



Proposal for a New Academic Program

Institution: Portland State University

College/School: College of Education

Department/Program Name: Curriculum and Instruction

Degree and Program Title: B.A./B.S. in Elementary Education

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.

13.1202 Elementary Education and Teaching

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Overview and Disciplinary Foundations and Connections

This program is designed for students who wish to become elementary classroom teachers in K-12 public schools. Successful completion of the program will culminate in a recommendation to Oregon's Teacher Standards and Practices Commission for a teaching license with endorsements to teach elementary multiple subjects and English for speakers of other languages, along with a BA/BS in Elementary Education. Education is an interdisciplinary field, so coursework has foundations in cognitive and developmental psychology, anthropology, sociology, neuroscience, linguistics, and applied educational research.

The Licensure in Elementary Education Program (LEEP) undergraduate program is designed to allow community college students completing the Associate of Arts Oregon Transfer degree and following the Major Transfer Map in Education to transfer to PSU and into the major as juniors and complete all of their degree, general education, and major requirements, along with requirements for licensure and multiple subjects (elementary) and teaching English to Speakers of Other Languages (ESOL) endorsements within 90 upper division credits, or 2 years full time. The program also offers a pathway for students attending 4 years at PSU who wish to become elementary teachers through the LEEP.

Programmatic Focus and Overarching Program Goals

Our overarching goals in this effort are to:

1. Ensure that every elementary teacher that graduates from PSU is well-prepared to meet the needs of every student, prepared to make and sustain deep connections with communities

around the school, and prepared to take action toward disrupting systems of oppression as they impinge on students and schooling.

2. Ensure that every child in the Portland area has at least one well-prepared, well-supported Teacher of Color in the elementary years by making a high-quality teacher education program and teaching license more accessible for prospective students of all backgrounds. The program welcomes teacher candidates of all backgrounds, and our recruitment efforts will prioritize future teachers of Color.

Program Objectives

The specific program objectives are the list of professional standards¹ that must be addressed and assessed in the program for graduates to be eligible for licensure and endorsements in multiple subjects (elementary) and teaching English to Speakers of Other Languages (ESOL).

- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

All students who complete the Licensure in Elementary Education Program successfully will earn a B.A./B.S. in Elementary Education and a recommendation for an Oregon teaching license with endorsements in multiple subjects (elementary) and teaching English to Speakers of Other Languages (ESOL).

The following 112 credits account for the major requirements in Elementary Education along with the general education requirements for the Junior Cluster and the Senior Capstone. For students transferring from community colleges, the first six courses may be accounted for through the completion of the AAOT MTM for education.

MTH	211	Foundations of Elementary Mathematics I	4
MTH	212	Foundations of Elementary Mathematics II	4
MTH	213	Foundations of Elementary Mathematics III	4
CI	116	Foundations of Education [OR ED 420 Introduction to Education and Society]	3
CI	169	Overview of Special Education	3
PSY	311U	Human Development	4
ITP	456	Identity and Social Emotional Learning	3
ITP	357U	Culture, Law, and Politics	4
ITP	360U	Social Studies Methods: Teacher as Activist	4
ITP	361U	Methods for Teaching Science, Health, and Environmental Justice	4
ITP	409	Elementary Practicum	1
ITP	463	Literacy Methods 1 Reading and Spelling Words	4
ITP	465	Equity-Centered Mathematics Methods 1 for Elementary Educators	3
ITP	470	Curriculum Design	3
ITP	409	Elementary Practicum	1
ITP	458	Using Technology in the Elementary Classroom	3
ITP	464	Literacy Methods 2 Meaning Making, Identity Building, and Criticality	5
ITP	466	Equity-Centered Mathematics Methods 2 for Elementary Educators	4
ITP	459	Special Education Applications	2

¹ https://docs.google.com/document/d/180QUbvzG2FxBNScccC1qHVx_uQXPJdZ5dBgPB3w-a_Y/edit

ITP	462	Arts, Music, and Movement Methods	3
ITP	473	Community Engagement and Collaboration	3
ITP	474	Classroom Community and Routines	3
ITP	482	Student Teaching Seminar 1	2
ITP	492	Student Teaching 1	1
ITP	467	ESOL Bridges in Elementary Classrooms	3
ITP	471	Assessment	3
ITP	483	Student Teaching Seminar 2	3
ITP	493	Student Teaching 2	3
ITP	409	ESOL Practicum	3
ITP	472	Teacher Performance Assessment	4
ITP	484	Student Teaching Seminar 3 Equity in Classroom Teaching Capstone	2
ITP	494	Student Teaching 3 Equity in Classroom Teaching Capstone	4
ITP	485	Student Teaching Seminar 4	3
ITP	495	Student Teaching 4	9

- d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

Program is offered primarily via online synchronous class meetings. We have established the need for this kind of distance learning in terms of making the program accessible and affordable, particularly to the students we need most in elementary classrooms. In addition, we are well underway with chartered collaboration with OAI to design the online course materials. Our proposal for funding to support development of the entire slate of courses was approved during the 2022-2023 academic year, and we have been developing four to six courses per term via contracts with the Office of Academic Innovation.

- e. Adequacy and quality of faculty delivering the program.

