



**Bachelor of Applied Science in
Education (BASE) Phase Two
Application
September 2025**

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October 4, 2025
Higher Education Coordination Commission
3225 25th Street SE
Salem, OR 97302

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

Linn-Benton CC 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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President
Linn-Benton Community College

Karelia Stetz-Waters 10/6/25

Karelia Stetz-Waters
Dean of Business, Education and Language Arts
Linn Benton Community College



Ann Buchele
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Standard 1: Curriculum demonstrates baccalaureate level rigor and contains a minimum of 60 upper division credits and 180 total credits for degree completion.

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

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

- **AAQEP Standards:**

- Standard 3 (ensures accessible and equitable clinical experiences and pathways)
- Standard 4 (demonstrates program-level impact on access and equity for communities)

- **TSPC Standards:**

- OAR 584-420-0015 Ethical Educator Standards (commitment to access, equity, and justice)
- Elementary Education Program Standards (must reflect district/community demographics and promote equitable access to teaching pathways)

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

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

- **AAQEP Standards:**

- Standard 1c (candidates create equitable and inclusive learning environments)
- Standard 2b (graduates grow in culturally sustaining and linguistically responsive practice)

- **TSPC Standards:**

- Culturally Responsive Teaching & Equitable Practices (Elementary endorsement requirement)
- SPED Program Standards (inclusive and individualized instruction for diverse learners)
- OAR 584-420-0010 Knowledge, Skills, and Abilities (including multicultural education)

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

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

- **AAQEP Standards:**

- Standard 3 (coherence across field experiences, coursework, and credentialing pathways)
- Standard 1a (candidates demonstrate professional knowledge through aligned coursework)

- **TSPC Standards:**

- Elementary Multiple Subjects Endorsement (program alignment across associate and bachelor's levels for content readiness)
- SPED Endorsement (seamless integration of special education competencies into career ladders and transfer pathways)

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

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

- **AAQEP Standards:**

- Standard 2a (graduates use professional knowledge to positively impact learners in real classrooms)
- Standard 3 (applied field experiences developed with employers/district partners)
- Standard 4 (program demonstrates responsiveness to workforce demand and P–12 outcomes)

- **TSPC Standards:**

- OAR 584-420-0345 (Elementary endorsement requires field experiences that integrate pedagogy and content in real classrooms)
- SPED Program Standards (must include supervised practica with students with disabilities across grade levels and settings)
- District workforce alignment requirements (e.g., reading instruction, bilingual education, SPED compliance with IDEA)

Program Aligned Standards

[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

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

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

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

Program Course Requirements and Scope & Sequence

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

Narrative on Competency Development

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

- Foundational Knowledge (Year 3): Courses in foundations, culturally sustaining pedagogy, psychology, and assessment establish a strong understanding of learner

development, diversity, and evidence-based instruction (AAQEP 1a–d).

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

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

Table 1

Course Name (Credits)	Course Description	Course Outcomes (Program Outcomes)	Assessments and Field Experience
ED 301 – Who We Are Kids, Brains & Belonging-3 Credits	This course introduces candidates to the developmental, social-emotional, and cultural foundations of learning. Candidates explore major concepts of child and adolescent development, with emphasis on self-awareness, identity, motivation, and growth mindset. Through attention to relationships, ethical decision-making, and inclusive practices, candidates learn how to create supportive learning environments that foster belonging for all students, including those with exceptionalities.	SEL 1: Foundational Knowledge in Social and Emotional Development. SEL 3: Educator Social and Emotional Competencies. MS 1: Development, Learning and Motivation. SpEd 1: Understand exceptionalities & development. SpEd 2: Create safe, inclusive environments.	Weekly reflections; observation log Portfolio: Journal Faculty: COA (Course Outcomes Assessment)

ED 311 – Words That Matter I: Literacy for Every Learner-3 credits	This course builds foundational knowledge of early literacy, focusing on phonological awareness, phonics, language comprehension, and vocabulary. Candidates design standards-based lessons, use assessments to guide instruction, and apply strategies for differentiation and curriculum individualization to meet diverse learner needs.	MS 2: Reading, Writing and Oral Language. MS 9: Integrating and Applying Knowledge for Instruction. MS 10: Adaptation to Diverse Students. MS 14: Assessment for Instruction. Lit 1: Knowledge of Literacy Acquisition and Instruction. Lit 2: Literacy Foundational Skills. Lit 5: Supporting Multilingual Learners. Lit 6: Students with reading difficulties, reading disabilities & Dyslexia. SpEd 3: Specialize curricula to Individualize learning.	Literacy mini-lessons; case analysis Portfolio: Journal Faculty: COA
ED 321 – Math That Makes Sense I: Numbers, Patterns & Play-3 credits	This course introduces strategies for teaching numeracy, patterns, and early algebraic thinking. Candidates design standards-based lessons, engage students in mathematical problem-solving, and apply varied assessments to guide instruction. Emphasis is placed on fostering collaboration,	MS 4: Mathematics. MS 12: Active Engagement in Learning. SEL 3: SEL Programming.	Problem set portfolio; math game demo Portfolio: Journal Faculty: COA

	ethical reasoning, and differentiated approaches that support all learners in developing mathematical understanding.		
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,	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

