New Degree Program Proposal
Elementary Education

Status: Pending Review - Curriculum Council Chair

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Proposal

Proposal ID:99401
Type:New Degree Program
Submission Date:March 4, 2018 1:57pm
Comments:
This proposal is to establish a new program at OSU-Cascades.

Originators

NAME	TITLE	DEPARTMENT/SCHOOL
Julie Gess-Newsome	Dean of Academic Affairs	Acad Prog / Student Aff
Rachael Schuetz	Instructor	Acad Prog / Student Aff

Contacts

NAME	TITLE	DEPARTMENT/SCHOOL
Randy Bell	Assoc Dean-Academic Affairs	College of Education

Proposal Details

College:College of Education
Department/School:No Department
Program Type:Undergraduate Major
New Degree Name:Elementary Education

Supporting Documents

DOCUMENTS
*** Signed Transmittal Sheet**
Transmittal sheet tld.pdf (126.78 Kb added Jan 04, 2018 10:57 am)
*** Executive Summary**
Elementary Education BS Executive Summary.docx (12.92 Kb added Feb 11, 2018 3:28 pm)
*** Proposal**
hecc_OSU-Cascades Elementary Ed proposal_3-4-18.docx (616.51 Kb added Mar 04, 2018 1:38 pm)
*** Letters of Support**
COCC VP for Instruction COCC Vice President for Instruction Letter of Support.pdf (412.66 Kb added Dec 27, 2017 3:12 pm)

Central Oregon Superintendents Request Central Oregon Superintendent Feedback Request.docx (33.29 Kb added Dec 27, 2017 3:27 pm)

CO Superintendent Responses Responses form Central OR Superintendents.docx (25.35 Kb added Dec 27, 2017 3:28 pm)

Request to IHE in Oregon with Ed programs Request to other IHEs for review.docx (36.37 Kb added Dec 27, 2017 3:29 pm)

EOU feedback Feedback from EOU and Reply.docx (26.54 Kb added Jan 04, 2018 11:48 am)
This is the only feedback that we received following our request to all of the Institutions of Higher Education that have teacher licensure programs.

*** Accessibility Form**

Elementary Ed_accessibility_form16.426.doc (269.00 Kb added Dec 27, 2017 3:59 pm)

*** Library Evaluation**

2017_Cascades_Elementary_Education_Library_Review.pdf (37.10 Kb added Dec 27, 2017 3:30 pm)

*** Faculty CVs**

Elementary Education Faculty.docx (19.46 Kb added Dec 27, 2017 2:46 pm)

Resume Carolyn Platt.docx (14.50 Kb added Dec 27, 2017 2:49 pm)

Schuetz_Rachael_CV_Spring2017.pdf (150.98 Kb added Dec 27, 2017 2:49 pm)

Giamellaro_CV_10-17.doc (130.00 Kb added Dec 27, 2017 2:53 pm)

KNAPP-CV.pdf (184.92 Kb added Dec 27, 2017 2:53 pm)

Other Attachments

Assessment plan feedback from Heath.docx (15.09 Kb added Dec 27, 2017 3:31 pm)

Cacades course alignment with InTASC with assessment-1.docx (31.34 Kb added Dec 27, 2017 4:08 pm)

Elementary Education 4-Year Program of Study.docx (37.17 Kb added Dec 28, 2017 10:24 am)

Elementary Ed_CAT1_Space Letter_180103_signed.pdf (903.22 Kb added Jan 04, 2018 10:58 am)

Elementary Ed Curriculum Map and Assessment Plan-v2.xlsx (39.94 Kb added Feb 10, 2018 2:59 pm)

Cacades Elem Ed UG Course Alignment with TSPC Standards.docx (27.70 Kb added Feb 21, 2018 10:57 am)

LIAISONS

*** Liaisons**

College of Ed Licensure Committee
Request: *None*
Response: OSU College of Ed Licensure Committee Letter of Support.pdf (118.94 Kb added Dec 27, 2017 3:40 pm)

OSU-Cascades MAT
Request: *None*
Response: OSU-C MAT Letter of Support.doc (452.50 Kb added Dec 27, 2017 3:40 pm)

OSU-Cascades HDFS
Request: *None*
Response: HDFS at OSU-Cascades Letter of Support.pdf (220.86 Kb added Dec 27, 2017 3:41 pm)