Each faculty member on the team is qualified to teach several of the courses in the Licensure in Elementary Education Program (LEEP). All faculty on the team have extensive experience teaching in hybrid and online synchronous and asynchronous formats, having run the teacher preparation program in a fully online (asynchronous/synchronous hybrid) format for 18 months during the height of the pandemic. All faculty on the team are experienced elementary teachers with advanced degrees, and nearly all hold PhDs or EdDs in relevant fields. All potential instructors drew on their scholarly expertise, knowledge of critical theoretical perspectives, ongoing equity-based anti-racist professional development, and classroom teaching experiences to develop the Touchstones for Anti-Bias/Anti-Racist Educators that guide all aspects of our program.

Cynthia Lam Moffett is a licensed school administrator currently teaching literacy and mathematics methods courses, language development courses, and supervising teacher candidates in their field-based practicum and student teaching in the College of Education at PSU. Her deep level of expertise comes not only from 29 years as an elementary education teacher and administrator, but also from a personal journey as an international, ESL, and first-generation student.

- f. Adequacy of faculty resources – full-time, part-time, adjunct.

Full-time faculty: Dot McElhone, Olivia Murray, Cynthia Lam Moffett, Shanté Stuart McQueen, Yer Thao.

In recent years, we have worked with the following adjunct instructors: Marleen Carroll (Literacy and Science Methods), Matt Ellinger (Science Methods), and Conrad Schumacher (Arts Methods).

g. Other staff.

The program currently works with two COE staff members: Laura Sequeira, who is a program recruiter and admissions advisor, and Mark Wallace, who coordinates admissions processes for the program.

h. Adequacy of facilities, library, and other resources.

The current resources being used by the Graduate Teacher Education Program are adequate. This new program will use the same existing resources (i.e., Canvas, classroom technology). No additional technological resources or facilities are required.

The PSU Library has sufficient resources to support the proposed curriculum. Relevant resources may include articles, books, conference proceedings, streaming media, open educational resources, and more. Many of these items are available in electronic format, which makes them accessible to a wide range of students. The PSU Library's holdings, as well as materials available through our partner libraries, should be sufficient to support undergraduate student work in the proposed program.

i. Anticipated start date.

Fall 2024

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

The Licensure in Elementary Education Program (LEEP) supports PSU's mission to "Let knowledge serve the city," to "sustain a vibrant urban region through our creativity, collective knowledge, and expertise," to engage with communities, and to "educate a diverse community of lifelong learners." Specifically, this program serves the city by deepening and extending the knowledge and skills teachers bring to the classroom.

The design of LEEP intentionally supports access to the elementary education profession and PSU by (1) integrating the AAOT major transfer map so that community college students will have a smoother transition to PSU, (2) continually collaborating with community colleges to identify barriers for transfer students, and (3) strategically integrating predictable and multiple course modalities into each of the courses.

Acting on equity and racial justice has been an ongoing top strategic priority for this university. In line with the four initiatives outlined in Time to Act: Plan for Equity and Racial Justice², LEEP has been designed based on a set of faculty-developed and focus-group-refined Touchstones for Anti-Bias Anti-Racist Educators³. Program coursework has been designed around current, relevant

² <https://drive.google.com/file/d/1FYiOEKOkG88pCJ5r0r6PF00kIfOAHlTc/view>

³ https://docs.google.com/document/d/1xqpb_WmOAt6EUwK7JkqazbsOsMpx47_SUykd3nF3OxI/edit

scholarship, and each course has been developed and reviewed through a Universal Design for Learning perspective, thus enhancing learning opportunities for all students. We believe that our model is innovative and that our design process and student learning in this model both warrant study and knowledge dissemination. We look forward to continuing our research into the program and its impacts.

The LEEP provides service to local schools and communities by educating future teachers to effectively teach all elementary learners, with special attention to multilingual learners (MLLs) and engaging in culturally responsive and sustaining practice. During the program, students contribute to schools via three practicum experiences and a full year of student teaching.

This benefit to the community and region is particularly important in the context of an extreme teacher shortage. The content of the program centers access, equity, and inclusion in all courses. By offering this intensive professional development to practicing teachers, we offer service to our surrounding communities and support equity work in elementary schools.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Access

LEEP offers courses using a hybrid approach (i.e., in-person, a/synchronous) and scheduling courses outside of traditional work hours to provide increased access to learning. Coursework is paired with ongoing efforts to secure student teaching placements in our Candidates' home communities.

Further by offering an undergraduate pathway to elementary licensure (+ESOL endorsement), we are making the profession of elementary teaching more accessible.

By partnering with community colleges in the memorandum of understanding regarding the AAOT MTM for Education, we are enabling students to complete the program via 2 years at community college and 2 years at PSU, another strategy for enhancing accessibility.

We believe the increased accessibility described above, paired with the explicitly Anti-Bias/Anti-Racist and culturally responsive course content, will help us meet the goal of diversifying our population of teacher candidates, and thus the population of elementary teachers in Oregon.

Quality learning: updated content, program design very intentional and relevant, rooted in Anti-Bias/Anti-Racist Touchstones; keyed to a staggering number of standards; each standard intentionally mapped and addressed and assessed in coursework

Research

We believe that our model is innovative and that our design process and student learning in this model both warrant study and knowledge dissemination.

Economic and cultural support of Oregon: graduate more licensed teachers who will be ready to start their professional careers and economic growth with a BA/BS; elementary teachers are charged with supporting Oregon K-5 students in their own economic and cultural growth from a very early age.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
 - i. improve educational attainment in the region and state;
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and
 - iii. address civic and cultural demands of citizenship.

The direct effect of implementing this undergraduate licensure program will be to make pursuing a teaching license and education degree more attainable for students for whom completing a bachelor's degree and then an M.Ed. has seemed unattainable. Along with traditional undergraduates at PSU, we also expect to enroll students as junior transfers from community colleges who otherwise would not have continued their education.

As a follow-on effect, over time, our program will graduate a growing and increasingly diverse pool of elementary and English Language Development teachers, thus moving the proportion of teachers of Color gradually closer to the proportion of students of Color they serve. The benefits to students of Color of having a teacher of Color in the elementary years have been well documented. Further, there is evidence that ALL students, regardless of race, benefit from having teachers of Color. We expect that as we grow our program, the benefits directly to elementary learners will also improve educational attainment for the region and the state.

EXCERPT FROM USDE (2016⁴):

Research shows that diversity in schools, including racial diversity among teachers, can provide significant benefits to students. While students of color are expected to make up 56 percent of the student population by 2024, the elementary and secondary educator workforce is still overwhelmingly white. In fact, the most recent U.S. Department of Education Schools and Staffing Survey (SASS), a nationally representative survey of teachers and principals, showed that 82 percent of public school teachers identified as white. This figure has hardly changed in more than 15 years; data from a similar survey conducted by the Department in 2000 found that 84 percent of teachers identified as white.

Improving teacher diversity can help all students. Teachers of color are positive role models for all students in breaking down negative stereotypes and preparing students to live and work in a multiracial society. A more diverse teacher workforce can also supplement training in the culturally sensitive teaching practices most effective with today's student populations.

In addition to providing social advantages for all students, the racial diversity of the teaching workforce can help to close the achievement gap (Dee, 2004)⁵, emerging research suggests (Egalite⁶, Kisida, & Winters, 2015). Both quantitative and qualitative studies find that teachers of color can improve the school experiences of all students; further, teachers of color contribute to improved academic outcomes while serving as strong role models for students (Klopfenstein, 2005)⁷.

⁴ <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>

⁵ Dee, T. (2004). Teachers, race, and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86, 195-210.

⁶ Egalite, A., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.

⁷ Klopfenstein, K. (2005). Beyond test scores: The impact of Black teacher role models on rigorous math taking. *Contemporary Economic Policy*, 23, 416-428.

One report suggests that, compared with their peers, teachers of color are more likely to (1) have higher expectations of students of color (as measured by higher numbers of referrals to gifted programs) (Grissom & Redding, 2016)⁸ (2) confront issues of racism; (3) serve as advocates and cultural brokers; and (4) develop more trusting relationships with students, particularly those with whom they share a cultural background (Villegas & Jordan Irvine, 2010)⁹.

A recent report shows that, despite the critical role that teachers of color can play in helping students of color succeed, every state has a higher percentage of students of color than teachers of color.

Oregon is one of many states facing a profound teacher shortage. As of August 2022, “Portland Public Schools, the state’s largest district by enrollment, [had] 226 open teaching and classified school staff positions.”¹⁰

In addition to the overall teacher shortage, there is an enormous demographic disparity between the student population and the population of elementary teachers. In 2022, 40% of students statewide were identified as “ethnically and linguistically diverse” [in other words individuals of Color who may be speakers of languages other than English] by the Educator Advancement Council, in contrast to 12% of teachers.¹¹

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

The Oregon Teacher Standards and Practices Commission (TSPC) is the state-mandated accrediting body for any educator licensure program. The Association for Advancing Quality in Educator Preparation (AAQEP) is the national accrediting body that the College of Education reports to for all educator licensure programs.

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

All P-12 educator preparation programs in the COE underwent both state and national review in 2015 through Oregon's Teacher Standards and Practices Commission and CAEP, and earned accreditation. In January 2023, the COE hosted Oregon’s Teacher Standards and Practices Commission (TSPC) and the Association for the Advancement of Quality in Educator Preparation (AAQEP), which replaces CAEP as our national accreditor. TSPC approved the program’s self-study report. A final accreditation decision will be made by AAQEP and TSPC in Spring 2023, but initial feedback indicates that both organizations hold a very favorable view of the licensure programs in the COE.

⁸ Grissom, J. A., & Redding, C. (2016). Discretion and disproportionality: Explaining the underrepresentation of high-achieving students of color in gifted programs. *AERA Open*, 2, 1-25.

⁹ Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, 42, 175-192.

¹⁰ <https://oregoncapitalchronicle.com/2022/08/23/schools-hope-to-overcome-staff-shortages-with-millions-in-wage-bonus-incentives/>

¹¹ https://www.oregon.gov/tspc/about/Publications_and_Reports/2022_Oregon_Educator_Equity_Report.pdf

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

Not applicable

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

Per state requirements for educator preparation programs, and following from the accreditation success of the elementary Graduate Teacher Education Program, the Licensure in Elementary Education Program (LEEP) will continue to seek state and national re-accreditation. Concurrent to this PSU and HECC program proposal review process, we are also proposing the new program for approval by the Oregon Teacher Standards and Practices Commission which will provide our state accreditation. Once the program is approved by TSPC, we will take part in their two-year accreditation review process¹² and work with our state and national accreditor, AAQEP, to start the national recognition process.¹³

4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

We are estimating welcoming a class of approximately 25 incoming juniors each year as full-time students. Students have the option to enroll part-time to complete the requirements assigned to junior year. For the senior/student teaching year, they need to enroll full time.

- 2024-2025 = 25
 - 2025-2029 = 50
- b. Expected degrees/certificates produced over the next five years.
 - 125
 - c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).
 - Mix of part-time and full-time
 - Mix of traditional and nontraditional
 - Mostly resident, with some out of state
 - d. Evidence of market demand.

Our community college partners report that there has been a large, ongoing demand among students pursuing the AAOT MTM in Education for an undergraduate pathway to elementary licensure and a BA/BS specifically at PSU. PSU is the school the majority of students in local community colleges want to attend. See letters of support from community college partners in the Appendix.

¹² https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=bm3cTlJBnHE-6_WJTGtl9JYkRTR7DxOPU6ZMOyC0sElGZIMNcV10!739320507?ruleVrsnRsn=298975

¹³ <https://aaqep.org/content.asp?contentid=174>

Oregon is one of many states facing a profound teacher shortage. As of August 2022, “Portland Public Schools, the state’s largest district by enrollment, [had] 226 open teaching and classified school staff positions.”¹⁴

In addition to the overall teacher shortage, there is an enormous demographic disparity between the student population and the population of elementary teachers. In 2022, 40% of students statewide were identified as “ethnically and linguistically diverse” [in other words individuals of Color who may be speakers of languages other than English] by the Educator Advancement Council, in contrast to 12% of teachers.¹⁵

Through partnerships with community colleges via the Education Major Transfer Map agreement, we have designed the program to reduce barriers that often prevent aspiring teachers of Color from entering the field (for example, arranging for students to be able to complete upper-division major, junior cluster, capstone, licensure, endorsement, and student teaching requirements all within 90 upper division credits after transferring with the AAOT MTM for Education program of study).

We have designed our program around a set of evolving Touchstones for Anti-Bias Anti-Racist educators and foregrounded equity, social justice, and anti-racist practice in every course. We hope that these curricular decisions will draw to PSU a wide range of aspiring teachers with a mission of interrupting systems of oppression through education and providing culturally, historically, and linguistically responsive educational experiences for elementary students. We hope that our intentional critical focus will make PSU and the Licensure in Elementary Education Program (LEEP) especially appealing to aspiring teachers of Color.

Further, as the student population in Oregon grows increasingly linguistically diverse, we have designed the program to prepare every graduate to effectively serve multilingual learners (MLLs) through their preparation for the teaching English to Speakers of Other Languages endorsement. Every course throughout the program foregrounds the language development, assessment, or instruction of MLLs. Providing this preparation universally to all elementary teacher candidates meets an important need across the state.

- e. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

While other pathways to elementary licensure do exist in the area, our community college education department partners have clearly articulated a need for this undergraduate program at PSU and a strong interest among their students. See letters of support from community college partners in the appendix.

Ongoing teacher shortages in Oregon along with racial disparities in the population of students compared to the population of teachers both indicate a clear need for this program.

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

¹⁴ <https://oregoncapitalchronicle.com/2022/08/23/schools-hope-to-overcome-staff-shortages-with-millions-in-wage-bonus-incentives/>

¹⁵ https://www.oregon.gov/tspc/about/Publications_and_Reports/2022_Oregon_Educator_Equity_Report.pdf

Successful completion of the LEEP results in recommendation for licensure with multiple subjects (elementary) and ESOL endorsements, as well as a BA or BS degree in the Licensure in Elementary Education Program (LEEP).

To evaluate program performance, we will gather and disaggregate data on the proportions of entering juniors who graduate with the BA/BS in Elementary Education, obtain Oregon teaching licenses with multiple subjects endorsements, obtain endorsements in teaching English to Speakers of Other Languages (ESOL), and obtain elementary or English Language Development teaching positions.

Further, we will rely on the assessment plan outlined above to gauge teacher candidate demonstration of the professional standards for licensure through key assessments.

Prospects of program success in terms of graduates obtaining elementary or ELD teaching positions are very high due to the continuing teacher shortage in Oregon. As evidence of the shortage, current candidates in our Graduate Teacher Education Program and other licensure programs are regularly hired on restricted licenses while still in the program. Also, historically, the rate of employment for licensure graduates from the COE has been very high. See **COE Data Dashboard Employment of Graduates Data**¹⁶.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The following Assessment Plan details the key assessments used to assess student outcomes and for program improvement. The table details the measure, when the data are collected, the success criteria, whether the measure is a direct (e.g., observation of a student in field-based practicum) or indirect measure (e.g., survey), and the perspective captured by the measure.

<u>Measure</u>	<u>When measure is implemented</u>	<u>Success Criteria</u>	<u>Direct or Indirect</u>	<u>Perspective Measured</u>
Content Knowledge Exams	Before, during, and/or end of program	State Set Cut Score	Indirect	Candidate
Field Performance Rubric	During program	Majority “Proficient” or better	Direct	Cooperating teacher, university supervisor, candidate
Performance Assessment (e.g., edTPA)	During program	edTPA: State-established cut scores Program specific measures: Majority proficient rating	Direct	Candidate
Exit Survey	End of program	Majority agreement/positive rating	Indirect	Candidate

¹⁶ <https://www.pdx.edu/education/coe-employment-graduates>

Alumni Survey	Post completion	Majority agreement/positive rating	Indirect	Alumni
Completer Field Performance Data	Post completion	Majority “Proficient Beginning Teacher” or better	Direct	Employers of completers (e.g., principals)
OACTE Completer Survey	Post completion	Majority “Sufficiently Prepared” or better	Indirect	Completer
OACTE Employer Survey	Post completion	Majority “Sufficiently Prepared” or better	Direct	Employers of Completer

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Within each course, learning outcomes are explicitly mapped to professional standards, and the assignment or other tool used to assess each learning outcome is explicitly indicated.

Across courses, we use the curriculum map¹⁷ to ensure that the program as a whole addresses and assesses all of the professional standards required for licensure and endorsement by the Teacher Standards and Practices Commission, as well as to accreditation standards (Association for Advancing Quality in Educator Preparation - AAQEP), and our Field Evaluation Rubric.

For program improvement, we meet quarterly to analyze data from key assessments (provided via reports created by the COE Data Coordinator), identify areas for improvement, set goals, and develop action plans for improvement, which we revisit periodically.

Student experience in the Licensure in Elementary Education Program (LEEP) is assessed through a variety of tools implemented at different stages during a student’s program. Student feedback on individual courses and instructors is collected with the PSU Course Evaluation survey at the end of each course. The COE Exit Survey is administered to candidates as they complete their program. The survey asks candidates to rate their preparation on the conceptual framework along a 1-4 Likert scale. The survey also asks questions about program quality and several additional optional questions are available to each program. The COE Alumni Survey is administered annually to graduates who completed a program approximately 18 months prior. The survey asks about preparation in terms of the components of the COE conceptual framework. It also asks for employment information. These data are collected in the winter/spring each year. The Field Experience Survey is administered to all preliminary teacher license candidates during their final term of student teaching and administered to supervisors and cooperating teachers at the end of each program year. The COE Climate Survey is administered on a biannual basis to all students across the COE about their experiences in the College of Education. Data from all of these assessment tools are summarized and sent to each program for review and program improvement purposes.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The Licensure in Elementary Education Program (LEEP) faculty strive to intertwine their research and scholarship with their teacher education practice. Each full-time tenure-track faculty member is

¹⁷ https://docs.google.com/spreadsheets/d/1_Zn_PgPE1IT-b3SjIDIEvAdgeshGobgtFnPgo-6pE8Q/edit#gid=0

expected to (1) develop a scholarly agenda that includes research and publication of the results in peer-reviewed journals and dissemination through other appropriate venues, and (2) engage with the community in ways that apply their professional expertise and scholarship to educational issues. While non-tenure-track faculty do not have the same expectations for research and publications, they are expected to continually develop their professional practice through engagement in professional development, professional organizations, and the community. All full-time faculty are regularly reviewed on their progress toward these professional expectations as part of the College of Education's promotion and tenure processes.

6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.

Letters of support from education faculty and leadership at Clackamas Community College, Portland Community College, Chemeketa Community College, the Rise to Teach Program, Multnomah Education Service District and the Multnomah Educators Rising program, and our Partnership Director (sharing the support from our school district partners) are provided in the appendix.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

Offers the only bachelors level pathway to elementary classroom teaching at PSU for students who are not fully bilingual. (Bilingual students are welcome in the program, but they do have the option of going through the Bilingual Teacher Pathways program.)

This program is unique because it embeds the ESOL endorsement in the program of study for all students and because it is explicitly built around the Touchstones of Anti-Bias Anti-Racist practice.

As indicated above, despite the availability of other avenues to licensure in the state, our community college partners have requested for years that PSU offer a BA/BS with licensure, due to student demand for this program specifically at PSU.

Over the past two years, elementary faculty have collaborated with faculty from other institutions offering elementary licensure programs, particularly in the context of the Multnomah Clackamas Regional Educator Network. We have discussed with these colleagues our plans to develop the LEEP, and have received encouragement and support. As an example, a colleague at another public university shared syllabus content with us to help us envision the lower division courses needed to map the program onto the Education MTM. As a whole, the community of teacher educators in Oregon is committed to creating inclusive, accessible pathways and diversifying the population of teachers for PK-12 students in the state. We support one another's work, and we are grateful for our colleagues' support and encouragement in this endeavor.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

Not applicable

- d. Potential impacts on other programs.

We expect this program to draw to PSU students who would not otherwise have attended PSU, including those who would have chosen not to pursue a BA/BS at all, because they want to major in elementary education as undergraduates. We expect minimal impact on other programs in terms of enrollment as potential students will specifically be seeking elementary education licensure+ESOL endorsement and a BA/BS, which is not currently an offering at PSU.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

Not applicable

Appendix

Letters of Support

March 7, 2023

Dear Portland State University:

Clackamas Community College (CCC) is extremely excited about the development Portland State University's licensure in Elementary Education Program (LEEP). This new degree will provide a seamless transition for CCC students pursuing the AAOT MTM in Elementary Education that will result in degree completion, licensure, and an ESOL endorsement.

Portland State University is the top transfer institution for our CCC students; over half (62%) of CCC students indicate that they intend to transfer to a four-year institution. The existence of strong pathways connecting students at CCC to Portland State University that promote successful transfer, and the active engagement between both institutions to deepen our partnership, to enhance the student experience, and to create a sense of belonging, play a significant role in our students continued interest in selecting Portland State University as their transfer institution of choice.

At CCC, we are experiencing significant growth in students pursuing the AAOT MTM in Elementary Education, and the new LEEP degree will play an enormous role in building a pipeline to degree completion and developing a pool of outstanding teachers that will address the teacher shortage that exists in our community and across the nation. Incorporating the ESOL endorsement in the LEEP degree is extremely valuable, as it helps to address the shift in demographics, and will equip new teachers with the skills they need to address the unique needs of students.

We are looking forward to informing our students about the new LEEP degree pathway, and will continue to provide our AAOT MTM in Elementary Education students with the access, excellent education and support they need to help ensure their preparedness as they transition to Portland State University in 2024 and beyond.

Sincerely,



Armetta Burney
Dean of Technology, Applied Science and Public Services
503.594.3440
Armetta.burney@clackamas.edu

March 13, 2023

Dot McElhone, PhD
Elementary Graduate Teacher Education Program Coordinator
Portland State University College of Education
1810 SW 5th Avenue, VB 426F
Portland, OR 97201

Dear Dr. McElhone,

I am writing on behalf of Portland Community College to express support for the *Bachelors of Elementary Education* at Portland State University. As PSU's largest transfer partner, this new Bachelors provides future elementary teacher candidates at Portland Community College a critical transfer option that is long overdue. The inclusion of licensure and the ESOL endorsement in this degree makes it especially appealing to our students, as well as the education coursework mandated by the Statewide Major Transfer map in Education.

As the Portland metro area faces a critical educator shortage, this degree provides an expedited path to becoming a licensed teacher and should help to meet an urgent workforce need. Once licensed, educators will continue to work on graduate studies supported by their districts, likely continuing at PSU and the GTEP pathway. PCC students have been preparing for this opportunity, and are counting on this program starting in the Fall of 2024.

The process of developing this degree was inclusive and recognized the importance of community college partnerships. PCC and other stakeholders were consulted throughout the process of developing this Bachelor's degree. The degree program was shaped through a rigorous process of reflection and feedback centering on equity, antiracism, and indeed community college students, and we are hopeful that this program will more readily and successfully serve the educator workforce in Oregon.

With appreciation,



Dr. Katy Ho
Vice President for Academic Affairs

March 16, 2023

Dear PSU Faculty Senate,

I would like to express my strong support for an Elementary Education and ESOL undergraduate licensure program at PSU. As the program coordinator for Rise to Teach, a college and career pathway program with a focus on helping diverse, underrepresented students to enter the teaching profession, I see an immense need for PSU to have an option of an undergraduate licensure program. The majority of students in our program are first-generation college students who would not be able to afford to complete their college degrees without assistance from our program in partnership with PSU. In discussions with our students, I know that most of them would choose an undergraduate licensure program if that is an option, since they are eager to complete their education and begin their teaching careers as soon as possible. I am also greatly encouraged to hear that the proposed undergraduate licensure program has an anti-bias and anti-racist lens at its core, which is essential for advancing equity in education.

Our local communities still need many more diverse teachers, and PSU has an important role in continuing to decrease the education barriers for diverse students to become licensed teachers. PSU's capacity to offer an Elementary Education and ESOL undergraduate licensure program will be of great benefit to our students and enable them to achieve their goal of becoming a teacher sooner.

Sincerely,

Kara Huynh Stone

Coordinator, Rise to Teach
Portland Community College | K-12 & Community Partnerships
kara.huynhstone@pcc.edu

February 27, 2023

To: Dot McElhone, Portland State University
From: Cecelia Monto
Subject: Letter in Support of the Licensure Elementary Education Program (LEEP)

It is my pleasure to write in support of the important work being done at Portland State University in the creation of an Elementary Education academic pathway that aligns with the community college Associate's of Arts Oregon Transfer (AAOT) Major Transfer Map (MTM) in Elementary Education. Because community colleges across the state adhere to the academic components contained in the Elementary ED AAOT MTM, PSU's work will serve a broader reach than just Chemeketa, and will serve students throughout the state. The new PSU LEEP truly meets a need for students from community colleges. And because community colleges often cater to underserved, diverse students, the PSU pathway from community college to university graduation is a promising route to diversifying the teaching workforce.

In my meetings with PSU, I have been encouraged by the openness and innovative approach the ED Department has shown to community colleges. PSU has paid close attention to transfer components at the community college in order to develop a transfer program that builds on previous coursework. With this careful, detailed-oriented approach the PSU program will deliver a quality program that satisfies the licensure and degree requirements in teacher education. I am particularly encouraged to see that the new LEEP also includes an ESOL endorsement, which is an important point of quality in serving Oregon communities.

At Chemeketa, we have students engaged in the Elementary ED MTM that will be ready for transfer in the Fall of 2024. Therefore, I enthusiastically support LEEP and its initiation date of Fall, 2024.



March 16, 2023

To Whom It May Concern,

I'm writing this letter in support of the Portland State University College of Education's development of an undergraduate elementary education licensure program. This program will help the meet a critical need for Oregon school districts to grow and diversify our licensed education workforce.

I help manage Multnomah Educators Rising (MER), a regional Grow Your Own partnership focused on recruiting racially diverse future educators from within our community and supporting them as they pursue their teaching license and begin their teaching careers here in local schools. We believe that PSU's new undergraduate degree pathway can make in important contribution to our mission, which is to build anti-racist career pathways and partnerships to activate the next generation of Black, Indigenous, and People of Color educators and transform schools into gardens of love, joy, and justice for every learner.

A majority of our participants already work with students in our schools as education assistants and paraeducators. These individuals have demonstrated their ability to support students and inspire learning – and they also have work and family obligations that can make it challenging to pursue a college degree. We believe that this new program holds strong potential to address barriers and increase access for diverse rising educators. We have appreciated the engagement from the College of Education's faculty and staff throughout the development of the program and we wholeheartedly support the effort to bring this vision into reality.

Sincerely,

A handwritten signature in black ink that reads 'Nate Waas Shull'. The signature is fluid and cursive, with the first name 'Nate' being the most prominent.

Nate Waas Shull

Senior Administrator, Career Pathways & Partnerships

Superintendent Dr. Paul Coakley

Board of Directors Jessica Arzate • Kristin Cornuelle • Katrina Doughty • Dr. Samuel Henry • Denyse Peterson • Helen Ying

11611 NE Ainsworth Circle • Portland, Oregon 97220 • (503) 255-1841 • MultnomahESD.org

Post Office Box 751
1810 SW 5th Avenue 503-725-4619 tel
Portland, Oregon 97207-0751 www.pdx.edu/education

15 March 2023

Dear Faculty Senate:

I am writing this letter in strong support of the new program proposal for the Licensure in Elementary Education Program (LEEP). As School Partnership Director for the PSU College of Education, I have had many opportunities to discuss the program itself as well as issues related to it with school district personnel. There is great enthusiasm for this proposed program for several reasons.

First, there is a growing teacher shortage both nationally and locally, especially for teachers from traditionally underrepresented groups. Local school districts have formed cross-district committees to address this program. For example, Multnomah Educational Service District formed a task force made up of local district and university teacher education program representatives to develop "grow your own" programs that would assist BIPOC high school graduates and district paraeducators pursue affordable and supportive pathways toward teacher licensure. An undergraduate program would allow a quicker pathway at a more affordable price than the graduate program currently offered at PSU and a much more affordable pathway than undergraduate programs offered at private institutions. Rise to Teach is a partnership program between PSU, Portland Community College, Portland Public Schools, and Beaverton School District. It offers tuition support and other support services to BIPOC students interested in becoming teachers. Most candidates in the program are interested in elementary education. LEEP would offer a clear pathway toward that end.

On a personal note, before coming to PSU six years ago, I worked at the Center for Careers in Education at Portland Community College. One of my duties was to provide advising to students wishing to become teachers. Many students expected to continue their education at PSU, but were disappointed to learn that teacher education was a graduate program. They were extremely disappointed and did not think that they would be able to wait that long or to afford either graduate school or private undergraduate tuition. PCC has been asking PSU for years to offer an undergraduate option. PSU faculty have worked closely with PCC to make sure the proposed LEEP program articulates with PCC's lower division program to allow for a seamless transition.

Local school districts have been working hard to bring equity to the center of curriculum, policies, and practices. They are excited about the anti-racist focus of the proposed LEEP program and are hoping that new teacher candidates will leave that program prepared to lead equity work in their schools.

In summary, the proposed LEEP program is a much needed and highly anticipated program among local school districts. Please feel free to contact me with any questions.

Sincerely,



Gabe Hunter-Bernstein
School Partnership Director
ghunter2@pdx.edu



Portland State University seeks the Oregon Higher Education Coordinating Commission approval to offer an instructional program leading to a B.A./B.S. in Elementary Education.

Program Description and Justification

1. Identify the institution, degree, and title of the program.
 - a. Institution: Portland State University
 - b. Degree: Bachelor of Arts/Bachelor of Science
 - c. Title: Elementary Education
2. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

The Licensure in Elementary Education Program (LEEP) supports PSU's mission to "Let knowledge serve the city," to "sustain a vibrant urban region through our creativity, collective knowledge, and expertise," to engage with communities, and to "educate a diverse community of lifelong learners." Specifically, this program serves the city by deepening and extending the knowledge and skills teachers bring to the classroom.

The design of LEEP intentionally supports access to the elementary education profession and PSU by (1) integrating the AAOT major transfer map so that community college students will have a smoother transition to PSU, (2) continually collaborating with community colleges to identify barriers for transfer students, and (3) strategically integrating predictable and multiple course modalities into each of the courses.

Acting on equity and racial justice has been an ongoing top strategic priority for this university. In line with the four initiatives outlined in Time to Act: Plan for Equity and Racial Justice¹, LEEP has been designed based on a set of faculty-developed and focus-group-refined Touchstones for Anti-Bias Anti-Racist Educators². Program coursework has been designed around current, relevant scholarship, and each course has been developed and reviewed through a Universal Design for Learning perspective, thus enhancing learning opportunities for all students. We believe that our model is innovative and that our design process and student learning in this model both warrant study and knowledge dissemination. We look forward to continuing our research into the program and its impacts.

The LEEP provides service to local schools and communities by educating future teachers to effectively teach all elementary learners, with special attention to multilingual learners (MLLs) and engaging in culturally responsive and sustaining practice. During the program, students contribute to schools via three practicum experiences and a full year of student teaching.

¹ <https://drive.google.com/file/d/1FYiOEKOkG88pCJ5r0r6PF00kIfOAHlTc/view>

² https://docs.google.com/document/d/1xqpb_WmOAt6EUwK7JkqazbsOsMpx47_SUykd3nF3OxI/edit

This benefit to the community and region is particularly important in the context of an extreme teacher shortage. The content of the program centers access, equity, and inclusion in all courses. By offering this intensive professional development to practicing teachers, we offer service to our surrounding communities and support equity work in elementary schools.

3. What evidence of need does the institution have for the program?

Our community college partners report that there has been a large, ongoing demand among students pursuing the AAOT MTM in Education for an undergraduate pathway to elementary licensure and a BA/BS specifically at PSU. PSU is the school the majority of students in local community colleges want to attend. See letters of support from community college partners in the Appendix of the full proposal.

Oregon is one of many states facing a profound teacher shortage. As of August 2022, “Portland Public Schools, the state’s largest district by enrollment, [had] 226 open teaching and classified school staff positions.”³

In addition to the overall teacher shortage, there is an enormous demographic disparity between the student population and the population of elementary teachers. In 2022, 40% of students statewide were identified as “ethnically and linguistically diverse” [in other words individuals of Color who may be speakers of languages other than English] by the Educator Advancement Council, in contrast to 12% of teachers.⁴

Through partnerships with community colleges via the Education Major Transfer Map agreement, we have designed the program to reduce barriers that often prevent aspiring teachers of Color from entering the field (for example, arranging for students to be able to complete upper-division major, junior cluster, capstone, licensure, endorsement, and student teaching requirements all within 90 upper division credits after transferring with the AAOT MTM for Education program of study).

We have designed our program around a set of evolving Touchstones for Anti-Bias Anti-Racist educators and foregrounded equity, social justice, and anti-racist practice in every course. We hope that these curricular decisions will draw to PSU a wide range of aspiring teachers with a mission of interrupting systems of oppression through education and providing culturally, historically, and linguistically responsive educational experiences for elementary students. We hope that our intentional critical focus will make PSU and the Licensure in Elementary Education Program (LEEP) especially appealing to aspiring teachers of Color.

Further, as the student population in Oregon grows increasingly linguistically diverse, we have designed the program to prepare every graduate to effectively serve multilingual learners (MLLs) through their preparation for the teaching English to Speakers of Other Languages endorsement. Every course throughout the program foregrounds the language development, assessment, or instruction of MLLs. Providing this preparation universally to all elementary teacher candidates meets an important need across the state.

³ <https://oregoncapitalchronicle.com/2022/08/23/schools-hope-to-overcome-staff-shortages-with-millions-in-wage-bonus-incentives/>

⁴ https://www.oregon.gov/tspe/about/Publications_and_Reports/2022_Oregon_Educator_Equity_Report.pdf

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

While other pathways to elementary licensure do exist in the area, our community college education department partners have clearly articulated a need for this undergraduate program at PSU and a strong interest among their students. See letters of support from community college partners in the appendix.

Ongoing teacher shortages in Oregon along with racial disparities in the population of students compared to the population of teachers both indicate a clear need for this program.

All appropriate University committees and the Statewide Provosts Council have approved the proposed program. The Portland State University Board of Trustees approved the program on January 25, 2024.

Recommendation to the Commission

The Statewide Provosts Council recommends that the Oregon Higher Education Coordinating Commission authorize Portland State University to establish an instructional program leading to a B.A./B.S. in Elementary Education, effective fall 2024.

Institution: Portland State University
Program: BA/BS in Elementary Education

Action: At the **February 21, 2024**, meeting, the Statewide Provosts Council approved a new program for **Portland State University, BA/BS in Elementary Education** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Portland State University** Board of Trustees approved the **BA/BS in Elementary Education** program at its **January 25, 2024**, meeting.

Eastern Oregon University

Peter Geissinger, Interim Provost

☒ Approved

☐ Opposed

☐ Abstained



Oregon State University

Ed Feser, Provost

☒ Approved

☐ Opposed

☐ Abstained



Portland State University

Shelly Chabon, Interim Provost

☒ Approved

☐ Opposed

☐ Abstained



University of Oregon

Karen Ford, Interim Provost

☒ Approved

☐ Opposed

☐ Abstained



Oregon Health & Science University

Marie Chisholm-Burns, Provost

☒ Approved

☐ Opposed

☐ Abstained



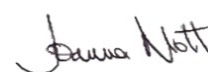
Oregon Tech

Joanna Mott, Provost

☒ Approved

☐ Opposed

☐ Abstained



Southern Oregon University

Susan Walsh, Provost

☒ Approved

☐ Opposed

☐ Abstained



Western Oregon University

Jose Coll, Provost

☒ Approved

☐ Opposed

☐ Abstained

