Proposal for a New Academic Program

Institution: Oregon State University - Cascades

College/School: College of Education

Department/Program Name: NA

Degree and Program Title: BS in Elementary Education (undergraduate major with licensure)

1. **Program Description**
   a. **Proposed Classification of Instructional Programs (CIP) number:** 13.1202

      SIS Major: 2120 CPS- 99401

   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.**

OSU-Cascades is proposing a four-year BS undergraduate degree in Elementary Education that will result in licensure from the Oregon Teacher Standards and Practices Commission (TSPC). This program is designed to complement our existing Master of Arts in Teaching (licensure) graduate program and to specifically recruit a diverse teacher workforce from Central Oregon while addressing the anticipated teacher shortage in Oregon. Students will select one of three emphasis areas that are considered high need in both Central Oregon and the nation: English as a Second Language; Special Education; or Science, Technology, Engineering, and Mathematics (STEM). Students will complete one course in each of the three emphasis areas as a foundational part of their core coursework and take an additional two courses in one area. The program requirement will result in 9 credits that can support future endorsement completion and/or job placement.

This program meets two needs: producing qualified teachers to meet the upcoming teacher shortage, and a mechanism to increase the diversity of the teacher workforce. In California in 2012-13, the number of enrollees entering teacher preparation programs since 2008 has dropped by 60%. Similar patterns were seen in Oregon. (http://www.huffingtonpost.com/steven-newton/where-have-all-the-teache_1_b_8215602.html). This decrease in enrollments in teacher education programs is compounded by an aging teacher workforce. In the next five years, it is anticipated that nearly 33% of current teachers will retire. This confluence of events will result in a teacher shortage. In addition, there is a current mismatch between Central Oregon teacher demographics and the students they serve. The Latino population doubled from 2010 to 2014 and now represents over 8% of the Deschutes County population. That growth is anticipated to continue to grow through 2028 when 24% of all Oregon high school graduates will be Latino. At the same time, only 5% of the teachers in Central Oregon represent an ethnic minority. A four-year

undergraduate program is more closely aligned to the needs of underrepresented populations that wish to teach than the existing MAT program.

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

The program of study (Table 1) follows the degree standards at OSU. We are using both existing courses and new courses. Some of the courses are developmentally appropriate variations of the courses in our Master of Arts in Teaching program. Within the program of study, students will take 12 credits of mathematics (MTH 211, 212, 390), two science lab courses and the STS requirements as part of the Bacc core (11 credits) and 13 additional credits in the teaching of science, mathematics, and technology (ED 457, 466, and 467). Students also have the option to enroll in an emphasis in STEM for an additional 6 credits in that area. The number of course changes are listed below. The actual course changes are identified in Table 1 by the CAT II proposal numbers (993XX): **9 New courses to be developed; 6 courses as change in location; 6 courses where we are adding a 400 level course to a 500 existing course (4XX/5XX slash)**

Program Overview (in credit hours)

Freshman Skills	**16**	**Upper division major**	**91**
Bacc Core	**48**	**Internships**	**23**
Supporting	**32**	**Electives**	**33**
Major	**50**	**4XX/5XX Slash courses**	**30**
Emphasis	**6**	**BA Language requirement**	**24**

Table 1. Program of Study (180 credits total)

***Freshman Skill Courses (16 credits)** **#BACC Core (48 cr)** **993XX- CAT II course proposal** **~Change of Location only**

Freshman Year (45 credits)	**Sophomore Year (45 credits)**
Fall **15cr** BACC Core#: Biology with Lab (4) ED 219: Civil Rights and Multicultural Issues in Education (3) (~99376) HDFS 201#: Contemporary Families in the US (3) WR 121#*: English Composition (3) Electives: (2)	**Fall** **15 cr** BACC Core#: Bio or Physical Science with Lab (4) HDFS 311: Infant & Child Development (4) MTH 211#*: Foundations of Elementary Mathematics (4) Electives: (3)
Winter **15 cr** BACC core#: Cultural Diversity (3)	**Winter** **15 cr** BACC Core#: Physical Science with Lab (4)

