



Rogue 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

Career description

The Bachelor of Applied Science in Education (BASE) at Rogue 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.

Course of Study

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.***
Rogue Community College provides clear and compelling evidence of regional and statewide need for the proposed Bachelor of Applied Science in Education (BASE). Labor market analyses from the Oregon Employment Department and QualityInfo.org consistently document significant educator shortages across Oregon, particularly in elementary education, special education, and rural school communities. Within Rogue Community College's service region, projected openings across the next decade show sustained demand driven by retirements, workforce turnover, and ongoing difficulty filling positions in high-need endorsement areas. Many districts continue to rely on emergency or temporary licensure solutions, underscoring the urgency of expanding Oregon's educator pipeline.

Feedback from school districts, Education Service Districts, and Regional Educator Networks further reinforces this need. These partners consistently describe challenges in recruiting and retaining educators and emphasize the importance of preparing teachers in the communities where they live and work. They have expressed strong support for an accessible, community-based baccalaureate pathway, especially one designed to serve place-bound, working

adults, bilingual and bicultural candidates, and current paraprofessionals.

Recent statewide analyses conducted through the Oregon Longitudinal Data Collaborative (OLDC) reinforce the urgent need for expanded and flexible educator preparation pathways. The OLDC report highlights statewide shortages in elementary and special education, as well as persistent misalignment between educator supply and the needs of rural districts. These statewide patterns closely match conditions in Southern Oregon, where the Oregon Employment Department projects approximately 78 annual openings for elementary teachers and an additional 59 openings in preschool, kindergarten, and special education, resulting in an estimated 140 education-related vacancies each year in Jackson and Josephine counties. Lightcast data further indicate that the region supports 1,488 educators, yet employer demand continues to exceed available supply, with 60 unique job postings from 15 regional employers between January 2024 and March 2025 and a median posting duration of just 16 days, signaling employer urgency and recruitment difficulty. These numbers demonstrate a sustained regional need for locally delivered, high-quality educator pathways that can prepare place-bound residents, working adults, and current school employees to meet critical workforce shortages in their home communities.

While multiple preparation pathways currently exist in Oregon, the scale of documented need exceeds the capacity of current routes to fully meet demand, particularly in rural regions and special education. The BASE degree complements existing educator preparation options by increasing access, affordability, and geographic reach, thereby broadening the pipeline rather than replacing or competing with any existing pathway.

By establishing a flexible, affordable, locally delivered educator preparation option aligned to Oregon’s licensure requirements and grounded in strong regional partnerships, Rogue Community College is well positioned to help address workforce shortages identified by districts, statewide partners, and the OLDC report. Collectively, this evidence demonstrates a clear and ongoing need for the BASE program and underscores the institution’s vital role in strengthening Oregon’s educator workforce.

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?***

Each college within the consortium has the institutional capacity, qualified personnel, and resource infrastructure needed to deliver and sustain the BASE program. Faculty at the consortium colleges already hold advanced degrees in education and related fields, along with extensive P–12 teaching and leadership experience that meets or exceeds requirements for baccalaureate-level instruction. Additional faculty, if needed, will be hired according to institutional processes, consortium agreements, and aligned with TSPC and NWCCU expectations.

Student services at every college in the consortium are prepared to support upper-division students. Advisors, counseling services, tutoring centers, accessibility support, financial aid specialists, and technology assistance are already established and equipped to meet the needs of BASE students. Each college offers flexible advising formats that include in-person, virtual, and evening appointments to support working adults and place bound learners. Advisors receive ongoing training related to program expectations, clinical placements, and licensure requirements to ensure consistency and accuracy in student support.

Library and learning resources across the consortium provide a robust foundation for baccalaureate-level study. Colleges offer access to extensive digital collections, online databases, research support, and information literacy instruction. Students also have access to computer labs, tutoring services, online

academic support, and assistive technologies that ensure equitable participation for students with diverse needs. These resources are available to students at their home institution and are not contingent on access to partner colleges.

Clinical placement capacity is strengthened by longstanding partnerships between each college and its regional school districts and Education Service Districts. Colleges maintain active collaboration with district leaders, HR directors, mentor teachers, and school administrators who participate in planning for practicum and residency placements. Memorandums of Understanding formalize district commitments to hosting candidates, outline supervision expectations, and support the development of paid clinical opportunities where appropriate.

The consortium model strengthens program sustainability by enabling colleges to share curriculum design, faculty expertise, assessment systems, and continuous improvement processes. Instruction is delivered collaboratively across consortium institutions, allowing each college to contribute its instructional strengths while maintaining a unified, high quality program structure. Students remain enrolled at and supported by their home college, which provides all advising, tutoring, financial aid services, and other student supports. Consortium collaboration is focused on ensuring academic consistency, expanding instructional capacity, and maintaining shared quality standards, while student services remain centralized within each student's home institution.

Financial and operational planning demonstrates that the program is sustainable across all participating colleges. Funding comes from tuition revenue, existing institutional resources, and external support identified in Phase Two planning. Colleges have committed to maintaining faculty positions, updating instructional resources as needed, and supporting the administrative structures required for upper-division programming.

Ongoing advisory input, faculty led program review, and shared data analysis across the consortium ensure continuous improvement and long-term viability. Through these systems, each college is prepared to deliver a high-quality, licensure aligned baccalaureate program that supports critical regional workforce needs while also contributing to the statewide effort to expand access to teacher preparation.

Assurances

Rogue 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.