

Transmittal page

**Chemeketa 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 Science in Education degree at Chemeketa Community College.

The Chemeketa Community College Board of Education approved Resolution No. 20-21-29, Pursuit, Development, and Offering of Applied Baccalaureate Degrees at Chemeketa Community College on June 23, 2021.

We look forward to working with you to advance this project to increase educational opportunities and the quality of healthcare in our community.



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Documents Attached:

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Introduction:

Chemeketa 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, offering 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,
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Standard I: Curriculum demonstrates baccalaureate level rigor.

Criteria: The following criteria was used to develop and evaluate achievement of baccalaureate-level learning outcomes in upper division courses as well as professional competencies for the program's discipline. The degree contains a minimum of 60 upper division credits and 180 total credits for degree completion.

Program Outcomes: (Aligned with AAQEP and TSPC Standards)

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 practice 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

AAQEP 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

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.

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.

Program Course Requirements and Scope & Sequence

Criteria: 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.

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 summarized in Table 1 and sequenced in Table 2 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 learners.

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

- Design and implement inclusive curriculum, experiences, and assessments that model culturally sustaining practices and provide equitable learning opportunities.
- Develop social and emotional competencies across curriculum and assessments to promote equity-focused personal and professional growth.
- 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.
- 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.
- 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.
- 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.

- Use a variety of assessment methods to monitor student progress, inform instruction, and support the diverse learning needs of elementary students.
- 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.
- Demonstrate effective communication skills with elementary age students, families and care-givers, and professional colleagues, to foster positive relationships, collaboration, and student learning.
- 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.	MS 4: Mathematics. MS 12: Active Engagement in Learning. SEL 3: SEL Programming.	Problem set portfolio; math game demo

	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.		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. SEL 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

<p>ED 322 – Math That Makes Sense II: Fractions, Shapes & Reasoning-3 credits</p>	<p>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.</p>	<p>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.</p>	<p>Math reasoning journal; geometry teaching task</p> <p>Portfolio: Journal</p> <p>Faculty: COA</p>
<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:</p>	<p>Mock IEP; inclusion plan project</p> <p>Portfolio: Journal</p> <p>Faculty: COA</p>

		Planning, Implementing, and Managing Instruction. ESOL 4: Assessment. ESOL 5: ESOL and Family Support. ESOL 6: Use information technology.	
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	Lit 1-7. MS 2: Reading, Writing and Oral Language. ESOL 1: Language. SEL 3: SEL Programming.	Writing workshop plan; comprehension analysis Portfolio:

	comprehension support through standards-based and data-informed instructional design.		Journal Literacy reflection draft Faculty: COA
ED 333 – Science Explorers: Inquiry, Wonder & Equity-3 credits	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.	Lit 5: Supporting Multilingual Learners. Lit 7: Gifted and Talented students. MS 3: Science. MS 9-14.	Inquiry lab journal; equity in science project Portfolio: Journal Science method reflection draft Faculty: COA
SPED 363 – The Vibe Check: Restorative Classrooms That Work-3 credits	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	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.	Restorative circles plan; SEL implementation log Portfolio: Journal Faculty: COA

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 instruction 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	SEL 1–4: All Social-Emotional Learning Standards. MS 12: Active Engagement in Learning.	SEL case studies; reflective journal

	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	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.	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	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. Emphasis is placed on instructional collaboration, family and community partnerships, and the use of technology for professional growth and advocacy.	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	Integration of All Standards with emphasis on reflection, advocacy, and research.	Final portfolio; action research project Portfolio: Journal Final reflections

	developing the skills to advocate for students, families, and equitable educational policies.		Faculty: COA
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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	SP ED 361	E D 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/ ILC	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 462	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.

General Education or Related Instruction (NWCCU Requirement #12)

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

Students entering the BASE program will have already completed a set of general education requirements through the AAOT in Elementary 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. Table 3 outlines the upper and lower division coursework and required credits.

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 - Lower and Upper Division Course Breakdown

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 II: 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 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 in their Statements of Need systemic flaws in Oregon’s transfer system. 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 placements.
- 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.

Industry Professional Participation

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, 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. Using the input from employer surveys, workforce data, and regional needs analyses, we have integrated district

priorities directly into program design. 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.

Advisory Board

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

Each consortium college has worked with a broad group of industry partners to design the BASE degree. Below 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 Oreg

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)	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,

			Coordinator)	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	Andrea Emerson	Chemeketa Community College	Director of Child Development Center/Adjunct Faculty	Dr. Andrea Emerson is the Director of the Child Development Center at Chemeketa Community College. In this role, she supports early childhood education programming, supervises staff and practicum students, while also manages federal and state funding streams. With a background in higher education leadership and program development, she brings valuable experience in aligning college-level training with the needs of early learning professionals and families in the community.
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	Kathleen Lloyd	Early Childhood Education-Linn/Benton/Lane Counties	Director of Child Development Center/Early Childhood Faculty	Kathleen Lloyd is an Early Childhood Education Specialist serving Linn, Benton, and Lane Counties, where she works to strengthen regional early learning systems. She provides professional development, coordinates services, and collaborates with partners to improve outcomes for young children and families. Her expertise ensures alignment of early childhood practices across multiple counties and contributes to workforce preparation in early learning.
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 Improvement Coach	Alyssa 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 project funding to support educators in every stage of their career.
TSPC	Susan Boe	TSPC	Licensure Pathways Policy & Academic Program Specialist	Dr. Susan Boe is the Licensure Pathways Policy & Academic Program Specialist at Oregon's Teacher Standards and Practices Commission (TSPC). She oversees educator preparation program approvals and develops innovative licensure pathways, including teaching apprenticeships. With deep expertise in teacher preparation policy and regulation, she ensures alignment between state licensure standards and the evolving needs of Oregon's education workforce.
TSPC	Bill Rhoades	TSPC	Director of Educator Preparation & Pathways	Dr. Bill Rhoades is the Director of Educator Preparation & Pathways at Oregon's Teacher Standards and Practices Commission (TSPC). He leads the development and oversight of educator preparation programs, licensure pathways, and policy initiatives aimed at strengthening the educator workforce across the state. Dr. Rhoades has extensive experience in K–12 education, having served as a superintendent and in various leadership roles, including principal and director of curriculum and instruction. His work focuses on aligning educator preparation with state standards and workforce needs.
TVCC	Sara Byrne	TVCC or Malheur ESD?	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?

Revised Response: Industry Partner Participation in Program Planning

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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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 III: 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 is listed in Table 5 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 of 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, including:
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.

Chemeketa Community College will leverage 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, CCC included 1 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.

The college has budgeted funding for some administrative work at a cost of \$15,000 per year to oversee recruitment and advising coordination, support the design and alignment of upper-division coursework, and organize faculty recruitment to ensure instructional needs are met by the start of Year 1 of the upper-division sequence. This leadership role will also provide a critical link between Chemeketa's program development and the broader consortium, ensuring consistency across institutions. Additionally, a .5 FTE administrative support position will be dedicated to supporting the pre-launch design work and funding through grant funding.

To meet instructional requirements, the staffing plan includes:

Full-Time Faculty: One new FT faculty, a combination of FT / PT faculty which will be equal to 1.5 FTE dedicated to the BASE program with a 12-24 ILC (Instructional Load Credit) teaching assignment annually. This ensures stability and consistency in course delivery, advising, and student mentorship.

- Adjunct and Consortia Faculty: Upper-division Education and Special Education courses will be staffed using a combination of current Chemeketa 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: These courses will be taught by existing faculty in the respective disciplines (English, math, science, social sciences, etc.), following the standard instructional assignments and oversight procedures established by the college.
- Course Development and Alignment: The Dean of Education will coordinate with faculty to ensure that all courses are aligned with program outcomes, state licensure requirements, and AAQEP accreditation standards.

The college's budget plan includes sufficient faculty FTE to meet these needs. Specifically, the plan allocates:

- 1.5 FTE full-time & adjunct faculty dedicated to the BASE program.
- \$15,000 for program oversight, faculty coordination, and curriculum development.

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.

Together, these funding sources supplement Chemeketa's investment by ensuring adequate time and resources for faculty, staff, and administrators to develop high-quality coursework, support program infrastructure, and sustain implementation during the critical start-up phase. Chemeketa employs a sufficient number of well-qualified and dedicated faculty, staff, and administrators, calculated in Table 6, to support students, employees, and the work of the institution in delivering this degree including education pathway specific student navigators and administrative student support staff.

Faculty workload is reviewed regularly by the Executive Team, and resources are adjusted to ensure the integrity and continuity of academic programs. With the combined support of

institutional resources and external grants, the college is well-positioned to meet the faculty needs for the technical, academic, and general education courses required in the BASE program.

Table 6: Chemeketa's Employee Breakdown

Employee Group	Current Number of Employees
Exempt	99
Classified	319
Faculty	189
Total salaried	607
Faculty part time	272
Hourly and student workers	233

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 IV. Admissions process - open access

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:

1. Completion of admission prerequisites.
2. Demonstrated commitment to serving local communities (e.g., current employment in schools or early-learning settings).
3. 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 V: 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. CCC 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 CCC. 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 CCC 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 CCC's comprehensive system for supporting student learning. CCC was among the first cohort of institutions to join the Guided Pathways initiative spearheaded by the Community College Research Council. 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 initiative's "Four Pillars" approach promotes student success and incorporates an equity lens in both the design and evaluation processes. CCC utilizes this

framework to coordinate its student support resources across academic and student affairs departments. Recent transformative student success projects at CCC have concentrated on identifying and reducing barriers, establishing clear pathways for access 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. The design includes tailored 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 project. This design includes accelerated, engaging curriculum, wrap-around student services, a focus on education and career goals, and integrated academic support. These elements work together to shorten distance between developmental coursework and progress on chosen pathways.

Scaled-Up Support Strategies

A complementary set of strategies, developed through a history of successfully supporting underrepresented students, guides students as they enter college and pursue a path. For more than 20 years, Chemeketa has administered TRIO and other college access programs designed to support low-income, first-generation, Hispanic, and migrant-background students. Building on successes with these student groups, the college has scaled up the high-touch, timely, targeted supports and interventions characteristic of these programs to impact more students.

Those efforts accelerated in 2017 when the College was designated Oregon's first Hispanic Serving Institution (HSI). The college has leveraged a DHSI grant, Chemeketa Accelerated Pathways to Success (CAPS), to build capacity for clearer, supported pathways for students from college entrance to graduation, especially for Hispanic and low-income students. Elements include proactive coaching, placement, advising, and academic support systems designed to work in tandem with Guided Pathways. An Intervention Team is helping to coordinate targeted supports based on student risk factors, to evaluate their effectiveness, and to revise approaches as needed.

Equitable, Comprehensive Suite of Student Support Resources

A rich array of services for academic and personal needs is integral to the college's comprehensive student support system. These services will be accessible and individualized to the needs of students in the BASE program and are describe in Table 6.

Table 6: Student Support Services

Student Support Service	Description
ABE/ GED	The ABE/GED Transition Center provides tutoring, test preparation, success coaching, and resources to assist pursuing a GED.
Advising and First Year Programs	Advising and First Year Programs oversees <u>Chemeketa Scholars, Oregon Promise</u> , new student orientation and college preview, academic advising, placement assessment, and the student success course (FYE105). Chemeketa offers <u>academic advising</u> for all students. Mandatory advising, implemented in 2014, ensures that all new students who intend to earn a degree or certificate participate in orientation, placement assessment, and academic advising.
Bookstore	The bookstore sells textbooks and facilitates the integration of digital course materials at the Salem and Yamhill Valley campuses and online. New, used, rentals, and e-books are available. The bookstore is an active partner in Chemeketa's affordable textbooks initiative, receiving national attention for its efforts.
Career Services	The Career Center connects students during and after graduation with potential employers for jobs. It provides job listings for part-time and full-time employment, along with resumé and cover letter assistance, interview practice, and other tips for job seekers. The Center also holds workshops and career fairs throughout the year to assist students in achieving their career goals. The Career Services Center will be a placement resource for AB students as they move into the workforce. The Advisory Board has committed to assisting students find placements relevant to their career interests.
Chemeketa Online	Chemeketa Online offers a range of student support services online, including information on advising and financial aid, as well as technical assistance for issues and challenges specific to online learning.

College Completion Program (CCP)	The Chemeketa Completion Program (CCP) helps students navigate college systems, access resources, and overcome challenges to complete their educational goals. CCP serves students qualifying for federally and regionally funded grant programs (TRIO, CAMP, HEP, Gear-Up) and extends Chemeketa's ability to provide similar support for students not eligible for these programs.
Computer Labs and Student Technical Support	The Student Computer Centers (Salem and Yamhill Valley campuses) provide student access to printing and computers, information resources, and computer tutoring. Tutoring is available for most instructional software used by the college. Chemeketa Online, the IT Help Desk, and the Student Computer Center work collaboratively to provide technical support for students.
Counseling Services	Chemeketa offers free, confidential, short-term (1-10 sessions) counseling services to currently enrolled students. Counselors assist students with academic, personal and career counseling and work with students to improve life skills, reduce anxiety and manage stress, choose a career and locate community resources.
Enrollment and Student Recruitment Services	Student Recruitment, Enrollment, and Graduation Services serves as a resource to students in providing vital services from start to finish and beyond. <u>Student Recruitment</u> manages the college information center, our general college outreach and recruitment efforts, and navigation through new student onboarding. <u>Enrollment Services</u> provides services related to admissions and registration and maintenance of the official academic transcripts and records. <u>Graduation Services</u> provides transcript evaluation services, degree audit and conferral, commencement and the technical administration of Degree Works.
Financial Aid	Financial Aid provides comprehensive information about applying and maintaining financial assistance to pay for college. Assistance is available to students online, over the phone or through in-person help. Financial aid options for students pursuing certificates, associate degrees or applied baccalaureate degrees all follow the same application process and financial aid eligibility rules. Loan progression for students in their second year of study for an associate's degree or third/fourth year of an applied baccalaureate degree allows the students to be considered for additional student loan funds. Financial aid staff are available to help all students with their financial aid related questions.

International Students: Student Equity & Intercultural Programs	Student Equity and Intercultural Programs promote equitable access to intercultural learning for Chemeketa students. This is done in partnership with academic & service areas to provide opportunities like virtual language exchange, credit based short term service learning, and other district area intercultural projects in and outside of the classroom. The unit supports the Intercultural Resource Center providing students of all backgrounds with resources, space and technology to conduct their own intercultural projects, learn about intercultural topics and attend training. The program also provides specific services for international students on non-immigrant visas or in process of a change of status to support their retention & completion while maintaining compliance with federal regulations and college policies. Chemeketa's Primary Designated School Official (PDSO) updates the Department of Homeland Security on the colleges SEVIS I-17 as qualifying new programs, certificates &/or degrees are added.
Language Center	The Language Center provides resources to support language learning for independent and classroom settings including over 50 computers with webcams and multimedia headsets. The Center is open to all students enrolled in language courses, including ESOL/ENL, American Sign Language, and foreign languages.
Math Learning Center	The Math Learning Center provides academic and testing support for individualized study options for math courses.
Student Accessibility Services	Student Accessibility 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 Accessibility Services works collaboratively with student and academic programs to remove barriers to access and promotes inclusion in all college-sponsored facilities and events.

Library Services	<p>Chemeketa libraries (Salem and Yamhill Valley campuses) provide access to <u>extensive learning resources</u> in support of teaching and learning. Electronic collections and reference support are available 24/7.</p> <p>Textbook and technology lending programs provide free, term-long access to a limited set of textbooks, laptops, and other equipment like calculators and Wi-Fi hotspots.</p> <p>Print materials may be checked out at four pick-up sites across the district and delivery by mail is available for a modest fee. The library has access to the combined collections of the Orbis Cascade Alliance and 2-day article requesting via RAPID ILL. The college has made and will continue to budget for investments in upper- division resources will round out local access to collections supporting the BASE degree. Faculty librarians are prepared to meet instructional requirements for upper division information literacy instruction. Chemeketa is an active participant in the Oregon Writing & English Advisory Committee (OWEAC), working with university partners across the state to align upper and lower division information literacy and writing instruction. Initial evaluation suggests that Chemeketa’s library collection is sufficient to provide most materials of potential interest for the Applied Leadership AB. If Chemeketa is approved to move forward with the AB, a more intensive evaluation would be conducted with the help of program faculty, resulting in specific recommendations for modest investments to round out the collection for upper-division work. The library subscribes to several key resources of particular relevance to the proposed program of study. These include ProQuest Central, including ABI/Inform, eBook Central (a collection of over 110,000 academic ebooks), ScienceDirect - Health & Life Sciences and Social & Behavioral Sciences collections, Oxford University Press Journals Collection, and two large collections of educational streaming media. A full list of the library's databases is available for review. Students would also have access to the extensive research collections available through our resource- sharing partnerships with the Orbis Cascade Alliance and the RAPID ILL network.</p>
Student Retention and College Life	<p>The Office of Student Retention and College Life offers Multicultural Student Services, opportunities for civic engagement, free speech and civil discourse, student employment and leadership training, textbook lending, mentoring, and college-wide events. It coordinates student government, clubs and organizations, the Retention Hub, and the college <u>Food Pantry</u>.</p>

Testing Center	A full range of testing and proctoring services is available at four Chemeketa locations (Salem and Yamhill Valley campuses, Polk and Woodburn centers). Chemeketa's testing centers are open to students and community members. Services include both academic proctoring and standardized testing and credentialing, including but not limited to a wide number of Pearson Vue exams such as GED and NES, CLEP.
Tutoring and Study Skills Center	All enrolled Chemeketa students can access a variety of tutoring and study skills services, including drop-in peer tutoring in math, science, reading, writing, and languages, study skills and writing workshops, and space for quiet study. Seven day access to eTutoring through the <u>WeTC</u> is also available to all students.
Veterans Services	Chemeketa's Veterans Services provides information about eligibility, admission, financial aid, GI Bill® and many other important college resources to help veterans reach their educational goals.
Writing Center	The Chemeketa Writing Center (CWC) and Chemeketa Online Writing Center (COWC) help students with any writing assignment or project free of charge. Students can receive help at any stage of the writing process from brainstorming to revising and editing, offering one-on-one, group, and online consultations with Chemeketa instructors.

Advisors, faculty, and others in support services roles connect students to the resources that will best help them succeed in [Your Institution's] programs. The college also provides effective technology resources for learning. The college has transitioned to the user-friendly learning management system Canvas, and an active Tech Hub helps users put these tools to work to best support learning.

An organizing principle underlying this system of support is CCC's "one college" vision to provide equitable support across the district. Many innovations resulting from COVID-19 responses have expanded the College's capacity to meet student needs in a virtual environment. Academic and service offerings previously considered viable only in-person, during limited hours and in limited places, have proven to be effective, delivered remotely 24/7. These services have been streamlined for easy single-point access on the College's [Remote Learning Hub](#).

Using Results to Improve Services

The college maintains a range of current assessments of the institutional learning environment and student outcomes that drive services, and data from institutional indicators continue to impact them. Disaggregating data to identify equity gaps has become a college norm, integrated into such activities as college advisory council work, the program review process, and college Board of Education updates. The Student Affairs Division is working to

lift the effectiveness and efficiency of student services for all students by continuously tracking and responding to related data. The Student Success and Completion Advisory Council (SSCAC) oversees the work of student recruitment, retention and completion, using data to monitor and evaluate student services. The council is further charged with advising college leadership on how to prioritize the use of resources to support student success, and identify and solve project implementation issues.

Communicating Resources to Students

CCC 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.

Website

CCC's website and catalog include accurate information about eligibility requirements for licensure or entry into occupations or professions for which the education/training is offered.

Programs leading to professions which require a clean criminal history require background checks prior to admitting students, and are clearly labeled in the website and catalog, as well as in program application materials for limited-enrollment CTE programs. Programs leading to professions that require drug screening are similarly labeled as such. Many programs detail additional information regarding occupation requirements in program-specific student handbooks.

Financial Aid: Chemeketa Community College 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 Chemeketa students through the college. The Chemeketa Scholars program offers full tuition for newly-graduated district resident high school students who have earned a cumulative 3.5 GPA. The Chemeketa Foundation awards more than \$500,000 annually in scholarships to students whether or not they qualify for federal financial aid. The college and Foundation broadly publicize these opportunities each winter when applications are being accepted.

The Foundation also has several Education specific scholarships for which BASE will be encouraged to apply. In addition, the program will provide information and application assistance for state and federal grants and loans available to BASE students.

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 Chemeketa 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. Chemeketa requires active loan acceptance from students in their financial aid offers.

Prior to the first disbursement of an accepted student loan at Chemeketa, 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.

Chemeketa has a contractual agreement with Loan Science Student Connections 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.

Chemeketa 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. Chemeketa uses a **shared model of academic advising**, ensuring that recruitment, intake, and advising processes connect students to the people who can best help them achieve their educational goals.

Advising for the BASE cohort will come from a dedicated team of advisors assigned to Chemeketa's Education department. In addition, the college is implementing Education-specific student navigators who will provide wraparound support for BASE students. These navigators will:

- 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.

Chemeketa recognizes that this defined allocation of advising and navigator support is essential

for student success in the new program and has budgeted accordingly.

Advising Philosophy

Based on developmental advising theory, Chemeketa 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.
- All new advising staff participate in an intensive training program grounded in the Global Community for Academic Advising (NACADA) competencies.
- Monthly 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 Education advisory committee meetings to remain connected to practicum requirements, licensure standards, and employer expectations.

Advisor and Navigator 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 Banner Self-Service and Degree Works, ensuring transparency and continuity.
- Use Degree Works to provide students with clear degree audits, transfer planning tools, and licensure requirement checklists.
- Education-specific navigators 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 Chemeketa’s advising culture. Strategies include:

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

Student Privacy and Verification

Chemeketa 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 midterm and final exams in testing centers, requiring government-issued photo ID.
- Remote proctored exam options with live ID verification at no additional cost.

Standard VI: Quality & Sustainability.

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.

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 6 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 illustrated in the revenue and expense worksheets included in Appendix D.

Standard VII: 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.*

The college's most recent institutional accreditation report is attached at the end of this document.

NWCCU Accreditation

Once approved to proceed by HECC, the college intends to apply to our accrediting commission, Northwest Commission on Colleges and Universities (NWCCU) according to their process for minor substantive change. Details on that process can be found here: <https://nwccu.app.box.com/s/9j3snl0v7hvk8g3e2t6k3ywmv1nk24fb>.

According to NWCCU, this is the process for adding a second or third degree at a new level:

The college has had conversations with NWCCU about this new degree and anticipates starting the review process once the HECC approval process has been completed

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 VIII: 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 IX: 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 with Higher Education Providers, Industry, and Community Partners

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, online synchronous/asynchronous, and in-person options) 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.

Here are some examples of how Chemeketa has built strong partnerships with universities through initiatives such as Project ABLE, Grow Your Own (GYO), and Teachers Today and Tomorrow (T3).

Project ABLE provides financial and advising support—covering tuition, books, and mentoring—for bilingual and first-generation students. This allows them to persist at Chemeketa while preparing for seamless transfer into university licensure programs.

GYO strategies, developed with universities and local school districts, recruit paraprofessionals and instructional assistants already working in schools. These candidates receive mentorship, flexible scheduling, and paid practicum experiences, helping diversify the educator workforce and improving retention.

The T3 initiative, created with Western Oregon University and Salem-Keizer schools, introduces students to teaching careers as early as middle school. Students receive mentoring, dual credit, and internships that extend through high school, community college, and university.