ED 216#: Purposes, Structure & Function of Education in a Democracy (3) (~99375) HHS 231#*: Lifetime Fitness for Health (2) PAC XXX#*: Various Physical Activity Courses (1) WR 222#*: English Composition (3) **or** WR 327*: Technical Writing (3) Electives: (3)	BACC Core#: Western Culture (World Civilizations or American History (3) MTH 212: Foundations of Elementary Mathematics (4) Electives: (4)
Spring **15cr** BACC Core#: Literature & Arts-select (3) COMM 111#*: Public Speaking (3) or COMM 218#*: Interpersonal Communication (3) PSY 201#: General Psychology (3) Electives: (6)	**Spring** **15 cr** BACC Core#: Sci, Tech & Society-select (3) MTH 390: Foundations of Elementary Mathematics (4) Electives: (8)
Junior Year (44 credits)	**Senior Year (46 credits)**
Fall **15 cr** ED 409: Practicum (2) ED 458: Strategies for Wellness and Fine Arts (2) (~103417-change prereqs) HDFS 447#: Families and Poverty (4) Electives: (7)	**Fall** (Admission to Teacher Candidacy) **16 cr** ED 451 (WIC): Assessment (4) (102500-NEW) ED 466/566: Elementary Methods: Mathematics (4) (102499-slash) ED 413/513: Learning Environments I: Fostering Classroom Engagement (3) (102498-slash) ED 410: Internship (5)
Winter (Start of professional program) **14 cr** ED 494/595: Differentiation in the Elementary Classroom (2) (99378-NEW) ED 409: Practicum (2) ED 450: Foundations of Education and Planning (4) (102503-NEW) ED 467/567: Elementary Methods: Natural & Social Sciences (4) (102502-slash) ED 492/592: Technology Tools for Teaching (2) (99371-slash)	**Winter** **16 cr** ED 452: Using Data to Support All Students (3) (102497-NEW) ED 472/572: Foundations of ESOL Education (3) ED 468: Elementary Methods: Language Art (4) (99388-NEW) ED 414/514: Learning Environments II: Advancing Every Student (2) (102496-slash) ED 410: Internship (4)
Spring **15 cr** ED 409: Practicum (2) ED 457: Teaching Elementary Mathematics for Understanding (3) (~99381) ED 465/565: Elementary Methods: Literacy (4) (102501-slash) HDFS 431: Family, School, and Community Collaboration (3) HDFS 432: Children and Youth with Special Needs (3)	**Spring** **14 cr** Pick one pair: ED 473/573: Instructional Approaches for ESOL Education (3) **and** ED 479/579. Linguistics for Teachers (3) **or** ED 474/574: Project-Based Mathematics (3) (99392-NEW) **and** ED 475/575: Integrated STEM (3) (99393-NEW) **or** ED 477/577: Differentiation for Students with Special Needs (3) (99394-NEW) **and** ED 478/578: Special Education Law, Rights, & Regulations (3) (99395-NEW) ED 410: Internship (8)

***Freshman Skill Courses (16 credits)** **#BACC Core (48 cr)** **993XX- CAT II course proposal** **~Change of Location only**

Program of Study (111 credits)

Education Core (50 cr):

ED 216: Purpose, Structure & Function of Education in a Democracy (3) satisfies Bacc Core: DPD

ED 219: Civil Rights and Multicultural Issues in Education (3)

ED 494/595: Differentiation in the Elementary Classroom (2)

ED 413/513: Learning Environments I: Fostering Class Engagement (3)

ED 414/514: Learning Environments II: Advancing Every Student (2)

ED 450: Foundations of Education and Planning (4)

ED 451: Assessment (4)

ED 452: Using Data to Support All Students (3)

ED 457: Teaching Elementary Mathematics for Understanding (3) - pre-requisites MTH 211, MTH 212 & MTH 390

ED 458: Strategies for Teaching Wellness and Fine Arts (2)

ED 465/565: Elementary Methods: Literacy (4)

ED 466/566: Elementary Methods: Mathematics (4)

ED 467/567: Elementary Methods III: Natural & Social Sciences (4)

ED 468: Elementary Methods: Language Arts (4)

ED 472/572: Foundations of ESOL Education (3) **(Foundational ESOL course)**

ED 492/592: Technology Tools for Teaching (2) **(Foundational STEM course)**

Emphasis, select one a, b, or c (6 cr):

a. ESOL - ED 473/573: Instructional Approaches for ESOL Education (3) and ED 479/579: Linguistics for Teachers (3)
b. STEM- ED 474/574: Project-Based Mathematics (3) and ED 475/575: Integrated STEM (3)
c. Special Education - ED 477/577: Differentiation for Students with Special Needs (3) and ED 478/578: Special Education Law, Rights, & Regulations (3)

Education Practicum and Internship (23 cr):

ED 409: Practicum (2) Practicum 1

ED 409: Practicum (2) Practicum 2

ED 409: Practicum (2) Practicum 3

ED 410: Internship (5) Internship 1

ED 410: Internship (4) Internship 2

ED 410: Internship (8) Internship 3

Support Courses (32 cr):

HDFS 201: Contemporary Families in the US (3) *satisfies Bacc Core: DPD*

HDFS 311 Infant and Child Development (4)

HDFS 431: Family, School, and Community Collaboration (3) - pre-requisite HDFS 311

HDFS 432: Children and Youth with Special Needs (3) **(Foundational SPED course)** - pre-requisite 6 credits of HDFS, SOC or PSY

HDFS 447: Families and Poverty (4) *satisfies Bacc Core: Synthesis: CGI*

MTH 211: Foundations of Elementary Mathematics (4) *satisfies Bacc Core: Math* - pre-requisite MTH 095, MTH 103, MTH 111, MTH 112 or placement test

MTH 212: Foundations of Elementary Mathematics (4) - pre-requisite MTH 211

MTH 390: Foundations of Elementary Mathematics (4) - pre-requisite MTH 212

PSY 201#: General Psychology (3) *satisfies Bacc Core: SPI*

Education Core Course Descriptions: The following course descriptions are for new courses proposed as part of this program. All other courses currently exist at OSU-Cascades or OSU Corvallis or currently exist at the 500 level but are now proposed as 4XX/5XX slash courses.

