College of Education
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Subject: Letter of Support for OSU Cascades Undergraduate Elementary Education Licensure Proposal #99401
To: Whom It May Concern
From: Licensure Executive Committee Membership: Nell O'Malley, Sue Helback, Elizabeth White, Stacey Lee, Nick Cabot, Matt Nyman, Misty Lambert, Heidi Wegis, Wesley Brewer

This letter of support provides the endorsement of the College of Education Licensure Executive Committee* for the new undergraduate Elementary Education proposal at OSU Cascades to be elevated to the next level of vetting in the Curriculum Proposal System (CPS) process.

As is well-documented in the proposal, this new offering has been carefully crafted to meet institutional, state and demographic needs.

State of Oregon Context

Perhaps foundational to understanding the motivation for development of this new undergraduate program is an understanding of new Oregon statutes that:

1) Eliminate the requirement for a Master's degree for career teachers
2) Mandate all public universities to improve/increase the pipeline of teachers from underrepresented groups
3) Decrease the cost of the initial teaching license in order to address teaching shortages
In this context, several teacher licensing units in Oregon are working to increase the number of undergraduate teaching license options so that community college transfers can occur more seamlessly.

Proposal Development

OSU Cascades Leadership took great care to develop a comprehensive plan to introduce this new pathway in Central Oregon, meeting the needs of local and rural school districts. Early in the planning process, ideas were vetted with the College of Education Licensure Executive Committee. In particular, planning encompassed:

- A focus on attracting diverse teacher candidates from Central Oregon
- A sensitivity to the HDFS program.
- A strong collaboration with COCC
- A distinction from the current double degree program on the Corvallis campus
- A careful consideration of incoming disciplinary work in Freshman and Sophomore years
- Field experience early in the program and each term in Junior and Senior year.
- Two admission points: Winter term Sophomore year and Fall term Junior year
- Senior year in a cohort model.
- Emphasis on one of three (High demand) emphasis areas: ESOL, STEM, or SPED.
- Attention to TSPC standards, InTASC standards, PEU assessment plan, and CAEP accreditation
- Consideration of BACC core.