Together, these initiatives reduce barriers, align transfer pathways, and create clear pipelines from K–12 through higher education. By integrating ABLE, GYO, and T3, Chemeketa 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.

Concerns Raised and Consortium Responses

Criteria: *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.*

The 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 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 Consortium 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 is 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

PROJECTED REVENUE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	NOTES
Nonresident Student Tuition Per Credit	\$353	\$356	\$359	\$362	\$3 tuition increase per credit/year
Nonresident Student Total Tuition per Student	\$4,236	\$4,272	\$4,308	\$4,340	90 credits of EDUC coursework with 9-12 specific to college
Nonresident Student Fees per Credit	\$38	\$38	\$38	\$38	Universal fee per credit
Nonresident Student Total Fees per Student	\$444	\$444	\$444	\$444	90 credits of EDUC coursework with 9-12 specific to college
Resident Student Tuition Per Credit	\$182	\$185	\$188	\$191	\$3 tuition increase per credit/year
Resident Student Total Tuition per Student	\$2,136	\$2,172	\$2,208	\$2,244	90 credits of EDUC coursework with 9-12 specific to college
Resident Student Fees per Credit	\$38	\$38	\$38	\$38	Universal fee per credit
Resident Student Total Fees per Student	\$1,710	\$1,710	\$1,710	\$1,710	90 credits of EDUC coursework with 9-12 specific to college
Resident Student Tuition for 6 students	\$49,140	\$49,953	\$50,760	\$51,570	Tuition x 6 students x 2 cohorts
Resident Student Fees for 6 students	\$30,780	\$30,780	\$30,780	\$30,780	Student fees x 6 students x 2 cohorts
Contributions/Grants					

Other Revenues List:	\$40,746	\$40,746	\$40,746	\$40,746	6 FTE x \$5,940/FTE (assumes same reimbursement rate)
College Budget Allocation \$					
Federal Funds \$					
Other: \$					
TOTAL project BASE revenue	\$120,666	\$121,479	\$122,286	\$123,096	Numbers based on 6 students and 1 cohort per year

PROJECTED PROGRAM EXPENDITURES

INSTRUCTIONS: Enter the projected program expenditures and revenue sources for the first four years of p

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	NOTES
INSTRUCTIONAL					
Faculty FTE for Full-time (New)	N/A	N/A	N/A	N/A	Using a shared instructional model we will add / reassign 1 FT FTE to teach classes and coordinate program
Faculty FTE for Full-time (in-load)/ Part-time	12 credits	12 credits	12 credits	12 credits	Each institution will teach 9-12 credits each year
Faculty Salaries/Benefits \$	\$86,150	\$90,457	\$94,980	\$99,729	5% increase each year / Benefits at 34%
Faculty Field Supervision					5% increase each year
Other instruction-related expenditures					Instructional materials/travel for supervision
OPERATING EXPENSES	\$86,150	\$90,457	\$94,980	\$99,729	
Academic Administration FTE (e. g. program chair, director, etc.)	15,000.00	15,000.00	15,000.00	15,000.00	
SUB-TOTAL	101,150	105,457	109,980	114,729	

CAPITAL OUTLAY					
1. Library Resources: Purchase/Su	\$3,000	\$3,000	\$3,000	\$3,000	
Other					
2. Technology equipment or resources	\$4,000	\$4,000	\$2,000	\$2,000	
3. Assessment	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	
4. Facilities/ Renovations (specific to new program)					
5. Program Review / Accreditation	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	
SUB-TOTAL	\$10,000	\$10,000	\$8,000	\$8,000	
TOTAL PROJECTED EXPENDITURES	111,150	115,457	117,980	122,729	

Appendix E: External Evaluator Worksheets and Detailed Responses

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)

College Name:	Chemeketa	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	<p>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> <p>Comment</p> <p>The BASE degree program is highly relevant to current employer demands. Oregon faces a severe teacher shortage, particularly in elementary education, special education, bilingual education, and rural communities. The program directly addresses this shortage by offering locally delivered, affordable, and flexible licensure pathways for paraprofessionals and place-bound students already connected to schools. Given its close alignment with district needs and licensure requirements, graduates are well-positioned for employment.</p>		
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>The program demonstrates appropriate baccalaureate rigor through:</p> <ul style="list-style-type: none"> • A minimum of 180 credits, with at least 60 upper-division credits. • Outcomes aligned with AAQEP standards, TSPC licensure requirements, and InTASC competencies. • Progression from foundational theory to advanced clinical practice, ensuring professional readiness. <p>This scaffolding matches typical bachelor's-level expectations.</p>		
c) Curriculum	Does the curriculum align with the program's Statement of Needs Document?		

Alignment	Comment
	<p>The curriculum clearly responds to the documented statewide workforce need for teachers and addresses transfer pathway barriers noted in the consortium's Statements of Need. The program was intentionally designed as a structural solution to transfer inefficiencies and shortages, reflecting the needs outlined in the regional analyses.</p>

<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>Core and elective courses are directly responsive to district priorities:</p> <ul style="list-style-type: none"> • Strong emphasis on SPED, literacy, bilingual education, culturally sustaining pedagogy, and trauma-informed practice. • Progressive field experiences (600 clinical hours) embedded throughout the program. • Upper-division courses such as <i>Inclusive Classrooms</i>, <i>Dyslexia-Informed Practices</i>, <i>STEAM</i>, <i>Co-Teaching</i>, <i>Law & Ethics in Schools</i>, and <i>Residency/Capstone</i> reflect both industry needs and academic rigor. <p>These ensure both employability and academic credibility.</p>
<p>e) General Education Requirements</p>	<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>Students complete lower-division general education through the AAOT/AAS transfer degree and add upper-division general education courses (advanced writing, research methods, applied math/science). This ensures breadth and depth, satisfying NWCCU general education standards and reinforcing disciplinary knowledge in teaching.</p>
<p>f) Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p> <p>Faculty qualifications are strong:</p> <ul style="list-style-type: none"> • Most BASE faculty hold doctorates or master's degrees in education, curriculum, literacy, SPED, or related areas. • Many bring K–12 classroom experience combined with higher education teaching and program leadership. • Additional hires are budgeted to ensure program sustainability. <p>This faculty profile is appropriate to deliver and continuously improve a baccalaureate program.</p>

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>Chemeketa demonstrates adequate resources:</p> <ul style="list-style-type: none"> • Funding for administrative support, faculty hires, and program coordination. • Access to existing student services, advising, technology, and library resources. • Guided Pathways framework and equitable student supports already in place to serve diverse populations. <p>These commitments indicate institutional capacity to sustain the 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 BASE program has been shaped by extensive advisory input:</p> <ul style="list-style-type: none"> • Advisory board includes principals, superintendents, faculty, state representatives (TSPC, HECC), and regional educator networks. • Employers directly informed curriculum design, emphasizing local clinical placements, CPL for paraprofessionals, and paid practicums. • The program has incorporated these recommendations, demonstrating responsiveness.
i) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>The Chemeketa BASE program is well-conceived, academically rigorous, and directly aligned with Oregon's workforce needs.</p> <ul style="list-style-type: none"> • It bridges the gap between community college preparation and licensure pathways. • It upholds baccalaureate standards, offers robust field experiences, and ensures alignment with licensure and accreditation expectations. • Faculty, advisory input, and institutional resources provide strong support for implementation and sustainability. <p>Overall Judgment: The program is academically sound, employer-responsive, and highly likely to lead to job placement. It represents a strategic and equity-minded solution to Oregon's teacher shortage.</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).

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)

College Name:	Chemeketa 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	<p>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> <p>Comment</p> <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	Does the curriculum align with the program's Statement of Needs Document?
	<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 a 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	<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>

	Comment
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	Strong institutional support along with the Four-Pillar approach is an excellent framework from which students will be supported through this program.
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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"> • Chemeketa 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.

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)

College Name:	Chemeketa Community College	BAS Degree Title:	Bachelor of Applied Science
Reviewer Name:	Julie Ferin	Institutional or Professional Affiliation:	NACCTEP
Professional License or Qualification, if any:		Relationship to Program, if any:	NACCTEP 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?
	<p>Comment</p> <ul style="list-style-type: none"> Degree program relevant and appropriate to current employer demands as well as to accepted academic standards <ul style="list-style-type: none"> Directly addresses employer demands: Documented statewide teacher shortages (155 annual openings for elementary teachers each year, universities graduate fewer than 30 candidates, creating a deficit of approx. 125 teachers per year), employer surveys, and advisory participation. Meets baccalaureate-level accepted academic standards: Alignment with TSPC, AAQEP, InTASC, and NWCCU standards; students complete 180 credits (60 upper-division credits) and 30 clinical experience credits Lead to Job Placement <ul style="list-style-type: none"> 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?
	<p>Comment</p> <ul style="list-style-type: none"> Learning outcomes demonstrate appropriate rigor <ul style="list-style-type: none"> Alignment with national accreditation and licensure standards (AAQEP, TSPC, InTASC). A progressive sequence that advances students from theory to independent clinical practice. Integration of applied research, reflection, and advocacy in capstone work. Foundational Knowledge (Year 3): Courses in foundations, culturally sustaining pedagogy, psychology, and assessment establish a strong understanding of

	<p>learner development, diversity, and evidence-based instruction (AAQEP 1a–d).</p> <ul style="list-style-type: none"> ○ Instructional Application (Year 3): Methods courses in literacy, math, science, social studies, and the arts provide candidates with a capstone seminar that integrates action research and advocacy. ○ 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"> ● Clear alignment with Addressing Oregon’s Labor Market Needs through the BASE Program <ul style="list-style-type: none"> ○ This shortage is most acute in elementary education, special education, bilingual education, and rural communities. ○ Courses that prepare candidates for SPED generalist endorsement and inclusive teaching practices to meet special education licensure requirements. (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 Oregon’s linguistically diverse classrooms. ○ There are flexible delivery options (hybrid, online, and place-based practicum experiences) that are built specifically for rural and place-bound candidates, addressing the access barriers described in the Statement of Needs ● 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. <ul style="list-style-type: none"> ● Employer-Designed Competencies: informed course design, prioritizing special education, bilingual education, and rural teaching readiness. ● Progressive Clinical Model: The 600-hour clinical sequence was co-developed with partner districts to ensure that field experiences align with real classroom needs and build employment readiness in local schools.

	<ul style="list-style-type: none">• Advisory Board Collaboration: The curriculum reflects ongoing feedback from an advisory board that includes district leaders, ESD representatives, and TSPC/HECC officials, ensuring the coursework remains responsive to changing regional and statewide needs.
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<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> <hr/> <p>Comment</p> <ul style="list-style-type: none"> ● Alignment with employer needs and demands <ul style="list-style-type: none"> ○ Special Education courses (SPED 361, 362, 461): Directly address the high-need area of special education preparation, including IEP development, inclusive practices, and evidence-based interventions. ○ Bilingual and Multicultural Courses (ED 302, 311–313): Meet district demand for bilingual and literacy-focused instruction, emphasizing culturally and linguistically responsive pedagogy. ○ Field-Based Courses (ED 381–493): Supervised clinical placements that prepare students for immediate employment in their local districts. ● Upper-level courses relevant to industry and demonstrate standard academic rigor for Bach. degrees <ul style="list-style-type: none"> ○ ED 482 (Full-Day Co-Teaching Practicum): Emphasizes civic education, equity, and culturally responsive teaching; aligning with Oregon’s push for inclusive curricula. ○ ED 493 (Capstone Seminar): Action Research & Advocacy engages students in applied research, reflection, and professional advocacy, ensuring that graduates demonstrate the analytical and ethical reasoning expected of licensed educators. ○ ED 462 (Teaching with Heart: Trauma, Trust & SEL) prepares teachers to implement trauma-informed and social-emotional learning frameworks.
<p>e) General Education Requirements</p>	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <hr/> <p>Comment</p> <ul style="list-style-type: none"> ● General Education requirements suitable for Bach. level program <ul style="list-style-type: none"> ○ Lower Division (90 credits) earned through the AAOT in Elementary Education or an equivalent transfer degree. These courses establish foundational breadth across communication, humanities, mathematics, science, and social sciences, meeting Oregon’s general education transfer standards. ○ Upper Division (minimum of 12 credits) 300 and 400

	<p>level coursework includes: Advanced writing in education and research methods, Applied math and statistics for educational decision-making, Educational technology and science inquiry courses</p> <ul style="list-style-type: none"> • General Education courses meet breadth and depth requirements <ul style="list-style-type: none"> ◦ Breadth: Lower-division transfer credits ensure multiple knowledge domains, including communication, arts and humanities, mathematics, social sciences, and natural sciences, thereby fulfilling general education diversity and distribution expectations. ◦ Depth: Upper-division courses develop advanced skills in research, analysis, and synthesis, such as: Educational Research Methods and Action Research (ED 493 Capstone Seminar), Applied Math and Science Inquiry (ED 333 – Science Explorers, ED 431 STEAM Team), Advanced Writing and Literacy Studies (ED 411 Reading to Rise, ED 313 Words That Matter III)
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"> ◦ Use existing full-time and adjunct faculty from Chemeketa and from the other four colleges in the consortium. • Continuously improve the curriculum <ul style="list-style-type: none"> ◦ Meyer Memorial Trust and Council of Presidents grants to support faculty training, course development, and assessment work during the initial implementation period. ◦ No mention is made of how the program faculty will continuously improve the curriculum. ◦ Projected Program Expenses include professional development for faculty and mentor teachers.
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, ◦ 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)

	<ul style="list-style-type: none"> ○ 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 ● Adequate resources to support student and library services, as well as facilities <ul style="list-style-type: none"> ○ The existing facilities are fully sufficient; Courses will be delivered using Chemeketa's existing Education Department classrooms, labs, and online learning systems ○ The existing classrooms, Canvas LMS, and digital infrastructure are sufficient; Access to Centers for Teaching and Learning for hybrid and online course support ○ Comprehensive digital library databases and education-focused research tools ○ Students have access to tutoring, counseling, disability services, technology support, and bilingual advising, ensuring equitable access to resources that promote success.
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<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>Chemeketa Community College's proposed Bachelor of Applied Science in Education is a well-designed, relevant, and academically rigorous program that directly addresses Oregon's teacher workforce shortages in elementary, special education. The curriculum aligns with TSPC licensure, AAQEP, and NWCCU standards, ensuring appropriate baccalaureate-level depth and professional quality.</p> <p>The program's 180-credit structure, featuring 60 upper-division credits, 600 hours of fieldwork, and a research-based capstone, builds upon theory to apply it in practice. Faculty are highly qualified, holding master's and doctoral degrees and extensive K–12 and</p>

	<p>educator-preparation experience.</p> <p>Chemeketa demonstrates strong institutional capacity through sustainable funding, adequate facilities, robust student support, and well-developed library and technology resources. Its focus on equity and access, including credit for prior learning, hybrid delivery, and place-based field experiences, meets the needs of working and rural students.</p> <p>Developed collaboratively with an active advisory committee comprising school district and state partners, the program reflects direct input from employers and workforce alignment.</p>
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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 – 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.

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

- **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.

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.

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

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

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

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.

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:

1. 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.

2. 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.

Response to External Reviewer Comments – Julie Ferin, NACCTEP

- Maintain shared templates for lesson design, action research, and capstone rubrics that illustrate how students synthesize theory, field experience, and data-informed reflection.

3. 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.

4. 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.

5. 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.

Response to External Reviewer Comments – Julie Ferin, NACCTEP

6. 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.

7. 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.

8. 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:

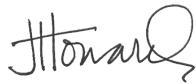
- Further clarify in the proposal how Credit for Prior Learning (CPL), flexible scheduling, and cohort-based advising increase access and persistence for nontraditional learners.
- Continue integrating equity-centered pedagogy throughout all coursework, ensuring that graduates are prepared to meet the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

TRANSMITTAL PAGE

Chemeketa 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 Chemeketa Community College. The Chemeketa Community College Board approved Resolution No. 20-21-29, Pursuit, Development, and Offering of Applied Baccalaureate Degrees at Chemeketa Community College on June 23, 2021. We look forward to working with you to advance this project to increase educational opportunities for our community.



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

Documents Attached:

Statement of Need: page 2

Attachments:

- References: page 27
- Board Resolution 20-21-29 page 29
- Consortium Agreement page 30
- Letters of Community Support page 52
- Occupational Forecast Data: Oregon Employment Department page 59
- Employer Demand: Lightcast report page 62
- Survey Data from Regional School Districts page 86
- Student Survey Questions page 99

Location: 4000 Lancaster Drive NE, Salem, OR
Mailing Address: PO Box 14007, Salem, OR 97309-7070
General Information: 503.399.5000

EO/AA/ADA/Title IX institution
www.chemeketa.edu/about/legal
chemeketa.edu

Introduction

Chemeketa Community College, in collaboration with four other Oregon community colleges, is seeking the Oregon Higher Education Coordinating Commission's approval to offer a Bachelor of Applied Science in Education (BASE) with a focus on Early Childhood and Elementary Education, including a pathway to an elementary education special education (SPED) license. As part of a statewide consortium of community colleges, Chemeketa is committed to addressing Oregon's ongoing and deeply rooted challenges in recruiting and retaining high-quality elementary teachers in special education, multilingual classrooms, and rural communities. Although community colleges and universities have invested significant time and effort over the years in developing Major Transfer Maps (MTMs) and articulation agreement, 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.

This effort goes beyond simply addressing teacher shortages. 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 the currently available pathways. By offering affordable, accessible bachelor's degree options at the community college level, Chemeketa 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.

The proposed BASE 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 and 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 2024 Oregon Educator Equity Report, there is a persistent gap in diversity between the educator workforce and the student population. In 2023-24, 42% of Oregon's students identified with race or ethnicities other than white, while only 14% of educators did so (Oregon Equity Report, 2024 p.69). 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 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, Chemeketa'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, Chemeketa'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, we have included an example of a recent Chemeketa Community College's student experience with transferring.

Maria (Pseudonym), is a bilingual student, working full-time for a local school district and currently a student at Chemeketa Community College (CCC). She is eligible for and receiving grant support that pays the entire amount of her tuition and books through the ABLE grant to attend CCC. Maria had nearly completed her Associate of Arts Oregon Transfer (AAOT) degree and was encouraged to meet with a University advisor at the college where she is hoping to transfer. The advisor encouraged her to transfer before finishing her AAOT, suggesting that it would be "quicker" for her to earn a bachelor's degree at the university because she could apply some of her elective credits (that did not align with the MTM) to her degree. This would have allowed her to take 2 less classes. Chemeketa has no flexibility in substituting these courses in the MTM as we must follow it exactly.

Trusting this guidance, Maria transferred with around 80 credits and no degree in hand. Upon arriving at the university, she was surprised to learn that, because she had not completed the AAOT, she was required to fulfill the university's general education requirements. These included in-person courses that were not offered in the evenings or online, making it nearly impossible for her to manage while maintaining her full-time job and continuing her community commitments. She also lost her ABLE scholarship which would have followed her and been available for two more years to help with the cost.

Overwhelmed by the unexpected credit requirements and the rigid course formats, Maria attempted to juggle a full course load with her job. After just one term, the stress became unmanageable. She dropped out of the university without completing her bachelor's degree AND without an associate degree from Chemeketa to show for her college-level work.

Maria's experience illustrates a systemic flaw: when transfer advising fails to prioritize degree completion and does not account for the realities faced by working students, the result is often a loss of time, money, and opportunity. Her story is not unique and underscores the need for additional, cohesive, student-centered transfer pathways that ensure credit applicability, clear communication, and support for diverse student needs.

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
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>

Program Alignment with Institutional Mission and Goals

Chemeketa's mission is to transform lives and strengthen communities through quality education, services, and workforce training. The proposed BASE degree directly aligns with this mission by creating an accessible, affordable, career-focused pathway for students interested in early childhood and elementary education. Specifically, the BASE degree supports Chemeketa's commitment to equity by focusing on recruiting and graduating students from diverse backgrounds, thus increasing representation among educators.

The BASE degree also addresses the need for localized educator preparation programs. This complementary education degree program will prepare educators who can connect effectively with students from various cultural and linguistic backgrounds, a priority highlighted in Oregon's educational goals. Accessibility is at the root of Chemeketa's mission: Given the high percentage of Chemeketa's Education AAOT graduates who either do not transfer to local University partners or do not persist if they do transfer, this program will provide additional options that are better suited to meet the needs of community college students.

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Program Alignment with Oregon's Educational Goals

National trends strongly support the development of a Bachelor of Applied Science in Education (BASE) degree at Chemeketa Community College 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 Chemeketa 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 Mid-Willamette 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, attached.).

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, below, shows that although some groups have approached or exceeded the goal, bachelor's degree attainment remains disproportionately low among many communities of color.

Educational attainment varies widely by race/ethnicity

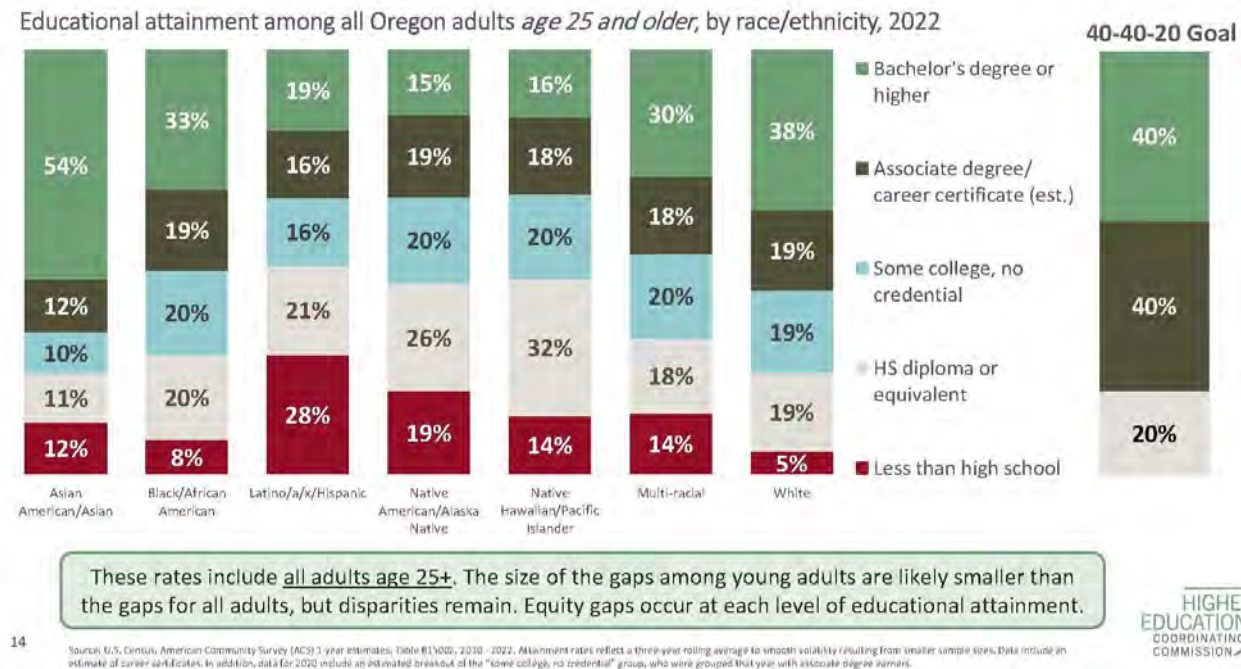
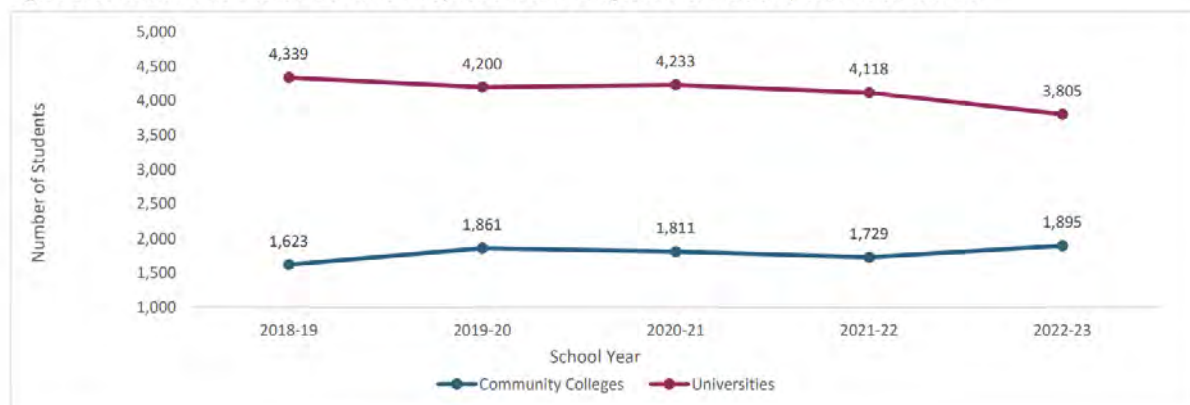


Chart 1: Educational attainment in Oregon

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

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.

