



OFFICE OF THE PRESIDENT  
3345 Redwood Highway Grants  
Pass, OR 97527-9298  
541-956-7001

**Transmittal Page**  
**Rogue Community College, Phase 2 Program Proposal**  
**Bachelor of Applied Science in Education CIP 13.1202**

Please accept the attached Program Application and supporting documentation for our application to offer a Bachelor of Applied Science in Education degree at Rogue Community College.

The Rogue Community College Board of Education approved Resolution No. P53-24/25, Pursuit, Development, and Offering of Applied Baccalaureate Degrees at Rogue Community College on May 20, 2025.

We appreciate your consideration as we move forward with the development of this important program, which reflects a thoughtful response to identified community needs

Randy Weber, EdD  
President

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**Documents Attached:**

Appendix C: Program Proposal, page 2

Appendix D. Worksheets for Revenue and Expenditures, page 73

Appendix E: External Review Team Worksheets, page 74

Statement of Need, page 104

Most recent Accreditation Status Report, final page



# **Bachelor of Applied Science in Education (BASE)**

## **Phase Two Application**

**October 17, 2025**

**rev. 11/12/2025**



OFFICE OF THE PRESIDENT  
3345 Redwood Highway Grants Pass, OR  
97527-9298  
541-956-7001

September 22, 2025

Higher Education Coordination Commission  
3225 25<sup>th</sup> Street SE  
Salem, OR 97302

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

Rogue Community College is proud to present this proposal for a Bachelor of Applied Science in Education (BASE) degree to the Higher Education Coordinating Commission. This initiative reflects our commitment to expanding affordable, high-quality, and locally accessible baccalaureate education that directly supports Oregon's efforts to address the statewide teacher shortage.

The proposed BASE program will follow a cohort-based model, guiding students through a carefully sequenced curriculum of upper-division coursework. Eligible students will have completed an Associate of Applied Science in Education, an Associate of Arts Oregon Transfer in Elementary Education, or a comparable associate degree. The program builds on these foundations with coursework aligned to the licensure requirements of the Teacher Standards and Practices Commission (TSPC), the standards of the Association for Advancing Quality in Educator Preparation (AAQEP), and the accreditation expectations of the Northwest Commission on Colleges and Universities (NWCCU).

Designed to meet the needs of working adults and students rooted in our region, the program offers flexible scheduling, hybrid delivery, and hands-on learning. The curriculum emphasizes practical preparation in culturally responsive teaching, assessment strategies, content-specific pedagogy, inclusive practices, educational technology, and leadership in PreK–12 settings. Students will participate in increasingly complex field experiences, culminating in a full-time student teaching placement that ensures readiness for licensure under TSPC and AAQEP standards.

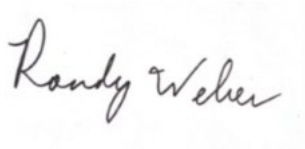
Faculty teaching in the program will hold at least a master's degree in their field, with preference given to those with doctoral credentials. This aligns with NWCCU guidelines and reflects best practices in higher education hiring. Our faculty bring deep expertise in education and are dedicated to supporting students through academic instruction, field supervision, and professional mentoring.

The program is intentionally designed to recognize and build upon the professional knowledge students bring from their associate degrees and paraprofessional roles. Through applied projects, reflective assignments, and

immersive clinical experiences, students will demonstrate their growth in instructional design, classroom practice, and professional reflection. The culminating student teaching experience serves as both a capstone and a bridge to licensure.

With this program, Rogue Community College aims to prepare a diverse and skilled group of future educators who are ready to serve Oregon's schools and communities. The BASE degree offers a rigorous, accessible, and collaborative pathway to licensure that meets urgent workforce needs while maintaining the highest standards of academic and professional excellence.

Respectfully submitted,

A handwritten signature in black ink that reads "Randy Weber". The script is cursive and fluid.

Randy Weber, EdD  
President

A handwritten signature in black ink that reads "David Koehler". The script is cursive and somewhat compact.

David Koehler  
Vice President/Provost  
Student Learning & Success

A handwritten signature in black ink that reads "Rusty Riis". The script is cursive and features a large, stylized initial "R".

Rusty Riis  
Dean of Health and Public Service

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# Appendix C: Phase Two Program Application

## Standard 1: Curriculum

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

Criteria: Describe the criteria to be used to evaluate achievement of baccalaureate-level learning outcomes in upper division courses as well as professional competencies for the program's discipline.

### **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)

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### **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)

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**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.



HYPERLINK "[https://www.uiw.edu/education/\\_docs/uiw-2024-aaqep-annual-report.pdf?utm\\_source=chatgpt.com](https://www.uiw.edu/education/_docs/uiw-2024-aaqep-annual-report.pdf?utm_source=chatgpt.com)"

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: Draft Year 3 and 4 Courses for the BASE degree program			
Course Name (Credits)	Course Description	Course Outcomes (Program Outcomes)	Assessments and Field Experience
ED 301 – Who We Are Kids, Brains & Belonging-3 Credits	This course introduces candidates to the developmental, social-emotional, and cultural foundations of learning. Candidates explore major concepts of child and adolescent development, with emphasis on self-awareness, identity, motivation, and growth mindset. Through attention to relationships, ethical decision-making, and inclusive practices, candidates learn how to create supportive learning environments that foster belonging for all students, including those with exceptionalities.	SEL 1: Foundational Knowledge in Social and Emotional Development. SEL 3: Educator Social and Emotional Competencies. MS 1: Development, Learning and Motivation. SpEd 1: Understand exceptionalities & development. SpEd 2: Create safe, inclusive environments.	Weekly reflections; observation log
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	Literacy mini-lessons; case analysis

		Learners. Lit 6: Students with reading difficulties, reading disabilities & Dyslexia. SpEd 3: Specialize curricula to Individualize learning.	
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, ethical reasoning, and differentiated approaches that support all learners in developing mathematical understanding.	MS 4: Mathematics. MS 12: Active Engagement in Learning. SEL 3: SEL Programming.	Problem set portfolio; math game demo
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	Inclusion strategy project; IEP review

		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.	
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
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.	

ED 302 - Cultures, Voices & Classrooms: Exploring ESOL Practice-3 credits	This course provides candidates with the knowledge and skills to support multilingual learners through language acquisition, culturally responsive pedagogy, and equitable instructional practice. Candidates explore the nature of second language development, the role of culture in learning, and strategies for planning, instruction, and assessment that integrate language and content objectives. Emphasis is placed on advocacy, collaboration with families and specialists, and the use of technology to enhance both student learning and professional growth.	ESOL 1-6: Language; Culture; Planning Instruction; Assessment. ESL Knowledge and Family Support; use information technology.	Cultural & Linguistic Reflection; ESOL Lesson Plan & Rationale
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

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: Assessment for Instruction. SpED 4: Multiple Methods of Assessment and Data-Informed Decisions. SpED 5: Select, adapt and use evidenced-based instructional strategies.	Math reasoning journal; geometry teaching task
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 supports. Emphasis is placed on instructional design, collaboration with families and colleagues, and the use of teaching models that foster inclusion. Candidates learn strategies for differentiation, literacy support, and assessment-informed planning, while building the knowledge and skills needed to navigate legal requirements and advocate for diverse learners.	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	Mock IEP; inclusion plan project

		<p>15: Professional growth, reflection and evaluation. MS 16: Collaboration with families, colleagues and community agencies. Lit 4: Assessment and Data-based decision-making, Lit 5: Supporting Multilingual Learners. Lit 6: Students with reading difficulties, reading disabilities, and dyslexia. Lit 7: Gifted &amp; 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.</p>	
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	Lesson design project; co-teaching reflection



		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.	
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.	
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
ED 333 – Science Explorers: Inquiry,	This course introduces methods for teaching science through inquiry and cross-disciplinary	Lit 5: Supporting Multilingual Learners. Lit 7: Gifted and	Inquiry lab journal; equity

Wonder & Equity-3 credits	integration. Candidates design standards-based lessons that apply sheltered strategies to support English learners, differentiate for diverse students, and use assessment to guide instruction. Emphasis is placed on fostering curiosity, responsible decision-making, and equitable access to science learning.	Talented students. MS 3: Science. MS 9-14.	in science project
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

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
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.	
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: SEL	Dyslexia case study; intervention

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.	Programming. SpED 5: Instructional Strategies. SpED 7: Collaboration with other educators.	plan
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
ED 431 – STEAM Team: Makerspaces, Math & Messy Questions-3 credits	This course explores integrated approaches to teaching science, technology, engineering, arts, and mathematics. Candidates design inquiry-based lessons that incorporate numeracy, geometry, and vocabulary development while using technology to enhance learning. Emphasis is placed on ethical decision-making, differentiation, and creating engaging makerspace experiences that support diverse learners.	MS 3: Science, MS 4: Mathematics. MS 6: The Arts. MS 10: Adaptation to Diverse Students. MS 11: Development of Critical Thinking and Problem Solving. MS 12: Active Engagement and Learning. Lit 7: Gifted and Talented students.	Makerspace design; STEAM lesson

<p>SPED 461 – Better Together: Co-Teaching, Teaming &amp; Advocacy-3 credits</p>	<p>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.</p>	<p>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.</p>	<p>Co-teaching portfolio; advocacy project</p>
<p>ED 481 – Field Experience IV: Lead Planning &amp; Unit Design-3 credits [100 of 600 clinical hours]</p>	<p>In this practicum, candidates take primary responsibility for planning and teaching extended instructional units. Emphasis is placed on curriculum design, differentiation, assessment for instruction, and reflective practice. Candidates develop unit plans with clear content and language objectives, apply inclusive assessments, and lead instruction that demonstrates ethical decision-making.</p>	<p>MS 9: Integrating and Applying Knowledge for Instruction. MS 10: Adaptation to Diverse Students. MS 11: Development of Critical Thinking and Problem Solving. MS 12: Active Engagement in Learning. MS 13: Communication to foster collaboration. MS 14: Assessment for Instruction. MS 15: Professional growth,</p>	<p>Full unit plan; lead teaching cycle</p>

		reflection and evaluation. MS 16: Collaboration with families, colleagues and community agencies.	
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.	
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
ED 462 - Teaching with Heart: Trauma, Trust & SEL	This course focuses on trauma-informed, social-emotional approaches to teaching. Candidates	SEL 1–4: All Social-Emotional Learning Standards. MS 12:	SEL case studies;

	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	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.	reflective journal
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
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.	SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.	

	Emphasis is placed on instructional collaboration, family and community partnerships, and the use of technology for professional growth and advocacy.		
SPED 463 – Know Your Rights (And Everyone Else’s): Law & Ethics in Schools-3 credits	Explores the legal and ethical foundations of special and general education practice, with an emphasis on the rights and responsibilities of educators, students, and families. Examines key legislation, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA), as well as professional codes of ethics and state standards. Candidates analyze real-world scenarios to apply legal principles and ethical decision-making in diverse, inclusive school contexts.	All Domains: SpEd 1–7.	Legal case brief; ethics reflection



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
ED 493 – Capstone Seminar: Action Research & Advocacy-3 credits	This seminar provides candidates with the opportunity to reflect on their residency experience, conduct action research, and engage in professional advocacy. Emphasis is placed on integrating theory with practice, evaluating the impact of instructional decisions, and developing the skills to advocate for students, families, and equitable educational policies.	Integration of All Standards with emphasis on reflection, advocacy, and research.	Final portfolio; action research project

## **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:**

<b>Term</b>	<b>First Term:Fall (16 credits)</b>						<b>2nd Term: Winter (16 Credits)</b>						<b>3rd Term: Spring (13 Credits)</b>				
<b>Credits/I LC</b>	3	3	3	3	3	1	3	3	3	3	3	1	3	3	3	3	1
<b>Course</b>	ED 301	ED 311	ED 321	SP ED 361	E D 381	ED 391	ED 302	ED 312	ED 322	SPED 362	ED 382	ED 392	ED 313	ED 333	SPED 363	ED 383	ED 393

**Year 4:**

<b>Term</b>	<b>First Term:Fall (16 credits)</b>						<b>2nd Term: Winter (14 credits)</b>				<b>3rd Term: Spring (15 credits)</b>		
<b>Credits/ILC</b>	3	3	3	3	3	1	3	3	6	2	3	9	3
<b>Course</b>	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.

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 and Upper Division Course Breakdown

Lower-Division Transfer (from AAS/AAOT)	90	Credits applied from an AAS in Early Childhood Education or AAOT in Elementary Education. Includes foundational education, child development, and general education coursework.
Upper-Division Education Core	54	Professional coursework aligned with TSPC licensure, AAQEP standards, and InTASC competencies. Includes curriculum design, content methods, assessment, SPED, culturally sustaining pedagogy, and classroom management. This includes 12 credits of upper-division general education / related instruction that meets NWCCU Eligibility Requirement #12 for breadth and depth of learning. Includes advanced writing, research methods, and/or social science electives at 300–400 level.

Clinical Experiences and Supporting Seminar	36	Progressive field placements, culminating in a full-time student teaching capstone aligned with TSPC initial licensure requirements and InTASC Standards 1–10.
Credit for Prior Learning (Optional)	Up to 15–18	May be awarded for documented professional experience (e.g., paraprofessional, early learning educator, substitute teacher). Applied toward lower division courses, 3rd year clinical experiences, or elective requirements.
Total Degree Credits	180	Minimum of 60 upper-division credits and a total of 180 credits required for BASE completion.

## Standard 2: Local Need and Employer Input

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

Labor market projections confirm this unmet demand. In RCC’s two county region, 2023-2033 data project 78 annual openings for elementary education teachers and an additional 59 openings in preschool, kindergarten and special education, while the existing university program graduated only 34 in the 23/24 year for elementary education. This demonstrates an annual shortfall of over forty teachers in elementary education alone.

At the state level, the Teacher Standards and Practices Commission (TSPC) data show that nearly 80% of new preliminary licenses are still issued to white educators, while Latinx and Black educators remain significantly underrepresented (5.7% and 0.8%, respectively) despite evidence in the recently released Oregon Educator Equity report (2024) that community colleges are graduating more diverse students. This mismatch is particularly troubling when 42% of Oregon students identify as racially or ethnically diverse. Without new, community-based licensure pathways, the diversity gap in Oregon's teaching workforce has continued to persist despite statewide efforts to address this.

### **Barriers with Current Pathways**

All five of the community colleges in the BASE Consortium detail in their Statements of Need systemic flaws in Oregon's transfer system. Despite legislative reforms and persistent collaboration with our university partners through Major Transfer Maps (MTMs), students continue to experience unclear pathways, lost credits, and advising gaps. For example, one Chemeketa student left the college before finishing her AAOT on the advice of a university advisor, only to face unexpected general education requirements, loss of scholarship support, and eventual attrition from the pipeline. RCC's transfer data show similar trends: although many students transfer to Southern Oregon University or Western Oregon University, very few complete their degrees in education, despite strong performance at the associate level.

These stories are not isolated, they represent systemic transfer friction that disproportionately affects first-generation, working, and place-bound students. As a result, many paraprofessionals, instructional aides, and early childhood educators already working in schools are unable to transition into fully licensed roles, even as their districts face critical shortages.

### **Consortium-Based Solutions**

The BASE program is designed as a structural solution to these challenges. Delivered through a statewide consortium of community colleges, the program expands access to licensure by:

- Providing locally delivered, flexible pathways (hybrid, online synchronous/asynchronous, and in-person options) that serve both part-time and full-time students, including online and hybrid options, credit for prior learning, and place-based clinical placements.
- Lowering financial barriers through affordable community college tuition, embedded paid field experiences, and continued access to grants and supports that are often lost upon transfer.
- Building a diverse pipeline by recruiting from local communities, including bilingual and first-generation students, who research shows are more likely to stay in the profession long-term when trained locally.

- Aligning with employer needs through close partnerships with school districts that emphasize bilingual, special education, and rural teacher preparation.

## Long-Term Impact

The BASE program directly addresses Oregon’s labor market and equity needs by preparing a workforce that reflects and remains in the communities it serves. By reducing attrition and improving retention through Grow Your Own (GYO) strategies, such as mentorship, flexible scheduling, and paid practicums, the program ensures that new teachers are not only licensed but also supported for long-term success. In doing so, it advances Oregon’s 40-40-20 goals, strengthens community schools, and contributes to economic mobility for students who might otherwise be left behind by traditional university-based systems.

The BASE degree is not a duplication of existing university pathways but a complementary, community-rooted strategy to expand access, meet pressing workforce needs, and build a more diverse, stable, and effective teacher workforce for Oregon’s future. For detailed workforce analysis, please refer to the five colleges’ statements of need submitted to the Higher Education Consortium Commission.

The BASE program provides a locally delivered, affordable, and flexible pathway to teacher licensure. By aligning with the state’s workforce data, HECC equity goals, and local district hiring needs, the program is designed to prepare educators who are rooted in their communities and more likely to remain in the profession long-term.

*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. 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?
4. What are the challenges faced by your district?
5. What aspects of your recruiting/retention have yielded the greatest results?
6. If you have employees or volunteers who may be interested in becoming teachers, which of the following might be barriers?

Comments from School District Personnel and Industry Professionals in response to these questions:

### **Central Linn School District**

*"In a small, rural district like Central Linn, we serve about 460 students and finding qualified special education teachers is one of our biggest challenges. We need a teacher pathway that works for our communities, something that lets future educators do their clinical practices close to home, offers flexible course delivery for working adults, and puts a real emphasis on special education training.*

*"Finding and keeping special education teachers is one of our biggest challenges. A local bachelor's degree program through the community college would let us grow our own teachers, offer flexible, place-based training, and keep talent in our schools, right where our students need them most."*

### **Medford School District:**

*"We're a district that serves 13,000 students, and hosting student teachers helps us 'hook' future educators. But we need more support staff and strong STEM, math, and science teachers. Many potential teachers in our community don't know where to start, can't afford a degree, or can't see a path that fits their lives. We need a teacher education pathway that would break those barriers and grow the teachers our schools desperately need."*

### **Alsea School District**

*"In our small rural district of just 200 students, 15–20% of our teachers are on emergency licenses. We need a teacher pathway that values experience through credit for prior learning, focuses on special education, and keeps costs affordable. A community college-based program could make becoming a licensed teacher realistic for people already serving our kids."*

### **Columbia Gorge ESD**

*We support students and families in North Wasco, Dufur, South Wasco, Condon, Sherman County School District, and Hood River School District - Student numbers are in the 8000 range combined. We need bilingual educators. We have to recruit teachers from outside of Oregon. I assist districts in recruiting teachers and staff for their schools. On two occasions, we have hired teachers from Mexico on J-1 visas to support the Dual Language Program and general classroom instruction.*

### **Gervais School District 1**

*"We serve about 900 students, yet 6–10% of our teachers are on emergency licenses. Recruiting is tough—we rely on word of mouth and lose candidates to higher-paying districts. A teacher pathway that offers credit for prior learning and place-based clinical practices would help us grow our own educators and keep them in our schools."*

Additionally, our current BASE Advisory Committee includes a very diverse group of teachers, administrators, district leaders, state representatives from HECC, Educator Advancement Council (EAC), and TSPC. We have invited additional members to join the advisory committee based on external reviewers' feedback to include representation from students, community partners in business, and literacy specialists. Students and educational researchers will continue to provide feedback on curriculum design, field placement models, and licensure readiness requirements. Using the input from employer surveys, workforce data, and regional needs analyses, we have integrated district priorities directly into program design.

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 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. 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	Andrea Emerson	Chemeketa Community College	Director of Child Development Center/Adjunct Faculty	Dr. Andrea Emerson is the Director of the Child Development Center at Chemeketa Community College. In this role, she supports early childhood education programming, supervises staff and practicum students, while also manages federal and state funding streams. With a background in higher education leadership and program development, she brings valuable experience in aligning college-level training with the needs of early learning professionals and families in the community.

LBCC	Darcey Edwards	Harrisburg School District	Principal	Darcey Edwards is the Principal of Harrisburg Elementary School and a member of the Oregon House of Representatives for District 31. As a school leader, she has promoted innovative approaches to elementary science education, including technology-based instructional partnerships. Her dual role as principal and legislator positions her to bridge practice and policy, ensuring that the perspectives of K-12 educators inform statewide decision-making in education.
LBCC	Kathleen Lloyd	Early Childhood Education- Linn/Benton/Lane Counties	Director of Child Development Center/Early Childhood Faculty	Kathleen Lloyd is an Early Childhood Education Specialist serving Linn, Benton, and Lane Counties, where she works to strengthen regional early learning systems. She provides professional development, coordinates services, and collaborates with partners to improve outcomes for young children and families. Her expertise ensures alignment of early childhood practices across multiple counties and contributes to workforce preparation in early learning.
LBCC	Sarah Whiteside	Mid-Valley STEM Hub	Director of Mid-Valley STEM-CTE Hub	Sarah Whiteside is the Director of the Mid-Valley STEM-CTE Hub, where she leads regional efforts to expand equitable access to science, technology, engineering, and career technical education. With more than 20 years of experience as an educator, parent, and community leader, she has built strong partnerships to advance STEM opportunities across Linn and Benton Counties. Her work focuses on closing equity gaps and fostering meaningful pathways for students to enter high-demand technical careers.
CGCC	Rebecca Schwartzentruber	Hood River Valley High School	Instructor, CTE: Education &	Rebecca Schwartzentruber has been teaching in Hood River for 23 years and prior to that she worked for 11 years as a mental health therapist in hospitals, treatment centers and

			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	Brenda Yahraes	LBCC - note taker	Academic Advisor, High School Partnerships	Dr. Brenda Yahraes is a full-time faculty member in Education and High School Partnerships at Linn-Benton Community College, where she supports pathways for students entering teacher preparation and related fields. She brings extensive K-12 experience as both an elementary school teacher and principal, giving her a strong foundation in instructional leadership and student development. Her transition into higher education allows her to bridge secondary and postsecondary systems, ensuring that students are well-prepared to pursue

				careers in education.
LBCC	Kanoe Bunney	LBCC	Education Program Coordinator, Faculty	Dr. Kanoe Bunney serves as Department Chair of the Education Department at Linn-Benton Community College, where she is also a full-time faculty member. She brings over a decade of experience in K-12 education, which informs her teaching and leadership in preparing future educators. In her role, she focuses on aligning coursework with the needs of schools and communities, supporting student success, and strengthening teacher preparation pathways in Oregon.
CCC	Karla Hale	Chemeketa Community College	Dean of Education	Dr. Karla Hale is the Dean of Education at Chemeketa Community College, where she leads programs that prepare the next generation of teachers. She brings over 12 years of experience in higher education focused on teacher preparation, along with 10 years of experience in K-12 education. Her background as both a classroom educator and college leader allows her to bridge practice and policy, ensuring Chemeketa's education programs are responsive to the needs of schools and communities across Oregon.
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



CCC	Olivia Flores	Chemeketa Community College	Adjunct Faculty/Grant Coordinator	Olivia Flores works within Chemeketa Community College's Education Department, where she supports students pursuing pathways into the teaching profession. With experience in student services and program coordination with educator preparation programs, she brings a higher education perspective to the advisory board and helps align Chemeketa's programs with the needs of aspiring educators.
RCC	Juliet Long	RCC	Vice President	Juliet Long is the Vice President of Special Projects and former CAO at Rogue Community College. In this leadership role, she guides academic and institutional initiatives and fosters collaboration with institutions to support regional access to higher education
HECC	KC Andrew	HECC	CTE Education Specialist	KC Andrew is the CTE Education Specialist representing the Higher Education Coordinating Commission (HECC), contributing expertise in statewide higher education policy, regulation, and alignment.
TVCC	Tanya Crawford	TVCC	Dean of Instruction	Tanya Crawford is the Dean of Instruction at Treasure Valley Community College, where she oversees curriculum development, program growth, faculty support, and accreditation compliance to ensure academic success. She provides leadership across academic programs and supports faculty in delivering high-quality instruction
TSPC	Susan Boe	TSPC	Licensure Pathways Policy & Academic Program	Dr. Susan Boe is the Licensure Pathways Policy & Academic Program Specialist at Oregon's Teacher Standards and Practices Commission (TSPC). She oversees educator preparation program approvals and develops innovative licensure pathways, including teaching apprenticeships. With

			Specialist	deep expertise in teacher preparation policy and regulation, she ensures alignment between state licensure standards and the evolving needs of Oregon’s education workforce.
RCC	David Koehler	RCC	Vice President of Student Learning and Success	David Koehler is the Vice President of Student Learning & Success and Provost at Rogue Community College. He oversees academic programs and student success initiatives, guiding curriculum development and career pathway programs that prepare students for in-demand careers and expanded educational opportunities.
CGCC	Susan Lewis	CGCC	Dean of Teaching and Learning/Director of Curriculum and Academic Assessment	Susan Lewis serves as the Dean of Teaching & Learning Foundations and Director of Curriculum & Academic Assessment at Columbia Gorge Community College. In this capacity, she leads the development and maintenance of academic programs, ensuring alignment with state and federal standards. Additionally, she oversees institutional accreditation processes and manages academic assessment activities to enhance student learning outcomes.
TSPC	Bill Rhoades	TSPC	Director of Educator Preparation & Pathways	Dr. Bill Rhoades is the Director of Educator Preparation & Pathways at Oregon’s Teacher Standards and Practices Commission (TSPC). He leads the development and oversight of educator preparation programs, licensure pathways, and policy initiatives aimed at strengthening the educator workforce across the state. Dr. Rhoades has extensive experience in K–12 education, having served as a superintendent and in various leadership roles, including principal and director of curriculum and instruction. His work focuses on aligning educator preparation with state standards and workforce needs.

CGCC	Jarett Gilbert	CGCC	Vice President of Instructional Services	Dr. Jarett Gilbert is the Vice President of Instructional Services at Columbia Gorge Community College. He leads academic programming, curriculum development, and faculty support, with a focus on aligning educational offerings to regional workforce needs.
TVCC	Sandra Porter	TVCC	Vice President of Academic Affairs	Sandra Porter is the Vice President of Academic Affairs at Treasure Valley Community College, where she provides leadership for academic programs and departments. She oversees curriculum, faculty support, and program development to ensure high-quality educational experiences and student success.
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.

CCC		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.
WREN	Alyssa Leraas	Western Regional Educator Network	Data Manager and Education Improvement Coach	Alysa Leraas is part of the staff of the WREN. The Western Regional Educator Network (WREN) serves Oregon educators in Lane, Linn, Benton, and Lincoln Counties, offering professional learning opportunities, continuous improvement coaching, and improvement project funding to support educators in every stage of their career.
TVCC	Sara Byrne	Malheur ESD	Assistant Special Education Director	

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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?

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.

### **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.

### **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.

### **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.

### **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.

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### **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.

### **Representative Industry Advisors**

Examples of key contributors include:

- 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
- Susan Zottola, Director of Elementary Education for Grants Pass School District provided input on curriculum design and alignment to district needs for educator preparedness along with specific focus areas where their district is seeing the highest need for improved systems in educator prep
- Maggie Staley Principal, Rogue Primary School – provided input on program design, alignment with district needs
- Kate Lasky – Library Director for Josephine Community Libraries provided input on the need for better preparation on teaching children how to read
- Jesse Longhurst – Dean of Education from SOU, shared challenges SOU faces within the region for placement and mentor support and the need for systems that better support districts, teachers and students, discussed coordination for placement for local programs, coordination with out of state.

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.

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## Standard 3: Availability of Qualified Faculty, 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:

Table 5: BASE Representative Faculty		
Degree Area	Name	Primary Faculty Qualification
PhD Education - STEM	Dr. Karla Hale	Full-time professor at Western Oregon University (WOU) for 11 years in teacher preparation. Currently Dean of Education at CCC, 12 years in college teacher preparation, 10 years in K-12 education.
PhD Education Policy and Leadership	Dr. Kanoe Bunney	Full-time faculty and Department Chair for LBCC in Education. FT faculty in Education. Ten years 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 by:

- Developing a BASE Faculty Coordination Framework that outlines faculty roles, collaboration within a shared LMS system, and virtual supervision model.
- Providing continued support of and participation in professional development across the consortium including state-led Early Literacy Framework training and Science of Reading.
- Holding cross-consortium collaboration sessions to ensure consistency in early literacy implementation, analysis of student data, and share best practices.
- Completing 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.

Rogue Community College will utilize its existing team of full-time, part-time, and adjunct faculty in Education, Early Childhood Education, and General Education to deliver upper-division coursework for the Bachelor of Applied Science in Education (BASE) program. We have sufficient current faculty that meet the qualifications to teach at the baccalaureate level and bring specialized knowledge in areas such as elementary education, literacy development, inclusive practices, and culturally responsive teaching. This strategy supports instructional continuity and strengthens alignment with RCC's current education pathways, while ensuring students in the BASE program receive high-quality, relevant instruction.

Rogue Community College affirms that the Dean over Health and Public Service has sufficient capacity within his current portfolio to provide leadership for the Bachelor of Applied Science in Education (BASE) program. The Dean will guide recruitment and advising coordination, support the development and alignment of upper-division coursework, and lead faculty hiring to ensure instructional readiness for the launch of Year 1. The Department Chair over education programs will provide additional support and coordination. These leadership roles also serve as a vital connection between RCC's program development and the broader consortium, promoting consistency across participating institutions. Additionally, two existing administrative support positions placed in different counties have the capacity to contribute to pre-launch planning and coordination, ensuring the program is well-supported operationally across our broad geographic area.

To support the successful launch and delivery of the Bachelor of Applied Science in Education (BASE) program, Rogue Community College has developed a staffing plan that balances stability, instructional quality, and flexibility.



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- **Full-Time Faculty Commitment:** RCC will dedicate a portion of a current full-time faculty member to the BASE program with up to 50% per year teaching assignment committed to the BASE degree. In addition to instruction, this faculty member will take on responsibilities in program advising, curriculum development, and supporting necessary accreditation-related work through reassignment time during year one. This dedicated assignment to BASE ensures consistent student support and leadership in program implementation.
  - **Adjunct Faculty Support:** The college will continue to utilize qualified existing adjunct faculty and will recruit new adjuncts as needed to meet instructional demands and backfill the reassigned full-time faculty. Since early discussions about the BASE program began, several well qualified potential adjuncts have already expressed interest in teaching once the program is launched, indicating strong community and professional engagement.
  - **Instructional Workload Planning:** The overall instructional staffing will equate to up to 1.5 FTE annually, combining full-time and part-time faculty contributions. This structure provides flexibility in course delivery while maintaining continuity in advising and mentorship.
  - **General Education and Related Instruction:** Courses in disciplines such as English, mathematics, science, and social sciences will be taught by existing faculty within those departments, following RCC's established instructional assignment and oversight procedures.
  - **Course Development and Alignment:** The Dean of Health and Public Service and Department Chair from the education programs will work closely with faculty to ensure that all upper-division courses are aligned with program learning outcomes, Oregon licensure requirements, and AAQEP accreditation standards. This coordination will support academic integrity and consistency across the curriculum.

In addition to institutional funding, external grants provide essential resources to support faculty and program development. The Meyer Memorial Trust grant has been leveraged to fund curriculum development, program design, and faculty support, particularly in equity-focused areas of teacher preparation. 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 and state certification. RCC has submitted letters of inquiry to additional funders to support start-up costs and related program expansion needs.

Together, all of these funding sources complement Rogue Community College's institutional investment by ensuring that faculty, staff, and administrators have the time and resources necessary to develop high-quality coursework, build program infrastructure, and support successful implementation during the critical start-up phase.

RCC employs a strong team of qualified and committed faculty, staff, and administrators who are well-positioned to support the delivery of the BASE degree. This includes student-centered roles such as academic and career coaches, advisors and administrative support staff, who are equipped to assist students and contribute to the program's success.

Faculty workloads at Rogue Community College are regularly reviewed by the Deans of Student Learning and Success and the Vice President to ensure appropriate balance and alignment with institutional priorities. With a combination of institutional support and external grant funding, RCC is well-positioned to meet faculty needs across technical, academic, and general education disciplines required for the BASE program.

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Overall RCC staffing levels are sufficient to support program expansion as the institution is well- staffed with highly qualified employees across the institution.

Table 6: Employee Groups	Count
<b>Management/Administrative/Confidential</b>	<b>54</b>
<b>Faculty</b>	<b>73</b>
<b>Faculty Professional</b>	<b>3</b>
<b>Faculty Part-Time</b>	<b>421</b>
<b>Classified (FT)</b>	<b>152</b>
<b>Classified (PT)</b>	<b>23</b>
<b>Student Employees</b>	<b>93</b>
<b>Temp Staff</b>	<b>22</b>
<b>Total</b>	<b>841</b>

### **Faculty Qualifications, Hiring, and Evaluation for the BASE in Education**

The college Executive Team considers comprehensive college needs, priorities, and mission prior to granting approval for all new general-funded positions through our zero-based budget process. Each recruitment is based on an approved position description. Position descriptions clearly define duties and qualifications based on a classification system and the relevant decision-making authority. They outline essential and other functions of the job, qualifications, knowledge, skills and abilities, work schedule, and other conditions of employment, and list minimum and preferred experience and skills. Human Resources carefully reviews position descriptions and utilizes external evaluators as needed.

Human Resources, working with department administration, is responsible for recruitment of all new employees. Open positions are advertised on the college website and through online publications, specialty education outlets, and professional organizations. Depending upon the type of position, recruitment may be local, regional, or national to yield a healthy pool of well-qualified, demographically diverse candidates.

To further diversify employee groups, hiring committees receive EEO and lawful hiring training as well as Inclusive Hiring Best Practices workshops, co-led by Human Resources and the Office of Diversity and Equity. All search committees may also include a Search Advocate, a specially trained college employee who has received additional cultural competency and unconscious bias training.

### **Foundational Program Faculty Qualifications**

General Education/Transfer Faculty: Faculty who teach general education or transfer courses must hold at least a master's degree in their subject area. This requirement aligns with NWCCU accreditation standards and university hiring practices and supports seamless articulation and transfer agreements.

### **Education Faculty (Professional Core):**

Minimum Qualifications:

- Master's degree in Education or a closely related field from an accredited institution.

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- Demonstrated teaching experience in P–12 settings (minimum three years of full-time classroom experience).
  - Documented competency in teaching through experience, educational preparation, or continuing education.
  - Experience teaching in a variety of modalities (face-to-face, hybrid, and/or online).
  - Preferred Qualifications:
  - Doctoral degree in Education or a related field.
  - Bilingual or biliterate in English and Spanish (or another language relevant to Oregon’s student demographics).
  - Five or more years of teaching experience, including work in special education or bilingual education.
  - Prior higher education teaching experience in educator preparation programs.
  - Core Competencies (aligned to TSPC, AAQEP, and InTASC):
  - Demonstrable experience providing culturally responsive and sustaining instruction.
  - Bicultural/multicultural skills sufficient to select appropriate behaviors, values, and attitudes within different cultures during interactions with others.
  - Commitment to working with culturally, linguistically, and economically diverse students and communities.
  - Demonstrated ability to integrate and use a variety of instructional technologies and learning management systems.
  - Faculty Evaluation

The college maintains robust performance review processes that emphasize professional growth, alignment with program goals, and continuous improvement. Evaluations for classified employees, administrators, and part-time and full-time faculty are conducted according to collective bargaining agreements and institutional policy.

Full-Time Faculty are evaluated annually during the probationary period (typically the first three years), and every five years thereafter. Reviews focus on teaching effectiveness, learner support, advising, professional collaboration, and community partnerships, aligned with AAQEP Standards 1–2 and InTASC dispositions.

Part-Time Faculty are evaluated in their first year and at least once every five years, with the option to request more frequent evaluations. Adjunct faculty participate in annual evaluation activities around goal planning and professional development.

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Course Evaluations of Teaching are conducted every term through an institutional survey system, ensuring consistent student feedback and maintaining anonymity.

All faculty evaluations emphasize personal professional growth, intentional goal setting, and alignment with the college mission, distinct from disciplinary processes.

### **Field Placement and Applied Learning Resources**

The BASE in Education program requires extensive field-based practicum and clinical experiences aligned with TSPC licensure requirements and AAQEP Standards 2a–2c. Colleges will partner with regional school districts, Education Service Districts (ESDs), and Regional Educator Networks to secure placements that provide diverse, high-quality experiences for candidates. Placements will occur in both the candidate’s local community (“place-based”) and in partner schools to ensure breadth of preparation.

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.

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### **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.

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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.

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### **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: Admissions Process**

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.

### **Enrollment and Recruitment**

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 start 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.

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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.

Enrollment of a diverse student population that reflects the demographics of our regional school districts will be supported through intentional strategies in marketing, recruitment, enrollment, and program design that are culturally responsive and inclusive of the full community. The college maintains a robust Strategic Enrollment Management team with a strong history of recruiting students from diverse populations by leveraging relationships with community organizations, PK–12 schools, Education Service Districts (ESDs), Regional Educator Networks (RENs), and workforce partners. This infrastructure, combined with bilingual outreach materials, targeted advising, and community-based recruitment, will help ensure that the BASE program attracts a broad and diverse pool of candidates.

At the outset, enrollment will be open and inclusive, with anticipated enrollment set at 6 students per participating college per cohort (30 total students). If applications exceed cohort space, students will be placed on a waitlist for the next available seat. Once all participating colleges have placed their primary number of students, remaining seats will be filled on a rotating basis from the wait lists at the other participating schools. This enrollment approach will be reviewed annually as the program grows to ensure access to a bachelor's-level education is being expanded for diverse students, first-generation college students, and individuals who have experienced poverty.



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Since the college anticipates that many of the enrollees are likely to be associate degree alumni currently working in education, outreach will begin at the associate degree level. Faculty will encourage students to consider the program, reach out to alumni in their networks, and rely on existing alumni networks to help promote the opportunity. Rogue Community College actively engages with community-based organizations and service providers throughout the Rogue Valley to support outreach and awareness of the BASE degree pathway. These partnerships play an important role in connecting with diverse populations and introducing educational opportunities to prospective students. To promote participation, RCC will assist students with applying for financial aid and scholarships, including RCC Foundation awards and other available state and federal supports.

Students admitted to the program will enter in either a cohort or PT model beginning in the third year, progressing together through flexible (hybrid, online synchronous/asynchronous, and in-person options) upper-division coursework and field-based experiences. This design not only fosters peer support and collaboration, but also ensures that candidates remain aligned with licensure requirements established by TSPC and the program outcomes validated through AAQEP accreditation.

### **Recruitment Plan**

To ensure enrollment of a diverse student population that reflects the demographics of Southern Oregon, Rogue Community College (RCC) will implement the following targeted recruitment strategies:

- **Leverage Regional Partnerships:** RCC will collaborate with local school districts in Jackson and Josephine counties, the Southern Oregon Education Service District (SOESD), and community-based organizations to identify and recruit paraprofessionals, instructional assistants, and teachers currently working under emergency, provisional, or restricted licenses. These individuals are already serving in classrooms and represent a key population for expanding access to licensure pathways through the BASE program.
- **Equity-Focused Outreach:** RCC will develop bilingual and culturally responsive outreach materials and host information sessions at local schools, family resource centers, and community hubs to engage first-generation college students, multilingual candidates, and historically underserved populations.
- **Strategic Enrollment Management (SEM):** RCC's Enrollment Management team will coordinate recruitment campaigns, monitor applicant demographics, and adjust outreach strategies to ensure alignment with institutional equity and access goals.
- **Credit for Prior Learning (CPL):** RCC will promote CPL opportunities to working paraprofessionals, allowing them to earn credit for prior classroom experience and training, thereby reducing time to degree and overall program cost.
- **Pathway Alignment from High School and Community College:** RCC will strengthen internal pathways into the BASE program by aligning high school dual credit courses, education-focused certificates, and associate degree programs with the bachelor's curriculum, ensuring a seamless transition for students already engaged in education-related studies.

This plan ensures that the BASE program both attracts and supports a diverse, place-based cohort of candidates, addressing Oregon's educator workforce needs and advancing the state's equity and licensure goals.

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## 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. Rogue Community College 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 RCC. 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 RCC's programs and modes of delivery but also specifically support the college's increasingly diverse student body and communities.

RCC offers a wide range of student services that will be extended and adapted for baccalaureate students. These include but are not limited to:

- **Academic Advising & Career Coaching:** Students will receive personalized guidance from faculty advisors and career coaches to support degree planning, licensure pathways, and employment preparation.
- **Access & Disability Resources:** RCC ensures inclusive learning environments through accommodations, assistive technology, and accessible instructional design.
- **Advocacy and Resource Center Support:** The Advocacy and Resource Center (ARC) provides holistic support to students by connecting them with essential resources such as food, housing, transportation, and mental health services, while also offering personalized guidance, emergency assistance, and referrals to community agencies; all aimed at helping students overcome barriers to academic success and personal well-being.
- **Counseling & Wellness Services:** RCC provides mental health counseling, wellness resources, and support services to promote student well-being and academic resilience.
- **Financial Aid:** Rogue Community College's Financial Aid Office helps students access federal, state, and institutional funding, including grants, scholarships, work-study, and loans, while providing personalized support through the FAFSA process, financial literacy resources, and guidance to ensure students can afford and persist in their educational goals.
- **GED/Pre-College Programs:** RCC's GED and pre-college services support adult learners in building foundational academic skills, preparing for the GED exam, and transitioning into college-level coursework or career pathways.

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- **Library Services:** RCC's library system provides a robust digital and print collection that supports the academic and research needs of baccalaureate students. Resources include access to scholarly journals, education-focused databases, eBooks, and curriculum development materials. RCC participates in interlibrary loan agreements with multiple institutions, allowing students to request materials beyond the college's holdings. As the education degree program grows, RCC is prepared to expand its library resources to ensure students have access to the specialized materials required for upper-division coursework, research projects, and licensure preparation.
  - **Military Resource Centers:** Military Resource Centers provide dedicated support to veterans, active-duty service members, and their families by offering access to educational benefits, personalized academic advising, peer support, and connections to both campus and community resources to create a welcoming environment that honors military service and promotes student success.
  - **RCC Foundation:** The Foundation supports student success by providing scholarships, funding innovative programs, and fostering partnerships that strengthen the college and its community. Through donor contributions and strategic outreach, the Foundation helps remove financial barriers for students and invests in long-term educational access. In alignment with RCC's emerging education degree program, the Foundation will work to secure dedicated scholarships that will support future cohorts, ensuring that students pursuing careers in education have the financial resources they need to complete their degrees and serve the region's schools.
  - **Student Life & Engagement Activities:** Education majors will have opportunities to participate in student organizations, service learning, and leadership development activities aligned with their professional goals.
  - **Technology Support:** Students will have access to RCC's learning management system (Rogue Online), computer labs with embedded tutors, and training for digital tools used in online and hybrid courses.

To support the unique needs of students pursuing a career in education, RCC will implement targeted services and resources:

- **Regional School District Support:** RCC has received enthusiastic letters of support from school districts in Jackson and Josephine counties endorsing the addition of the education degree program. These districts have expressed strong interest in collaborating with RCC and have committed to hosting practicum and student teaching experiences.
- **Workforce Alignment:** The education degree program is designed in consultation with regional K–12 leaders to ensure alignment with district hiring needs, Oregon teaching standards, and culturally responsive pedagogy.
- **Professional Preparation:** RCC will provide workshops and advising focused on teacher licensure requirements, resume development, and interview preparation to support students' transition into the workforce.
- **Facilities & Instructional Resources:** Students will have access to instructional spaces and curriculum development resources that support hands-on learning and lesson planning.

## **Communicating Resources to Students**

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RCC 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. Additionally, resources are shared through the RCC mobile app, email newsletters, postings along with orientations, welcome days and other in person activities.

### **Licensure and Occupational Eligibility**

Rogue Community College (RCC) provides clear and accurate information regarding eligibility requirements for licensure or entry into professions associated with its educational programs. This information is published in the college catalog, program webpages, and application materials.

Programs that lead to professions requiring a clean criminal history include mandatory background checks prior to student admission. These requirements are clearly communicated in the catalog, on the website, and in application materials for limited-enrollment Career and Technical Education (CTE) programs. Similarly, programs that require drug screening are explicitly labeled. Additional details about professional expectations and licensure requirements are often included in program-specific student handbooks.

### **Financial Aid Services**

RCC offers a comprehensive financial aid program to support students in meeting the cost of their education. The college participates in federal Title IV financial aid programs and receives state financial aid funding through the Oregon Higher Education Coordinating Commission (HECC).

In addition to federal and state aid, RCC students have access to scholarships and other funding opportunities through the RCC Foundation, which awards over \$1 million annually. These scholarships are available to all students, regardless of federal aid eligibility. The Foundation also offers several education-specific scholarships, which BASE students will be encouraged to pursue. Program staff will assist students in identifying and applying for relevant grants, scholarships, and loan programs.

Information about financial aid is available on RCC's website, in the college catalog, and through in-person and virtual presentations offered by financial aid staff. These presentations are held at RCC campuses, local high schools, and during advising and enrollment events.

RCC ensures that students understand their loan obligations. Loan information is provided electronically with financial aid offers, and students must actively accept any loans. Before receiving their first loan disbursement, students must complete entrance counseling through the U.S. Department of Education's online tool. When students drop below half-time enrollment or leave the college, exit counseling materials are sent electronically, with follow-up by mail if needed.

### **Academic Advising and Student Support**

RCC provides robust, accessible advising across campuses, outreach centers, and online platforms. Trained professionals guide students through curriculum planning, transfer pathways, and graduation requirements.

#### **Shared Advising Model**

- Academic and Career Coaches (ACCs) interpret placement results, develop academic plans, and connect students to support services.
- Specialized advisors assist targeted populations (e.g., TRiO participants, athletes, students with

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disabilities).

- Transition Specialists use a case management approach for prospective and incoming students.
- Counselors support undecided students with career exploration.
- Faculty advisors provide program-specific guidance for CTE students.

Adult and non-traditional learners have access to flexible advising formats, including evening appointments, virtual sessions, and staff familiar with working learners' needs.

### **Advisor Knowledge and Training**

- ACCs complete structured onboarding covering academic planning, student services, financial aid basics, and transfer pathways.
- Ongoing professional development includes updates on program changes and advising best practices.
- ACCs assigned to the BASE program participate in Education program meetings to stay informed about practicum logistics, licensure standards, and employer expectations.

### **Advisor and ACC Responsibilities**

- Provide introductory financial aid guidance and refer students to specialists for FAFSA, loans, scholarships, and RCC Foundation opportunities.
- Support academic planning, licensure preparation, and career exploration for education workforce roles.
- Identify and address barriers (e.g., transportation, childcare, financial challenges) through referrals to RCC's Advocacy and Resource Center and community resources.
- BASE students begin with an ACC and transition to a faculty advisor for program-specific support.
- Document advising notes in Jenzabar for transparency and continuity.
- Use Jenzabar and Conclusive tools for degree audits, transfer planning, and licensure checklists.
- Education faculty and staff coordinate practicum logistics, maintain communication with mentor teachers, and ensure timely wraparound supports.

### **Evaluation and Continuous Improvement**

RCC employs a comprehensive, data-driven approach to continuous improvement in advising and student services. Key strategies include:

- Regular review of student satisfaction surveys and feedback from advising sessions.
- Weekly and monthly team meetings to share best practices, address student needs, and implement process improvements.
- Annual departmental reviews and comprehensive five-year program evaluations to assess advising effectiveness and adapt services for BASE students.

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- Use of Jenzabar and Conclusive analytics tools to monitor engagement, retention, and academic progress, enabling data-informed adjustments to advising strategies.

Rogue Community College maintains a robust system for evaluating the learning environment and student outcomes, led by the Outcomes and Assessment Committee (OAC). This includes annual and five-year program reviews, with findings shared with the Academic and Training Council and OAC for feedback and improvement. Disaggregated data is used to identify and address equity gaps, a practice embedded across advisory councils, program reviews, and Board of Education updates. The Student Learning & Success Division applies these insights to enhance student services, ensuring all students benefit from evidence-based support and continuous improvement.

### **Student Privacy and Identity Verification**

RCC maintains strong systems to protect student privacy and verify identity:

- Students are assigned a unique ID, secure login credentials, and RCC email upon admission.
- Access to online learning platforms is protected by multi-factor authentication.
- Proctored exams are administered in-person at RCC testing centers or remotely with live ID verification, ensuring academic integrity.

## **Standard 6: Program Sustainability/Quality Program**

**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 sample worksheet for projected revenue and expenditures for first four years of 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. 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

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## **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., Department Chair/Coordinator reassignment 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 anticipated 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

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- TSPC EPP program approval

**The four year draft budget is provided in Appendix D.**

## 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 report is attached at the end of this document.

Rogue Community College (RCC) is accredited by the Northwest Commission on Colleges and Universities (NWCCU). As this will be the college's first academic program at the bachelor's degree level, RCC is required to submit a Major Substantive Change Proposal to NWCCU. This process is necessary because the addition of a new degree level represents a significant expansion of the institution's accredited scope.

RCC has met with NWCCU to discuss the required steps and timeline for this review. The college will initiate the formal substantive change process through NWCCU's Institutional Portal once program approval is received from the Higher Education Coordinating Commission (HECC). The proposal will include documentation demonstrating RCC's capacity to meet NWCCU standards at the baccalaureate level, including academic rigor, institutional resources, and alignment with federal regulations.

This review is essential to ensure that the new Bachelor of Applied Science in Education (BASE) program is fully integrated into RCC's accreditation status and that the college continues to uphold the quality and integrity expected by NWCCU. RCC is prepared to submit all required materials and engage in the review process promptly following HECC approval.

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



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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.

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**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.

**See Appendix E for detailed responses and external evaluator worksheets**

## **Standard 8: 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.

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,

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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.

Rogue Community College (RCC) maintains extensive and varied engagement with K–12 partners through programs such as dual credit, early college, TRiO Educational Talent Search (ETS) grants embedded in high schools, career exploration initiatives, Perkins-supported programs of study, and ongoing collaboration to

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ensure students have access to college opportunities. These relationships, along with many others, are foundational to RCC's mission and reflect a deep commitment to educational equity and access.

RCC also plays an active role in the Southern Oregon Educational Leadership Council (SOELC), a regional coalition focused on building Oregon's strongest workforce in the Rogue Valley. SOELC includes community college and university presidents and provosts, selected superintendents and K–12 leaders, and workforce development partners such as Rogue Workforce Partnership. The council works collaboratively to address broad educational issues, align regional priorities, and shape the future of educational and workforce development opportunities.

SOELC's strategic priorities are directly aligned with RCC's goals for the Bachelor of Applied Science in Education (BASE) program. These priorities include expanding experiential learning opportunities such as internships and apprenticeships, strengthening advisory boards with clear goals and industry representation, engaging rural and priority populations, and creating seamless educational pathways from middle school through higher education. RCC's BASE program is designed to contribute to these goals by offering a flexible, locally grounded teacher preparation pathway that meets the needs of place-bound and working adults.

This work is further supported by the One Rogue Valley Reimagined Comprehensive Economic Development Strategy (CEDS), which identifies talent development as a key driver of regional economic growth. The CEDS emphasizes the importance of increasing degree completions, improving workforce readiness, and fostering collaboration across education and industry sectors. RCC's BASE program is a direct response to these regional priorities, helping to build a sustainable pipeline of educators who will serve Southern Oregon's schools and communities.

RCC deeply values its partnership with Southern Oregon University (SOU) and views the BASE program as a complementary option to existing university pathways. RCC remains committed to strengthening articulation agreements, collaborating on advising, and supporting students in choosing the path that best fits their goals. While only a small portion of RCC students currently transfer locally, the college has observed an increase in students selecting out-of-state online programs. One of RCC's regional K–12 partners reported that nearly 70% of student teachers placed in their district over the past two years came from online programs based in other states. This trend reflects a growing gap in accessible, locally grounded teacher preparation options and underscores the urgency of expanding regional pathways. RCC views this not as a loss of students from SOU, but as an opportunity to collaborate more deeply with SOU to retain aspiring educators within Oregon. By offering complementary pathways through the BASE program, RCC aims to serve students who might otherwise leave the state for licensure, while continuing to promote SOU's traditional transfer and licensure programs for students seeking a university-based experience. Together, RCC and SOU can strengthen the regional educator pipeline and ensure that more teachers are prepared and retained within Southern Oregon schools.

In addition, RCC is excited to deepen its engagement with the Oregon Association of Colleges for Teacher Education (OACTE). Through this new relationship, RCC joins statewide efforts to collaboratively address the growing shortage of teacher educators in Oregon. A key concern is the increasing number of teachers entering the profession through non-TSPC-approved educator preparation programs (EPPs), many of which are based out of state. This trend highlights the need for Oregon institutions to work together to strengthen locally approved pathways and ensure high-quality preparation for future educators.

This approach is supported by findings from the Oregon Teacher Study, which show that teachers educated locally are more likely to remain in the profession and stay in their communities. RCC and SOU share a

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commitment to expanding the educator pipeline in Southern Oregon and ensuring students have access to high-quality, affordable, and regionally relevant pathways into the teaching profession.

The BASE program also complements the goals of the Grow Your Own (GYO) initiative led by the Southern Oregon Education Service District (SOESD), which has supported paraprofessionals, teacher cadets, and other individuals entering or enrolled in teacher preparation programs. GYO efforts have aimed to diversify the educator workforce and create affordable, regional pathways into education through mentorship, flexible scheduling, and paid practicum experiences. While recent funding cuts have impacted the GYO initiative, RCC remains committed to advancing similar strategies through the BASE program. By offering a locally grounded, flexible pathway for aspiring educators, RCC seeks to continue the work of expanding access, supporting diverse candidates, and strengthening the regional educator pipeline.

Together, these partnerships and initiatives reflect RCC's commitment to reducing barriers, supporting underrepresented students, and building a robust pipeline of future educators who are prepared to serve Southern Oregon's diverse communities.

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.

Following the January 1, 2020 legislative change that authorized Oregon community colleges to offer Bachelor of Applied Science (BAS) degrees, Rogue Community College (RCC) received early interest from regional K–12 partners regarding the potential development of a teacher licensure program. While internal discussions took place at that time, RCC was not yet positioned to move forward with program development.

In the summer of 2024, RCC was invited to join a consortium of Oregon community colleges working collaboratively to address regional educator workforce needs through the development of a Bachelor of Applied Science in Education (BASE) program. This invitation aligned with renewed interest from local school districts and broader statewide efforts to expand access to teacher preparation pathways.

Before formally joining the consortium, RCC leadership engaged in direct conversations with Southern Oregon University (SOU) leadership. These discussions reflected a shared commitment to addressing the educator shortage in Southern Oregon and maintaining strong collaboration between institutions.

RCC shared information about its participation in the BASE consortium during both the Fall 2024 and Spring 2025 meetings of its Early Childhood and Elementary Education Advisory Committee. These meetings included participation from a range of regional partners. While Southern Oregon University (SOU) is a standing member of the advisory group, SOU faculty were not present at the Fall meeting. The Spring 2025 meeting provided an opportunity to share updates on RCC's involvement in the consortium and to respond to questions from SOU faculty and other advisory members.

Following the spring meeting, RCC leadership met with SOU's new Dean of Education to continue the conversation and explore opportunities for collaboration. This meeting included discussion of prior communications, the importance of transparency, and the potential for SOU to participate in RCC's BASE Advisory Committee to support alignment and quality assurance.

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RCC later learned that a letter of opposition to the BASE degree had been submitted to the Higher Education Coordinating Commission (HECC). While RCC acknowledges that communication across institutions can progress at different rates, the college remains committed to transparency, collaboration, and ongoing engagement with university partners.

On September 10, 2025, RCC participated in a meeting of the Oregon Association of Colleges for Teacher Education (OACTE), where consortium members and university representatives engaged in a productive dialogue focused on shared goals. These included addressing the critical shortage of licensed educators and the increasing number of students turning to out-of-state online teacher preparation programs. RCC and other consortium colleges expressed a strong interest in working collaboratively with university partners to ensure high-quality, locally grounded teacher preparation options remain accessible.

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.

Other meetings throughout the process included the consortium leads from Linn Benton CC and Chemeketa CC engaging with the statewide OACTE group. 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.

The RCC Vice President of Special Projects and Dean of Health and Public Service also met with the Dean of Education at Southern Oregon University on October 8, 2025 to discuss collaborations which included an invitation for SOU to become part of the BASE advisory committee along with ways the institutions can work to promote both our education programs in the region along with discussion on how to build a clear transfer pathway from the BASE degree into the SOU Master's in Education program that can be promoted along with the BASE program.

WOU and OSU will be meeting with consortium leads the week of Oct 13th. The consortium 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.

### **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

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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:

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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. 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

A summary of topics, action items and timelines is provided in Table 7 below.



Table 7: BASE and OACTE Outstanding Topic Recap

Areas of Agreement:

\*Current partnerships are producing strong results, they continue to be a priority for BASE and OACTE.

\*There continues to be a significant teacher workforce shortage in the K-12 pipeline that cannot be addressed with existing in-state programs, the BASE proposal is an Oregon-based option for students who are currently choosing out of state providers.

\*TSPC policies need to be addressed as it is creating unintentional consequences.

\*There is a considerable need for "better" data.

Topic	To be addressed	Why	Timeline	Option	Strategy	Who
Statement of Need and Phase II:	Ensuring there is no duplication of effort	To ensure we are not requesting additional funding when we already have funding needs in existing programs (SG)	30-90 days	Review existing Education Prep Programs	Review current programs and enrollment /waiting lists	OACTE and BASE together
Statement of Need and Phase II:	Ensuring there is no duplication of effort	Need to identify Oregon programs that really are all online (KH)	30-90 days	Identify those who are serving rural Oregon	Look at the data for this	OACTE and BASE together
Statement of Need and Phase II:	Continue to utilize and support existing partnerships.	Programs are having to compete with online providers and there Educator Prep Programs that are struggling to maintain numbers. (REN)	30-90 days	Address this in Phase II materials	Identify institutions that have current additional enrollment capacity	OACTE and BASE together
Partnerships	Increased and strengthened partnerships with OACTE	To increase successful pipeline for students	ongoing	Create partnerships with CC	meet w/ advisors, present in classes, teach ED courses	OACTE and BASE
Partnerships	Increased and strengthened partnerships with OACTE	To increase successful pipeline for students	90 days to 6 months	Create a true menu of options (maybe a map) for students to understand options.	Using data on program locations and modality, create a map	OACTE and BASE
Partnerships	Increased and strengthened partnerships with OACTE	To increase successful pipeline for students	ongoing	Create outreach to districts	meet w/ OSPA and HR groups	OACTE and BASE

Partnerships	Program Approval Process	To create more collaboration and build on existing partnerships (MS)	6 months to ongoing	OACTE as a partner and collaborator for new education programs	Continue to meet and collaborate with BASE	OACTE and Colleges
Data	Tracking our CCWDID students to better understand students	to support students in their transfer options (JG)	6 months to 1+ year	Work with partnership institutions to understand student pathways	Review and share outcome data between partners	OACTE and BASE together
Data	What Educator Preparation Program is successful at place-based student teaching (within or alongside an online program).	Students need to stay in their jobs when they student teach so they can earn money	90 days	Look at individual institution data as a group	Share strategies and finding with the group as a whole	OACTE and BASE together
Data	Creating better data	We have MOUs with closest partners, but was very difficult and related to ABLE grants (KH)	ongoing	Remove barriers for future data sharing collaborative efforts.	Build on collaboration from the ABLE grants and create collaboration from all partners statewide	OACTE and BASE together
Data	Creating better data	Data is important for all of us, tracking students is a significant gap (SP)	ongoing	Remove barriers for future data sharing collaborative efforts.	Build on collaboration from the ABLE grants and create collaboration from all partners statewide	OACTE and BASE together
Data	Creating better data	So we can better understand student supports and the assess the students possess.	ongoing	Remove barriers for future data sharing collaborative efforts.	Build on collaboration from the ABLE grants and create collaboration from all partners statewide	OACTE and BASE together
TSPC Policy	Reduce the number of teachers taking non-TSPC approved courses.	To get more teachers prepared in Oregon. (JG)	30 days to 1+ year	Share concerns with TSPC.	Meet w/ TSPC and engage superintendents	OACTE and BASE together w/ TSPC - begin now - but will take time.
TSPC Policy	Reduce the number of teachers taking non-TSPC approved courses.	To impact out of state movement (KH)	30 days to 1+ year	Share concerns with TSPC.	Meet w/ TSPC and engage superintendents	OACTE and BASE together w/ TSPC - begin now - but will take time.

Funding	"Grow Your Own" Teacher Model	Unfunded as of 2025. How to fill the void that this will create (KH)	90 days to 6 months	Identify the adverse impact in the pipeline	Create a white paper(?) to identify number of students impacted by this funding reduction.	OACTE and BASE together.
Funding	Securing funding to support students in Educator Prep Programs	To increase access and knowledge for students who then chose to enroll in the programs (JG)	1+ year	Help students understand the full breadth of their options	Create materials to help school districts know what is available.	1+ Year (in time for 27-29 session)
Funding	Retention at K-12 level: The cost of teacher turnover	It costs more to hire and train a new teacher than it does to keep them.	ongoing	Supporting school district leaders and teachers to remain in classrooms	Conversation with districts and teachers about retention barriers and strategies	1+ Year (in time for 27-29 session)

## Appendix D: Budget Worksheet

	<b>FY 26/27</b>	<b>FY 27/28</b>	<b>FY 28/29</b>	<b>FY 29/30</b>
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4
1. Personnel	\$26,847.00	\$86,191.00	\$90,879.00	\$95,562.00
2. Fringe Benefits	\$8,025.00	\$30,234.00	\$32,094.00	\$33,748.00
3. Travel	\$1,200.00	\$2,400.00	\$2,400.00	\$2,400.00
4. Equipment	\$-	\$-	\$-	\$-
5. Supplies	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
6. Contractual	\$15,000.00	\$2,000.00	\$2,100.00	\$2,200.00
7. Construction	\$-	\$-	\$-	\$-
8. Other	\$10,550.00	\$9,550.00	\$7,550.00	\$7,550.00
<b>9. Total Direct Costs</b>	<b>\$64,622.00</b>	<b>\$133,375.00</b>	<b>\$138,023.00</b>	<b>\$144,460.00</b>
10. Indirect Costs	\$12,350.00	\$39,647.00	\$41,804.00	\$43,958.00
<b>11. Total Costs</b>	<b>\$76,972.00</b>	<b>\$173,022.00</b>	<b>\$179,827.00</b>	<b>\$188,418.00</b>

### Revenue

Proposed Tuition Rate (per credit)	\$182.00	\$185.00	\$188.00	\$191.00
Fees (per credit)				
Universal	\$38.00	\$38.00	\$38.00	\$38.00

total # of credits per year/cohort	45	90	90	90
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# cohorts/year	1	2	2	2
# students per cohort/year	6	6	6	6

### Projected revenue:

Tuition & Fees	\$59,400.00	\$240,840.00	\$244,080.00	\$247,320.00
	\$-	\$-	\$-	\$-
<b>Total</b>	<b>\$59,400.00</b>	<b>\$240,840.00</b>	<b>\$244,080.00</b>	<b>\$247,320.00</b>

## Appendix E: External Evaluator Review and Responses

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)			
<b>College Name:</b>	Rogue Community College	<b>BAS Degree Title:</b>	Bachelor of Applied Science in Education
<b>Reviewer Name:</b>	Susan Boe, Ed.D.	<b>Institutional or Professional Affiliation:</b>	Teacher Standards and Practices Commission
<b>Professional License or Qualification, if any:</b>	BAE Physical Education and Recreation, WA Provisional K-12 Physical Education License, Master of Education, Ed.D. Leadership and Learning, WA Provisional Administrator License	<b>Relationship to Program, if any:</b>	NA
<b>Please evaluate the following specific elements</b>			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<b>Comment</b> <ul style="list-style-type: none"> <li>• The BASE program serves Oregon by focusing on hard to fill staff positions in SPED with the additional training in English language support.</li> <li>• Additionally, the program takes into consideration the high cost of education and the need to limit student loan debt.</li> <li>• Supporting working adults by providing a flexible model will help provide access to those who would not traditionally be able to earn a teaching license. Providing a more detailed description of what a flexible cohort model might look like would be helpful. Cohort models are traditionally not very flexible. You mention 'flexible upper division coursework'? Is it the mode, time of day, synchronous or asynchronous?</li> <li>• Will the program lead to job placement? Yes, it will make your proposal even stronger by specifically describing how your partnerships with your districts may result in future employment for your completers and how you are serving your districts throughout the program through practicum and student employment. A win – win for both the candidate and the district. Just note, both TSPC and AAQEP highlight the need for strong partnerships.</li> </ul>		

b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	<p><b>Comment</b></p> <p>Program outcomes align to both TSPC and AAQEP and provide a strong foundation to meet both state and national accreditation, however, the new Early Literacy Program Standards do not seem to be mentioned under your SPED on page 9. Add OAR 584-420-0015 there needs to be evidence of these standards in courses in your SPED pathway.</p>
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	<p><b>Comment</b></p> <p>This pathway to an Oregon Preliminary License addresses the state's teacher workforce needs in ELMS and SPED. It encourages Oregon students who might otherwise study out of state to complete their training through an Oregon-approved EPP. By doing so, our K–12 teachers gain preparation grounded in Oregon's unique standards, vision, and mission for serving students.</p>

d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• Emphasis on culturally sustaining pedagogy, SEL, and trauma-informed practice as well as literacy. Suggest elevating the most recent early literacy standards in the narrative. For example, pg. 10 ‘This course builds foundational knowledge of early literacy, focusing on.....’ you may want to add <i>builds on foundational knowledge of early literacy aligning to the Early Literacy Framework</i>.</li> <li>• Highlight MTSS in a course description.</li> <li>• Do you have an observation tool created yet? This will have to highlight early literacy/science of reading strategies</li> <li>• Course assessments are innovative and provide a variety as the students work through case studies to connect to real world scenarios. The portfolio and a capstone requirement allow for self-reflection and encourage the development of a self-reflective educator.</li> <li>• Additionally, activities where the candidate is involved in working with student data to inform practice is a strong addition to the course and program outcomes.</li> </ul>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p><b>Comment</b></p> <p>The AAOT is a proven foundation from which to build the upper division courses.</p>
f) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• BASE faculty are familiar with Oregon K-12 and EPP standards and work. Most hold advanced degrees elevating teaching as an academic and professional career choice.</li> <li>• Additionally, if an additional faculty hire does not have literacy expertise, consider professional development in literacy to help support the early literacy program standards.</li> </ul>

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g) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	<p><b>Comment</b></p> <p>Strong institutional support along with the Four-Pillar approach is an excellent framework from which students will be supported through this program.</p>



h) Membership and Advisory Committee	<p>Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?</p> <p><b>Comment</b></p> <p>The advisory group has provided diverse perspectives to help ensure strong alignment with both state and national standards. Their responses to concerns have been consistently clear, respectful, and well-reasoned.</p> <p>Also, for my bio, I do not oversee educator preparation program approvals. Bill oversees... I <i>support</i> the educator preparation program approval process. 😊</p>
i) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• Rouge Community College has mapped out a high-quality BASE program leading to the Preliminary Teaching License and SPED Endorsement.</li> <li>• The main focus in my review is to elevate newly adopted Early Literacy Framework and existing partnerships standards (especially at the state level for TSPC unit and program review).</li> <li>• When reviewing assessments for your program, describe how these assessments are valid and reliable and when/where your members engage in inter-rater reliability for these assessments.</li> <li>• Clinical practice observation tools must reflect literacy and the opportunity to practice these early literacy (science of reading) strategies.</li> </ul>

**Reviewer Bio or Resume**

Susan Boe is the Licensure Pathways Policy and Academic Program Specialist at the Oregon Teacher Standards and Practices Commission, where she helps shape licensure pathways for aspiring educators. She also serves as the acting administrator for the Oregon Teaching Apprenticeship JATC, overseeing the development and maintenance of apprenticeship programs to support teacher growth. With experience as a secondary teacher and as Director of an Oregon Educator Preparation Provider, Susan is committed to advancing innovative approaches to teacher licensure that meet the evolving needs of Oregon's education workforce.

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)			
<b>College Name:</b>	Rogue Community College	<b>BAS Degree Title:</b>	Bachelor of Applied Science in Education
<b>Reviewer Name:</b>	Julie Ferin	<b>Institutional or Professional Affiliation:</b>	NACCTEP
<b>Professional License or Qualification, if any:</b>		<b>Relationship to Program, if any:</b>	Organization member
<b>Please evaluate the following specific elements</b>			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<b>Comment</b> <ul style="list-style-type: none"> <li>• Directly addresses employer demands: Documented statewide teacher shortages, employer surveys, and advisory participation. Regional data project 78 annual elementary openings and 59 preschool/special education openings between 2023–2033, while nearby universities only graduate about 34 new teachers annually, leaving a persistent shortfall</li> <li>• Meets baccalaureate-level accepted academic standards: Alignment with TSPC, AAQEP, InTASC, and NWCCU standards; 60 upper-division credits; performance-based assessments</li> <li>• Lead to Job Placement: High likelihood of employment upon completion through district partnerships, Grow Your Own initiatives, and paid field experiences.</li> </ul>		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<b>Comment</b> <ul style="list-style-type: none"> <li>• The curriculum reflects a clear progression from foundational knowledge to professional mastery, characteristic of upper-division rigor.</li> <li>• 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).</li> </ul>		

	<ul style="list-style-type: none"> <li>• Instructional Application (Year 3): Methods courses in literacy, math, science, social studies, and the arts provide candidates with research-based teaching practices. Second- and third-year clinical experiences embed candidates in schools for early field experience.</li> <li>• 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.</li> </ul>
c) Curriculum Alignment	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• Yes, there is a clear alignment with Addressing Oregon’s Labor Market Needs through the BASE Program. <ul style="list-style-type: none"> <li>◦ Providing a local, affordable, flexible pathway to teacher licensure through hybrid and place-based delivery models designed for working adults and paraprofessionals</li> <li>◦ Embedding credit for prior learning (CPL) and paid practicum experiences to remove financial and systemic barriers that often prevent completion.</li> <li>◦ Integrating field-based learning within local districts to help students teach and remain in their communities, addressing both teacher recruitment and retention goals highlighted in the Statement of Needs</li> <li>◦ Emphasizing equity and diversity by preparing culturally and linguistically responsive educators who reflect Oregon’s increasingly diverse P–12 student population.</li> </ul> </li> <li>• Courses that prepare candidates for SPED generalist endorsement and inclusive teaching practices <ul style="list-style-type: none"> <li>◦ SPED 361 (Inclusive Classroom Lab)</li> <li>◦ SPED 362 (IEPs &amp; Real-Life Inclusion)</li> <li>◦ SPED 461 (Co-Teaching &amp; Advocacy)</li> </ul> </li> <li>• ED 302 integrates bilingual and culturally responsive teaching strategies, preparing graduates to serve Oregon’s linguistically diverse classrooms.</li> <li>• The Advisory Board incorporated district-level feedback through surveys and focus groups with superintendents, principals, and HR directors, identifying key priorities that are carried over into the curriculum.</li> </ul>

	<ul style="list-style-type: none"><li>• Flexible, locally delivered coursework</li><li>• Credit for prior learning for paraprofessionals with documented classroom experience (up to 18 credits)</li><li>• Place-based clinical experiences supporting students already working in districts.</li></ul>
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<p>d) Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>● <b>Alignment with employer needs and demands</b> <ul style="list-style-type: none"> <li>○ SPED Courses (SPED 361, 362, 461): Directly address the high-need area of special education preparation, including IEP development, inclusive practices, and evidence-based interventions.</li> <li>○ ESOL and Literacy Courses (ED 302, 311–313): Meet district demand for bilingual and literacy-focused instruction, emphasizing culturally and linguistically responsive pedagogy.</li> <li>○ Field-Based Courses (ED 381–483): Supervised clinical placements that prepare students for immediate employment in their local districts.</li> </ul> </li> <li>● <b>Upper-level courses relevant to industry</b> <ul style="list-style-type: none"> <li>○ Courses are aligned with Teacher Standards and Practices Commission (TSPC), AAQEP, and InTASC, ensuring that graduates are fully qualified for Oregon licensure and competitive within the education workforce.</li> <li>○ ED 441 (Social Justice in Social Studies): Emphasizes civic education, equity, and culturally responsive teaching; aligning with Oregon’s push for inclusive curricula.</li> <li>○ ED 431 (STEAM Team: Makerspaces, Math &amp; Messy Questions): Reflects workforce needs for STEM integration and inquiry-based instruction.</li> <li>○ ED 462 (Teaching with Heart: Trauma, Trust &amp; SEL): Addresses industry demand for trauma-informed and social-emotional learning practices.</li> <li>○ The Capstone Seminar (ED 493) requires students to conduct action research and advocacy projects, demonstrating application of research, data analysis, and reflective practice</li> </ul> </li> <li>● <b>Upper-level courses demonstrate standard academic rigor for Bach. degrees</b> <ul style="list-style-type: none"> <li>○ 60 upper-division credits required for completion, meeting NWCCU standards for bachelor’s degrees</li> <li>○ Coursework aligned to AAQEP and TSPC frameworks, ensuring advanced-level learning outcomes and integration of research, reflection, and practice.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Assignments that require lesson and unit design, action research, data-driven decision-making, and field-based performance assessments meet the upper-division academic rigor.</li> </ul>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>● <b>General Education requirements suitable for Bach. level program</b> <ul style="list-style-type: none"> <li>○ 12 upper-division GE credits at the 300–400 level</li> <li>○ The 90 lower-division credits encompass foundational coursework in communication, mathematics, science, social studies, and the humanities.</li> </ul> </li> <li>● <b>General Education courses meet breadth and depth requirements</b> <ul style="list-style-type: none"> <li>○ Advanced coursework in communication, math, science, and social sciences</li> <li>○ Research methods are embedded into the applied math and advanced writing courses to prepare students for applying theory, data, and instructional decision-making.</li> </ul> </li> </ul>
f) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>● <b>Adequately teach</b> <ul style="list-style-type: none"> <li>○ All faculty teaching are required to hold at least a master's degree, with a preference for doctoral preparation.</li> </ul> </li> <li>● <b>Continuously improve the curriculum</b> <ul style="list-style-type: none"> <li>○ No mention is made of how the program faculty will continuously improve the curriculum.</li> <li>○ It is mentioned that Projected Program Expenses include professional development for faculty.</li> </ul> </li> <li>● A dedicated full-time faculty member will teach 50% of the time in the BASE program, ensuring instructional continuity, advising, and leadership in program evaluation.</li> <li>● Qualified adjunct faculty will be utilized and recruited as enrollment grows, with several already expressing interest.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Dean of Health and Public Service and the Department Chair for Education provide academic oversight, ensuring consistency with licensure standards and alignment with consortium colleges</li> </ul>
g) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• <b>Adequate resources to sustain and advance the program</b> <ul style="list-style-type: none"> <li>○ The application includes a four-year financial plan,</li> <li>○ General Fund allocations from each participating college</li> <li>○ Private Foundation and college council start-up funds (consortium development and infrastructure support through MMT / College Council grants)</li> <li>○ Grant funding (e.g., Grow Your Own initiatives, federal or state educator workforce grants)</li> <li>○ Tuition and fees collected from enrolled students</li> <li>○ College Foundation scholarships and private contributions to support students in practicum placements and capstone teaching</li> </ul> </li> <li>• <b>Adequate resources to support student and library services, as well as facilities</b> <ul style="list-style-type: none"> <li>○ The current library resources are sufficient to support the upper-division coursework.</li> <li>○ The existing classrooms, LMS, and digital infrastructure are sufficient; Access to Centers for Teaching and Learning for hybrid and online course support</li> <li>○ Comprehensive digital library databases and education-focused research tools Placement coordination software for practicum and capstone tracking</li> <li>○ Student collaboration spaces (both physical and virtual)</li> </ul> </li> </ul>



<p>h) Membership and Advisory Committee</p>	<p>Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>● <b>Education Advisory Committee composed of:</b> <ul style="list-style-type: none"> <li>○ The Advisory committee includes a very diverse group of teachers, administrators, district leaders, state representatives from HECC, Educator Advancement Council (EAC), and TSPC. Students and educational researchers have provided feedback on curriculum design, field placement models, and licensure readiness requirements. Using the input from employer surveys, workforce data, and regional needs analyses, we have integrated district priorities directly into program design.</li> </ul> </li> <li>● <b>Response to Advisory Committee's recommendations and concerns (employer surveys, partner consultations)</b> <ul style="list-style-type: none"> <li>○ Employer surveys and focus groups with superintendents, principals, and human resource directors identified persistent hiring shortages and informed curriculum priorities in <i>special education, bilingual education, and rural teacher preparation</i>.</li> <li>○ The Advisory Committee has met regularly to review program outcomes, course design, field placement models, licensure requirements, and equity initiatives.</li> <li>○ Feedback has been collected through both formal meetings and subcommittees, allowing targeted review of areas such as curriculum development, credit for prior learning (CPL), and paid clinical placements</li> </ul> </li> </ul>
<p>i) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p><b>Comment</b></p> <p>The overall program concept is highly relevant and responsive to current employer demands. It directly addresses Oregon's critical teacher shortages in elementary education, special education, and bilingual education, with a focus on rural and place-bound communities. The program design incorporates flexible, affordable pathways for working adults and paraprofessionals through hybrid delivery, credit for prior learning, and place-based clinical experiences. Employer surveys and advisory input confirm strong district support and identify the BASE program as a much-needed pipeline for local educator recruitment and retention.</p>

	<p>The curriculum demonstrates appropriate baccalaureate-level rigor with a clear progression from foundational theory to advanced clinical practice. It includes 180 total credits with 60 upper-division credits aligned to AAQEP, TSPC, and InTASC standards, ensuring both academic integrity and licensure readiness. Courses emphasize culturally responsive teaching, literacy, assessment, and inclusive practices, areas of priority for Oregon districts. The culminating 600-hour student teaching residency and capstone action research project reflect the scholarly and applied depth expected of a four-year program.</p> <p>RCC has assembled a highly qualified instructional team comprising master's and doctoral-level faculty with experience in K–12 teaching and teacher preparation. The program benefits from strong leadership within the Dean of Health and Public Service, dedicated faculty assignments, and consortium-based collaboration for curriculum consistency and quality assurance. Institutional resources, including facilities, technology infrastructure, and administrative support, are sufficient to sustain and grow the program. External grants further strengthen the college's ability to support faculty development and launch new programs.</p> <p>RCC provides comprehensive student support services, including academic advising, tutoring, financial aid, and accessibility resources. Program navigators guide students through transfer pathways, practicum requirements, and preparation for licensure. The library and learning resource system provides extensive access to online databases, journals, and research assistance, making it suitable for upper-division coursework. Facilities and school district partnerships ensure access to authentic, supervised field placements in diverse classroom settings.</p> <p>The program has been developed through strong, continuous engagement with an appropriately convened Advisory Committee comprising K–12 leaders, higher education faculty, and state partners (TSPC, HECC, EAC). Advisory feedback has directly shaped the curriculum, delivery model, and practicum structure, particularly in the inclusion of credit for prior learning, paid internships, and flexible hybrid options. The college has responded effectively to all recommendations and established structures for ongoing advisory participation.</p>
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**Reviewer Bio or Resume**

Evaluator, please insert a short bio here or attach as separate document.

Julie Ferin serves as the Executive Director of the National Association of Community College Teacher Education Programs (NACCTEP), where she leads national initiatives focused on advancing community college-based educator preparation, policy, and partnerships. With more than two decades of experience in higher education and educator preparation, Julie has built a career dedicated to creating accessible, high-quality pathways that elevate the teaching profession and strengthen the educator workforce.

In her dual role as Instructional Services Director for Rio Salado College's Educator Preparation Programs, Julie oversees curriculum design, program evaluation, and state compliance for multiple teacher certification pathways. Her leadership emphasizes alignment with national standards such as InTASC, CEC, and High Leverage Practices, ensuring that preparation programs remain innovative, equity-focused, and data-informed.

As NACCTEP's Executive Director, Julie collaborates with colleges, universities, state agencies, and national organizations, including AACTE, CAEL, and the Pathways Alliance, to advance policies and partnerships that expand educator access and strengthen teacher pipelines nationwide. She leads national initiatives such as the NACCTEP Pre-Conference at AACTE, Leadership Institutes, and the Voices of Community College Teacher Education podcast series, spotlighting innovative two- and four-year partnerships addressing the teacher shortage.

Julie holds advanced expertise in curriculum development, instructional leadership, and program accreditation. Her work is grounded in a deep commitment to collaboration, equity, and the belief that community colleges are essential partners in preparing the next generation of educators.

**WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)**

College Name:	RCC	BAS Degree Title:	Bachelor of Applied Science in Education
Reviewer Name:	Linda McKee	Institutional or Professional Affiliation:	AAQEP – Association for Advancing Quality Educator Preparation
Professional License or Qualification, if any:		Relationship to Program, if any:	

Please evaluate the following specific elements

a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	<p>Comment</p> <p>The BASE program is designed in direct response to Oregon’s acute teacher shortages, particularly in elementary, special education, bilingual, and rural teaching. Employer input (districts, ESDs, RENs) confirmed the need for locally trained, diverse, and well-prepared teachers. The program aligns with TSPC licensure requirements, AAQEP standards, and NWCCU accreditation expectations, ensuring both professional readiness and academic rigor. Graduates are positioned for strong job placement outcomes due to workforce demand and targeted alignment with district hiring needs.</p>
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	<p>Comment</p> <p>Learning outcomes demonstrate appropriate rigor through integration of InTASC Model Core Teaching Standards, AAQEP standards, and TSPC requirements. Outcomes emphasize:</p> <ul style="list-style-type: none"> <li>• Professional knowledge and instructional design</li> <li>• Culturally responsive and inclusive practices</li> <li>• Applied field-based competencies</li> <li>• Reflective practice and leadership</li> </ul> <p>The curriculum requires a minimum of 60 upper-division credits with progressively complex field experiences and a capstone student teaching residency. This reflects baccalaureate-level expectations.</p>

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c) Curriculum	Does the curriculum align with the program's Statement of Needs Document?
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Alignment	Comment
	<p>The program directly addresses barriers identified in consortium colleges' Statements of Need: unclear transfer pathways, high attrition, underrepresentation of diverse educators, and rural workforce shortages. BASE provides a cohort-based, locally delivered, and affordable pathway, thus strongly aligned with the documented regional needs.</p>

d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <ul style="list-style-type: none"> <li>• Core Courses (e.g., culturally sustaining pedagogy, literacy and math methods, trauma-informed instruction, ESOL practices, special education law &amp; ethics) reflect high-demand areas in the teaching workforce.</li> <li>• Electives and field experiences are designed in partnership with districts and emphasize SPED, bilingual education, STEM, and early literacy.</li> <li>• Upper-level courses such as <i>Student Teaching Residency</i> and <i>Capstone Action Research Seminar</i> clearly demonstrate advanced rigor expected of bachelor's degrees while being highly relevant to industry needs.</li> </ul>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <p>The program integrates associate-level general education plus upper-division general education courses (e.g., advanced writing, applied math, research methods). This ensures compliance with NWCCU's Eligibility Requirement #12 for breadth and depth, while embedding general education into professional practice contexts (e.g., literacy, STEM, assessment). Requirements are appropriate for a bachelor's degree.</p>
f) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment</p> <p>Faculty teaching in the program must hold at least a master's degree in education (many with PhDs). Current faculty have deep expertise in early childhood, literacy, ESOL, culturally responsive practices, and special education. Advisory board and consortium members include experienced educators and administrators from K-12 and higher education. This indicates a strong capacity to teach and continuously improve the program.</p>
g) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p>

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	Comment
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	<p>Rogue Community College demonstrates adequate resources to sustain the program, including:</p>
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|--|---|
|  | <ul style="list-style-type: none"><li>• Faculty staffing plans with full-time and adjunct instructors</li><li>• Support from administrative leadership and external grants (Meyer Memorial Trust, Community College Council of Presidents)</li><li>• Student services and advising infrastructure including program navigators, CPL pathways, and career coaching.</li><li>• Library and facilities already supporting associate-level education programs, with expansion for baccalaureate delivery.</li></ul> |
|--|---|



<p>h) Membership and Advisory Committee</p>	<p>Has the program received assistance through input and feedback from an appropriately convened Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations and/or concerns?</p> <hr/> <p>Comment</p> <p>The program has benefited from robust input from an Advisory Board consisting of principals, superintendents, district leaders, state policymakers (TSPC, HECC, EAC), and faculty. Their feedback directly influenced program features such as:</p> <ul style="list-style-type: none"> <li>• Place-based clinical experiences</li> <li>• Paid internships</li> <li>• Credit for prior learning (CPL)</li> <li>• Strong emphasis on special education and bilingual teacher preparation</li> </ul> <p>The program demonstrates responsiveness to advisory concerns and integrates their recommendations into its design.</p> <p>Suggestion for improvement: include more community members who are directly related to, or interested in, education support.</p>
<p>i) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <hr/> <p>Comment</p> <p>The Bachelor of Applied Science in Education (BASE) is a well-conceived, academically rigorous, and employer-aligned program. It meets pressing workforce needs while maintaining high academic standards through alignment with TSPC licensure requirements, AAQEP accreditation standards, and NWCCU expectations. Faculty expertise, institutional resources, and advisory committee input all point to strong program sustainability.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>• Directly addresses teacher shortages and equity gaps.</li> <li>• Strong integration of culturally responsive, inclusive, and trauma-informed practices.</li> <li>• Clear pathways from associate to bachelor's completion.</li> <li>• Robust clinical sequence with capstone residency.</li> <li>• Strong advisory and employer engagement.</li> </ul> <p>Considerations for continuous improvement:</p> <ul style="list-style-type: none"> <li>• Ongoing monitoring of graduate employment outcomes and licensure pass rates.</li> <li>• Sustained recruitment and retention of varied faculty.</li> </ul>

	<ul style="list-style-type: none"> <li>Continued responsiveness to shifting state licensure policies and district workforce needs.</li> </ul> <p>Conclusion: The BASE program represents a strategic, high-quality expansion of baccalaureate access at the community college level and is highly likely to result in successful employment and licensure outcomes for graduates.</p>
<p><b>Reviewer Bio or Resume</b> Evaluator, please insert a short bio here or attach as separate document.</p> <p>Linda S. McKee serves as the Chief Operations Officer and is a founding team member for the Association for Advancing Quality in Educator Preparation (AAQEP). Linda’s relevant work experience includes strategic planning and administration of a coordinated effort to promote implementation of a continuous improvement sequence and a variety of performance measures, documentation of the outcomes of such measures in a variety of program contexts, research into optimal use of outcome evidence for program improvement, and collaborative discussions of policy implications and supports. Prior to joining AAQEP, McKee was the senior director for the Quality Support Center at American Association of Colleges for Teacher Education, focusing on accreditation and assessment assistance for higher education faculty. She has served as director for member and state relations with a national accreditor for education programs in the United States and spent over 10 years as director of the Teacher Preparation and Certification Program at Tulane University (New Orleans LA) where she was in charge of state approval and national accreditation, strategic planning, developing courses and assessments based on education reform, and instructing student interns and teachers. McKee has served education in the capacity of classroom teacher, district administrator, state administrator, educator preparation program administrator in higher education, and national consultant. Her teaching experience includes accreditation and assessment for higher education, teacher preparation, educational leadership training for teachers, principals and district staff, continuous improvement for PK-20, secondary language arts/drama and speech, and gifted education. She has extensive experience in curriculum development and education reform initiatives ranging from educational leadership development to policy development in a state education agency (SEA).</p>	

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## **Response to External Reviewer Comments – Dr. Susan Boe, TSPC**

Thank you for the thoughtful and detailed review of the Bachelor of Applied Science in Education (BASE) degree proposal. We deeply appreciate the comprehensive analysis provided across key areas, including the program concept, curriculum relevance, faculty qualifications, and alignment with Oregon's licensure and accreditation standards.

We are encouraged by your recognition that the BASE program offers an accessible, flexible, and high-quality pathway to Oregon's Preliminary Teaching License with a SPED endorsement. Your acknowledgment of the program's responsiveness to workforce needs (particularly in rural, bilingual, and special education fields) affirms the consortium's shared commitment to increasing access to the teaching profession while upholding rigorous academic and professional standards.

We also appreciate the specific recommendations you provided to further strengthen the proposal. In response, the consortium will implement the following refinements:

### **1. Incorporation of Early Literacy Standards**

We agree that the integration of Oregon's newly adopted Early Literacy Program Standards (OAR 584-420-0015) is essential. Consortium colleges are updating syllabi and course descriptions in the SPED and literacy sequences to explicitly reference these standards. Each course addressing literacy instruction, particularly those aligned with science of reading and dyslexia-informed practices, will now include direct alignment statements and measurable outcomes tied to the Early Literacy Framework.

Additionally, the consortium will ensure that clinical practice observation tools include clear indicators for early literacy instruction and opportunities for candidates to demonstrate applied proficiency in the science of reading.

### **2. Validation and Reliability of Assessments**

We value your recommendation to describe how program assessments are validated and scored consistently. The consortium will formalize a shared assessment and calibration process across all partner colleges. This will include:

- Faculty participation in annual inter-rater reliability sessions for signature assessments and clinical evaluations.
- Documentation of assessment validity through alignment to InTASC, AAQEP, and TSPC standards.
- Ongoing analysis of data for continuous improvement and accreditation reporting.

This structured approach will ensure the reliability, fairness, and consistency of candidate assessment data across institutions.

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### 3. Strengthening District Partnerships and Employment Pathways

We appreciate the encouragement to provide more detail on how district partnerships lead to employment outcomes. Each college will document in phase II the direct connection between practicum placements, district partnerships, and future employment opportunities for BASE graduates.

Many partner districts already employ BASE students as instructional assistants or paraprofessionals while they complete their degrees. We will formalize these arrangements into 'earn and learn' models, ensuring a clear 'grow-your-own' pipeline from employment through licensure and beyond, creating the 'win-win' partnerships you highlighted.

### 4. Clarifying Flexible Cohort and Course Delivery Models

We acknowledge the importance of describing what is meant by 'flexible cohort' and 'upper-division coursework.' In response, Consortium colleges have revised program descriptions to clarify that flexibility refers to delivery mode (hybrid, online synchronous/asynchronous, and in-person options), time of day, and regional field placements that accommodate working adults.

This structure preserves the supportive benefits of a cohort while maintaining accessibility and scheduling flexibility for non-traditional, place-bound, and employed students.

### 5. Faculty Development in Early Literacy

We appreciate the recommendation that faculty who do not yet have deep expertise in early literacy receive targeted professional development. The consortium will continue investing in faculty growth, including:

- Participation in state-led Early Literacy Framework training and Science of Reading professional development.
- Cross-consortium collaboration sessions to ensure consistency in early literacy implementation.
- Ongoing review of coursework to align faculty preparation with emerging research and Oregon standards.

### 6. Observation Tools and Data-Driven Instruction

Your emphasis on observation tools that highlight early literacy, MTSS, and data-informed instruction aligns closely with our program goals. The consortium is developing a shared observation and feedback tool that integrates early literacy indicators, trauma-informed practice, and culturally sustaining pedagogy. Candidates will also engage in data literacy activities to analyze student learning and inform instructional decision-making. The use of these tools will also be modeled in the literacy strand of courses offered within the program.

### 7. Continuous Improvement and Advisory Engagement

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We value your recognition of the strong and diverse advisory committees guiding this work. To further align with AAQEP and TSPC expectations, consortium colleges will:

- Continue to document advisory feedback and institutional responses in annual reports.
- Add representatives from local districts, early literacy specialists, and community partners to advisory groups.
- Maintain transparent communication between the consortium, HECC, and TSPC for ongoing program refinement.

In summary, we are grateful for your expert review and your specific insights into strengthening alignment with Oregon's Early Literacy Framework, partnership standards, and assessment practices. These recommendations will be incorporated across all BASE consortium colleges to ensure consistent quality, accountability, and responsiveness to Oregon's educator workforce priorities. We remain committed to refining the program in these areas and to collaborating closely with TSPC to ensure that the BASE degree continues to model excellence, equity, and innovation in community college educator preparation.

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## **Response to External Review Comments: Julie Ferin, NACCTEP**

Thank you for the detailed and thoughtful reviews of the Bachelor of Applied Science in Education (BASE) degree proposal. We sincerely appreciate the time and depth of analysis given to evaluating the program's concept, curriculum, academic rigor, and institutional readiness.

We are encouraged by your recognition that the BASE degree represents a well-designed, relevant, and academically rigorous pathway that directly addresses Oregon's teacher workforce shortages in elementary education, special education, bilingual education, and rural communities. Your affirmation of the program's alignment with TSPC, AAQEP, and NWCCU standards reinforces our shared commitment to providing a high-quality, accessible, and equitable educator preparation model through Oregon's community colleges.

We have carefully reviewed the recommendations provided and will implement the following refinements in response:

### **1. Faculty Development and Continuous Program Improvement**

We acknowledge your observation that while faculty qualifications are strong, additional clarity is needed on how faculty will continuously improve the curriculum. In response, the consortium colleges will:

- In phase III we will establish a faculty professional development plan that includes participation in statewide learning communities, early literacy training, and trauma-informed pedagogy workshops.
- Hold annual curriculum review sessions across the consortium to analyze student data, update coursework, and share best practices.
- Use consortium-wide professional development funds (including Meyer Memorial Trust and College Council grants) to support sustained improvement and cross-college collaboration.

This ensures faculty remain engaged in evidence-based instructional improvement aligned with national accreditation and licensure expectations.

### **2. Documentation of Curriculum Progression and Academic Rigor**

We appreciate your recognition that the curriculum demonstrates a strong progression from foundational theory to advanced practice and leadership. To further strengthen transparency and consistency across consortium colleges, we will:

- Continue in Phase III to refine course descriptions and sequencing tables to highlight the developmental progression across foundational, methods, and advanced practice phases.
- Continue to align assessments and assignments to AAQEP and InTASC Standards 1–10, demonstrating clear evidence of baccalaureate-level rigor and professional mastery.
- Maintain shared templates for lesson design, action research, and capstone rubrics that illustrate how students synthesize theory, field experience, and data-informed reflection.

### **3. Clarifying Faculty and Staffing Structures**

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In both reviews, you noted the reference to faculty from multiple consortium colleges and suggested clarification regarding staffing and ongoing coordination. The consortium will develop a BASE Faculty Coordination Framework that outlines:

- Lead faculty roles for curriculum alignment, data analysis, and course updates.
- Shared teaching across partner institutions using a collaborative LMS and virtual supervision model.
- Regular BASE faculty convenings hosted by LBCC to ensure coherence and quality across sites.

This structure formalizes faculty collaboration and supports unified program delivery across colleges.

#### 4. Strengthening Description of Clinical Model and District Partnerships

We are grateful for your emphasis on highlighting the connection between clinical practice and district partnerships. The consortium will expand on our narrative sections in Phase III to:

- Explicitly describe the 600-hour progressive clinical model, including early field experiences, co-teaching placements, and a full-day residency in the final year.
- Clarify how district partnerships, Grow Your Own initiatives, and paid placements lead directly to post-graduation employment opportunities.
- Document how advisory input from superintendents, HR directors, and ESD partners continues to shape field placement design, ensuring alignment with workforce needs.

#### 5. Continuous Assessment and Data-Driven Improvement

We agree with the importance of documenting mechanisms for ongoing program evaluation and continuous improvement. To that end, the consortium will:

- Implement a shared assessment system that collects and analyzes data across all partner colleges.
- Conduct annual faculty calibration sessions to ensure inter-rater reliability on signature assessments.
- Create a program-level data dashboard to track student persistence, licensure outcomes, and employment data for HECC and TSPC reporting.

This system ensures data transparency and promotes accountability across the consortium.

#### 6. Sustainability and Institutional Resources

We appreciate the acknowledgment that the program demonstrates strong institutional support and a sound fiscal model. Each college will continue to:

- Maintain sustainable general fund commitments and diversified grant support.
- Expand access to scholarships and stipends for paraprofessionals and place-bound students.
- Leverage shared resources such as library systems, digital teaching centers, and online platforms to sustain quality delivery statewide.

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## 7. Advisory Engagement and Responsiveness

Your recognition of the advisory committee's diversity and responsiveness is greatly appreciated. In line with your feedback, the consortium will continue to:

- Expand advisory representation to include student voices, multilingual education specialists, and rural district administrators.
- Maintain documentation of advisory recommendations and resulting program changes.
- Strengthen state-level coordination with HECC, EAC, and TSPC to ensure the BASE degree remains aligned with Oregon's broader educator workforce initiatives.

## 8. Emphasizing Equity, Access, and Flexibility

We value your acknowledgment that the program meets the needs of working adults, bilingual candidates, and rural students through hybrid, online, and place-based delivery models. Moving forward, we will:

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

We are grateful for your affirmation that the consortium's BASE proposals demonstrate strong design, workforce alignment, and academic rigor. Your specific recommendations around faculty development, assessment calibration, and clear articulation of the clinical model will enhance program quality across the consortium. These revisions will be incorporated into the final submission to HECC, reflecting our shared goal of ensuring that Oregon's community colleges remain innovative leaders in preparing highly qualified, equity-minded educators who serve their local communities.



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## Response to External Reviewer Comments: Linda McKee, CEO AAQEP

Thank you for the thoughtful and comprehensive feedback provided on the Bachelor of Applied Science in Education (BASE) degree proposal. We appreciate the time and expertise you devoted to analyzing key elements of the program, including its conceptual framework, curriculum design, academic rigor, faculty qualifications, and alignment with workforce and licensure needs.

We are encouraged by your affirmation that the BASE program is academically sound, highly responsive to Oregon's teacher workforce shortages, and well-aligned with TSPC licensure standards, AAQEP accreditation expectations, and NWCCU requirements. The positive feedback regarding the program's focus on equity, applied learning, and regional accessibility reinforces the strength of the consortium model and its ability to serve rural and underrepresented students.

We also appreciate the specific, constructive recommendations and have carefully considered each area for refinement. In response, the consortium will:

- **Expand Advisory Committee Membership:** We agree that greater community representation will strengthen the program's relevance and responsiveness. The consortium will broaden its advisory council to include nonprofit leaders, local business and industry representatives, museum and civic education directors, and other community stakeholders who can offer diverse perspectives on educator preparation and workforce development.
- **Enhance Program-Level Assessment:** The consortium will implement a shared evaluation framework that integrates course-level assessments (lesson design, unit plans, action research) into program-level measures of quality and effectiveness. This structure will align with AAQEP's emphasis on evidence-based continuous improvement and will include shared rubrics, faculty calibration, and data review cycles.
- **Strengthen Data-Driven Continuous Improvement:** Building on the existing equity dashboard and licensure tracking systems, the colleges will formalize processes for collecting and analyzing graduate employment data, licensure pass rates, and persistence metrics across the consortium. These findings will inform future program and policy adjustments in partnership with HECC and TSPC.
- **Sustain Faculty Development and Resource Capacity:** We recognize the importance of maintaining highly qualified faculty and adequate institutional resources as enrollment scales. Each college has committed to continued investment in full-time BASE faculty positions, professional development in literacy and special education, and shared professional learning across the consortium.
- **Maintain Alignment with Licensure and Accreditation Standards:** The consortium will continue its close collaboration with TSPC, HECC, and AAQEP to ensure that BASE

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programs remain aligned with evolving state licensure expectations and national accreditation frameworks.

We appreciate your recognition of the BASE program as an innovative, equity-driven response to Oregon's educator workforce needs. The recommendations provided will further strengthen program quality, community engagement, and data-informed decision-making across all partner colleges. We are committed to refining and advancing the program in these areas and to ensuring that the BASE degree continues to serve as a model for expanding access to high-quality, locally delivered teacher preparation in Oregon.



# Rogue Community College

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May 5, 2025

## TRANSMITTAL PAGE

Rogue Community College  
Bachelor of Applied Science in Education

Please accept the attached Statement of Need and supporting documentation for our application to offer a Bachelor of Applied Science in Education degree at Rogue Community College. The Rogue Community College Board will be voting on a resolution to approve the offering of Applied Baccalaureate Degrees at Rogue Community College at the May meeting on 5/20/25. We look forward to working with you to advance this project to increase educational opportunities for our community.

Randy Weber, President  
[rweber@roguecc.edu](mailto:rweber@roguecc.edu) 541-956-7001  
3345 Redwood Highway  
Grants Pass, OR 97526

### Secondary Contact:

Dave Koehler, Dean of Health and Public Service  
[dkoehler@roguecc.edu](mailto:dkoehler@roguecc.edu) 541-956-7031

### HECC contact:

K.C. Andrew, 503-979-5670  
[kc.andrew@hecc.oregon.gov](mailto:kc.andrew@hecc.oregon.gov)  
Shalee Hodgson, 971-372-0889  
[shalee.hodgson@hecc.oregon.gov](mailto:shalee.hodgson@hecc.oregon.gov)

### Emailed to:

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

### Documents Attached:

Statement of Need: page 2

Attachments:

- References: page 31
- Letters of Community Support page 33
- Lightcast Occupation Overview - Rogue Valley page 37
- QualityInfo.org Occupation Overview – Rogue Valley page 55

### Redwood Campus

3345 Redwood Highway  
Grants Pass, OR 97527  
(541) 956-7500

### Riverside Campus

227 E. Ninth Street  
Medford, OR 97501  
(541) 245-7500

### Table Rock Campus

7800 Pacific Avenue  
White City, OR 97503  
(541) 245-7500

## Rogue Community College

### Introduction

Rogue Community College (RCC) is proposing a Bachelor of Applied Science in Education (BASE) degree focused on Early Childhood and Elementary Education to address the critical challenges Oregon's schools face to recruit and retain high quality teachers. These challenges go beyond teacher shortages. It's not just about filling vacancies, it's about ensuring that every student has a well-prepared, effective teacher in the classroom. Although community colleges and universities have invested significant time and effort over the years in developing Major Transfer Maps (MTMs) and articulation agreement, efforts that have benefited many students, substantial barriers still remain for non-traditional students pursuing bachelor's degrees and licensure. These challenges are described in this statement of need and are supported by both qualitative and quantitative data.

This effort goes beyond simply addressing teacher shortages. Our shared goal is to ensure every Oregon student has access to an effective, well-prepared educator who reflects the rich diversity of our communities. Despite strong interest in the teaching profession, many non-traditional and underrepresented students face significant barriers completing teacher licensure through existing pathways. By offering affordable, accessible bachelor's degree options at the community college level, RCC and our partner colleges can remove these barriers and support a more inclusive and representative educator workforce.

Recently Oregon has joined a growing national movement of 24 states and counting, that allow community colleges to offer bachelor's degrees in education. Today's college students are increasingly older, more racially and ethnically diverse, and often balancing multiple responsibilities such as employment and family care, while facing financial challenges. However, many postsecondary education systems remain designed for traditional, full-time students, leaving a growing segment of the population underserved (Meza & Love, 2023). As demand grows for these flexible educational models, the BASE degree pathway through the community college consortium has emerged as a viable strategy to expand access and improve outcomes for nontraditional students.

This degree pathway is a necessary step toward equity in higher education and long-term sustainability for our state's educator development. This degree pathway will complement the more traditional pathways that our university partners offer and include options that serve part-time, online, and working individuals with options for credit for prior learning, paid place-based practicums, and flexible learning modalities and schedules.

Over the past few years, school districts in Oregon have had no choice but to hire more than 2,000 underprepared teachers on emergency or restricted licenses. Rural and low-income communities have been especially impacted by this lack of highly qualified educators who are connected to their communities and represent their students. According to the 2022 Oregon Educator Equity Report, there is a persistent gap in diversity between the educator workforce

and the student population. In 2021-22, 40% of Oregon's students identified as racially or ethnically diverse, while only 15% of educators did so (Oregon Equity Report, 2022). The proposed BASE degree aims to close this gap by creating a complimentary educator pathway for underrepresented culturally and linguistically diverse individuals, particularly those who are place-bound due to geographic or financial barriers. Research indicates that educators who reflect the students they serve come from the communities they serve can improve student outcomes and engagement, making this initiative critical for Oregon's future workforce.

The 2024 Oregon Educator Equity Report highlights progress in diversifying the state's teaching workforce while also revealing ongoing challenges in retention and completion rates for educators of color. Currently, 20.6% of new teachers in Oregon identify as racially or ethnically diverse, reflecting an improvement from previous years. However, retention remains a significant issue, particularly for early-career teachers and those in high-need fields like special education. The report also notes a contrast between the increasing completion rates of diverse community college graduates and the declining completion rates of diverse candidates obtaining licensure, indicating systemic barriers that continue to impact Oregon's teacher pipeline.

To address these systemic barriers and retain these educators, RCC's BASE degree will implement proven "grow-your-own" (GYO) strategies such as mentorship, flexible scheduling, stacked credentials, embedded practicum experiences, credit for prior learning, and placed-based, paid practicum opportunities to reduce financial barriers and improve retention while ensuring high quality preparation that prioritizes mentorship and community-responsive preparation. These elements directly contribute to greater access, persistence, and preparation quality for non-traditional students (Bianco & Marin-Paris, 2019).

Research on GYO teacher initiatives shows that recruiting non-traditional candidates from local communities and placing them in supportive environments can significantly enhance long-term retention (Gist, Bianco & Lynn, 2019). Localized programs vary in nature, however nearly every state has some form of program which seeks to harness the place-based knowledge of an individual who is from a community. Expanding upon these strategies, along with targeted institutional support, will contribute to a valuable complementary educator pathway. By increasing access to affordable and accessible education degree and licensure pathways, addressing workforce shortages, and strengthening teacher retention efforts, RCC's BASE degree will directly contribute to Oregon's goal of building a more diverse and effective educator workforce.

Additional challenges remain with transfer pathways in Oregon's higher education system. The 2025 report by Student-Ready Strategies, commissioned by the Oregon Community College Association, highlights persistent challenges within Oregon's postsecondary transfer system. Despite multiple legislative reforms over the past decade, including the creation of the Transfer Student Bill of Rights, the Major Transfer Maps in Elementary Education, and a statewide Transfer Council, students continue to face significant barriers when transferring from community colleges to four-year institutions. Key issues include complex and poorly communicated transfer pathways, advising gaps, and a lack of access to transfer student services that continue to place the burden of navigation on students.

To truly serve Oregon’s diverse student population and meet workforce needs, the state must revisit legislative intent, improve implementation, and center student equity in ongoing transfer reform. The BASE degree program addresses these issues and will help the state meet these goals.

## Relationship to Institutional Mission and Goals

STATEMENT OF NEED	
STANDARD	CRITERIA
1. Relationship to institutional mission and goals, and Oregon’s educational goals.	<p>a. Describe how this program serves Oregon's residents to obtain a bachelor's degree that provides technical/professional knowledge and skills required for specific career positions with Oregon’s local, regional or statewide employers.</p> <p>b. How does this program serve Oregon’s education diversity and equity goals?</p>

Rogue Community College’s (RCC) mission is to enhance the quality of life in our communities by providing accessible, exemplary educational opportunities that support student success and promote economic development. The proposed Bachelor of Applied Science in Education (BASE) is a natural extension of this mission. It reflects RCC’s long-standing commitment to equity, affordability, and community responsiveness by addressing a persistent regional need: the shortage of well-prepared, locally rooted educators in Jackson and Josephine counties.

The BASE degree directly supports the college’s institutional goals by expanding access to a high-quality baccalaureate degree that prepares students for in-demand careers in education. In particular, it opens new doors for place-bound, working, and non-traditional students, including those already serving as instructional aides or substitutes in local schools who are unable to relocate or afford traditional university-based teacher preparation programs. By offering this degree through flexible modalities and integrating credit for prior learning and place-based practicums, RCC will lower barriers to licensure and help ensure that more educators come from, and remain in, Southern Oregon communities.

This initiative is especially aligned with RCC’s identity as Oregon’s first and only public “Opportunity College” recognized by the Carnegie Classification of Institutions of Higher Education. RCC enrolls Pell Grant recipients and racially and ethnically diverse students at higher rates than peer institutions. Its service to underrepresented populations underscores its role as a regional leader in advancing educational equity and economic mobility. The BASE degree will enhance this role by giving more students access to a career pathway that offers both social impact and economic security.

Moreover, the BASE degree will support local school districts’ efforts to diversify their educator workforce, critical in a region where only 13% of educators identify as racially or ethnically diverse, despite a student population that is increasingly multilingual and multicultural (Lightcast, 2025). By training educators who reflect the cultural and linguistic diversity of the community, RCC is not only preparing competent professionals but also advancing its mission to foster inclusive learning environments and equitable student outcomes.

In sum, RCC's proposed BAS in Education is an expression of its mission in action. It meets a pressing local workforce need, expands affordable access to a bachelor's degree for historically underserved populations, and contributes to long-term educational and economic health in Southern Oregon. This program strengthens the college's existing pathway infrastructure and builds on RCC's successful history of empowering students through community-connected, workforce-driven education.

## Program Alignment with Oregon's Educational Goals

National trends strongly support the development of a Bachelor of Applied Science in Education (BASE) degree at RCC as a timely and effective response to pressing educator workforce and equity needs. As of 2025, 24 states have authorized BAS degrees at 191 community and technical colleges, including Washington State, where such programs have operated successfully for nearly a decade (Community College Baccalaureate Association [CCBA], n.d.). These programs have significantly improved access for racially and ethnically diverse students; for example, the number of Latine students earning baccalaureate degrees through community colleges rose from 1,623 in 2016–17 to 2,941 in 2020–21—a 4% increase over six years (CCBA, 2024). The BASE degree directly supports Oregon's education equity goals, including those outlined in the Higher Education Coordinating Commission's Equity Lens (HECC, 2022), by expanding access to historically underserved students, particularly first-generation, multilingual, and racially and ethnically diverse future educators.

Simultaneously, the United States is facing a severe teacher shortage, with over 314,000 positions either vacant or filled by individuals who are not fully certified—roughly 1 in 10 teaching roles nationwide (Learning Policy Institute [LPI], 2024). Rural and high-poverty schools are especially affected, experiencing chronic staffing gaps and high turnover rates (U.S. Department of Education [USDOE], 2024). Reflecting this national crisis, 86% of public schools reported difficulty hiring teachers for the 2023–24 academic year (National Center for Education Statistics [NCES], 2023).

In Oregon, access to teacher preparation programs is largely restricted to university-based models, many of which are in-person or hybrid, making them inaccessible to working adults and place-bound students. A BASE degree at RCC would fill this critical gap by providing a flexible, affordable, and locally available pathway into the teaching profession, particularly for first-generation and Bilingual students. Peer colleges in Washington, such as Clark College, Highline, and Yakima Valley, have successfully implemented similar BAS-Ed programs for comparable student populations. The regional partnership between Centralia and Grays Harbor College further demonstrates how collaborative models can expand access across underserved areas (CCBA, n.d.). Moreover, labor market data show that elementary teaching positions in the Mid-Willamette region offer salaries ranging from \$53,000 to \$126,000, underscoring the degree's potential to support upward mobility and address regional workforce shortages (Lightcast, n.d.).

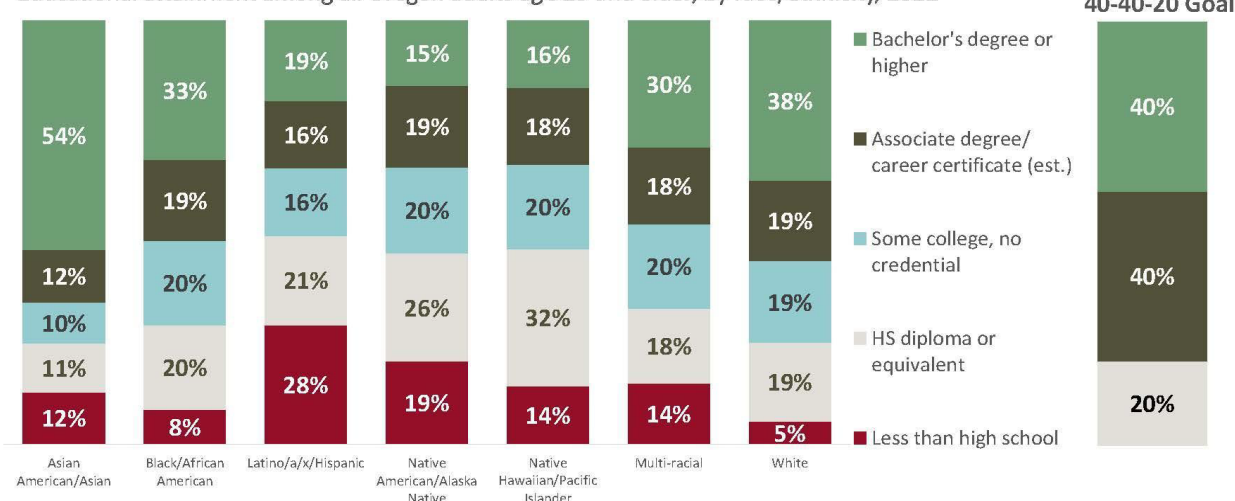
## Oregon's Goals

Oregon has set an ambitious goal for 40% of its adult population to hold a bachelor's degree; however, current attainment rates fall short of this benchmark and reveal persistent racial and ethnic disparities Chart 1. Although some groups have approached or exceeded the goal, bachelor's degree attainment remains disproportionately low among many communities of color.

**Chart 1: Educational attainment in Oregon**

### Educational attainment varies widely by race/ethnicity

Educational attainment among all Oregon adults *age 25 and older*, by race/ethnicity, 2022



These rates include all adults age 25+. The size of the gaps among young adults are likely smaller than the gaps for all adults, but disparities remain. Equity gaps occur at each level of educational attainment.

14

Source: U.S. Census, American Community Survey (ACS) 1-year estimates, Table B15002, 2010 - 2022. Attainment rates reflect a three-year rolling average to smooth volatility resulting from smaller sample sizes. Data include an estimate of career certificates. In addition, data for 2020 include an estimated breakout of the "some college, no credential" group, who were grouped that year with associate degree earners.

HIGHER  
EDUCATION  
COORDINATING  
COMMISSION

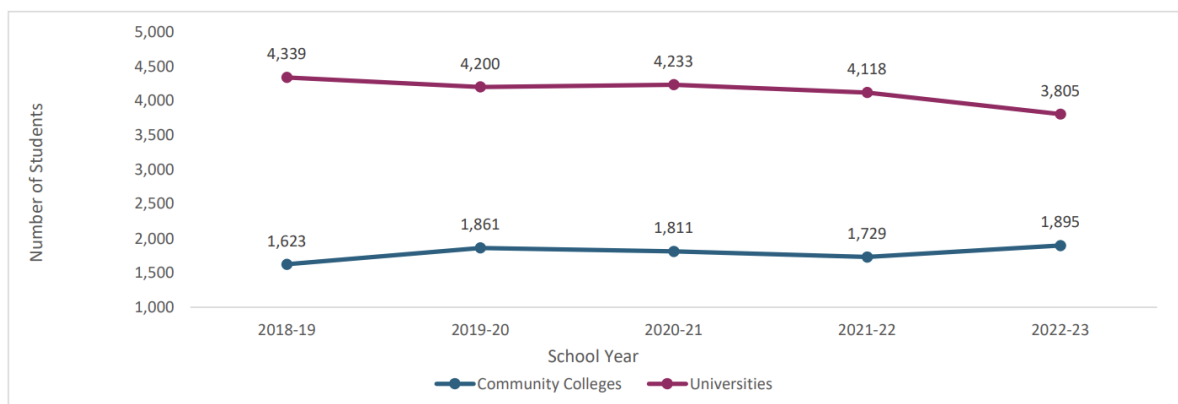
Challenges in educator degree attainment and licensure follow these statewide trends with enrollment in education majors at Oregon public colleges and remaining below 4,500



statewide over the past five years, with community colleges contributing a consistent but limited share (see chart 2).

## Chart 2: Statewide Enrollment in Education Majors at Oregon Public Institutions

**Figure 2.** Statewide Enrollment in Education Majors at Public Colleges and Universities, 2018-19 to 2022-23



Source: HECC analysis of student data. Note that data on enrollment in public universities includes Oregon residents only.

Furthermore, data from the Teacher Standards and Practices Commission (TSPC) show that while the number of preliminary teacher licenses issued has increased from 6,795 in 2019-2020 to 7,483 in 2022-2023, nearly **80%** of those licenses continue to be issued to white educators, with Latinx educators representing only 5.7% and Black educators just 0.8% in 2022-23. These figures highlight the urgent need for accessible, community-based pathways that support non-traditional students' degree attainment, such as a BASE degree, to improve equity in degree completion and teacher workforce diversity across the state. The 2024 Oregon Educator Equity Report shows a clear gap between community college pathways and teacher licensure (see Table 1).

This gap especially affects racially and ethnically diverse students. From 2018-2019 to 2022-2023, enrollment of diverse students in education majors at Oregon community colleges grew from 639 to 719. However, these students are not completing licensure programs at the same rate at four-year institutions. In 2022-23, only 26.3% of students who completed teacher licensure programs in Oregon identified as racially or ethnically diverse. This is lower than their representation in community college enrollment (see Chart 3).

**Table 1: Preliminary teacher licenses issued in Oregon**

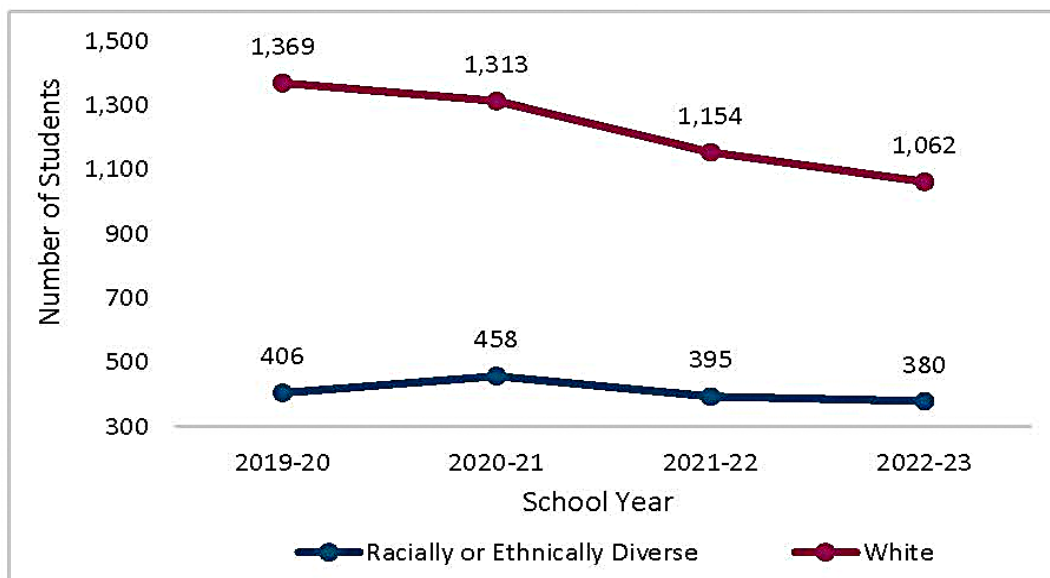
Preliminary Teacher Licenses Issued in Oregon

Race and Ethnicity	2019-2020		2020-2021		2021-2022		2022-2023	
Asian	185	2.70%	194	2.90%	167	2.50%	210	2.80%
Black	57	0.80%	53	0.80%	57	0.90%	62	0.80%
Hispanic	335	4.90%	321	4.80%	389	5.90%	424	5.70%
Multiethnic	294	4.30%	262	3.90%	265	4.00%	333	4.50%
Multiethnic Hispanic	196	2.90%	169	2.50%	197	3.00%	268	3.60%
Native American	33	0.50%	37	0.60%	30	0.50%	29	0.40%
Not Specified	141	2.10%	154	2.30%	142	2.10%	156	2.10%
Other	128	1.90%	126	1.90%	126	1.90%	137	1.80%
Pacific Islander	13	0.20%	16	0.20%	13	0.20%	11	0.10%
White	5413	79.70%	5322	80.00%	5236	79.10%	5853	78.20%
Total	6795		6654		6622		7483	

Source: Oregon Teacher Standards and Practices Commission

**Chart 3: Completion of Oregon Approved Teacher Preparation Programs**

**Figure 8.** Completion of Oregon Approved Teacher Preparation Programs, 2019-20 to 2022-23



Source: Oregon Teacher Standards and Practices Commission.

Many diverse teacher candidates licensed in Oregon were prepared out of state as indicated in the 2024 Oregon Educator Equity report, “The number of racially and ethnically diverse students completing educator preparation programs in Oregon continues to decline each year, though the number of racially and ethnically diverse candidates receiving preliminary teaching and administrator licenses continues to increase each year, likely due to many racially and ethnically diverse candidates having been prepared in programs outside of Oregon” (p. 6). This suggests that Oregon’s current educator preparation programs are not meeting their needs (see Table 1). One major barrier is limited access to affordable and flexible bachelor’s degree programs. These types of programs are important for working adults and students who cannot relocate to attend a university. A BASE degree offered at locations across the state through the Community College Consortium would help close this gap – the Oregon Employment Department lists *Elementary School Teachers* as the 6<sup>th</sup> largest occupation in Oregon requiring a Bachelor’s degree, in terms of average annual number of openings (see Table 2). The BASE degree would give local and diverse students a clear, affordable path to become licensed teachers while they remain in their communities.

**Table 2: Occupations in Oregon with Most Openings, Requiring a Bachelor’s Degree.**

Occupations with the Most Openings Requiring a Bachelor's Degree			
Occupation Title	2023 Employment	Average Annual Job Openings	2024 Annual Median Wage
General and Operations Managers	48,582	4,537	\$92,934
Registered Nurses	44,665	2,880	\$114,296
Software Developers	21,977	1,942	\$133,931
Project Management Specialists	18,384	1,573	\$89,544
Management Analysts	12,633	1,330	\$98,405
Accountants and Auditors	15,157	1,297	\$80,330
Market Research Analysts and Marketing Specialists	11,409	1,227	\$79,498
Human Resources Specialists	10,710	993	\$70,866
Elementary School Teachers, Except Special Education	14,024	898	\$81,617
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	7,236	801	\$63,939
Medical and Health Services Managers	6,847	783	\$135,200
Buyers and Purchasing Agents	8,308	742	\$67,600
Sales Managers	8,150	696	\$128,939
Computer and Information Systems Managers	7,321	657	\$160,784
Secondary School Teachers, Except Special and Career/Technical Education	10,768	639	\$85,903
Financial Managers	7,101	635	\$140,733
Marketing Managers	5,990	556	\$137,405
Child, Family, and School Social Workers	6,004	523	\$62,026
Substitute Teachers, Short-Term	4,070	512	\$61,984
Training and Development Specialists	5,089	490	\$66,019
Source: Oregon Employment Department			

## RCC's Region: "The Rogue Valley"

RCC's service area (comprising Jackson and Josephine counties) continues to experience significant educational attainment gaps compared to statewide and national goals. This gap limits both individual opportunity and the region's ability to meet labor market demand in key sectors like education.

According to the U.S. Census Bureau's 2019–2023 American Community Survey (2025), only 30.6% of adults in Jackson County and 19.7% in Josephine County hold a bachelor's degree or higher. These figures represent a 9.4 and 20.3 percentage point gap, respectively, when measured against Oregon's statewide attainment goal of 40% of adults aged 25 and older holding a bachelor's degree. For comparison from the [censusreporter.org](https://censusreporter.org), the Oregon state average is 37.7% of adults age 25 and older have attained a bachelor's degree or higher.

Lightcast's Economy Overview (2025) confirms these trends: across the two-county region, only 17.1% of residents possess a bachelor's degree, 4.3 percentage points below the national average; and another 9.4% hold an associate degree. While more than 61,000 adults (27.2%) have completed some college, they have not earned a four-year degree, representing a large population of potential degree completers who could benefit from applied baccalaureate opportunities.

Together, approximately 192,000 adults aged 25 and older reside in Jackson and Josephine counties. Of these, about 46,000 hold a bachelor's degree or higher, meaning over 146,000 adults in the region do not. Importantly, an estimated 50,000 individuals have completed some college or earned an associate degree, underscoring a strong pipeline of prospective students who could advance through a community college-based BASE degree.

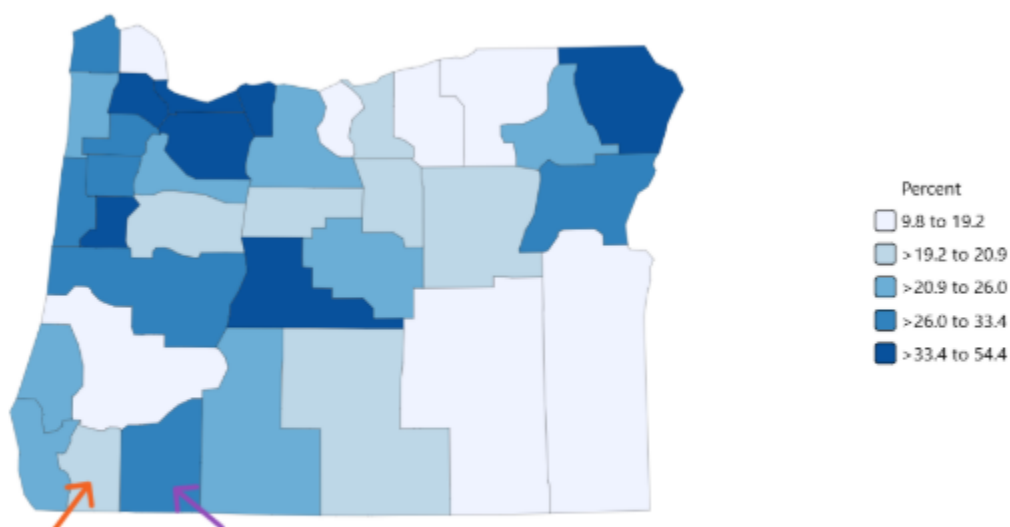
Providing a locally accessible BASE degree through RCC is essential to address these regional disparities. The proposed program aligns directly with Oregon's 40-40-20 education goals and provides an affordable, flexible path to upward mobility for working adults, rural learners, and those balancing employment and family responsibilities. It will help meet the area's growing workforce needs while supporting a more inclusive and resilient economy in Southern Oregon.

### **Chart 4: Adults with Bachelor's Degree, by County**

### Education (At least bachelor's degree) for Oregon by County

Population Ages 25+

All Races (includes Hispanic/Latino), Both Sexes, 2019-2023



Suggested Citation:  
HDPulse: An Ecosystem of Minority Health and Health Disparities Resources. National Institute on Minority Health and Health Disparities. Created 3/10/2025. Available from <https://hdpulse.nimhd.nih.gov>

#### Notes:

NA: Data not available for this combination of geography, cancer site, age, and race/ethnicity.  
Source: Demographic data provided by the Census Bureau and the American Community Survey.  
For more information about Education (At least bachelor's degree), see the dictionary.

While statewide efforts such as the Major Transfer Maps (MTMs) and Oregon's Transfer Council have aimed to improve student mobility, RCC students pursuing education pathways continue to encounter persistent challenges in transferring to and completing bachelor's degrees at four-year institutions. These systemic barriers disproportionately affect place-bound and nontraditional learners, who often face limited access to advising, credit transfer complications, and difficulty relocating for in-person program requirements.

Recent data on RCC's Associate of Science in Early Childhood Education and Elementary Education transfer students underscore these issues. Although students demonstrate strong success at the associate level, very few complete a bachelor's degree in education after transfer. Students regularly transfer to institutions such as Southern Oregon University or Western Oregon University, but the rates of licensure completion remain low, and many students disengage from the education pipeline after encountering structural hurdles at their receiving institution.

These outcomes mirror findings from peer institutions like Chemeketa, where only 8.8% of education-pathway completers earn a bachelor's degree in education, and only 14.6% either graduate or remain enrolled in the field post-transfer. These data reflect a broader trend across Oregon's community colleges: students with demonstrated potential and commitment to education careers are not persisting through transfer-based licensure pathways at acceptable rates.

A locally delivered, community college-based BASE degree would allow RCC students to remain enrolled at their home institution, receive consistent advising, and complete student teaching placements within the region, all of which are proven strategies to improve degree completion and workforce retention. For the many students already working in schools as paraprofessionals, instructional assistants, or substitute teachers, the BASE degree offers a natural and accessible next step toward licensure.

Ultimately, RCC's proposed BASE degree is not just an academic offering, it is a structural solution to a persistent equity and access challenge. By building on students' associate degree success and removing transfer-related friction points, RCC can significantly increase the number of qualified, licensed teachers serving Southern Oregon classrooms.

**Table 3: RCC Associate of Science ECE/EE Education Graduates**

Rogue Education Graduates AY 2018-29 through AY 2023-24 by Major (CIP Codes 131202D*, 131202D2, 190708I1)		
majordesc	cipcode	Degrees Awarded
Associate of Science: Education Studies Transfer to SOU	131202D2	9
Associate of Science Elementary Education (SOU)	131202D*	32
Early Childhood Education	190708I1	35
Total Awards		76

**Table 4: Transfer Destinations for RCC ECE/EE Degree Completers**

Transfer Destinations for Rogue CC Education Graduates (CIP Codes 131202D*, 131202D2, 190708I1)		
College	College State	Transfers
WESTERN GOVERNORS UNIVERSITY	Global	4
SOUTHERN OREGON UNIVERSITY	OR	*
GRAND CANYON UNIVERSITY	Global	*
MONTANA STATE UNIVERSITY	MT	*
Total Transfers:		10
*Students are reported at the last institution they were enrolled		
*Cell sizes of less than three students are suppressed		

## Maximizing Use of State Resources & Achievement of State Educational Goals

### Similar Programs

STATEMENT OF NEED	
STANDARD	CRITERIA
2. Maximizes use of state resources and achievement of state educational goals, while avoiding unnecessary duplication.	<p>A. Identify similar programs at associate and baccalaureate levels offered by other education institutions in the region and state, and describe meaningful points of similarity and difference between those programs and your proposal.</p> <p>B. Describe how your institution will collaborate with other colleges, universities, industry, or community organizations to:</p> <ul style="list-style-type: none"> <li>• Minimize costs to students and</li> <li>• Maximize effective use of state resources</li> <li>• Enrich teaching &amp; learning, and</li> <li>• Facilitate students' preparation to enter and succeed in post graduation employment</li> </ul>

No existing program in RCC's service district currently offers a fully accessible, affordable, community-college-based bachelor's degree leading directly to teacher licensure, particularly one designed for working adults and place-bound students. In Table 5 we identify similar programs at the baccalaureate level offered by other education institutions by our university partners that provide elementary and/or early childhood educator preparation programs and describe the similarities and differences with our proposed BASE degree. This data was collected using the most up to date attached National Clearinghouse data for 2022-23 graduates.

**Table 5: 2022-23 National Clearinghouse Graduate Data on Oregon Educator Preparation Programs**

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
Name of Institution	Degrees Offered	Graduates 2022_23	Points of Similarity and Differences
<b>Oregon State University</b>	BS in Teaching – Elementary Education; BS in Human Development and Family Sciences – Child Development	59	Both OSU and the BASE programs will offer courses in-person and online, addressing some of the barriers that non-traditional students face. Candidates work with OSU faculty to student teach in proximity of the OSU service area. There is limited advising support for transfer students prior to transferring. The

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			<p>pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings. Consistent advising support throughout. Through the statewide consortium we will serve the most rural students of the state with high quality programs with pathways that allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings.</p>
<b>Portland State University</b>	BS in Elementary Education; BS in Early Childhood: Inclusive Education	13	<p>Both PSU and the BASE programs will offer courses in-person and online, addressing some of the barriers that non-traditional students face. At PSU student teaching placements beyond the immediate Portland Metro area, making completion difficult for those who live farther away or are unable to relocate. Limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or</p>



Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning, asynchronous course offerings and consistent advising support throughout.
<b>Western Oregon University</b>	BS in Early Childhood Studies	144	WOU and BASE will offer flexible and hybrid options that are available in the final two years of coursework. At WOU however students are required to complete the first two years entirely in person. Student teaching placements may be restricted to geographical regions determined by the college. Limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning, asynchronous course offerings, and consistent advising support throughout. As a statewide consortium we will be able to serve the most rural students of the state with a high quality program.

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
<b>Eastern Oregon University</b>	BS in Elementary Education; BS in Early Childhood Education (Online)	60	Both EOU and the BASE programs will offer courses in-person and online. With EOU programs candidates must student-teach within a 50 mile radius of EOU's La Grande Campus, providing limited placements in other rural communities throughout Oregon. Limited advising support for transfer students prior to transferring. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings. As a statewide consortium we will be able to serve the most rural students of the state with a high quality program that provides consistent advising support throughout.
<b>Southern Oregon University</b>	BA/BS in Early Childhood Development	67	Both SOU and the BASE programs will offer courses in-person and online. SOU offers flexible and hybrid options that are available in the final two years of coursework, however students are required to complete the first two years entirely in person. Student teaching placement may be restricted to geographical

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			regions determined by the college. The pathways offered through the Statewide Consortium BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching. Pathways will include credit for prior learning and asynchronous course offerings, and consistent academic advising support. As a statewide consortium we will be able to serve the most rural students of the state with a high quality program.
<b>George Fox University</b>	BS in Elementary Education	68	GFU's program is designed primarily for working adults who have already earned a substantial number of college credits (at least 66 semester credits). Through the BASE program, students will be able to access all courses needed for the BASE degree in online or hybrid formats and complete courses at a lower cost as compared to tuition at a private university. Students will receive consistent advising support throughout in BASE.
<b>University of Portland</b>	BA in Education (Multiple Subjects Licensure)	31	The University of Portland offers online endorsements and certificate programs for educators. Lower Division courses need to be taken on campus or at a Community College. While the university does

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
			offer a variety of online programs, including online endorsements in Reading Intervention, Special Education, and English for Speakers of Other Languages, it primarily focuses on helping current educators enhance their skills and credentials. Student teaching placements are based on University partnerships and the geographic proximity of the district in relation to the university. Consistent advising support throughout.
<b>Pacific University</b>	BA in Education and Learning (with Elementary Education endorsement option)	38	<p><b>Cost of attending a private university is significantly greater than a public, state university.</b></p> <p>While Pacific University offers a flexible online teacher residency bachelor's degree program, students must obtain a specific amount of credits prior to entry. Consistent advising support throughout.</p>
<b>Warner Pacific University</b>	BS in Early Childhood/Elementary Education	5	<p>Warner Pacific University does offer an <b>online Bachelor of Science in Early Childhood/Elementary Education (BSED)</b> program designed for working adults and those with prior college credit. This program aims to prepare candidates for an Oregon Preliminary Teaching License in Elementary Education – Multiple Subjects. Consistent advising support throughout.</p>

Educator Preparation programs offering a Bachelor's degree in Elementary Education or Early Childhood Education in Oregon			
<b>Linfield University</b>	BS/BA in Elementary Education (2022 program start date)		Linfield offers flexible start times throughout the academic year. Online courses designed for working adults who have prior college credit. BASE degree would allow students to participate without relocation or travel needed and provide local place-based options for student-teaching.

## Collaboration with Other Colleges

At Rogue Community College (RCC), we are committed to maximizing the effective use of state resources and minimizing costs to students through strategic collaboration with other colleges, universities, and education partners. In partnership with four other Oregon community colleges, RCC has formed a consortium to develop a shared BASE degree program. This shared curriculum aligned with national accreditation requirements supports a highly efficient use of faculty and staff, reduces redundancy in program development, and ensures a clear and coherent pathway for students. Students who have completed associate degrees in Early Childhood Education, Paraeducator, or related fields will be able to apply their credits toward the BAS degree and complete it within 180 credits. By eliminating unnecessary duplication, the consortium maximizes the value of state investments and significantly reduces students' time and financial burden in pursuing teacher licensure.

To support this work, the five-college consortium has established an initial shared governance structure, which is being formalized through bylaws and Memoranda of Understanding (MOUs). The consortium agreement and bylaws were submitted to HECC on 4/20/25, and additional MOUs outlining the shared curriculum framework, advising practices, and field placement standards have been included in Phase 2 of our application. These agreements ensure aligned practices, seamless collaboration, and efficient, scalable program delivery.

Our collaboration extends to public and private university partners, which will remain a cornerstone of our approach to expanding access and opportunity. RCC maintains long-standing articulation agreements and utilizes Oregon's Major Transfer Maps (MTMs), particularly in support of the Associate of Arts Oregon Transfer (AAOT) in Elementary Education. These agreements with institutions such as Southern Oregon University and

Western Oregon University create seamless transfer pathways, allowing students to maximize credit applicability, avoid excess coursework, and reduce time and cost to degree completion.

In addition, RCC's commitment to culturally responsive teaching and bilingual education plays a vital role in enriching teaching and learning across the region. Our Early Childhood Education programs continue to grow Spanish-language certificate offerings, supported by dedicated bilingual advising and student services for Spanish-speaking cohorts. These efforts not only improve access for nontraditional students but also contribute directly to Oregon's statewide goal of diversifying the educator workforce.

Looking ahead, our proposed Bachelor of Applied Science in Education (BASE) degree builds on these collaborative foundations to offer a flexible, affordable, and local pathway for students who are place-bound due to work or family obligations. We will continue to partner with four-year institutions to support seamless transitions into graduate programs, ensuring that our students are well prepared to advance their careers. These partnerships and program strategies position RCC to produce highly qualified educators in high-need areas such as elementary, bilingual, and special education. Through these collective efforts, we are creating accessible, equitable, and workforce-aligned education pathways for Oregon's future teachers.

## Regional Substantive Demand for Bachelor's-Prepared Graduates

STATEMENT OF NEED	
STANDARD	CRITERIA
3. Employers in relevant community area have substantive demand for graduates With baccalaureate level degree and specific competencies students are expected to achieve in this program.	<p>A. Demonstrate that employer demand exceeds regional supply of graduates with bachelor degrees in the employer-desired field of study.</p> <p>This must be substantiated, for example, by the number of positions lacking a sufficient candidate pool or by other information within letters of support from industry employers. Calculate the estimated annual gap between employer demand and supply of graduates.</p>

### Employer Demand

There is a documented shortage of qualified teachers in Oregon, particularly in rural areas, bilingual education, and special education. The Oregon Employment Department projects significant growth in K-12 education employment opportunities, with demand in some areas far exceeding the supply of qualified candidates. By offering a BASE degree, RCC aims to provide a direct pathway to teaching licensure and help fill this gap. The BASE degree will also prepare students for leadership roles in educational settings, such as instructional coordinators or options to continue their education to become school administrators, further addressing the shortage of educators prepared to step into these critical positions.

## Oregon Employment Department Data

According to the Oregon Employment Department's 2023–2033 projections (qualityinfo.org), for the Rogue Valley region, which includes Jackson and Josephine counties, the elementary schoolteacher occupation is projected to have approximately:

- 78 annual openings for elementary school teachers, with the majority due to replacement needs (i.e., retirements and turnover).
- An additional 59 annual openings in preschool, kindergarten, and special education, further increasing the demand for qualified educators in the region.
- Cumulatively, this represents an estimated 140 education-related openings per year across early childhood and elementary levels in RCC's service area.

These projections highlight the critical need for a sustained, local talent pipeline, especially as the majority of job openings stem from attrition rather than new growth, a trend that underscores the importance of preparing educators who are likely to stay and serve in their home communities. RCC's proposed BASE degree directly responds to this regional need by offering a locally accessible, licensure-aligned pathway that strengthens workforce continuity in Southern Oregon schools.

## Lightcast Data

Lightcast data mirrors the projections provided by the Oregon Employment Department, while also provided additional insights. According to Lightcast Q1 2025 data (2025), the region currently supports 1,488 educators in these roles, a figure that slightly surpasses the national average for comparably sized communities (1,426), yet employer demand continues to strain the available talent pool.

RCC's regional job posting activity reflects this tension. Over the period from January 2024 to March 2025, the area experienced an average of 4 unique monthly postings, consistent with national trends but with a median job posting duration of only 16 days (significantly shorter than average), suggesting employer urgency and difficulty in recruiting qualified applicants. In total, 60 unique job postings and 15 distinct employers (including major public school districts such as Medford and Grants Pass) have sought candidates for roles in early childhood and elementary teaching, underscoring sustained hiring activity across institutions.

Wages in the region further reflect the labor demand imbalance. Median annual compensation for educators in Jackson and Josephine counties stands at \$69,987. This wage premium represents a regional strategy to attract talent amid persistent shortages, particularly in underserved specialties such as special education and bilingual instruction.

Yet, supply remains constrained. In 2023, regional postsecondary institutions produced just 254 education-related completions, with only 11 of those coming from RCC itself. Although

Southern Oregon University (SOU) contributed the majority (243 completions), regional workforce openings (estimated at 106 annually) outpace completions significantly. Additionally, the available completions are spread across a variety of education-focused CIP codes and may not all align with elementary or early childhood licensure requirements, exacerbating mismatches between training and job readiness. .

Demographic data further reinforce the urgency for a local, equity-driven response. The educator workforce in the region remains disproportionately white, with only 195 racially diverse educators, compared to a national expectation of 396 for a region of this size. Increasing the diversity of the teaching workforce is a known strategy for improving student outcomes and fostering culturally responsive pedagogy, especially important in a region where student demographics are shifting more rapidly than the educator pipeline.

**Table 6: Jackson/Josephine County Race/Ethnicity Breakdown compared to Oregon Elementary School Teachers Except Special Education**

Jackson/Josephine			Oregon	
Race/Ethnicity	2024 Jobs	2024 Percent	2024 Jobs	2024 Percent
White	1,099	87.4%	12,356	86.9%
Hispanic or Latino	60	4.7%	704	4.9%
Two or More Races	54	4.3%	611	4.3%
Asian	28	2.2%	350	2.5%
Black or African American	11	0.9%	146	1.0%
Native Hawaiian or Other Pacific Islander	3	0.3%	39	0.3%
American Indian or Alaska Native	2	0.2%	21	0.1%

Source: Lightcast

**Table 7: Jackson/Josephine County Gender Breakdown, Elementary School Teachers Except Special Education**

Jackson/Josephine County			Oregon	
Gender	2024 Jobs	2024 Percent	2024 Jobs	2024 Percent
Males	337	26.8%	3,660	25.7%
Females	921	73.2%	10,565	74.3%

Source: Lightcast

A BASE degree at RCC will address these pressing labor market and equity needs by providing a locally accessible, workforce-aligned degree pathway for aspiring educators. The program would expand access to licensure pathways for place-bound and working adult learners, many of whom are already employed in paraprofessional roles within school districts and are deeply rooted in the communities they seek to serve.

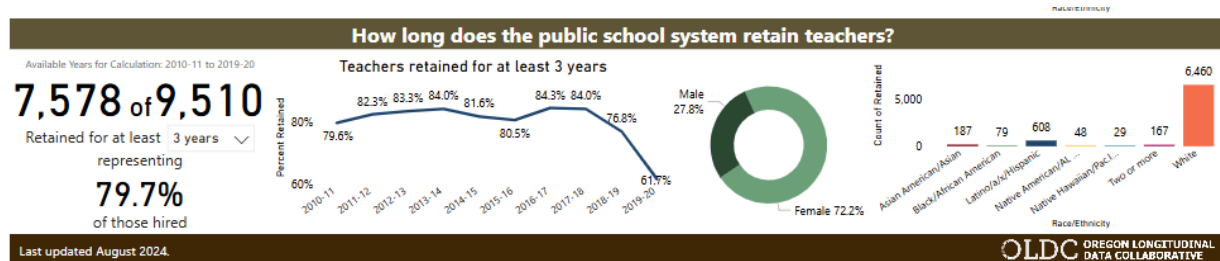


In collaboration with other Oregon community colleges through the proposed consortium, RCC's BASE degree will leverage regional partnerships, existing K–12 collaborations, and student support systems to significantly increase the supply of qualified teachers in Southern Oregon, particularly in areas that are underserved and underrepresented in the current educator workforce.

**Teacher retention** is a particular concern for school districts as the most recent data shows that over 30% leave within the first 5 years. Retention is particularly challenging when teachers are not from the local communities in which they work. Blaushild, Mackevicius, and Wigger (2023) found that teachers who return to teach in their home communities are more likely to stay in the profession over time. This local effect is especially strong among educators from racially and ethnically diverse backgrounds, highlighting the importance of place-based teacher education as a strategy to support both teacher retention and workforce diversity. These findings reinforce the value of GYO programs, which cultivate future teachers from within the communities they will eventually serve, building strong community ties, reducing turnover, and addressing persistent equity gaps in the teaching workforce.

The diagram below (Chart 5) from the Oregon Longitudinal Data Collaborative shows the retention issue and how detrimental it is as the five-year attrition rate exceeds 30%. This is especially challenging to growing teacher leaders as the attrition rate is higher in under-resourced schools.

**Chart 5: Teacher Retention in Oregon's Public Schools**



*Source:* Oregon Longitudinal Data Collaborative

The dashboard also illustrates the retention difficulty of the education system and how early attrition also makes the equity gaps even more pronounced as the already small populations of teachers who are Asian American/Asian, Black/African American, Latino/a/x/Hispanic, Native Hawaiian/Pacific Islander or two or more races decline with early career attrition.

Gist, Bianco, and Lynn (2019) emphasize the critical role GYO programs play in cultivating a diverse and locally rooted teaching workforce. These programs are particularly effective at recruiting community members from non-traditional backgrounds and guiding them into the education profession. By aligning teacher preparation with the cultural and linguistic

backgrounds of local students, GYO initiatives help improve educational equity and student engagement.

As the communities within RCC’s service area grow increasingly diverse, there is an urgent need for educators who reflect the racial, ethnic, and linguistic backgrounds of their students. Across the region’s key school districts, Central Point, Eagle Point, Grants Pass, Medford, and Phoenix-Talent, students of color represent between 27% and 49% of total enrollment, with Phoenix-Talent having nearly half of its student population identifying as students of color. However, the percentage of teachers of color in these districts lags significantly behind, ranging from just 9% to 16%. The disparity is particularly notable in districts like Medford and Grants Pass, where fewer than one in ten teachers identify as people of color, despite much more diverse student bodies. Similarly, the percentage of students identified as Ever English Learners reaches up to 24% in some districts, yet multilingual representation among educators remains limited. Research has shown that when students of color are taught by at least one teacher who shares their racial or cultural background, they experience improved academic outcomes, are more likely to graduate, and are more inclined to pursue higher education (Gershenson, Hart, Hyman, Lindsay, & Papageorge, 2022). These gaps are especially critical in high school settings and in special education, where the representation needs are even more acute.

**Table 8. Teacher Demographics, Selected School Districts in RCC Service Area.**

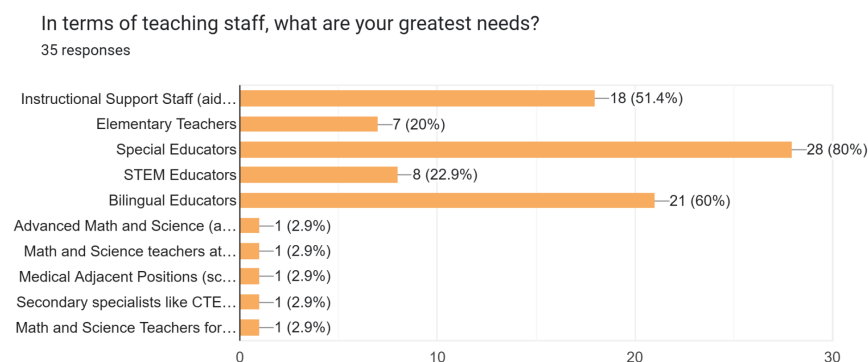
School District	Teachers of Color	Students of Color	Ever English Learners
Central Point	13%	28%	9%
Eagle Point	14%	39%	18%
Grants Pass	9%	27%	<5%
Medford	9%	38%	15%
Phoenix/Talent	16%	49%	24%
Source: Oregon At-A-Glance District Profile 2023- 2024 <a href="https://www.ode.state.or.us/data/ReportCard/Reports/Index">https://www.ode.state.or.us/data/ReportCard/Reports/Index</a>			

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

## School District needs

The consortium surveyed our regional school district partners to determine their needs. The survey responses from district leaders offer compelling evidence in support of the Oregon Community College Consortium's application to offer the BASE degree shown below in Chart 6. Respondents consistently cited persistent teacher shortages, particularly in Special Education (SPED), bilingual education, and remote locations and stressed that current pathways are not effectively meeting regional or demographic needs).

### Chart 6: Educator Needs

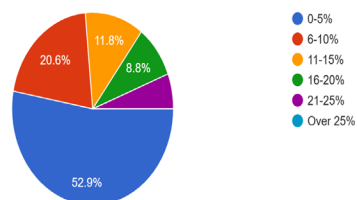


Many schools rely on emergency-licensed teachers annually, with some districts reporting over 20% of their teaching staff currently holding emergency licenses see Charts 7 and 8. These data point to a structural gap in educator preparation that disproportionately affects rural, isolated, and lower-income communities.

### Charts 7 & 8: Teachers on Emergency Licenses

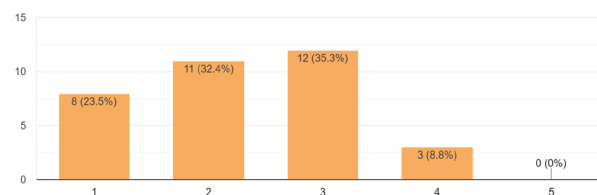
Approximately how many of your classroom teachers are on an emergency license? (percentage)

34 responses



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

1 responses



The barriers to recruiting and growing a stable, diverse teaching workforce were strikingly consistent across regions. Survey respondents emphasized the financial burden of earning a teaching degree, the difficulty of accessing programs in remote areas, and the lack of clarity

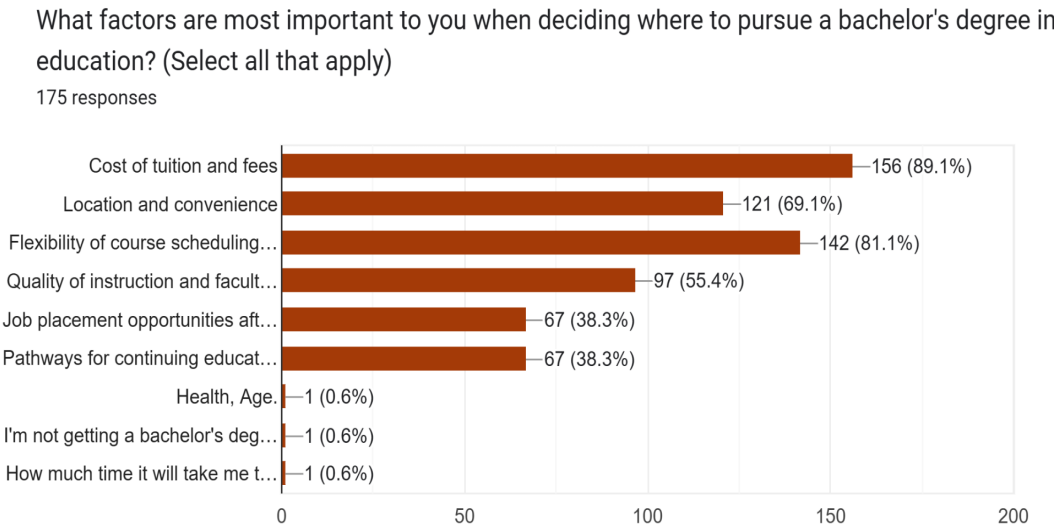
around how to navigate licensure pathways. Respondents strongly supported the inclusion of features like place-based clinical practicum experiences, credit for prior learning, flexible delivery formats (e.g., hybrid and online), and accelerated, cost-effective options, especially for classified staff who want to grow into teaching roles but can't relocate or take time off from work.

Districts affirmed that “grow your own” (GYO) models and registered apprenticeships are among the most successful strategies for both recruitment and retention. Many emphasized that student teachers are essential to their recruitment and prefer to recruit individuals who already reflect the local community’s language and cultural identity. However, due to limited access to traditional teacher education programs, many rural and small districts report having no student teachers at all. This feedback underscores the need for a localized, flexible BASE degree that meets communities where they are. The proposed BASE degree directly addresses the systemic and financial barriers identified and will significantly strengthen the capacity of Oregon’s schools to recruit and retain high-quality, diverse educators.

Student data

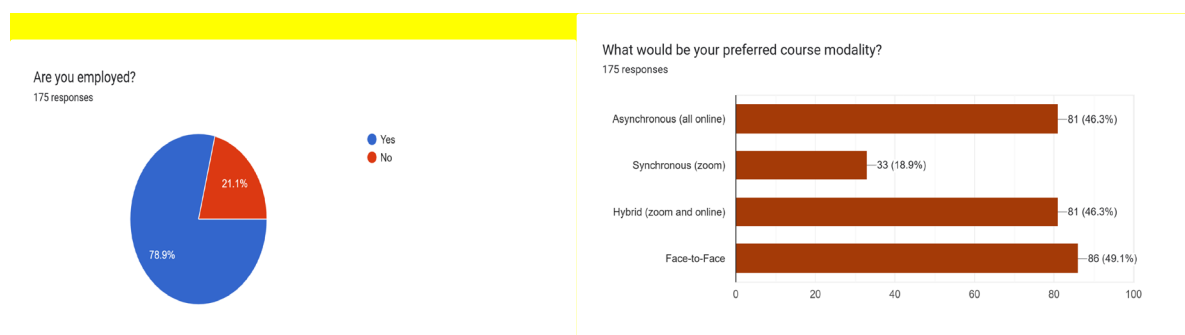
Survey responses from education students attending the five community colleges in our consortium reveal a powerful demand for a locally accessible, affordable, and flexible bachelor’s degree pathway in education. Students overwhelmingly cited the cost of tuition and fees, location and convenience, and flexibility of course scheduling as their top priorities when selecting a program, Chart 9.

Chart 9: Important Factors



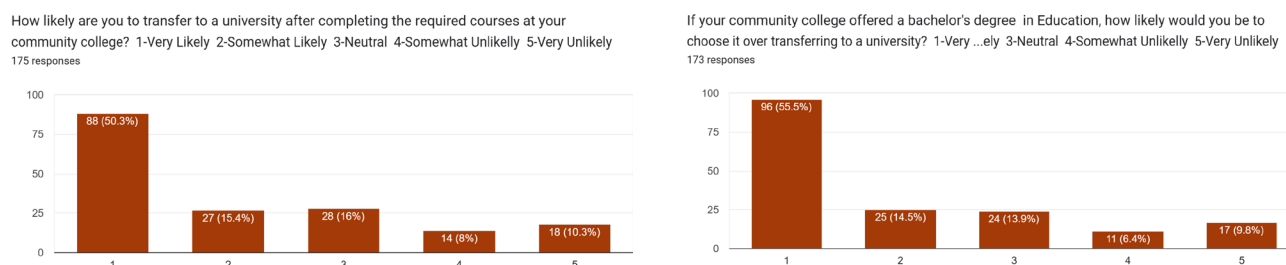
Many students juggle work and family responsibilities and require asynchronous or hybrid modalities that allow them to remain employed or meet caregiving demands. This demand, shown below in Chart 10, is particularly strong among students already embedded in local schools as instructional assistants or substitute teachers, who are eager to advance their careers without leaving their communities.

**Chart 10: Student Employment and Modality Preferences**



The data also shows in chart 11 and 12 that while most students are "very likely" or "somewhat likely" to transfer to a university, nearly all respondents indicated they would be more likely to complete their bachelor's degree in education if it were offered at their current community college. Barriers such as travel or relocation requirements, credit transfer issues, and feeling unprepared for the transition to a university setting were common themes. Many students expressed concerns about the lack of support in university systems compared to the accessible advising and mentorship they currently receive at their community colleges. Importantly, students emphasized the importance of completing student teaching locally, a benefit that the BASE degree program housed within their community would provide.

**Chart 11 and 12. How likely are you to transfer to a university after completing the required courses at your community college**



Finally, in short answer responses students identified the specific supports they would need to thrive in a community college-based bachelor's program: financial aid or scholarships, academic advising and mentorship, and flexible scheduling were the most frequently

requested. These insights align perfectly with the mission of the BASE consortium to create equitable, streamlined, and workforce-aligned educational opportunities. A BASE degree offered at the community colleges would not only eliminate systemic barriers but also help diversify Oregon’s teacher pathways by serving students who are rooted in their communities, experienced in local schools, and committed to advancing educational equity where they live.

## Building on Existing Programs

STATEMENT OF NEED	
STANDARD	CRITERIA
4. Applied baccalaureate program builds upon academic, professional or technical program(s) or courses already offered.	<p>A. If the proposed degree is a bachelor of applied science (BAS), describe the existing professional and career technical degree program(s) that will be used as the foundation for this applied baccalaureate program. Include how long the program has been in existence, the date of its last review by its department within the college, and the enrollment history of the program(s) over the past six years.</p> <p>B. How might this existing program need to be revised to better integrate with an applied baccalaureate program?</p>

The BASE degree will build on RCC’s existing Associate of Applied Science (AAS) degrees and Associate of Science (AS) programs in Early Childhood Education and Elementary Education, and AAOT in Elementary Education. These programs have consistently produced graduates who are well-prepared to work in local schools as teaching assistants, paraprofessionals, and early childhood educators and are named in Table 9 below. Students who have historically stopped their education at this level and do not transfer will have new opportunities. The proposed BASE degree will provide these graduates with the opportunity to advance their careers by earning a bachelor’s degree and obtaining teaching licensure, creating a seamless transition from associate level coursework to a bachelor’s degree program without facing some of the obstacles to transferring. Additional pathways will be developed to provide opportunities for students earning an AAS in any program to return and pursue a second career in teaching. Students enrolled in the BASE degree program will be well prepared for employment opportunities in the Rogue Valley, where an estimated 188 teaching assistant positions open annually (qualityinfo.org). This demand provides local districts with much-needed trained personnel and offers students meaningful employment aligned with their long-term career goals.

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

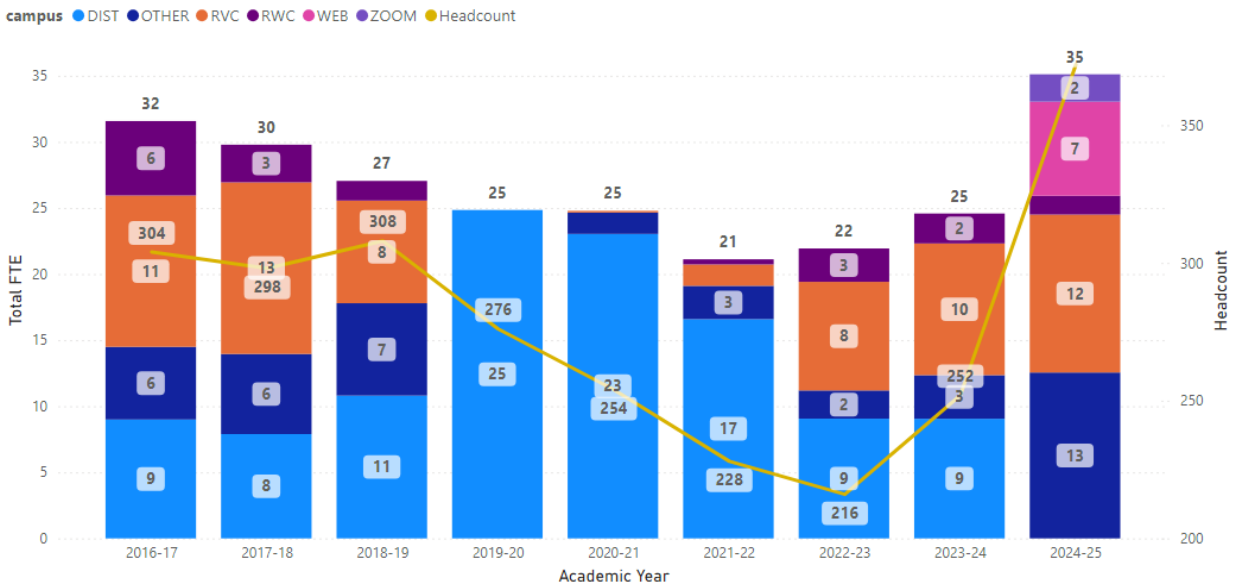
**Table 9: RCC Degree pathways in ECE and Education**

College	Program Name	Year Established	Last Reviewed (program review)
Rogue CC	Associate of Applied Science Early Childhood Education	2000	2022-2023
Rogue CC	AAOT in Elem. ED/MTM <i>(note: similar program in place prior to MTM version)</i>	2021	2022-2023
Rogue CC	Associate of Science Early Childhood Development SOU Transfer	2008	2022-2023
Rogue CC	Associate of Science Early Childhood Development WOU Transfer	2024	n/a
Rogue CC	AS Elementary Education SOU Transfer	2007	2022-2023

Enrollment in RCC's education related programs are shown below in Chart 13. Enrollment has remained strong with only a slight decrease during pandemic years followed by the highest enrollment in the department's history in the current academic year 24/25. Student interest in the programs is high which includes high enrollment in Spanish language offerings in early childhood certificate programs.

**Chart 13: Program Enrollment All RCC Education Programs 16/17 through 24/25**

#### FTE and Headcount Trends by Instructional location as of 5/4/2025



Students by declared major can be seen in Chart 14 below showing interest in both terminal certificate and AAS degrees but also significant numbers of students in transfer programs with 80 students declaring an education transfer program in 23/24.

**Chart 14: RCC Students by Declared Major in Education Programs (duplicated)**

Degree or Certificate	ProgramName	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Associate of Applied Science (AAS)	EARLY CHILDHOOD EDUCATION	118	111	115	122	115	119	93	87
Associate of Arts Oregon Transfer (AAOT)	EARLY CHILDHOOD DEVELOPMENT	2	1	4	2	2	1	4	3
Associate of Arts Oregon Transfer (AAOT)	ELEMENTARY EDUCATION (Transfer to SOU)	16	20	13	13	10	10	9	3
ASSOCIATE OF GENERAL STUDIES	EARLY CHILDHOOD DEVELOPMENT	12	11	17	9	6	12	9	6
ASSOCIATE OF SCIENCE	EDUCATION STUDIES TRANSFER TO SOU	30	40	50	54	46	51	68	51
Associate of Science (AS) Transfer	EARLY CHILDHOOD DEVELOPMENT TRANSFER TO SOU	57	51	42	50	24	29	25	20
Associate of Science (AS) Transfer	ELEMENTARY EDUCATION TRANSFER TO SOU	116	109	83	56	32	18	8	3



Career Pathway Certificate (CPC)	EARLY CHILDHOOD EDUCATION/ BASIC	21	17	8	24	14	11	13	13
Career Pathway Certificate (CPC)	EARLY CHILDHOOD EDUCATION/ INTERMEDIATE	12	14	18	17	25	31	29	28
Certificate of Completion (C)	EARLY CHILDHOOD EDUCATION	44	49	35	41	40	26	20	19

To better integrate with the proposed BASE program, RCC will enhance and align its existing Early Childhood Education (AAS), Associate of Science Transfer in Early Childhood and Elementary Education, and Elementary Education (AAOT) programs. Beginning in 2025, RCC will expand advising services to include clearly defined transfer pathways into the BASE degree, ensuring that students are well-informed and supported throughout their educational journey.

Minor curricular adjustments, such as incorporating a stronger emphasis on culturally responsive pedagogy, inclusive classroom strategies, and foundational knowledge in special education, will ensure that lower-division coursework prepares students effectively for upper-division study. RCC is also exploring the expansion of flexible course delivery options to improve access for working and place-bound students.

In addition, RCC will continue to support faculty professional development focused on equity-minded teaching and alignment with BASE program outcomes. Opportunities for community-based learning and credit for prior learning will further enhance student preparation and engagement. Through these efforts, RCC reaffirms its commitment to equitable access and inclusive student success in service of the region's evolving educational and workforce needs.

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## Grants Pass School District No. 7

725 NE Dean Drive, Grants Pass, OR 97526 · Phone: (541) 474-5700  
www.grantspass.k12.or.us · Fax: (541) 474-5705

OFFICE of CURRICULUM & INSTRUCTION

April 22, 2025

Dr. Karla Hale  
Chemeketa Community College  
4000 Lancaster Dr. NE  
Salem, OR 97305

Dear Dr. Hale,

On behalf of Grants Pass School District, I am pleased to offer our strong support for the proposed Bachelor of Applied Science in Education (BASE) degree, particularly as it will be offered through Rogue Community College. This program has the potential to make a meaningful and immediate impact on our local educator workforce and, by extension, the students and families we serve in Southern Oregon.

Our district continues to experience a shortage of qualified teachers—especially in areas such as primary and special education. We often see highly capable individuals in our community who are deeply committed to working with children but are unable to pursue a traditional four-year teacher preparation pathway due to geographic, financial, or personal constraints. RCC's ability to offer the BASE program locally will be a game-changer for these aspiring educators. Currently, RCC partners with our Early Childhood Education program of study in our Career and Technical Education Department at Grants Pass High School. This program is expanding this year to include curriculum from Rising Educators. This educator preparation path will eventually be able to articulate with RCC if the BASE program is supported at RCC.

By providing a high-quality, affordable, and accessible pathway to a bachelor's degree in education, RCC is helping to remove longstanding barriers that prevent many of our residents from becoming licensed teachers. This program will help build a pipeline of educators who are already rooted in our region—individuals who understand our community, reflect the diversity of our student population, and are committed to staying and teaching here long-term.

While we recognize the value of a statewide community college consortium in developing this program, we are particularly excited about RCC's role in implementing it within our region. RCC has a strong track record of partnering with local school districts and has consistently demonstrated a commitment to student and community success. We are confident they will deliver a program that meets the specific needs of Southern Oregon and strengthens the educator workforce where it is most needed.

Grants Pass School District is proud to support RCC in this important endeavor, and we look forward to collaborating as this program takes shape. Please don't hesitate to reach out if we can assist further or contribute to its success.

Sincerely,  
Trisha Evens

A handwritten signature in dark ink, appearing to read "Trisha Evens".

Director of Secondary Education  
Grants Pass School District

April 21, 2025

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

Dear Dr. Karla Hale,

I am writing to express my full support for the proposed Bachelor of Applied Science in Education (BASE) at Chemeketa Community College through the consortium of community colleges (Linn-Benton, Chemeketa, TVCC, Rogue, CGCC). This degree program directly addresses pressing statewide needs in Oregon's education system and aligns with our shared mission to promote equity, access, and high-quality learning opportunities for all students.

Southern Oregon continues to face a shortage of well-prepared educators, particularly in remote, bilingual, and special education jobs. The reliance on emergency and restricted licenses underscores the urgent need for innovative, affordable, and accessible teacher preparation pathways. The proposed BASE program through this consortium of community colleges offers a complementary pathway that will support non-traditional aspiring educators who are place-bound or unable to access four-year programs due to financial, geographic, or familial constraints.

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

The BASE program is thoughtfully designed to build on the strengths of the consortium and Chemeketa's successful associate degrees in education-related fields, offering students a seamless transition into a bachelor's degree while remaining rooted in their home communities. The use of flexible scheduling, credit for prior learning, hybrid instruction, and paid practicum opportunities ensures that this program will not only prepare excellent teachers but also improve retention, particularly among those from historically marginalized groups.

Chemeketa Community College in their work with the consortium is championing this work. We believe this program will play a vital role in transforming Oregon's educator pathways and ensuring all students benefit from stable, well-prepared, and diverse teachers.

Thank you for the opportunity to express our strong support. Please do not hesitate to contact us for further information regarding our support of this program.

Respectfully,

A handwritten signature in black ink that reads "Bret A. Champion". The signature is fluid and cursive, with a long horizontal stroke at the end.

Bret A. Champion, Ed.D.  
Superintendent



May 2, 2025

Dr. Karla Hale  
Chemeketa College  
4000 Lancaster Drive NE  
Salem, Oregon 97305

Dear Dr. Hale,

On behalf of the Southern Oregon Education Service District (SOESD) and the program I lead, Southern Oregon Success, I write to express enthusiastic support for the proposed Bachelor of Applied Science in Education (BASE) degree being developed through the Oregon Community College Consortium, with Rogue Community College (RCC) serving as a local implementation partner in our region.

Across Southern Oregon, we have worked to develop Grow Your Own (GYO) initiatives that address the chronic educator shortages facing our school districts. Through our partnerships with local high schools, community-based organizations, and school districts, we've seen firsthand the talent and passion that exists within our communities, particularly among bilingual, first-generation, and nontraditional students who are deeply committed to education but lack viable, affordable pathways into the profession. RCC's proposed BASE degree offers a critical missing link: a localized, flexible bachelor's pathway aligned with the realities of our aspiring educators' lives.

Importantly, RCC's commitment to equity and innovation aligns perfectly with SOESD's mission. The BASE degree will create new possibilities for diverse educator candidates who have historically been excluded from the teaching pipeline due to cost, geography, or scheduling barriers. With elements such as credit for prior learning, practicum placements, and hybrid instruction, the program models the kind of flexibility and responsiveness we need in educator preparation today.

We at SOESD look forward to continued collaboration with RCC as this program takes shape. We believe strongly that the BASE degree will serve as a cornerstone in the broader effort to build an inclusive, sustainable educator workforce across Southern Oregon and the state.

Thank you for the opportunity to express our strong support for this timely and necessary initiative.

Sincerely,



Peter Buckley  
SOESD/Southern Oregon Success  
[Peter\\_buckley@soesd.k12.or.us](mailto:Peter_buckley@soesd.k12.or.us)





# Elementary School Teachers, Except Special Education in 2 Oregon Counties



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What is Lightcast Data? .....	1
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## What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



## Report Parameters

### 1 Occupation

25-2021    Elementary School Teachers, Except Special Education

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### 2 Counties

41029    Jackson County, OR

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41033    Josephine County, OR

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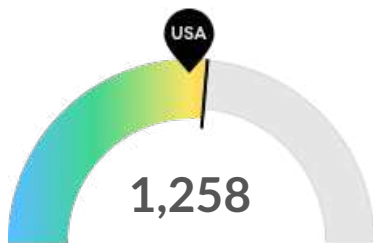
### Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

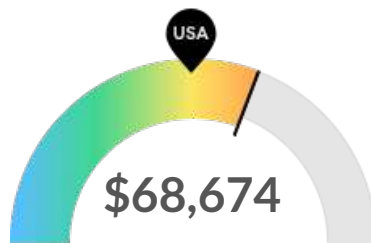
## Executive Summary

### Light Job Posting Demand Over an Average Supply of Regional Jobs



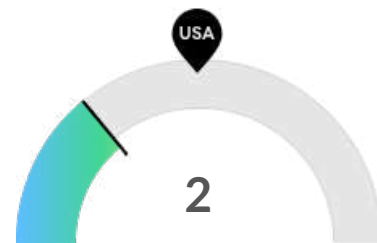
**Jobs (2024)**

Your area is about average for this kind of job. The national average for an area this size is 1,159\* employees, while there are 1,258 here.



**Compensation**

Earnings are high in your area. The national median salary for Elementary School Teachers, Except Special Education is \$63,552, compared to \$68,674 here.



**Job Posting Demand**

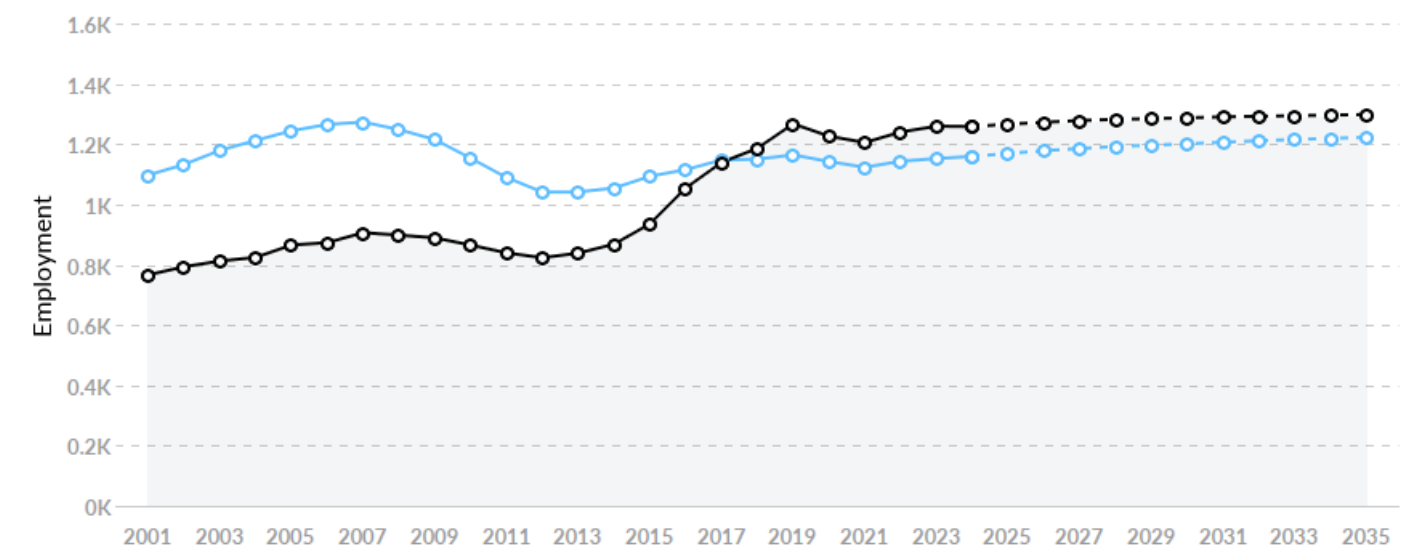
Job posting activity is low in your area. The national average for an area this size is 5\* job postings/mo, while there are 2 here.

\*National average values are derived by taking the national value for Elementary School Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

# Jobs

## Regional Employment Is About Equal to the National Average

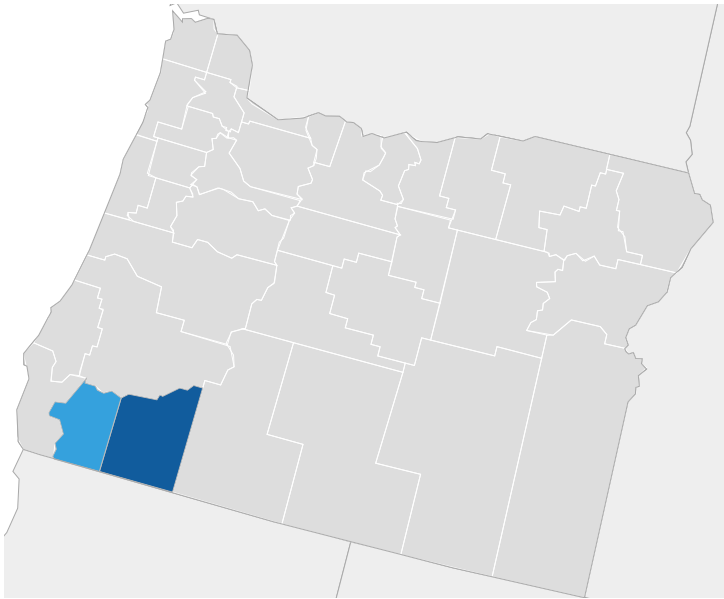
An average area of this size typically has 1,159\* jobs, while there are 1,258 here.



Region	2024 Jobs	2025 Jobs	Change	% Change
● 2 Oregon Counties	1,258	1,266	8	0.6%
● National Average	1,159	1,169	10	0.9%

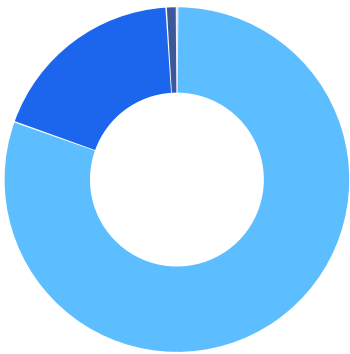
\*National average values are derived by taking the national value for Elementary School Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Regional Breakdown



County	2024 Jobs
Jackson County, OR	938
Josephine County, OR	319

## Most Jobs are Found in the Education and Hospitals (Local Government) Industry Sector

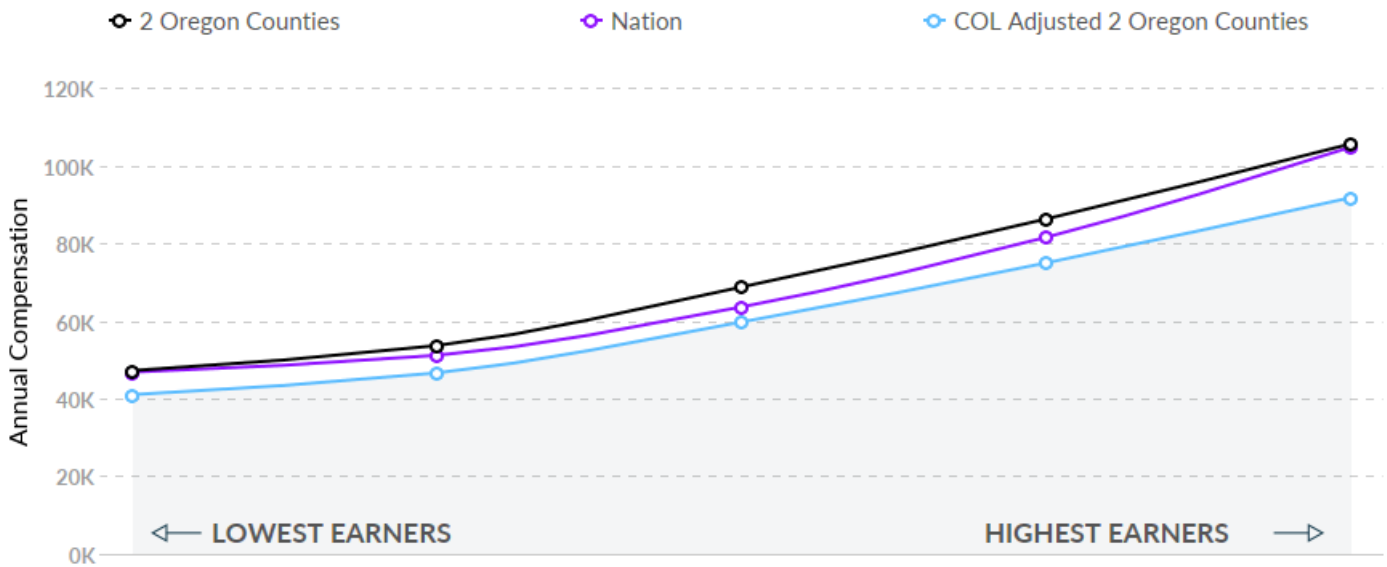


Industry	% of Occupation in Industry (2024)
Education and Hospitals (Local Government)	80.4%
Elementary and Secondary Schools	18.6%
Religious Organizations	1.0%
Other	0.1%

## Compensation

### Regional Compensation Is 8% Higher Than National Compensation

For Elementary School Teachers, Except Special Education, the 2023 median wage in your area is \$68,674, while the national median wage is \$63,552.



# Job Posting Activity



## 34 Unique Job Postings

The number of unique postings for this job from Jan 2024 to Feb 2025.



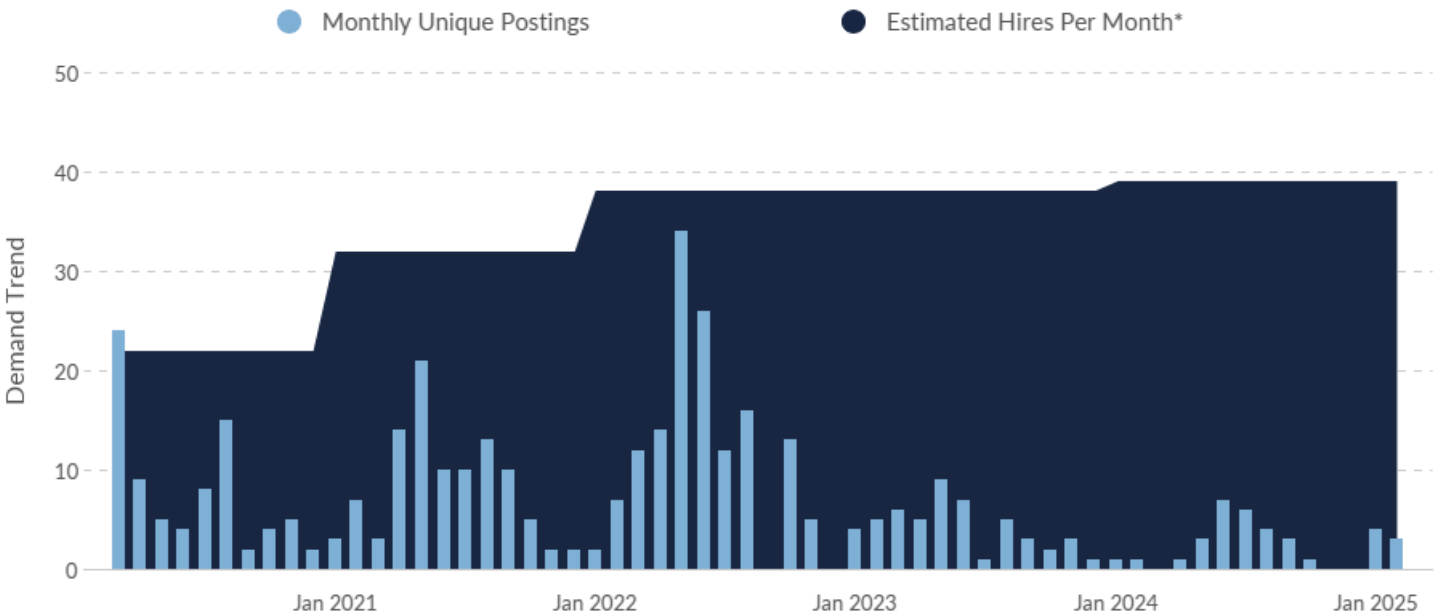
## 8 Employers Competing

All employers in the region who posted for this job from Jan 2024 to Feb 2025.



## 16 Day Median Duration

Posting duration is 11 days shorter than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2024 - Feb 2025)	Avg Monthly Hires (Jan 2024 - Feb 2025)
Elementary School Teachers, Except Special Education	2	39

\*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

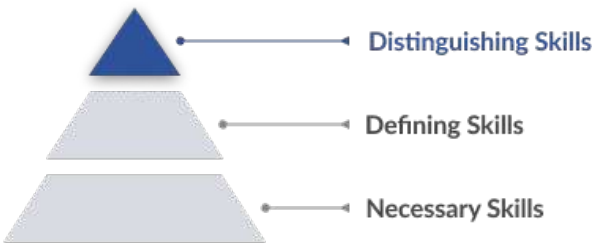


Top Companies	Unique Postings
Medford School District 549C	23 <div></div>
Eagle Point School District 9	4 <div></div>
Avamere Living	1 <div></div>
Jackson Elementary	1 <div></div>
Pinehurst School District 94	1 <div></div>
Wilson Elementary	1 <div></div>
Woodland Charter School	1 <div></div>

Top Job Titles	Unique Postings
Elementary Classroom Teachers	7 <div></div>
2nd Grade Elementary Teachers	4 <div></div>
Elementary Music Teachers	3 <div></div>
Elementary School Teachers	3 <div></div>
Instructional Assistants	3 <div></div>
Elementary Teachers	2 <div></div>
3rd Grade Classroom Teachers	1 <div></div>
4th Grade Teachers	1 <div></div>
5th Grade Teachers	1 <div></div>
Bilingual Elementary Teachers	1 <div></div>

## Top Distinguishing Skills by Demand

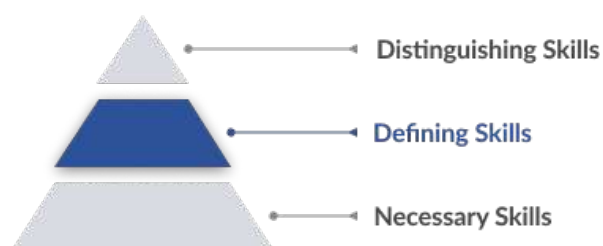
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Small Group Instruction	✓	0	+15.5%	Growing
Reading Instruction	✓	0	+4.9%	Stable
Formative And Summative Assessments	✓	0	+27.9%	Rapidly Growing
Philosophy Of Education	✓	0	+21.0%	Rapidly Growing
Social Studies	✓	0	-1.7%	Lagging

## Top Defining Skills by Demand

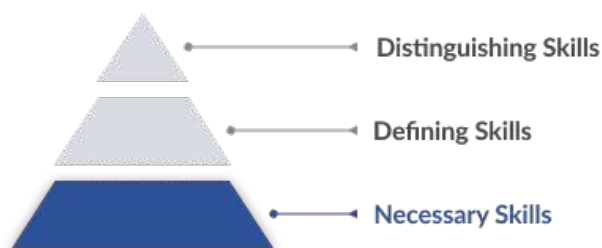
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Teaching Certificate	✗	27	+16.1%	Growing
Lesson Planning	✗	1	+12.6%	Growing
Instructional Strategies	✓	0	+26.3%	Rapidly Growing
Differentiated Instruction	✓	0	+16.9%	Growing
Primary Education	✗	0	+12.8%	Growing

## Top Necessary Skills by Demand

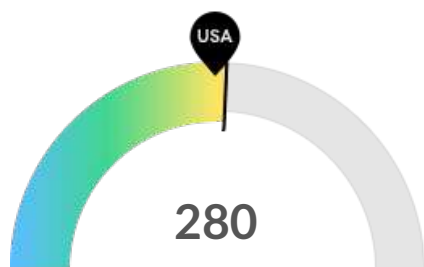
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Classroom Management	×	26	+6.4%	Stable
Individualized Education Programs (IEP)	×	0	+16.4%	Growing
Special Education	×	0	+16.3%	Growing
Educational Assessment	×	0	+20.6%	Rapidly Growing
Curriculum Development	×	0	+14.6%	Growing
Learning Styles	×	0	+21.7%	Rapidly Growing

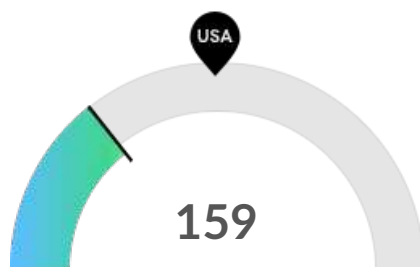
## Demographics

### Retirement Risk Is About Average, While Overall Diversity Is Low



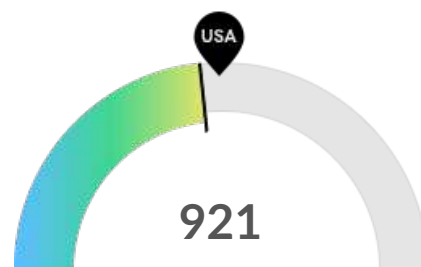
**Retiring Soon**

Retirement risk is about average in your area. The national average for an area this size is 268\* employees 55 or older, while there are 280 here.



**Racial Diversity**

Racial diversity is low in your area. The national average for an area this size is 325\* racially diverse employees, while there are 159 here.

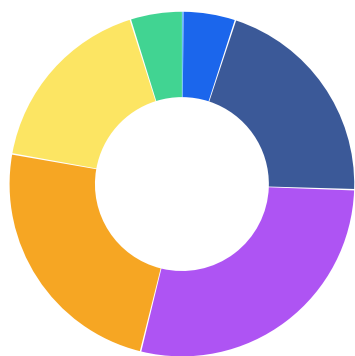


**Gender Diversity**

Gender diversity is about average in your area. The national average for an area this size is 1,015\* female employees, while there are 921 here.

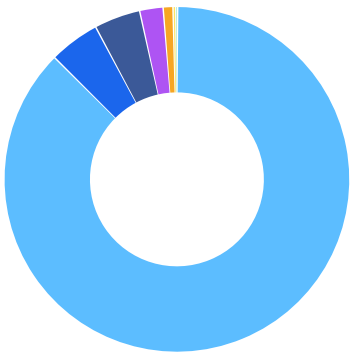
\*National average values are derived by taking the national value for Elementary School Teachers, Except Special Education and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown



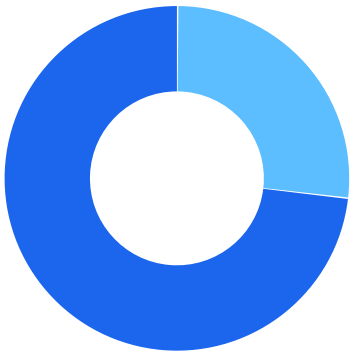
	% of Jobs	Jobs
14-18	0.0%	0
19-24	4.9%	62
25-34	20.5%	258
35-44	28.3%	356
45-54	23.9%	301
55-64	17.4%	218
65+	4.9%	62

### Occupation Race/Ethnicity Breakdown



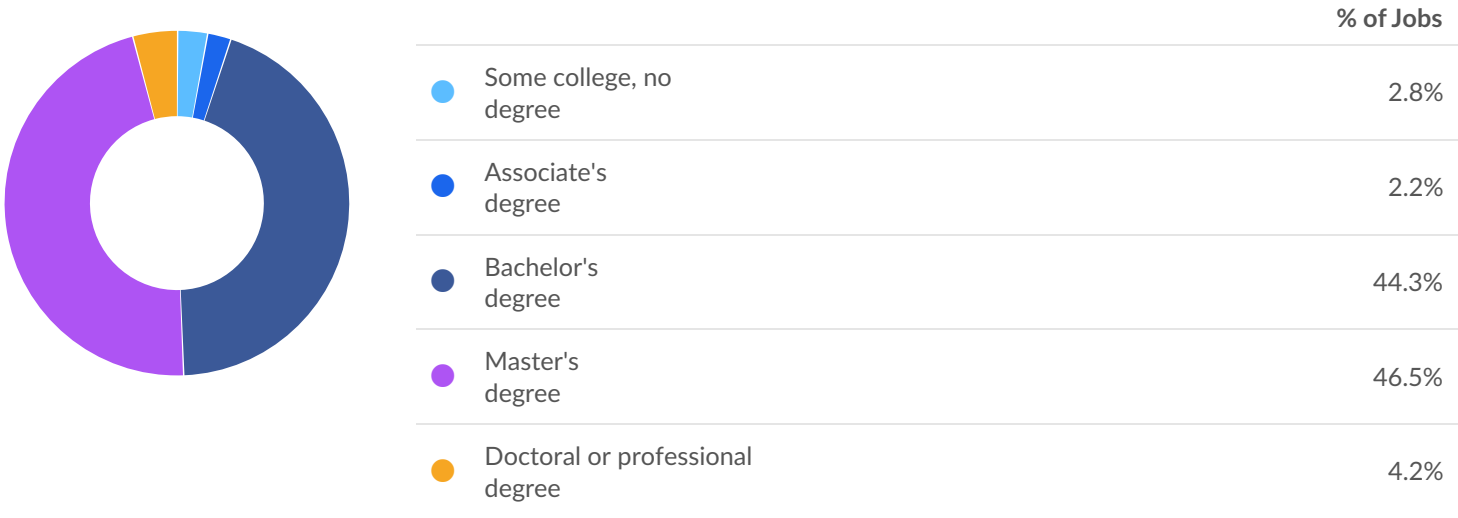
	% of Jobs	Jobs
White	87.4%	1,099
Hispanic or Latino	4.7%	60
Two or More Races	4.3%	54
Asian	2.2%	28
Black or African American	0.9%	11
Native Hawaiian or Other Pacific Islander	0.3%	3
American Indian or Alaska Native	0.2%	2

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	26.8%	337
Females	73.2%	921

National Educational Attainment



# Occupational Programs



### 7 Programs

Of the programs that can train for this job, 7 have produced completions in the last 5 years.



### 254 Completions (2023)

The completions from all regional institutions for all degree types.



### 87 Openings (2023)

The average number of openings for an occupation in the region is 22.

CIP Code	Top Programs	Completions (2023)	
13.0101	Education, General	98	<div></div>
13.1206	Teacher Education, Multiple Levels	81	<div></div>
13.1299	Teacher Education and Professional Development, Specific ...	36	<div></div>
13.1210	Early Childhood Education and Teaching	22	<div></div>
13.1202	Elementary Education and Teaching	12	<div></div>
16.0905	Spanish Language and Literature	3	<div></div>
13.1401	Teaching English as a Second or Foreign Language/ESL Lang...	2	<div></div>

Top Schools	Completions (2023)	
Southern Oregon University	243	<div></div>
Rogue Community College	11	<div></div>

## Appendix A

**Elementary School Teachers, Except Special Education (SOC 25-2021):**

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

**Sample of Reported Job Titles:**

Elementary School Teacher  
Teacher

Reading Teacher

Math Teacher (Mathematics Teacher)

Social Studies Teacher

Primary Teacher

PE Teacher (Physical Education Teacher)

Music Teacher

Music Educator

Language Arts Teacher

**Related O\*NET Occupation:**

Elementary School Teachers, Except Special Education (25-2021.00)



## Appendix B - Data Sources and Calculations

### Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

### Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

### Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

### Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

### Lightcast Job Postings

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

### Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.



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

## Elementary School Teachers, Except Special Education (252021) Rogue Valley (Jackson, Josephine)

Median Hourly Wage	2022 Employment	Job Openings per Year	10-Year Growth
--	1,160	79	1.4%

### Description

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

### Wage Range 2024

for Elementary School Teachers, Except Special Education

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	---	---	---	---	---	---	\$84,748
Rogue Valley	---	---	---	---	---	---	\$75,331

### Employment Outlook

for Elementary School Teachers, Except Special Education

#### Statewide Employment Analysis

Employment in this occupation in 2022 was much larger than most occupations across the state. The total number of job openings is projected to be much larger than most occupations in Oregon through 2032. This occupation is expected to grow at a much slower rate than the statewide average growth rate for all occupations through 2032.

Reasonable employment opportunities exist.

#### Area Employment Analysis

Employment in this occupation in 2022 was much larger than most occupations in the region. The total number of job openings is projected to be much larger than most occupations in the region through 2032. This occupation is expected to grow at a much slower rate than the regional average growth rate for all occupations through 2032.

### Area Employment Projections

for Elementary School Teachers, Except Special Education

Area	2022 Employment	2032 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,216	14,574	358	2.5%	36	956	992
Rogue Valley	1,160	1,176	16	1.4%	2	77	79

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

### Educational Requirements

for Elementary School Teachers, Except Special Education

The typical entry level education for this occupation is a Bachelor's degree. Those with a Master's degree have a competitive advantage in the labor market.

## Knowledge, Skills, Abilities, and Work Activities

### Knowledge

Examples of the knowledge needed for success in this occupation is listed below, in order of importance. This information comes from the Occupational Information Network (O\*NET).

- **Education and Training:** Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **English Language:** Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Psychology:** Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- **Mathematics:** Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

### Skills

Examples of the skills needed for success in this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O\*NET).

- **Speaking:** Talking to others.
- **Instructing:** Teaching people how to do something.
- **Learning Strategies:** Using the best training or teaching strategies for learning new things.
- **Active Listening:** Listening to others, not interrupting, and asking good questions.
- **Reading Comprehension:** Reading work-related information.

### Abilities

Examples of the abilities needed for success in this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O\*NET).

- **Oral Expression:** Communicating by speaking.
- **Problem Sensitivity:** Noticing when problems happen.
- **Speech Clarity:** Speaking clearly.
- **Written Comprehension:** Reading and understanding what is written.
- **Written Expression:** Communicating by writing.

### Detailed Work Activities

Examples of the detailed work activities involved with this occupation are listed below, in order of importance. This information comes from the Occupational Information Network (O\*NET).

- Establish rules or policies governing student behavior.
- Apply multiple teaching methods.
- Modify teaching methods or materials to accommodate student needs.
- Discuss problems or issues with supervisors.
- Encourage students.



July 22, 2020

President Cathy Kemper-Pelle  
Rogue Community College  
3345 Redwood Highway  
Grants Pass, OR 97527

Dear Dr. Kemper-Pelle:

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 24-26, 2020, concerning the Spring 2020 Evaluation of Institutional Effectiveness of Rogue Community College. This action was taken after consideration of evidence, including the institution's Self-Evaluation Report, the Peer-Evaluation Report, the optional Institutional Response to the Peer-Evaluation Report, and information received as part of the institutional representative meeting with Commissioners.

#### **Accreditation**

Reaffirm Accreditation

#### **Commendations**

The Commission commends Rogue Community College for:

1. Shaping and promoting a cultural ethos that generates a tangible sense of resiliency and tenacity on the part of faculty, staff, administrators, trustees and students. This ethos inspires ideation, innovation, and a sense of commitment to mission across the institutional community.
2. Providing a broad range of services to its community, as evidenced by its business partnerships, community collaborations, and coordinated support of its three geographically dispersed campuses.
3. Establishing a budget process that is inclusive, transparent, and results in a fiscally strong position.

#### **Recommendations Substantially in Compliance but in Need of Improvement**

The Commission recommends that Rogue Community College:

1. Proceed towards full implementation of its current plans to develop an ongoing and systematic evaluation and planning process which will inform and refine its effectiveness, assign resources, and improve student learning (2020 Standard 1.B.1).
2. Implement a comprehensive student learning outcomes assessment plan that aligns course learning outcomes, program learning outcomes, general education outcomes, and institutional learning outcomes; formalizes collection of evidence of student learning outcomes; and documents how the analysis of this evidence contributes to continuous improvement (2020 Standard 1.C.5, 1.C.6, 1.C.7).
3. Regularly and consistently use disaggregated indicators of student success for continuous improvement to inform planning, decision making and resource allocation to address perceived and actual gaps in achievement and equity (2020 Standard 1.D.2, 1.D.3, 1.D.4).
4. Perform timely faculty evaluations (2020 Standard 2.F.4).

5. Place particular attention on academic, career, and financial student advising to improve student retention and reduce federal student loan default rates (2020 Standard 2.G.1, 2.G.5, 2.G.6).

#### **Future Evaluations**

- Mid-Cycle Review Fall 2022
  - Recommendation 1: Spring 2020 Evaluation of Institutional Effectiveness
  - Recommendation 2: Spring 2020 Evaluation of Institutional Effectiveness
  - Recommendation 3: Spring 2020 Evaluation of Institutional Effectiveness
  - Recommendation 4: Spring 2020 Evaluation of Institutional Effectiveness
  - Recommendation 5: Spring 2020 Evaluation of Institutional Effectiveness
- Year 6 - Standard 2 – Policies, Regulations, and Financial Review Fall 2025
- Year 7 - Evaluation of Institutional Effectiveness Fall 2026

Per [USDE guidance](#), all virtual accreditation site visits shall be followed by in-person campus visits within a reasonable time when public health conditions improve and are authorized by applicable law. Campus visits may be limited to focus on items identified in the Peer-Evaluation Report and may include fewer than all evaluation team members.

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.

Sincerely,



Sonny Ramaswamy  
President

cc: Ms. Juliet Long, Vice President of Instruction  
Dr. Jeff Wagnitz, Vice President of Academic Affairs, Highline College