ED 494/595: Differentiation in the Elementary Classroom (2). The role of culture, language, and group identification in learning will be examined and applied to the consideration of differentiated instructional strategies. Teacher Candidates will learn strategies to help them differentiate their instruction to meet the diverse needs of the students in the elementary classroom.

ED 450: Foundations of Education and Planning (4). An introduction to learning theory and the relationship between teaching and learning provide the foundation. An overview of the complete teaching cycle leads to a focus on curriculum planning based on state standards.

ED 451: Assessment (4). Learning in this class will concentrate on assessment for and of learning, and its importance to student engagement and advancement. ED 451 is a WIC Course for Elementary Education undergraduate majors.

ED 452: Using Data to Support All Students (3). Teacher Candidates will gather and analyze student data to inform instructional practice devoted to enhancing student learning including data literacy, differentiation of instruction, fostering higher order thinking and communication skills, and identify teaching and assessment strategies to work with students with exceptional needs.

ED 468: Elementary Methods: Language Arts (4).Development of pedagogy in teaching of reading to elementary-aged students, including the teaching of vocabulary, comprehension, phonics, fluency, and motivation to read. Use of children's literature, assessment approaches, and special needs students are also addressed. Students will gain a deeper level of understanding in how to differentiate the teaching of reading at grades K-5, how to run a Writers' Workshop, and how to integrate literacy into other content areas.

ED 474: Project-Based Mathematics (3) Planning and application of project-based lessons. Emphasis is on the transfer of mathematics knowledge and skills to real world problems and will learn to teach with a project-based approach.

ED 475: Integrated STEM (3) Students will continue to develop their pedagogical content knowledge in science, technology, engineering, mathematics, and integrated STEM. Students will develop a deeper understanding of the crosscutting concepts common to all science endeavors and will learn how to use these concepts to bridge across science or STEM curriculum units. Students will also examine and develop expertise in using science and engineering practices to lead students in authentic inquiry in the classroom. Integrating crosscutting concepts, science and engineering practices, and disciplinary core ideas as well as the disciplines of STEM, Students will learn and practice the development of curriculum and instruction utilizing the engineering design process.

ED 477: Differentiation for Students with Special Needs (3) Students explore a range of exceptionalities with education in the least restrictive environment including differentiated instruction techniques for students with special needs that can be used in both the regular education and pull out Special Education resource classrooms.

ED 478: Special Education Law, Rights, & Regulations (3) A study of special education law and regulations that protect and provide educational rights for students with disabilities. Teacher Candidates will leave the class understanding both the historical and current legal rights of students receiving special education and how to best meet those rights in both the regular and special education resource classrooms.

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).**

The Elementary Education program will be delivered face-to-face on the OSU-Cascades campus in Bend. The first two years of the program include pre-professional courses. Students can take courses at OSU-Cascades or transfer courses from a community college. Lower division courses were selected in close collaboration with Central Oregon Community College (COCC) and are informed by statewide efforts to offer a seamless track to teacher licensure from the community colleges. COCC offers programs across Central Oregon, including Bend, Redmond, Prineville, and Madras. This pattern of course offering is an important element in our goal to diversify the teacher workforce.

The Professional Program begins in the Winter Term of the Junior year. The application to the Elementary Education program occurs in the Winter term Sophomore year or Fall term Junior year. Requirements include: 60 credit hours of college coursework with a preferred GPA of 3.0, five prerequisite courses with a grade of C or better (ED 216, ED 219, MATH 211, MATH 212, and one of the following: HDFS 201 or 331), a resume, TSPC Character Questionnaire, and statement of objectives. Advancement to Teacher Candidacy and Student Teaching (Fall Term, Senior year) is based on completion of all Bacc course, skills courses, and program requirements with a GPA of 3.0 and no course with a grade lower than a C, completing more than 60 hours of mentored classroom observations, earning a passing score on the National Evaluation Series (NES) Elementary Education I and II subtests, and earning a passing score on the Oregon Educator Licensure Assessments (ORELA) Civil Rights Exam.

Courses in the first three years may be taken on a full or part-time basis. During the junior year, student will engage in a three-term practicum experience in the public schools. Courses in the

Student Teaching year are taken as part of a cohort of approximately 25 students, with classes starting in mid-August and ending in mid-June. Practicum and internship locations will occur across Central Oregon school districts (i.e., Bend-La Pine, Crook, and 509J school districts). Across the program, teacher candidates will complete over 1100 hours of time in the schools with gradually increasing teaching responsibilities. All courses will extensively use the learning management technology platform adopted by OSU, such as Canvas.

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

Program faculty include existing College of Education faculty at OSU-Cascades. These individuals are currently involved in the teaching of the Master of Arts in Teaching (MAT). In some cases, they may teach courses in their areas of expertise in the UG ELED program. Currently full-time faculty are as follows:

- Dr. Michael Giamellaro, PhD, Science Education: Assistant Professor
- Dr. Carolyn Platt, PhD, Education: Senior Instructor I
- Dr. Melinda Knapp, PhD, Mathematics Education: Instructor
- Dr. Rachael Schuetz, D.Ed, NBCT, Elementary Education: Instructor

All faculty hold an EdD/D.Ed or PhD and have extensive experience teaching in the public schools or work in teacher development.

With the implementation of the UG ELED program, we anticipate the following additional hires.

New Faculty:

- Fall 2020 (AY 2021): Assistant Professor (generalist and cohort leader)
- Fall 2021 (AY 2022): Assistant Professor (generalist)
- Fall 2021 (AY 2022): Instructor (special education)

Program approval is anticipated in January 2019. Program recruitment will occur immediately upon program approval. New pre-professional coursework (ED 216, ED 219, MTH 211, MTH 212, and MTH 390) will be offered starting Fall 2019. Part-time faculty in education will be sufficient to fill these course needs. Courses related to mathematics will be offered by faculty in that program.

The first round of admissions to the major will occur Winter 2020 and again in Fall 2020 for a start in Winter 2021. The first Assistant Professor will be hired to support the entering cohort as a cohort leader and teach the new courses.

The first round of Advancement to Candidacy will occur in Spring 2021 and the first senior year cohort of Teacher Candidates will start their student teaching year in Fall 2021. Two faculty will be added in Fall 2021 to support the additional teaching needs: an Assistant Professor and an Instructor with track in both elementary education and Special Education. These additional faculty will support the anticipated program enrollment in section 4a. Some upper division courses will be taught concurrently as slash courses with the MAT program, resulting in reduced faculty resources while maintaining quality. Additional faculty will be hired based on program enrollments.

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

Beyond the faculty identified above, we envision hiring approximately 4 sections of courses taught by part-time faculty based on content expertise (such as multicultural education, health and arts education, and English as a Second Language). The staffing indicated as part of this proposal is sufficient to meet enrollments of 25 to 30 in a cohort. Both the Elementary Education and MAT programs will hire a number of University Supervisors to support practicum/internship placements. Based on experience, there is an adequate and high-quality pool of part-time faculty available in the surrounding area to meet these needs.

g. **Other staff.**

In addition to faculty, there are three staff members: a graduate recruitment and admissions coordinator, a director of field placement, and a director of licensure. Recruitment efforts for the undergraduate program will be assigned to current undergraduate recruiters in coordination with our graduate recruiter. Additional undergraduate advisors will be hired as student numbers warrant at a rate of 0.33 FTE advisor for every 100 students.

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

Existing classroom facilities are adequate and already exist to support the elementary education program in addition to the MAT program. The existing library resources were judged as satisfactory. (See letter of evaluation). We will need additional classroom space for incremental courses beyond the MAT at full implementation in AY 22 (approximately 21 classes per year across the following terms: Fall-7, Winter-8, Spring-6). With the build out of the OSU-Cascades campus, sufficient classroom and office space will be available. In working with our school district partners, we are assured that there is capacity in field placements to support the addition of this program. (See letter of support).

i. **Anticipated start date.**

We anticipate a January 2019 program approval. We will begin recruitment of our first class of students at that time. In Fall 2019, we will offer our undergraduate pre-professional coursework. Winter 2020 and Fall 2020 will admit students to the major. Professional coursework will start in Winter 2021. Advancement to candidacy will occur in Spring 2021 with the senior Student Teaching cohort to begin in Fall 2021.

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 Elementary Education degree supports the land grant mission of affordability and access to students throughout the state of Oregon and helps diversify the teacher workforce. The Elementary Education program falls within OSU's signature area of Human Health and Wellness. It supports the strategic priorities of 1) providing a transformative educational experience for all learners and 2) creating a program that integrates disciplinary knowledge and skill with professional practice. It will create a highly skilled and diverse teacher workforce in Central Oregon that more closely matches the student population.

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.**

The Elementary Education program is purposefully and specifically designed to attract and prepare diverse teachers in Central Oregon. As an undergraduate option to teacher licensure, it will be a less time intensive and less expensive pathway to teacher licensure than the existing Master of Arts in Teaching. In reaching the goal of diversifying the teacher workforce, this program will also support the goal of promoting economic growth and social progress in Central Oregon.

Currently, a mismatch exists in the teacher demographics in Central Oregon and the students that they serve. The Latino population doubled from 2010 to 2014 and now represents over 8% of the county population. That growth is anticipated to continue to grow through 2028, when 24% of all Oregon high school graduates will be Latino. At the same time, only 5% of the teachers in Central Oregon represent an ethnic minority.

Numerous issues and barriers prevent the diversification of the teaching workforce (http://www.ode.state.or.us/superintendent/priorities/2015-final-educator-equity-report.7.10.15.pdf). Among them are the high cost of tuition, the lack of early recruitment, and the lack of consistent access to supports. The current pathway to teacher licensure in Central Oregon is through lower division coursework at Central Oregon Community College (COCC) or OSU-Cascades, to an undergraduate degree at OSU-Cascades, to our Master of Arts in Teaching degree. This pathway is simply too long and expensive, especially for students who are often of low socioeconomic status and among the first generation in their family to attend college. This program addresses these barriers by providing a four-year pathway that will attract a more diverse teacher workforce and produce high quality elementary teachers who can fill the anticipated shortage.

The proposed Elementary Education undergraduate degree with licensure attends to these issues and includes the following elements while assisting OSU-Cascades in addressing the state mandate to diversity the teacher workforce:

- Offering this single-degree initial licensure pathway will expand OSU's ability to address teacher shortages in Oregon by launching a program with the ability to work most directly with the community college pipeline.
- Built on clear articulation agreements with COCC, allowing students to start at either COCC or OSU-Cascades. This arrangement capitalizes on early teacher recruitment strategies targeting diverse candidates sponsored by COCC, such as their Teacher Cadet program. (The Teacher Cadet program provides mentored teaching opportunities and the consideration of teaching as a career to diverse middle and high school students.)
- Careful consideration of lower division disciplinary coursework to provide future teachers with the content knowledge and skills that they need to be effective elementary teachers.
- Two program admission dates (in Winter of the Sophomore year and Fall of the Junior year) to allow students options in course completion, flexibility in Junior year programming to support students who cannot attend college full time.
- A cohort model in the senior student teaching year to support coursework and the three-term student teaching internship.

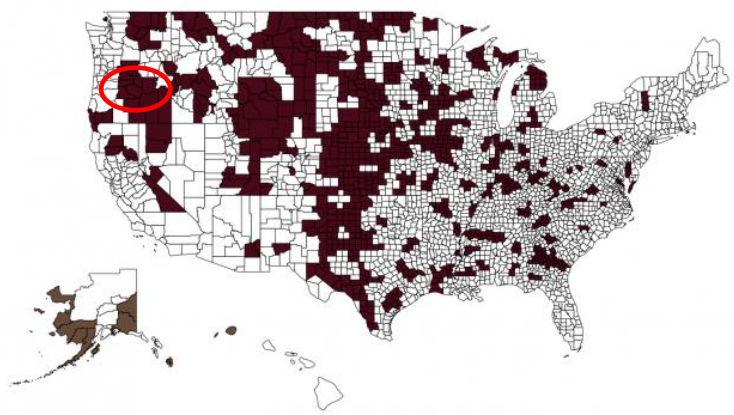
- Sufficient electives to support transfer students who have completed a significant number of credits at the community college. Within these electives, there is also room for students to complete an existing minor in Human Development and Family Sciences (HDFS) in Early Childhood Development and Education.
- Consistent and distributed field placements in elementary classrooms each term of the Junior and Senior years, resulting in more than 1100 hours in the public schools. These field-based experiences are carefully integrated with university coursework to assist in the transfer of theory to practice.

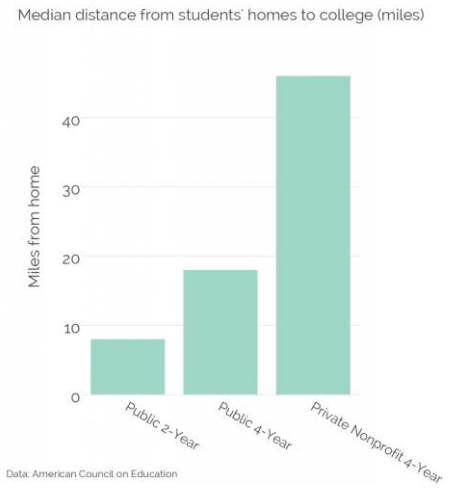
c. **Manner in which the program meets regional or statewide needs and enhances the state's capacity to:**

   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.**

Central Oregon is an education desert or a "community where students have few postsecondary options from which they can choose." Nationally, students travel less than 50 miles to attend a 4-year public university. OSU-Cascades is a critical player in the social and economic development of Central Oregon and cannot serve the needs of the students and employers of the region without further expansion of academic programs and degrees. In addition, Central Oregon Community College's role cannot be understated in Central Oregon, where over 86% of all students in higher education are enrolled. The Elementary Education program capitalizes on the lower division preparation provided by COCC to remote communities to recruit diverse students. By working in partnership with COCC, we have created a pathway to undergraduate teacher licensure that can be started at either institution.

Teachers represent an important contribution to meeting Central Oregon's needs. This program supports efforts at increasing the diversity of the student body at OSU, assists in attending to the upcoming teacher shortage, and helps to attain the 40-40-20 college-going goals set by President Obama and adopted by Oregon. It also addresses the state mandate to diversify the teaching workforce to mirror that of the students they serve.





3. **Accreditation**

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

The Elementary Education program will be accredited through the Oregon Teacher Standards and Practices Commission (TSPC - state), and the Council for the Accreditation of Educator Preparation (CAEP - national). Both accreditation groups follow the Interstate Teacher Assessment and Support Consortium (InTASC) standards. The Elementary Education program was explicitly designed to meet these standards.

   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.**

The new Elementary Education degree is based on our existing MAT program. Following a very successful accreditation visit for our MAT program in 2015, we anticipate full accreditation of this new program. Upon OSU curricular approval, we will submit the Elementary Education program to TSPC for state-level accreditation approval. This review will act as a formative step in our national CAEP accreditation for this program. The OSU Curriculum Map and Assessment Plan provide a crosswalk between the InTASC standards, our course learning outcomes, and our assessment instruments. We also provide a matrix indicating how our program of study maps to the TSPC requirements (OAR 584-420-0345).

   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.**

      NA

   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.**

      NA (See 3a and 3b. Also see 5a)

4. **Need**

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

Year	Freshman	Sophomores	Juniors	Senior	Total
2019-20	7	8			15
2020-21	20	15	6*		41
2021-22	25	20	15*	6	66
2022-23	30	25*	25	15	95

2023-24	35	32*	28	25	120

*Accounting for attrition

b. **Expected degrees/certificates produced over the next five years**.

See above. 46 completed degrees over the next 5 years. We anticipate 120 headcount in the program and 25 degrees per year at maturity.

c. **Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).**

Students at OSU-Cascades come primarily from Central Oregon (70%) or from Oregon (24%). Six percent come from out of state. Thirty-five percent are first generation college students. More than 50% are Pell-eligible. The diversity of the student body increases annually. In 2016, 18% of the students at OSU-Cascades were minorities with nearly half of those students identifying as Hispanic. More than a third of them identified as representing two or more U.S. minorities. About 73% of students are full time. This program easily supports part-time students in the first three years. The cohort-based senior year is most effectively taken through full-time participation. Based on student need, however, we can customize program plans that support program completion at a slower pace. While the majority of students at OSU-Cascades are non-traditional, we anticipate that these numbers will move to more traditional students in upcoming years with the offering of lower division courses and the opening of our residence hall.

d. **Evidence of market demand.**

Central Oregon has experienced the fastest population growth in the State over the last two decades. Oregon's population grew by 1.1% from 2013 to 2014, while Deschutes County grew faster than any other Oregon county at 2.4%. In fact, Bend more than doubled in size between 1990 and 2000, and then grew by another 47% by 2010. By 2025, PSU Oregon Population Forecast Program predicts that Central Oregon will grow by more than 44,000 people of which 23,000 will be in the City of Bend. There are more than 32,000 kindergarten through high school students attending school in Central Oregon. Bend-LaPine and Redmond school districts have grown by 22.8% and 19% respectively since 2004, the fastest growing school districts in the state. With growth rates such as these, it is clear that Central Oregon will need to open more schools in the near future, requiring more teachers. In fact, the Bend – La Pine school district recently passed a bond measure to build two new schools in the near future, with one at the elementary level (http://www.bendbulletin.com/localstate/education/4905801-151/bend-la-pine-schools-bond-would-buy-more-than?referrer=bullet10).

Educational attainment in Central Oregon lags significantly behind the rest of the state, with the mostly rural Jefferson and Crook counties showing the widest gap. Contributing to this gap is poverty. While Deschutes County is bolstered by Bend's positive growth, the percent of population in poverty in Jefferson and Crook counties is above Oregon and national averages. In 2013, more than 30% of children under 18 lived below the poverty level. In Deschutes County, the Latino population doubled from 2010 to 2014 and now represents 8% of the overall county population. That growth is anticipated to continue through 2028, when 24% of all Oregon high school graduates are anticipated to be Latino. It is clear that Central Oregon will need an influx

of new teachers who more closely match the demographics of their students and who are well prepared to assist students in leaving the public schools college and career ready. Providing a local option to prepare undergraduate teachers will positively impact the economics and education of the region.

This program meets two needs: providing qualified teachers to meet an upcoming teacher shortage, and creating a mechanism to increase the diversity of the teacher workforce.
In the report by the US Department of Education, "Teacher Shortages Nationwide," August 2016, Oregon was similar to the rest of the country in identifying the following disciplines as high need as well as areas of federally designated teacher shortages, especially in schools that serve low-income students: English as a Second Language (ESOL)/Bilingual, Spanish, Mathematics, Science, and Special Education (https://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf).

The Elementary Education program proposes to address these needs by developing elementary teachers with foundational backgrounds and initial tracks in three of these key areas (ESOL; Science, technology, engineering, and mathematics [STEM]; and Special Education [SPED]). Students will take one foundational course in each of the three emphasis areas (ED 472, ED 492, and HDFS 432). They will take two additional courses in one emphasis area (ESOL: ED 473 and 476, STEM: ED 474 and 475, or SPED: ED 477 and 577). Following graduation and upon employment, teachers have the option to continue their education. The ESOL courses fulfill 12 of the 18 credits needed for an ESOL endorsement. The plan is to develop additional courses for the SPED and STEM tracks in the coming years. With careful program planning, we are expanding the level of expertise of all of our graduates in the high need areas of STEM, ESOL, and SPED, while creating a pathway to allow teachers to complete endorsements or graduate emphases in these high need areas.

The Oregon Minority Teacher Act of 1991, and the updated Senate Bill 755 (2013), define minority educators as being non-white and/or whose first language is not English. The goal of this bill and act are to address the gap between the demographics of the state's teacher workforce and the students that they serve. Across Oregon, for 2011-12, 35% of school-aged students were considered minority, compared to only 8.3% of their teachers. In 2013, 23% of the admitted undergraduates were minority, while only 10% of the completers of teacher education programs were minority. Clearly there is work to be done to diversify the teacher workforce. (source: 2014 Oregon Minority Teacher Act Status Report, Oregon Education Investment Board, July 2014). This proposal helps with this need.

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).**

OSU-Cascades, the only brick and mortar 4-year campus in Central Oregon, has established a strong partnership with COCC. Both institutions collaboratively designed the lower division courses for this program to ensure a smooth transition for students who may elect to start their education at COCC. In addition, COCC has developed strong Teacher Cadet programs in the area (programs for middle and high school students to explore teaching as a career), acting as a

teacher recruitment mechanism for minority students in Central Oregon. In fact, COCC strongly advocated for us to develop this program so that their students could complete a teaching licensure program at the undergraduate level. (See letter of support). The closest teacher licensure program to Central Oregon is OSU-Corvallis.

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?**

Students who complete our programs receive state licensure in order to teach in Oregon public and private schools. To date, all MAT program completers have surpassed national cut scores on the newly required edTPA, a nationally scored teacher performance assessment that includes written reflection and videotape of classroom practice. Graduates of the Elementary Education program will receive licensure to teach multiple subjects in the elementary grades, K-6. Over the last several years, approximately 95% of OSU-Cascades elementary MAT graduates were hired into teaching positions. While not all of those positions are in Central Oregon, many of them are. We base our placement rates on antidotal student reports as well as graduate tracking through TSPC.

5. **Outcomes and Quality Assessment**

a. **Expected learning outcomes of the program.**

The program is designed with high attention to our accreditation standards and is modeled after our Master of Arts in Teaching program that received praise and full accreditation in our 2015 National Council of Accreditation of Teacher Education review (NCATE – now CAEP), as was true for all OSU education programs.

All education programs in Oregon are designed around the InTASC standards. These professional standards are aligned with the four OSU education learning outcomes as part of our university assessment plan:

- Content Knowledge: Demonstrate mastery of subject material (InTASC Dimension 2, Standards 4-5)
- Instructional Practice: Demonstrate understanding of pedagogical content knowledge and skills (InTASC Dimension 3, Standards 6-8)
- The Learner & Learning : Demonstrates impact on P-12 student learning (InTASC Dimension 1, Standards 1-3)
- Professional Responsibility: Conduct scholarly or professional activities in an ethical manner (InTASC Dimension 4, Standards 9-10)

The OSU Curriculum Map and Assessment Plan provide a matrix of our program courses as they relate to our OSU education learning outcomes and InTASC standards. The Assessment plan indicates when and where assessment data is collected and analyzed for continuous program improvement. Each syllabus indicates the learning outcomes related to the InTASC standards (identified by a number and a letter). Based on state

requirements, our key program assessments include national tests of content knowledge, the TSPC Character Questionnaire, Professional Dispositions Evaluations, Team Evaluations of teaching practice and skill including student surveys (conducted by the cooperating teacher, university supervisor, and student), and the edTPA-a teaching performance portfolio that is scored nationally. Teachers are assessed on their ability to plan, implement, and assess instruction; appropriate use of academic language; and reflection on student learning and instructional strategies. Passing scores on four tasks evaluated by 18 rubrics are set by the state. See Table 2 program learning outcomes as they related to the InTASC standards ow.

Table 2. Learning Outcomes Aligned with Key Assessments CAEP & InTASC Standards

Learning Outcomes	Name of Assessment	CAEP & InTASC Standards Addressed
Content Knowledge: Demonstrate mastery of subject material (InTASC Dimension 2, Standards 4-5)	Subject Mastery Exams Pearson National Evaluation Series (NES): Elementary I and II, ORELA Civil Rights	1a. Content Knowledge (InTASC 4)
	Admission & Content Knowledge GPA edTPA Portfolios (2)- Task 1 Planning: Rubrics 1-4; Task 2 Instruction: Rubrics 7-9; Task 3 Assessment: Rubric 14	1a.Content Knowledge (InTASC 4)
Instructional Practice: Demonstrate understanding of pedagogical content knowledge and skills (InTASC Dimension 3, Standards 6-8)	edTPA Portfolios (2) - Task 1 Planning: Rubrics 1-5 edTPA Portfolios (2) - Task 2 Instruction: Rubrics 6-9 edTPA Portfolios (2)- Task 3 Assessment: Rubrics 10-13 & 15 Team Evaluations & Student Exit Survey: 1. Planning for Instruction 2. Establishing a Classroom Climate Conducive to Learning; 3. Engaging Students in Planned Learning Activities	1b. Pedagogical Content Knowledge (InTASC 2, 3, 4, 5, 8, 9) 1c. Professional and Pedagogical Knowledge and Skills (InTASC 1, 2, 3, 4, 5, 6, 7, 8)
The Learner & Learning : Demonstrates impact on P-12 student learning (InTASC Dimension 1, Standards 1-3)	edTPA Portfolios (2) - Task 1 Planning: Rubrics 1-5 edTPA Portfolios (2)- Task 2 Instruction: Rubrics 6-9 edTPA Portfolios (2) - Task 3 Assessing Rubric 14 Team Evaluations & Candidate Exit Survey: 4. Evaluating Student Progress	1d. Student Learning (InTASC 1, 2, 4, 5, 6, 7, 8 ,9)
Professional Responsibility: Conduct scholarly or professional activities in an ethical manner (InTASC Dimension 4, Standards 9-10)	edTPA Portolios (2)- Task 1 Planning Rubric 3 edTPA Portfolios (2)- Task 2 Instruction Rubric 10 TSPC Character Questionnaire Professional Dispositions Evaluation	1g. Professional Dispositions (InTASC 9, 10)

	Team Evaluations & Candidate Exit Survey: 5. Exhibiting Professional Behaviors, Ethics and Values	

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

Each year, and as part of our state and national accreditation, each education licensure program collects, organizes, analyzes, and reflects on the program data listed above. At OSU-Cascades, the program review data is compiled by our staff and reviewed by all of our full-time program faculty. A formal report is written by one faculty member and filed with the Professional Education Unit (College of Education in Corvallis). Program data reviews result in action steps for program improvement. Program data are also reviewed by the TSPC-required Educational Consortium, made up of local school administrators, teachers, university faculty, and students. Finally, state and national accreditation visits occur once every 7 years in addition to OSU program reviews every 10 years.

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

At OSU-Cascades, all tenure-track faculty are expected to maintain a research record in alignment with their home unit (the College of Education). In our teacher education program, we have one tenure-track Assistant Professor who is on track for a positive promotion review in 2018-19. Research expectations for this individual is 40% scholarship.

For our Instructors, OSU-Cascades provides a 10% maintaining currency effort allocation to support our instructors in attending conferences and engaging in other state and national activities that keep them at the forefront of their fields. This time can also be spent in improving their classroom instruction skills or learning about program improvement strategies, including those related to accreditation. All instructors have met or exceeded maintaining currency expectations over the last 5 years.

6. **Program Integration and Collaboration**

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

Of the twenty 4-year institutions of higher education in Oregon, 17 offer elementary education licensure programs. Seven Institutions of Higher Education (IHEs) offer teacher licensure only at the graduate MAT level (Lewis and Clark College, Marylhurst University, Multnomah University, Portland State University, University of Oregon, and Western Oregon University). Ten IHEs offer teacher licensure at both the undergraduate and graduate levels (Concordia University, Corban University, Eastern Oregon University, George Fox University, Northwest Christian University, Oregon State University-Corvallis, Pacific University, Southern Oregon University, University of Portland, and Warner Pacific College). Linfield College offers only an undergraduate degree in teaching leading to licensure.

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.**

As previously mentioned, our closest Oregon institution is COCC. Our Elementary Education program builds upon and expands the offerings that exist at COCC in Early Childhood Education. The relationship of the programs as OSU-Cascades to OSU-Corvallis is described in D below.

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

NA

d. **Potential impacts on other programs.**

Based on the distance of other universities from Central Oregon, and based on the tendency of Central Oregon students to stay in Central Oregon, the impact of the Elementary Education program on enrollments at other institutions should remain negligible. One exception may be the small satellite MAT teacher licensure program offered by George Fox University at one of the Redmond high schools. Based on degree level (BA versus MAT), mission differentiation (public versus private faith-based), and the cost differences between public and private schools, we believe that the George Fox University program attracts a different type of student than we might see at OSU-Cascades.

While Oregon State University in Corvallis offers an undergraduate pathway to licensure (the double degree), we believe that our degree is unique in its focus on an integrated pathway to licensure that includes an emphasis on ESOL, STEM, or SPED. The Elementary Education program at OSU-Cascades expands options for students.

OSU-Cascades has two majors that will be impacted by the Elementary Education degree. The MAT program anticipates a potential decrease in their applicants since students will now have an option to complete elementary licensure at the undergraduate level. However, the audiences for the two programs are different in that the MAT program often attracts career changers where the Elementary Education program will attract more traditional students. Despite the potential decrease in the MAT, the program is fully supportive of this new degree since it brings with it the potential of increasing the diversity of the teacher workforce. (See letter of support).

Finally, the Human Development and Family Sciences (HDFS) program at OSU-Cascades has traditionally been the undergraduate pathway that leads to the MAT for students interested in elementary education. With the Elementary Education program, we anticipate some loss of HDFS majors. To mitigate some of the programmatic impact we have 1) relied heavily on the development courses currently offered by HDFS and included them as part of our required curriculum, and 2) have provided sufficient elective space in the program's curriculum that students can complete the HDFS Early Childhood Development and Education minor with the addition of only two courses. (See letter of support).

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.