Chart 2: Statewide Enrollment in Education Majors at Public Colleges and Universities

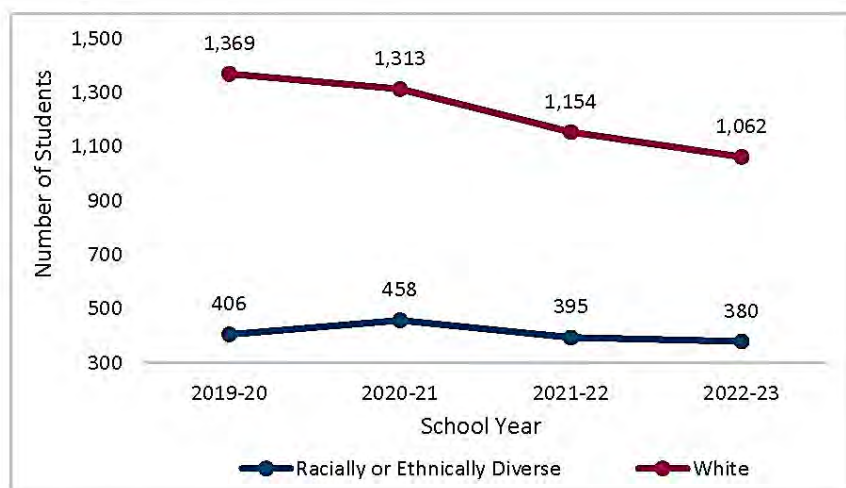
Data from the Teacher Standards and Practices Commission (TSPC) show that while the number of preliminary teacher licenses issued has increased from 6,795 in 2019-2020 to 7,483 in 2022-2023, nearly **80%** of those licenses continue to be issued to white educators, with Latinx educators representing 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.

Race and Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023
Asian	185	194	167	210
Black	57	53	57	62
Hispanic	335	321	389	424
Multiethnic	294	262	265	333
Multiethnic Hispanic	196	169	197	268
Native American	33	37	30	29
Not Specified	141	154	142	156
Other	128	130	126	137
Pacific Islander	13	16	13	11
White	5,413	5,322	5,236	5,853
Total	6,795	6,658	6,622	7,483
English is Primary Language	6,362	6,194	6,165	6,915
English is Not Primary Language	433	464	457	568
Multilingual	1,008	1,041	1,025	1,176

Source: Oregon Teacher Standards and Practices Commission. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application.

Table 1: Oregon Preliminary Teacher Licenses 2019-2023

This gap especially affects racially and ethnically diverse students. From 2018–2019 to 2022–2023, enrollment of diverse students in education majors at Oregon community colleges grew from 639 to 719. However, these



Source: Oregon Teacher Standards and Practices Commission.

Chart 3: Completion of Oregon Approved Teacher Preparation Programs

students are **not completing** licensure programs at the same rate at four-year institutions. In 2022–23, only 25.3% 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 3)

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.

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

Meeting Oregon’s Educational Attainment Goals in Chemeketa’s region:

Bachelor’s degree attainment in Chemeketa’s service district falls well below state goals. In Marion County, only 27.9% of adults hold a bachelor’s degree or higher, with Polk at 30% and Yamhill at 32%, all below Oregon’s goal of 40% and the statewide average of 37.7%. The disparities are even more pronounced in specific neighborhoods, such as those surrounding the Chemeketa Salem campus, where just 9.2% of adults have earned a bachelor's degree. Across Marion, Polk, and Yamhill counties, 107,974 adults over age 25 have not completed a bachelor’s degree, including 34,547 with some college or an associate degree, illustrating both a strong need and a clear opportunity for expanded local access to bachelor’s-level education, (see chart 4).

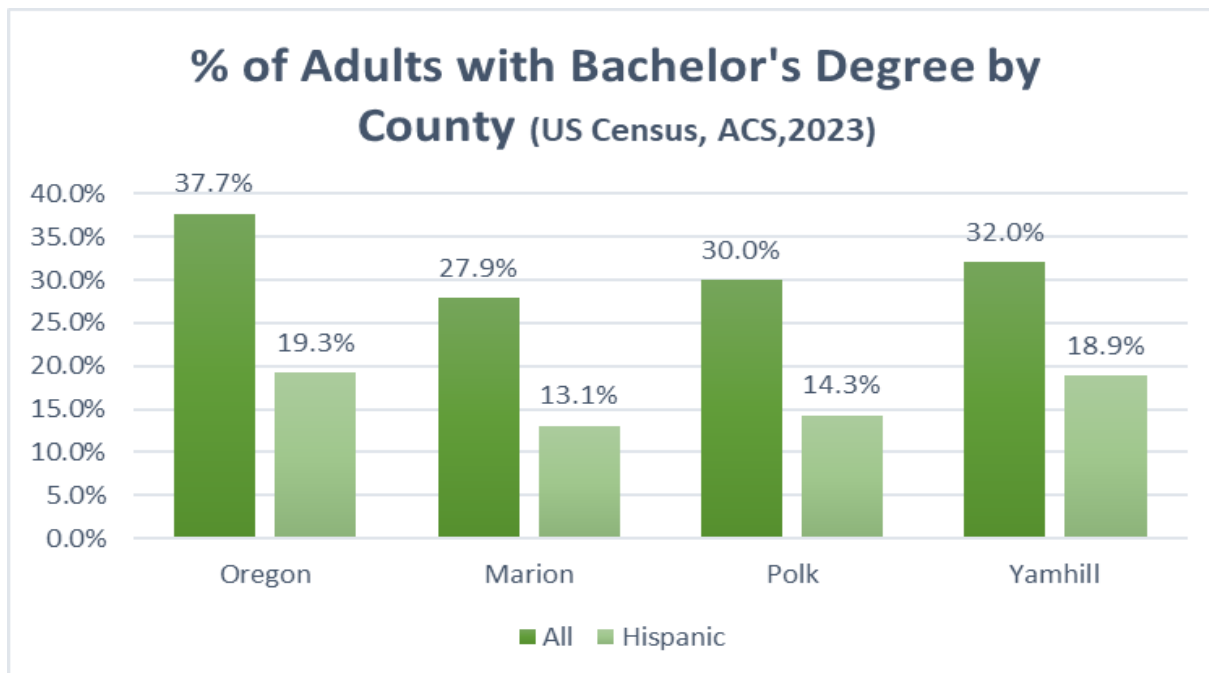


Chart 4: Adults with Bachelor's degree by county

The following table looks at Chemeketa Education graduates from AY 2018-19 through AY 2023-24. It shows the number and rate of students who transfer to a 4-year institution and the number and rate of students who receive a Bachelor of Science in Education. This data shows that while a number of students earning an AAOT in Education successfully transfer to four-year institutions, very few go on to complete a bachelor's degree in education. In charts 5 and 7, data is provided on Chemeketa Education graduates from AY 2018-19 through AY 2023-24. The first set of data that includes all education degree completers. As shown, only 8.8% are earning a BS in Education and 5.8% are either graduating or still enrolled in education. Out of 137 students intending to complete a degree, only 12 currently have completed a degree.

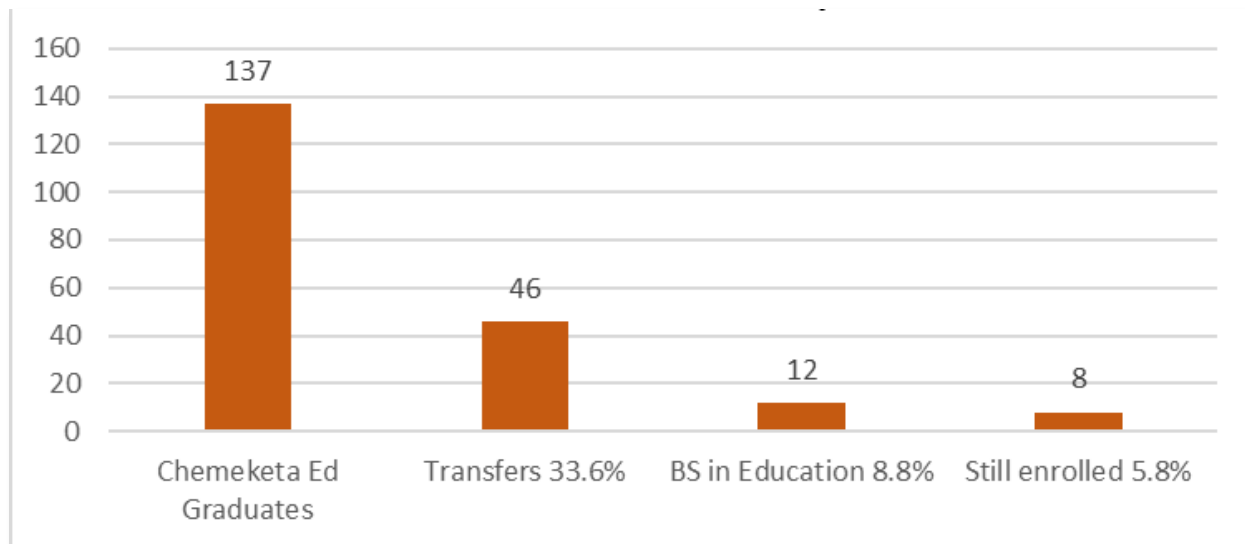


Chart 5: Chemeketa Education Graduates (AAOT Elem Ed, ECE, Secondary Ed)

Additional data showed only slightly better outcomes for just those in the secondary education pathway. It shows the number and rate of students with an AAOT degree and a declared concentration code of 7008 (Education) who transfer to a 4-year institution and the number who receive a Bachelor of Science in Education. 12.3% of students who transferred earned a BS in Education, and just 12.3% remained enrolled in an education program at the time of data collection (see chart 6).

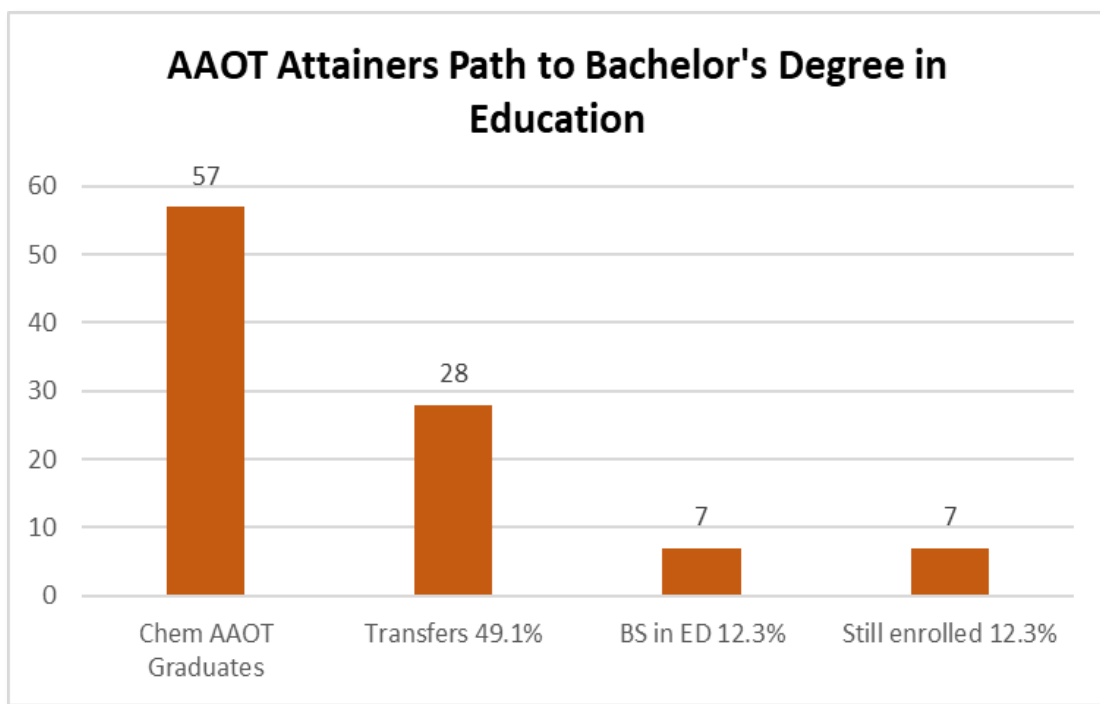


Chart 6: Chemeketa Education Graduates (AAOT Elem Ed, ECE, Secondary Ed)

These low rates of bachelor's degree completion in the education pathway suggest that the current transfer pathways do not provide an effective or accessible route to licensure for many community college students, highlighting the need for a local, streamlined bachelor's degree option like a BASE program.

The vast majority of our Chemeketa graduates who transfer go to one of the four closest Universities (Chart 7 and 8). This highlights the place-based needs of our graduates to remain in their local communities. Although the most common transfer schools are the nearest to the college, but more than half are choosing higher cost out of state, private, and/ or online colleges. Offering complimentary pathways that allow students to stay enrolled at the community college will help to address the large gap in those that graduate and those that transfer.

Transfer Destinations for Chemeketa Education Graduates		
College	College State	Transfers
WESTERN OREGON UNIVERSITY	OR	22
PACIFIC UNIVERSITY	OR	5
PORTLAND STATE UNIVERSITY	OR	4
OREGON STATE UNIVERSITY	OR	4
EASTERN OREGON UNIVERSITY	OR	3
LINFIELD UNIVERSITY	OR	*
GEORGE FOX UNIVERSITY	OR	*
WESTERN GOVERNORS UNIVERSITY	UT	*
COLORADO TECHNICAL UNIVERSITY	CO	*
NORTH SEATTLE COLLEGE	WA	*
WEBER STATE UNIVERSITY	UT	*
UTAH STATE UNIVERSITY	UT	*
UNIVERSITY OF OREGON	OR	*
THOMAS UNIVERSITY	GA	*
Total Transfers		49

*Students may transfer to more than one school.

Transfer Destinations for Chemeketa AAOT Education Graduates		
College	College State	Transfers
WESTERN OREGON UNIVERSITY	OR	14
PACIFIC UNIVERSITY	OR	5
OREGON STATE UNIVERSITY	OR	4
LINFIELD UNIVERSITY	OR	*
COLORADO TECHNICAL UNIVERSITY	CO	*
WEBER STATE UNIVERSITY	UT	*
UNIVERSITY OF OREGON	OR	*
PORTLAND STATE UNIVERSITY	OR	*
EASTERN OREGON UNIVERSITY	OR	*
Total Transfers		30

*Students may transfer to more than one school.

*Cell sizes of less than three are suppressed.

Chart 7 and 8: Chemeketa AAOT Secondary Education Graduates

STANDARD	CRITERIA
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 postgraduation 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 Chemeketa'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 10 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 recent National Clearinghouse data for 2022-23 graduates.

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 Development	59	Both OSU and the BASE programs will offer courses in-person and online, addressing some of the barriers that non-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 and 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.
Portland State University	BS in Elementary Education; BS in Early Childhood: Inclusive Education	13	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 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 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 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 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. 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.
Pacific University	BA in Education and Learning (with Elementary Education endorsement option)	38	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. 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.

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
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.

Chart 9: Program Comparison. 2022_2023 data sources: University webpages and National Clearinghouse graduate data on Oregon Educator Preparation programs

- 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 postgraduation employment**

At Chemeketa Community College, 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.

Our collaboration with public and private university partners will continue to be a cornerstone of our strategy to expand access and opportunity. Chemeketa will maintain and promote our long-

standing articulation agreements and statewide Major Transfer Maps (MTMs) that we have diligently developed for our Associate of Arts Oregon Transfer (AAOT) in Elementary Education program. Many of our students will continue to transfer into public and private universities such as Western Oregon University, Oregon State University, and Linfield University. These important partnerships ensure that students can maximize the applicability of their coursework, avoid excess credits, and reduce both the time and financial burden required to earn their bachelor's degree.

Current ongoing efforts to improve transfer pathways include partnerships with WOU and Salem-Keizer in the Teachers Today and Tomorrow (T3) project work outlined in an attached document that introduces educator careers in middle school and provides mentoring, advising, internships and college credit as students move through our institutions. Connecting and collaborating on initiatives like GYO and our Bilingual Student Teacher Leaders program continue to build more supported pathways for those students who are transferring. Through coordinated advising and curriculum alignment, we strengthen transfer success, preserve student momentum, and uphold our commitment to delivering affordable, high-quality education.

To further enrich teaching and learning, Chemeketa will continue to partner closely with all partners to offer students robust early field placements, service learning opportunities, and dual-enrollment coursework. Our Early Childhood Education program, for example, provides students with the strong applied skills and experience sought by transfer institutions and employers alike. Chemeketa's faculty will continue to actively collaborate with university colleagues to align learning outcomes, share professional development opportunities, and continuously improve the inclusivity and quality of educator preparation pathways.

Our longstanding commitment to culturally responsive teaching, bilingual education, and support for nontraditional students has directly informed regional strategies to diversify Oregon's educator workforce. Looking ahead, our proposed Bachelor of Applied Science in Education (BASE) degree will build upon these foundations, offering a flexible, affordable, and local option for students who are place-bound by work or family commitments. In partnership with four-year universities, we will continue to create seamless pathways into graduate programs, ensuring students have every opportunity to advance their careers and meet Oregon's critical needs in elementary, bilingual, and special education fields. Through these collective efforts, we are poised to create more accessible, equitable, and workforce-aligned education pathways for Oregon's future teachers.

STANDARD	CRITERIA
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.	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.

a. 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, Chemeketa 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 three-county region that Chemeketa serves will have 155 openings for elementary teachers each year over the next ten years, most of them replacement openings (Qualityinfo.org, Area Employment Projections, attached). Expanding the pathway beyond elementary teachers, to all teaching positions, the Oregon Employment Department estimates that there will be 6,408 total openings in the 2023-33 period for all teaching related occupation titles, with most of the openings replacement positions (Occupational Employment Projections for Mid Valley, attached).

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. The current regional employment of 2,959 educator positions (Lightcast, 2024) aligns closely with the national average for comparably sized areas, yet demand continues to exceed the supply of qualified candidates. Job postings for these roles have been high, with a median posting duration of 22 days, indicative of employer challenges in filling open positions.

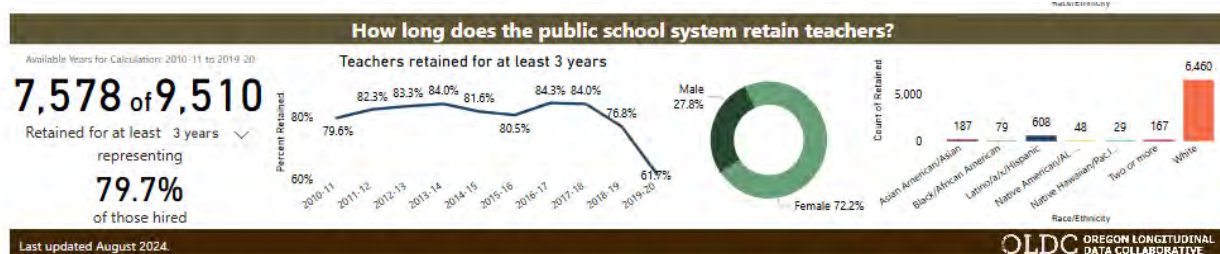
Salaries for educational roles in this region are notably competitive, with a median salary of \$77,707, which is 22% higher than the national median. This increased compensation reflects the high demand for education professionals, especially in early childhood, elementary, and special education. Diversity among educators is a priority, as regional data shows lower racial diversity than national

averages, with only 379 educators from diverse backgrounds compared to an expected 713 for an area of this size.

Based on current data, Chemeketa's regional demand for elementary teachers alone is projected at 155 openings annually, while existing university-based educator preparation programs collectively graduate fewer than 30 licensed candidates annually who are likely to remain in the Mid-Willamette region. This creates a persistent annual shortfall of at least 125 qualified candidates in elementary education alone, not accounting for additional shortages in special education and bilingual education fields.

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.

School District needs: District partners report that as schools are becoming increasingly diverse, the need for teachers who reflect the racial and ethnic backgrounds, and the multilingual skills of the community are profound. For example, the three largest school districts in Chemeketa’s region, Salem-Keizer, Woodburn, and McMinnville have large and growing populations of students who are Hispanic, and come from families whose home language is not English, yet they struggle to find teachers who reflect their student population. When students of color have at least one teacher who shares their racial/cultural background, they 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.

School District	Teachers of Color	Students of Color	Ever Language Learners
Salem Keizer	18%	61%	34%
McMinnville	9%	45%	29%
Woodburn	45%	89%	69%

Source: Oregon At A Glance District Profiles 2024 <https://www.ode.state.or.us/data/ReportCard/Reports/Index>

Many of our local school districts have expressed strong support for this program detailed in the attached letters of support, highlighting the need for local teacher education programs that can prepare diverse educators and qualified graduates who are familiar with the unique challenges of the region’s schools and communities. Our school districts participated in a needs assessment highlighting these needs in the data included below.

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 in chart 10. 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).

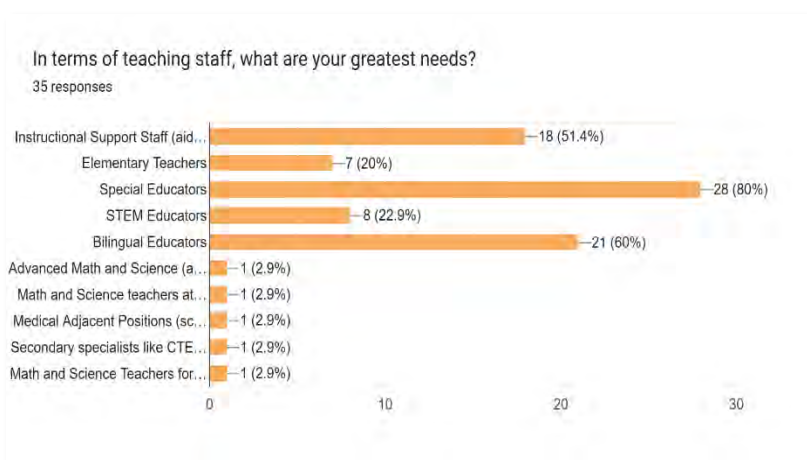


Chart 10: School Districts’ Educator Needs

Many schools rely on emergency-licensed teachers annually, with some districts reporting over 20% of their teaching staff currently holding emergency licenses see charts 11 and 12. These data point to a structural gap in educator preparation that disproportionately affects rural, isolated, and lower-income communities.

