list-style-type: none"> • Emphasis on culturally sustaining pedagogy, SEL, and trauma-informed practice as well as literacy. Suggest elevating the most recent early literacy standards in the narrative. For example, pg. 10 'This course builds foundational knowledge of early literacy, focusing on.....' you may want to add <i>builds on foundational knowledge of early literacy aligning to the Early Literacy Framework</i>. • Highlight MTSS in a course description. • Do you have an observation tool created yet? This will have to highlight early literacy/science of reading strategies • Course assessments are innovative and provide a variety as the students work through case studies to connect to real world scenarios. The portfolio and capstone requirement allow for self-reflection and encourage the development of a self-reflective educator. • Additionally, activities where the candidate is involved in working with student data to inform practice is a strong addition to the course and program outcomes.
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <p>The AAOT is a proven foundation from which to build the upper division courses.</p>
f) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p>

	<p>Comment</p> <ul style="list-style-type: none"> • BASE faculty are familiar with Oregon K-12 and EPP standards and work. Most hold advanced degrees elevating teaching as an academic and professional career choice. • Additionally, if an additional faculty hire does not have literacy expertise, consider professional development in literacy to help support the early literacy program standards.
g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	<p>Comment</p> <p>Strong institutional support along with the Four-Pillar approach is an excellent framework from which students will be supported through this program.</p>
h) Membership and Advisory Committee	<p>Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?</p> <p>Comment</p> <p>The advisory group has provided diverse perspectives to help ensure strong alignment with both state and national standards. Their responses to concerns have been consistently clear, respectful, and well-reasoned.</p> <p>Also, for my bio, I do not oversee educator preparation program approvals. Bill oversees... I <i>support</i> the educator preparation program approval process. 😊😊</p>
i) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <ul style="list-style-type: none"> • Columbia Gorge has mapped out a high-quality BASE program leading to the Preliminary Teaching License and SPED Endorsement. • The main focus in my review is to elevate newly adopted Early Literacy Framework and existing partnerships standards (especially at the state level for TSPC unit and program review). • When reviewing assessments for your program, describe how these assessments are valid and reliable and when/where your members engage in inter-rater reliability for these assessments. • Clinical practice observation tools must reflect literacy and the opportunity to practice these early literacy (science of reading) strategies.

Reviewer Bio or Resume

Susan Boe is the Licensure Pathways Policy and Academic Program Specialist at the Oregon Teacher Standards and Practices Commission, where she helps shape licensure pathways for aspiring educators. She also serves as the acting administrator for the Oregon Teaching Apprenticeship JATC, overseeing the development and maintenance of apprenticeship programs to support teacher growth. With experience as a secondary teacher and as Director of an Oregon Educator Preparation Provider, Susan is committed to advancing innovative approaches to teacher licensure that meet the evolving needs of Oregon's education workforce.

Response to External Reviewer Comments – Dr. Susan Boe, Ed.D. (TSPC)

Thank you for the thoughtful and detailed review of the Bachelor of Applied Science in Education (BASE) degree proposal. We deeply appreciate the comprehensive analysis provided across key areas, including the program concept, curriculum relevance, faculty qualifications, and alignment with Oregon's licensure and accreditation standards.

We are encouraged by your recognition that the BASE program offers an accessible, flexible, and high-quality pathway to Oregon's Preliminary Teaching License with a SPED endorsement. Your acknowledgment of the program's responsiveness to workforce needs (particularly in rural, bilingual, and special education fields) affirms the consortium's shared commitment to increasing access to the teaching profession while upholding rigorous academic and professional standards.

We also appreciate the specific recommendations you provided to further strengthen the proposal. In response, the consortium will implement the following refinements:

1. Incorporation of Early Literacy Standards

We agree that the integration of Oregon's newly adopted Early Literacy Program Standards (OAR 584-420-0015) is essential. Consortium colleges are updating syllabi and course descriptions in the SPED and literacy sequences to explicitly reference these standards. Each course addressing literacy instruction, particularly those aligned with science of reading and dyslexia-informed practices, will now include direct alignment statements and measurable outcomes tied to the Early Literacy Framework.

Additionally, the consortium will ensure that clinical practice observation tools include clear indicators for early literacy instruction and opportunities for candidates to demonstrate applied proficiency in the science of reading.

2. Validation and Reliability of Assessments

We value your recommendation to describe how program assessments are validated and scored consistently. The consortium will formalize a shared assessment and calibration process across all partner colleges. This will include:

- Faculty participation in annual inter-rater reliability sessions for signature assessments and clinical evaluations.
- Documentation of assessment validity through alignment to InTASC, AAQEP, and TSPC standards.
- Ongoing analysis of data for continuous improvement and accreditation reporting.

This structured approach will ensure the reliability, fairness, and consistency of candidate assessment data across institutions.

3. Strengthening District Partnerships and Employment Pathways

We appreciate the encouragement to provide more detail on how district partnerships lead to employment outcomes. Each college will document in phase II the direct connection between practicum placements, district partnerships, and future employment opportunities for BASE graduates.

Many partner districts already employ BASE students as instructional assistants or paraprofessionals while they complete their degrees. We will formalize these arrangements into 'earn and learn' models, ensuring a clear 'grow-your-own' pipeline from employment through licensure and beyond, creating the 'win-win' partnerships you highlighted.

4. Clarifying Flexible Cohort and Course Delivery Models

We acknowledge the importance of describing what is meant by 'flexible cohort' and 'upper-division coursework.' In response, Consortium colleges have revised program descriptions to clarify that flexibility refers to delivery mode (hybrid, online synchronous/asynchronous, and in-person options), time of day, and regional field placements that accommodate working adults.

This structure preserves the supportive benefits of a cohort while maintaining accessibility and scheduling flexibility for non-traditional, place-bound, and employed students.

5. Faculty Development in Early Literacy

We appreciate the recommendation that faculty who do not yet have deep expertise in early literacy receive targeted professional development. The consortium will continue investing in faculty growth, including:

- Participation in state-led Early Literacy Framework training and Science of Reading professional development.
- Cross-consortium collaboration sessions to ensure consistency in early literacy implementation.
- Ongoing review of coursework to align faculty preparation with emerging research and Oregon standards.

6. Observation Tools and Data-Driven Instruction

Your emphasis on observation tools that highlight early literacy, MTSS, and data-informed instruction aligns closely with our program goals. The consortium is developing a shared observation and feedback tool that integrates early literacy indicators, trauma-informed practice, and culturally sustaining pedagogy. Candidates will also engage in data literacy activities to analyze student learning and inform instructional decision-making. The use of these tools will also be modeled in the literacy strand of courses offered within the program.

7. Continuous Improvement and Advisory Engagement

We value your recognition of the strong and diverse advisory committees guiding this work. To further align with AAQEP and TSPC expectations, consortium colleges will:

- Continue to document advisory feedback and institutional responses in annual reports.

- Add representatives from local districts, early literacy specialists, and community partners to advisory groups.
- Maintain transparent communication between the consortium, HECC, and TSPC for ongoing program refinement.

In summary, we are grateful for your expert review and your specific insights into strengthening alignment with Oregon's Early Literacy Framework, partnership standards, and assessment practices. These recommendations will be incorporated across all BASE consortium colleges to ensure consistent quality, accountability, and responsiveness to Oregon's educator workforce priorities. We remain committed to refining the program in these areas and to collaborating closely with TSPC to ensure that the BASE degree continues to model excellence, equity, and innovation in community college educator preparation.



**COLUMBIA GORGE
COMMUNITY COLLEGE**

TRANSMITTAL PAGE

Columbia Gorge Community College Bachelor
of Applied Science in Education

Please accept the attached Statement of Need and supporting documentation for our application to offer a Bachelor of Applied Science in Education degree at Columbia Gorge Community College. We intend to seek review and approval from our Board of Education in the coming months. We look forward to working with you to advance this project to increase educational opportunities for our community.

Dr. Kenneth Lawson, President, Columbia Gorge Community College
klawson@cgcc.edu | 541-506-6013
400 East Scenic Drive The
Dalles, OR 97058

Secondary Contact:

Dr. Jarett Gilbert, Vice President of Instructional Services
jgilbert@cgcc.edu | 541-506-6030

HECC contact:

K.C. Andrew, 503-979-5670
kc.andrew@hecc.oregon.gov Shalee
Hodgson, 971-372-0889
shalee.hodgson@hecc.oregon.gov

Emailed to:

HECC.AB@HECC.Oregon.Gov
Mailing Address: 3225 25th St. SE, Salem, OR 97302

Documents Attached: Statement
of Need: page 2 Attachments:

- References: page 29
- [Letters](#) of Community Support page 31
- Occupational [Forecast](#) Data: Oregon Employment Department page 39
- Employer Demand: [Lightcast](#) report page 41

Columbia Gorge Community College

Introduction

Columbia Gorge Community College (CGCC) is proposing a Bachelor of Applied Science (BAS) in Education, focused on Early Childhood and Elementary Education, to address the critical challenges Oregon's schools face to recruit and retain high quality teachers. These challenges go beyond teacher shortages. It's not just about filling vacancies, it's about ensuring that every student has a well-prepared, effective teacher in the classroom. Although community colleges and universities have invested significant time and effort over the years in developing Major Transfer Maps (MTMs) and articulation agreements, efforts that have benefited many students, substantial barriers still remain for non-traditional students pursuing bachelor's degrees and licensure. These challenges are described in this statement of need and are supported by both qualitative and quantitative data.

Our shared goal is to ensure every Oregon student has access to an effective, well-prepared educator who reflects the rich diversity of our communities. Despite strong interest in the teaching profession, many non-traditional and underrepresented students face significant barriers completing teacher licensure through existing pathways. By offering affordable, accessible bachelor's degree options at the community college level, Columbia Gorge Community College and our partner colleges can remove these barriers and support a more inclusive and representative educator workforce.

Recently, Oregon has joined a growing national movement of 24 states and counting that allow community colleges to offer bachelor's degrees in education. Today's college students are increasingly older, more racially and ethnically diverse, and often balancing multiple responsibilities such as employment and family care, while facing financial challenges. However, many postsecondary education systems remain designed for traditional, full-time students, leaving a growing segment of the population underserved (Meza & Love, 2023). As demand grows for these flexible educational models, the BASE degree pathway through the community college consortium has emerged as a viable strategy to expand access and improve outcomes for nontraditional students.

This degree pathway is a necessary step toward equity in higher education and long-term sustainability for our state's educator development. This degree pathway will complement the more traditional pathways that our university partners offer. It will include options that serve part-time, online, and working individuals with options for credit for prior learning, paid place-based practicums, and flexible learning modalities.

Over the past few years, school districts in Oregon have had no choice but to hire more than 2,000 underprepared teachers on emergency or restricted licenses. Rural and low-income communities have been especially impacted by this lack of highly qualified educators who are connected to their communities and represent their students. According to the 2022 Oregon Educator Equity Report, there is a persistent gap in diversity between the educator workforce and the student population. In 2021-22, 40% of Oregon's students identified as racially or

ethnically diverse, while only 15% of educators did so (Oregon Equity Report, 2022). The proposed BASE degree aims to close this gap by creating a complimentary educator pathway for underrepresented culturally and linguistically diverse individuals, particularly those who are place-bound due to geographic or financial barriers. Research indicates that educators who reflect the students they serve and come from the communities they serve can improve student outcomes and engagement, making this initiative critical for Oregon's future workforce.

The 2024 Oregon Educator Equity Report highlights progress in diversifying the state's teaching workforce while also revealing ongoing challenges in retention and completion rates for educators of color. Currently, 20.6% of new teachers in Oregon identify as racially or ethnically diverse, reflecting an improvement from previous years. However, retention remains a significant issue, particularly for early-career teachers and those in high-need fields like special education. The report also notes a contrast between the increasing completion rates of diverse community college graduates and the declining completion rates of diverse candidates obtaining licensure, indicating systemic barriers that continue to impact Oregon's teacher pipeline.

To address these systemic barriers and retain these educators, CGCC's BASE degree will implement proven "grow-your-own" (GYO) strategies such as mentorship, flexible scheduling, stacked credentials, embedded practicum experiences, credit for prior learning, and placed-based, paid practicum opportunities to reduce financial barriers and improve retention while ensuring high quality preparation that prioritizes mentorship and community-responsive preparation. These elements directly contribute to greater access, persistence, and preparation quality for non-traditional students (Bianco & Marin-Paris, 2019).

Research on GYO teacher initiatives shows that recruiting non-traditional candidates from local communities and placing them in supportive environments can significantly enhance long-term retention (Gist, Bianco & Lynn, 2019). Localized programs vary in nature, however nearly every state has some form of program which seeks to harness the place-based knowledge of an individual who is from a community. Expanding upon these strategies, along with targeted institutional support, will contribute to a valuable complementary educator pathway. By increasing access to affordable and accessible education degree and licensure pathways, addressing workforce shortages, and strengthening teacher retention efforts, CGCC's BASE degree will directly contribute to Oregon's goal of building a more diverse and effective educator workforce.

Additional challenges remain with transfer pathways in Oregon's higher education system. The 2025 report by Student-Ready Strategies, commissioned by the Oregon Community College Association, highlights persistent challenges within Oregon's postsecondary transfer system. Despite multiple legislative reforms over the past decade, including the creation of the Transfer Student Bill of Rights, the Major Transfer Maps in Elementary Education, and a statewide Transfer Council; students continue to face significant barriers when transferring from community colleges to four-year institutions. Key issues include complex and poorly communicated transfer pathways, advising gaps, and a lack of access to transfer student services that continue to place the burden of navigation on students. Regional transfer data described below highlights the lack of success in retention and completion of licensure for

community college transfer students. To highlight the challenges of these transfer pathways, here is an example of a recent CGCC student's experience with transferring.

Angela (pseudonym) is a talented and eager bilingual educator with employment experience in the field who is seeking Elementary Educator transfer degree status through Columbia Gorge Community College, and degree completion from an Oregon four-year university. *Angela* realized her calling and pathway as an educator early on and is ambitious in reaching her pathway attainment goals as quickly and seamlessly as possible. She worked to maintain above a 3.9 cumulative GPA, and earned A grades in almost all of her classes. By utilizing dual credit enrollment to earn meaningful credits toward her first degree completion, as well as credit for prior learning options, *Angela* reached out to academic advisors proactively to see how else she could get to transfer status for a four-year program.

