

## **Treasure Valley 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) is designed to prepare skilled, equity-minded educators who can meet Oregon's growing demand for teachers, particularly in rural and bilingual communities. The program builds on existing associate degrees and paraprofessional experience, offering 90 upper-division credits focused on inclusive and community-based teaching practice.

Coursework integrates culturally responsive pedagogy, classroom management, instructional design, special education, and English for Speakers of Other Languages (ESOL) strategies. Students engage in applied field experiences, reflective practice, and professional learning communities, emphasizing place-based and grow-your-own teacher pathways that align with Oregon's Teacher Standards and Practices Commission (TSPC) competencies.

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

Treasure Valley Community College (TVCC) serves a rural, frontier region in Oregon that is facing persistent teacher shortages that impact local schools. TVCC provides clear and compelling evidence of the 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 TVCC'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, lending urgency to expanding Oregon's educator pipeline.

Feedback from school districts, Education Service Districts, and Regional Educator Networks further reinforce this need. These partners consistently describe challenges in recruiting and retaining educators, emphasizing the importance of preparing teachers in 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, flexible educator preparation pathways, highlighting statewide shortages in elementary and special

education, and persistent misalignment between educator supply and the needs of rural districts. These statewide patterns are mirrored across Eastern Oregon, where school districts in Malheur and Harney counties continue to experience chronic shortages in elementary, bilingual, and special education teachers. Regional employer feedback collected through the BASE consortium describe persistent reliance on emergency licensed educators, with some rural districts reporting 15–20% of teachers on emergency or temporary licenses, particularly in SPED and multiple subject elementary roles. Local hiring capacity is constrained by geography and limited access to university-based educator preparation programs, forcing districts to compete for a small pool of licensed teachers or recruit from out of state.

While the region demonstrates strong demand for locally prepared educators, existing pipelines are insufficient to meet workforce needs. Many paraprofessionals and instructional assistants working in Eastern Oregon schools are place-bound, unable to pursue licensure due to cost, distance, and schedule barriers. Employer consultations during Phase II highlighted ongoing, persistent vacancies, especially in early literacy, special education, and bilingual classrooms. These factors signal an urgent, annual need for a stable, community rooted teacher pipeline, one that expands access to licensure pathways and ensures districts can fill essential roles with educators who are prepared locally and more likely to remain in the region long term.

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 will help increase access, affordability, and geographic reach, broadening the pipeline rather than replacing or competing with any existing pathway.

By establishing a flexible, affordable, locally delivered educator preparation option aligned with Oregon’s requirements and grounded in strong regional partnerships, TVCC is positioned to help address the workforce shortages identified by districts, statewide partners, and the OLDC report. This evidence demonstrates a clear and ongoing need the BASE program and underscores TVCC role in strengthening Oregon's educator workforce.

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

Treasure Valley Community College utilizes systematic, meaningful, and ongoing collaboration with a broad range of education-sector partners in the development of the Bachelor of Applied Science in Education (BASE). This collaborative approach mirrors the consortium-wide structures and processes outlined in the Phase Two submission and ensures the program remains aligned with regional workforce needs, licensure expectations, and community priorities.

Each consortium college has engaged school districts, Education Service Districts, Regional Educator Networks, university partners, early learning

organizations, community stakeholders, and current education students in program design. The BASE Advisory Committee includes representatives holding roles such as Principals, Directors of Elementary Education, Assistant Principals, Directors of Student Services and Federal Programs, Regional Educator Network Coordinators, Instructional Assistants/Students, Library Directors, and College Faculty.

These individuals contribute through advisory meetings, employer surveys, focus groups, and targeted feedback on curriculum, assessment, credit for prior learning, and clinical placement design. Their input directly shaped program priorities such as strengthened special education preparation, multilingual learner support, early literacy integration, and the development of place-based and paid clinical experiences.

To ensure broad, inclusive, and sector-informed collaboration, the consortium established several specialized working subgroups, each including advisory members and professionals with relevant expertise:

- Student Affairs
- Curriculum
- Program Design
- Assessment
- District Partnerships/Clinical Placement

During the development process, these subgroups ensured that the program's structure, outcomes, and clinical framework reflect current employer expectations and licensure-aligned competencies. Several of the workgroups will continue as on-going support for the program and new workgroups are being established to support the shared LMS, handbooks and admissions process.

In addition, the consortium consulted with staff from the Teacher Standards and Practices Commission (TSPC), the Higher Education Coordinating Commission (HECC), and the Educator Advancement Council (EAC) throughout the development process. These consultations focused on aligning the program with state licensure requirements, ensuring policy clarity, and supporting coherence with statewide educator workforce priorities. This input helped colleges refine curriculum, field experiences, and assessment systems while maintaining accurate interpretation of state standards.

Through this structured, multi-layered, and inclusive engagement model, Treasure Valley Community College ensures that the BASE degree remains responsive to district needs, aligned with state expectations, and grounded in authentic collaboration with those closest to Oregon's classrooms and communities.

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

The BASE program is intentionally aligned with Oregon’s educational priorities, statewide workforce needs, and long-term educator workforce strategies. The curriculum is designed to meet the Teacher Standards and Practices Commission (TSPC) requirements for the Elementary Multiple Subjects and Special Education Generalist endorsements, the AAQEP standards for educator preparation, and the InTASC Model Core Teaching Standards. These frameworks guide course outcomes and ensure the program prepares candidates with the professional competencies required of new Oregon teachers.

Upper-division coursework incorporates Oregon’s Early Literacy Standards, inclusive and culturally sustaining pedagogical practices, social-emotional learning, trauma-informed approaches, and evidence-based strategies for supporting diverse learners. Employers and advisory partners, including district administrators, teachers, Education Service District staff, HR directors, and Regional Educator Networks, identified these priority areas through surveys, focus groups, and structured advisory engagement. Their input informed curriculum development in areas such as early literacy instruction, classroom management, inclusive practices, and collaboration with specialists. Candidates who pursue the Special Education Generalist endorsement complete the targeted coursework required by TSPC, while elementary-only candidates engage in the broader inclusive practices essential for general education settings. Students who wish to earn both the Elementary Multiple Subjects and Special Education Generalist endorsements may do so by completing the required practicum hours in each area, allowing them to demonstrate competency across both instructional settings and meet TSPC expectations for dual endorsement.

The program is supported by strong lower-division pathways that begin with the Associate of Arts Oregon Transfer (AAOT) - Education and closely related transfer degrees with an emphasis in education. These degrees provide the foundational general education, social science, and introductory education coursework that prepares students for direct entry into the BASE program. High school dual credit offerings aligned with the AAOT further strengthen this pipeline by allowing students to begin college-level coursework early, build momentum toward degree completion, and reduce the time and cost required to complete a baccalaureate degree. Together, these aligned pathways create a coherent and accessible route from high school to the BASE program, supporting students at every stage of their educational journey.

The program also reflects the findings of the Oregon Longitudinal Data Collaborative (OLDC), which highlight persistent shortages in key licensure areas and the need for accessible, high quality educator preparation in regions that face ongoing hiring challenges. These findings reinforce the importance of community centered preparation models that expand access to teacher education for place bound and working adult students.

The program supports Oregon’s efforts to strengthen the educator pipeline by providing locally delivered routes that serve current school employees, rural residents, and students who benefit from flexible and accessible delivery models.

Advisory partners emphasized the need for place-based practicum experiences and the development of paid clinical opportunities to support retention of diverse candidates. These priorities are directly incorporated into the program design.

The BASE program aligns with Oregon’s Grow Your Own strategies, which encourage pathways that prepare educators within their home communities to support long term workforce stability and student success. By offering licensure aligned pathways that respond to regional priorities and statewide policy goals, the program will help districts meet ongoing staffing needs and contribute to improved outcomes for students 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 designed to ensure that all candidates achieve the academic and professional competencies required for Oregon teacher licensure. The curriculum provides a coherent sequence of upper-division coursework that reflects state standards, national expectations for educator preparation, and the specific workforce needs identified by school districts, Education Service Districts, Regional Educator Networks, and other advisory partners across the consortium.

Course outcomes align with the Teacher Standards and Practices Commission (TSPC) requirements for the Elementary Multiple Subjects and Special Education Generalist endorsements, the AAQEP standards for program quality and performance assessment, and the InTASC Model Core Teaching Standards. This alignment ensures that candidates develop the knowledge, skills, and dispositions needed to plan instruction, manage learning environments, support diverse learners, collaborate with colleagues and families, and engage in reflective professional practice.

Upper-division coursework integrates Oregon’s Early Literacy Standards, inclusive and culturally sustaining pedagogical practices, social-emotional learning, applied behavior supports, trauma informed approaches, and evidence-based instructional strategies. These priority areas reflect guidance received from district and ESD leaders, mentor teachers, HR directors, and advisory committee members throughout the planning process. Their feedback helped shape signature assessments, field-based assignments, and course competencies that prepare candidates for the realities of Oregon’s classrooms. Candidates who choose the Special Education Generalist endorsement complete additional coursework in areas such as SPED collaboration, legal requirements, and instructional supports, consistent with TSPC rules.

Clinical practice is intentionally scaffolded across multiple terms and includes structured practicum experiences leading to full-time residency. Clinical placements occur in local schools and are coordinated with district partners to ensure candidates are exposed to a range of settings and student populations. Mentor teachers and faculty supervisors use calibrated tools and rubric aligned

evaluation systems to assess candidate progress and ensure consistency across the consortium. Field experiences are designed to provide authentic opportunities to demonstrate competency in lesson planning, assessment, differentiation, classroom management, collaboration, and professional reflection.

The program's design supports working adults and place-bound students through flexible delivery and embedded clinical opportunities in candidates home communities. Coursework, fieldwork, and assessments are integrated to create a coherent progression that culminates in a capstone or residency-based demonstration of readiness for licensure. Continuous improvement structures, including advisory reviews and aligned assessment systems, ensure that program design remains responsive to evolving district needs and statewide expectations.

Through this intentional combination of coursework, clinical practice, and standards-aligned assessment, the BASE program prepares graduates with the academic and technical proficiency needed to succeed as beginning teachers and to support the learning and well-being of Oregon students.

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***

Treasure Valley 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.