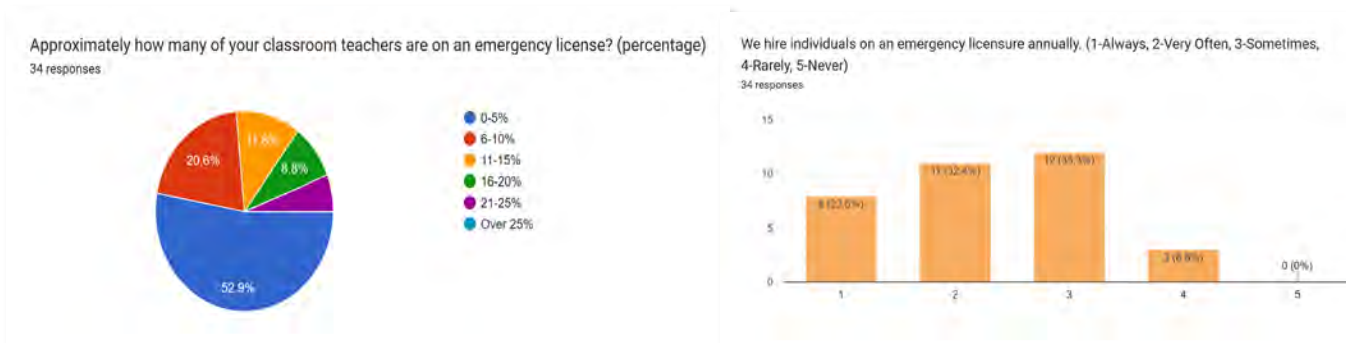


Chart 11 & 12: Teachers on emergency licenses

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 13.

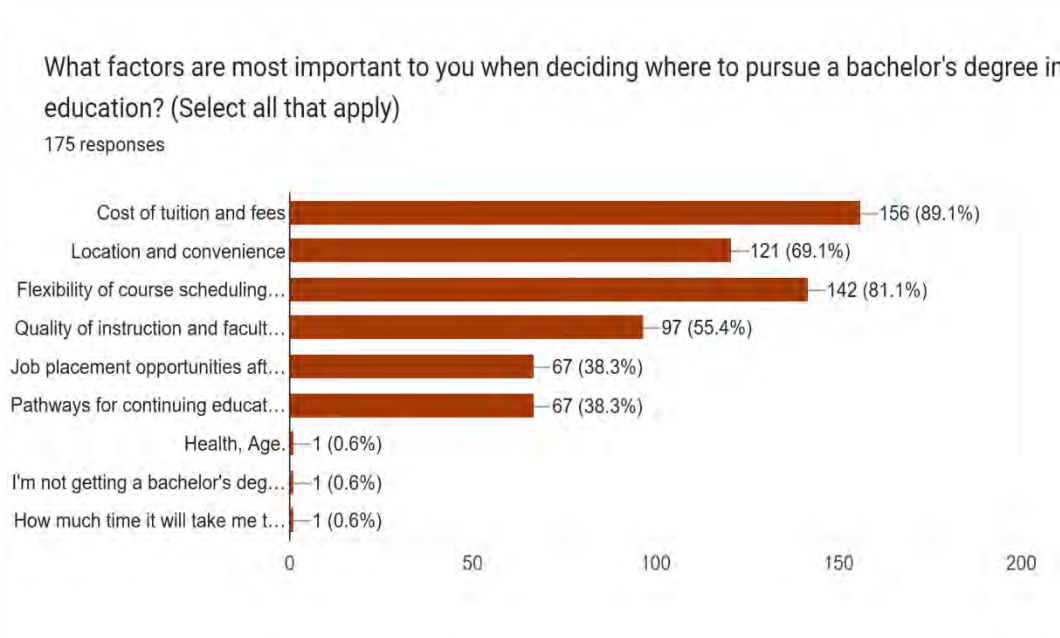


Chart 13 Factors that are important to students when deciding to pursue ED BA

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 14, 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.*

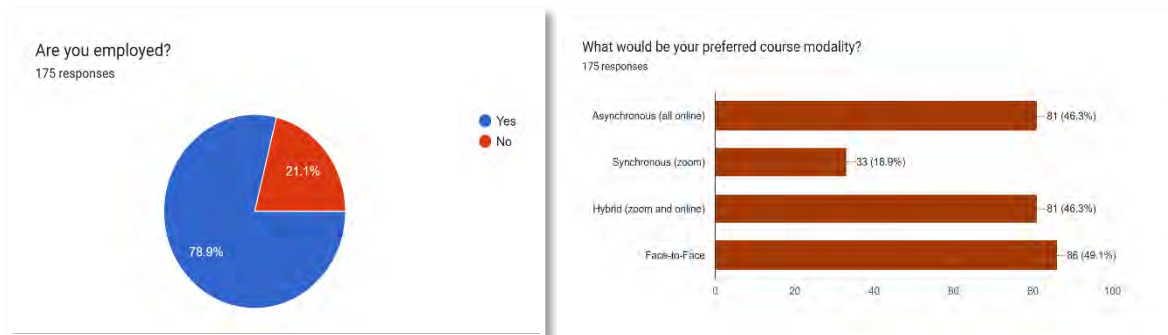


Chart 14: Student employment and modality preferences

The data also shows in chart 15 and 16 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.

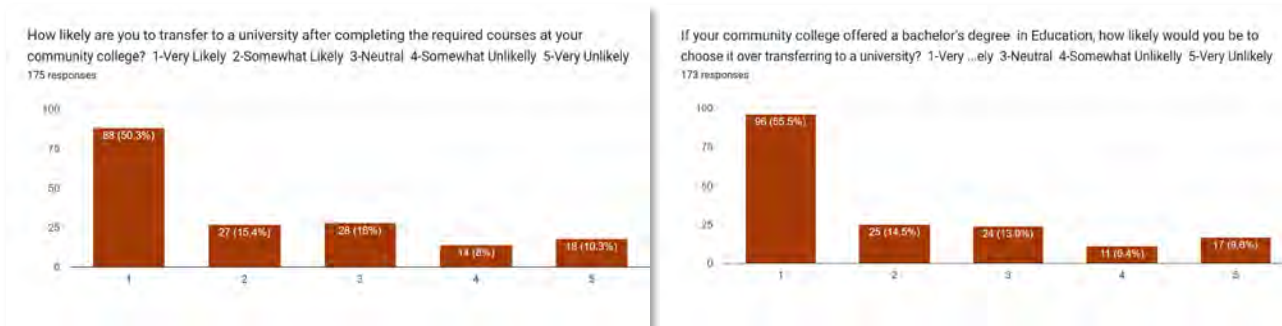


Chart 15 and 16. How likely are you to transfer to a university after completing the required courses at your community college

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.

STANDARD	CRITERIA
4. Applied baccalaureate program builds upon academic, professional or technical program(s) or courses already offered.	<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>

A. Building on Existing Programs

The BASE degree will build on Chemeketa's existing Associate of Applied Science (AAS) and Associate of Science (AS) programs in Early Childhood Education and AAOT in Elementary Education. These programs have consistently produced graduates who are well-prepared to work in local schools as teaching assistants, paraprofessionals, and early childhood educators. Students who have historically stopped their education at this level and do not transfer will have new opportunities. The proposed BAS will provide these graduates with the opportunity to advance their careers by earning a bachelor's degree and obtaining teaching licensure, creating a seamless transition from associate level coursework to a bachelor's degree program without facing some of the obstacles to transferring. Additional pathways will be developed to provide opportunities for students earning an AAS in any program to return and pursue a second career in teaching.

By leveraging Chemeketa's established partnerships with local school districts and its history of producing qualified early childhood, paraeducators, and preparing students to transfer to an Educator Preparation Program (EPP) partner, the BASE degree will improve the college's ability to meet the needs of its community and the state's educational system.

College	Program Name	Year Established	Last Reviewed (program review)
Chemeketa CC	AAS in ECE	1972-1973	2020-2021
Chemeketa CC	AAOT in Elem. ED	2024-2025	Newly established. Review Scheduled for 3 rd year

To further demonstrate the strength and sustainability of Chemeketa’s foundation in early childhood and education pathways, enrollment data over the past decade shows consistent student interest across multiple certificate and degree options. As shown in Chart 19, the Early Childhood Education AAS has remained the largest program, enrolling over 100 students annually, with a recent rebound from a low of 100 in 2022–23 to 120 in 2024–25. Certificate programs in Infant/Toddler, Preschool, and Early Childhood Education have also shown steady growth or recovery after pandemic-related declines, with total ECE enrollment rising from 160 in 2022–23 to 202 in 2023–24. These trends reflect strong demand for early childhood preparation programs and underscore the opportunity to offer a locally accessible bachelor’s degree. The proposed BASE program will build on these established pathways, enabling students who complete associate degrees or certificates to seamlessly continue their education and enter the teacher workforce with fewer transfer barriers.

Chemeketa Community College Early Childhood Education Majors by Academic Year											
	Academic Year										
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Early Child Ed Infant/Toddler CERT	2	3	2	1	1	3	9	5	11	7	
New Student	2	1	1		1	2	1				
Continuing Student		2	1	1		1	8	5	11	7	
Early Child Ed Preschool CERT	3	6	6	9	12	27	16	18	22	15	
New Student	1	2	2	4	2	9	4	4	2	1	
Continuing Student	2	4	4	5	10	18	12	14	20	14	
Early Childhood Education AAS	174	143	134	160	150	136	113	100	126	120	
New Student	46	27	31	30	32	27	12	21	37	29	
Continuing Student	128	116	103	130	118	109	101	79	89	91	
Early Childhood Education CERT	14	16	30	33	21	39	42	37	40	31	
New Student	4	2	6	4	3	20	13	10	8	10	
Continuing Student	10	14	24	29	18	19	29	27	32	21	
Education Support Professional CERT									3	9	
New Student									2	5	
Continuing Student									1	4	
Early Child Ed-Preschool Pwy CERT	1	1									
Continuing Student	1	1									
Grand Total	194	169	172	203	184	205	180	160	202	182	

Institutional Research & Reporting

May 2025

B. Program Revision

To better integrate with the proposed BASE program, Chemeketa’s existing Early Childhood Education (AAS) and Elementary Education (AAOT) programs will expand advising to include clear transfer pathways into the BASE degree starting in 2025. Minor course adjustments, such as increased emphasis on culturally responsive pedagogy and special education practices, will align lower-division preparation with upper-division degree outcomes. This labor market analysis confirms that the proposed BASE degree is a timely and necessary response to regional workforce needs. It will prepare locally rooted, culturally responsive educators ready to serve the diverse schools of Marion, Polk, and Yamhill counties.

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**RESOLUTION NO. 20-21-29, PURSUIT, DEVELOPMENT,
AND OFFERING OF APPLIED BACCALAUREATE DEGREES
AT CHEMEKETA COMMUNITY COLLEGE**

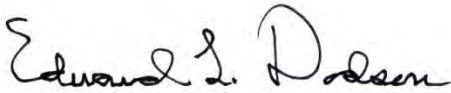
WHEREAS, Chemeketa Community College provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training; and

WHEREAS, applied baccalaureate degrees address affordability, increase access to educational opportunities, and meet workforce demands across the district; and

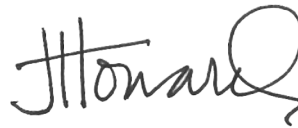
WHEREAS, provide opportunity for employment for community college degree graduates;

THEREFORE, BE IT RESOLVED, that the Chemeketa Community College Board of Education does hereby approve the college's pursuit, development, and offering of Applied Baccalaureate Degrees at Chemeketa Community College.

DATED this 23rd day of June, 2021



Ed Dodson
Board Chairperson



Jessica Howard
President/Chief Executive Officer

Consortium Agreement

Name of Consortium:

Bachelor of Applied Science in Education (BASE) Consortium

Consortium Bylaws

1. Roles, Responsibilities, and Communication

Describe role(s) and responsibilities within the consortium to accomplish the following:

- a. Monitoring statewide programs
- b. Ongoing review of member colleges' consortium-related programs
- c. Marketing and promoting certificate(s)/degree(s) to industry, students, and others

It is the BASE's primary ongoing responsibility to monitor the Bachelor of Applied Science: Education statewide community college degree programs. This shall involve but not be limited to:

- a) reviewing member colleges' consortium-related programs.
- b) updating and reviewing individual courses to ensure they continue to meet outcome standards AND revising, updating, and otherwise improving existing programs with new and emerging industry needs and standards.
- c) All partner colleges will have a BASE public-facing webpage approved by the consortium membership containing program information for students, employers, colleges and schools. In addition, a shared Google Drive space will be used as a workspace and for storing BASE documents. All BASE member colleges will have access to this non-public-facing Google Drive.

Each member college will be responsible for marketing and promoting the BASE degree in their own districts. The consortium may also, from time to time, engage in BASE marketing and promotion collectively as a group to businesses, professional groups, students, and other stakeholders.

Describe roles and responsibilities within the consortium for establishing and maintaining partnerships to develop, operate, evaluate, manage, and improve the statewide program:

- a. Employers
 - b. Workforce partners
 - c. Licensing
 - d. Accrediting organizations
 - e. Regulatory agencies
 - f. HECC
 - g. Deans and Directors
 - h. Other key stakeholders
-
- a. At least two representatives from each BASE member colleges community and / or local school districts shall be on the BASE Advisory Board, which will meet at minimum twice per year, allowing them the opportunity to provide input as it pertains to their BAS in Education needs. BASE Curriculum Committee co-chairs will convene and facilitate twice-annual advisory board meetings and report back to the consortium.
 - b. Member colleges will be in regular two-way communication with their local workforce investment boards and local education service districts as it pertains to BAS education needs in the communities they serve.
 - c. As a requirement of Educator Preparation Program (EPP) approval, the consortium is required and will concurrently apply for accreditation through the Association for Advancing Quality Education Preparation (AEQEP). Each member college will need to meet all BASE degree and EPP standards. Approval as an Educator Preparation program will be obtained from the Oregon Teachers Standards and Practices Commission (TSPC).
 - d. Each college will be accredited through the Northwest Commission on Colleges and Universities (NWCCU) and will individually submit the appropriate substantive change forms in order that the Commission will recognize and confirm the college's authority to offer the BASE. Each member college will need to individually have a "substantive change" form approved to add in a BASE program at their college.
 - e. The BASE Chair will be in regular contact with the CCWD Deputy Director as it pertains to all state matters concerning the degree.
 - f. Each member college's dean/director over education or designee will be the primary contact for the BASE, thus attending quarterly BASE meetings, or if not, they will be briefed by the representative from their college who is attending the quarterly BASE meetings.
 - g. Other key stakeholders will be sought out for input as needed.

Describe your consortium's communication procedures, including:

- a. meeting frequency
- b. communication between the consortium and HECC and other education and workforce partners
- c. communication between consortium leadership and member colleges
- d. record-keeping and reporting

- a. At a minimum, quarterly meetings via Zoom. Additional or special meetings of the BASE may also be called by the chair or by members, as needed.
- b. HECC staff will be invited to quarterly meetings on an as-needed basis. The BASE chair will create the meeting agenda (with input from members) and facilitate all consortium meetings. The BASE secretary will schedule meetings, send out electronic meeting invitations, electronically deliver the agenda one week prior to the meeting, and take, archive, and send meeting notes electronically to all member colleges and the HECC within one week following the meeting. Other partners may be invited to quarterly meetings as needed.
- c. In addition to the quarterly consortium meetings, the BASE Consortium shall engage in effective internal communication, which may be initiated by any member, the chair, an employer member, or the HECC.
- d. Official public-facing BASE documentation, including program admissions information and program curriculum, will be posted on the colleges' BASE webpage.
Non-public-facing, internal BASE information will be stored on the BASE Google Drive.

By-law review schedule: How often will the consortium review and update by-laws?

BASE bylaws will be reviewed by the consortium membership annually each spring quarter to determine if updates are needed. If updates are needed, the chair or designee will make the updates, and if any substantive edits are made, a vote will be used to approve the changes and sent to HECC for their records..

Describe additional agreements and other topics necessary to accomplish the requirements related to communication and collaboration.

A BASE memorandum of understanding (MOU) will be signed and reviewed annually by the consortium membership as it pertains to any shared resources, shared learning management system, shared faculty, enrollment/admissions, finances, FTE, grading, financial aid, tuition/fees, etc. The MOU may be reviewed and modified at any time if agreed upon by the majority of the member colleges.

2. Lead Community College(s)

Describe responsibilities of each lead college related to communicating with HECC, program approval duties, and submission of required consortium documents to participating colleges and HECC.

At the onset of the BASE, Linn-Benton Community College (LBCC) will be the lead community college for the BASE consortium. The lead college will approve and provide support to new partners as well as share and be the repository for all documents verifying instructor qualifications (current CV, demonstrating MSEd at minimum). All BASE communication with the HECC will be initiated through the BASE chair unless otherwise specified.

Describe any additional responsibilities of the lead college related to the consortium.

The lead college (LBCC) will oversee document submission and ensure adherence to HECC policies.

Detailed procedures for selection and replacement of the lead college and/or the lead college's representative, should there need to be a change in designation.

The lead college for the BASE statewide degree must be a member/participating community college of the BASE consortium.

The lead college for the BASE statewide degree will initially be LBCC. The lead college will maintain designation for a period of two years and may request a change in designation thereafter.

At the discretion of the BASE consortium, the lead college can be changed by a majority vote of the BASE members at any time.

3. Consortium Organization - Each statewide program will be coordinated and monitored by the consortium. The consortium membership will include a representative from each participating college.

Describe the process the consortium uses to accept new members and notify HECC

Membership in the BASE consists of representatives of Oregon community colleges offering approved Bachelor of Applied Science in Education degree. The BASE is initially starting with five Oregon community colleges (Linn-Benton, Chemeketa, Rogue, Columbia Gorge, and Treasure Valley).

New colleges wishing to join the BASE will follow the HECC process to join a statewide curriculum/consortium. The BASE Chair will notify the HECC upon receipt of the intent to join and complete a membership application once the consortium has voted on whether or not to accept the new member institution.

Describe the process the consortium uses to approve a college to offer a program approved under the statewide consortium and notify HECC

See above.

Describe the leadership of the consortium, including terms, selection and replacement processes, and responsibilities of the position(s).

- A. Chair**
- B. Vice Chair**
- C. Secretary**
- D. Other leadership positions**

1. Officers: The BASE leadership (officers) will be made up of a chair, vice chair, secretary, and two curriculum subgroup co-chairs:

- A. Chair (preference to rotate between large and small colleges if possible but not at the hardship of the small colleges)

- B. Vice Chair
- C. Secretary
- D. Curriculum Subgroup Co-Chairs (one from a large and one from a small college)

Officers will serve a 2-year term and may serve multiple consecutive terms if elected by the consortium.

Officers will be nominated and elected at the Spring quarter BASE meeting.

BASE officers will assume the following duties:

A. **Chair** – The Chair shall create BASE meeting agendas with input from other members and act as presiding officer at consortium meetings. The Chair will also serve as spokesperson for the BASE in meetings of various governing organizations or appoint an appropriate representative. In addition, the Chair will ensure that the learning management system (Canvas) and other shared resources are up and running. Subcommittees or workgroups (beyond the curriculum subgroup) may be developed for the BASE and appointed by the Chair in consultation with the BASE members as it pertains to the charge, member composition, and duration.

B. **Vice Chair** – The Vice Chair shall preside over Consortium meetings in the absence of the Chair. The Vice Chair shall become the Chair if the Chair is unable to serve. The Vice Chair will assist the Chair with organization or other Consortium tasks that need to be completed.

C. **Secretary** – The Secretary shall schedule BASE quarterly meetings, send out meeting invitations electronically, send out the agenda electronically one week in advance, and take, archive, and distribute meeting notes electronically generally within one week of the meeting. If meeting notes require corrections or revisions, the secretary will make the edits, send out the revised notes to member colleges, and repost the revised notes on the BASE webpage.

D. **Curriculum Subgroup Co-chairs** –

- Co-chairs will facilitate curriculum subgroup meetings at least twice annually to review BASE curriculum and recommend any changes to the BASE.
- Co-chairs will also convene and facilitate BASE advisory board meetings and report out to the consortium membership at the next quarterly meeting.
- The curriculum subgroup will consist of content/curriculum experts – one from each member college

*At the discretion of the BASE membership, any officer can be changed by a majority vote of the BASE members at any time during the term of the officer position.

What are the membership criteria, including specific information on non-college representation (e.g., industry association, local employers, non-departmental representatives) and their roles and responsibilities;

Members: Each BASE member college will have one representative assigned to attend all BASE meetings. It will be each member colleges responsibility to appoint this individual. It may be a program director, department chair, Dean, or other administrator or faculty member, or designee. More than one rep from each college may attend meetings, but only one will be allowed to vote.

Members will represent their respective colleges at the BASE meetings and bring relevant and pertinent issues to be discussed, ideally submitting agenda items to the Chair at least one week in advance. Members will support the delivery of high-quality BAS education and bring BASE meeting information back to their home institutions.

The BASE will also have an advisory board with three industry partners from each member college invited to twice per year BASE Advisory Board meetings to ensure that the curriculum delivered to students continues to meet industry needs.

What are the decision-making processes of the consortium (e.g., consensus, Robert's Rules, simple majority, etc.)

A. Definitions of all voting processes

- a. Who are voting members and non-voting members?**
- b. How many votes per college or institution?**
- c. How many voting members constitutes a quorum?**
 - i. What methods are used for voting?**
 - ii. When do decisions require a vote?**

Each member college will have one (not more or less) voting member as determined by the college. Each member college will have equal voting rights on all issues brought before the BASE leadership. Alternates may be appointed to serve in a voting capacity in the absence of the regular member. Alternates may attend and participate in all BASE discussions and deliberations. Other college reps or guests may attend consortium meetings, but there will only be one voting member per member college.

- a. There are no non-voting members.
- b. Each college will get one vote.
- c. A quorum of the consortium shall consist of a majority of member colleges present and voting (in-person or remotely) at any official Consortium meeting. For example, if there are six member colleges, four must be present to make quorum.
 - i. A motion will pass when a majority of the quorum approves it. While a majority approval is required, the BASE will strive to make decisions on a consensus basis. Robert's Rules of Order, Newly Revised, will be used for any action item/motion requiring a vote. In the event of a tie vote, the motion fails, and further discussion must take place until the vote is no longer a tie.

- ii. Any decisions that significantly impact the consortium as a whole will require a vote.

Describe documentation storage and record- keeping

A. Defined location for document storage that is clear and accessible to members

B. What items should be stored and for how long?

- a. Communication with HECC
- b. Membership lists
- c. By-laws
- d. Program changes
- e. Matrix of approved programs offered
- f. Meeting Notes
- g. Curriculum and learner outcomes alignment records and history
- h. Other documentation as determined by consortium

- A. See section 1 above as it pertains to the use of a BASE Google Drive for BASE internal documents storage and a BASE web page for all official public-facing information such as program admission and approved curriculum.
- B. Items to be shared and for how long:
 - a.-h. Communications with HECC, membership lists, bylaws, program changes, program approvals, meeting agendas, meeting notes including vote records, curriculum, program and course outcomes, and other consortium documentation will be maintained and stored on the BASE Google Drive and maintained by the lead college for at least 20 years. Meeting notes will be available to non-BASE individuals or groups upon request with redaction of any protected information such as student or faculty member names.

What is the responsibility of members?

A. Financial

- a. Travel expenses
- b. Shared funding expenses (e.g., grants)
- c. Other expenses

B. Assurance of by-law approval from each college's CTE Dean and/or Vice President of Instruction/Chief Academic Officer

C. Ongoing communication with colleges' curriculum office

- A. Each member college of the BASE will pay an annual membership fee to cover such costs as

course sharing software. The amount is to be determined and voted on by the BASE membership.

- a. Each member college is responsible for funding their BASE member's travel as it pertains to any in-person statewide BAS in ED/ECE meetings. Most consortium meetings will be held remotely.
- b. The BASE will pay up to an agreed upon amount of travel annually dependent on funding for each of the five BASE officers to travel to in-person BASE or other statewide BASE degree related meetings if needed.

B. Every two years, the BASE bylaws will be reviewed and voted on by the consortium member colleges. It is the responsibility of each BASE college representative to make sure that their Education Dean and/or Vice President of Instruction/Chief Academic Officer are aware of this timeline. These bylaws and any updates will be collected and stored on a secure digital site at the lead community college with password accessibility.

C. Each BASE college's Dean/Director of Education or consortium member designee will be responsible for ensuring that their BAS in ED/ECE curriculum is up-to-date and consistent with the statewide BAS in ED/ECE degree. Every fall, each BASE member college's Dean/Director overseeing Education or designee will work with their own curriculum director to sign off on the shared BASE Google Drive that their curriculum meets all the criteria listed above. Each member college's curriculum office contact information will be listed on a spreadsheet on Google Drive and updated each fall.

4. Curriculum and Program Alignment

Describe how the consortium process for program approval aligns with the HECC CTE Program Approval Standards:

BASE : [OAR 589-006-0100\(4\)](#)

Per the intent of Division 6: Community College Course and Program Approval Requirements (589-006-0100), the BASE degree program shall conform to the specific degree requirements as identified in the Approval Procedures and must be approved by the HECC.

Describe alignment of consortium curriculum

- a. **Core & elective requirements**
- b. **Prerequisite courses and credits**
- c. **Required core Career and Technical Education courses and credits**
- d. **Range of credits in general education or related instruction to fulfill**

certificate or degree

- e. Comparability of courses in the approved certificates and degrees (e.g., articulation agreements, industry requirements, learner outcomes)**
- f. Common course prefixes, numbers, codes, and titles for the required core technical courses**
- g. Naming protocols**

Students will bring in 90 credits from their AAS/AAOT degree according to section 4: Curriculum. Thus, leaving 90 additional credits for the BAS in ED/ECE to total 180 credits. Up to 22 credits of CPL may be applied.

There will be a consistent agreed upon approach across all member colleges as it pertains to approval of and charging students for CPL.

Statewide Bachelor of Science Education/ECE (BASE) Degree Credit Requirements:

180 credits total

Associates Degree 90 credits

BAS in ED/ECE Coursework: 60 credits upper-division

CPC/CPL/CWE/Electives: up to 22 credits approved per option list below.

See table below for draft program plan

Year	Category	Courses	Credits
Year 1: Foundations & General Education (45–48 credits)	General Education (TSPC: Subject-Matter Knowledge)	Writing & Composition I & II, College-Level Mathematics, Science w/ Lab, U.S. History/Civics, Humanities/Social Science, Health & PE	30–36
	Introductory Education (TSPC: Learner Development & Learning Differences)	Introduction to Education, Human Development & Learning, Educational Psychology	8–12
	Field Experience	Early Classroom Practicum	4
Year 2: Core Education & Subject-Specific Methods (45–48 credits)	Core Education (TSPC: Instructional Practice & Assessment)	Classroom Management, Assessment & Instruction, Special Education Foundations, Educational Technology, Equity in Education	20
	Subject-Specific Methods (TSPC: Content Knowledge & Pedagogical Strategies)	Teaching Math (211,212,213)	12
	Field Experience	Practicum in Elementary Classrooms	4
	Elective or ESOL Endorsement Start (Optional)	ESOL Methods or Bilingual Education, Children's Literature	8–12
Year 3: Advanced Teaching Methods & Literacy Focus (45–48 credits)	Advanced Education & Literacy (TSPC: Planning for Instruction & Learning Environment)	Reading & Writing Instruction, Differentiated Instruction, Multicultural & Bilingual Education, Arts Integration, Professionalism & Ethics	20

Year 4: Student Teaching & Capstone (45–48 credits)	Subject-Specific Methods (TSPC: Subject-Matter Knowledge)	Teaching Language Arts & Literacy, STEM Integration, PE & Health Instruction	12
	Field Experience	Intermediate Practicum	4
	Elective or ESOL Endorsement Continuation (Optional)	ESOL or Dual Language Education, Inclusive Teaching for Special Education	8–12
	Full-Time Student Teaching (TSPC: Clinical Practices)	Student Teaching Internship I & II (Full-Time)	24
	Capstone & Seminar (TSPC: Professional Learning & Leadership)	Teaching Portfolio & Licensure Prep, Seminar in Teaching, Classroom-Based Research Project	12
	Optional Additional Endorsements	ESOL Practicum & Methods, Special Education Strategies	8–12

Four-Year Course Plan for a Bachelor's in Elementary Education (Oregon)

Total Program Credits: 180–192 Quarter Credits

- **General Education & Foundational Courses:** 45–48 credits
- **Core Education & Methods:** 45–48 credits
- **Advanced Pedagogy & Literacy:** 45–48 credits
- **Student Teaching & Capstone:** 45–48 credits

<p>Describe alignment with local college curriculum committee standards</p>
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Each BASE member college will have the state-wide BASE curriculum approved by their own college's curriculum committee, as each member college will confer their own BAS in ED/ECE degree.

Describe how the consortium programs align with:

- a. National and state licensure**
- b. National and state partnerships**
- c. Union requirements**
- d. Industry certifications**
- e. Requirements of other agencies**
- f. Other education partners**
- g. Regional requirements**
- h. Regional and local differences are noted within every program.**

- a. Students at the conclusion of their degree and clinical practice will be recommended for licensure in their respective area of study.
- b. Partner with HECC for consortium and curriculum approvals.
- c. None.
- d. See a.
- e. TSPC licensed (post-licensure).
- f. We will have a BASE Canvas agreement – details currently being worked on.
- g. Northwest Commission on College and Universities
- h. Core curriculum will be the same across BASE colleges. Minor AAS differences will be noted on the BASE public-facing webpage.

5. Program Approval (Collaboration with HECC and Key Partners) - Each community college agrees to the conditions and requirements of a statewide program related to program approval. This process is overseen by the Lead college and HECC partner.

Describe the collaborative process between the consortium and HECC for program approval

Since the passing of Senate Bill 523 allowing Oregon community colleges to offer a Bachelor of Applied Science: Communication has been regularly occurring with the HECC regarding degree offering. Our steps include (may not be this exact order):

1. Submit consortium (BASE) approval form (along with our bylaws) to HECC.
2. Submit Program Approval Step 1 – Statement of Need BAS in ED/ECE program to HECC.
3. Board of Directors at each BASE member college must approve the offering of a BAS in ED/ECE degree at their individual community college (some have already completed this).
4. Curriculum committee at each BASE member college must approve proposed BASE curriculum.

5. NWCCU change approval sought.
6. Submit Program Approval Step 2.
7. Submit Program Approval Step 3.
8. All BASE consortium member colleges sign an MOU outlining all details of the agreement as it pertains to shared resources, finances, etc.
9. Obtain approval for financial aid to students in the BAS in ED/ECE program.
10. Communicate regularly with HECC on all moving parts of the degree approval for a goal start date of Fall 2027

Describe the Program Approval processes, procedures and timelines, and order of operations, including coordinating between Education Deans, curriculum office Point of Contact (POC), and HECC

Upon receiving all necessary approvals as listed above, the curricular design of the statewide BASE in ED/ECE degree will be on file with the HECC and managed by the consortium, with communication occurring via the BAS in ED/ECE CCC Chair. Each member college will have the state-wide BASE in ED/ECE curriculum approved at their own individual college as overseen by each college's Director of Curriculum or designee. Each college's Director of Curriculum or designee will work closely with their Dean/Director of Education or designee to ensure all updates are made and the curriculum is approved.

Adding the first academic program at a degree or credential level not previously included in the institution's accreditation or candidacy/pre-accreditation by NWCCU is required.

Some of our consortium colleges will need to make a major substantive change to have the first BASE degree plan approved. For those colleges with BASE degrees already approved, this will be a minor substantive change.

6. Program Amendment - Each community college agrees to the conditions and requirements of a statewide program related to program amendment. A program amendment is any change to an existing program. This process is overseen by the Lead college and HECC partner.

Describe the process for how the consortium will approve the following types of amendments for courses:

- a. credit amount
- b. title
- c. learning outcomes

Changes to the statewide BASE in ED/ECE degree will be made through the standard voting process outlined above. Any learning outcome changes must be approved by a majority vote as

described above.

Describe the process for how the consortium will approve the following types of amendments for programs:

- a. core courses**
- b. additional courses**
- c. title**
- d. award**
- e. CIP Code**

Changes to the statewide BASE in ED/ECE degree will be made through the standard voting process outlined above. Any of the changes listed above must be approved by a majority vote as described above.

7. Consortium Opt-Out - If a community college no longer wishes to participate in a consortium but wishes to continue offering a program independently, they must suspend and resubmit the program for HECC approval without the statewide designation for the award(s).

Describe the process by which community colleges:

- a. leave the consortium**
- b. notification to HECC**

a. Community colleges that may wish to leave the consortium shall be able to do so by informing the BASE Chair of their intent. It is presumed that leaving the consortium will constitute termination of the statewide BASE program offering at that community college.

1. The opting-out member college will inform the BASE Chair in writing (by email or hard copy) of their intent to opt-out. The opt-out message will be signed by the Chief Academic Officer or President.
2. The BASE Chair will inform the rest of the consortium members of the action via email.
3. The statewide BASE program at the opting-out college will be suspended, adhering to approved teach-out requirements.
4. Notice of opting out will be made prior to Spring Break in March for the upcoming academic year; in the event of budget cuts, it will be as timely as possible.

b. The BASE Chair will notify the HECC of any college that has opted out of the consortium. In the event a BASE member college is unable to fulfill their responsibilities (example, no faculty to teach the course they have been assigned, etc), they may not be

allowed to admit any new students as voted on by BASE membership. Students from affected colleges currently enrolled will be allowed to continue taking classes through partner colleges.

Describe other topics necessary to accomplish the requirements related to opting out of the consortium.

The BASE Chair will notify the Deputy Director of CCWD , the BASE Advisory Board, and any other partners of the intent to dissolve the consortium.

How will other consortium members (non- college) negotiate their exit with the consortium?

N/A

8. Consortium Dissolution

Describe the process used by the consortium to reach the decision to dissolve

If at any point the continuation of the BASE becomes untenable, a decision to dissolve the group will be made by the BASE membership per formal voting process after conferring with each BASE member college, the HECC.

Describe the notification process to HECC and other consortium partners and advisory groups.

The BASE Chair will notify the Deputy Director of CCWD , the BASE Advisory Board, and any other partners of the intent to dissolve the consortium using the Notice to Dissolve Consortium form.

9. Transfer between Colleges - Students enrolled in a statewide program can transfer to the same statewide program at another member college without loss of core program credits.

Describe transferability of coursework for students who transfer between participating member colleges:

A. College assurances of course transferability

- B. Accommodations for students that transfer during the year (course sequencing, etc.)**
- C. Timelines or restrictions for accepting core program credits that have expired per industry requirements.**

If a student who is enrolled in the statewide BASE in ED/ECE program at one community college transfers to the same statewide BASE in ED/ECE program at another member college community college, all of the courses that the student has successfully completed that are part of the statewide program will transfer and fulfill the same completion requirements. While member colleges will accommodate student transfers at any point during the academic year. Procedures and assurances concerning the complete transferability of coursework for students who transfer between participating colleges at the beginning of the academic year are as follows:

- A. All of the courses that the student has successfully completed that are part of the BASE will transfer and fulfill the same completion requirements. Courses accepted for transfer between BASE institutions will be expected to meet learning outcomes rather than total credit count. Therefore, transfer coursework that meets stated outcomes for the program will be considered toward the BASE degree, regardless of having completed a lower number of credits.
- B. Each BASE member college representative has identified courses to be completed to successfully earn the BASE degree. Periodic updates of courses will be performed as needed through meetings of the BASE members.
- C. Each BASE member college shall have an internal procedure that will allow transfer of courses taken at other member institutions to meet the requirements of the BASE in an ED/ECE program offered at their institution.
- D. BASE member colleges will make as many accommodations as possible for students who transfer at any time during the year.
- E. Students attempting to transfer will be required to provide a letter from the college they are departing from stating that they left in good standing.

NOTICE TO CREATE OR UPDATE A CONSORTIUM

The intent of this form is to streamline the processes of creating or updating a Statewide Consortium. All participants in a Statewide Consortium are required to adhere to HECC ORS, OAR, Policy, and Assurances.

Template

This template was created to ensure that all information required by the state is captured.

Consortium Notice

- Notice to Create: A new consortium is being created.
- Notice to Update: A consortium is updating their by-laws and/or adding/updating programs.

☒

NOTICE TO CREATE

☐

NOTICE TO UPDATE

Name of Lead College

Linn-Benton Community College

Name of Co-Lead or Second Lead College (if applicable)

Chemeketa Community College

Name of Consortium

Bachelor's of Applied Science in Education (BASE)

Consortium Approved Programs

Per row, fill out the first 3 columns and check one of the following:

- New: A new program that the Consortium wishes to offer.
- Title Change: A current program that is being updated with a new name.
- Suspend: A current program that is being suspended from the offerings of the Consortium.

Full Name of Program	Award Code	First 7 CIP	New	Title Change	Suspend
BASE			X		

☐

The Consortium has completed their by-laws. (Yes or no)

Attach by-laws when first created or when they have been updated.

By signing and submitting to HECC my college assures that they have read, understand, and will comply with the following policies.

The consortium assures commitment to:

1. specific certification, licensure, or degree requirements are consistently met and maintained;
2. creation and maintenance of a high level of quality and consistency between programs;
3. the complete transferability of coursework for students who transfer between participating community colleges at the beginning of an academic year, and to make as many accommodations as possible for students who transfer at other times during the year;
4. consistent expectation of graduates from a statewide program at any participating community college;
5. providing mutually developed and approved guiding principles, agreements and procedures for the administration of these unique programs;
6. adherence to consortium by-laws and annual re-evaluation; and
7. open and transparent communication with HECC staff.

****The printed name/signature of Lead College Chief Academic Officer (CAO), Vice President of Instruction (VPI), or Equivalent is only required when Consortium Notice to Create is checked at the top of this Form.***

Kanoe Bunney, Education Faculty

Ann Buchele, VP of Academic Affairs

Lead College Contact

Lead College CAO/VPI or Equivalent

bunneyk@linnbenton.edu

buchela@linnbenton.edu

Lead College Program Contact Name Signature

Lead College CAO/VPI or Equivalent Signature

Kanoe Bunney

AMBuchele

Lead College Program Contact Phone Number
bunneyk@linnbenton.edu
buchela@linnbenton.edu

Lead College Program Contact E-Mail

Please submit this signed form with all required information (by-laws, etc.) to:
Hecc.AB@HECC.oregon.gov

NOTICE TO JOIN AND/OR ADD A NEW PROGRAM OFFERING IN A STATEWIDE CONSORTIUM

The intent of this form is to streamline the processes of joining an existing consortium and/or adding a new program offering. All participants in a Statewide Consortium are required to adhere to HECC ORS, OAR, Policy, and Assurances.

College Notice

(Lead college(s) and all participating colleges to complete this form)

- Notice to Join: College wishes to join a consortium.
- Notice to Add a New Program Offering: New or member College who wishes to add an approved statewide consortium program.

☐

NOTICE TO JOIN

☒ **NOTICE TO ADD A NEW PROGRAM OFFERING**

Name of Lead College

Name of Co-Lead or Second Lead College (if applicable)

Name of Requesting College

Name of Consortium

Consortium Approved Programs

- A program that is currently overseen by the consortium that the college wishes to offer.

Full Name of Program	Award Code	First 7 CIP
Bachelor of Applied Science in Education		

☒ Yes

The college has reviewed the consortium by-laws and agrees to follow. (Yes or no)

By signing and submitting to HECC my college assures that they have read, understand, and will comply with the following policies.

The college assures commitment to:

1. Specific certification, licensure, or degree requirements are consistently met and maintained;
2. Creation and maintenance of a high level of quality and consistency between programs;
3. The complete transferability of coursework for students who transfer between participating community colleges at the beginning of an academic year, and to make as many accommodations as possible for students who transfer at other times during the year;
4. Consistent expectation of graduates from a statewide program at any participating community college;
5. Providing mutually developed and approved guiding principles, agreements and procedures for the administration of these unique programs;
6. Adherence to consortium by-laws and annual re-evaluation; and
7. Open and transparent communication with HECC staff.

Lead College Contact

Dr. Kanoe Bunney

Requesting College Contact

Dr. Kanoe Bunney

Lead College Program Contact Name Signature

Kanoe Bunney

Requesting College Contact Signature

Kanoe Bunney

Lead College Program Contact Phone Number

541-236-4937

Requesting College Contact Phone Number

541-236-4937

Lead College Program Contact E-Mail

bunneyk@linnbenton.edu

Requesting College Contact E-Mail

bunneyk@linnbenton.edu

Requesting College CAO/VPI or Equivalent
Equivalent Printed Name Dr. Kanoe Bunney

Requesting College CAO/VPI or
Signature

Please submit this signed form with all required information (by-laws, etc.) to:



Brian A Turner
Human Resource Director
2450 Lancaster Drive NE
Salem, Oregon 97305

Andrea Castaneda, Superintendent

April 21, 2025

Dear Dr. Karla Hale,

I am writing to express my full support for the proposed Bachelor of Applied Science in Education (BASE) at Chemeketa Community College through the consortium of community colleges (Linn-Benton, Chemeketa, TVCC, Rogue, 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.

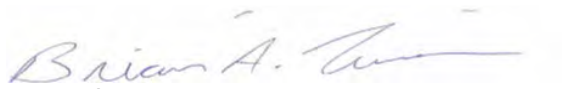
This program will also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for underrepresented, culturally and linguistically diverse individuals to enter the teaching profession, this BASE degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.

The BASE program is thoughtfully designed to build on the strengths of the consortium and Chemeketa's successful associate degrees in education-related fields, 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 paid practicum opportunities ensures that this program will not only prepare excellent teachers but also improve retention, particularly among those from historically marginalized groups.

Chemeketa Community College in their work with the consortium is championing this work. 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 blue ink that reads "Brian A. Turner". The signature is fluid and cursive, with a long horizontal stroke at the end.

Brian A Turner
Human Resources Director Salem
Keizer Public Schools

MS Team 971-915-1409 Email:
Turner_brian@salkeiz.k12.or.u s



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Phone: (503) 792-3803
FAX: (503) 792-3809
www.gervais.k12.or.us

Within our growing, diverse community, we sow the seeds of opportunities to raise prepared, resilient students.

April 21, 2025

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

Dear Dr. Karla Hale,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** at Chemeketa Community College through the consortium of community colleges (Linn-Benton, Chemeketa, TVCC, Rogue, 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.

This program will also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for underrepresented, culturally and linguistically diverse individuals to enter the teaching profession, this BASE degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.

The BASE program is thoughtfully designed to build on the strengths of the consortium and Chemeketa's successful associate degrees in education-related fields, 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 paid practicum opportunities ensures that this program will not only prepare excellent teachers but also

This institution is an equal opportunity provider. Esta institución ofrece igualdad de oportunidades

improve retention, particularly among those from historically marginalized groups.

Chemeketa Community College in their work with the consortium is championing this work. 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 dark ink, appearing to read "Dandy Stevens", with a stylized, flowing script.

Dandy Stevens
Superintendent
Gervais School District
Dandy_stevens@gervais.k12.or.us

April 22, 2025

K.C. Andrew
Higher Education Consortium Committee
3225 25th St. SE
Salem, OR 97302

Dear Dr. Karla Hale,

I am writing to express strong support for the proposed Bachelor of Applied Science in Education (BASE) at Chemeketa Community College, developed in collaboration with Linn-Benton, TVCC, Rogue, and CGCC. This innovative program addresses critical statewide needs by expanding access to teacher preparation pathways for underserved communities across Oregon.

The state continues to face a shortage of qualified educators, particularly in early childhood and elementary education, as well as in bilingual and special education roles. The BASE program provides an accessible, affordable route for non-traditional and place-bound students who are often unable to attend traditional four-year institutions due to financial, geographic, or family constraints.

Importantly, this program also supports Oregon's goal of building a more diverse and inclusive educator workforce. By intentionally recruiting culturally and linguistically diverse candidates, the BASE degree will help bridge the gap between our educator demographics and the communities they serve.

The program is thoughtfully designed to leverage the strengths of the participating colleges, offering a seamless transition from associate to bachelor's level work. Features such as flexible scheduling, hybrid instruction, paid practicum opportunities, and credit for prior learning will support student success and increase retention—particularly among historically marginalized populations.

Chemeketa and its consortium partners are to be commended for their leadership in advancing this initiative. We believe the BASE program will play a vital role in strengthening Oregon's teacher pipeline and ensuring all students have access to high-quality, representative educators.

Thank you for the opportunity to share our strong support. Please don't hesitate to reach out for additional information.

Sincerely,



Dr. Joe Morelock
Superintendent



McMinnville School District No. 40

800 NE Lafayette Ave McMinnville, Oregon 97128 Phone: 503.565.4000 Fax: 503.565.4042

April 24, 2025

Steffanie Frost
Director, Human Resources
McMinnville School District
800 NE Lafayette Avenue
McMinnville, Oregon 97128

Dr. Karla Hale
Chemeketa Community College
Salem, OR 97305

Dear Dr. Karla Hale,

I am writing to express my full support for the proposed **Bachelor of Applied Science in Education (BASE)** at Chemeketa Community College through the consortium of community colleges (Linn-Benton, Chemeketa, TVCC, Rogue, 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.

This program will also help close the persistent diversity gap between Oregon's educator workforce and its student population. By intentionally creating opportunities for underrepresented, culturally and linguistically diverse individuals to enter the teaching profession, this BASE degree will contribute to a more inclusive and responsive educational system, one that reflects and supports the communities we serve.

The BASE program is thoughtfully designed to build on the strengths of the consortium and Chemeketa's successful associate degrees in education-related fields, 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 paid practicum opportunities ensures that this program will not only prepare excellent teachers but also improve retention, particularly among those from historically marginalized groups.



McMinnville School District No. 40

800 NE Lafayette Ave McMinnville, Oregon 97128 Phone: 503.565.4000 Fax: 503.565.4042

Chemeketa Community College in their work with the consortium is championing this work. 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,

Steffanie Frost
Director, Human Resources
McMinnville School District
sfrost@msd.k12.or.us
(503) 565-4021

Occupational Employment Projections for Mid Valley (Linn, Marion, Polk and Yamhill Counties), 2023-2033

Oregon Employment Department, Workforce and Economic Research Division

Row	SOC Level	Occupation Code	Occupation Title	Employment 2023	Projected Employment 2033	Percent Change	Employment Change	Replacement Openings	Total Openings	Typical Entry-Level Education	Competitive Education
239	4	25-2011	Preschool Teachers, Except Special Education	843	938	11.3%	95	974	1,069	Associate's degree	Bachelor's degree
240	4	25-2012	Kindergarten Teachers, Except Special Education	213	213	0.0%	0	233	233	Bachelor's degree	Master's degree
241	4	25-2021	Elementary School Teachers, Except Special Education	2,395	2,371	-1.0%	-24	1,566	1,542	Bachelor's degree	Master's degree
242	4	25-2022	Middle School Teachers, Except Special and Career/Technical Education	1,090	1,079	-1.0%	-11	713	702	Bachelor's degree	Master's degree
243	4	25-2023	Career/Technical Education Teachers, Middle School	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
244	4	25-2031	Secondary School Teachers, Except Special and Career/Technical Education	1,940	1,929	-0.6%	-11	1,172	1,161	Bachelor's degree	Master's degree
245	4	25-2032	Career/Technical Education Teachers, Secondary School	19	19	0.0%	0	11	11	Bachelor's degree	Master's degree
246	4	25-2051	Special Education Teachers, Preschool	-s-	-s-	-s-	-s-	-s-	-s-	Bachelor's degree	Master's degree
247	4	25-2052	Special Education Teachers, Kindergarten and Elementary School	276	274	-0.7%	-2	187	185	Bachelor's degree	Master's degree
248	4	25-2057	Special Education Teachers, Middle School	114	113	-0.9%	-1	77	76	Bachelor's degree	Master's degree
249	4	25-2058	Special Education Teachers, Secondary School	180	179	-0.6%	-1	122	121	Bachelor's degree	Master's degree
250	4	25-2059	Special Education Teachers, All Other	244	251	2.9%	7	168	175	Bachelor's degree	Master's degree
253	4	25-3031	Substitute Teachers, Short-Term	405	422	4.2%	17	493	510	Bachelor's degree	Master's degree
255	4	25-3099	Teachers and Instructors, All Other	200	203	1.5%	3	240	243	Bachelor's degree	Master's degree
									6,340	6,408	

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](#)

Contact:

Pat O'Connor, Regional Economist, Patrick.S.Oconnor@employ.oregon.gov, 503-400-4374

Published: December 17, 2024



The Occupation Profiles tool is located on QualityInfo.org, a website of the Oregon Employment Department

Preschool Teachers, Except Special Education (252011) Oregon (All Counties)

Median Hourly Wage	2022 Employment	Job Openings per Year	10-Year Growth
\$17.83	5,530	774	23.1%

Description

Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth. Excludes Special Education Teachers (25-2050), Substitute Teachers, Short-Term (25-3031), and Childcare Workers (39-9011).

Area Employment Projections for Preschool Teachers, Except Special Education

Area	2022 Employment	2032 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	5,530	6,807	1,277	23.1%	128	646	774
Central Oregon	203	252	49	24.1%	5	23	28
Columbia Basin	97	121	24	24.7%	2	11	13
Columbia Gorge	59	74	15	25.4%	2	7	9
East Cascades	327	411	84	25.7%	9	37	46
Eastern Oregon	176	217	41	23.3%	4	20	24
Eastern Six	79	96	17	21.5%	2	9	11
Lane	361	446	85	23.5%	8	42	50
Linn-Benton	222	268	46	20.7%	5	25	30
Mid-Valley	642	776	134	20.9%	13	74	87
Northwest Oregon	241	295	54	22.4%	5	28	33
Portland Tri-County	3,393	4,260	867	25.6%	87	401	488
Rogue Valley	263	298	35	13.3%	4	29	33
South Central	65	85	20	30.8%	2	7	9
Southwestern Oregon	140	152	12	8.6%	1	16	17

Replacement openings occur when workers permanently leave an occupation for reasons such as retirement.



The Occupation Profiles tool is located on QualityInfo.org, a website of the Oregon Employment Department

Elementary School Teachers, Except Special Education (252021) Oregon (All Counties)

Median Hourly Wage	2022 Employment	Job Openings per Year	10-Year Growth
--	14,216	992	2.5%

Description

Teach academic and social skills to students at the elementary school level. Excludes Special Education Teachers (25-2050) and Substitute Teachers, Short-Term (25-3031).

Area Employment Projections

for Elementary School Teachers, Except Special Education

Area	2022 Employment	2032 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,216	14,574	358	2.5%	36	956	992
Central Oregon	823	865	42	5.1%	4	56	60
Columbia Basin	386	384	-2	-0.5%	0	26	26
Columbia Gorge	339	344	5	1.5%	0	23	23
East Cascades	1,484	1,543	59	4.0%	5	101	106
Eastern Oregon	868	872	4	0.5%	1	58	59
Eastern Six	482	488	6	1.2%	1	32	33
Lane	1,247	1,270	23	1.8%	2	83	85
Linn-Benton	688	704	16	2.3%	2	46	48
Mid-Valley	2,283	2,343	60	2.6%	6	154	160
Northwest Oregon	988	1,007	19	1.9%	2	67	69
Portland Tri-County	5,532	5,779	247	4.5%	25	376	401
Rogue Valley	1,160	1,176	16	1.4%	2	77	79
South Central	322	334	12	3.7%	1	22	23
Southwestern Oregon	657	667	10	1.5%	1	44	45

Replacement openings occur when workers permanently leave an occupation for reasons such as retirement.

Job Posting Analytics

Lightcast Q3 2024 Data Set

October 2024

4000 Lancaster Dr. NE
Salem, Oregon 97309

Parameters

Select Timeframe: Sep 2023 - Feb 2024

Occupations:

Results should include

Code	Description
25-2021	Elementary School Teachers, Except Special Education
25-2012	Kindergarten Teachers, Except Special Education

Code	Description
25-2022	Middle School Teachers, Except Special and Career/Technical Education
25-2023	Career/Technical Education Teachers, Middle School

Regions:

Code	Description
41047	Marion County, OR
41053	Polk County, OR

Code	Description
41071	Yamhill County, OR

Minimum Experience Required: Any

Education Level:

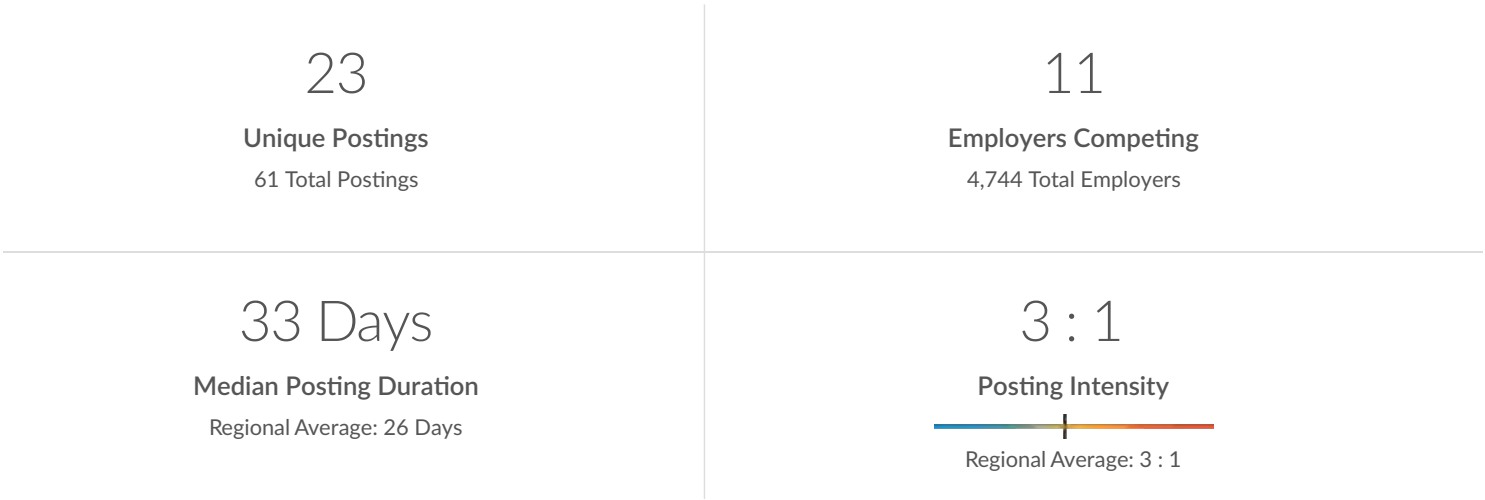
Description
Bachelor's degree

Job Type: Exclude Internships

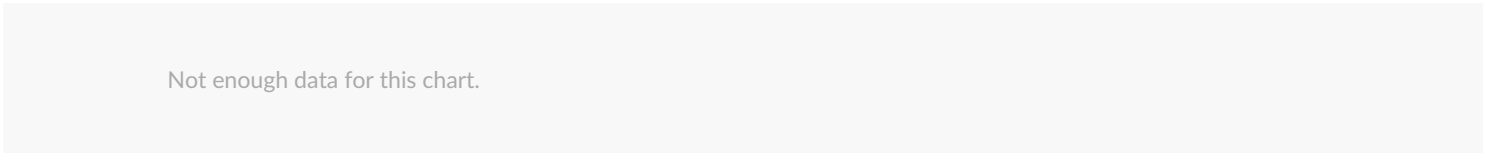
Keyword Search:

Posting Type: Newly Posted

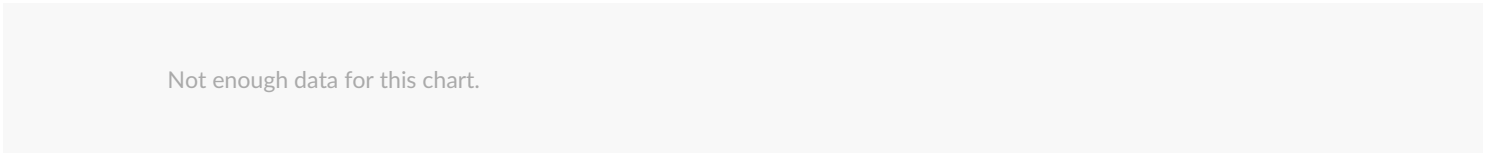
Job Postings Overview



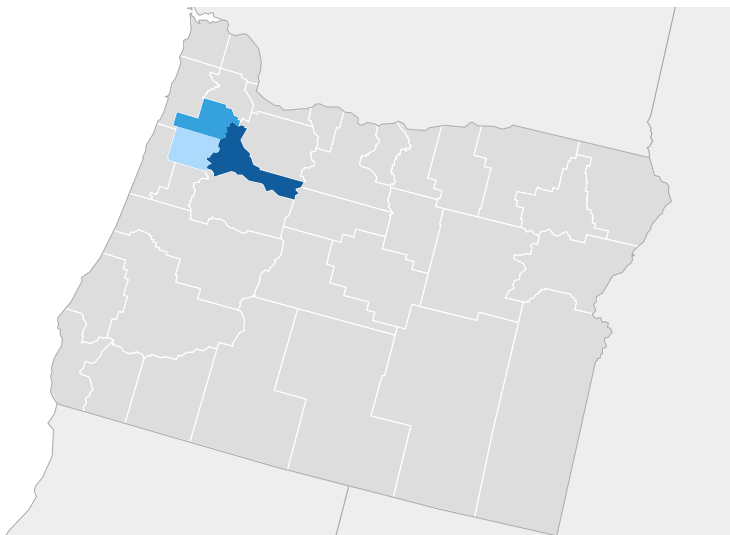
Advertised Salary



Advertised Salary Trend

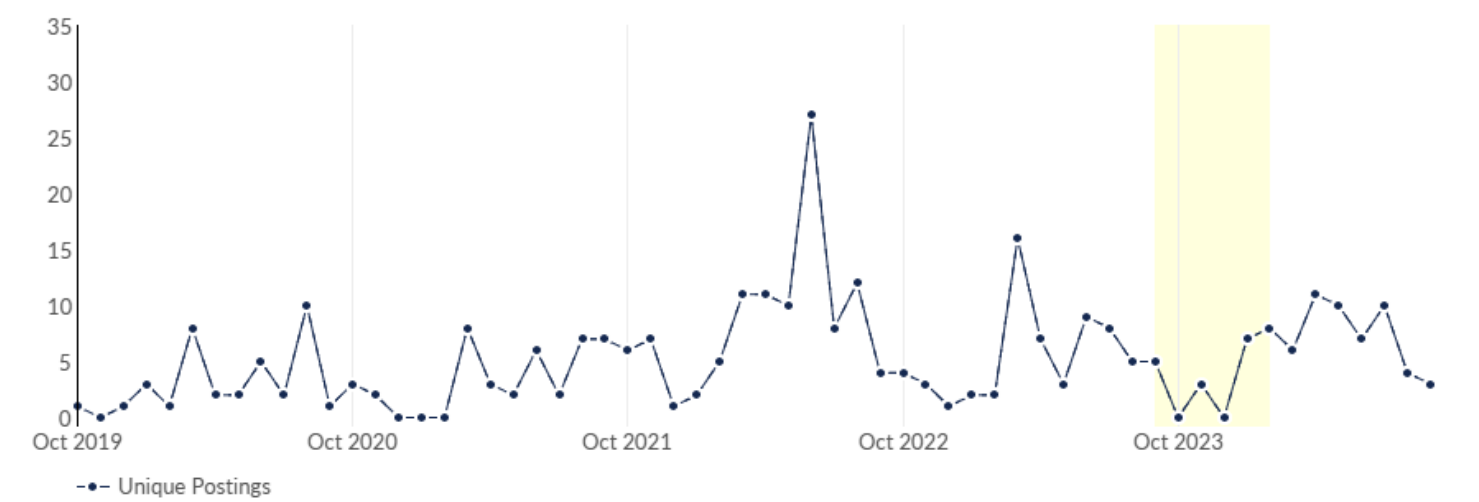


Job Postings Regional Breakdown



County	Unique Postings (Sep 2023 - Feb 2024)
Marion County, OR	14
Yamhill County, OR	6
Polk County, OR	3

Unique Postings Trend



Month	Unique Postings	Posting Intensity
Sep 2024	3	2 : 1
Aug 2024	4	2 : 1
Jul 2024	10	2 : 1
Jun 2024	7	2 : 1
May 2024	10	2 : 1
Apr 2024	11	2 : 1
Mar 2024	6	2 : 1
Feb 2024	8	2 : 1
Jan 2024	7	3 : 1
Dec 2023	0	Insf. Data
Nov 2023	3	2 : 1
Oct 2023	0	Insf. Data
Sep 2023	5	3 : 1
Aug 2023	5	1 : 1
Jul 2023	8	2 : 1
Jun 2023	9	2 : 1
May 2023	3	1 : 1
Apr 2023	7	1 : 1
Mar 2023	16	2 : 1
Feb 2023	2	2 : 1

Jan 2023	2	1 : 1
Dec 2022	1	2 : 1
Nov 2022	3	1 : 1
Oct 2022	4	2 : 1
Sep 2022	4	1 : 1
Aug 2022	12	1 : 1
Jul 2022	8	1 : 1
Jun 2022	27	2 : 1
May 2022	10	2 : 1
Apr 2022	11	1 : 1
Mar 2022	11	2 : 1
Feb 2022	5	1 : 1
Jan 2022	2	1 : 1
Dec 2021	1	1 : 1
Nov 2021	7	2 : 1
Oct 2021	6	2 : 1
Sep 2021	7	3 : 1
Aug 2021	7	2 : 1
Jul 2021	2	1 : 1
Jun 2021	6	2 : 1
May 2021	2	2 : 1
Apr 2021	3	2 : 1
Mar 2021	8	1 : 1
Feb 2021	0	Insf. Data
Jan 2021	0	Insf. Data
Dec 2020	0	Insf. Data
Nov 2020	2	3 : 1
Oct 2020	3	1 : 1
Sep 2020	1	2 : 1
Aug 2020	10	1 : 1
Jul 2020	2	2 : 1

Jun 2020	5	2 : 1
May 2020	2	3 : 1
Apr 2020	2	2 : 1
Mar 2020	8	2 : 1
Feb 2020	1	3 : 1
Jan 2020	3	1 : 1
Dec 2019	1	4 : 1
Nov 2019	0	Insf. Data
Oct 2019	1	4 : 1

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	0	0%
High school or GED	3	13%
Associate's degree	2	9%
Bachelor's degree	23	100%
Master's degree	6	26%
Ph.D. or professional degree	0	0%

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	3	0	13%
Associate's degree	0	0	0%
Bachelor's degree	20	0	87%
Master's degree	0	6	0%
Ph.D. or professional degree	0	0	0%









Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	15	65%
0 - 1 Years	3	13%
2 - 3 Years	2	9%
4 - 6 Years	3	13%
7 - 9 Years	0	0%
10+ Years	0	0%



Top Companies Posting

	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Stride K12	17 / 7	2 : 1 	34 days
Head Start Of Yamhill County	11 / 3	4 : 1 	43 days
Woodburn Sd 103	6 / 3	2 : 1 	n/a
Bureau of Prisons	8 / 2	4 : 1 	15 days
Avamere Living	5 / 1	5 : 1 	n/a
Avamere	3 / 1	3 : 1 	n/a
United States Department of Justice	3 / 1	3 : 1 	n/a
Central Sd 13J	1 / 1	1 : 1 	22 days
Dallas Sd 2	3 / 1	3 : 1 	n/a
Newberg Sd 29J	1 / 1	1 : 1 	n/a



Top Cities Posting

City	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Salem, OR	27 / 10	3 : 1 	33 days
Sheridan, OR	11 / 3	4 : 1 	15 days
Woodburn, OR	6 / 3	2 : 1 	n/a
Keizer, OR	8 / 2	4 : 1 	n/a
McMinnville, OR	4 / 2	2 : 1 	42 days
Dallas, OR	3 / 1	3 : 1 	n/a
Independence, OR	1 / 1	1 : 1 	22 days
Newberg, OR	1 / 1	1 : 1 	n/a





Top Posted Occupations

	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Elementary School Teachers, Except Special Education	53 / 17	3 : 1 	34 days
Middle School Teachers, Except Special and Career/Technical Education	8 / 6	1 : 1 	23 days





Top Posted Occupations

Occupation (O*NET)	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Elementary School Teachers, Except Special Education	53 / 17	3 : 1 	34 days
Middle School Teachers, Except Special and Career/Technical Education	8 / 6	1 : 1 	23 days

Top Posted Occupations

Occupation	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Elementary School Teacher	49 / 15	3 : 1 	34 days
Middle / High School Teacher (Other)	7 / 5	1 : 1 	23 days
Physical Education Teacher	3 / 2	2 : 1 	34 days
Music Teacher	2 / 1	2 : 1 	n/a

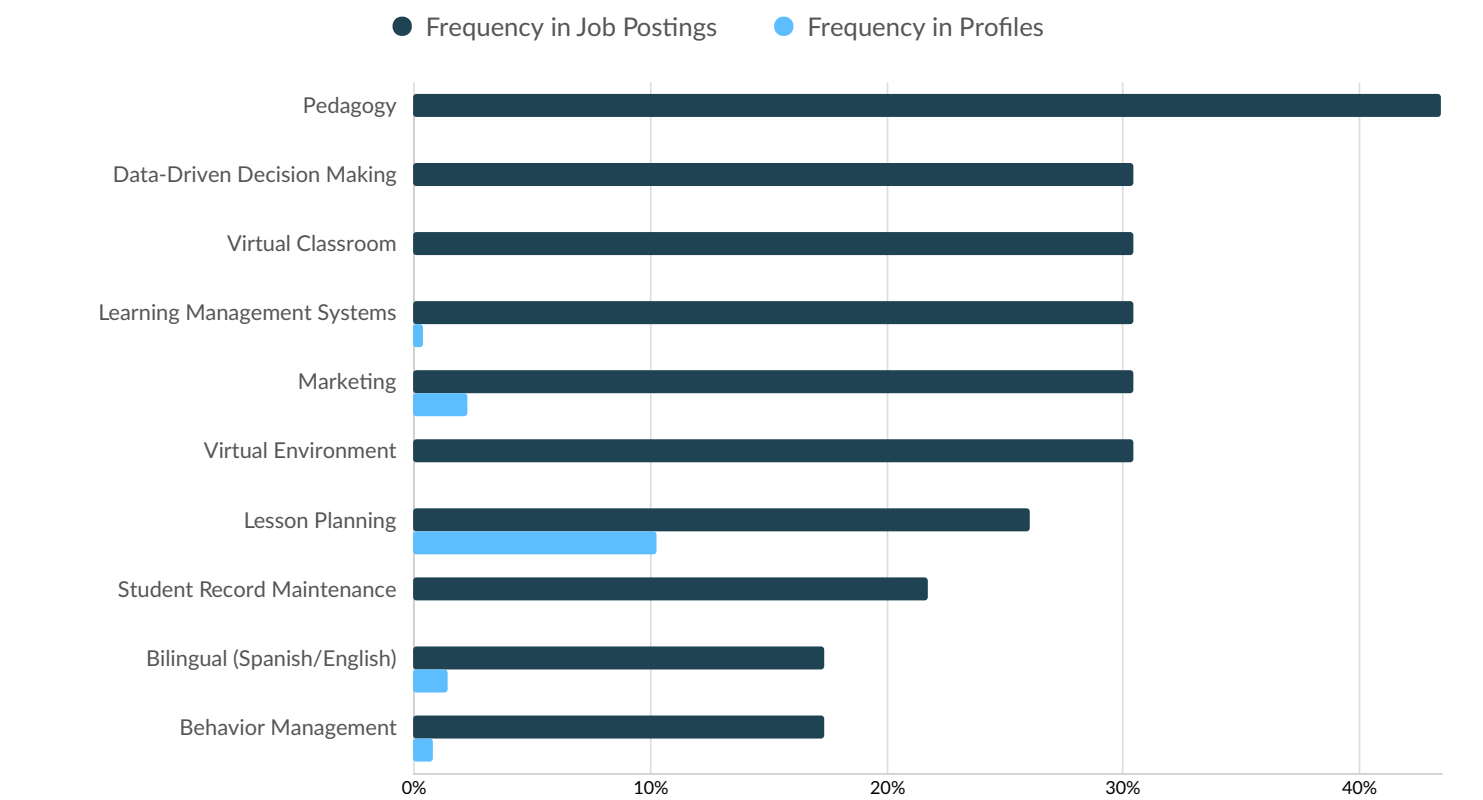
Top Posted Job Titles

	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Teachers	16 / 4	4 : 1 	15 days
Instructional Coaches	7 / 3	2 : 1 	42 days
Middle School Teachers	4 / 2	2 : 1 	n/a
Class Instructors	8 / 2	4 : 1 	n/a
Elementary Teachers	9 / 2	5 : 1 	22 days
At Risk Teachers	2 / 1	2 : 1 	34 days
Primary Grade Teachers	2 / 1	2 : 1 	34 days
Physical Education/Health Teachers	2 / 1	2 : 1 	34 days
5th Grade Teachers	3 / 1	3 : 1 	n/a
Middle School Physical Education Teachers	1 / 1	1 : 1 	n/a

Top Industries

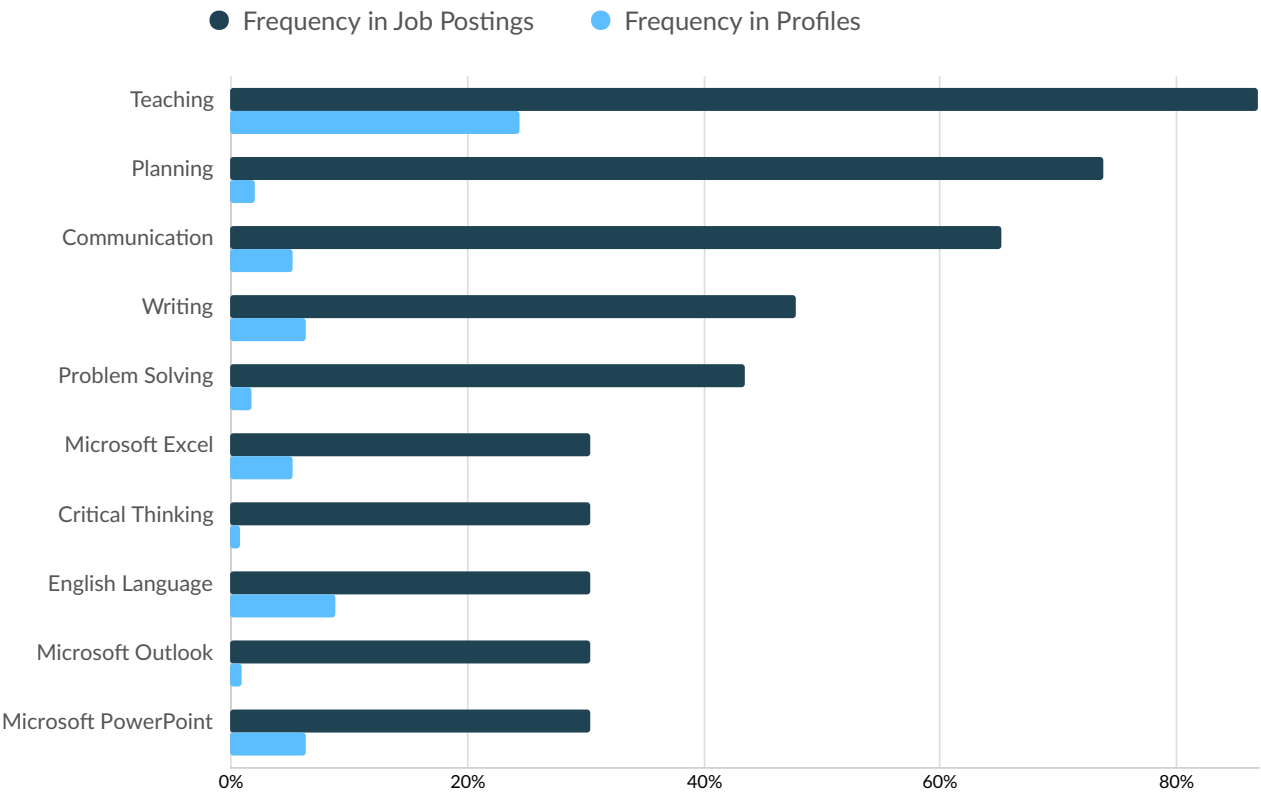
	Total/Unique (Sep 2023 - Feb 2024)	Posting Intensity	Median Posting Duration
Sports and Recreation Instruction	17 / 7	2 : 1 	34 days
Elementary and Secondary Schools	10 / 5	2 : 1 	n/a
Child Care Services	11 / 3	4 : 1 	43 days
Other Justice, Public Order, and Safety Activities	11 / 3	4 : 1 	15 days
School and Employee Bus Transportation	1 / 1	1 : 1 	22 days
Nursing Care Facilities (Skilled Nursing Facilities)	5 / 1	5 : 1 	n/a
Continuing Care Retirement Communities	3 / 1	3 : 1 	n/a

Top Specialized Skills



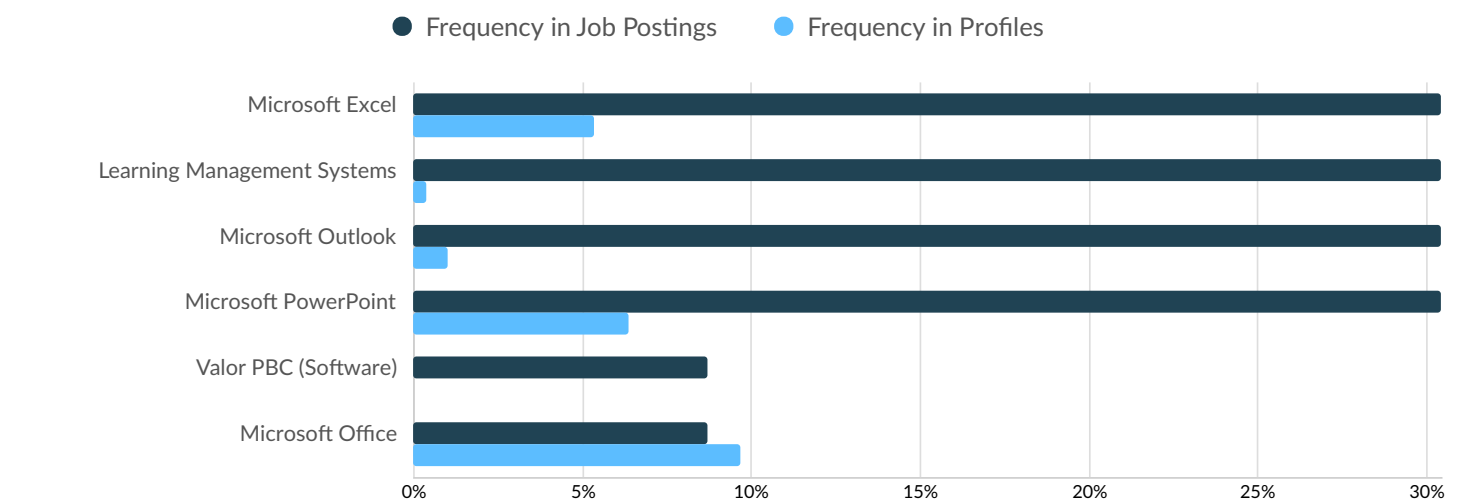
	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Pedagogy	10	43%	0	0%	+11.6%	Growing
Data-Driven Decision Making	7	30%	0	0%	+7.6%	Stable
Virtual Classroom	7	30%	0	0%	+4.4%	Lagging
Learning Management Systems	7	30%	2	0%	+6.6%	Stable
Marketing	7	30%	11	2%	+23.0%	Rapidly Growing
Virtual Environment	7	30%	0	0%	+14.0%	Growing
Lesson Planning	6	26%	50	10%	+12.6%	Growing
Student Record Maintenance	5	22%	0	0%	+12.5%	Growing
Bilingual (Spanish/English)	4	17%	7	1%	+0.9%	Lagging
Behavior Management	4	17%	4	1%	+4.9%	Stable

Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Teaching	20	87%	119	24%	+18.8%	Growing
Planning	17	74%	10	2%	+10.9%	Growing
Communication	15	65%	26	5%	+3.6%	Lagging
Writing	11	48%	31	6%	+11.8%	Growing
Problem Solving	10	43%	9	2%	+11.3%	Growing
Microsoft Excel	7	30%	26	5%	+17.7%	Growing
Critical Thinking	7	30%	4	1%	+23.4%	Rapidly Growing
English Language	7	30%	43	9%	+15.3%	Growing
Microsoft Outlook	7	30%	5	1%	+25.0%	Rapidly Growing
Microsoft PowerPoint	7	30%	31	6%	+26.1%	Rapidly Growing

Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Excel	7	30%	26	5%	+17.7%	Growing
Learning Management Systems	7	30%	2	0%	+6.6%	Stable
Microsoft Outlook	7	30%	5	1%	+25.0%	Rapidly Growing
Microsoft PowerPoint	7	30%	31	6%	+26.1%	Rapidly Growing
Valor PBC (Software)	2	9%	0	0%	0.0%	
Microsoft Office	2	9%	47	10%	+18.5%	Growing

Top Qualifications

	Postings with Qualification
Teaching Certificate	16
Registered Nurse (RN)	2
Certified Nursing Assistant (CNA)	2
No Child Left Behind Act (NCLB) Standards	1
Cardiopulmonary Resuscitation (CPR) Certification	1
Science Endorsement	1

Appendix A

Top Posting Sources

Website	Postings on Website (Sep 2023 - Feb 2024)
indeed.com	12
simplyhired.com	11
disabledperson.com	7
usajobs.gov	3
dejobs.org	2
ultipro.com	2
careerjet.com	1
federalgovernmentjobs.us	1

Appendix B

Sample Postings

5th Grade Teachers — Dallas Sd 2 in Dallas, OR (Nov 2023 - Mar 2024)

5th Grade Teacher	
Link to Live Job Posting: Posting is no longer active	
Location: Dallas, OR	O*NET: 25-2021.00
Company: Dallas Sd 2	Job Title: 5th Grade Teachers
<p>5th Grade Teacher Dallas, OR 97338 Full-time Job details Heres how the job details align with your job preferences. Manage job preferences anytime in your . Job type Full-time Luckiamute Valley Charter SchoolsBridgeport Elementary School Campus17475 Bridgeport Road, Dallas, OregonLuckiamute Valley Charter Schools offer a supportive, small school environment, a long-standing commitment to small class sizes, innovative programs, an instructional assistant assigned to each K-5 teacher, daily PE, outdoor gardening, quality professional development, and a 4-day-a-week school and work schedule. (165) Days</p> <p>QUALIFICATIONS/REQUIREMENTS</p> <p>Bachelors Degree or higherHold an Oregon Teaching License through the Teacher Standards & Practices CommissionMust be considered a Highly Qualified teacher by TSPC and/or ODE standardsAbility to establish positive relationships with students, staff, and parentsSkilled in assessing, planning, and implementing effective, age-appropriate instructionAbility to be responsible for the learning environment of assigned students and for supervising assigned teacher assistants and volunteers. Regular attendance and punctualityServe as a role model to studentsMaintain a high level of ethical behaviorFamiliarity with and following established written standard operating procedures for specific responsibilities of this positionOther duties as assigned</p> <p>TERMS OF EMPLOYMENT</p> <p>Report working: March 20241 FTEExcellent benefits School-paid employee contribution to PERS (Public Employees Retirement System)Please include the following: Letter of interest/cover letterResumeThree referencesSend to Tammy Pryce @ t.pryce@lvcs.k12.or.us•Please note this is a temporary position but may lead to a permanent position for the 2024-2025 school year.</p>	

2022-23 Physical Education Teacher (Valor Middle School)	
Link to Live Job Posting: Posting is no longer active	
Location: Woodburn, OR	O*NET: 25-2022.00
Company: Woodburn Sd 103	Job Title: Middle School Physical Education Teachers
<p>2022-23 Physical Education Teacher (Valor Middle School) Woodburn, OR 97071 Job details Heres how the job details align with your job preferences. Manage job preferences anytime in your . Shift and schedule Extended hours</p> <p>POSITION SUMMARY</p> <p>The primary purpose of this position is the instruction and supervision of assigned students. Instructional methods utilized must support the District Core Values and Mission, meet the need of our diverse student population, and result in measurable learning of state and District curriculum and performance standards.</p> <p>REQUIRED</p> <p>Physical Education endorsement Bilingual Required (Spanish)</p> <p>MINIMUM QUALIFICATIONS</p> <p>Bachelors Degree. Background and Criminal History Clearance. Valid Oregon Teaching License with applicable endorsement(s) and authorization level(s). Demonstrates high level of communication skills and meets District standards for oral and written language proficiency in English, and if applicable, in Spanish or Russian. Skill in leadership and facilitation, including problem solving and conflict resolution. Excellent organizational skills for effectively managing multiple tasks. Ability to understand and follow oral and written instructions. Knowledge of the principles of first and second language acquisition, and culturally responsive pedagogy. Knowledge of human growth and development at assigned instructional level(s). Knowledge of effective student behavior management methods. Knowledge of the principles of effective instruction and differentiated instructional methods for students with varying levels of English language proficiency. Such alternatives to the above qualifications as the Board or administration may deem appropriate and acceptable.</p> <p>ESSENTIAL FUNCTIONS</p> <p>Communicates effectively in English in both oral and written form. Communicates effectively in Spanish or Russian (if assigned) in both oral and written form. Teaches a course of study in one or more subject areas as assigned focusing on state content and performance standards as adopted by the District or approved by the supervisor. Shows written evidence of preparation for instruction that addresses both short and long-term learning goals, including state and District performance standards. Provides developmentally appropriate learning experiences, including activities that challenge, motivate, and actively involve all students. Utilizes differentiated and sheltered content instructional strategies, and/or English language development strategies to instruct students with varying levels of English language proficiency. Uses a variety of formal and informal learning assessments to monitor student progress toward achievement of the learning objectives and modify instructional methods and materials as needed. Documents student work and learning progress, creates a grading system that is consistent and fair, and communicates to students and parents/guardians the level of the students achievement and progress on a regular basis. Identifies and refers students who need additional services and support. Implements classroom components of individual education plans or other individual learning or behavioral plans. Establishes and maintains appropriate standards of student behavior and maintains order in the classroom and other learning environments in a consistent and fair manner. Lifts, moves, or restrains students in accordance with Individual Education Program or Behavior Plan. Notifies and involves parents/guardians regarding a students behavior in accordance with school and District requirements. Encourages parents/guardians to volunteer and provides them with meaningful opportunities to assist and participate</p>	

in the educational process. Follows all safety rules and takes all reasonable precautions to provide a safe and secure learning environment for all assigned students. Demonstrates support for District Core Values, District Mission, District Strategic Plan, and Schoolwide Improvement Plan. Establishes and maintains a positive and respectful learning environment and working relationship with students, staff, administration, parents/guardians, and community members. Assists parents and community members as needed. Demonstrates an awareness of and sensitivity to multicultural and multilingual values and environments. Complies with professional development activities as required by the District. Actively seeks out and participates in professional development activities designed to improve professional competence. Participates in various meetings for the purpose of receiving information or sharing information and expertise with students, colleagues, and parents/guardians. Holds expectations for high performance of self and students. Assesses results of performance for improvement on a regular basis. Demonstrates computer literacy and operates software programs as related to job responsibilities. Maintains accurate, complete, and confidential records as required by law and District policy and regulations. Maintains the integrity of confidential information relating to a student, family, colleague, or district patron, and uses or relays academic, social, or personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved. Follows all laws, District policies, rules, regulations, memos, announcements, and reasonable requests by proper authority. Adheres to the Teacher Standards and Practices Commission (TSPC) Standards for Competent and Ethical Educators. Maintains regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.

OTHER REQUIREMENTS

The employee is expected to be dressed and groomed in a neat, clean, and appropriate professional manner for the assignment and work setting. This position is performed primarily indoors in school buildings and offices, although some outdoor work or supervision may be required. In cases in which the employee is required to travel between sites, the employee is responsible for his/her own travel and will be reimbursed for approved mileage. Possible exposure to bodily fluids due to student or employee illness or injury. May be required to obtain a First Aid and/or CPR Card and serve as a Delegated Caregiver or Designated First Aid Provider. Occasionally performs other duties as required by supervisor.

TERMS OF EMPLOYMENT

Current work year of approximately 191-201 days, subject to change. May include extended contract hours or days. Salary and benefits based on current District Salary Schedule and negotiated agreement.

EVALUATION

Performance will be evaluated in accordance with applicable District Performance Standards and District Policy and Regulations concerning personnel evaluation.

Music Elementary Teacher - Washington Elementary	
Link to Live Job Posting: Posting is no longer active	
Location: Woodburn, OR	O*NET: 25-2021.00
Company: Woodburn Sd 103	Job Title: Upper Elementary Teachers
<p>Music Elementary Teacher - Washington Elementary Woodburn, OR 97071 Full-time Job details Heres how the job details align with your job preferences. Manage job preferences anytime in your . Job type Full-time Shift and schedule Extended hours Full job description</p> <p>POSITION SUMMARY</p> <p>The primary purpose of this position is the instruction and supervision of assigned students. Instructional methods utilized must support the District Core Values and Mission, meet the need of our diverse student population, and result in measurable learning of state and District curriculum and performance standards. Bilingual Spanish/English preferred.</p> <p>MINIMUM QUALIFICATIONS</p> <p>Bachelors Degree. Background and Criminal History Clearance. Valid Oregon Teaching License with applicable endorsement(s) and authorization level(s). Demonstrates high level of communication skills and meets District standards for oral and written language proficiency in English, and if applicable, in Spanish or Russian. Skill in leadership and facilitation, including problem solving and conflict resolution. Excellent organizational skills for effectively managing multiple tasks. Ability to understand and follow oral and written instructions. Knowledge of the principles of first and second language acquisition, and culturally responsive pedagogy. Knowledge of human growth and development at assigned instructional level(s). Knowledge of effective student behavior management methods. Knowledge of the principles of effective instruction and differentiated instructional methods for students with varying levels of English language proficiency. Such alternatives to the above qualifications as the Board or administration may deem appropriate and acceptable.</p> <p>ESSENTIAL FUNCTIONS</p> <p>Communicates effectively in English in both oral and written form. Communicates effectively in Spanish or Russian (if assigned) in both oral and written form. Teaches a course of study in one or more subject areas as assigned focusing on state content and performance standards as adopted by the District or approved by the supervisor. Shows written evidence of preparation for instruction that addresses both short and long-term learning goals, including state and District performance standards. Provides developmentally appropriate learning experiences, including activities that challenge, motivate, and actively involve all students. Utilizes differentiated and sheltered content instructional strategies, and/or English language development strategies to instruct students with varying levels of English language proficiency. Uses a variety of formal and informal learning assessments to monitor student progress toward achievement of the learning objectives and modify instructional methods and materials as needed. Documents student work and learning progress, creates a grading system that is consistent and fair, and communicates to students and parents/guardians the level of the students achievement and progress on a regular basis. Identifies and refers students who need additional services and support. Implements classroom components of individual education plans or other individual learning or behavioral plans. Establishes and maintains appropriate standards of student behavior and maintains order in the classroom and other learning environments in a consistent and fair manner. Lifts, moves, or restrains students in accordance with Individual Education Program or Behavior Plan. Notifies and involves parents/guardians regarding a students behavior in accordance with school and District requirements. Encourages parents/guardians to volunteer and provides them with meaningful opportunities to assist and participate in the educational process. Follows all safety rules and takes all reasonable precautions to provide a safe and secure learning environment for all assigned students. Demonstrates support for District Core Values, District Mission, District Strategic Plan, and Schoolwide Improvement Plan. Establishes and maintains a positive and respectful learning environment and working relationship with students, staff, administration,</p>	

parents/guardians, and community members. Assists parents and community members as needed. Demonstrates an awareness of and sensitivity to multicultural and multilingual values and environments. Complies with professional development activities as required by the District. Actively seeks out and participates in professional development activities designed to improve professional competence. Participates in various meetings for the purpose of receiving information or sharing information and expertise with students, colleagues, and parents/guardians. Holds expectations for high performance of self and students. Assesses results of performance for improvement on a regular basis. Demonstrates computer literacy and operates software programs as related to job responsibilities. Maintains accurate, complete, and confidential records as required by law and District policy and regulations. Maintains the integrity of confidential information relating to a student, family, colleague, or district patron, and uses or relays academic, social, or personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved. Follows all laws, District policies, rules, regulations, memos, announcements, and reasonable requests by proper authority. Adheres to the Teacher Standards and Practices Commission (TSPC) Standards for Competent and Ethical Educators. Maintains regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.

OTHER REQUIREMENTS

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TERMS OF EMPLOYMENT

Current work year of approximately 191-201 days, subject to change. May include extended contract hours or days. Salary and benefits based on current District Salary Schedule and negotiated agreement.

EVALUATION

Performance will be evaluated in accordance with applicable District Performance Standards and District Policy and Regulations concerning personnel evaluation. Apply now Report job

Class Instructors — Avamere in Keizer, OR (Jan 2024 - Mar 2024)

NA Class Instructor	
Link to Live Job Posting: Posting is no longer active	
Location: Keizer, OR	O*NET: 25-2021.00
Company: Avamere	Job Title: Class Instructors
<p>NA Class Instructor•RN•Avamere Court at Keizer</p> <p>Job Category:</p> <p>Nursing</p> <p>Requisition Number:</p> <p>NACLA018119</p> <p>Posting Details</p> <p>Posted:</p> <p>January 3, 2024Full-TimeLocationsShowing 1 locationKeizer, OR 97303, USAJob DetailsDescriptionNA Class Instructor•RN</p> <p>Status:</p> <p>Full-Time Shift:</p> <p>Monday•Friday</p> <p>Location:</p> <p>Avamere Court at Keizer•5300 River Rd. N Keizer, OR 97303ADN/BSN Registered Nurses, active unencumbered Oregon license requiredThis position will also provide classroom and clinical education for Avamere Health Services Nursing Assistant Level 1 Program. The Primary Instructor is responsible for screening, interviewing and placement of students in each cohort. Cohorts include 96 hours of classroom/Lab and 75 hours of Clinical.</p> <p>Employee Perks:</p> <p>Tuition assistanceMentorship opportunities & Career developmentEmployee assistance program featuring counseling services, financial coaching, free legal services and moreGenerous employee referral programPaid time off/sick leave (rolls over annually)401K retirement plan with employer matchComprehensive benefits package with medical coverage, voluntary dental, vision, and life insurance, short-term disability, and AD&D coverageAvamere understands the importance of affordable and accessible healthcare for our team members and is very excited to partner with SEIU 503 and the Essential Worker Healthcare Trust to offer an excellent health insurance benefit plan at a significantly reduced cost to the employee.Starting in 2023, our Full-Time Oregon team members will be able to participate in a PPO or HMO plan with deductibles as low as \$800.00 with significantly reduced premium costs. Employees will be eligible to start using their benefits within their first month of hire•no 60+ day waiting period! Vision, Dental, STD, LTD, AD&D, and other benefits are available for enrollment as well.</p>	

Responsibilities:

Accountable for the classroom, laboratory and clinical practicum
Implement the required Board-approved curriculum
Supervise and be present in the classroom at least 75% of the time that classes are being taught
Is onsite and available during 100% of the clinical teaching time
Provide effective teaching strategies in an environment that encourage student and instructor interaction
Accurately records students' daily attendance
Follows and enforces Student Guidelines
Evaluate the competency of students
Maintains classroom in good physical order, helps to manage program supplies and keep equipment in good repair
Enters classroom at designated time with all necessary materials. Begins and ends class at scheduled times and follows scheduled student break times
May delegate classroom, laboratory and or clinical teaching responsibilities to a Delegated Instructor and/or a clinical teaching associate if directed to do so by the NA Program Director
The Primary Instructor shall hold a current, unencumbered license as a Registered Nurse in the State of Oregon
Two or more years of experience as a Registered Nurse and teaching experience or educational preparation for teaching adults
Must complete the Train the CNA Trainer course on adult instruction
Must have sufficient ability to move around the building and classroom to satisfy student needs and/or facilitate student participation
Delivers course work using contemporary teaching strategies and practices
Participates in the planning and evaluation of each segment of the curriculum

Qualifications:

BSN degree from an accredited college or university
Current, unencumbered, active license to practice as an RN in this state
Must have a minimum of two years experiences working in a Skilled Nursing or Long Term Care setting.
Must complete a training course on adult instruction or have demonstrated that he or she has one year experience teaching adults
Acceptable experience does not include in-service education or patient teaching
Two or more years of experience as a Registered Nurse and teaching experience or educational preparation for teaching adults
Must have sufficient ability to move around the building and classroom to satisfy student needs and/or facilitate student participation
Must have sufficient visual and auditory ability to operate computer equipment, use telephone, read materials, use white board and use classroom equipment
Ability to communicate effectively in classroom and individual settings
Knowledge of materials (subjects) that will be taught to students and ability to use and communicate the curriculum
Ability to use current technology to maintain student records, e.g., Microsoft Office
Ability to achieve or maintain credential and/or licensure within expected time frames
Ability to remain objective and treat all students equally
Avamere Skilled Advisors, LLC is an Equal Opportunity Employer and participates in E-Verify
Qualifications Education Preferred Bachelors or better. Licenses & Certifications Required Registered Nurse

Instructional Coach	
Link to Live Job Posting: Posting is no longer active	
Location: Salem, OR	O*NET: 25-2021.00
Company: Head Start Of Yamhill County	Job Title: Instructional Coaches
<p>Instructional Coach Head Start of Yamhill County Salem, OR 97301 Head Start of Yamhill County 5 reviews Read what people are saying about working here. Job details Heres how the job details align with your job preferences. Manage job preferences anytime in your . Pay \$27.71 an hour Job Type Full-time Benefits Pulled from the full job description Dental insurance Health insurance Vision insurance Full job description About Head Start of Yamhill County Excellent benefits with a generous leave package, employer paid medical, employer paid dental, employer paid vision and retirement with up to a 7% match! Mission Statement We are committed to being a successful learning community, which includes: a partnership with parents and their children; a celebration of diversity; an atmosphere of support, respect, and trust; where everyone is safe and experiences a sense of belonging. 5-year goals 2018-2023 In 2018 HSYC was awarded a five-year grant to continue offering program services.</p> <p>These are our five-year goals:</p> <p>Goal #1 : Develop, in classrooms and at home, an understanding of the importance of balancing nurture and structure to help build resiliency and self-regulation in our participants. Goal #2 : Improved attendance for lifelong success. Goal #3 : Create and support a trauma-informed culture in our program and our community. Goal #4 : Hire and retain individuals who are committed to the true HSYC mission and philosophy and who understand the need to be trauma-informed and relationship-based in an early childhood program.</p> <p>GENERAL DESCRIPTION</p> <p>This position will provide on-site coaching for staff using a Practice Based Coaching (PBC) Model(s) in accordance with Federal Head Start Performance Standards and local, state and/or agency policies and procedures. The Instructional Coach is responsible for facilitating TLC (Together Learning and Collaborating), PLCs (Professional Learning Communities), and other groups, as needed, with HSYC Education Staff. TLC groups focus on the Collaborative Coaching Partnership which use the shared goals/action planning, focused observation, and reflection/feedback cycle as a tool to improve upon teaching skills. In addition to group coaching, the Instructional Coach may provide more intensive individual coaching during class time in order to improve teacher interactions and child outcomes towards school readiness.</p> <p>MINIMUM EDUCATION AND/OR EXPERIENCE</p> <p>Bachelor degree in Early Childhood Education (or related field with equivalent training and experience). Minimum of 5 years teaching experience with primary responsibility for children ages 2 to 6 in a center-based setting. For job descriptions & requirements, an employment application, and to learn more about our program, visit: http://yamhillheadstart.org/resources/display/current_job_openings If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process.</p>	

Appendix C - Data Sources and Calculations

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

District Regional Data

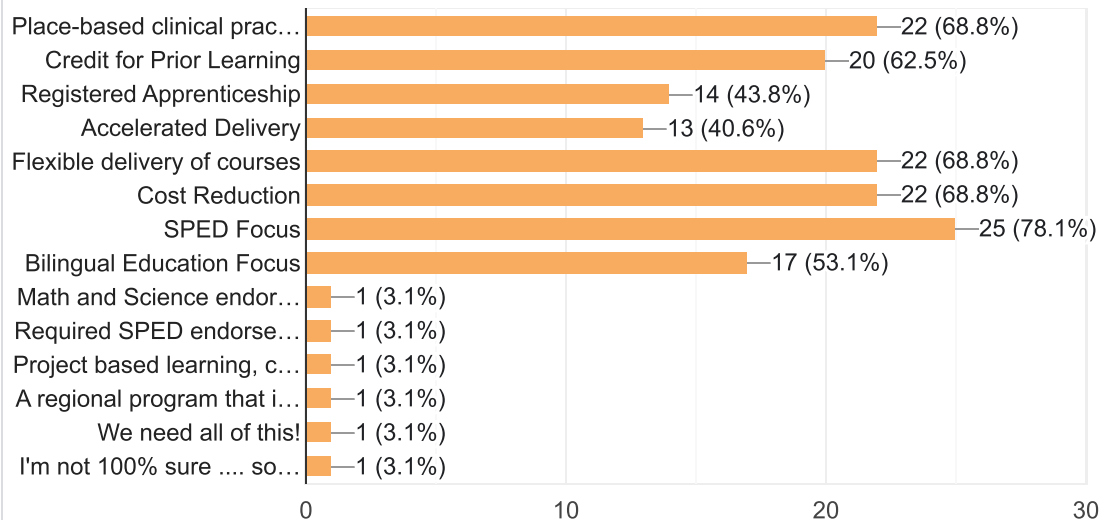
33 responses

[Publish analytics](#)

What would you like to see included in a new educator pathway that would better serve your region?

 [Copy](#)

32 responses



Please provide your name and district.

32 responses

Janel Reed, Medford School District

Matt Shorb, Powers School District

Danielle Blackwell - North Santiam SD

Dallas School District

Dr. Justin Ainsworth CBSD

Margaret Nesbit N. Wasco Dist. 21

Ryan Thompson, Grants Pass School District #7

Helena Chirinian Brookings-Harbor

Dave Parker Newberg School District

Philomath SD

Jennifer Meckley - Lebanon

Faith Kempf HorizonChristianSchool

Ajay Rundell North Wasco County School District

Carolyn Bernal, North Wasco County School District

Nikki Tucker - Woodburn SD

Grants Pass School District

SKPS

Amber Warren, MSD 549c

Krista Nieraeth, Alsea School District

Steffanie Frost - McMinnville SD

South Wasco County School District

Jonathan Fost - Columbia Gorge ESD

Daye Stone Prospect School District

Darin Drill, Cascade

Jennifer Spencer, Central Point School District

Kirk Kolb - Medford SD 549C

Jackson County District #6

North Marion School District

Creighton Helms; Gervais School District 1

Shane Brown, Port Orford Langlois

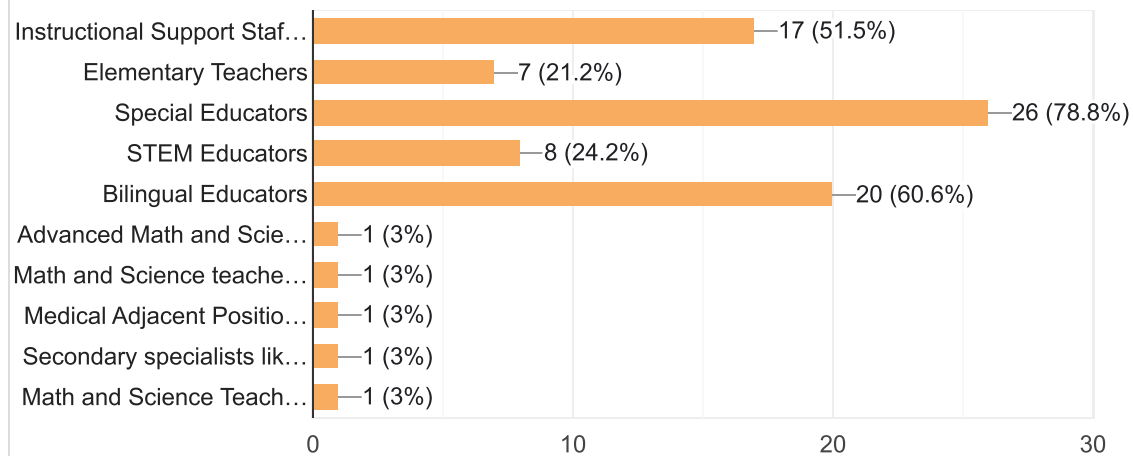
Kristin Cameron, Centerville School District

Kim Grousbeck, Lebanon Community Schools

In terms of teaching staff, what are your greatest needs?

 Copy

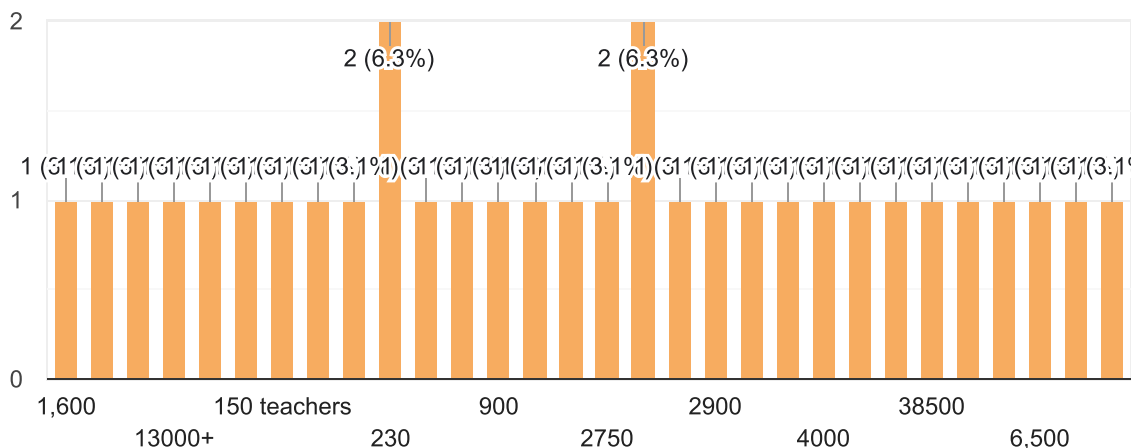
33 responses



Approximately, how many students are served by your district?



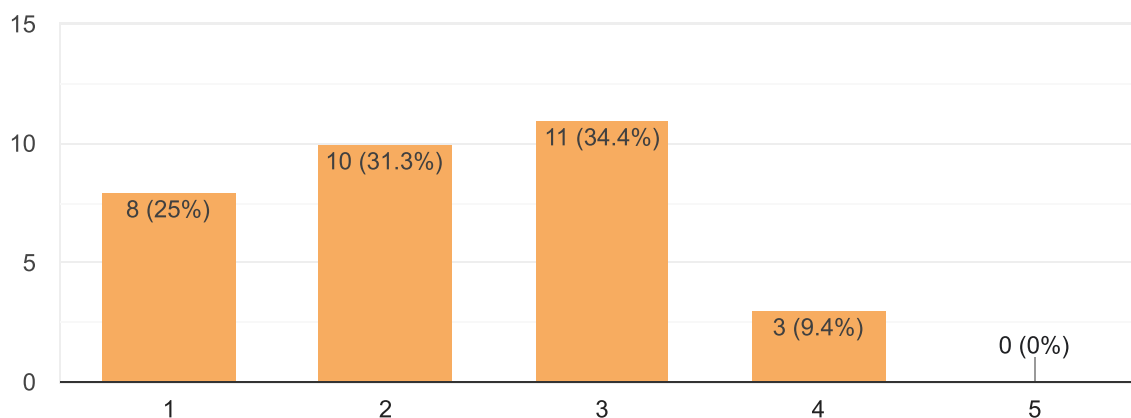
32 responses



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



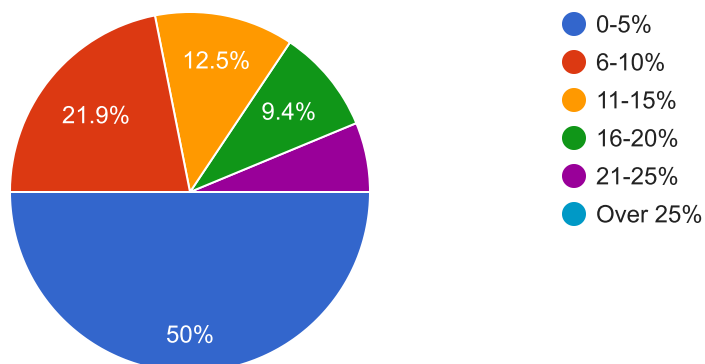
32 responses



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



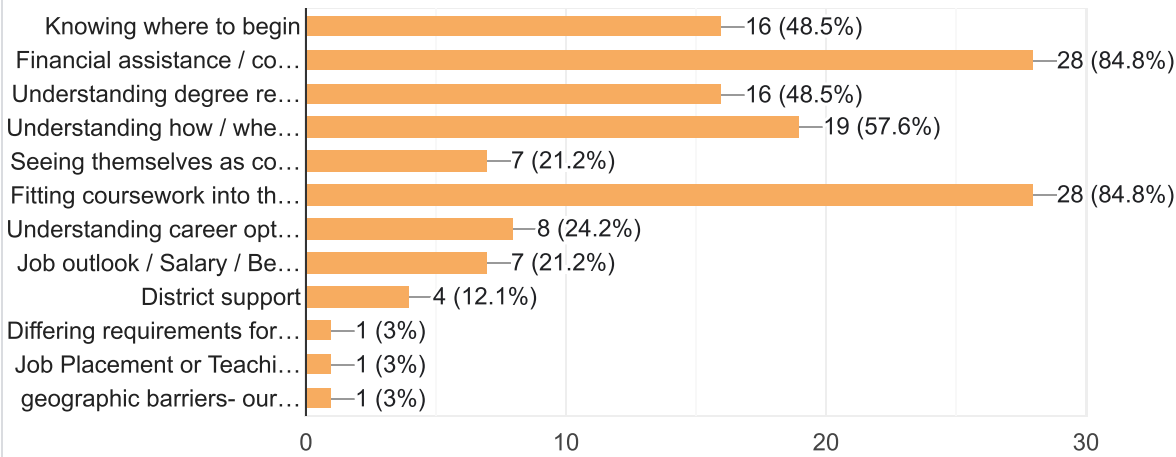
32 responses



If you have employees or volunteers who may be interested in becoming teachers, which of the following might be barriers?



33 responses



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?

31 responses

Job fairs, word of mouth, advertising, college partnerships. Issues not enough local candidates. Housing shortages prevent a lot of outside candidates.

We use online job posting sites.

Word of mouth was our largest recruiting strategy for the 2024-25 school year. We lose staff to larger districts because they can make more money

Job Fair Attendance, Online Postings. Biggest barrier is availability of SPED staff and the demands of the job in keeping them

Yes, we have issues with recruiting SPED and STEM teachers. We also need more teachers who are bilingual. 15% of our students are Hispanic/Latino. Our staff needs to represent our student body and community.

Not sure how recruit, have trouble with retention due to wages and classroom working conditions

We encourage our qualified classified staff to go into the teaching profession. Once we hire them, we have a high retention rate.

For the last 10 years we have recruited at job fairs, and we have actively worked with WGU and successfully supported 10+ instructional staff to earn their teaching licenses.

Yes, we are reworking our whole HR process.

Position postings, word of mouth

Job Fairs, Substitutes, - We have barriers in filling some of our harder to fill positions (SpEd, CTE, mental health)

We often have trouble recruiting staff. We use Indeed, our website, and newspapers

Job fairs

We recruit through a variety of ways - biggest barriers are finding qualified SPED and bilingual educators.

We attend various job/career fairs. We reach out to colleges directly when we have a specific need. I think we retain pretty well but have difficulty filling bilingual positions.

Local job fair, incentives, cba agreements

The devaluing of education across the US has made it harder to recruit teachers.

Being a charter school, we have high interest in employment

Website, Job Postings

Yes, in the area of SPED we struggle to recruit and retain teachers.

We use the typical OSBA/COSA websites as well as the ESD's. We have noticed that our current staff have been recruiting their friends and colleagues lately.

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.

We go to teacher fairs... but mostly develop within our own community

Word of mouth, issues with Sp. Ed and Science

Attending job fairs, early job postings, outreach to teacher ed programs, & zoom meet-n-greets are some ways we recruit in our school. We have a strong teacher retention rate.

We visit colleges in the NW with Ed programs; post on state and local job boards

Job fairs, Posting sites, no issues

We struggle with active recruiting; typically word-of-mouth through established relationships and posting for positions and hoping qualified candidates see the opportunity. Our issues tend to be competing against neighboring districts that have a higher salary/hourly wage.

Our greatest barrier is available and affordable housing.

We try to keep people from our area. We like to raise and recruit back to our community. Housing is an issue.

Job Fairs, job postings, word of mouth - We have amazing retention rates.

What aspects of your recruiting/retention has yielded the greatest results?

25 responses

Strong school and department cultures

Our best results are growing our own.

Testimonials from current staff

Student teachers placed often are offered positions

Location

Training/promoting/encouraging our own classified staff to enter the profession.

The internal recruiting

Grow your own...

Broad posting options. When needed, Job Fairs.

Word of mouth

Honestly, word of mouth.

I know it is in the early stages but I believe the apprenticeship model will yield the best results. When we grow from within I think it builds community and a commitment to the district long-term.

building relationships, supporting with resources

word of mouth about our program

Our GYO program has assisted in filling hard to fill positions.

It would be nice to have a district owned teacherage for temporary housing. That would greatly impact recruiting; we have lost multiple quality candidates due to housing shortages.

Recruiting qualified, licensed bilingual teachers from Mexico.

Build your own

Once people are here, they don't normally leave

Attending job fairs, early job postings, and zoom meet-n-greets have yielded strong results. It is also great when you can observe a potential candidate teach a lesson in real time (during their student teaching/practicum experience).

Identifying current classified employees and partnering them with post-secondary teacher training programs

A favorable contract

N/A

Online postings.

community built

Do you have any student teachers in your schools? Why or why not?

31 responses

Yes

Yes, they are important for filling future positions.

No. None placed here at this time.

Yes, we often recruit our student teachers

Yes. They are a fiscally sound way to get relief for teachers and provide training for the pre-teachers

Yes. 5-10 per year on average. This is down slightly from five years ago.

We are out discussing this with colleges on why they have changed their interactions with the district.

Not currently

Not currently but we would be happy to host student teachers

yes

Yes. We want to support those coming into education and we also are able to recruit them when there is a good fit or a short-term absence, it's a win-win.

yes - helps us develop teachers that may then want to apply for jobs in our district

Not at the moment. Charter schools aren't usually considered in teacher training programs.

No. We are not at a place to have them.

Not at this time. We are open to the opportunity.

We aim to have student teachers assist in our summer school programs.

none now... no requests

Yes, generally that is a good thing

We do not have any student teachers this year. I thought it was likely due to smaller Teacher Ed Cohort numbers at SOU. Since COVID, it seems like the number of student teachers we've had on campus has declined.

Yes.... whenever possible; tends to get them on the "hook" to work for our district if we place them in a positive experience

No, Many teachers are not willing

We do, when the opportunities present themselves.

No usually, given the geographic isolation away from campuses. We do have them occasionally.

No. But would love to.

Are there any other challenges you face as a district?

25 responses

Unfilled positions are very difficult.

Geographic isolation

Money to grow our own classified staff into teachers

Behavioral and mental health needs of students are the biggest barrier to recruiting into the profession and keeping teachers in the profession

Attracting new staff to a community with high real estate prices and a shortage of affordable housing.

Budget deficit

The cost of educational programs are daunting for many of our classified staff.

Currently we face staff reductions.

I think finding ways for our students to get involved and see themselves in the teaching profession.

Providing financial and time support to candidates.

Budget

retaining staff

Budget, facilities

Not that I can think of other than hiring bilingual educators.

the job of being a teacher has grown exponentially and less and less people want to do the job, student behaviors have changed greatly and it's harder to work with all the laws and regulations related to education (everyone thinks they know best). If we paid better, we might be able to recruit more.....but honestly, pay may not even make a difference.

Inequitable funding

Recruitment of educators of color

I think our biggest challenge with bringing in new teachers from outside the area is lack of suitable housing.

Additional student teacher support is needed for our after-school academic enrichment programs.

We are rural and it is difficult to recruit someone who wants to live here.

Getting teachers that naturally fit into a teaching job in today's world

We would also love to recruit a more diverse staff.

Minimal HR Staff

Many :) Around staffing, namely recruitment though; we tend to retain relatively well.

Wage compared to bigger neighboring districts

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Does this form look suspicious? [Report](#)

Google Forms

Potential survey questions to ask community college students about the possible benefits of a **BAS in Education** at their community college compared to attending a university:

1. **What factors are most important to you when deciding where to pursue a bachelor's degree in education?** (Select all that apply)
 - ☐ Cost of tuition and fees
 - ☐ Location and convenience
 - ☐ Flexibility of course scheduling (e.g., evening, online options)
 - ☐ Quality of instruction and faculty support
 - ☐ Job placement opportunities after graduation
 - ☐ Pathways for continuing education (e.g., master's programs)
 - ☐ Other (please specify)
2. Which area of teaching most interests you? Check all that apply:
 - ☐ Early Childhood
 - ☐ Elementary
 - ☐ Middle School
 - ☐ High School
 - ☐ Math
 - ☐ English
 - ☐ Special Education
 - ☐ Science
 - ☐ Bilingual
3. **How likely are you to transfer to a university after completing the required courses at your community college?**
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Neutral
 - ☐ Somewhat unlikely
 - ☐ Very unlikely
4. **If your community college offered a BAS in Education, how likely would you be to choose it over transferring to a university?**
 - ☐ Very likely
 - ☐ Somewhat likely
 - ☐ Neutral
 - ☐ Somewhat unlikely
 - ☐ Very unlikely
5. **What challenges or barriers do you anticipate in transferring to a university to complete a bachelor's degree in education?** (Open-ended)
6. **How important is it to you that you have the option of completing your student teaching in your local community?**
 - ☐ Extremely important

- Very important
- Somewhat important
- Not very important
- Not important at all

7. **What additional support or resources would you need to successfully complete a BAS in Education at your community college?** (Select all that apply)

- Financial aid or scholarships
- Childcare services
- Academic advising and mentorship
- Career counseling and job placement assistance
- Flexible scheduling options
- Internship or student teaching opportunities
- Tutoring and academic accommodations

8. **What are the biggest barriers that you face transferring to a university to complete a bachelor's degree in education?** (Select all that apply)

- Cost of tuition and fees
- Difficulty transferring credits
- Travel or relocation requirements
- Lack of flexible course options (e.g., evening, online)
- Work or family responsibilities
- Feeling unprepared for university coursework
- Lack of advising or support during the transfer process
- Other (please specify)



August 11, 2025

Dr. Jessica Howard
President/CEO
Chemeketa Community College
4000 Lancaster Drive NE
Salem, OR 97305

Dear President Howard:

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 July 8-11, 2025, concerning the Spring 2025 Mid-Cycle Review of Chemeketa Community College.

Accreditation

Accept the Report

Status of Previous Recommendations Addressed in this Evaluation

- Recommendation 1: Spring 2022 Evaluation of Institutional Effectiveness - Fulfilled
- Recommendation 2: Spring 2022 Evaluation of Institutional Effectiveness - Fulfilled

Future Evaluations

- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Spring 2028
- Year 7 - Evaluation of Institutional Effectiveness Spring 2029

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. Teresa Rivenes, at trivenes@nwccu.org.

Sincerely,

Selena M. Grace
President

cc: Mr. Colton Christian, Dean Academic & Organizational Effectiveness
Mr. Ken Hector, Board Chair
Dr. Teresa Rich, Interim President/VP for Admin Services, Yakima Valley College
Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission