



Chemeketa Community College seeks the Oregon Higher Education Coordinating Commission's approval to offer an instructional program leading to a Bachelor of Applied Science in Education.

Program Summary

The Bachelor of Applied Science in Education (BASE) at Chemeketa Community College is a state and nationally approved teacher preparation program, providing graduates with the necessary knowledge and skills to apply for licensure in the K-12 school system. The program is designed to prepare skilled, equity-minded educators who can meet Oregon's growing demand for teachers. Through dedicated coursework and experiential practicums, successful graduates will be prepared to apply for the Multiple Subjects endorsement, which allows them to teach core subjects such as math, reading, science, social studies, and the arts, particularly in elementary grades. In addition, BASE students have the opportunity to take coursework that will prepare them for attaining a Special Education (SPED) endorsement, which opens the doors to rewarding employment working with students with exceptionalities.

Currently 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. A career in teaching has boundless opportunity for those individuals interested in growing the minds of future generations.

The BASE program is managed by a consortium of five Oregon community colleges: Chemeketa Community College, Columbia Gorge Community College, Linn Benton Community College, Rogue Community College, and Treasure Valley Community College. Instruction of the coursework is shared, with each of the five colleges providing specific content courses for all students within the consortium. Students will have the opportunity to network with their peers across all five colleges when taking online content and seminar courses. However, for field and practicum experiences, students will be able to remain local with placements made in educational facilities near to their home college.

BASE is a limited entry program that requires potential students to go through a competitive application process in order to enter years three and four of the program. To enter, students will need to show adequate lower division preparation to be successful in the BASE upper division coursework. The Associate of Arts Oregon Transfer (AAOT) in Elementary Education, a statewide major transfer map that is transferable within Oregon colleges and universities, is

accepted as fulfilling all requirements for application. In addition, related Associate of Applied Science (AAS) programs in Education or Early Childhood Education may also fulfill all or many of the entry requirements to the BASE upper division programming. Students should work with an advisor to determine their preparedness for entry into BASE.

The BASE program is approved by Oregon’s Teacher Standards and Practices Commission (TSPC) as well as accredited by the nationally recognized Association for Advancing Quality in Educator Preparation (AAQEP). BASE coursework is intentionally designed to move students from theory to practice, ensuring they acquire, apply, and demonstrate all the competencies required for licensure: foundational knowledge, instructional application, and advanced practice and leadership. Coursework integrates culturally responsive pedagogy, social emotional learning, classroom management, instructional design, special education, and multilingual learner strategies. Students engage in applied field experiences, reflective practice, and professional learning communities.

Finally, this program provides its students with the opportunity to interact with faculty and peers from across Oregon, gaining access to a significant network of peers and colleagues. At the same time, BASE makes it possible to do this while remaining local, retaining current employment, having less expense, and with the potential to participate in classroom placements at schools that could be a future employer. BASE is ready to help students bridge the gap between today’s reality and tomorrow’s dream.

1. ***Describe the need for this program by providing clear evidence.***

Chemeketa Community College serves a large, diverse region of Oregon—including urban and rural communities—where persistent teacher shortages continue to affect local schools. Workforce data confirm that this program is needed: labor market information from QualityInfo.org, the Oregon Employment Department, and Lightcast indicates sustained demand for qualified elementary, early childhood, and special education educators across Chemeketa’s service area, with roughly 200 annual openings and median wages approaching \$70,000. Regional educator preparation capacity is not keeping pace with demand, as completions remain below workforce needs and many districts rely on teachers working under emergency or restricted licenses. Based on this evidence, the workforce data supports program needs, and the training cannot be sufficiently provided without creating a new program.

The proposed Bachelor’s of Applied Science in Education (BASE) degree is designed to directly address these shortages by offering a locally accessible, affordable, and flexible pathway for place-bound and working adults, including paraprofessionals and instructional assistants already serving in area schools. The program builds on Chemeketa’s existing associate degrees in Education and Early Childhood Education and incorporates supportive features such as credit for prior learning, hybrid and online delivery options, and paid practicum experiences to reduce barriers to completion and strengthen educator pipelines

in the communities that need them most. In addition to state employment data, Chemeketa also used regional workforce surveys, Oregon Department of Education reports, and educator equity data to validate the need and guide program design, with an emphasis on high-need endorsement areas such as bilingual and special education.

Students completing the BASE degree will be prepared for employment as licensed K-12 classroom teachers in Oregon's public and private schools, with strong opportunities in bilingual/dual language and special education settings. The degree also supports career advancement into instructional coaching, special education specialization, ESOL (English as a Second Language) endorsement, and longer-term leadership pathways.

2. ***Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?***

The Bachelor of Applied Science in Education (BASE) program was co-developed by a consortium of five Oregon community colleges through extensive collaboration with a broad range of partners. These five colleges worked jointly with key state agencies including the Teacher Standards and Practices Commission (TSPC), the Higher Education Coordinating Commission (HECC), and the Oregon Department of Education (ODE) to design the program. Regional school district and Education Service District (ESD) leaders helped shape program outcomes, field experiences, and mentorship models to ensure the curriculum meets local classroom needs. Each college engaged K-12 partners, early learning organizations, community stakeholders, and current education students in the design process, ensuring the BASE program reflects workforce needs and community priorities.

This collaborative development process was guided by a cross-sector advisory committee representing those partners. The committee included school and district administrators, Regional Educator Network coordinators, classroom teachers and instructional assistants, college faculty, and other community representatives. Through advisory meetings, surveys, and focus groups, these partners provided targeted feedback on the curriculum, field placement design, credit for prior learning, and student support services. Their input directly shaped key program priorities such as stronger special education preparation, enhanced support for multilingual learners, early literacy integration, and the creation of place-based paid clinical experiences—areas that partners identified as high priorities.

To ensure broad and inclusive input, the consortium formed workgroups for curriculum, assessment, student services, and district partnerships. These subcommittees, composed of faculty and external experts, helped translate stakeholder feedback into concrete program elements and ensured the BASE degree's structure reflected current employer expectations and licensure-aligned competencies. Throughout development, consortium leaders additionally consulted with TSPC, HECC, ODE, and Educator Advancement Council (EAC)

staff to align the program with state licensure policies and educator workforce initiatives. Insights from these state partners led to refinements in the curriculum, field experience framework, and assessment system to keep the program aligned with Oregon standards.

Collaboration extends into program delivery and support. School district and ESD partners are contributing substantial resources to ensure program success, committing local classrooms for student field placements, providing mentor teachers and on-site supervisors, and often offering release time for school employees who enroll as students. Through Grow Your Own (GYO) initiatives, ODE-funded grants, and district agreements, candidates receive tuition assistance, stipends, and other wraparound supports that make completing the degree feasible for working adults. Each consortium college has coordinated advising, financial aid, and tutoring services for BASE students with flexible scheduling for working adults and provides culturally and linguistically responsive supports (such as bilingual navigators and multicultural centers) to guide diverse candidates.

The consortium engaged early with the Association for Advancing Quality in Educator Preparation (AAQEP) to ensure alignment with national quality expectations and continuous improvement practices. In sum, this multi-layered collaboration—spanning local schools and communities, state agencies, and external quality frameworks—has produced a program aligned with Oregon’s educator workforce needs. Ongoing advisory engagement, shared data review, and consortium planning will keep the BASE curriculum, field experiences, recruitment, and improvement efforts responsive to district needs and statewide goals.

3. *Is the community college program aligned with appropriate education, workforce development, and economic development programs?*

The BASE program has been deliberately aligned with Oregon’s teacher licensure requirements and workforce needs through a consortium-led development process. Courses and assessments are mapped to Teacher Standards and Practices Commission (TSPC) requirements for Oregon’s Elementary (Multiple Subjects) and Special Education Generalist endorsements and guided by national benchmarks such as the Interstate Teacher Assessment and Support Consortium (InTASC) and AAQEP standards. This framework ensures graduates gain the professional competencies expected of new teachers.

The curriculum emphasizes key content areas identified as high priorities by local schools – for example, early literacy instruction, culturally sustaining pedagogy for multilingual learners, effective classroom management practices, and collaboration with special education specialists – so that the training addresses actual classroom needs.

The program is structured to align with Oregon’s licensure pathways and

endorsement options. BASE graduates will meet all requirements for an initial Oregon teaching license in Elementary (Multiple Subjects). The degree also includes an embedded pathway for the Special Education Generalist endorsement: candidates who choose this option complete the additional coursework and practicum hours required by TSPC for special education licensure. The program also enables candidates to fulfill dual-endorsement requirements (Elementary and Special Education) within the four-year degree by completing practicum experiences in each area.

Alignment extends to the education pipeline leading into the BASE program. The BASE program continues existing lower-division education pathways, allowing students to transition smoothly from an Associate of Arts Oregon Transfer (AAOT) in Education or a similar two-year program into the BASE curriculum. High school dual-credit agreements further strengthen this pipeline so students can start college-level education courses early, creating a seamless route from secondary school to a bachelor's degree in teaching and reducing the time and cost to prepare new teachers.

The BASE program's design directly addresses Oregon's documented teacher shortages and aligns with statewide workforce strategies. Statewide data confirm persistent shortages of elementary and special education teachers in rural areas. By offering a locally accessible, affordable teacher preparation option, the program expands the educator pipeline in regions that have historically been underserved. The BASE degree supports Oregon's Grow Your Own initiatives by focusing on place-bound students in those communities, thereby preparing educators where they are most needed. Partners across the consortium emphasized the importance of place-based practicum placements and the development of paid clinical experiences to retain diverse candidates; in response, the program incorporated those priorities into its design. Flexible scheduling of classes (including hybrid and evening formats) and work-based learning options allow working adults to advance through the program without leaving their jobs, aligning with Oregon's goals to diversify the teacher workforce. Overall, the BASE program supports Oregon's educational priorities. It builds a local pipeline of well-prepared teachers in high-need areas (such as bilingual and special education), helping districts fill critical vacancies. These efforts advance the state's goal of diversifying the educator workforce. By centering teacher preparation in local communities and upholding state licensure standards, the consortium ensures graduates are license-ready and prepared to improve student outcomes across Oregon.

4. ***Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?***
The BASE program is structured to accommodate working adults. It builds on the experience of current school employees by providing a flexible pathway to licensure with embedded preparation for high-demand endorsement areas such as bilingual and special education.

Students progress through upper-division coursework covering child development, pedagogy across all core content areas (literacy, math, science, social studies), culturally responsive instructional practices, social-emotional learning, assessment literacy, and collaborative leadership. This cohesive curriculum ensures candidates develop the knowledge and skills required for effective elementary teaching, including strategies to support English language learners and students with disabilities.

Candidates begin with guided observations and progress through increasing levels of classroom engagement. Part-time practicum experiences in local schools gradually increase their teaching responsibilities under mentor guidance, and the sequence culminates in a full-time student-teaching residency (often in a co-teaching model) accompanied by a capstone seminar on reflective practice and action research.

By the end of the program, BASE candidates must demonstrate a comprehensive set of professional competencies aligned with state and national standards. They learn to design culturally sustaining curriculum and assessments; integrate social-emotional learning into their teaching; deliver literacy and language instruction using evidence-based methods; utilize formative and summative assessments to guide instruction; and collaborate with families and colleagues to support student success.

Throughout the program, candidates complete performance-based assessments in their courses, which faculty score using common rubrics. During practicum and student teaching, mentor teachers and college supervisors evaluate candidates through structured observations and feedback. At program level, the consortium monitors key outcome metrics (such as graduation rates, licensure exam results, and job placement) and uses this data, along with partner feedback, to continuously improve the program.

Each college provides wraparound services tailored to BASE students. Dedicated advising and career development support help students navigate program requirements and prepare for the teaching profession. Clinical placements are coordinated with partner school districts, often in the candidates' own communities, and some serve as paid internships to reduce financial barriers. The program also uses flexible scheduling (evening and hybrid classes) so that working adults can continue employment while completing the degree. Academic rigor is maintained through alignment with professional standards, calibrated evaluations, and progressively increased teaching responsibility, ensuring that graduates have the knowledge and practical experience to excel as beginning teachers and to contribute to student learning.

5. ***Does the community college identify and have the resources to develop, implement, and sustain the program?***

Chemeketa's BASE degree program is designed to strengthen existing college and district systems without creating undue strain on school programs or

budgets. Because the degree builds on Chemeketa's established Education and Early Childhood Education pathways, it leverages current faculty expertise, facilities, and community partnerships. Upper-division coursework will be delivered primarily in hybrid and online formats, supporting efficient use of instructional resources and minimizing additional space needs. Costs are further reduced through participation in a four-college consortium that shares development and implementation expenses. Overall, the program is intended to be cost-neutral to existing operations, supported through tuition revenue, consortium cost-sharing, and external funding such as Grow Your Own and ODE educator pathway grants.

The program targets a 30:1 student-to-teacher ratio, and course fees will support the cost of instruction. Facilities needs are modest, using existing spaces such as the Teacher Preparation Lab, Child Development Center, and Learning Resource Center. Additional resources are primarily in technology, materials, and staffing: expanded digital learning platforms and video-based clinical observation tools (e.g., GoReact or Edthena), updated curriculum and assessment materials (including literacy, math, and SPED-aligned kits), and access to research databases to support coursework and action research. Staffing enhancements include a full-time faculty coordinator to manage practicum placements, data reporting, and consortium alignment, along with a grant or program support specialist to coordinate recruitment, advising supports, and communication with partner districts.

Partner districts and ESDs contribute in-kind and financial supports that increase capacity and reduce program costs, including practicum placements, mentor teachers, and site-based supervision. These contributions support districts' workforce goals and may reduce recruitment and turnover costs associated with persistent teacher shortages.

Library and information resources are adequate and available to sustain the program. Chemeketa's campus libraries provide extensive education-related collections and 24/7 electronic access, and the library is completing a collection analysis to identify and address any upper-division gaps. Resources include major research databases and ebook collections (e.g., Education Research Complete, ProQuest, EBook Central, ScienceDirect, and Oxford collections), plus streaming media and relevant journal titles. Through Chemeketa Cooperative Regional Library Service and the Orbis Cascade Alliance, students and faculty also access expanded regional collections supported by rapid interlibrary services. Textbook and technology lending reduces student costs, and faculty librarians provide information literacy instruction and research support aligned to upper-division expectations.

Finally, the program extends learning beyond the classroom through sequenced clinical experiences each term, culminating in a year-long co-teaching residency with a licensed mentor. Students also participate in community-based learning

and professional activities such as literacy outreach, bilingual family engagement events, after-school STEM or tutoring programs, conference participation, mentorship networks, and student-led equity and inclusion initiatives. Capstone action research projects further connect candidates with district priorities and applied practice.

Assurances

Chemeketa Community College has met or will meet the four institutional assurances required for program application.

1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/collaborators. Program needs and labor market information will be periodically re-evaluated, and changes will be requested as needed.
3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra-segmental* impact and detrimental duplication problems with other relevant programs or institutions.
4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the program office are the official records and it is the college's responsibility to keep its records aligned with those of the curriculum office. The college will not make changes to the program without informing and/or receiving approval from the curriculum office.