Although the four-year institution recommended seeking additional credit for prior learning options to accelerate the process, barriers including cost and systems preventing seamless transfer of non-traditional credit awarding among institutions, required *Angela* to enroll in all prerequisite and pathway courses required for her transfer planning. Both institutions met to discuss opportunities that might be possible to value *Angela's* work and lived experience for credit awarding that would be eligible for transfer.

Angela spent two previous summers working as a classroom teacher assistant for the migrant education summer school program in the area. Although this experience closely qualified for similar experiences to three credits of required practicum credits in the Elementary Educator pathway, it was determined by the institutions that an articulation agreement to include credit for prior learning awarding would be needed for this specific circumstance. Due to timing, it was easier for the student to take the courses as recommended. Fortunately, *Angela* was able to earn seamlessly transferable non-traditional credits for demonstrating advanced levels of proficiency in Spanish language to help her reach her goals and accelerate her transfer process. Having a program offered locally would greatly enhance experiences for students like *Angela* who are seeking ways to gain on the job training opportunities and abilities to earn required credentials needed to be an employed elementary educator in their rural area.

To truly serve Oregon's diverse student population and meet workforce needs, the state must revisit legislative intent, improve implementation, and center student equity in ongoing transfer reform. The BASE degree program addresses these issues and will help the state meet these goals.

STATEMENT OF NEED	
STANDARD	CRITERIA: Draft your responses to the criteria below.
1. Relationship to institutional mission and goals, and Oregon's educational goals.	<p>a. Describe how this program serves Oregon's residents to obtain a bachelor's degree that provides technical/professional knowledge and skills required for specific career positions with Oregon's local, regional or statewide employers.</p> <p>b. How does this program serve Oregon's education diversity and equity goals?</p>

1. Program Alignment with Institutional Mission and Goals

Columbia Gorge Community College prioritizes equitable access to education, empowers all students through learning, and drives inclusive prosperity throughout our community.

Priorities – CGCC prioritizes educational equity by:

1. Ensuring equitable access to education
2. Advancing equitable student learning and educational outcomes
3. Fostering economic growth, inclusive prosperity, and a thriving community

The proposed BAS in Education directly aligns with CGCC's mission by creating an affordable, and accessible pathway for students interested in early childhood and elementary education. Specifically, the BAS degree proposal supports CGCC's commitment to equity by focusing on recruiting and graduating students from diverse backgrounds, thus increasing representation among educators.

The BAS in Education proposal also addresses the need for local training programs. The program will prepare educators who can connect effectively with students from various cultural and linguistic backgrounds, a priority highlighted in Oregon's educational goals.

2. Program Alignment with Oregon's educational goals

National trends strongly support the development of a Bachelor of Applied Science in Education (BASE) degree at CGCC as a timely and effective response to pressing educator workforce and equity needs. As of 2025, 24 states have authorized BAS degrees at 191 community and technical colleges, including Washington State, where such programs have operated successfully for nearly a decade (Community College Baccalaureate Association [CCBA], n.d.). These programs have significantly improved access for racially and ethnically diverse students; for example, the number of Latine students earning baccalaureate degrees through community colleges rose from 1,623 in 2016–17 to 2,941 in 2020–21—a 4% increase over six years (CCBA, 2024). The BASE degree directly supports Oregon's education equity goals, including those outlined in the Higher Education Coordinating Commission's Equity Lens

(HECC, 2022), by expanding access to historically underserved students, particularly first-generation, multilingual, and racially and ethnically diverse future educators.

Simultaneously, the United States is facing a severe teacher shortage, with over 314,000 positions either vacant or filled by individuals who are not fully certified—roughly 1 in 10 teaching roles nationwide (Learning Policy Institute [LPI], 2024). Rural and high-poverty schools are especially affected, experiencing chronic staffing gaps and high turnover rates (U.S. Department of Education [USDOE], 2024). Reflecting this national crisis, 86% of public schools reported difficulty hiring teachers for the 2023–24 academic year (National Center for Education Statistics [NCES], 2023).

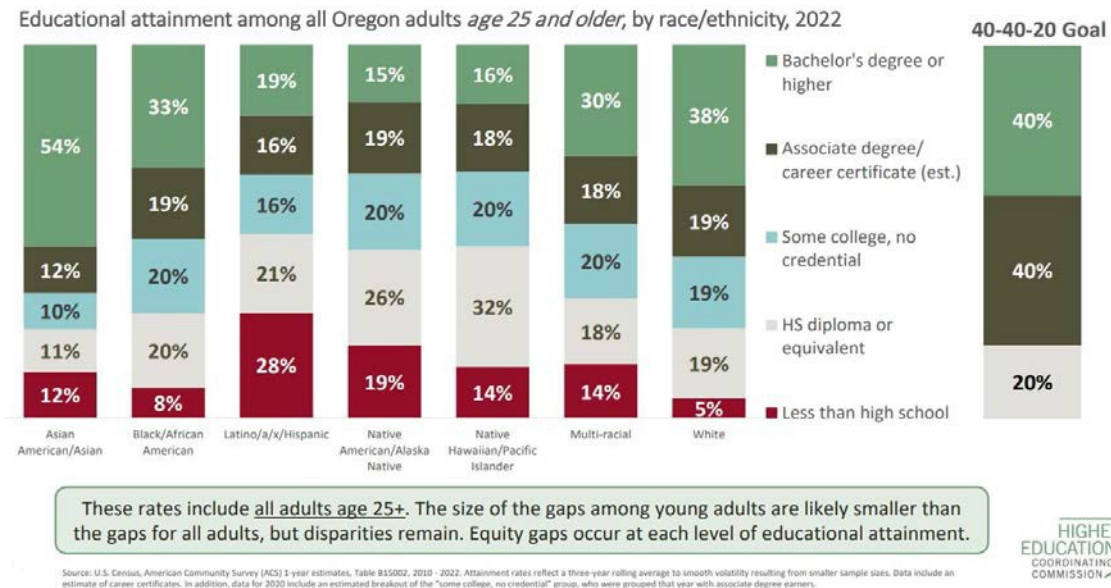
In Oregon, access to teacher preparation programs is largely restricted to university-based models, many of which are in-person or hybrid, making them inaccessible to working adults and place-bound students. A BASE degree at CGCC would fill this critical gap by providing a flexible, affordable, and locally available pathway into the teaching profession, particularly for first-generation and bilingual students. Peer colleges in Washington, such as Clark College, Highline, and Yakima Valley, have successfully implemented similar BAS-Ed programs for comparable student populations. The regional partnership between Centralia and Grays Harbor College further demonstrates how collaborative models can expand access across underserved areas (CCBA, n.d.). Moreover, labor market data show that elementary teaching positions in the East Cascade region offer salaries ranging from \$53,000 to \$126,000, underscoring the degree's potential to support upward mobility and address regional workforce shortages (Lightcast, n.d.).

Oregon's goals

Oregon has set an ambitious goal for 40% of its adult population to hold a bachelor's degree; however, current attainment rates fall short of this benchmark and reveal persistent racial and ethnic disparities Chart 1. Although some groups have approached or exceeded the goal, bachelor's degree attainment remains disproportionately low among many communities of color.

Chart 1: Educational attainment in Oregon

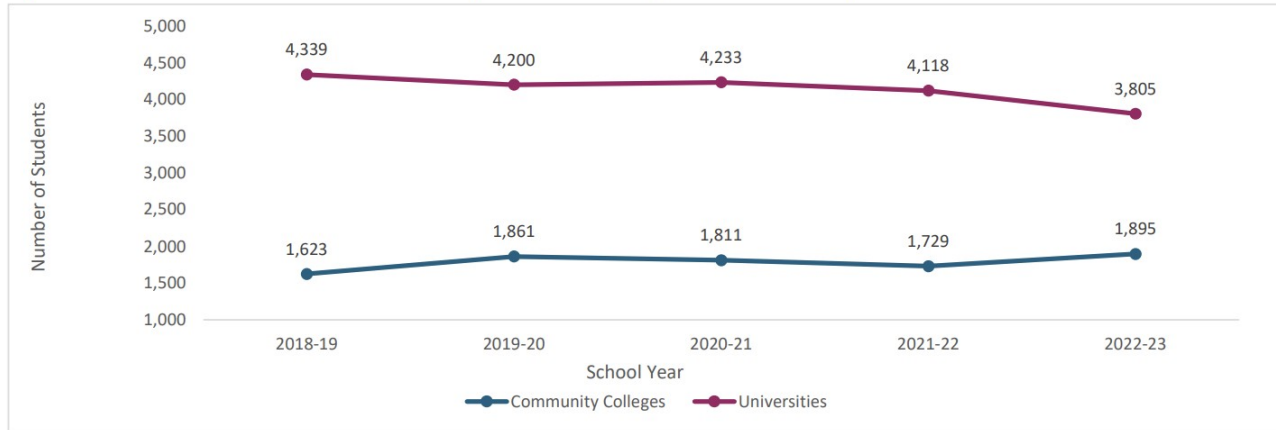
Educational attainment varies widely by race/ethnicity



Challenges in educator degree attainment and licensure follow these statewide trends for enrollment in education majors at Oregon public colleges, remaining below 4,500 statewide over the past five years, with community colleges contributing a consistent but limited share (see chart 2).

Chart 2: Educational degree-seeking program enrollment Oregon

Figure 2. Statewide Enrollment in Education Majors at Public Colleges and Universities, 2018-19 to 2022-23



Source. HECC analysis of student data. Note that data on enrollment in public universities includes Oregon residents only.

Furthermore, data from the Teacher Standards and Practices Commission (TSPC) show that while the number of preliminary teacher licenses issued has increased from 6,795 in 2019-2020 to 7,483 in 2022-2023, nearly **80%** of those licenses continue to be issued to white educators, with Latinx educators representing only 5.7% and Black educators just 0.8% in 2022–23. These figures highlight the urgent need for accessible, community-based pathways that support non-traditional students' degree attainment, such as a BASE degree, to improve equity in degree completion and teacher workforce diversity across the state. The 2024 Oregon Educator Equity Report shows a clear gap between community college pathways and teacher licensure (see chart 3).

Chart 3: Oregon Preliminary Teacher Licenses 2019-2023

Preliminary Teacher Licenses Issued in Oregon

Race and Ethnicity	2019-2020		2020-2021		2021-2022		2022-2023	
Asian	185	2.70%	194	2.90%	167	2.50%	210	2.80%
Black	57	0.80%	53	0.80%	57	0.90%	62	0.80%
Hispanic	335	4.90%	321	4.80%	389	5.90%	424	5.70%
Multiethnic	294	4.30%	262	3.90%	265	4.00%	333	4.50%
Multiethnic Hispanic	196	2.90%	169	2.50%	197	3.00%	268	3.60%
Native American	33	0.50%	37	0.60%	30	0.50%	29	0.40%
Not Specified	141	2.10%	154	2.30%	142	2.10%	156	2.10%
Other	128	1.90%	126	1.90%	126	1.90%	137	1.80%
Pacific Islander	13	0.20%	16	0.20%	13	0.20%	11	0.10%
White	5413	79.70%	5322	80.00%	5236	79.10%	5853	78.20%
Total	6795		6654		6622		7483	

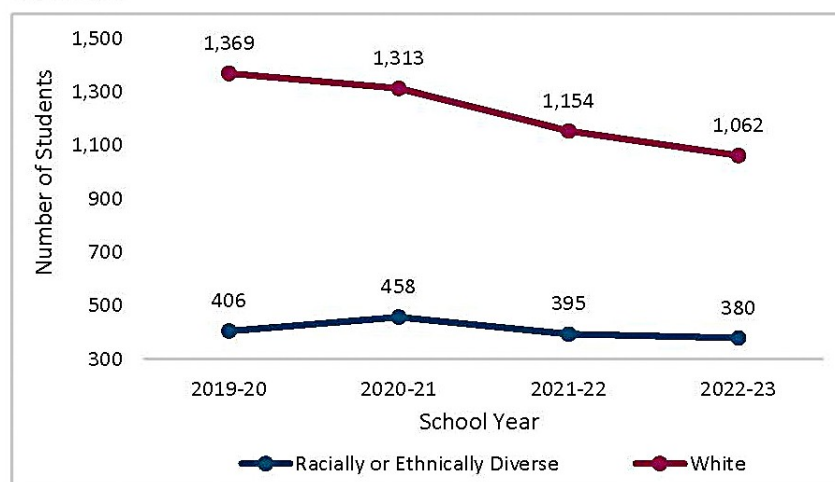
This table is from the data in the image above but with added percentages.

Source: Oregon Teacher Standards and Practices Commission

This gap especially affects racially and ethnically diverse students. From 2018–19 to 2022–23, enrollment of diverse students in education majors at Oregon community colleges grew from 639 to 719. However, these students are not completing licensure programs at the same rate at four-year institutions. In 2022–23, only 26.3% of students who completed teacher licensure programs in Oregon identified as racially or ethnically diverse. This is lower than their representation in community college enrollment (see Chart 4).

Chart 4: Completion of Oregon Approved Teacher Preparation Programs

Figure 8. Completion of Oregon Approved Teacher Preparation Programs, 2019-20 to 2022-23



Source: Oregon Teacher Standards and Practices Commission.

Many diverse teacher candidates licensed in Oregon were prepared out of state as indicated in the 2024 Oregon Educator Equity report, “The number of racially and ethnically diverse students completing educator preparation programs in Oregon continues to decline each year, though the number of racially and ethnically diverse candidates receiving preliminary teaching and administrator licenses continues to increase each year, likely due to many racially and ethnically diverse candidates having been prepared in programs outside of Oregon” (p. 6). This suggests that Oregon’s current educator preparation programs are not meeting their needs (see Table 1). One major barrier is limited access to affordable and flexible bachelor’s degree programs. These types of programs are important for working adults and students who cannot relocate to attend a university. A BASE degree offered at locations across the state through the

Community College Consortium would help close this gap. It would give local and diverse students a clear, affordable path to become licensed teachers while they remain in their communities.

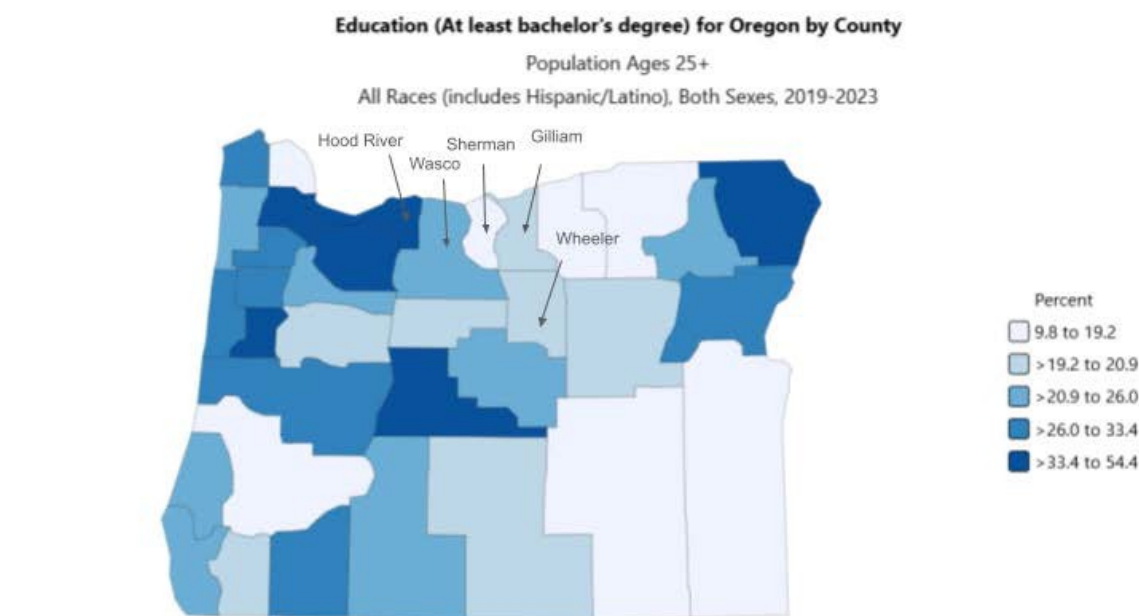
Columbia Gorge Community College's region:

Columbia Gorge Community College serves five rural counties in Oregon: Wasco, Hood River, Sherman, Gilliam, and Wheeler. Current rates of bachelor's degree attainment in Hood River and Wasco counties fall short of Oregon's educational attainment goal of 40% for adults aged 25 and older. For comparison from the [census reporter.org](https://censusreporter.org), the Oregon state average is 36.2% of adults age 25 and older have attained a bachelor's degree or higher.

According to the [U.S Census Bureau's 2019-2023 American Community Survey 5-Year Estimates](https://www.census.gov/data/tables/2019/acs/5-year/estimates.html), Hood River county is near the target at 39.4%; but all other counties in the service region are far below the state goal for persons age 25 years or older with a bachelor's or higher degree. For the other four counties in the region, the estimated percentages are: Wasco 21.8%, Gilliam 20.9%, Wheeler 20.4%, and Sherman 16.1%.

For the two largest (Wasco and Hood River) counties combined, approximately 35,528 adults aged 25 or older are estimated to be residents. Among them, approximately 10,676 are estimated to hold a bachelor's degree or higher. For this group, approximately 6,468 individuals have completed some college or have earned an associates degree. [source: US census ACS 2023 5-Year Estimates](https://www.census.gov/data/tables/2019/acs/5-year/estimates.html)

Chart 5: Bachelor's Degree Needs in Oregon by County



Suggested Citation:
HDPulse: An Ecosystem of Minority Health and Health Disparities Resources. National Institute on Minority Health and Health Disparities. Created 4/24/2025. Available from <https://hdpulse.nimhd.nih.gov>

Notes:
NA: Data not available for this combination of geography, cancer site, age, and race/ethnicity.
Source: Demographic data provided by the Census Bureau and the American Community Survey.
For more information about Education (At least bachelor's degree), see the dictionary.

2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication.	<p>A. Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.</p> <p>B. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations:</p> <ul style="list-style-type: none"> • to minimize costs to students and Maximize effective use of state resources • to enrich teaching & learning, and • to facilitate students' preparation to enter and succeed in post graduation employment
---	--

2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication.

- a. **Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.**

No existing program in CGCC's service district currently offers a fully accessible, affordable, community-college-based bachelor's degree leading directly to teacher licensure, particularly one designed for working adults and place-bound students. In chart 6 we identify similar programs at the baccalaureate level offered by other education institutions by our university partners that provide elementary and/or early childhood educator preparation programs and describe the similarities and differences with our proposed BASE degree. This data was collected using the most up to date attached National Clearinghouse data for 2022-23 graduates.

Chart 6: 2022-23 National Clearinghouse graduate data on Oregon Educator Preparation programs

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
Name of Institution	Degrees Offered	Graduates 2022-23	Points of Similarity and Differences
Oregon State University	BS in Teaching – Elementary Education; BS in Human Development and Family Sciences – Child	59	Both OSU and the BASE programs will offer courses in-person and online, addressing some of the barriers that non-

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
	Development		<p>traditional students face. Candidates work with OSU faculty to student teach in proximity of the OSU service area. There is limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings. Consistent advising support throughout. Through the statewide consortium we will serve the most rural students of the state with high quality programs with pathways that allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings.</p>
Portland State University	BS in Elementary Education; BS in Early Childhood: Inclusive Education	13	<p>Both PSU and the BASE programs will offer courses in-person and online, addressing some of the barriers that non-traditional students face. At PSU student teaching placements beyond the immediate Portland Metro area, making completion difficult for those who live farther away or</p>

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			are unable to relocate. Limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning, asynchronous course offerings and consistent advising support throughout.
Western Oregon University	BS in Early Childhood Studies	144	WOU and BASE will offer flexible and hybrid options that are available in the final two years of coursework. At WOU however students are required to complete the first two years entirely in person. Student teaching placements may be restricted to geographical regions determined by the college. Limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning, asynchronous course offerings, and consistent advising support throughout. As a statewide consortium we will be able to

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			serve the most rural students of the state with a high quality program.
Eastern Oregon University	BS in Elementary Education; BS in Early Childhood Education (Online)	60	Both EOU and the BASE programs will offer courses in-person and online. With EOU programs candidates must student-teach within a 50 mile radius of EOU's La Grande Campus, providing limited placements in other rural communities throughout Oregon. Limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings. As a statewide consortium we will be able to serve the most rural students of the state with a high quality program that provides consistent advising support throughout.
Southern Oregon University	BA/BS in Early Childhood Development	67	Both SOU and the BASE programs will offer courses in-person and online. SOU offers flexible and hybrid options that are available in the final two years of coursework, however students are required to complete the first two years entirely in person. Student

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			teaching placement may be restricted to geographical regions determined by the college. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings, and consistent academic advising support. As a statewide consortium we will be able to serve the most rural students of the state with a high quality program.
George Fox University	BS in Elementary Education	68	GFU's program is designed primarily for working adults who have already earned a substantial number of college credits (at least 66 semester credits). Through the BASE program, students will be able to access all courses needed for the BASE degree in online or hybrid formats and complete courses at a lower cost as compared to tuition at a private university. Students will receive consistent advising support throughout in BASE.
University of Portland	BA in Education (Multiple Subjects Licensure)	31	The University of Portland offers online endorsements and certificate programs for educators. Lower Division courses need to be taken on campus or at a Community

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			College. While the university does offer a variety of online programs, including online endorsements in Reading Intervention, Special Education, and English for Speakers of Other Languages, it primarily focuses on helping current educators enhance their skills and credentials. Student teaching placements are based on University partnerships and the geographic proximity of the district in relation to the university. Consistent advising support throughout.
Pacific University	BA in Education and Learning (with Elementary Education endorsement option)	38	<p>Cost of attending a private university is significantly greater than a public, state university.</p> <p>While Pacific University offers a flexible online teacher residency bachelor's degree program, students must obtain a specific amount of credits prior to entry. Consistent advising support throughout.</p>
Warner Pacific University	BS in Early Childhood/Elementary Education	5	Warner Pacific University does offer an online Bachelor of Science in Early Childhood/Elementary Education (BSED) program designed for working adults and those with prior college credit. This program aims to prepare candidates for an Oregon Preliminary Teaching License in Elementary Education – Multiple Subjects. Consistent advising support throughout.

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
Linfield University	BS/BA in Elementary Education (2022 program start date)		Linfield offers flexible start times throughout the academic year. Online courses designed for working adults who have prior college credit. BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching.

b. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations to minimize costs to students and maximize effective use of state resources; to enrich teaching & learning, and to facilitate students' preparation to enter and succeed in post graduation employment

At CGCC, we are committed to maximizing the use of state resources and minimizing costs to students through strategic collaboration. To that end, we have joined with four other community colleges to form a consortium, establishing a shared curriculum aligned with national accreditation requirements. This collaboration will allow us to be highly efficient with faculty and staff resources, streamline program development, and create clear, coherent pathways for students. Students who have completed associate degrees in fields such as Early Childhood Education or Paraeducator programs will be able to apply their credits toward the Bachelor of Applied Science (BAS) in Education and complete their degrees within 180 credits. By working together across institutions, we will minimize unnecessary duplication of programs, maximize the effective use of state investments, and significantly reduce overall costs for students seeking a pathway to licensure.

The five-community college consortium has developed an initial shared governance structure and has started to formalize these agreements with bylaws and MOU's. We have completed our consortium agreement outlining our bylaws in a document submitted to HECC on 4/20/25 and we are working on MOU's to document the shared curriculum framework and common standards for advising and field placement submitted with phase 2 of our application. This shared governance defined in these agreements will ensure seamless collaboration and efficient use of state resources.

CGCC extends collaboration and partnership to several public and private four-year institutions as a key strategy for expanding access and opportunities for our rural student

population. As an Oregon community college with one of the largest service areas, maintaining articulation agreements and standing up statewide Major Transfer Maps (MTMs), such as the Associate of Arts Oregon Transfer (AAOT) in Elementary Education, provides ideal preparedness for students to move seamlessly toward a goal of degree completion at the associates level and beyond. Students from CGCC frequently select transfer to Oregon State University, Eastern Oregon University, Portland State University, and other opportunities. Partnerships with four-year programs within Oregon help students complete their educational goals efficiently and effectively by reducing the time and financial burden required to earn a bachelor's degree.

For students attending CGCC, the GYO program has been extremely impactful, providing over \$200,000 in scholarships to future educators. This program has enabled over 60 students to start their educational pathway with little to no debt. Other key components of the student experience at CGCC include having both a Guided Pathways assigned academic advisor and GYO pathway specialist to help students access support and resources to assist them in their goals of completion and transfer to a four-year program.

Between dedicated staff and faculty at CGCC, the student experience for educator preparedness is a sought after pathway for both future teachers and Early Childhood Education professionals. Popular courses include the math for elementary educators series and first-year experience. In the first-year experience course, students are provided with both exploratory assignments to help them solidify their career pathway selections and service learning opportunities to clarify and plan for their future careers.

At CGCC, efforts have been made to improve the student experience by strengthening faculty connections with external partners, including dual credit enrollment. These relationships can and have already resulted in providing partner employees pathways to a degree. Regular collaborations with university partners include professional development opportunities and alignment of learning outcomes to uplift student success. Additional strengthening of awareness around inclusive, responsive, culturally respectful, and accessibility in learning has been a focus of internal faculty professional development. As a designated Hispanic Serving Institution and current recipient of a federal Title III Strengthening Institutions Program grant, CGCC shows improvement for both strengthening academic programming and support services to increase student access and retention; as well as facilitating equitable student experiences.

By embedding goals of equitable student achievement in every aspect of the experience at CGCC, students are supported from the time they enter the institution for actualizing their goals of lifelong learning and being an integral part of a thriving community residing in the scenic Columbia River Gorge. As the region increases in population and diversity, CGCC is honored to produce productive community members and college graduates who serve their local community and economy. As the proposed Bachelor of Applied Science in Education (BASE) degree is integrated into the college's larger regional sustainability planning, CGCC students will have a local, tangible, affordable, and preferable option to earn a four-year degree in a field where qualified professionals are needed. Successful integration of this pathway will

support students seeking meaningful employment as an Elementary Educator, or beyond to graduate level programs in Oregon.

<p>3. Employers in relevant community area have substantive demand for graduates With baccalaureate level degree and specific competencies students are expected to achieve in this program.</p>	<p>A. Demonstrate that employer demand exceeds regional supply of graduates with bachelor degrees in the employer-desired field of study. This must be substantiated, for example, by the number of positions lacking a sufficient candidate pool or by other information within letters of support from industry employers. Calculate the estimated annual gap between employer demand and supply of graduates.</p>
--	--

Employer Demand

There is a documented shortage of qualified teachers in Oregon, particularly in rural areas, bilingual education, and special education. The Oregon Employment Department projects significant growth in K-12 education employment opportunities, with demand in some areas far exceeding the supply of qualified candidates. By offering a BASE, CGCC aims to provide a direct pathway to teaching licensure and help fill this gap. The BASE will also prepare students for leadership roles in educational settings, such as instructional coordinators or options to continue their education to become school administrators, further addressing the shortage of educators prepared to step into these critical positions.

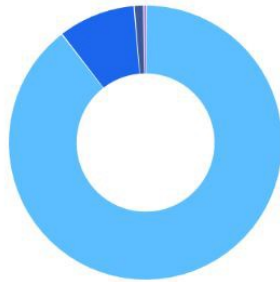
Oregon Employment Department Data: According to the Oregon Employment Department, the East Cascades region that CGCC serves will have 855 openings for elementary teachers each year over the next ten years, 846 of them replacement openings (Qualityinfo.org, Area Employment Projections).

TSPC: The Teachers Standards and Practices Commission (2025), in its Oregon Educator Data Dashboard, currently indicates 86 openings alone for 2025-2026 across Hood River, Wasco, Sherman, Gilliam and Wheeler counties. The ratio of open positions reaches 15.1% in this large, rural service area.

Lightcast Data: The attached labor market analysis from Lightcast indicates significant demand for educators across elementary and secondary levels, with job posting activity and compensation surpassing national averages. As shown in this image below, 9.1% of regional occupations are jobs within these fields.

Chart 7: Lightcast information - Columbia Gorge Regional Data

Most Jobs are Found in the Education and Hospitals (Local Government) Industry Sector



Industry	% of Occupation in Industry (2024)
Education and Hospitals (Local Government)	89.4%
Elementary and Secondary Schools	9.1%
Religious Organizations	1.1%
Other	0.3%

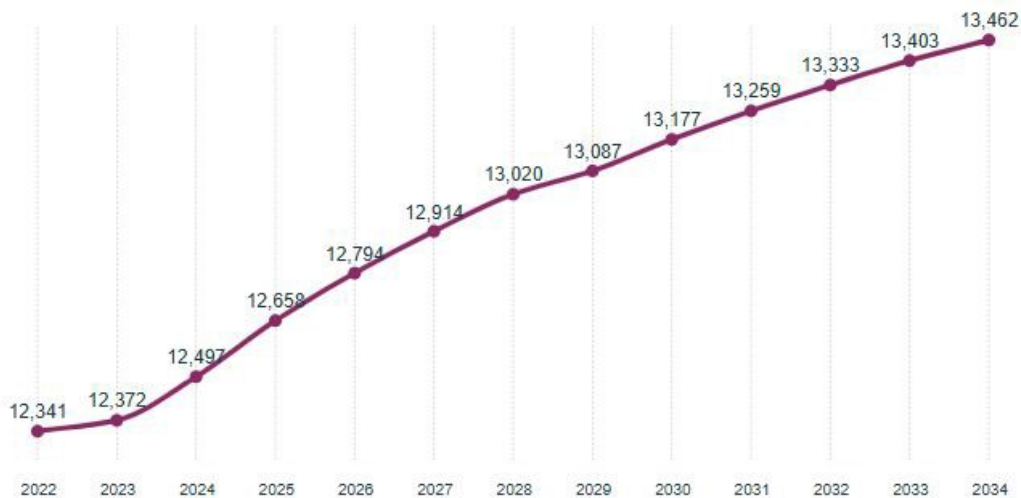
Salaries for educational roles in this region are notably competitive, with a median salary of \$84,853, which is higher than the national median. This increased compensation reflects the high demand for education professionals.

Based on current data, CGCC's regional demand for elementary teachers alone is projected at 962 openings annually.

Chart 8: Lightcast information - Employment Projection

Employment Projection

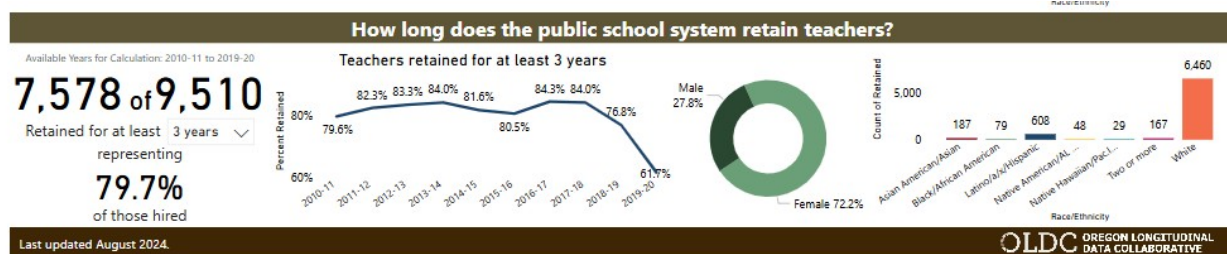
There are 12,372 Elementary School Teachers, Except Special Education employed in Greater The Dalles Region.



Employment count based on latest year available (2023). Projected data shown for 2024 - 2034.

Teacher retention is a particular concern for school districts as the most recent data shows that over 30% leave within the first 5 years. Retention is particularly challenging when teachers are not from the local communities in which they work. Blaushild, Mackevicius, and Wigger (2023) found that teachers who return to teach in their home communities are more likely to stay in the profession over time. This local effect is especially strong among educators from racially and ethnically diverse backgrounds, highlighting the importance of place-based teacher education as a strategy to support both teacher retention and workforce diversity. These findings reinforce the value of GYO programs, which cultivate future teachers from within the communities they will eventually serve, building strong community ties, reducing turnover, and addressing persistent equity gaps in the teaching workforce.

The diagram below from the Oregon Longitudinal Data Collaborative shows the retention issue and how detrimental it is as the five year attrition rate exceeds 30%. This is especially challenging to growing teacher leaders as the attrition rate is higher in under-resourced schools.



The dashboard also illustrates the retention difficulty of the education system and how early attrition also makes the equity gaps even more pronounced as the already small populations of teachers who are Asian American/Asian, Black/African American, Latino/a/x/Hispanic, Native Hawaiian/Pacific Islander or two or more races decline with early career attrition.

Gist, Bianco, and Lynn (2019) emphasize the critical role GYO programs play in cultivating a diverse and locally rooted teaching workforce. These programs are particularly effective at recruiting community members from non-traditional backgrounds and guiding them into the education profession. By aligning teacher preparation with the cultural and linguistic backgrounds of local students, GYO initiatives help improve educational equity and student engagement.

As the regional population increases in diversity, critical needs for racial and ethnic representation for future educators also rise. Within CGCC's service area, the main school districts, located in Hood River and Wasco counties, are seeking educators that reflect the growing populations of both Hispanic students and students with multiracial and multiethnic identities. As indicated in the American Economic Journal, students of color that have at least one teacher who shares their racial/cultural background perform better on standardized tests, are more likely to graduate high school, and are more likely to attend a four-year college (Gershenson, Hart, Hyman, Lindsay, & Papageorge, 2022). The gap is even more pronounced at the high school teaching level and for special education teachers.

Chart 9: Oregon At A Glance District Profiles

School District	Teachers of Color	Students of Color	Ever Language Learners
Hood River	15%	51%	38%
North Wasco	2%	48%	*
South Wasco	0%	23%	*
Source: Oregon At A Glance District Profiles 2024 https://www.ode.state.or.us/data/ReportCard/Reports/Index			

Additional information from Lightcast shows the disparity of currently employed Elementary School Teachers that reflect the diverse needs of the region.

Chart 10: Lightcast information - Columbia Gorge Regional Elementary Educator Employment

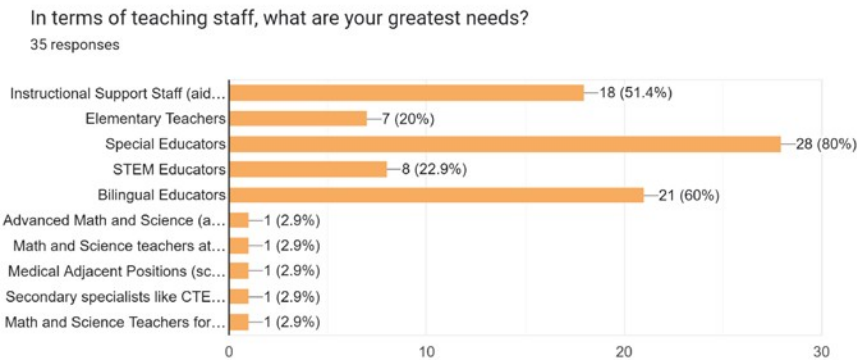
Occupation Race/Ethnicity Breakdown



School District needs

The consortium surveyed our regional school district partners to determine their needs. The survey responses from district leaders offer compelling evidence in support of the Oregon Community College Consortium's application to offer the BASE degree shown below in chart 11. Respondents consistently cited persistent teacher shortages, particularly in Special Education (SPED), bilingual education, and remote locations and stressed that current pathways are not effectively meeting regional or demographic needs).

Chart 11: Educator needs

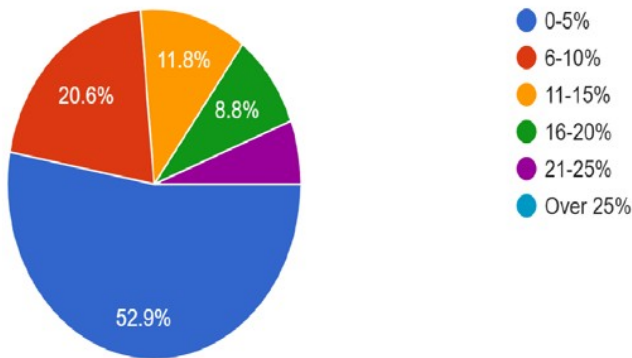


Many schools rely on emergency-licensed teachers annually, with some districts reporting over 20% of their teaching staff currently holding emergency licenses (see charts 12 and 13). These data point to a structural gap in educator preparation that disproportionately affects rural, isolated, and lower-income communities.

Chart 12 & 13: Teachers on emergency licenses

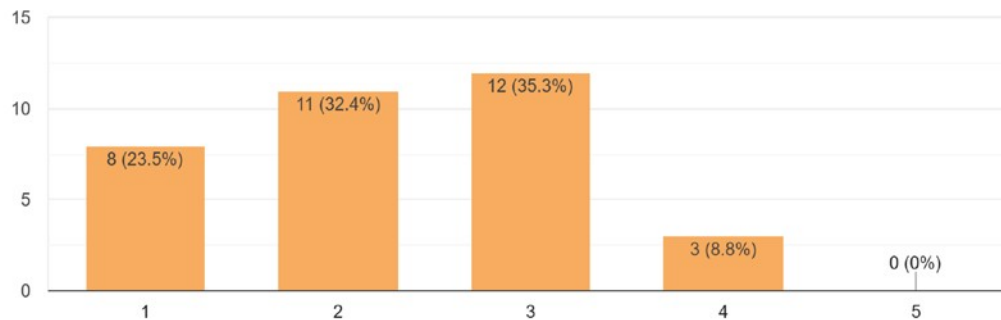
Approximately how many of your classroom teachers are on an emergency license? (percentage)

34 responses



We hire individuals on an emergency licensure annually. (1-Always, 2-Very Often, 3-Sometimes, 4-Rarely, 5-Never)

34 responses



The barriers to recruiting and growing a stable, diverse teaching workforce were strikingly consistent across regions. Survey respondents emphasized the financial burden of earning a teaching degree, the difficulty of accessing programs in remote areas, and the lack of clarity around how to navigate licensure pathways. Respondents strongly supported the inclusion of features like place-based clinical practicum experiences, credit for prior learning, flexible delivery formats (e.g., hybrid and online), and accelerated, cost-effective options, especially for classified staff who want to grow into teaching roles but can't relocate or take time off from work.

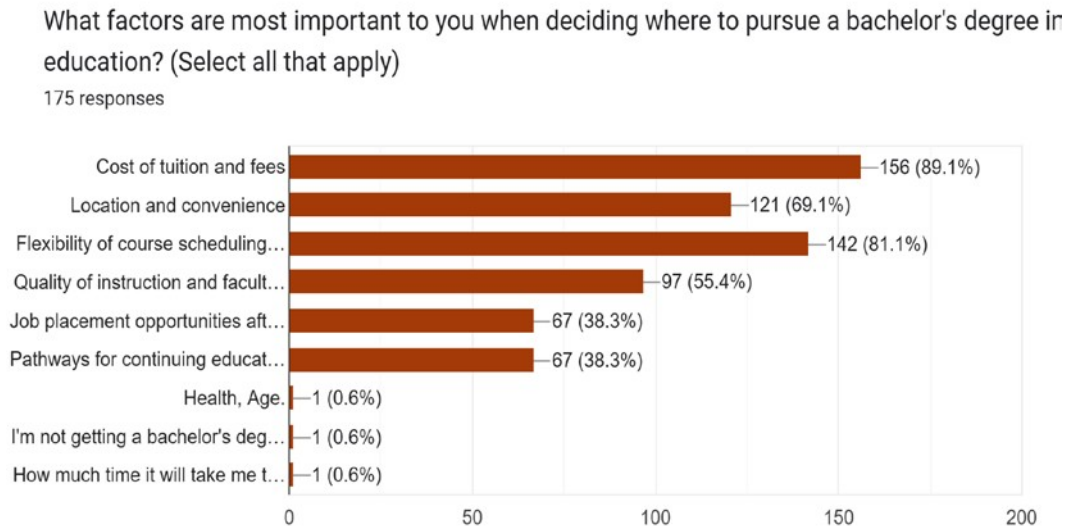
Districts affirmed that “grow your own” (GYO) models and registered apprenticeships are among the most successful strategies for both recruitment and retention. Many emphasized that student teachers are essential to their recruitment and prefer to recruit individuals who already reflect the local community's language and cultural identity. However, due to limited access to traditional teacher education programs, many rural and small districts report having no student teachers at all. This feedback underscores the need for a localized, flexible BASE degree that meets communities where they are. The proposed BASE degree directly addresses the systemic and financial barriers identified and will significantly strengthen the capacity of Oregon's schools to recruit and retain high-quality, diverse educators.

Student data

Survey responses from education students attending the five community colleges in our consortium reveal a powerful demand for a locally accessible, affordable, and flexible

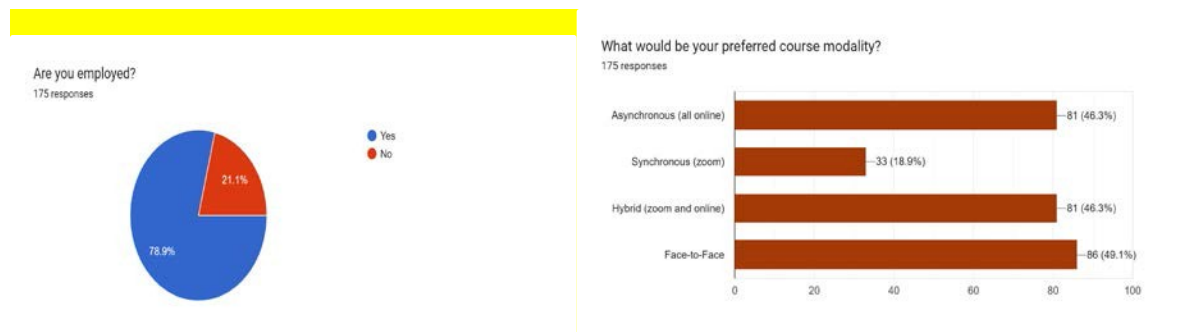
bachelor's degree pathway in education. Students overwhelmingly cited the cost of tuition and fees, location and convenience, and flexibility of course scheduling as their top priorities when selecting a program (chart 14).

Chart 14: Factors that are important



Many students juggle work and family responsibilities and require asynchronous or hybrid modalities that allow them to remain employed or meet caregiving demands. This demand, shown below in chart 15, is particularly strong among students already embedded in local schools as instructional assistants or substitute teachers, who are eager to advance their careers without leaving their communities.

Chart 15: Student employment and modality preferences

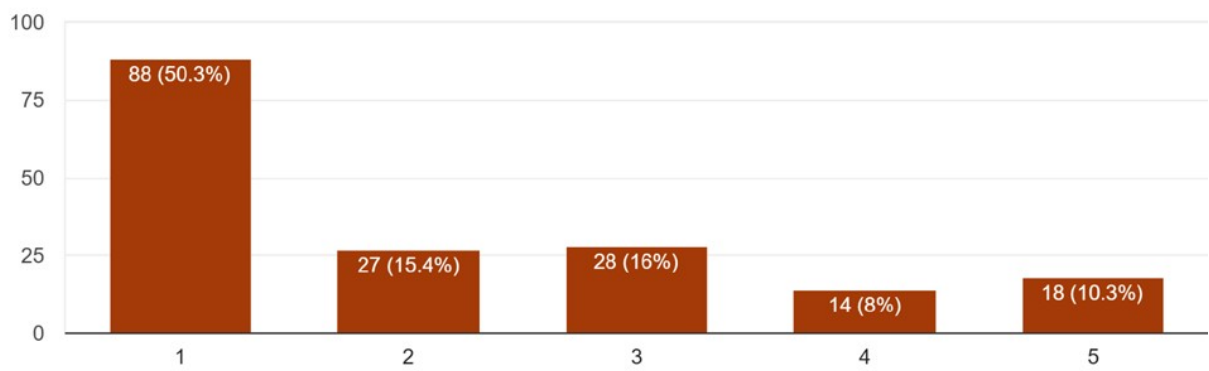


The data also shows in chart 16 and 17 that while most students are "very likely" or "somewhat likely" to transfer to a university, nearly all respondents indicated they would be more likely to complete their bachelor's degree in education if it were offered at their current community college. Barriers such as travel or relocation requirements, credit transfer issues, and feeling unprepared for the transition to a university setting were common themes. Many

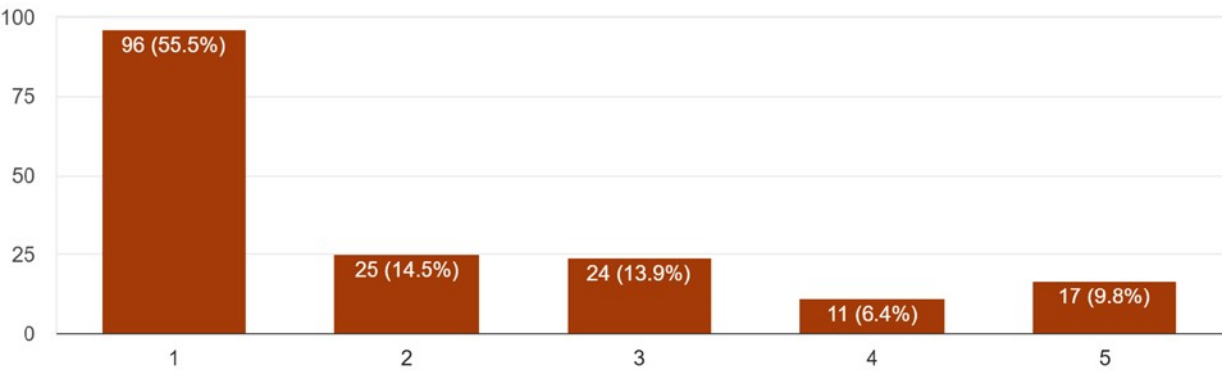
students expressed concerns about the lack of support in university systems compared to the accessible advising and mentorship they currently receive at their community colleges. Importantly, students emphasized the importance of completing student teaching locally, a benefit that the BASE degree program housed within their community would provide.

Chart 16 & 17: How likely are you to transfer to a university after completing the required courses at your community college

How likely are you to transfer to a university after completing the required courses at your community college? 1-Very Likely 2-Somewhat Likely 3-Neutral 4-Somewhat Unlikely 5-Very Unlikely
175 responses



If your community college offered a bachelor's degree in Education, how likely would you be to choose it over transferring to a university? 1-Very ...ely 3-Neutral 4-Somewhat Unlikely 5-Very Unlikely
 173 responses



Finally, in short answer responses students identified the specific supports they would need to thrive in a community college-based bachelor's program: financial aid or scholarships, academic advising and mentorship, and flexible scheduling were the most frequently requested. These insights align perfectly with the mission of the BASE consortium to create equitable, streamlined, and workforce-aligned educational opportunities. A BASE degree offered at the community colleges would not only eliminate systemic barriers but also help diversify Oregon’s teacher pathways by serving students who are rooted in their communities, experienced in local schools, and committed to advancing educational equity where they live.

<p>4. Applied baccalaureate program builds upon academic, professional or technical program(s) or courses already offered.</p>	<p>A. If the proposed degree is a bachelor of applied science (BAS), describe the existing professional and career technical degree program(s) that will be used as the foundation for this applied baccalaureate program. Include how long the program has been in existence, the date of its last review by its department within the college, and the enrollment history of the program(s) over the past six years.</p> <p>B. How might this existing program need to be revised to better integrate with an applied baccalaureate program?</p>
--	--

Building on Existing Programs

The BASE degree will build on CGCC's existing Associate of Applied Science (AAS) program in Early Childhood Education and AAOT in Elementary Education. These programs have grown considerably with the help of the GYO grant awarding and programming. The proposed BAS will provide students who complete these programs with the opportunity to advance their careers by earning a bachelor's degree and obtaining required credentials and licensures, creating seamless transitions from associate level coursework to transfer seamlessly to a bachelor's degree program and beyond.

As highlighted in the student story, CGCC's community and partnerships strive to provide opportunities throughout the region to champion access to education for all students. From a robust migrant education program to large collaborative regional project planning initiatives, the college's service district is constantly setting goals for connectivity and support for students and families to have access to education and early learning opportunities. Support letters for the BASE degree opportunity from Dufur and North Wasco school districts, along with a letter from the Columbia Gorge Education Service District, provide a lens for the level of collaboration needed to meet the projected needs for diverse, bilingual, credentialed educators in the region.

Chart 18: Columbia Gorge Community College Degree pathways in ECE and Education

College	Program Name	Year Established	Last Reviewed (program review)
CGCC	AAS in ECE	2013-2014* <i>*(and prior to independent accreditation)</i>	2020-21
CGCC	MTM in Elem. ED	2023-2024	N/A

To further demonstrate the growth and sustainability of CGCC's foundation in early childhood and education pathways, enrollment data over the past decade shows consistent student interest across multiple certificate and degree options. In 2019, the ECE faculty conducted a program review which, among a number of findings arrived at in collaboration with community partners, identified the opportunity to better respond to local and state needs by updating and aligning curriculum, and improving scheduling and delivery. As evidenced in Chart 19, 2024 saw CGCC return (68) to pre-pandemic annual average enrollments (64). Close partnership between Instructional Services and Child Care Partners Resource and Referral has been integral into strengthening our student recruitment efforts, and college efforts in Career Pathways and Credit for Prior Learning have been and look to be further resources for growth going forward.

CHART 19. CGCC Early Childhood Education Program Enrollments by Academic Year											
Degree Type	Program Description	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
□ <1-Year Certificate	Early Childhood Education Curriculum								2	1	1
	Early Childhood Education Fundamentals							2	5	7	3
	Initial Early Childhood Education										1
□ Associate of Applied Science	Early Childhood Education						4	14	31	45	63
	Early Education and Family Studies	69	69	46	48	64	25				
❖ Certificate	Early Childhood Education - Level I Cert		1								
	Early Childhood Education - Level II Cert			1							
	Early Childhood Education & Family Studies	6	5	6	3	3	4				
	Education: Paraprofessional			2	1						
□ Grand Total		73	75	55	52	67	32	16	38	53	68

Source: Institutional Research, May 2025

To better integrate with the proposed BASE program, CGCC's existing Early Childhood Education (AAS) and Elementary Education (AAOT) programs will ensure existing and expand existing advising to include clear transfer pathways into the BASE degree. An increased number of courses offered in flexible modalities are improving student access to education. Additionally, faculty evaluation and professional development opportunities that incorporate emphasis on culturally responsive pedagogy will align lower-division preparation with upper-division degree outcomes. Credit for prior learning, and continued focus on adopting high-impact practices, such as enhancing the first-year student experience and opportunities for community-based learning, give students a variety of opportunities for success when seeking to pursue a career connected to the BASE degree. We look forward to the opportunity for creating equitable access, equitable

student success and inclusive prosperity in our community, with this academically- and industry-relevant BASE program, built in community - for our community.

References

- Bianco, M., & Marin-Paris, D. (2019). Pathways2Teaching: Addressing the teacher diversity gap through a Grow Your Own program. *Teaching Exceptional Children*, 52(1), 38–41. <https://doi.org/10.1177/0040059919875681>
- Blaushild, N. L., Mackevicius, C., & Wigger, C. (2023). Investigating the "draw of home" and teachers' career decisions (EdWorkingPaper No. 23-826). Annenberg Institute at Brown University. <https://doi.org/10.26300/rcph-kq59>
- Community College Baccalaureate Association. (n.d.). Community college baccalaureate resources. <https://www.accbd.org/ccba-resources/>
- Community College Baccalaureate Association. (2024, July 31). Data Points No. 7: Hispanic-serving institutions and community college baccalaureate degrees. https://www.accbd.org/wp-content/uploads/2024/07/Data-Points7_HSI_073124_FINAL.pdf
- Educator Advancement Council, Oregon Department of Education, Higher Education Coordinating Commission, & Teacher Standards and Practices Commission. (2022). Oregon educator equity report. https://www.oregon.gov/tspc/about/Publications_and_Reports/2022_Oregon_Educator_Equity_Report.pdf
- Educator Advancement Council, Oregon Department of Education, Higher Education Coordinating Commission, & Teacher Standards and Practices Commission. (2024). Oregon educator equity report. https://www.oregon.gov/highered/strategy-research/Documents/Reports/FINAL_Educator_Equity_Report_2024_rev.pdf
- Gershenson, S., Hart, C. M. D., Hyman, J., Lindsay, C. A., & Papageorge, N. W. (2022). The long-run impacts of same-race teachers. *American Economic Journal: Economic Policy*, 14(4), 300–342. <https://doi.org/10.1257/pol.20190573>
- Gist, C. D., Bianco, M., & Lynn, M. (2019). Examining grow your own programs across the teacher education pipeline: Mining research on teachers of color and nontraditional educator pipelines. *Equity & Excellence in Education*, 52(1), 92–106. <https://doi.org/10.1080/10665684.2019.1574930>
- Learning Policy Institute. (2024). State teacher shortages: Data and resource tool. <https://learningpolicyinstitute.org/product/state-teacher-shortages-vacancy-resource-tool-2024>

- Lightcast. (n.d.). Elementary school teacher (except special education) [Career profile]. Columbia Gorge Community College. <https://cgcc.lightcastcc.com/careers/elementary-school-teacher-except-special-education?radius=100%20miles®ion=Greater%20The%20Dalles%20Region>
- Meza, E., & Love, I. (2023). When community colleges offer a bachelor's degree: A literature review on student access and outcomes. *New America*.
<http://www.jstor.org/stable/resrep48691>
- National Center for Education Statistics. (2023, October 17). Most public schools face challenges in hiring teachers and other personnel entering the 2023–24 academic year. https://nces.ed.gov/whatsnew/press_releases/10_17_2023.asp
- Oregon Longitudinal Data Collaborative. (2024, August). Oregon educator workforce dashboard. Higher Education Coordinating Commission.
<https://www.oregon.gov/highered/strategy-research/pages/oldc-educator-dashboard.aspx>
- Student-Ready Strategies. (2025, Spring). Postsecondary transfer in Oregon: Examining the current landscape of transfer policy. Oregon Community College Association.
<https://www.occa17.com/>
- Teacher Standards and Practices Commission. (2025, Spring). Your Oregon educator data dashboard. TSPC of Oregon. <https://www.oregonedd.com/>
- U.S. Department of Education. (2024). Eliminating educator shortages in rural schools. <https://www.ed.gov/sites/ed/files/2024-12/Eliminate-Educators-Shortages-Rural-Brief-for-NFARE-Print-Digital-Ready.pdf>



Columbia Gorge Education Service District
Dedicated to Enhancing Educational Opportunities

May 1, 2025

Dana L. Pedersen
Superintendent
Columbia Gorge Education Service District
541.624.4504

Dr. Karla Hale
Bachelor's of Applied Science in Education Degree
Chemeketa Community College
Salem, OR 97305

Dear Dr. Hale,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** being developed through a consortium of community colleges (Linn-Benton, Chemeketa, Treasure Valley, Rogue, Columbia Gorge). We are particularly interested in the offering of this program at Columbia Gorge Community College (CGCC). This degree program directly addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students.

Oregon continues to face a shortage of well-prepared educators, particularly in remote, bilingual, and special education jobs in early childhood and elementary education. The reliance on emergency and restricted licenses underscores the urgent need for innovative, affordable, and accessible teacher preparation pathways. The proposed BASE program through this consortium of community colleges offers a complementary pathway that will support non-traditional aspiring educators who are place-bound or unable to access four-year programs due to financial, geographic, or familial constraints.

Through CGCC – a rural, Hispanic-serving institution – the BASE program can also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for under-represented, culturally and linguistically diverse individuals to enter the teaching profession, this degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.

The BASE curriculum is thoughtfully designed to build on the strengths of the consortium and CGCC's successful associate degree and certificate programs, offering students a seamless transition into a bachelor's degree while remaining rooted in their home communities. The use of flexible scheduling, credit for prior learning, hybrid instruction, and practicum opportunities ensures that this program will not only prepare excellent teachers, but also improve their retention, especially those from historically marginalized groups.

We applaud and support CGCC in their work with the consortium to champion this bachelor's degree program, and to implement it here in the Columbia River Gorge. We believe this program will play a vital role in transforming Oregon's educator pathways and ensuring all students benefit from stable, well-prepared, and diverse teachers.

Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Dana L. Pedersen

Sincerely,
Dana L. Pedersen
Superintendent
Columbia Gorge Education Service District
dpedersen@cgesd.k12.or.us
541.624.4504

Wasco County School District #29
Dufur School
802 NE 5th Street
Dufur, OR 97021
541-467-2509 fax 541-467-2589



April 29, 2025
Kristin Whitley
Principal/Incumbent Superintendent effective July 1, 2025
Dufur School District 29
kwhitley@dufur.k12.or.us

Dr. Karla Hale
Bachelor's of Applied Science in Education Degree
Chemeketa Community College
Salem, OR 97305

Dear Dr. Hale,

I am writing to express my full support for the proposed Bachelor of Applied Science in Education (BASE) being developed through a consortium of community colleges (Linn-Benton, Chemeketa, Treasure Valley, Rogue, Columbia Gorge). We are particularly interested in the offering of this program at Columbia Gorge Community College (CGCC). This degree program directly addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students. It also promotes the high value that Dufur School District places on growing our own future employees.

Oregon continues to face a shortage of well-prepared educators, particularly in remote, bilingual, and special education jobs in early childhood and elementary education. The reliance on emergency and restricted licenses underscores the urgent need for innovative, affordable, and accessible teacher preparation pathways. The proposed BASE program through this consortium of community colleges offers a complementary pathway that will support non-traditional aspiring educators who are place-bound or unable to access four-year programs due to financial, geographic, or familial constraints.

Through CGCC - a rural, Hispanic-serving institution - the BASE program can also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for under-represented, culturally and linguistically diverse

individuals to enter the teaching profession, this degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve. The BASE curriculum is thoughtfully designed to build on the strengths of the consortium and CGCC's successful associate degree and certificate programs, offering students a seamless transition into a bachelor's degree while remaining rooted in their home communities.

The use of flexible scheduling, credit for prior learning, hybrid instruction, and practicum opportunities ensures that this program will not only prepare excellent teachers, but also improve their retention, especially those from historically marginalized groups. We applaud and support CGCC in their work with the consortium to champion this bachelor's degree program, and to implement it here in the Columbia River Gorge. We believe this program will play a vital role in transforming Oregon's educator pathways and ensuring all students benefit from stable, well-prepared, and diverse teachers.

Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Sincerely,

A handwritten signature in black ink, reading "Kristin Whitley". The signature is written in a cursive, flowing style. The first name "Kristin" is written in a larger, more prominent script, and the last name "Whitley" follows in a similar but slightly smaller script. The signature is positioned to the right of the word "Sincerely,".

Kristin Whitley



HOOD RIVER COUNTY SCHOOL DISTRICT

Excellence. Every student. Every day.

May 2, 2025

Bill Newton
Superintendent
Hood River County School District
Hood River, OR 97031

Dr. Karla Hale
Bachelor's of Applied Science in Education Degree
Chemeketa Community College
Salem, OR 97305

Dear Dr. Hale,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** being developed through a consortium of community colleges (Linn-Benton, Chemeketa, Treasure Valley, Rogue, Columbia Gorge). We are particularly interested in the offering of this program at Columbia Gorge Community College (CGCC). This degree program addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students.

Oregon continues to face a shortage of well-prepared educators, particularly in remote, bilingual, and special education jobs in early childhood and elementary education. The reliance on emergency and restricted licenses underscores the urgent need for innovative, affordable, and accessible teacher preparation pathways. The proposed BASE program through this consortium of community colleges offers a complementary pathway that will support non-traditional aspiring educators who are place-bound or unable to access four-year programs due to financial, geographic, or familial constraints.

Through CGCC – a rural, Hispanic-serving institution – the BASE program can also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for under-represented, culturally and linguistically diverse individuals to enter the teaching profession, this degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.

Excellence. Every student. Every day.

Bill Newton | Superintendent
1011 Eugene Street • Hood River, Oregon 97031 • 541-387-5014
www.hoodriver.k12.or.us



HOOD RIVER COUNTY SCHOOL DISTRICT

Excellence. Every student. Every day.

The BASE curriculum is thoughtfully designed to build on the strengths of the consortium and CGCC's successful associate degree and certificate programs, offering students a seamless transition into a bachelor's degree while remaining rooted in their home communities. The use of flexible scheduling, credit for prior learning, hybrid instruction, and practicum opportunities ensures that this program will not only prepare excellent teachers, but also improve their retention, especially those from historically marginalized groups.

We applaud and support CGCC in their work with the consortium to champion this bachelor's degree program, and to implement it here in the Columbia River Gorge. We believe this program will play a vital role in transforming Oregon's educator pathways and ensuring all students benefit from stable, well-prepared, and diverse teachers.

Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Sincerely,

Bill Newton
Superintendent
Hood River County School District
bill.newton@hoodriver.k12.or.us

Excellence. Every student. Every day.



North Wasco County School District #21

Office of the Superintendent

April 29, 2025

North Wasco County School District
3632 W 10th St.
The Dalles, OR 97058

Dr. Karla Hale
Bachelor's of Applied Science in Education Degree
Chemeketa Community College
Salem, OR 97305

Dear Dr. Hale,

I am writing to express my full support for the proposed Bachelor of Applied Science in Education (BASE) being developed through a consortium of community colleges (Linn-Benton, Chemeketa, Treasure Valley, Rogue, Columbia Gorge). We are particularly interested in the offering of this program at Columbia Gorge Community College (CGCC). This degree program directly addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students.

Oregon continues to face a shortage of well-prepared educators, particularly in remote, bilingual, and special education jobs in early childhood and elementary education. The reliance on emergency and restricted licenses underscores the urgent need for innovative, affordable, and accessible teacher preparation pathways. The proposed BASE program through this consortium of community colleges offers a complementary pathway that will support non-traditional aspiring educators who are place-bound or unable to access four-year programs due to financial, geographic, or familial constraints.

Through CGCC—a rural, Hispanic-serving institution—the BASE program can also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for under-represented, culturally and linguistically diverse individuals to enter the teaching profession, this degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.

The BASE curriculum is thoughtfully designed to build on the strengths of the consortium and CGCC's successful associate degree and certificate programs, offering students a seamless transition into a bachelor's degree while remaining rooted in their home communities. The use of flexible scheduling, credit for prior learning, hybrid instruction, and practicum opportunities ensures that this program will not only prepare excellent teachers, but also improve their retention, especially those from historically marginalized groups.

3632 West 10th Street, The Dalles, OR 97058
541-506-3420 Fax 541-298-6018

"The North Wasco County School District is an equal opportunity educator and employer."

We applaud and support CGCC in their work with the consortium to champion this bachelor's degree program, and to implement it here in the Columbia River Gorge. We believe this program will play a vital role in transforming Oregon's educator pathways and ensuring all students benefit from stable, well-prepared, and diverse teachers.

Thank you for the opportunity to express our strong support. Please feel free to reach out if I can provide additional information.

Sincerely,

fM

Carolyn Bernal, Ed.D
Superintendent
North Wasco County School District
bemalc@nwasco.k12.or.us
541-506-3420

3632 West 10th Street, The Dalles, OR 97058
541-506-3420 Fax 541-298-6018

"The North Wasco County School District is an equal opportunity educator and employer. "

Occupational Employment Projections for Columbia Gorge (Gilliam, Hood River, Sherman, Wasco and Wheeler Counties), 2023-2033										
Oregon Employment Department, Workforce and Economic Research Division										
SOC Level	Occupation Code	Occupation Title	Employment 2023	Proj. Employment 2033	Percent Change	Employment Change	Replacement Openings	Total Openings	Typical Entry-Level Education	Competitive Education
1	00-0000	Total, All Occupations	30,827	32,599	5.7%	1,772	37,220	38,992		
		Management, Business, and Financial	5,020	5,299	5.6%	279	4,609	4,888		
4	11-9031	Education and Childcare Administrators, Preschool and Daycare	-s-	-s-	-s-	-s-	-s-	-s-	Associate's degree	Bachelor's degree
4	11-9032	Education Administrators, Kindergarten through Secondary	83	83	0.0%	0	55	55	Master's degree	Master's degree
4	11-9039	Education Administrators, All Other	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
2	25-0000	Educational Instruction and Library Occupations	1,378	1,388	0.7%	10	1,273	1,283		
4	25-1011	Business Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1021	Computer Science Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1022	Mathematical Science Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1032	Engineering Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1041	Agricultural Sciences Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1042	Biological Science Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1051	Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1052	Chemistry Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1066	Psychology Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1069	Social Sciences Teachers, Postsecondary, All Other	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1071	Health Specialties Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1072	Nursing Instructors and Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1081	Education Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1111	Criminal Justice and Law Enforcement Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1113	Social Work Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1121	Art, Drama, and Music Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1122	Communications Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1123	English Language and Literature Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1125	History Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1193	Recreation and Fitness Studies Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1194	Career/Technical Education Teachers, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-1199	Postsecondary Teachers, All Other	-s-	-s-	-s-	-s-	-s-	-s-	Master's degree	Doctoral or prof. degree
4	25-2011	Preschool Teachers, Except Special Education	127	143	12.6%	16	148	164	Associate's degree	Bachelor's degree
4	25-2012	Kindergarten Teachers, Except Special Education	31	30	-3.2%	-1	33	32	Bachelor's degree	Master's degree
4	25-2021	Elementary School Teachers, Except Special Education	244	239	-2.0%	-5	159	154	Bachelor's degree	Master's degree
4	25-2022	Middle School Teachers, Except Special and Career/Technical Education	80	79	-1.3%	-1	53	52	Bachelor's degree	Master's degree
4	25-2023	Career/Technical Education Teachers, Middle School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2032	Career/Technical Education Teachers, Secondary School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2051	Special Education Teachers, Preschool	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2052	Special Education Teachers, Kindergarten and Elementary School	35	35	0.0%	0	24	24	Bachelor's degree	Master's degree
4	25-2057	Special Education Teachers, Middle School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2058	Special Education Teachers, Secondary School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-2059	Special Education Teachers, All Other	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-3011	Adult Basic Education, Adult Secondary Education, and ESL Instructors	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-3021	Self-Enrichment Teachers	37	40	8.1%	3	46	49	High school diploma or equivalent	Postsecondary training (certificate or diploma)
4	25-3031	Substitute Teachers, Short-Term	26	26	0.0%	0	31	31	Bachelor's degree	Master's degree
4	25-3041	Tutors	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-3099	Teachers and Instructors, All Other	21	23	9.5%	2	27	29	Bachelor's degree	Master's degree

Occupational Employment Projections for Columbia Gorge (Gilliam, Hood River, Sherman, Wasco and Wheeler Counties), 2023-2033										
Oregon Employment Department, Workforce and Economic Research Division										
SOC Level	Occupation Code	Occupation Title	Employment 2023	Proj. Employment 2033	Percent Change	Employment Change	Replacement Openings	Total Openings	Typical Entry-Level Education	Competitive Education
4	25-9031	Instructional Coordinators	23	25	8.7%	2	21	23	Bachelor's degree	Master's degree
4	25-9044	Teaching Assistants, Postsecondary	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
4	25-9045	Teaching Assistants, Except Postsecondary	402	400	-0.5%	-2	471	469	High school diploma or e	Associate's degree
4	25-9099	Educational Instruction and Library Workers, All Other	29	28	-3.4%	-1	25	24	Bachelor's degree	Bachelor's degree

Notes: All data include self-employment. // -s- means suppressed for confidentiality or insufficient data. //

** Non-covered agricultural workers are workers employed by agricultural firms who are not covered by unemployment insurance. The number of non-covered agricultural workers by occupation is not available.

[Data Sources and Limitations](#)

Published: December 17, 2024

3 Educational Instruction and Library Occupations in 5 Oregon Counties

Contents

What is Lightcast Data?	1
Report Parameters	2
Executive Summary	3
Jobs	4
Compensation	7
Job Posting Activity.....	8
Demographics.....	12
Occupational Programs	14

What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



Report Parameters

3 Occupations

25-2021 Elementary School Teachers, Except
Special Education

25-2012 Kindergarten Teachers, Except Special
Education

25-2052 Special Education Teachers, Kindergarten
and Elementary School

5 Counties

41021 Gilliam County, OR

41027 Hood River County, OR

41055 Sherman County, OR

41065 Wasco County, OR

41069 Wheeler County, OR

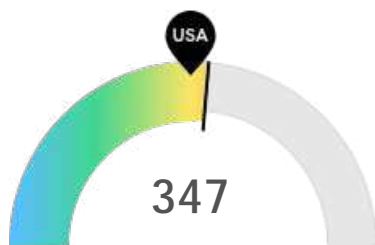
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupations and geographical areas.

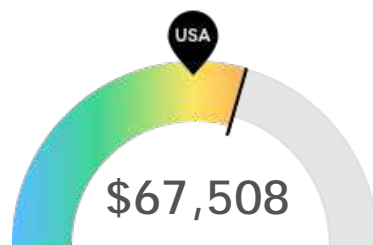
Executive Summary

Average Job Posting Demand Over an Average Supply of Regional Jobs



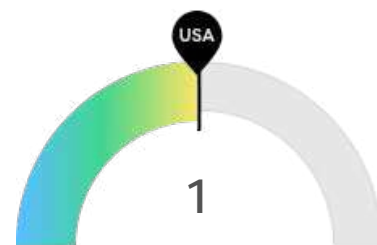
Jobs (2024)

Your area is about average for this kind of job. The national average for an area this size is 320* employees, while there are 347 here.



Compensation

Earnings are about average in your area. The national median salary for your occupations is \$63,678, compared to \$67,508 here.



Job Posting Demand

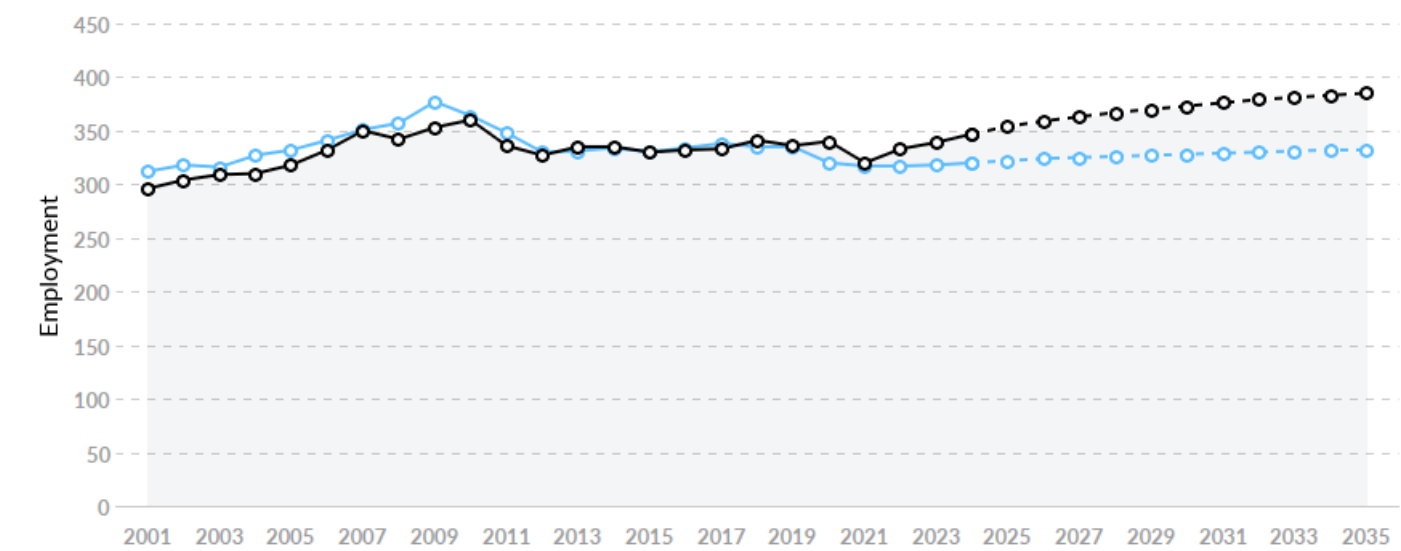
Job posting activity is about average in your area. The national average for an area this size is 1* job posting/mo, while there is 1 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is About Equal to the National Average

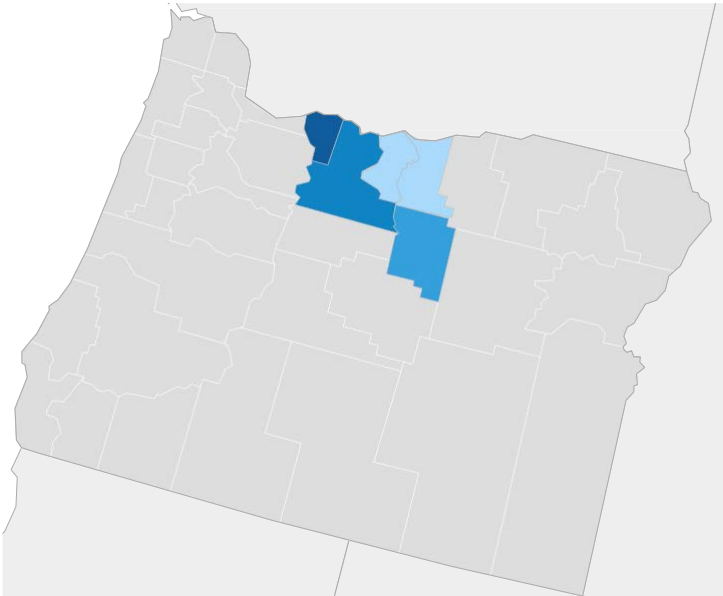
An average area of this size typically has 320* jobs, while there are 347 here.



	Region	2024 Jobs	2025 Jobs	Change	% Change
A	5 Oregon Counties	347	354	6	1.8%
A	National Average	320	322	2	0.6%

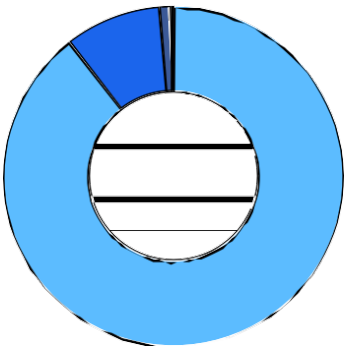
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2024 Jobs
Hood River County, OR	173
Wasco County, OR	128
Wheeler County, OR	20
Gilliam County, OR	14
Sherman County, OR	12

Most Jobs are Found in the Education and Hospitals (Local Government) Industry Sector

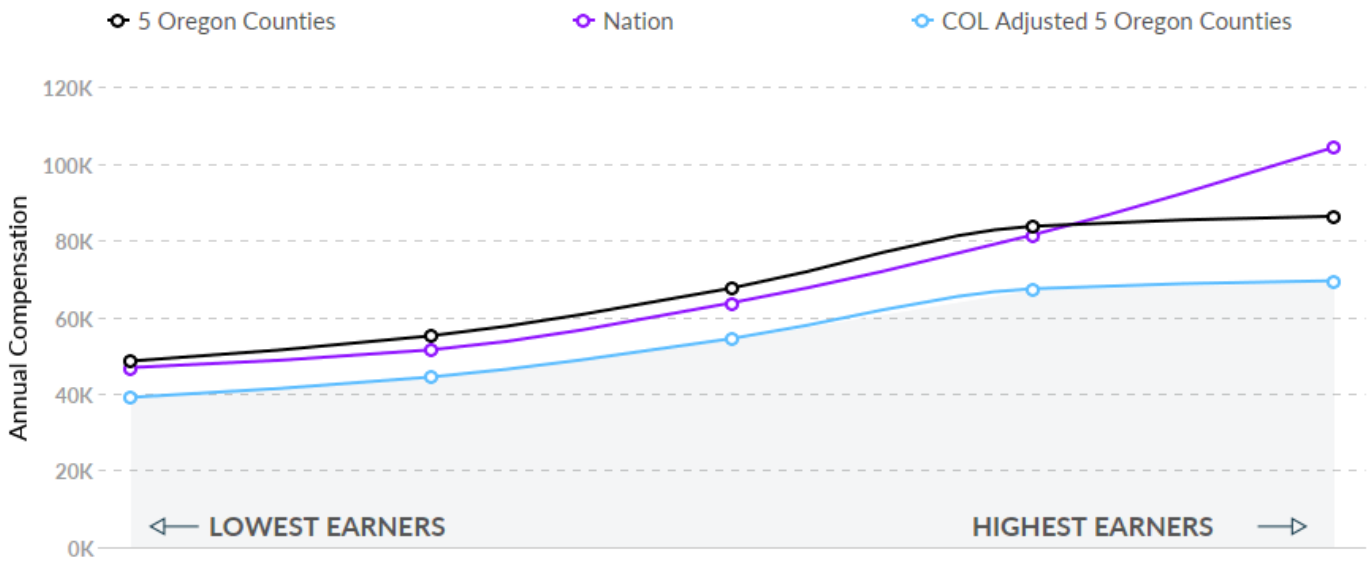


Industry	% of Occupation in Industry (2024)
A Education and Hospitals (Local Government)	89.4%
A Elementary and Secondary Schools	9.1%
A Religious Organizations	1.1%
A Other	0.3%

Compensation

Regional Compensation Is 6% Higher Than National Compensation

For your occupations, the 2023 median wage in your area is \$67,508, while the national median wage is \$63,678.



Job Posting Activity



17 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Feb 2025.



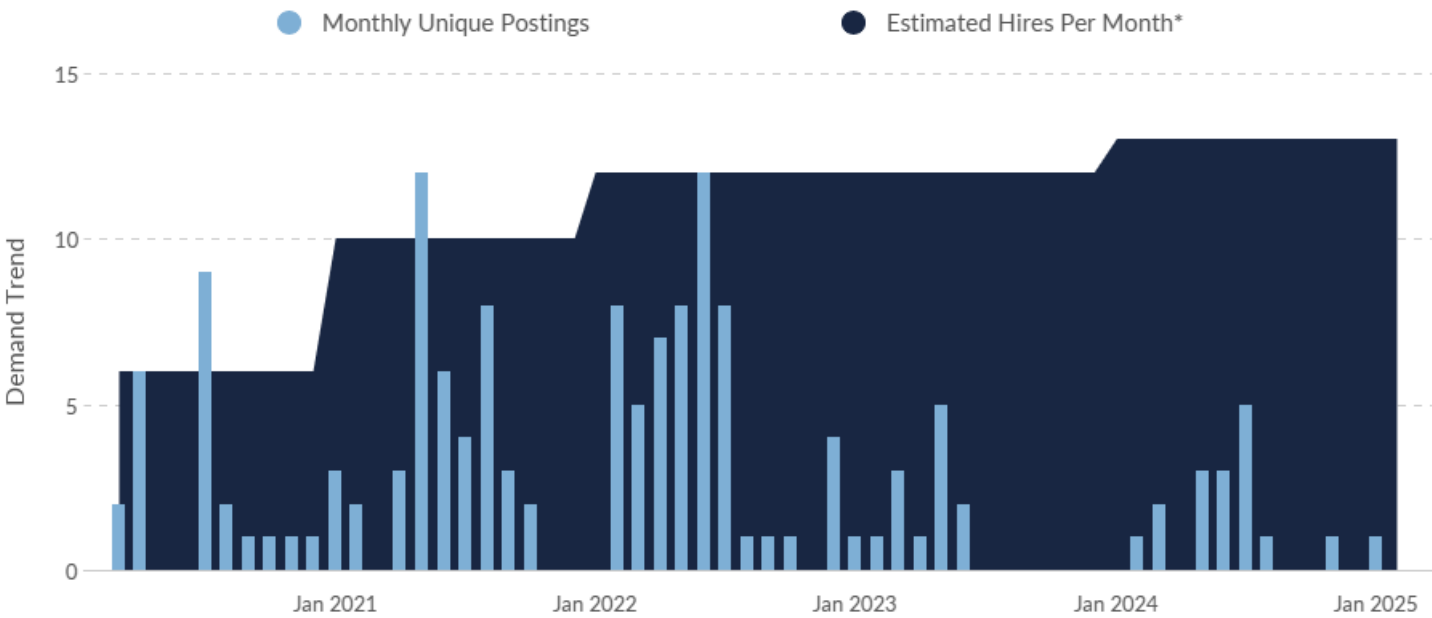
5 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Feb 2025.







31 Day Median Duration











Posting duration is 4 days longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Feb 2025)	Avg Monthly Hires (Jan 2024 - Feb 2025)
Elementary School Teachers, Except Special Education	1	10
Kindergarten Teachers, Except Special Education	0	2
Special Education Teachers, Kindergarten and Elementary School	0	1

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
Hood River County Sd	10 
KinderCare Education	3 
Horizon Christian School	1 
Mid Columbia Childrens Council	1 

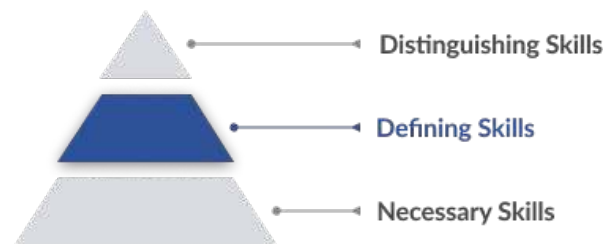
Top Job Titles	Unique Postings
Teachers	4 
Elementary School Music Teach...	2 
Elementary School Teachers	2 
Elementary Teachers	2 
1st Grade Teachers	1 
2nd Grade Elementary Teachers	1 
3rd Grade Teachers	1 
Bilingual Elementary Teachers	1 
Elementary Instructional Coaches	1 
Elementary Reading Teachers	1 

Top Distinguishing Skills by Demand

Not enough data to display Distinguishing Skills for this occupation.

Top Defining Skills by Demand

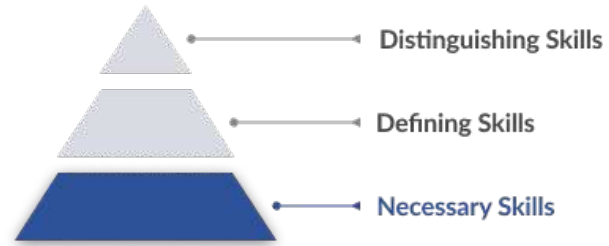
An occupation's **Defining Skills** represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Teaching Certificate	<input type="checkbox"/>	12	+16.1%	Growing
Lesson Planning	<input type="checkbox"/>	12	+12.6%	Growing
Instructional Strategies	<input type="checkbox"/>	7	+26.3%	Rapidly Growing
Individualized Education Programs (IEP)	<input type="checkbox"/>	5	+16.4%	Growing
Classroom Management	<input type="checkbox"/>	4	+6.4%	Stable
Differentiated Instruction	<input type="checkbox"/>	2	+16.9%	Growing
Special Education	<input type="checkbox"/>	1	+16.3%	Growing
Primary Education	<input type="checkbox"/>	1	+12.8%	Growing

Top Necessary Skills by Demand

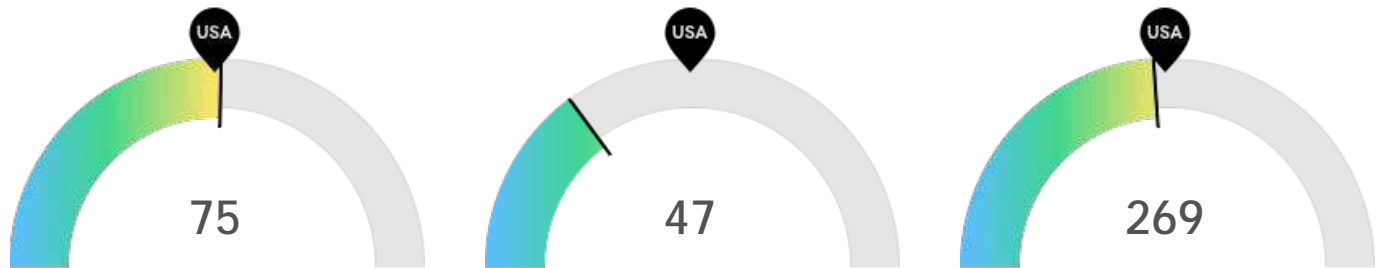
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Lesson Planning	<input type="checkbox"/>	12	+12.6%	Growing
Instructional Strategies	<input type="checkbox"/>	7	+26.3%	Rapidly Growing
Individualized Education Programs (IEP)	<input type="checkbox"/>	5	+16.4%	Growing
Classroom Management	<input type="checkbox"/>	4	+6.4%	Stable
Curriculum Development	<input type="checkbox"/>	3	+14.6%	Growing
Disabilities	<input type="checkbox"/>	3	+16.8%	Growing
Behavior Management	<input type="checkbox"/>	2	+4.9%	Stable
Differentiated Instruction	<input type="checkbox"/>	2	+16.9%	Growing
Learning Styles	<input type="checkbox"/>	2	+21.7%	Rapidly Growing
Special Education	<input type="checkbox"/>	1	+16.3%	Growing

Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 73* employees 55 or older, while there are 75 here.

Racial Diversity

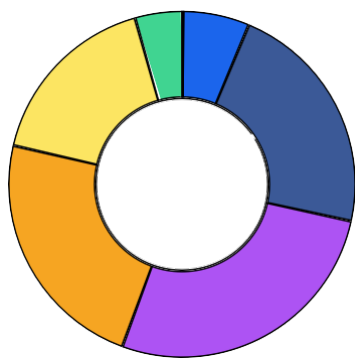
Racial diversity is low in your area. The national average for an area this size is 92* racially diverse employees, while there are 47 here.

Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 287* female employees, while there are 269 here.

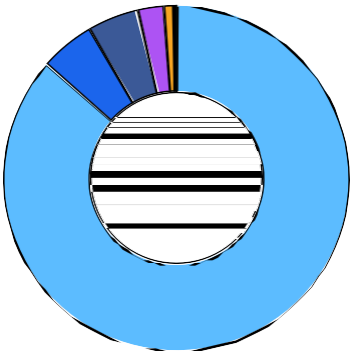
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown



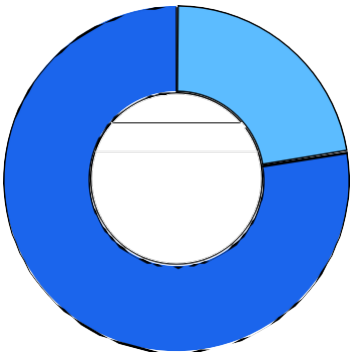
		% of Jobs	Jobs
A	14-18	0.0%	0
A	19-24	6.2%	22
A	25-34	22.1%	77
A	35-44	27.2%	94
A	45-54	23.0%	80
A	55-64	17.0%	59
A	65+	4.5%	15

Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
A White	86.4%	300
A Hispanic or Latino	5.1%	18
A Two or More Races	4.8%	17
A Asian	2.4%	8
A Black or African American	0.9%	3
A Native Hawaiian or Other Pacific Islander	0.3%	1
A American Indian or Alaska Native	0.1%	0

Occupation Gender Breakdown



	% of Jobs	Jobs
A Males	22.4%	78
A Females	77.6%	269

Occupational Programs



CIP Code	Top Programs	Completions (2023)
13.1210	Early Childhood Education and Teaching	2 <div></div>

Top Schools	Completions (2023)
Columbia Gorge Community College	2 <div></div>



July 22, 2020

President Marta Yera Cronin
Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058

Dear Dr. Yera Cronin:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on June 24-26, 2020, concerning the Spring 2020 Evaluation of Institutional Effectiveness Evaluation of Columbia Gorge Community College. This action was taken after consideration of evidence, including the institution's Self-Evaluation Report, the Peer-Evaluation Report, the optional Institutional Response to the Peer-Evaluation Report, and information received as part of the institutional representative meeting with Commissioners.

Accreditation

Reaffirm Accreditation

Status of Previous Recommendations Addressed in this Evaluation

- Recommendation 2: Spring 2013 Mission Fulfillment and Sustainability - Continued as Needs Improvement (2020 Standards 1.C.5, 1.C.6, and 1.C.7)

Commendations

The Commission commends Columbia Gorge Community College for:

1. Its commitment and hard work in the development of sound general ledger reporting practices to ensure solid financial statement reporting.
2. Its effective, knowledgeable, and responsive advising staff and systematic advising program that ensures that students receive regular guidance to help them clarify and maintain momentum in their educational goals.
3. Their close community connections. Key community people and leaders stepped forward in support of the building project, a food pantry was created and open to the public, and more connections to area businesses for programming and training.
4. The faculty, staff, and administration for their student focus, flexibility, hard work, and dedication. It was apparent to the team that faculty, staff, and administration have assumed many roles and responsibilities to keep the college moving forward and functional.

Recommendations Substantially in Compliance but in Need of Improvement

The Commission recommends that Columbia Gorge Community College:

- Recommendation 1: Review its process for monitoring the internal environment and gathering input related to institutional decisions and planning to ensure the flow of communication is working efficiently and effectively across the entire institution (2020 Standard 1.B.4).
- Recommendation 2: Provide resources necessary to fully implement assessment plans, collect direct measures of learning, and create a culture of learning outcomes assessment at the institutional, program, and course level (2020 Standard 1.C.5, 1.C.6, 1.C.7).
- Recommendation 4: Ensure that sufficient staffing in role and number exists in all areas of the college (2020 Standard 2.F.3).

NWCCU status reports pgs. 148-152

- Recommendation 5: Evaluate faculty, staff, and administrators regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures (2020 Standard 2.F.4).
- Recommendation 6: Provide sufficient personnel and funds to ensure that library and information resources support the programs and curriculum (2020 Standard 2.H.1).
- Recommendation 7: Provide sufficient information technology resources and infrastructure in quantity and quality to support the learning and working environment consistent with the college mission (2020 Standard 2.I.1).

Recommendations Out of Compliance

The Commission finds that the following Recommendations are areas where Columbia Gorge Community College is out of compliance with the NWCCU Standards for Accreditation. The Commission requires that Columbia Gorge Community College take appropriate action to ensure these Recommendations are addressed and resolved in the prescribed two-year period.

The Commission recommends that Columbia Gorge Community College:

- Recommendation 3: Systematically review disaggregated student achievement data and use it to close barriers to academic excellence and achievement (equity gaps) (2020 Standard 1.D.2).

Future Evaluations

- Ad Hoc Report Fall 2021
 - Recommendation 3 and 4: Spring 2020 Evaluation of Institutional Effectiveness
- Mid-Cycle Review Spring 2023
 - Recommendation 2: Spring 2013 Mission Fulfillment and Sustainability
 - Recommendation 1, 2, 5, 6 and 7: Spring 2020 Evaluation of Institutional Effectiveness
- Year 6 - Standard 2 – Policies, Regulations, and Financial Review Spring 2026
- Year 7 - Evaluation of Institutional Effectiveness Spring 2027

Per [USDE guidance](#), all virtual accreditation site visits shall be followed by in-person campus visits within a reasonable time when public health conditions improve and are authorized by applicable law. Campus visits may be limited to focus on items identified in the Peer-Evaluation Report and may include fewer than all evaluation team members.

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison.

Sincerely,



Sonny Ramaswamy
President

cc: Ms. Susan Lewis, Director of Accreditation & Assessment
Ms. Kim Morgan, Board of Education - Chair
Dr. Scott Mickelsen, President, Dawson Community College

February 18, 2022

Dr. Marta Yera Cronin
President
Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058

Dear President Yera Cronin:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on January 18-20, 2022, concerning the Fall 2021 Ad Hoc Report of Columbia Gorge Community College.

Accreditation

Accept the Report

Status of Previous Recommendations Addressed in this Evaluation

- Recommendation 3: Spring 2020 Evaluation of Institutional Effectiveness - Continued as Needs Improvement
- Recommendation 4: Spring 2020 Evaluation of Institutional Effectiveness - Fulfilled

Recommendations Substantially in Compliance but in Need of Improvement

The Commission recommends that Columbia Gorge Community College:

- Recommendation 3: Spring 2020 Evaluation of Institutional Effectiveness - Systematically review disaggregated student achievement data and use it to close barriers to academic excellence and achievement (equity gaps). (2020 Standard(s) 1.D.2)

Future Evaluations

- Mid-Cycle Review Spring 2023
 - Recommendation 2: Spring 2013 Mission Fulfillment and Sustainability
 - Recommendation 1: Spring 2020 Evaluation of Institutional Effectiveness
 - Recommendation 2: Spring 2020 Evaluation of Institutional Effectiveness
 - Recommendation 5: Spring 2020 Evaluation of Institutional Effectiveness
 - Recommendation 6: Spring 2020 Evaluation of Institutional Effectiveness
 - Recommendation 7: Spring 2020 Evaluation of Institutional Effectiveness
- Ad Hoc Report Spring 2024
 - Recommendation 3: Spring 2020 Evaluation of Institutional Effectiveness
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Spring 2026
- Year 7 - Evaluation of Institutional Effectiveness Spring 2027

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Selena Grace, at sgrace@nwccu.org.

Sincerely,



Sonny Ramaswamy
President

cc: Ms. Susan Lewis, Director of Curriculum & Academic Assessment
Mr. Jonathan Fost, Board of Education - Chair

July 21, 2023

Dr. Jarrett Gilbert
Interim President
Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058

Dear Interim President Gilbert:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on June 21-23, 2023, concerning the Spring 2023 Mid-Cycle Review of Columbia Gorge Community College.

Accreditation

Accept the Report

Status of Previous Recommendations Addressed in this Evaluation

- Recommendation 2: Spring 2013 Initial Accreditation - Fulfilled
- Recommendation 1: Spring 2020 Evaluation of Institutional Effectiveness - Continued as Needs Improvement
- Recommendation 2: Spring 2020 Evaluation of Institutional Effectiveness - Fulfilled
- Recommendation 5: Spring 2020 Evaluation of Institutional Effectiveness - Fulfilled
- Recommendation 6: Spring 2020 Evaluation of Institutional Effectiveness - Fulfilled
- Recommendation 7: Spring 2020 Evaluation of Institutional Effectiveness - Continued as Needs Improvement

Recommendations Substantially in Compliance but in Need of Improvement

The Commission recommends that Columbia Gorge Community College:

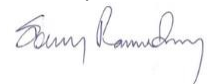
- Recommendation 1: Spring 2020 Evaluation of Institutional Effectiveness - Review its process for monitoring the internal environment and gathering input related to institutional decisions and planning to ensure the flow of communication is working efficiently and effectively across the entire institution. (2020 Standard(s) 1.B.4)
- Recommendation 7: Spring 2020 Evaluation of Institutional Effectiveness - Provide sufficient information technology resources and infrastructure in quantity and quality to support the learning and working environment consistent with the college mission. (2020 Standard(s) 2.I.1)

Future Evaluations

- Ad Hoc Report Spring 2024
 - Recommendation 3: Spring 2020 Evaluation of Institutional Effectiveness
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Spring 2026
- Year 7 - Evaluation of Institutional Effectiveness Spring 2027
 - Recommendation 1: Spring 2020 Evaluation of Institutional Effectiveness
 - Recommendation 7: Spring 2020 Evaluation of Institutional Effectiveness

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Ed Harri, at eharri@nwccu.org.

Sincerely,



Sonny Ramaswamy
President

cc: Ms. Susan Lewis, Director of Curriculum & Academic Assessment
Mr. Tim Arbogast, Board of Education - Chair
Dr. Stacey Sherwin, Director, Office of Institutional Effectiveness, Salish Kootenai College
Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission

July 12, 2024

Dr. Kenneth Lawson
President
Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058

Dear President Lawson:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on June 18-21, 2024, concerning the Spring 2024 Ad Hoc Report of Columbia Gorge Community College.

Accreditation

Accept the Report

Status of Previous Recommendations Addressed in this Evaluation

- Recommendation 3: Spring 2020 Evaluation of Institutional Effectiveness - Continued as Needs Improvement
-

Recommendations Substantially in Compliance but in Need of Improvement

The Commission recommends that Columbia Gorge Community College:

- Recommendation 3: Spring 2020 Evaluation of Institutional Effectiveness - Systematically review disaggregated student achievement data and use it to close barriers to academic excellence and achievement (equity gaps). (2020 Standard 1.D.2)

Future Evaluations

- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Spring 2026
- Year 7 - Evaluation of Institutional Effectiveness Spring 2027
 - Recommendation 1: Spring 2020 Evaluation of Institutional Effectiveness
 - Recommendation 3: Spring 2020 Evaluation of Institutional Effectiveness
 - Recommendation 7: Spring 2020 Evaluation of Institutional Effectiveness

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Ed Harri, at eharri@nwccu.org.

Sincerely,



Sonny Ramaswamy
President

cc: Ms. Susan Lewis, Dean of Teaching & Learning Foundations; Director of Curriculum & Academic Assessment
Mr. Tim Arbogast, Board of Education - Chair
Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission