

TREASURE VALLEY COMMUNITY COLLEGE

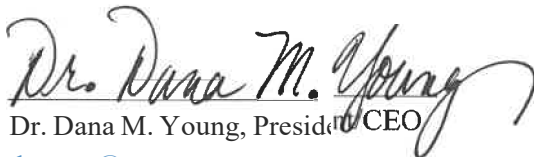
TRANSMITTAL PAGE

Treasure Valley Community College, Phase 2 Program Proposal Bachelor of Applied Science in Education CIP 13.1202

Please accept the attached Statement of Need and supporting documentation for our application to offer a Bachelor of Applied Science in Education degree at Treasure Valley Community College.

The Treasure Valley Community College Board of Education will vote on a resolution for a Bachelor of Applied Science in Education in June 2025. We look forward to working with you to advance this project to increase educational opportunities for our community.

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



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Documents Attached:

Appendix C: Program Proposal

Appendix D: Budget Spreadsheet

Appendix E: External Review Team Worksheets

TREASURE VALLEY COMMUNITY COLLEGE

650 College Blvd.
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September 28, 2025

Higher Education Coordination Committee
3225 25th Street SE
Salem, OR 97302

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

Treasure Valley Community College is pleased to submit this proposal for a Bachelor of Applied Science in Education (BASE) degree program to the Higher Education Coordinating Commission (HECC). This program is designed to expand access to high-quality, affordable, and locally delivered baccalaureate education that directly addresses Oregon's teacher shortage.

The proposed BASE degree will be offered in a flexible cohort model, allowing students to progress through the curriculum in a structured sequence of upper-division coursework as full-time or part-time students. Admitted students will have completed an Associate of Arts Oregon Transfer in Elementary Education, or an equivalent associate degree. Building upon these foundations, students will advance through coursework intentionally aligned with the Teacher Standards and Practices Commission (TSPC) licensure requirements, the Association for Advancing Quality in Educator Preparation (AAQEP) standards, and the institutional accreditation standards of the Northwest Commission on Colleges and Universities (NWCCU).

With working adults, place-bound students, and rural learners in mind BASE will offer flexible scheduling, hybrid learning, and practice-based coursework that allows students to remain in their home communities. The curriculum emphasizes professional preparation in areas such as culturally sustaining pedagogy, classroom assessment, content-area methods, inclusive education strategies, educational technology, and leadership in PreK-12 classrooms. Students will engage in progressively complex field placements, culminating in full-time student teaching placement that ensures readiness for licensure under TSPC and AAQEP standards.

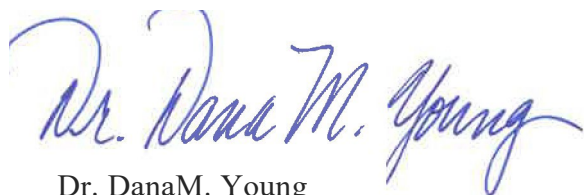
Faculty teaching in the program will be required to hold at least a master's degree in their discipline, with preferred qualifications of doctoral degrees. This expectation aligns with NWCCU requirements and best practices in university hiring, ensuring rigorous academic

instruction and seamless transfer opportunities for students. Our current faculty bring extensive experience in education and are committed to mentoring students through coursework, fieldwork, and professional development.

The BASE program was built to honor, recognize, and build upon the professional knowledge and experience students bring from their associate degrees and paraprofessional roles. With 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 innovative program, Treasure Valley Community College aims to help prepare a diverse and skilled group of future educators to meet the needs of Oregon's schools and rural communities. The BASE degree offers a rigorous, accessible, and collaborative pathway to licensure that meets this urgent workforce need while maintaining the highest standards of academic and professional excellence.

Respectfully submitted,



Dr. Dana M. Young
President



Sandy Porter
Vice President of Academic Affairs



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

**Phase Two Application
September 2025
Updated 11/13/2025, 11/20/2025**

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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: The following criteria was used to develop and evaluate achievement of baccalaureate-level learning outcomes in upper division courses as well as professional competencies for the program's discipline.

Program Outcomes: (Aligned with AAQEP and TSPC Standards)

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

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

- **AAQEP Standards:**

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

- **TSPC Standards:**

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

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

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

- **AAQEP Standards:**

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

- **TSPC Standards:**

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

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

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

- **AAQEP Standards:**

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

- **TSPC Standards:**

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

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

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

- **AAQEP Standards:**

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

- **TSPC Standards:**

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

Program Aligned Standards

AAQEP Standards for Educator Preparation (Initial Certification Programs)

AAQEP organizes its expectations into four overarching standards (2018 Framework):

- Standard 1: Candidate/Completer Performance — Educator candidates demonstrate readiness to teach, including content knowledge, pedagogical skills, and professional dispositions.
- Standard 2: Completer Professional Competence and Growth — Graduates exhibit ongoing improvement and reflective practice in real-world settings.
- Standard 3: Program Experience and Clinical Partnerships — Clinical and field experiences are well-structured and integrated.
- Standard 4: Program Impact — The program produces educators who positively impact P–12 learning.

In Elementary - Multiple Subjects and SPED preparation, these translate into ensuring field experiences, reflective growth, inclusive practice, and demonstrable impacts aligned with TSPC and InTASC expectations.

TSPC Standards — Oregon’s Requirements for Elementary—[Multiple Subjects](#) & [SPED](#) Endorsements

Elementary—Multiple Subjects Endorsement (OAR 584-220-0065):

- Requires completing a TSPC-approved preparation program that meets Oregon’s program standards for elementary education.
- Must provide content and experience to promote academic, career, personal, and social development of young learners.
- Must meet reading instruction requirements under OAR 584-420-0015.

Special Education (SPED) Endorsement:

- Generalist endorsements will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in the special education population
- Demonstrate alignment with TSPC’s SPED program standards found in TSPC’s Program Review and Standards Handbook

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

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

Provide list of all 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.

Please see Table 1 below

Program Course Requirements and Scope & Sequence

Students admitted to the Bachelor of Applied Science in Education (BASE) program will complete a total of 180 credits, including a minimum of 60 upper-division credits. Ninety (90) lower-division credits are satisfied through the Associate of Applied Science in Education, AAOT in Elementary Education, or an equivalent transfer degree, which provide foundational coursework in general education, child development, and introductory education practices.

The upper-division curriculum builds professional knowledge, skills, and dispositions necessary for initial teaching licensure in Oregon with an option to earn the SPED generalist endorsement, aligned with TSPC licensure standards, AAQEP domains, and the InTASC Model Core

Teaching Standards. Coursework is sequenced to ensure that students progressively develop competencies in planning, instruction, assessment, professional responsibility, and culturally responsive teaching.

Narrative on Competency Development

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

- Foundational Knowledge (Year 3): Courses in foundations, culturally sustaining pedagogy, psychology, and assessment establish a strong understanding of learner development, diversity, and evidence-based instruction (AAQEP 1a–d).
- Instructional Application (Year 3): Methods courses in literacy, math, science, social studies, and the arts provide candidates with research-based teaching practices. 2nd and 3rd year clinical experiences embed candidates in schools for early field experience (AAQEP 2a).

Advanced Practice and Leadership (Final Year): Progressive clinical experiences supported by seminars integrate all prior learning, requiring candidates to demonstrate mastery of planning, instruction, assessment, collaboration, and reflection in alignment with InTASC Standards 1–10 and TSPC initial licensure requirements. The consortium is developing a shared observation and feedback tool that integrates early literacy indicators, trauma-informed practice, and culturally sustaining pedagogy. Candidates will also engage in data literacy activities to analyze student learning and inform instructional decision-making. The use of these tools will also be modeled in the literacy strand of courses offered within the program.

The consortium will formalize a shared assessment and calibration process across all partner colleges. This will include:

- Faculty participation in annual inter-rater reliability sessions for signature assessments and clinical evaluations.
- Documentation of assessment validity through alignment to InTASC, AAQEP, and TSPC standards.
- Ongoing analysis of data for continuous improvement and accreditation reporting.
- This structured approach will ensure the reliability, fairness, and consistency of candidate assessment data across institutions.

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

Table 1

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

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

	ethical reasoning, and differentiated approaches that support all learners in developing mathematical understanding.		Faculty: COA
SPED 361 – The Inclusive Classroom Lab: Practices for Every Learner-3 credits	This course examines strategies for building inclusive classrooms that support diverse learners. Candidates explore child development, curriculum adaptation, and differentiated instructional design, with attention to literacy supports and culturally responsive practices. Emphasis is placed on fostering identity, relationships, and supportive classroom environments while applying evidence-based special education strategies and assessments to meet the needs of all students.	SEL 1: Foundational Knowledge in Social & Emotional Development. SEL 3: SEL Programming. SEL 4: Assessment in SEL. MS 9: Integrating and Applying Knowledge for Instruction. MS 10: Adaptation to Diverse Students. Lit 1: Knowledge of Literacy Acquisition and Instruction. Lit 5: Supporting Multilingual Learners. Lit 6: Students with reading difficulties, reading disabilities & Dyslexia. SpEd 1: Understand exceptionalities & development. SpEd 3: Specialized curricula to individualize learning. SpEd 5: Evidence-based instructional strategies.	Inclusion strategy project; IEP review Portfolio: Journal Faculty: COA

ED 381 – Field Experience I: Observation & Community Mapping-3 credits [60 hours of practicum]	In this introductory field experience, candidates observe child development and classroom dynamics with attention to identity, self-awareness, and inclusive practices. Through guided observations and community asset mapping, candidates analyze how problem-solving and support structures shape learning environments.	SpEd 1: Understand exceptionalities & development. SEL 1: Foundational Knowledge in Social & Emotional Development. MS 12: Active Engagement in Learning.	Field observation report; community asset map Portfolio: Journal Faculty: COA
ED 391 – Beginning the Adventure: Practicum Seminar-1 credit	This seminar supports candidates in connecting field observations to professional growth. Through guided reflection and community mapping, candidates consider how schools collaborate with families and community agencies, and begin to develop habits of reflective practice.	MS 15: Professional Growth, & Evaluation. MS 16: Collaboration with families, colleagues and community agencies.SEL 2: Educator Social & Emotional Competencies.	Portfolio: Journal Faculty: COA
ED 302 - Cultures, Voices & Classrooms: Exploring ESOL Practice-3 credits	This course provides candidates with the knowledge and skills to support multilingual learners through language acquisition, culturally responsive pedagogy, and equitable instructional practice. Candidates explore the nature of second language development, the role of culture in learning, and strategies for planning, instruction, and assessment that integrate language and content objectives. Emphasis is placed on advocacy, collaboration with families and specialists, and the	ESOL 1-6: Language; Culture; Planning Instruction; Assessment. ESL Knowledge and Family Support; use information technology.	Cultural & Linguistic Reflection; ESOL Lesson Plan & Rationale Portfolio: Journal Faculty: COA

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

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

		<p>Gifted & Talented Students. SpEd 1-7. ESOL 2: Culture. ESOL 3: Planning, Implementing, and Managing Instruction. ESOL 4: Assessment. ESOL 5: ESOL and Family Support. ESOL 6: Use information technology.</p>	
<p>ED 382 – Field Experience II: Lesson Design & Co-Teaching-3 credits [First 75 of 600 clinical hours]</p>	<p>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.</p>	<p>MS 10: Adaptation to Diverse Students. MS 9: Integrating and Applying Knowledge for Instruction. MS 11: Development of Critical Thinking and Problem Solving. MS 12: Active Engagement in Learning MS 13: Communication to foster Collaboration. MS 14: Assessment for Instruction. MS 15: Professional Growth, Reflection and Evaluation. MS 16: Collaboration with families, colleagues and community agencies. SpEd 7: Collaboration with other Educators.</p>	<p>Lesson design project; co-teaching reflection</p> <p>Portfolio: Journal</p> <p>Faculty: COA</p>

ED 392 - Classroom Adventure II: Exploring Practice-1 credit	This seminar emphasizes lesson design and co-teaching practices as candidates begin to explore instructional decision-making in the classroom. Through collaboration and reflective discussion, candidates connect field experiences to professional growth while applying instructional models that support diverse learners.	SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.	Portfolio: Journal Portfolio: Journal Faculty: COA
ED 313 – Words That Matter III: Comprehension, Writing & Justice-3 credits (Spring year 2)	This course emphasizes strategies for teaching reading comprehension and writing in ways that are culturally responsive and justice-oriented. Candidates design and assess writing instruction, apply varied assessment practices for multilingual learners, and differentiate comprehension support through standards-based and data-informed instructional design.	Lit 1-7. MS 2: Reading, Writing and Oral Language. ESOL 1: Language. SEL 3: SEL Programming.	Writing workshop plan; comprehension analysis Portfolio: Journal Literacy reflection draft Faculty: COA
ED 333 – Science Explorers: Inquiry, Wonder & Equity-3 credits	This course introduces methods for teaching science through inquiry and cross-disciplinary integration. Candidates design standards-based lessons that apply sheltered strategies to support English learners, differentiate for diverse students, and use assessment to guide instruction. Emphasis is placed on fostering curiosity, responsible	Lit 5: Supporting Multilingual Learners. Lit 7: Gifted and Talented students. MS 3: Science. MS 9-14.	Inquiry lab journal; equity in science project Portfolio: Journal Science method

	decision-making, and equitable access to science learning.		reflection draft Faculty: COA
SPED 363 – The Vibe Check: Restorative Classrooms That Work-3 credits	This course prepares candidates to create inclusive, restorative classroom environments that foster positive relationships and social problem-solving. Emphasis is placed on restorative practices, culturally responsive approaches, and collaboration to support diverse learners. Candidates integrate instructional strategies with SEL competencies to build equitable and supportive learning communities	SEL 1-4. MS 1: Development, Learning and Motivation. MS 6: The Arts. MS 8: Physical Education. MS 10: Adaptation to Diverse Students. MS 12: Active Engagement in Learning. MS 13: Communication to Foster Collaboration. MS 16: Collaboration with Families, Colleagues and Community Agencies. SpEd 2: Safe, Inclusive Culturally Responsive Learning Environments.	Restorative circles plan; SEL implementation log Portfolio: Journal Faculty: COA

ED 383 – Field Experience III: Guided Group Instruction-3 credits [Second 75 of 600 clinical hours]	In this practicum, candidates plan and deliver small-group instruction with a focus on literacy. Emphasis is placed on applying instructional strategies, supporting language comprehension and vocabulary development, and practicing self-management as reflective practitioners.	Lit 2: Literacy Foundational Skills. Lit 3; Vocabulary, Background Knowledge, Writing and Comprehension. SpEd 5: Select, Adapt and use evidence-based instructional strategies. MS 1: Development, Learning and Motivation. MS 2: Reading, Writing and Oral Language. SEL 2: Educator Social & Emotional Competencies.	Small-group teaching; guided literacy lesson Portfolio: Journal Faculty: COA
ED 393 – Classroom Adventure III: Deepening Skills-1 credit	This seminar supports candidates as they move from observation to more active teaching practice. Through reflection and discussion of small-group instruction, candidates deepen their understanding of differentiation and instructional strategies while continuing to build habits of professional growth.	SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.	Portfolio: Journal Group instruction reflection draft Faculty: COA
ED 411 – Reading to Rise: Intervention & Dyslexia-Informed	This course prepares candidates to design and implement literacy interventions with a focus on dyslexia-informed practices. Candidates analyze	Lit 1-7. MS 2: Reading, Writing and Oral Language. ESOL 1: Language. SEL 3:	Dyslexia case study; intervention plan

Practice-3 credits (Fall Year 4)	case studies, develop intervention plans, and apply assessment and instructional strategies that support literacy acquisition, comprehension, and differentiation. Emphasis is placed on collaboration with specialists and supporting multilingual learners.	SEL Programming. SpED 5: Instructional Strategies. SpED 7: Collaboration with other educators.	Portfolio: Journal Faculty: COA
ED 441 – Social Justice in Social Studies-3 credits	This course prepares candidates to teach history, civics, and social studies through inquiry and integration of content areas. Emphasis is placed on designing lessons that promote collaboration, empathy, and ethical decision-making while addressing issues of culture, identity, and equity. Candidates learn to adapt instruction and use varied assessments to support diverse learners in civic education.	MS 5: Social Studies, MS 11: Critical Thinking and Problem Solving. MS 12: Active Engagement in Learning. MS 14: Assessment for Instruction. SEL 3: Programming (restorative justice).	Social studies inquiry unit Portfolio: Journal Social studies reflection draft Faculty: COA
ED 431 – STEAM Team: Makerspaces, Math & Messy Questions-3 credits	This course explores integrated approaches to teaching science, technology, engineering, arts, and mathematics. Candidates design inquiry-based lessons that incorporate numeracy, geometry, and vocabulary development while using technology to enhance learning. Emphasis is placed on ethical decision-making, differentiation, and creating 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 Portfolio: Journal STEAM reflection draft Faculty: COA

SPED 461 – Better Together: Co-Teaching, Teaming & Advocacy-3 credits	This course prepares candidates to work collaboratively in inclusive classrooms through co-teaching models, teaming, and advocacy. Emphasis is placed on building relationships, applying instructional strategies, and addressing legal and ethical responsibilities. Candidates also develop skills for literacy support, differentiation, and collaboration with English Language Development specialists to meet the needs of diverse learners.	MS 13: Communication to foster collaboration. MS 15: Professional Growth, Reflection, and Evaluation. MS 16: Collaboration with families, colleagues and community agencies. SEL 2: Educator social and emotional competencies. SEL 3h: Collaborates with teachers to support SEL. Lit 1: Knowledge of Literacy Acquisition and Instruction. Lit 5: Supporting Multilingual Learners. SpEd 6: Ethical Principles and informed practice. SpED 7: Collaboration with other educators.	Co-teaching portfolio; advocacy project Portfolio: Journal Faculty: COA
ED 481 – Field Experience IV: Lead Planning & Unit Design-3 credits [100 of 600 clinical hours]	In this practicum, candidates take primary responsibility for planning and teaching extended instructional units. Emphasis is placed on curriculum design, differentiation, assessment for instruction, and reflective practice. Candidates develop unit plans with clear content and language objectives, apply inclusive assessments, and lead instruction that demonstrates ethical decision-making.	MS 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.	Full unit plan; lead teaching cycle Portfolio: Journal Faculty: COA

		MS 15: Professional growth, 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.	Portfolio: Journal Lead teaching reflection draft Faculty: COA
ED 452 – Whole Child Studio: Arts, Movement & Wellness in Teaching-3 credits	This course explores arts integration, movement, and wellness as essential dimensions of whole-child education. Candidates design arts-based and wellness-focused lessons that incorporate literacy connections, assessment practices, and differentiated strategies. Emphasis is placed on planning curriculum that supports social-emotional learning, collaboration, and advocacy for inclusive, health-focused learning environments.	MS 1: Development, Learning and Motivation. MS 6: The Arts. MS 7: Health Education. MS 8: Physical Education. Full SEL framework (SEL 1-4). SpEd 2: Safe, inclusive, Culturally Responsive Learning environments.	Arts-integrated lesson; wellness project Portfolio: Journal Arts methods reflection draft Faculty: COA

ED 462 - Teaching with Heart: Trauma, Trust & SEL	This course focuses on trauma-informed, social-emotional approaches to teaching. Candidates develop skills in self-awareness, empathy, problem-solving, and responsible decision-making, while learning to create safe and inclusive classroom environments. Emphasis is placed on collaboration with families and colleagues, reflective practice, and strategies for differentiating instruction to meet the needs of diverse learners	SEL 1–4: All Social-Emotional Learning Standards. MS 12: Active Engagement in Learning. MS 15: Professional Growth, Reflection and Evaluation. MS 16: Collaboration with families, colleagues and community agencies. Lit 4: Assessment and Data-Based Decision-Making, Lit 5: Supporting Multilingual Learners. SpEd 2: Safe, Inclusive, Culturally Responsive Learning Environments.	SEL case studies; reflective journal Portfolio: Journal SEL reflection draft Faculty: COA
ED 482 – Field Experience V: Full-Day Co-Teaching Practicum- 6 credits [150 of 600 clinical hours]	In this advanced practicum, candidates engage in full-day co-teaching with mentor teachers. Emphasis is placed on integrating knowledge from all domains—content instruction, literacy, social-emotional learning, and special education—while applying a variety of teaching models and assessment practices. Candidates refine their professional skills through sustained classroom responsibility and collaboration.	All Domains (MS, Lit, SEL, SpEd, ESOL).	Evaluation & portfolio Portfolio: Journal Faculty: COA

<p>ED 492 – Classroom Adventure V: Sustaining Practice-2 credits</p>	<p>This seminar supports candidates as they take on full-day co-teaching and extended instructional responsibilities. Through reflection, collaboration, and professional networking, candidates strengthen their ability to sustain effective teaching practice. Emphasis is placed on instructional collaboration, family and community partnerships, and the use of technology for professional growth and advocacy.</p>	<p>SEL 2: Educator Social & Emotional Competencies. MS 15: Professional Growth, Reflection and Evaluation.</p>	<p>Portfolio: Journal Co-teaching reflection draft</p> <p>Faculty: COA</p>
<p>SPED 462 – Know Your Rights (And Everyone Else's): Law & Ethics in Schools-3 credits</p>	<p>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.</p>	<p>All Domains: SpEd 1–7.</p>	<p>Legal case brief; ethics reflection</p> <p>Portfolio: Journal Ethics reflection draft</p> <p>Faculty: COA</p>

ED 483 – Go Time: The Residency (Student Teaching)-9 credits [200 of 600 clinical hours]	This full-time residency serves as the culminating field experience of the program. Candidates assume lead teaching responsibilities under the guidance of a mentor teacher, integrating all domains of teaching practice across content, literacy, social-emotional learning, and special education. Emphasis is placed on unit and lesson planning, differentiation, assessment, and professional collaboration as candidates demonstrate readiness for the teaching profession.	All Domains (MS, Lit, SEL, SpEd, ESOL).	Full-time clinical residency; supervisor evaluations; teaching portfolio Portfolio: Journal Faculty: COA
ED 493 – Capstone Seminar: Action Research & Advocacy- 3 credits	This seminar provides candidates with the opportunity to reflect on their residency experience, conduct action research, and engage in professional 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 Portfolio: Journal Final reflections Faculty: COA

BASE Student Learning 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.

Sequence of Courses:

Year 3:

Term	First Term:Fall (16 credits)						2nd Term: Winter (16 Credits)						3rd Term: Spring (13 Credits)				
Credits/I LC	3	3	3	3	3	1	3	3	3	3	3	1	3	3	3	3	1
Course	ED 301	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:

Term	First Term:Fall (16 credits)						2nd Term: Winter (14 credits)				3rd Term: Spring (15 credits)		
Credits/ ILC	3	3	3	3	3	1	3	3	6	2	3	9	3
Course	ED 411	ED 441	ED 431	SPED 461	ED 481	ED 491	ED 452	ED 462	ED 482	ED 492	SPED 462	ED 483	ED 493

Admission and Degree Pathway for the BASE Program

Admission to the Bachelor of Applied Science in Education (BASE) program requires completion of either the AAOT in Elementary Education or an equivalent transfer degree. These associate degrees provide the first 90 credits of the program, including lower-division general education and foundational education coursework.

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.

Prior to admission, all students must complete prerequisite requirements for practicum placement, including a minimum of 60 hours of documented classroom observation. In addition, students must demonstrate content readiness by the end of year three by either passing the ORELA Multiple Subjects Examination or meeting this requirement through an approved multiple measures process. These prerequisites must be satisfied before beginning the fourth-year clinical practice sequence, ensuring that every student, whether following the cohort model or an alternative enrollment path, is fully prepared for supervised field placements and progressive teaching responsibilities.

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.

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-Division Transfer (from AAS/AAOT)	90	Credits applied from an AAS in Early Childhood Education or AAOT in Elementary Education. Includes foundational education, child development, and general education coursework.
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Upper-Division Education Core	54	Professional coursework aligned with TSPC licensure, AAQEP standards, and InTASC competencies. Includes curriculum design, content methods, assessment, SPED, culturally sustaining pedagogy, and classroom management. This includes 12 credits of upper-division general education / related instruction that meets NWCCU Eligibility Requirement #12 for breadth and depth of learning. Includes advanced writing, research methods, and/or social science electives at 300–400 level.
Clinical Experiences and Supporting Seminar	36	Progressive field placements, culminating in a full-time student teaching capstone aligned with TSPC initial licensure requirements and InTASC Standards 1–10.
Credit for Prior Learning (Optional)	Up to 15–18	May be awarded for documented professional experience (e.g., paraprofessional, early learning educator, substitute teacher). Applied toward lower division courses, 3rd year clinical experiences, or elective requirements.
Total Degree Credits	180	Minimum of 60 upper-division credits and a total of 180 credits required for BASE completion.

Standard 2 : 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 Chemeketa's three-county region alone, the Oregon Employment Department projects 155 annual openings for elementary teachers, while existing university programs collectively graduate fewer than 30 candidates likely to remain in the region. This creates a persistent annual shortfall of at least 125 qualified 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. Rogue'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.

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.

Each consortium college has worked with a broad group of industry partners to design the BASE degree. Below Table 4 includes some of the industry professionals that have been advising the BASE consortium with program development. Our current BASE Advisory Committee includes teachers, administrators, students, community and school district leaders who participate in advisory meetings, surveys, and needs assessments to identify program priorities, particularly informing our design in areas of special education preparation, credit for prior learning (CPL), paid internships, and place-based clinical experiences. Students have also provided valuable input through surveys and by serving on advisory boards, ensuring that their perspectives as future educators directly shape program development. To strengthen this engagement, the Advisory Committee will utilize subgroups to provide targeted feedback on specific aspects of the program, including curriculum design, clinical placement models, and strategies to optimize CPL opportunities for paraprofessionals and others with prior school-based experience.

In addition to local and regional partners, representatives from the Teacher Standards and Practices Commission (TSPC), the Higher Education Coordinating Commission (HECC), the Educator Advancement Council (EAC), and college content area experts have participated in consortium meetings, providing critical feedback to ensure the program design aligns with state licensure requirements, accreditation expectations, and Oregon's equity and educator workforce goals. This inclusive and collaborative process ensures that the BASE program is grounded in statewide policy guidance, responsive to district and student needs, and strategically designed to strengthen teacher recruitment, preparation, and retention across Oregon.

Table 4: BASE Advisory Board Members

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

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

LBCC	Darcey Edwards	Harrisburg School District	Principal	Darcey Edwards is the Principal of Harrisburg Elementary School and a member of the Oregon House of Representatives for District 31. As a school leader, she has promoted innovative approaches to elementary science education, including technology-based instructional partnerships. Her dual role as principal and legislator positions her to bridge practice and policy, ensuring that the perspectives of K-12 educators inform statewide decision-making in education.
LBCC	Sarah Whiteside	Mid-Valley STEM Hub	Director of Mid-Valley STEM-CTE Hub	Sarah Whiteside is the Director of the Mid-Valley STEM-CTE Hub, where she leads regional efforts to expand equitable access to science, technology, engineering, and career technical education. With more than 20 years of experience as an educator, parent, and community leader, she has built strong partnerships to advance STEM opportunities across Linn and Benton Counties. Her work focuses on closing equity gaps and fostering meaningful pathways for students to enter high-demand technical careers.
CGCC	Rebecca Schwartzentruber	Hood River Valley High School	Instructor, CTE: Education & Human Services	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 alternative school settings in California and Oregon. Teaching these courses has allowed her to blend a few of her passions: Developmental Psychology, Learning and Education.
CGCC	Mairéad Beane Kelly	Chenoweth Elementary School	Assistant Principal	Mairéad Beane Kelly is the Assistant Principal at Chenoweth Elementary School, where she supports instructional leadership, school culture, and student learning. She is committed to trauma-informed education practices and has participated in specialized training to strengthen student social-

				emotional supports. In addition to her administrative role, she fosters community connections by leading initiatives such as school-community art projects and serves on the North Wasco County Education Foundation board, extending her impact to regional educational leadership.
CGCC	Gabrielle Deleone	Columbia Gorge Educational School District	Regional Educator Network (REN) Coordinator	Gabrielle Deleone is an educator with the Columbia Gorge Education Service District, where she contributes district-level expertise and a regional perspective to the advisory board. Her experience supports collaboration between schools and community partners to enhance student learning opportunities across the Gorge region.
LBCC	Luke Ausberger	Sweet Home HS	Assistant Principal	Luke Augsburger is the Assistant Principal at Sweet Home High School, transitioning into this leadership role after serving as principal at Foster Elementary School since 2014. His deep experience with both elementary and secondary education equips him to represent school-level leadership and student support needs in advisory discussions
TVCC	Sara Byrne	Malheur ESD	Assistant Special Education Director	Malheur ESD
RCC	Jesse Longhurst	SOU	Dean of Education	Dr. Jesse Longhurst is the Dean of Education at Southern Oregon University and is an experienced educator and researcher. She oversees all education programs and education faculty, supports program curriculum development and accreditation, and works with partners across educational institutions.

RCC	Kate Lasky	Josephine Community Library District	Library Director	<p>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.</p>

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.

1. Advisory and Planning Meetings

Over a two-year period, the consortium colleges (Chemeketa, Linn-Benton, Rogue, Treasure Valley, and Columbia Gorge) convened quarterly *Industry and District Advisory Councils* composed of superintendents, human resource directors, mentor teachers, and industry partners. Industry partners including school district representatives from each of the colleges local areas reviewed labor-market data and collaboratively identified the highest-need licensure areas (Elementary Multiple Subjects, Bilingual, and Special Education) as priorities for the program. Their direct feedback shaped the program's dual-endorsement structure and the integration of clinical experiences within candidates' home districts.

2. Surveys and Focus Groups

Input was also gathered through regional employer surveys (2024–2025) conducted by the consortium, in partnership with school districts and early childhood industry professionals. Employers provided data on projected teacher vacancies, staffing needs, and skill expectations for paraprofessionals transitioning to teaching roles. Focus groups with HR Directors, principals and mentor teachers were used to refine field-placement models, clarify expectations for practicum supervision, and align professional competencies with TSPC and AAQEP standards. Leaders from TSPC, HECC, and AAQEP regularly attended consortium and subgroup committee meetings to provide consultation and guidance around standard alignment.

3. Review and Refinement of Program Outcomes

Curriculum and assessment subgroups worked with college faculty to map desired workforce competencies, including culturally sustaining pedagogy, inclusive practices, and applied classroom management into course outcomes. Employer input led to the addition of courses emphasizing *Special Education collaboration*, *multilingual learner support*, and *social-emotional learning integration*. Employers highlighted the need for teachers who can effectively support students with special needs and serve as SPED generalists in inclusive classrooms. In response, we aligned with these recommendations by integrating SPED outcomes and school districts and local HR directors also informed the inclusion of an *Employer Readiness Seminar* in the final term, ensuring candidates transition smoothly into employment.

4. Ongoing Partnership and Implementation

We are currently in the process of finalizing Memorandums of Understanding (MOUs) with each partner district to formalize their continued role as clinical placement and employer partners that will address field experience needs and district retention. These partnerships also include participation in monthly advisory meetings and student performance reviews, ensuring continuous feedback that keeps our curriculum, assessments, and clinical placements responsive to evolving workforce needs.

5. Subgroup Collaboration and Program Co-Design

To operationalize the feedback from advisory councils and industry partners, the consortium formed several working subgroups that included these professionals focused on distinct components of program development:

curriculum design, program design, assessment development, and clinical placement coordination. Each subgroup included representatives from college faculty, district partners, advisory board members, and industry professionals such as TSPC staff, HECC staff, current Education students, former and current K-12 administrators, current K-12 bilingual educators, SPED professionals, and early learning specialists.

- The Curriculum Design Subgroup aligned course outcomes with TSPC and AAQEP standards and integrated culturally sustaining and inclusive pedagogical frameworks identified as high priorities by district partners.
- The Program Design Subgroup structured the cohort-based delivery model, ensuring flexible scheduling for working paraprofessionals and integration with district grow-your-own pathways based on input from employers and education students.
- The Assessment Design Subgroup developed key performance measures and embedded field-based evidence of competency within course assessments.
- The Clinical Placement Subgroup worked directly with HR directors and mentor teachers to identify placement sites, co-develop supervision protocols, and establish mentor orientation materials.

This multi-tiered structure ensured broad and equitable representation, with decisions informed by those closest to the classroom and community needs.

Representative Industry Advisors

Examples of key contributors include:

Sara Bryne, Assistant Special Education Director, consulted on the need for special education and alignment of curriculum.

Andrea Buchholz, Principal at Alameda Intermediate School, Ontario School District – input on program design and practicum placement.

Kevin Capps, Principal at May Roberts, Ontario School District – input on regional need and need for educator preparedness.

Through structured advisory engagement, targeted employer surveys, focus groups, and ongoing collaborative design sessions, industry partners not only endorsed but directly *co-authored* critical elements of the BASE program. Their input was systematically analyzed and translated into curriculum design, field experience requirements, and hiring-aligned competencies to ensure the program produces graduates ready to meet Oregon's immediate and long-term educator workforce needs.

Standard 3: Availability of Qualified Faculty and Teaching Resources

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

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

BASE Representative Faculty		
Degree Area	Name	Primary Faculty Qualification
PhD Education - STEM	Dr. Karla Hale	Full-time professor at Western Oregon University (WOU) for 11 years in teacher preparation. Currently Dean of Education at CCC, 12 years in college teacher preparation, 10 years in K-12 education.
PhD Education Policy and Leadership	Dr. Kanoe Bunney	Full-time faculty and Department Chair for LBCC in Education. FT faculty in Education. Ten years experience in K-12 education.
PhD Language, Literacy and Culture, Department of Teaching and Learning	Dr. Kristen Pratt	Full-time faculty at WOU and Program Coordinator for Flexible Pathways in Education and ESOL
PhD Curriculum & Instruction: Early Childhood Education	Dr. Andrea Emerson	Full-time Director of Child Development Center at CCC and Adjunct Faculty in ECE Department
PhD Early Childhood	Dr. Erika Romine	Full-time Faculty in Early Childhood Education at CCC
PhD Psychology MS Education	Dr. Brenda Yahraes	Full-time Faculty in Education-HS Partnerships at LBCC Former Elementary School Teacher and Principal
MA Education	Olivia Flores	Full time Grant Coordinator Chemeketa Community College and Adjunct Faculty in Education
MA Education, ESOL endorsement	Tricia Black	Full-time faculty at RCC, 12 years prior K12 teaching experience in

		elementary education including English language development programs
MA Education	Suzanne Bolyard	Full-time faculty at TVCC; years of classroom experience.
Education Faculty	To be determined when filling classes	Master's degree in Education from an accredited institution, K-12 teaching license, and a minimum of three years of full-time teaching experience as a classroom teacher, as well as teacher education teaching experience.

- The consortium will continue investing in faculty growth, including:
Developing a BASE Faculty Coordination Framework that outlines faculty roles, collaboration within a shared LMS system, and virtual supervision model.
- Continued support of and participation in professional development across the consortium including state-led Early Literacy Framework training and Science of Reading.
- Cross-consortium collaboration sessions to ensure consistency in early literacy implementation, analysis of student data, and share best practices.
- Ongoing review of coursework to align faculty preparation with emerging research and Oregon standards. The consortium will develop and maintain shared templates for lesson design, action research, and field experience rubrics that illustrate how students synthesize theory, field experience, and data-informed reflection.

Treasure Valley Community College is leveraging existing full-time faculty in Education, General Education, and adjunct faculty in Early Childhood Education to deliver the upper-division coursework in the Bachelor or Applied Science in Education (BASE) program. Currently, faculty are qualified to teach these courses, and we are continuing in the search to add more capacity to the program. This will ensure that we have continuity and alignment with the college's existing educational pathways while also providing high-quality instructors for students entering the BASE program.

The college has allocated 10% of the Dean of Instruction's time before the program launch. The Dean will oversee recruitment and advising coordination, support the design and alignment of upper-division coursework, and organize the recruitment of new faculty. The Dean will provide continuity between the Treasure Valley's program and the consortium.

To meet instructional requirements, the staffing plan includes:

Full-Time Faculty: A combination of FT/PT faculty will be equal to 1.5 FTE for the BASE program with 12-24

workload credits of teaching assignment annually, which ensures stability for course delivery, advertising, and student mentorship.

- Adjunct, full-time faculty: Upper-division Education and Special Education courses will be staffed using a combination of current TVCC faculty and qualified adjuncts across the consortium colleges. This model expands instructional capacity while maintaining quality and alignment across participating institutions.
- General Education and Related Instruction: These courses will be taught by existing faculty in the respective disciplines (English, Math, Science, Social Science, etc), following the standard instructional assignments and oversight procedures established by the college
- Course Development and Alignment: The Dean of Instruction will coordinate the faculty to ensure that all courses are aligned with program outcomes, state licensure requirements, and AAQEP accreditation standards.

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

These outside funding sources supplement Treasure Valley’s investment by ensuring adequate time and resources for faculty, staff, and administration to develop high-quality coursework, support program infrastructure, and sustain implementation during the start-up phase. Treasure Valley has the staffing to support students, employees and work of the institution in delivering this degree.

Faculty workload is reviewed regularly by the Administrative Team, and resources are adjusted to ensure the integrity and continuity of high-quality academic programs. With the combined support of institutional resources and external grants, the college is well-positioned to meet the faculty's needs for the technical, academic, and general education courses required in the BASE program.

Employee Group	Current Number of Employees
Professional	87
Classified	19
Full-time faculty	31

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

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

Clinical Placements and Internship Opportunities

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

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

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

Industry and Community Partnerships

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

Technology and Learning Resources

Students in the BASE program will have access to robust instructional technology and research tools through a shared consortium infrastructure. The libraries will jointly provide access to the Orbis Cascade Alliance and its

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

Adequacy and Ongoing Improvements

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

How we will address placement alignment and capacity:

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

Through these partnerships and structures, all BASE candidates engage in relevant, well-structured, and mentored field experiences culminating in a full-time clinical practice placement that prepares them for

licensure and long-term success. A key strength of the consortium is placing and supervising candidates within their own communities, including hard-to-fill rural schools—an approach associated with higher retention for new teachers.

Industry and Community Partnerships

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

How we will ensure continuous alignment with workforce needs:

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

Technology and Learning Resources

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

How we will ensure equitable tech access and instructional quality:

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

Curriculum Integration: SPED and Inclusive Practice

Employers emphasized preparing teachers to support students with special needs as SPED generalists in inclusive classrooms. We aligned with this recommendation by embedding SPED outcomes across coursework

and practicum experiences: UDL, progress monitoring, IEP collaboration, co-teaching, behavior supports, assistive technology, and family–school partnership practices appear in methods courses, practicum tasks, and clinical evaluations.

How we will ensure SPED integration is consistent and measurable:

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

Standard 4: Admissions Process

The 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.

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.

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 and Recruitment

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.

The primary requirement for students enrolling in the BASE program will be the successful completion of either the AAOT in Elementary Education or an equivalent transfer degree. Prior to admission, students must also complete the prerequisite 60 hours of documented classroom observation required for practicum placement. *Students who have not completed the AAOT in Elementary Education are required to fulfill the Math Sequence for Elementary Educators (12 credits) and take a lab science course.* In addition, students will be required to demonstrate content readiness by either passing the ORELA Multiple Subjects Examination or by meeting this requirement through an approved multiple measures process before advancing into the fourth-year clinical practice sequence.

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.

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. Treasure Valley Community College actively engages with community-based organizations and service providers through Eastern Oregon to support outreach and awareness of the BASE degree pathway. These partnerships play an important role in connecting with diverse and underserved populations and introducing educational opportunities to prospective students. To promote participation, TVCC will assist students with applying for financial aid and scholarships, including TVCC Foundation awards and other available state and federal opportunities.

Students admitted to the program will enter 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 Eastern Oregon, Treasure Valley Community College will implement the following recruitment strategies:

- **Leverage Community Partnerships:** Collaborate with local school districts, ESDs, RENs, early learning providers, and community organizations to identify and recruit paraprofessionals, instructional assistants, and early childhood educators already working in the field.
- **Targeted Outreach to Equity Populations:** Provide bilingual and culturally responsive outreach materials and host information sessions in schools and community centers to engage first-generation college students, multilingual candidates, and historically underrepresented groups.

- **Strategic Enrollment Management:** Use the college's existing Strategic Enrollment Management (SEM) team to coordinate recruitment campaigns, track applicant demographics, and adjust strategies to meet diversity and access goals.
- **Credit for Prior Learning (CPL) Pathways:** Market the program to working paraprofessionals by highlighting opportunities to earn CPL for prior classroom experience, reducing both time to degree and cost.
- **Paid Clinical Placements:** Partner with districts to develop paid practicum and student teaching opportunities, increasing affordability and retention for diverse candidates.
- **Grow-Your-Own (GYO) Pipelines:** Align BASE recruitment with existing GYO initiatives at consortium colleges, reinforcing pathways from high school dual credit courses, ESP certificates, and associate degrees into the bachelor's program.

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.

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

Guided Pathways Framework: TVCC participated in one the last cohorts to join the Guided Pathways Initiative supported by the Community College Research Council. Recognized as a best practice for addressing equity issues, Guided Pathways advocates for streamlined structures that enable students to navigate college requirements efficiently, bolstered by student-centered services and high-engagement instruction. The initiative's "Four Pillars" approach promotes student success and incorporates an equity lens in both the design and evaluation processes. TVCC utilizes this four-pillar framework to coordinate its student support resources across academic and student affairs departments. Recent efforts to support student success at TVCC have concentrated on identifying and reducing barriers, establishing clear pathways for access and completion, and adopting a proactive strategy to reduce student attrition and boost success rates.

Advising uses the college's newly configured Guided Pathways approach. The design includes tailored support for students needing academic skill development to succeed in college-level courses, employing practices developed through the college's involvement in Oregon's developmental education redesign project. This design includes accelerated, engaging curriculum, wrap-around student services, a focus on education and

career goals, and integrated academic support. These elements work together to shorten distance between developmental coursework and progress on chosen pathways.

Student Support Service	Description
ABE/ GED	The ABE/GED provides tutoring, test preparation, success coaching, and resources to assist in pursuing a GED.
Advising	General Advising and Student Services oversee new student orientation and college preview, academic advising, placement assessment, and the Freshman Orientation (HDEV 112). TVCC offers <u>academic advising</u> for all students. Mandatory advising ensures that all new students who intend to earn a degree or certificate participate in orientation, placement assessment, and academic advising.
Bookstore	The Bookstore sells textbooks and facilitates the integration of digital course materials. New, used, rentals, and e-books are available. The bookstore is an active partner in TVCC's affordable textbooks initiative, receiving national attention for its efforts.
Career Advising	The Career Advising Services connects students with resources for career assessments, along with resumé and cover letter assistance, interview practice, and other tips for job seekers. The Career Advisor also holds workshops and career fairs throughout the year to assist students in achieving their career goals.
MyTVCC /Chuck	MyTVCC offers a range of student support services online, including information on advising and financial aid, as well as technical assistance for issues and challenges specific to online learning. TVCC's new ChatBot Chuk provides right in time answers for students via MyTVCC.

Computer Labs and Student Technical Support	The Student Computer Labs (Barber Hall, CTE, Work Force and Library) provide student access to printing and computers, information resources, and computer tutoring. Tutoring is available for most instructional software used by the college. The IT Help Desk works collaboratively to provide technical support for students.
Counseling Services	Treasure Valley offers free, confidential, short-term (limited sessions) counseling services to currently enrolled students. Counselors assist students with academic, personal and career counseling and work with students to improve life skills, reduce anxiety and manage stress, choose a career and locate community resources. Counselors are available for appointments on site.
Student Services	Student Services serves as a resource to students in providing vital services from start to finish and beyond. Recruiters manage the college information center, our general college outreach and recruitment efforts, and navigation through new student onboarding. Enrollment Services provides services related to admissions and registration and maintenance of the official academic transcripts and records. The Registrar provides transcript evaluation services, degree audit and conferral and commencement.
Financial Aid	Financial Aid provides comprehensive information about applying and maintaining financial assistance to pay for college. Assistance is available to students online, over the phone or through in-person help. Financial aid options for students pursuing certificates, associate degrees or applied baccalaureate degrees all follow the same application process and financial aid eligibility rules. Loan progression for students in their second year of study for an associate's degree or third/fourth year of an applied baccalaureate degree allows the students to be considered for additional student loan funds. Financial aid staff are available to help all students with their financial aid related questions.

Library Services	<p>TVCC's Library provides access to extensive learning resources in support of teaching and learning. Electronic collections and reference support are available 24/7.</p> <p>Print materials may be checked out at the Ontario campus.</p> <p>The college has made and will continue to budget for investments in upper-division resources that will round out local access to collections supporting the BASE degree. The Faculty librarian is prepared to meet instructional requirements for upper division information literacy instruction.</p> <p>Students have access to ProQuest SORS Issues Researcher, Gale and a variety of other databases. Course reserve books are available for students to access in person by hourly check out.</p>
Math Help Center	<p>The Math Help Center provides academic and testing support for individualized study options for math courses. Help is available in person on the Ontario Campus and via Zoom.</p>
Disability Services	<p>Disability Services determines ADA-related accommodations and modifications through a case-by-case interactive process. Services include assistive technology assessments and supports, literacy software, communication access (e.g., signed language interpreting and real-time transcription, accommodated testing, enlarged and braille materials, and multiple classroom supports). Disability Services works collaboratively with student and academic programs to remove barriers to access and promotes inclusion in all college-sponsored facilities and events.</p>
Testing Center	<p>A full range of testing and proctoring services is available at the Ontario Campus, Caldwell campus and Harney County Center. TCC's testing centers are open to students and community members. Services include both academic proctoring and standardized testing and credentialing, including but not limited to a wide number of Pearson Vue exams such as GED and NES, CLEP.</p>
Veterans Services	<p>TVCC's Veterans Services provides information about eligibility, admission, financial aid, GI Bill® and many other important college resources to help veterans reach their educational goals.</p>

Writing Center	TVCC's Writing Center helps students with any writing assignment or project free of charge. Students can receive help at any stage of the writing process from brainstorming to revising and editing, offering one-on-one, group, and online consultations with TVCC instructors.
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Advisors, faculty, and others in support services roles connect students to the resources that will best help them succeed in Treasure Valley Community College's programs. The college also provides effective technology resources for learning. The college has transitioned to the user-friendly learning management system Canvas with support from an Instructional Designer and active IT Helpdesk helps users put these tools to work to best support learning.

Using Results to Improve Services

The college maintains a range of current assessments of the institutional learning environment and student outcomes that drive services, and data from institutional indicators continue to impact them. Disaggregating data to identify equity gaps has become a college norm, integrated into such activities as college advisory council work, the program review process, and college Board of Education updates. The Student Services is working to lift the effectiveness and efficiency of student services for all students by continuously tracking and responding to related data.

Communicating Resources to Students

TVCC provides clear and accurate information to students and the public on its website and in the college catalog. This includes its mission, personnel, and details necessary for successful planning, enrollment, and completion of educational goals.

Website

TVCC's website and catalog include accurate information about eligibility requirements for licensure or entry into occupations or professions for which the education/training is offered.

Programs leading to professions which require a clean criminal history require background checks prior to admitting students, and are clearly labeled in the website and catalog, as well as in program application materials for limited-enrollment CTE programs. Programs leading to professions that require drug screening are similarly labeled as such. Many programs detail additional information regarding occupation requirements in program-specific student handbooks.

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

Financial Aid: TVCC provides a comprehensive financial aid program for students needing assistance paying for educational expenses. The college is approved for participation in the Title IV programs under the Higher Education Act as well as with State of Oregon financial aid funding administered through the Higher Education Coordinating Commission (HECC).

Additional scholarships and other funding support are available to TVCC students through the college. The TVCC Foundation awards more than \$300,000 annually in scholarships to students whether or not they qualify for federal financial aid. The college and Foundation broadly publicize these opportunities each winter when applications are being accepted.

The Foundation also has several Education specific scholarships for which BASE will be encouraged to apply. In addition, the program will provide information and application assistance for state and federal grants and loans available to BASE students.

Information about financial aid programs is published on the college website and in the college catalog. In addition to published material, information about financial aid is shared with students through presentations that financial aid staff offer at the college and at area high schools, as well as during advising appointments and throughout the enrollment process.

The TVCC financial aid website describes loan obligations to prospective and current students. Specific materials are delivered electronically with the financial aid offer, paying special attention to loan requirements and the need that they be repaid. TVCC requires active loan acceptance from students in their financial aid offers.

Prior to the first disbursement of an accepted student loan at TVCC, student loan borrowers must complete online loan entrance counseling, utilizing the tool provided by the US Department of Education. When a student ceases to be enrolled at least half-time, loan exit counseling materials are sent electronically to the student's personal email address. If the student does not complete the loan exit counseling electronically within 30 days, a follow-up letter is mailed to the student using US mail.

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

- **Regional School District Support:** TVCC has received letters of support from school districts in Malheur and Harney counties endorsing the addition of the education degree program. These districts have expressed strong interest in collaborating with TVCC 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.
- **Instructional Resources:** Students will have access to instructional spaces and curriculum development resources that support hands-on learning and lesson planning.

TVCC offers robust, systematic, and effective academic advising for its students. Advising is delivered by well-prepared staff who are knowledgeable about college curriculum, program requirements, transfer pathways, and graduation requirements.

TVCC uses a shared model for advising that connects students with right in time support at each stage of their academic journey:

- **General Advisors** help students interpret placement results, develop initial academic plans and access support services

- Faculty advisors serve targeted populations by major or area of emphasis
- Faculty advisors support students with career information

Adult and non-traditional students can access advising and financial aid services through flexible formats, including evening appointments, virtual advising, and dedicated support staff familiar with the needs of working learners and career changers.

General Advisor Knowledge and Training

- TVCC's Advisors coordinate expectations and training for Faculty Advisors
- All new general advisors and faculty advisors complete a structured onboarding process that includes training in academic training, student support services, financial aid basics, and transfer pathways/
- Ongoing professional development keeps advisors up to date on transfer requirements, licensure processes, and program-specific changes.
- Advisors assigned to the BASE program will also participate in **Education advisory committee meetings** to remain connected to practicum requirements, licensure standards, and employer expectations.

Student Privacy and Verification

Treasure Valley Community College maintains strong systems to verify student identity and protect student privacy, including:

- Assignment of unique student ID, secure login, and email at admission.
- Proctored midterm and final exams in testing centers, requiring government-issued photo ID.

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., Grow Your Own initiatives, federal or state educator workforce grants)
- **Tuition and fees** collected from enrolled students
- **College Foundation scholarships and private contributions** to support students in practicum placements and capstone teaching

2. Projected Program Expenses

Projected expenses will remain sustainable due to the program’s cohort-based design and its reliance on existing infrastructure. Anticipated costs include:

- Faculty salaries and benefits (upper-division instruction and practicum supervision)
- Program administration (e.g., Director/Coordinator release time, advising, practicum placement staff)
- Professional development for faculty and mentor teachers
- Marketing and recruitment efforts targeting equity populations
- Library resources and curricular materials to support upper-division coursework
- Modest increases in technology and support staff needs

3. Facilities, Equipment, Technology, and Instructional Resources

The BASE program will primarily utilize existing classrooms, technology infrastructure, and learning management systems at each college. No new facilities are required. Colleges will provide:

- Online and hybrid instructional supports through existing Centers for Teaching and Learning
- Access to library resources, digital databases, and education-focused research tools
- Placement coordination software or tracking systems to manage practicum and capstone experiences
- Student collaboration spaces (physical and virtual)

	FY 26/27	FY 27/28	FY 28/29	FY 29/30
Budget Categories	Project Year1	Project Year 2	Project Year 3	Project Year 4
Personnel	\$30,333	62333	64203	66129
Fringe Benefits	11526	23686	24397	25129
Travel	1200	2400	2400	2400
Equipment	-	-	-	-
Supplies	3000	3000	3000	3000
Contractual	15000	2000	2100	2200
Construction	-	-	-	-
Other	11000	1000	9000	9000
Total Direct Costs	72060	103420	105100	10786858
Indirect Costs	14412	20684	21020	21571
Total Costs	86472.00	124104	126120	129430

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

Tuition & Fees	\$59,400	\$240,840	\$244,080	\$247,320
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4. Anticipated Revenue

Revenue will come from tuition, fees, and state allocations. Based on a cohort size of up to 6 students per college (30 students consortium-wide), tuition revenue will increase incrementally as enrollment grows. Program sustainability will be achieved within four years as tuition and fees offset faculty and program costs.

Colleges will also pursue grant and scholarship funding to reduce student debt and increase access for historically underrepresented students. By embedding the program within existing faculty, advising, and student service structures, overhead costs will remain low.

Quality Assurance and Long-Term Sustainability

The consortium will maintain a shared commitment to quality through:

- Annual program review (student outcomes, practicum feedback, employer surveys)
- Advisory board input from school district partners across regions
- Ongoing collaboration between participating colleges to align curriculum, share resources, and ensure consistent practicum standards
- National accreditation (NWCCU, AAQEP) once the program is fully implemented
- TSPC EPP program approval

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.

Once approved to proceed by HECC, the college intends to apply to our accrediting commission, Northwest Commission on Colleges and Universities (NWCCU), according to their process for minor substantive change. Details on that process can be found here: <https://nwccu.app.box.com/s/9j3snl0v7hvk8g3e2t6k3ywmv1nk24fb>.



May 19, 2025

Nino Kalatozi
Director of Institutional Effectiveness and Planning
Treasure Valley Community College
650 College Blvd.
Ontario, Oregon 97914

Dear Director Kalatozi:

Following the recommendation of the peer review panel, the Executive Committee of the Northwest Commission on Colleges and Universities' (NWCCU) Board of Commissioners approved the request from Treasure Valley Community College to add a new degree level (Bachelor of Science) and new degree program (Bachelor of Science in Nursing) effective May 19, 2025. Accordingly, this change is now included under the accreditation of Treasure Valley Community College.

There will be a required ad hoc report with a visit associated with the new degree level and degree program, six months post-implementation. This report will address the effectiveness of program implementation and any changes in implementation from the submitted program proposal. This report and visit will occur in the spring of 2026.

Thank you for keeping NWCCU apprised of the developments at Treasure Valley Community College, and congratulations.

Sincerely,

Teresa Rivenes, PhD
Senior Vice President
NWCCU

cc: Dr. Dana Young, President, Treasure Valley Community College
Jeff Fox, Interim President, NWCCU
Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission
Mellissa Thoreson, Director of Institutional Evaluation and Planning, NWCCU
Dr. Selena Grace, Executive Vice President, NWCCU

Once approved to proceed by HECC, the college intends to apply to our accrediting commission, Northwest Commission on Colleges and Universities (NWCCU), according to their process for minor substantive change. Details on that process can be found here: <https://nwccu.app.box.com/s/9j3snl0v7hvk8g3e2t6k3ywmv1nk24fb>.

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

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

AAQEP National Accreditation

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

TSPC Approval for Educator Preparation Providers (EPPs)

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

Standard 8: External Expert Evaluation

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

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

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

Response to comments:

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

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

Response to comments:

Dr. McKee’s review affirmed that the BASE proposal is rigorous, equity-driven, and responsive to Oregon’s educator workforce needs. Common recommendations across all consortium colleges included broadening advisory committees to include more community representation, providing more detail for program-level assessment systems, and sustaining faculty development as enrollment grows. In response, the phase III proposal will be 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 response and external evaluator worksheet

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.

Collaboration with Higher Education Providers, Industry, and Community Partners

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

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

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

This collaborative model directly advances Oregon's statewide priorities:

- **Increasing Access:** By offering the BASE degree through multiple community colleges, students in rural, bilingual, and historically underserved communities gain entry to an affordable, locally delivered bachelor's program.
- **Ensuring Greater Equity:** Targeted recruitment and support strategies focus on rural, bilingual, and first-generation college students, addressing the persistent gap between Oregon's diverse student population and its educator workforce.
- **Improving Program Quality:** Shared faculty expertise, consistent practicum standards, and advisory input from K–12 partners ensure program graduates are prepared to meet both state licensure requirements and the urgent needs of local schools.
- **Efficient Use of State Resources:** Rather than each college building isolated programs, the consortium leverages collective infrastructure, faculty capacity, and grant funding to maximize return on investment while avoiding duplication.

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

pursuing the BASE degree or transferring to a university receive consistent advising, transparent credit transfer, and improved support services that minimize barriers and maximize completion.

Treasure Valley Community College maintains extensive and varied engagement with K-12 partners through programs such as dual-credit, early college, college choice, career exploration initiatives, Perkins-supported programs of study, and ongoing collaborations to ensure students have access to college opportunities. These relationships, along with many others, are foundational to TVCC's mission and reflect a deep commitment to our education and our communities.

TVCC deeply values its partnership with Eastern Oregon University (EOU) and views the BASE program as a complementary option to existing university pathways. TVCC remains committed to strengthening articulations agreements, transfer pathways, collaborating on advising, and supporting students in choosing a path that best fits their goals. Currently only a small portion of TVCC students transfer to our regional program. Many students are choosing out-of-state online programs to complete their education. TVCC views the BASE program as an opportunity to develop local place-bound talent that were never bound for a regional university. The BASE program is an innovative effort across educational institutions to retain high quality talent in Oregon classrooms.

Collaboration with Higher Education Providers, Industry, and Community Partners

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

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

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

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

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

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

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

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

Prior to the meeting with OACTE, Dr. Hale and Dr. Bunney met with Dean Girod of Western Oregon University's College of Education to discuss the proposed Applied Bachelor's degree in Education. During the meeting, consortium leaders explained the intention of community colleges to collaborate on a degree designed

to prepare students for teacher licensure. They clarified that the program would focus specifically on preparing elementary educators.

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

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

Summary of Stakeholder Concerns Regarding the Proposed BASE Degree

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

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

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

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

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

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

University of Oregon (UO) raised concerns that new BAS programs would require duplicate infrastructure for TSPC and accreditation, diverting resources. They noted that existing licensure programs already offer evening, hybrid, and online models to support rural and working students, and stated that the BAS appears to mirror current offerings and risks duplication.

SOU cautioned that a BAS in Education could duplicate existing SOU pathways and fragment the pipeline. They emphasized SOU's own flexible, rural-access teacher preparation programs already designed to meet local

workforce needs, and urged expansion of existing university–community college partnerships rather than new BAS programs.

Overall Themes of Concern

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

Summary of Our Response

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

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

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

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

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

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

To further address these concerns, BASE consortium members and representatives from OACTE attended a meeting facilitated by HECC on September 10, 2025. At the meeting all members affirmed existing partnerships and their desire to continue to strengthen pathways for students. A summary of the topics and action items. BASE consortium members continue to collaborate with the OACTE and university partners to gather data on existing programs to avoid duplication.

- Universities acknowledged ways they can possibly collaborate to align resources to offer methods courses
- OACTE Meetings may map out the various types of programs offered by Universities in order to showcase and illustrate offerings
- OACTE and BASE consortium members will continue to meet at OACTE meetings
- Efforts will be made to continue to communicate and strengthen existing partnerships and better track students

An additional meeting was held on 9/29/2025 facilitated by the HECC with our regional university partners (WOU, EOU, SOU). The key takeaways from this meeting included:

- A commitment by all in attendance to strengthen and expand existing partnerships including supporting the work that was identified by OACTE and BASE earlier in the month.
- An interest to better understand the workforce shortages that have been identified.
- An interest for HECC to re-examine the BAS process for potential ways to engage universities earlier in BAS discussions, perhaps before the Statement of Need is submitted.

We continue to meet with our partners to work on addressing these outcomes. Rogue and SOU have already met, as have EOU and TVCC. WOU and OSU will be meeting with consortium leads the week of Oct 13th. We will continue to attend the OACTE meetings as well to contribute to shared partnerships and strengthen our transfer pathways and collaborations on behalf of the students we serve.

Appendix D: Budget Worksheet

Budget Categories	FY 26-27 Project 1	FY 27-28 Project 2	FY 28-29 Project 3	FY 29-30 Project 4
Personnel	\$ 30,333.33	\$ 62,333.33	\$ 64,203.33	\$ 66,129.43
Fringe Benefits	\$ 11,526.67	\$ 23,686.67	\$ 24,397.27	\$ 25,129.18
Travel	\$ 1,200.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00
Equipment	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Contractual	\$ 15,000.00	\$ 2,000.00	\$ 2,100.00	\$ 2,200.00
Construction	-	-	-	-
Other	\$ 11,000.00	\$ 10,000.00	\$ 9,000.00	\$ 9,000.00
Total Direct Costs	\$ 72,060.00	\$ 103,420.00	\$ 105,100.60	\$ 107,858.62
Indirect Costs	\$ 14,412.00	\$ 20,684.00	\$ 21,020.12	\$ 21,571.72
Total Costs	\$ 86,472.00	\$ 124,104.00	\$ 126,120.72	\$ 129,430.34
Proposed Tuition Rate	182	185	188	191
Fees (per credit)				
Universal	38	38	38	38
Total # of credits per year/cohort	45	90	90	90
# cohorts/year	1	2	2	2
# of students per cohort/year	6	6	6	6
Project revenue	\$ 59,400.00	\$ 240,840.00	\$ 244,080.00	\$ 247,320.00
Tuition & Fees	\$ 59,400.00	\$ 240,840.00	\$ 244,080.00	\$ 247,320.00

Appendix E: External Review and Responses

Response to External Reviewer 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

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.

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.

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)

College Name:	Treasure Valley Community College	BAS Degree Title:	Bachelor of Applied Science in Education
Reviewer Name:	Susan Boe, Ed.D.	Institutional or Professional Affiliation:	Teacher Standards and Practices Commission
Professional License or Qualification, if any:	BAE Physical Education and Recreation, WA Provisional K-12 Physical Education License, Master of Education, Ed.D. Leadership and Learning, WA Provisional Administrator License	Relationship to Program, if any:	NA

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> <ul style="list-style-type: none"> • The BASE program serves Oregon by focusing on hard to fill staff positions in SPED with the additional training in English language support. • Additionally, the program takes into consideration the high cost of education and the need to limit student loan debt. • 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? • 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.
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

	<p>Comment</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>Comment</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>

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)			
College Name:	TVC	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	<p>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> <p>Comment</p> <p>The program directly responds to Oregon’s acute teacher shortages, especially in elementary education, special education, bilingual education, and rural communities. Employer surveys and advisory input confirm demand for locally prepared, diverse educators. By aligning coursework with TSPC licensure requirements and AAQEP accreditation standards, the program is highly relevant to employer needs and accepted academic standards. Graduates are positioned for job placement because the program targets fields with persistent workforce shortages.</p>		
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>Program outcomes align with AAQEP, InTASC, and TSPC standards, ensuring candidates demonstrate professional knowledge, cultural responsiveness, and applied competence in classrooms. The upper- division curriculum (60+ credits) progressively builds from foundational theory to advanced teaching practice, including a full- time residency. This progression demonstrates clear baccalaureate rigor and readiness for licensure.</p>		
c) Curriculum	<p>Does the curriculum align with the program’s Statement of Needs Document?</p>		

Alignment	<p>Comment</p> <p>The curriculum is a direct response to documented barriers in Oregon's transfer system and district hiring shortages. It addresses equity gaps by providing accessible, community-rooted pathways for paraprofessionals and place-bound students. Employer feedback on critical needs (SPED, bilingual education, rural teacher preparation) is embedded in course design, field placements, and licensure requirements, showing strong alignment with the Statement of 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> <p>Courses are explicitly linked to professional competencies (e.g., literacy interventions, inclusive classrooms, trauma-informed teaching, restorative practices). Upper-level courses emphasize applied learning, justice-oriented pedagogy, and advanced practicum experiences. This design reflects both industry relevance (district hiring priorities) and academic rigor typical of baccalaureate degrees.</p>
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>BASE students complete lower-division general education via transfer degrees (AAOT/AAS) and supplement this with upper-division related instruction (advanced writing, research methods, applied math, science inquiry). This combination meets NWCCU requirements for breadth and depth while ensuring relevance to the teaching profession.</p>
f) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p>

	<p>Comment</p> <p>Faculty are drawn from the consortium colleges and include experienced K–12 educators, PhDs in education, early childhood specialists, and bilingual/ESOL experts. Minimum qualifications include a master’s degree and K–12 classroom experience; preferred qualifications include doctoral degrees and bilingual skills. This profile is adequate to teach and continuously improve the curriculum.</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>
	<p>Comment</p> <p>The program has committed faculty FTE, dean oversight, and support from institutional budgets and external grants (Meyer Memorial Trust, Community College Council of Presidents). Partnerships with districts and ESDs ensure field placements. Student services, advising,</p>
	<p>and library resources are already in place at consortium colleges. These resources are adequate for sustainability.</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>Comment</p> <p>The BASE Advisory Committee includes district leaders, principals, state agencies (TSPC, HECC, EAC), and faculty. They have shaped priorities such as paid internships, CPL for paraprofessionals, and place-based clinical experiences. The program has demonstrated responsiveness to this feedback by embedding these features in its design.</p> <p>Suggestion for improvement: Include members of the community (e.g. nonprofits, business and political leaders, faculty from other content disciplines, etc.).</p>
	<p>Please summarize your overall assessment of the program.</p>

i) Overall assessment and recommendations	Comment
	<p>The BASE program is a well-structured, equity-driven response to Oregon’s workforce needs. Its design ensures seamless transfer from associate degrees, embeds extensive applied learning, and aligns tightly with licensure and accreditation standards. Faculty qualifications and institutional resources support sustainability. Most importantly, the program is employer-driven, with built-in advisory feedback loops that keep it relevant to district needs.</p> <p>Overall, the program demonstrates strong academic rigor, responsiveness to labor market demand, and the capacity to prepare diverse, highly qualified educators who will improve retention in the teaching workforce.</p>

Reviewer Bio or Resume

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

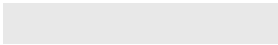
Linda S. McKee serves as the Chief Operations Officer and is a founding team member for the Association for Advancing Quality in Educator Preparation (AAQEP). Linda's relevant work experience includes strategic planning and administration of a coordinated effort to promote implementation of a continuous 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).

Budget Categories	FY 26-27	FY 27-28	FY 28-29	FY 29-30
	Project 1	Project 2	Project 3	Project 4
Personnel	\$ 30,333.33	\$ 62,333.33	\$ 64,203.33	\$ 66,129.43
Fringe Benefits	\$ 11,526.67	\$ 23,686.67	\$ 24,397.27	\$ 25,129.18
Travel	\$ 1,200.00	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00
Equipment	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Contractual	\$ 15,000.00	\$ 2,000.00	\$ 2,100.00	\$ 2,200.00
Construction	-	-	-	-
Other	\$ 11,000.00	\$ 10,000.00	\$ 9,000.00	\$ 9,000.00
Total Direct Costs	\$ 72,060.00	\$ 103,420.00	\$ 105,100.60	\$ 107,858.62
Indirect Costs	\$ 14,412.00	\$ 20,684.00	\$ 21,020.12	\$ 21,571.72
Total Costs	\$ 86,472.00	\$ 124,104.00	\$ 126,120.72	\$ 129,430.34
Proposed Tutitoin Rate	182	185	188	191
Fees (per credit)				
Universal	38	38	38	38
Total # of credits per year/cohort	45	90	90	90
# cohorts/year	1	2	2	2
# of students per cohort/year	6	6	6	6
Project revenue	\$ 59,400.00	\$ 240,840.00	\$ 244,080.00	\$ 247,320.00
Tuition & Fees	\$ 59,400.00	\$ 240,840.00	\$ 244,080.00	\$ 247,320.00

Credit based on \$80,000 (45 credit load)	80,000	45	1777.778
Dean of Instruction	90000	0.1	9000
Fringe Benefits	0.38		

0.191111386

0.311483



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, 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
Statement of Need and Phase II:	Ensuring there is no	To ensure we are not requesting	30-90 days
Statement of Need and Phase II:	Ensuring there is no	Need to identify Oregon programs	30-90 days
Statement of Need and Phase II:	Continue to utilize and	Programs are having to compete with	30-90 days
Partnerships	Increased and strengthened	To increase successful pipeline for	ongoing
Partnerships	Increased and strengthened	To increase successful pipeline for	90 days to 6 months
Partnerships	Increased and strengthened	To increase successful pipeline for	ongoing
Partnerships	Program Approval Process	To create more collaboration and build	6 months to ongoing
Data	Tracking our CCWDID	to support students in their transfer	6 months to 1+ year
Data	What Educator Preparation	Students need to stay in their jobs	90 days
Data	Creating better data	We have MOUs with closest partners,	ongoing
Data	Creating better data	Data is important for all of us, tracking	ongoing
Data	Creating better data	So we can better understand student	ongoing
TSPC Policy	Reduce the number of	To get more teachers prepared in	30 days to 1+ year
TSPC Policy	Reduce the number of	To impact out of state movement (KH)	30 days to 1+ year
Funding	"Grow Your Own" Teacher	Unfunded as of 2025. How to fill the	90 days to 6 months
Funding	Securing funding to support	To increase access and knowledge for	1+ year
Funding	Retention at K-12 level: The	It costs more to hire and train a new	ongoing

- draft

ams, the BASE proposal is an Oregon-based option for students who are currently

Option	Strategy	Who
Review existing Education	Review current programs	OACTE and BASE together
Identify those who are	Look at the data for this	OACTE and BASE together
Address this in Phase II	Identify institutions that	OACTE and BASE together
Create partnerships with CC	meet w/ advisors, present in	OACTE and BASE
Create a true menu of	Using data on program	OACTE and BASE
Creat outreach to districts	meet w/ OSPA and HR	OACTE and BASE
OACTE as a partner and	Continue to meet and	OACTE and Colleges
Work with partnership	Review and share outcome	OACTE and BASE together
Look at individual	Share strategies and finding	OACTE and BASE together
Remove barriers for future	Build on collabration from	OACTE and BASE together
Remove barriers for future	Build on collabration from	OACTE and BASE together
Remove barriers for future	Build on collabration from	OACTE and BASE together
Share concerns with TSPC.	Meet w/ TSPC and engage	OACTE and BASE together
Share concerns with TSPC.	Meet w/ TSPC and engage	OACTE and BASE together
Identify the adverse impact	Create a white paper(?) to	OACTE and BASE
Help students understand	Create materials to help	1+ Year (in time for 27-29
Supporting school district	Conversation with districts	1+ Year (in time for 27-29

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)

College Name:	Treasure Valley Community College	BAS Degree Title:	Bachelor of Applied Science in Education
Reviewer Name:	Susan Boe, Ed.D.	Institutional or Professional Affiliation:	Teacher Standards and Practices Commission
Professional License or Qualification, if any:	BAE Physical Education and Recreation, WA Provisional K-12 Physical Education License, Master of Education, Ed.D. Leadership and Learning, WA Provisional Administrator License	Relationship to Program, if any:	NA
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?		
	Comment <ul style="list-style-type: none"> The BASE program serves Oregon by focusing on hard to fill staff positions in SPED with the additional training in English language support. Additionally, the program takes into consideration the high cost of education and the need to limit student loan debt. 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? 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. 		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		

	<p>Comment</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>Comment</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>Comment</p> <ul style="list-style-type: none"> • 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>. • Highlight MTSS in a course description. • Do you have an observation tool created yet? This will have to highlight early literacy/science of reading strategies • 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. • 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.
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 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>Comment</p> <ul style="list-style-type: none"> • 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. • Additionally, if an additional faculty hire does not have literacy expertise, consider professional development in literacy to help support the early literacy program standards.
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>

	Comment
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	Strong institutional support along with the Four-Pillar approach is an excellent framework from which students will be supported through this program.
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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>Comment</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>Comment</p> <ul style="list-style-type: none"> • Treasure Valley has mapped out a high-quality BASE program leading to the Preliminary Teaching License and SPED Endorsement. • 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). • 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. • Clinical practice observation tools must reflect literacy and the opportunity to practice these early literacy (science of reading) strategies.

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.

Response to External Reviewer 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.

Response to External Reviewer Comments – Julie Ferin, NACCTEP

- 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

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.

Response to External Reviewer Comments – Julie Ferin, NACCTEP

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.

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.

Response to External Reviewer Comments – Dr. Susan Boe, Ed.D. (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.

Response to External Reviewer Comments – Dr. Susan Boe, Ed.D. (TSPC)

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

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

Response to External Reviewer Comments – Dr. Susan Boe, Ed.D. (TSPC)

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

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.

WORKSHEET FOR EXTERNAL REVIEWERS (3 Pages)

College Name:	TVC	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 program directly responds to Oregon’s acute teacher shortages, especially in elementary education, special education, bilingual education, and rural communities. Employer surveys and advisory input confirm demand for locally prepared, diverse educators. By aligning coursework with TSPC licensure requirements and AAQEP accreditation standards, the program is highly relevant to employer needs and accepted academic standards. Graduates are positioned for job placement because the program targets fields with persistent workforce shortages.</p>		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p>Comment</p> <p>Program outcomes align with AAQEP, InTASC, and TSPC standards, ensuring candidates demonstrate professional knowledge, cultural responsiveness, and applied competence in classrooms. The upper-division curriculum (60+ credits) progressively builds from foundational theory to advanced teaching practice, including a full-time residency. This progression demonstrates clear baccalaureate rigor and readiness for licensure.</p>		
c) Curriculum	Does the curriculum align with the program’s Statement of Needs Document?		

Alignment	Comment
	<p>The curriculum is a direct response to documented barriers in Oregon’s transfer system and district hiring shortages. It addresses equity gaps by providing accessible, community-rooted pathways for paraprofessionals and place-bound students. Employer feedback on critical needs (SPED, bilingual education, rural teacher preparation) is embedded in course design, field placements, and licensure requirements, showing strong alignment with the Statement of Needs.</p>

d) Academic Relevance and Rigor	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>Comment</p> <p>Courses are explicitly linked to professional competencies (e.g., literacy interventions, inclusive classrooms, trauma-informed teaching, restorative practices). Upper-level courses emphasize applied learning, justice-oriented pedagogy, and advanced practicum experiences. This design reflects both industry relevance (district hiring priorities) and academic rigor typical of baccalaureate degrees.</p>
e) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	<p>Comment</p> <p>BASE students complete lower-division general education via transfer degrees (AAOT/AAS) and supplement this with upper-division related instruction (advanced writing, research methods, applied math, science inquiry). This combination meets NWCCU requirements for breadth and depth while ensuring relevance to the teaching profession.</p>
f) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	<p>Comment</p> <p>Faculty are drawn from the consortium colleges and include experienced K–12 educators, PhDs in education, early childhood specialists, and bilingual/ESOL experts. Minimum qualifications include a master’s degree and K–12 classroom experience; preferred qualifications include doctoral degrees and bilingual skills. This profile is adequate to teach and continuously improve the curriculum.</p>
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>Comment</p> <p>The program has committed faculty FTE, dean oversight, and support from institutional budgets and external grants (Meyer Memorial Trust, Community College Council of Presidents). Partnerships with districts and ESDs ensure field placements. Student services, advising,</p>

	and library resources are already in place at consortium colleges. These resources are adequate for sustainability.
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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>Comment</p> <p>The BASE Advisory Committee includes district leaders, principals, state agencies (TSPC, HECC, EAC), and faculty. They have shaped priorities such as paid internships, CPL for paraprofessionals, and place-based clinical experiences. The program has demonstrated responsiveness to this feedback by embedding these features in its design.</p> <p>Suggestion for improvement: Include members of the community (e.g. nonprofits, business and political leaders, faculty from other content disciplines, etc.).</p>
i) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>The BASE program is a well-structured, equity-driven response to Oregon's workforce needs. Its design ensures seamless transfer from associate degrees, embeds extensive applied learning, and aligns tightly with licensure and accreditation standards. Faculty qualifications and institutional resources support sustainability. Most importantly, the program is employer-driven, with built-in advisory feedback loops that keep it relevant to district needs.</p> <p>Overall, the program demonstrates strong academic rigor, responsiveness to labor market demand, and the capacity to prepare diverse, highly qualified educators who will improve retention in the teaching workforce.</p>

Reviewer Bio or Resume

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

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).