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

		Assessment for Instruction. SpED 4: Multiple Methods of Assessment and Data-Informed Decisions. SpED 5: Select, adapt and use evidenced-based instructional strategies.	
SPED 362 – Plans with Purpose: IEPs, 504s & Real-Life Inclusion-3 credits	This course prepares candidates to design and implement effective IEPs, 504 plans, and inclusive support. 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.	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	Mock IEP; inclusion plan project Portfolio: Journal Faculty: COA

		disabilities, and dyslexia. Lit 7: Gifted & Talented Students. SpEd 1-7. ESOL 2: Culture. ESOL 3: Planning, Implementing, and Managing Instruction. ESOL 4: Assessment. ESOL 5: ESOL and Family Support. ESOL 6: Use information technology.	
ED 382 – Field Experience II: Lesson Design & Co-Teaching-3 credits [First 75 of 600 clinical hours]	In this practicum, candidates design and implement lessons in collaboration with mentor teachers. Emphasis is placed on instructional design, applying varied teaching models, and practicing co-teaching strategies that support diverse learners.	MS 10: Adaptation to Diverse Students. MS 9: Integrating and Applying Knowledge for Instruction. MS 11: Development of Critical Thinking and Problem Solving. MS 12: Active Engagement in Learning MS 13: Communication to foster Collaboration. MS 14: Assessment for Instruction. MS 15: Professional Growth, Reflection and Evaluation. MS 16: Collaboration with families, colleagues and community agencies. SpEd 7: Collaboration with other Educators.	Lesson design project; co-teaching reflection Portfolio: Journal Faculty: COA

ED 392 - Classroom Adventure II: Exploring Practice-1 credit	This seminar emphasizes lesson design and co-teaching practices as candidates begin to explore instructional decision-making in the classroom. Through collaboration and reflective discussion, candidates connect field experiences to professional growth while applying instructional models that support diverse learners.	SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.	Portfolio: Journal Portfolio: Journal Faculty: COA
ED 313 – Words That Matter III: Comprehension, Writing & Justice-3 credits (Spring year 2)	This course emphasizes strategies for teaching reading comprehension and writing in ways that are culturally responsive and justice-oriented. Candidates design and assess writing instruction, apply varied assessment practices for multilingual learners, and differentiate comprehension support through standards-based and data-informed instructional design.	Lit 1-7. MS 2: Reading, Writing and Oral Language. ESOL 1: Language. SEL 3: SEL Programming.	Writing workshop plan; comprehension analysis Portfolio: Journal Literacy reflection draft Faculty: COA
ED 333 – Science Explorers: Inquiry, Wonder & Equity-3 credits	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	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

	decision-making, and equitable access to science learning.		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 instruct reflection draft Faculty: COA
ED 411 – Reading to Rise: Intervention & Dyslexia-Informed	This course prepares candidates to design and implement literacy interventions with a focus on dyslexia-informed practices. Candidates analyze	Lit 1-7. MS 2: Reading, Writing and Oral Language. ESOL 1: Language. SEL 3:	Dyslexia case study; intervention plan

Practice-3 credits (Fall Year 4)	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.	SEL Programming. SpED 5: Instructional Strategies. SpED 7: Collaboration with other educators.	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	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

	engaging makerspace experiences that support diverse learners.		
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	MS 9: Integrating and Applying Knowledge for Instruction. MS 10: Adaptation to Diverse Students. MS 11: Development of Critical Thinking and Problem Solving.	Full unit plan; lead teaching cycle Portfolio: Journal

	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 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.	Faculty: COA
ED 491 – Classroom Adventure IV: Leading Instruction (1 credit)	This seminar supports candidates as they assume lead teaching responsibilities during field placement. Through reflection and discussion, candidates connect unit planning and assessment practices to ethical decision-making and professional growth	SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.	Portfolio: Journal Lead teaching reflection draft Faculty: COA

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

ED 482 – Field Experience V: Full-Day Co-Teaching Practicum- 6 credits [150 of 600 clinical hours]	In this advanced practicum, candidates engage in full-day co-teaching with mentor teachers. Emphasis is placed on integrating knowledge from all domains—content instruction, literacy, social-emotional learning, and special education—while applying a variety of teaching models and assessment practices. Candidates refine their professional skills through sustained classroom responsibility and collaboration.	All Domains (MS, Lit, SEL, SpEd, ESOL).	Evaluation & portfolio Portfolio: Journal Faculty: COA
ED 492 – Classroom Adventure V: Sustaining Practice-2 credits	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 462 – 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	All Domains: SpEd 1–7.	Legal case brief; ethics reflection Portfolio: Journal

	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		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	Integration of All Standards with emphasis on reflection, advocacy, and research.	Final portfolio; action research project Portfolio:

	advocacy. Emphasis is placed on integrating theory with practice, evaluating the impact of instructional decisions, and developing the skills to advocate for students, families, and equitable educational policies.		Journal Final reflections Faculty: COA
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BASE Student Learning Program Outcomes

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

1. Design and implement inclusive curriculum, experiences, and assessments that model culturally sustaining practices and provide equitable learning opportunities.
2. Develop social and emotional competencies across curriculum and assessments to promote equity-focused personal and professional growth.
3. Develop and deliver culturally responsive instruction for English language learners by applying knowledge of second language acquisition, effectively planning, implementing, and managing instruction, using a variety of assessment tools, and implementing technology-enhanced learning experiences.
4. Demonstrate effective literacy instruction for elementary students by integrating foundational skills – vocabulary development, writing, and comprehension strategies – while utilizing data-driven decisions to support multilingual learners, students with reading difficulties, and gifted students in diverse field settings.
5. Integrate developmentally appropriate instruction across elementary content areas to support learning and motivation, using inclusive, engaging strategies that promote critical thinking, informed assessment, professional growth, and collaboration with families, colleagues, and communities.
6. Design and implement individualized, inclusive, and culturally responsive learning experiences for elementary students with exceptionalities by applying knowledge of development, specialized curricula, varied assessments, and evidence-based strategies, while adhering to ethical standards, and collaborating with families and multidisciplinary teams to support each learner’s academic, social, and emotional development.
7. Use a variety of assessment methods to monitor student progress, inform instruction, and support the diverse learning needs of elementary students.

8. Critically analyze historical and contemporary contexts to understand how socially constructed differences and intersecting social categories—such as race, class, gender, and ability—shape systems of power and discrimination in U.S. education, in order to inform equitable and culturally responsive teaching practices.
9. Demonstrate effective communication skills with elementary age students, families and care-givers, and professional colleagues, to foster positive relationships, collaboration, and student learning.
10. Consistently apply critical thinking and problem-solving skills to evaluate and address diverse classroom challenges and design responsive instructional strategies that meet the varied needs of elementary students.

Table 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	E D 31 1	ED 32 1	SP ED 36 1	E D 38 1	ED 391	ED 302	ED 312	ED 322	SPED 362	ED 382	ED 392	ED 313	ED 33 3	SPE D 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.

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

General Education or Related Instruction (NWCCU Requirement #12)

Students entering the BASE program will have already completed a set of general education requirements through the AAOT in Elementary 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.

The primary requirement for students enrolling in the BASE program will be the successful completion of either the AAOT in Elementary Education or an equivalent transfer degree. Students are required to fulfill the Math Sequence for Elementary Educators (12 credits) and take a lab science course.

Previously completed associate degree general education courses will be applied toward the BASE program requirements. In addition, students will be required to take upper-division coursework in both mathematics and literacy at the 300 and 400 level. Foundational math courses must be completed before enrollment in advanced methods courses, and upper-division literacy courses must be taken prior to participation in the capstone and clinical practice sequence. These include:

Mathematics for Elementary Teachers (completed prior to methods coursework in ED 410/ED 416)

Science/Inquiry Coursework (completed before upper-division STEM methods)

Educational Assessment/Research Methods (Statistics), required prior to the Evidence-Based Practice course (ED 316).

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

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

Table 3

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

Standard 2: Focus in targeted professional or technical fields with input from members of those fields.

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

Addressing Oregon’s Labor Market Needs through the BASE Program

The proposed Bachelor of Applied Science in Education (BASE) degree is a collaborative, statewide response to Oregon’s well-documented teacher shortage and the structural barriers that prevent many students from pursuing and completing licensure. This shortage is most acute in elementary education, special education, bilingual education, and rural communities. Each year,

school districts rely on more than 2,000 emergency-licensed teachers to fill vacancies, underscoring the urgent need for more fully prepared educators.

Documented Workforce Gaps

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 LBCC student was told to complete more courses when she met with a university advisor. A significant number of transfer students face the issue of their previously earned credits not fully transferring or being applied to their intended major. This can result in increased time and costs for completing a degree. Since she was not able to use the MtM course pathway to complete her degree, Emily was told she had to take many other courses to complete her degree before completing the transfer process.

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.

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, what are some of the barriers they might face?

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.

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

Provide a 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 Oregon.

Table 4: BASE Advisory Board Members

College Region	Name	Institution	Role	Experience / Expertise
RCC	Maggie Staley	Rogue Primary School (Central Point SD)	Principal	Maggie Staley is the Principal of Rogue Primary School, where she brings over 25 years of experience as both a teacher and administrator in the Central Point School District. Her career has spanned roles from classroom teacher to dean of students, assistant principal, and principal at both elementary and middle school levels. Currently, she leads Rogue Primary in developing a play-based, student-centered environment for young learners and was recently awarded a Fulbright U.S. Teacher Award, reflecting her commitment to global education and innovation in early learning.
RCC	Susan Zottola	Grants Pass School District	Director of Elementary Education	Susan Zottola serves as Director of Elementary Education for the Grants Pass School District, where she oversees curriculum, instruction, and early learning initiatives across the district's six elementary schools. With a focus on equitable access to high-quality education, she manages English Language Development, intervention systems, and programs that ensure student readiness for later grades. Her leadership helps guide one of Southern Oregon's largest districts in building strong academic foundations for all students.

CCC	Kristin Pratt	Western Oregon University/Chemeketa CC	Education Faculty (Flexible Pathway Coordinator)	Dr. Kristin Pratt is an Associate Professor of ESOL and Bilingual Education at Western Oregon University, where she prepares future educators to serve linguistically and culturally diverse communities. Her teaching and research focus on second language acquisition, bilingual instruction, and multicultural education. With experience bridging higher education and teacher preparation partnerships, she brings expertise in developing effective curriculum and supporting teacher candidates in flexible pathways pursuing licensure in Oregon.
CCC	Creighton Helms	Gervais School District	Director of Student Services and Federal Programs	Dr. Creighton Helms is the Director of Student Services and Federal Programs in the Gervais School District, where he oversees special education, Title programs, equity initiatives, and early learning supports. Since joining the district in 2017, he has advanced innovative programs such as an Adult Transition Program for students with disabilities and a summer learning model that significantly reduced academic regression. His leadership emphasizes equity, inclusion, and student success across K-12 systems
CCC	Miguel Perez Saavedra	Salem-Keizer SD employee/CCC student	Instructional Asst/Student	Miguel Perez Saavedra is a current education student at Chemeketa completing his AAOT in Elementary Education and an Instructional Assistant with SKSD. Miguel is a bilingual educator who has taken on leadership roles at CCC in our Bilingual Student Teacher Leader's program. He is a

				parent and coach in his community and represents our non-traditional student population.
LBCC	Darcey Edwards	Harrisburg School District	Principal	Darcey Edwards is the Principal of Harrisburg Elementary School and a member of the Oregon House of Representatives for District 31. As a school leader, she has promoted innovative approaches to elementary science education, including technology-based instructional partnerships. Her dual role as principal and legislator positions her to bridge practice and policy, ensuring that the perspectives of K-12 educators inform statewide decision-making in education.
LBCC	Sarah Whiteside	Mid-Valley STEM Hub	Director of Mid-Valley STEM-CTE Hub	Sarah Whiteside is the Director of the Mid-Valley STEM-CTE Hub, where she leads regional efforts to expand equitable access to science, technology, engineering, and career technical education. With more than 20 years of experience as an educator, parent, and community leader, she has built strong partnerships to advance STEM opportunities across Linn and Benton Counties. Her work focuses on closing equity gaps and fostering meaningful pathways for students to enter high-demand technical careers.
LBCC	Barbi Riggs	Sweet Home School District	Principal, Hawthorne Elementary School	Barbi Riggs has been an educator for 19 years in the Sweet Home (OR) School District. She was a para-educator in the Special Ed Dept. for 5 years, a 1st grade Certified Teacher for 12 years and for the past two years holds the title of Hawthorne Elementary Principal.
CGCC	Rebecca Schwartzen truber	Hood River Valley High School	Instructor, CTE: Education &	Rebecca Schwartzen truber 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

			Human Services	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 Augsburger 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	Data Manager and	Alyssa Leraas is part of the staff of the WREN. The Western Regional Educator Network (WREN) serves Oregon educators

		Network	Education Improvement Coach	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.
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.

Section 2B - Industry Input in Design

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.
- Luke Ausberger, Assistant Superintendent, Sweet Home School District-provided consultation on curriculum
- Darci Edwards, Principal, Harrisburg School District-provided input on support systems in Special Education in the practicum program
- Susan Boe, Licensure Pathways Policy & Academic Program Specialist - consulted on clinical experience and practicum requirements, early literacy, and social-emotional learning standard alignment within course sequences
- Kristin Pratt, Professor and Coordinator of Flexible Pathways in College of Education, Western Oregon University. Provides specific input on field experience design, clinical placement partnerships with districts, and financial support for practicum students.

Through structured advisory engagement, targeted employer surveys, focus groups, and ongoing collaborative design sessions, industry partners not only endorsed but directly co-authored critical elements of the BASE program. Their input was systematically

analyzed and translated into curriculum design, field experience requirements, and hiring-aligned competencies to ensure the program produces graduates ready to meet Oregon's immediate and long-term educator workforce needs.

Standard 3: Availability of qualified faculty and teaching resources

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

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

BASE Representative Faculty		
Degree Area	Name	Primary Faculty Qualification
PhD Education - STEM	Dr. Karla Hale	Full-time professor at Western Oregon University (WOU) for 11 years in teacher preparation. Currently Dean of Education at CCC, 12 years in college teacher preparation, 10 years in K-12 education.
PhD Education Policy and Leadership	Dr. Kanoe Bunney	Full-time faculty and Department Chair for LBCC in Education. FT faculty in Education. Ten years experience in K-12 education.
PhD Language, Literacy and Culture, Department of Teaching and Learning	Dr. Kristen Pratt	Full-time faculty at WOU and Program Coordinator for Flexible Pathways in Education and ESOL
PhD Curriculum & Instruction: Early Childhood Education	Dr. Andrea Emerson	Full-time Director of Child Development Center at CCC and Adjunct Faculty in ECE Department
PhD Early Childhood?	Dr. Erika Romine	Full-time Faculty in Early Childhood Education at CCC
PhD Psychology MS Education	Dr. Brenda Yahraes	Full-time Faculty in Education-HS Partnerships at LBCC Former Elementary School Teacher

		and Principal
MA Education	Olivia Flores	Full time Grant Coordinator Chemeketa Community College and Adjunct Faculty in Education
MA Education, ESOL endorsement	Tricia Black	Full-time faculty at RCC, 12 years prior K12 teaching experience in elementary education including English language development programs
Education Faculty	To be determined when filling classes	Master's degree in Education from an accredited institution, K-12 teaching license, and a minimum of three years of full-time teaching experience as a classroom teacher, as well as teacher education teaching experience.

- The consortium will continue investing in faculty growth, 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.

Linn-Benton Community College affirms that the Dean of Business, Education, and Language Arts (BELA) has the necessary capacity within their current responsibilities to provide leadership for the Bachelor of Applied Science in Education (BASE) program. The Dean will collaborate with the faculty lead and department chair on recruitment and advising initiatives, oversee the development and alignment of upper-division coursework, and guide faculty hiring to ensure instructional readiness for the program's launch. The Department Chair for education programs will provide additional oversight and coordination. Together, these leadership roles form a vital link between LBCC's program implementation and the broader consortium, supporting coherence across partner institutions. In addition, two established administrative support positions in separate counties are available to assist with pre-launch planning and coordination,

ensuring strong operational support across the college's service region.

To ensure the successful implementation and delivery of the Bachelor of Applied Science in Education (BASE) program, Linn-Benton Community College has outlined a staffing plan that prioritizes stability, instructional excellence, and adaptability.

- **Full-Time Faculty Commitment:** LBCC will allocate up to 50% of a current full-time faculty member's teaching assignment annually to the BASE program. Furthermore, the college intends to hire an additional full-time faculty member in the 2026–2027 academic year to bolster program capacity before welcoming the first student cohort. In addition to teaching, these faculty members will contribute to advising, curriculum design, and accreditation-related responsibilities. This commitment ensures steady student support and leadership in program roll-out.
- **Adjunct Faculty Support:** The college will continue to engage experienced adjunct instructors and recruit new ones as needed to meet instructional demand and provide coverage for reassigned full-time faculty. Since the early stages of BASE program planning, several highly qualified adjuncts have expressed interest in participating, demonstrating strong community investment and professional enthusiasm.
- **Instructional Workload Planning:** Combined contributions from full-time and adjunct faculty will total approximately 2.0 FTE each year. This approach allows for flexibility in course offerings while sustaining continuity in student advising and faculty mentorship.
- **General Education and Related Instruction:** Foundational courses in disciplines such as English, mathematics, science, and the social sciences will be taught by current faculty within those departments, following LBCC's established instructional assignment processes and oversight practices.
- **Course Development and Alignment:** The Dean of BELA and the Education Department Chair will collaborate closely with faculty to ensure all upper-division courses align with program outcomes, Oregon licensure requirements, and AAQEP accreditation standards. This joint effort safeguards academic quality and consistency across the curriculum.

In addition to institutional funding, external grants are providing essential resources to support the program design and approval processes. The Meyer Memorial Trust grant has been leveraged to fund curriculum development, program design, and faculty support for curriculum design. The Community College Council of Presidents grant has also provided support for statewide coordination, consortium alignment, and administrative capacity to launch the BASE degree and prepare for and apply for national accreditation and state certification.

Together, these funding sources supplement LBCC'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 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.

Employee Group	Current Number of Employees
Exempt	81
Classified	184
Faculty	142
Total salaried	407
Faculty part time	197
Hourly and student workers	170

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

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

Clinical Placements and Internship Opportunities

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

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

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

Industry and Community Partnerships

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

Technology and Learning Resources

Students in the BASE program will have access to robust instructional technology and research tools through a shared consortium infrastructure. The libraries will jointly provide access to the Orbis Cascade Alliance and its upper-division collections, including ProQuest Central,

ScienceDirect, Oxford University Press Journals, and more than 110,000 academic e-books. Students also benefit from 24/7 access to streaming media, inter-library loan, and advanced information-literacy instruction from faculty librarians. Complementary campus resources across the colleges—such as Math Learning Centers, Student Computer Centers, and online tutoring—offer individualized technical and academic support for upper-division coursework. Student Accessibility Services offices provide assistive technologies and ADA accommodations, ensuring equitable participation in all learning environments.

Adequacy and Ongoing Improvements

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

How we will address placement alignment and capacity:

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

collaboration, UDL lesson design) to ensure candidates enter fall practica ready to meet classroom demands.

Through these partnerships and structures, all BASE candidates engage in relevant, well-structured, and mentored field experiences culminating in a full-time clinical practice placement that prepares them for licensure and long-term success. A key strength of the consortium is placing and supervising candidates within their own communities, including hard-to-fill rural schools—an approach associated with higher retention for new teachers.

Industry and Community Partnerships

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

How we will ensure continuous alignment with workforce needs:

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

Technology and Learning Resources

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

How we will ensure equitable tech access and instructional quality:

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

Curriculum Integration: SPED and Inclusive Practice

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

How we will ensure SPED integration is consistent and measurable:

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

Standard 4: Selective admissions process, if used, is consistent with an open access institution.

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

Admission Overview

The Bachelor of Applied Science in Education (BASE) program follows an open-access, equity-driven admissions model consistent with the community college mission. Admission requires completion of either the AAOT in Elementary Education or an equivalent associate

degree (AAS in Early Childhood Education or transfer degree with comparable coursework). These lower-division credits provide the first 90 credits of the 180-credit degree.

Prerequisites and Readiness

Before admission, applicants must:

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

Application and Selection Process

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

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 5: Appropriate student services plan

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

BASE program students will have access to a broad range of student services and to specific supports including clinical placement, career opportunities, and education specific grant and loan information. Linn-Benton 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 Linn-Benton. 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 Linn-Benton's programs and modes of delivery but also specifically support the college's increasingly diverse student body and communities.

Guided Pathways Framework: Guided Pathways forms the foundation of LBCC's comprehensive system for supporting student learning. LBCC 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. LBCC utilizes this four-pillar framework to coordinate its student support resources across academic and student affairs departments. Recent transformative student success projects at LBCC 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.

Support Strategies: Linn-Benton Community College (LBCC) offers a robust network of student support strategies designed to ensure success inside and outside the classroom. Academic support is central to this effort, with services like the Advising Center, the First Resort, and faculty navigators guiding students from enrollment to graduation. Advisors are assigned by meta-major, providing tailored pathways and a smooth transition toward transfer or career goals. Complementing this, the Learning Center, Writing Center, and specialized tutoring desks deliver free assistance in math, science, and writing, while academic coaching helps students strengthen study strategies and confidence. These academic supports are paired with innovative resources such as Direct Digital Access for textbooks, Open Educational Resources, and technology loan programs, reducing cost barriers and ensuring students have the tools they need to learn effectively.

Beyond academics, LBCC recognizes the importance of supporting the whole student. The Roadrunner Resource Center connects students to food, housing, child care, transportation, and emergency financial aid, while the Periwinkle Child Development Center and Family Connections program provide vital support for student-parents balancing college and family life. The college also prioritizes mental health and well-being, offering short-term counseling, wellness resources, and spaces like the Roadrunner Wellness Room to foster resilience and balance. Equity and inclusion are embedded in campus life through leadership opportunities, student clubs, and programming from the Department of Institutional Equity, Diversity, and Inclusion. Together, these strategies illustrate LBCC's comprehensive commitment to creating an accessible, supportive, and empowering environment where every student can thrive.

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.

Student Support Service	Description
ABE/ GED	The ABE/GED Transition Center provides tutoring, test preparation, success coaching, and resources to assist in pursuing a GED.
Advising and Success Teams	Advising and Success Teams oversee Linn-Benton Community College Scholars, Oregon Promise, new student orientation and college preview, academic advising, and placement assessment.. Linn-Benton offers academic advising for all students. At LBCC, students are assigned a Success Team after completing new student orientation. Success Teams are comprised of Navigators and Advisors. Navigators stay with students from their first term through to their end goal. They are the perfect go-to individuals for help navigating college processes, such as registration, connecting with clubs, and accessing resources. Advisors provide academic guidance to help students select courses, stay on track with degree or certificate requirements, and explore educational and career pathways. Advisors refer students to faculty in their major/discipline for further guidance. Faculty support and advise students in their major. Mandatory advising 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 Albany, Benton, Chinook, and Lebanon campuses, as well as online. New, used, rentals, and e-books are available. The Bookstore is an active partner in Linn-Benton Community College’s affordable textbooks initiative, receiving national attention for its efforts.

<u>Career Services</u>	Career Pathways 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.
Linn-Benton Online	Linn-Benton 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.
Computer Labs and Student Technical Support	The Student Computer Centers provide students with access to printing, computers, information resources, and computer tutoring. Tutoring is available for most instructional software used by the college. Linn-Benton Online, the IT Help Desk, and the Student Help Desk work collaboratively to provide technical support for students.
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 Linn-Benton Community College 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.
Math Learning Center	The Math Learning Center provides academic and testing support for individualized study options for math courses. Math Support provides a supportive place where you can get drop-in help, on campus or virtually via Zoom, with all LBCC math, statistics and applied mathematics courses. Zoom support is open seven days a week.
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.

Student Life and Leadership	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> .
Testing Center	A full range of testing and proctoring services is available at four Linn-Benton Community College locations. LBCC'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.
<u>Tutoring and Study Skills Center</u>	All enrolled Linn-Benton 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 is also</u> available to all students.
<u>Veterans Services</u>	Linn-Benton 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	LBCC's Writing Center is a place for all students to get free assistance with their writing. Our goal is to coach you through the writing process, help you to strengthen your writing, and give you the steps to become your own best editor. We offer coaching for all students for any writing project, in any class, and at any stage in the writing process. We have in-person, Zoom, and Online Writing Lab options for students.

Roadrunner
Resource
Center

The Roadrunner Resource Center helps students overcome basic needs challenges so they can thrive in their classes and reach their goals. Services include support with food, housing, transportation, child care, utilities, and textbooks/technology. Staff can connect students to community resources, emergency funding, and on-campus programs like the Periwinkle Child Development Center and the textbook/technology lending program.

First Resort

The First Resort is LBCC's student support and navigation center, helping students understand and navigate complex college processes. Staff and student ambassadors connect students with academic, financial, career, and personal resources while listening to their needs. All new students begin at the First Resort with a New Student Session, where Enrollment Experts provide one-on-one registration support to build a first-term schedule aligned with each student's goals.

Advisors, faculty, and others in support services roles connect students to the resources that will best help them succeed in Linn-Benton'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 Lounge helps users put these tools to work to best support learning.

An organizing principle underlying this system of support is Linn-Benton'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 [Tech Support Lounge](#)

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 Division of Institutional Research is working to lift the effectiveness and efficiency of student services for all students by continuously tracking and responding to related data.

Communicating Resources to Students

Linn-Benton Community College 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

[Linn-Benton'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.

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

Financial Aid: Linn-Benton CC 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 Linn-Benton Community College students through the college. The LBCC Foundation awards hundreds of scholarships annually, including full-ride opportunities and program-specific awards, making higher education more affordable for students regardless of their eligibility for federal financial aid. Each year, the Foundation and college broadly publicize these opportunities, particularly during the winter application cycle, to ensure students are aware of the resources available to them.

The LBCC Foundation also maintains several scholarships specifically for Education students, and BASE candidates will be encouraged and supported to apply. In addition, the program will provide guidance and application assistance for state and federal grants and loans available to BASE students. Information about financial aid programs is published on LBCC's website and in the college catalog. Beyond printed and digital resources, financial aid staff actively share information through classroom visits, presentations at local high schools, advising sessions, and throughout the enrollment process to help students access the support they need.

The LBCC financial aid website outlines loan obligations for both current and prospective students. Loan requirements and repayment expectations are explained in detail, with electronic

notifications accompanying each financial aid offer. Students must actively accept loans, and prior to the first loan disbursement, borrowers are required to complete online entrance counseling through the U.S. Department of Education. When students drop below half-time enrollment, loan exit counseling materials are emailed directly, with follow-up mailed correspondence if necessary to ensure compliance. LBCC partners with external services to reach out to former students who fall more than 60 days behind on loan payments, providing education about repayment options and encouraging communication with loan servicers to return loans to good standing.

The LBCC Advising Center supports student success through academic advising, career guidance, and well-being services. Serving all students across three campuses and remotely, advisors help chart individualized pathways, with specialized advisors available for certain programs. The center primarily assists first-year and transfer students, ensuring a strong start and smooth transition.

Advising for the BASE cohort will come from a dedicated team of advisors assigned to Education Majors at LBCC. 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.

Linn-Benton 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, LBCC anticipates 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, composed of professional faculty and a staff of navigators coordinate 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 support (transportation, childcare, financial resources, etc.).

Evaluation

Continuous improvement is a cornerstone of Linn-Benton'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 and best practices.
- Annual advising department review to set goals and adapt to the specific needs of BASE students.

Student Privacy and Verification

Linn-Benton 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 6: Commitment to build and sustain a quality program. See Appendix D for sample worksheet.

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

1. 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

2. 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

3. 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)

4. 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

Phase II draft budget

Standard 7: Program Specific Accreditation

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

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

The college's most recent institutional accreditation letter will be provided upon submission to the Higher Education Coordinating Commission.



July 12, 2024

Lisa Avery
President
Linn-Benton Community College
6500 SW Pacific Blvd.
Albany, OR 97321

Dear President Avery:

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

Accreditation

Accept the Report

Future Evaluations

- Ad Hoc Report Fall 2025
 - Recommendation 4: Fall 2023 Evaluation of Institutional Effectiveness
- Mid-Cycle Review Fall 2026
 - Recommendation 1: Fall 2023 Evaluation of Institutional Effectiveness
 - Recommendation 2: Fall 2023 Evaluation of Institutional Effectiveness
 - Recommendation 3: Fall 2023 Evaluation of Institutional Effectiveness
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Fall 2029
- Year 7 - Evaluation of Institutional Effectiveness Fall 2030

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. Ron Larsen, at rlarsen@nwccu.org.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sonny Ramaswamy", is written over a light blue horizontal line.

Sonny Ramaswamy
President

cc: Dr. Ann Buchele, Vice President of Academic and Student Affairs
Mr. Kristin Adams, Chair
Mr. Charles Darnell, Associate Vice President, Energy Management and Sustainability (retired), Utah State University
Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission

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>.

Linn-Benton Community College is adding a 2nd Baccalaureate degree and as such, reflects a minor change to the institution's accreditation process with NWCCU.

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

AAQEP National Accreditation

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

TSPC Approval for Educator Preparation Providers (EPPs)

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

Standard 8: External Expert Evaluation

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

about specific skill sets/competencies needed to enter and succeed in occupational expectation for degree.

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

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

Response to comments:

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

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

Response to comments:

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

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

Response to comments:

Dr. Boe commended the program's alignment with licensure standards and its responsiveness to local and statewide workforce needs. The consortium incorporated her recommendations by integrating Oregon's Early Literacy Program Standards (OAR 584-420-0015) into literacy coursework and clinical tools. Additionally, the phase III document will formalize inter-rater

reliability and assessment validation processes, and provide further description of the flexible cohort structures for working adults. Additional modifications include detailing faculty development in early literacy, enhancing documentation of district partnerships and employment pathways, and expanding advisory representation.

Please see Appendix E for detailed responses and external evaluator worksheets

Standard 9: Collaborative plans or unresolved concerns

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

Collaboration with Higher Education Providers, Industry, and Community Partners

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

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

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

This collaborative model directly advances Oregon's statewide priorities:

- **Increasing Access:** By offering the BASE degree through multiple community colleges, students in rural, bilingual, and historically underserved communities gain entry to an affordable, locally delivered bachelor's program.

- Ensuring Greater Equity: Targeted recruitment and support strategies focus on rural, bilingual, and first-generation college students, addressing the persistent gap between Oregon’s diverse student population and its educator workforce.
- Improving Program Quality: Shared faculty expertise, consistent practicum standards, and advisory input from K–12 partners ensure program graduates are prepared to meet both state licensure requirements and the urgent needs of local schools.
- Efficient Use of State Resources: Rather than each college building isolated programs, the consortium leverages collective infrastructure, faculty capacity, and grant funding to maximize return on investment while avoiding duplication.

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

Here are some examples of how Linn-Benton has built strong partnerships with universities through initiatives such as Project RISE, the BRIDGES Project and other collaborative approaches with LBL ESD and the WREN.

Linn-Benton Community College and Western Oregon University share a long-standing partnership. Advisors and staff from WOU regularly visit LBCC education classes to support students, and the Grow Your Own initiative, Project RISE, has provided additional pathways and resources for LBCC students transferring to WOU.

Currently, WOU and LBCC are collaborating with the Lebanon School District on *Project Bridges*, an initiative designed to strengthen teacher preparation pathways. The project provides professional development for mentors and introduces innovative instructional practices at a model site school in Lebanon. These efforts are supported through funding from a variety of grants.

LBCC and Oregon State University maintain a strong partnership focused on aligning course learning outcomes, supporting student transfer, and fostering community through opportunities such as the Aspiring Educators Club at OSU. A key element of this collaboration is the Degree Partnership Program (DPP), which offers an “automatic admission” pathway for qualified LBCC students. Students who complete 24 graded transferable credits, including college-level math and writing with the required GPA, are automatically admitted to OSU. Through the DPP, students benefit from joint admission and concurrent enrollment at both institutions, while also gaining

access to OSU services, resources, and housing—making the transfer process more seamless and supportive.

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

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

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

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

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

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

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

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

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

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

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

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

Summary of Stakeholder Concerns Regarding the Proposed BASE Degree

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

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

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

OACTE, representing 14 educator preparation providers (EPPs), supported the goal of increasing access but opposed creating a parallel system. They argued that existing EPPs already offer flexible, community-based programs with strong outcomes, and recommended deepening current OACTE - community college partnerships instead of building new BAS structures.

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

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

University of Oregon (UO) raised concerns that new BAS programs would require duplicate infrastructure for TSPC and accreditation, diverting resources. They noted that existing licensure

programs already offer evening, hybrid, and online models to support rural and working students, and stated that the BAS appears to mirror current offerings and risks duplication.

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

Overall Themes of Concern

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

Summary of Our Response

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

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

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

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

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

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

To further address these concerns, BASE consortium members and representatives from OACTE attended a meeting facilitated by HECC on September 10, 2025. At the meeting all members affirmed existing partnerships and their desire to continue to strengthen pathways for students. A summary of the topics, action items, and [timelines 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 A – [Statement of Need](#)

Appendix B – Employment Data

Employment data should be integrated within the Statement of Need (Appendix A).

Appendix C – Phase 2 Program Application

Appendix D – [Budget Spreadsheet](#)

Include projected enrollment, instructional costs, and staffing structure.

Appendix E – External Reviewer Worksheets

- [External Reviewer McKee](#)
 - [LBCC Response](#)
- [External Reviewer Ferin](#)
 - [LBCC Response](#)
- [External Reviewer Boe](#)
 - [LBCC Response](#)
 - [BASE OACTE Meeting](#)