BUDGET INFORMATION

*** Budget Year 1**

Education UG Budget Narrative-020818.docx (18.55 Kb added Mar 04, 2018 1:39 pm)

*** Budget Year 2**

Education UG_osubudget_worksheet_020818-ONE TIME.xlsx (25.30 Kb added Mar 04, 2018 1:56 pm)

*** Budget Year 3**

Education UG_osubudget_worksheet_020818-RECURRING.xlsx (25.29 Kb added Mar 04, 2018 1:56 pm)

*** Budget Year 4**

Education UG_osubudget_worksheet_020818-TOTAL.xlsx (25.30 Kb added Mar 04, 2018 1:57 pm)

Proposal Transmittal Sheet

Full Category I and Abbreviated Category I Proposals

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation
314 Waldo Hall – Oregon State University

Attach Transmittal Sheet; Proposal; Library Evaluation (performed by the Library for Full Category I proposals), Letters of Support (external to OSU); Liaison Correspondence (internal to OSU), External Review (new graduate program proposals), and Budget Information (both OSU and HECC budget sheets for Full Category I proposals and OSU budget sheets for Abbreviated Category I proposals)

Full Category I Proposals: New Programs

Final Approval–for new degrees, extension to OSU's branch campus, and substantive changes:
Higher Education Coordinating Commission (HECC)

Final Approval– for new certificate programs: OSU Provost

Check one:

- [X] **New Degree Program**
- [ ] **New Certificate Program**
- [ ] **Extend Program to OSU Branch Campus**
- [ ] **Substantive Change**

Abbreviated Category I Proposals: Other Proposals

Final Approval–for new academic units, renames, reorganizations, and, suspensions: OSU Provost

Final Approval– for terminations: OSU Board of Trustees

Check one:

- [X] **Establish:** new college, school, department or program
- [ ] **Rename:** change the name of an existing academic program or academic unit
- [ ] **Reorganization:** move the responsibility of an academic program from one academic unit to another; reorganize existing academic unit(s), including mergers and splits
- [ ] **Suspension (or Reactivation):** suspend an academic program (maximum period: three years)
- [ ] **Termination:** terminate an academic program or academic unit

Title of Proposal:

Elementary Education BA/BS

Proposed Effective Term:

Winter 2019

School/Department/Program:

OSU-Cascades

College:

College of Education

I certify that the above proposal has been reviewed by the appropriate Program, Department, School, and College administrators and committees. I approve this proposal.

Julie Gess-Newsome

12/17/17

Julie Gess-Newsome

Sign (Dean of Academic Affairs, OSU-Cascades) ***Date*** **Print (*Dean of Academic Affairs*)**

Sign (Vice President, OSU-Cascades)	*Date* 12/28/17	**Print (*Vice President, OSU-Cascades*)** Rebecca Johnson
Sign (Dean, College of Education)	*Date* 12/30/17	**Print (Dean, College of Education)** Toni L. Doolen

Elementary Education BS

College of Education

OSU-Cascades

Executive Summary

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.

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**	**28**
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 394: 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 394: 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 394: 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.

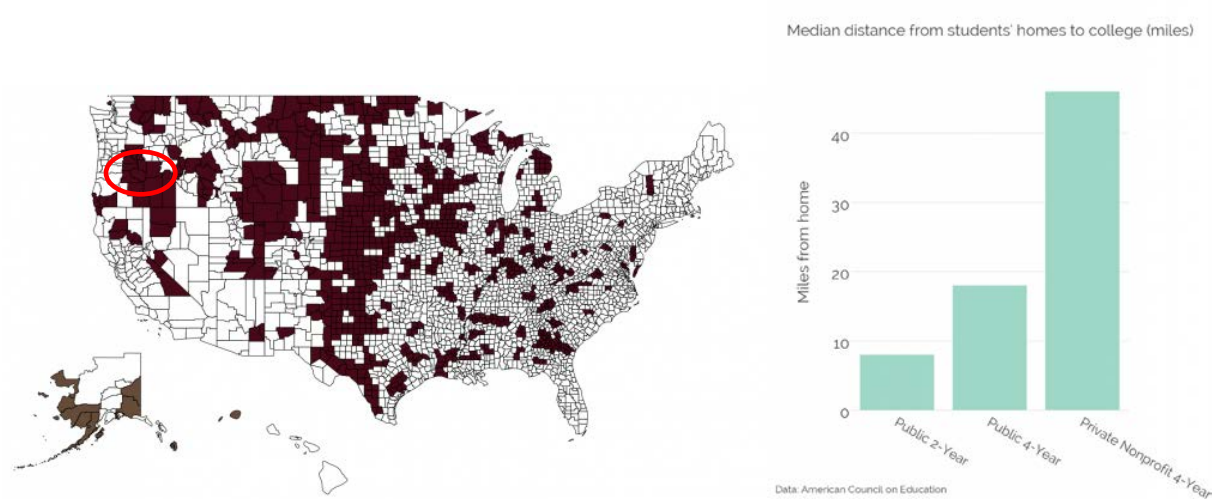
- Sufficient electives to support transfer students who have completed a significant number of credits at the community college. Within these electives, there is also room for students to complete an existing minor in Human Development and Family Sciences (HDFS) in Early Childhood Development and Education.
- 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.



Education Deserts: "The zip code that a child is born into oftentimes determines their life chances." Nick Hillman

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 programs 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.

CENTRAL OREGON
community college

VICE PRESIDENT FOR INSTRUCTION
Telephone 541.383.7205
Fax 541.317.3071

March 6, 2017

Dear Members of the Higher Education Coordinating Commission and Oregon State University Curriculum Committees,

This is a letter of support for the proposed Oregon State University–Cascades Campus undergraduate degree in Elementary Education. Central Oregon Community College (COCC) and OSU-Cascades (OSU-C) have a long history of collaborating in the area of elementary and secondary education programming in the region. The program that OSU-Cascades has developed was planned in coordination with the Early Childhood Education/Education faculty members at COCC. The proposed undergraduate program was designed to ensure a clear pathway for students who transfer from COCC to OSU-Cascades. COCC has an Associate of Arts Oregon Transfer degree that is designed to align with the proposed degree in Elementary Education at OSU-Cascades. The COCC students who complete the AAOT with a focus on education will meet all of the requirements needed to apply for the OSU-Cascades undergraduate degree in education. They will be able to apply for the degree program in the winter and enter the program as a junior in the fall if they are accepted.

In addition to the strong collaboration with COCC, the Central Oregon region is focused on attracting diverse teacher candidates from Central Oregon. As a partner on the Teach Oregon Central Oregon work, COCC developed a number of recruitment strategies for minority students, including Teacher Cadet programs. Through this regional work, students indicated that needing to complete a bachelor's degree in a different field on the path to Masters of Art in Teaching was too long of a pathway. An undergraduate degree in elementary education would create a seamless pathway for students at the beginning of their college career, be it at the community college or the university.

In summary, COCC supports this degree proposal because we recognize the need for a seamless pathway to degree completion and job attainment in the area of elementary education in our region. We are dedicated to supporting Oregon State University- Cascades as they offer this degree. It is a much needed career pathway for students in this region.

Please feel free to contact me with further questions.

Sincerely,

Betsy Julian

Betsy Julian, Ph.D.
Vice President for Instruction
Central Oregon Community College

Letters Requested from Area School District Superintendents

District	Superintendent	Email	Request sent	Feedback Returned
Bend LaPine	Lora Nordquist		11/26/17	1/31/17
Redmond	Mike McIntosh	Mike.maintosh@redmond.k12.or.us	11/26/17	12/18/17
Crook Co	Duane Yecha	Duane.yecha@crookcounty.k12.or.us	11/26/17	11/27/17
Madras 509J	Ken Parshall	kparshall@509j.net	11/26/17	12/12/17
Culver	Stefanie Garber	sgarber@culver.k12.or.us	11/26/17	11/26/17
Sisters	Curt Scholl	Curtiss.scholl@sisters.k12.or.us	11/26/17	

Sample Letter to Superintendents

Oregon State University-Cascades is presenting a proposal to the HECC for a new four-year undergraduate Elementary Education degree. As part of that process, we are reaching to our regional superintendents to provide input and feedback on our proposal. We would appreciate receiving any comments that you may have by **no later than December 18, 2017** so that we might incorporate them into our institutional review process. In particular, if you could address the need for well-prepared elementary teachers, particularly in our three areas of specialization, it would be greatly appreciated. You may address your feedback to me and return it electronically at Julie.gess-newsome@osucascades.edu.

Below is the executive summary of our program. Details can be found in the attached proposal application narrative to HECC.

EXECUTIVE SUMMARY: OSU-Cascades is proposing a four-year BA/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 specializations 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 specialty 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 will transfer into a graduate endorsement or specialty area (to be developed at a later date). Such expertise will facilitate future endorsement completion and enhance job placement opportunities.

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 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.

Thank you for your participation in this important step in creating new programs in Oregon.

Julie

Julie Gess-Newsome
Dean of Academic Affairs

Oregon State University - Cascades

Julie.Gess-Newsome@OSUCascades.edu

T: 541-322-2045 F: 541-706-2005
Dining Hall 208D

1500 SW Chandler Avenue

Bend, OR 97702-4010

Responses from Central Oregon School Districts

From: gina.blanchette@redmondschools.org [mailto:gina.blanchette@redmondschools.org] **On Behalf Of** Mike McIntosh
Sent: Monday, December 18, 2017 3:26 PM
To: Gess-Newsome, Julie <Julie.Gess-Newsome@osucascades.edu>
Subject: Re: Letter of support for elementary ed program

Julie,

We don't see anything to add and we agree on the three specialized areas you have identified.

Thank you,

Michael D. McIntosh
Superintendent
Redmond School District
P: 541.923.8267 | mike.mcintosh@redmondschools.org

From: Ken Parshall [mailto:kparshall@509j.net]
Sent: Tuesday, December 12, 2017 1:54 PM
To: Gess-Newsome, Julie <Julie.Gess-Newsome@osucascades.edu>
Subject: Program Request

Good afternoon Julie,
Thank you for applying for an elementary education undergraduate degree program at OSU Cascades. Having served in Central Oregon for 2.5 years now, I have experienced first hand the shortage of well-trained teachers for our schools. In addition, as the Superintendent of the Jefferson County School District and a diverse population of students; the diversity of our teacher workforce is minimal. We must provide a path to teacher certification from high school into a bachelor degree program for most of our students to have the option of college and a career in education. I am very interested in working with OSU Cascades faculty to create a pipeline of future teachers if your request for the undergraduate program is successful. Have a great day, Ken Parshall.

From: Stefanie Garber [mailto:sgarber@culver.k12.or.us]
Sent: Sunday, November 26, 2017 3:11 PM
To: Gess-Newsome, Julie <Julie.Gess-Newsome@osucascades.edu>
Subject: Re: Letter of support for elementary ed program

Thanks for asking for my input Julie! This proposal looks great and you could add in, "the Culver Superintendent is in a dead panic about the future of finding quality teaching candidate

applicants!" ☺ This summer we had significant challenges finding quality applicants to fill some of our vacancies and it seems it may get worse in the next few years.

In addition, we love having our practicum students and student teachers from OSU Cascades, not one has been a "dud".....they are all sharp, knowledgeable, skilled future educators!!!!!!!

Fondly,
Stefanie

From: Duane Yecha [mailto:Duane.Yecha@crookcounty.k12.or.us]
Sent: Monday, November 27, 2017 6:27 AM
To: Gess-Newsome, Julie <Julie.Gess-Newsome@osucascades.edu>
Subject: RE: Letter of support for elementary ed program

I appreciate the emphasis on math but is it enough? As I look back historically, the quality of math instruction trails behind reading and writing. No easy solution here.

Perhaps we can help with our recent emphasis at CCSD on math instruction improvement for OSU credit. Wish you well!

From: Gess-Newsome, Julie
Sent: Monday, November 27, 2017 9:53 AM
To: 'Duane Yecha' <Duane.Yecha@crookcounty.k12.or.us>
Subject: RE: Letter of support for elementary ed program

Thanks Duane,

We've added three math courses (with some methods) and two math methods courses. That's 4 courses up from our MAT program. Hopefully when we fill out the STEM specialty, we will add courses similar to what Melinda is teaching for you now.

Thanks for the input!

Julie

Requested letters from Oregon Institutions of Higher Education with Teacher Licensure programs

Institution	Contact	Email	Request sent	Feedback Returned
Concordia University	Sheryl Reinisch, Dean	sreinisch@cu-portland.edu	11/27/17	
Corban University	Kristin Dixon, Dean	kdixon@corban.edu	11/27/17	
Eastern Oregon University	Dan Mielke, Dean	dmielke@eou.edu	11/27/17	12/18/17
George Fox University	Mark Shelton, Interim Dean	mshelton@georgefox.edu	11/27/17	
Lewis & Clark College	Scott Fletcher, Dean	sfletcher@lclark.edu	11/27/17	
Linfield College	Mindy Larson, Chair	milarson@linfield.edu	11/27/17	
Marylhurst University	Jan Carpenter, Chair	jcarpenter@marylhurst.edu	11/27/17	
Northwest Christian University	Kathy Owen, Asst Dean	kowen@nxcu.edu	11/27/17	
Pacific University	Leif Gustavson	gustavson@pacificu.edu	11/27/17	
Portland State University	Marvin Lynn Dean	mlynn@pdx.edu	11/27/17	
Southern Oregon University	John King, Dean	kingjo@sou.edu	11/27/17	
University of Oregon	Randy Kamphaus Dean	Randyk@uoregon.edu	11/27/17	
University of Portland	Bruce Weitzel Associate Dean	weitzel@up.edu	11/27/17	
Warner Pacific College	Robert Nava	rnava@warnerpacific.edu	11/27/17	
Western Oregon University	Mark Girod	girodm@wou.edu	11/27/17	

Text in Email Request

Dear XXX:

Oregon State University-Cascades, located in Bend, Oregon, is presenting a proposal to the HECC for a new four-year undergraduate Elementary Education degree. As part of that process, we are reaching out to deans of education at other Institutions of Higher Education in the state to provide input and feedback on our proposal. We would appreciate receiving any comments that your institution may have by **no later than December 18, 2017** so that we might incorporate them into our institutional review process. You may address your feedback to me and return it electronically at Julie.gess-newsome@osucascades.edu.

Below is the executive summary of our program. Details can be found in the attached proposal application narrative to HECC.

EXECUTIVE SUMMARY: OSU-Cascades is proposing a four-year BA/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 specializations 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 specialty 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 will transfer into a graduate endorsement or specialty area (to be developed at a later date). Such expertise will facilitate future endorsement completion and enhance job placement opportunities.

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 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.

Thank you for your participation in this important step in creating new programs in Oregon.

Julie

Julie Gess-Newsome
Dean of Academic Affairs
Oregon State University - Cascades
Julie.Gess-Newsome@OSUCascades.edu

T: 541-322-2045 F: 541-706-2005
Dining Hall 208D

1500 SW Chandler Avenue

Bend, OR 97702-4010

From: Danny Mielke [mailto:dmielke@eou.edu]
Sent: Monday, December 18, 2017 3:41 PM
To: Gess-Newsome, Julie <Julie.Gess-Newsome@osucascades.edu>
Subject: OSU Cascade Elementary Education Proposal

Dean Gess-Newsome,

From the perspective of Eastern Oregon University's College of Education, we have some concerns about potential unintended impact of adding another educator preparation program that would compete with six other existing public programs in the state. Based upon recent data, the existing public educator programs, in combination with the numerous other private colleges and universities, have capacity to absorb more potential teacher candidates. It is likely that adding a program in central Oregon will diffuse the existing population of future teachers from other institutions.

I didn't see data in your proposal to answer some questions: How many teaching positions in the region are going unfilled because there is not an undergraduate program there? OSU currently operates the MAT program in central Oregon to prepare initial teachers and so how much more need is identified beyond this current situation?

The areas of specialization you propose includes programs that all other Oregon public education colleges/schools currently offer. How are existing programs not meeting the regional need?

At this time, based upon existing capacity at other public campuses, is it a wise state investment to add another program that duplicates what is being done throughout the state? Granted, there is no physical public higher education program for educator preparation in central Oregon. Could the need be met by other programs placing a greater number of MAT and undergraduate student teachers in that region; by brokering undergraduate programs from EOU, SOU or WOU; or by forming other similar partnerships with private universities; or a combination of all these option?

As this proposal moves further along in the process, I suggest that more data is needed to be able to honestly judge whether this program is a sound investment for Oregon.

Sincerely, Danny Mielke

--

Danny Ray Mielke; Ed.D., MPH, MCHES
Dean, Colleges of Business and Education
Eastern Promise Director
Eastern Oregon University
541-962-3399

From: Gess-Newsome, Julie
Sent: Thursday, January 4, 2018 11:44 AM

To: 'Danny Mielke' <dmielke@eou.edu>
Subject: RE: OSU Cascade Elementary Education Proposal

Dean Mielke,

Thank you for providing feedback on the Elementary Education program being proposed by OSU-Cascades. Please let me address your concerns below:

- While we recognize the fact that there are a number of undergraduate elementary education programs across the state that may have capacity to take on additional teacher candidates, evidence suggests that unless a program is offered in Central Oregon, students simply will not attend college at all. That statement is also true of specialized skills in ESOL, STEM, and SPED.
- Since OSU-Cascades has a very success MAT program, collaborating with another institution in the state to deliver a program in Bend does not make sense.
- Of our last several elementary MAT cohorts, 75% of our teacher applicants reside in Central Oregon. The vast majority of the remaining applicants come from the Willamette Valley. Of our graduates, approximately 85% were employed in our participating school districts: Bend-La Pine, Redmond, Crook County, 509J (Jefferson), and Culver. In addition to our graduates, our local districts also hire graduating teacher candidates from other institutions. We anticipate the need for additional teachers will increase with the anticipated growth in Central Oregon over the coming years.
- Based on this analysis, we do not believe that offering an undergraduate elementary education degree at OSU-Cascades will have any significant impact on the enrollments at the other state institutions, but instead will provide access to an important degree in Central Oregon.
- The primary goal of our proposal is to diversifying our teacher workforce. While we recognize the strength of our MAT program, we have strong evidence from our community partners that the pathway from a BA to an MAT is simply too long to entice under-represented populations to follow that path. Our undergraduate proposal increases student access to licensure while building on teacher recruitment efforts already underway in Central Oregon.

We believe that our program serves an important role in Central Oregon by providing a streamlined pathway to elementary education licensure for underserved populations in Central Oregon and by providing an advanced preparation in three areas of local and national shortage: ESOL, STEM, and SPED.

Sincerely,
Julie Gess-Newsome

Julie Gess-Newsome
Dean of Academic Affairs
Oregon State University - Cascades
Julie.Gess-Newsome@OSUCascades.edu

T: 541-322-2045 F: 541-706-2005
Dining Hall 208D
1500 SW Chandler Avenue
Bend, OR 97702-4010

ACCESSIBILITY
New Program Proposal
(Degree or Certificate)
Guidelines for Addressing Accessibility

Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008 prohibits discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible.

For questions and assistance with addressing access, please contact:
the Office of Disability and Access Services (737-4098), or
the Office of Affirmative Action and Equal Opportunity (737-3556).

Title of Proposal: Date:

Elementary Education BA/BS 12/27/17

School/Department/Program: College:

____OSU-Cascades_____ ___College of Educatoin_____

- ❑ Accessibility (http://oregonstate.edu/accessibility/policies)
- ❑ Faculty Guidelines (http://ds.oregonstate.edu/facultyguidelines)
- ❑ Information Technology Guidelines (http://oregonstate.edu/accessibility/ITpolicy)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

_____
Sign (Dean of Academic Affairs-OSU-Cascades)

Julie Gess-Newsome 12/27/17

_____ _____
Print (Dean of Academic Affairs-OSU-Cascades) ***Date***

Source: Office of Academic Programs, Assessment, and Accreditation (glb/ch; 4-26-16)

Library Support for the Proposed Elementary Education Program on Cascades Campus

This report is an analysis of the capacity of the OSU Cascades local library collection and services, in combination with access to the resources of the whole of OSU Libraries and Press (OSULP), to support the proposed Elementary Education degree on the Cascades campus. The Elementary Education degree curriculum will be identical to the one on main campus in Corvallis.

Print Monographs and E-Books

Due to the size restrictions of the OSU Cascades Library, this program will heavily depend on the OSU Valley Library in Corvallis and OSULP e-book collections. The print collection at the Valley Library is available to OSU Cascades students by request and can be received within 3 working days. OSULP has 2,480 print books on elementary education and 1,950 books on special education, part of a collection of over 51,000 books on education. This print collection is adequate to support the proposed program.

The growing availability of e-books makes it possible to expedite access to more information from various locations. This immediate access serves the OSU Cascades students and faculty well. Students at the OSU Cascades campus will have access to the e-books purchased centrally, which includes over 750 titles in elementary education and 150 titles in special education, in a collection of over 6,000 education-related titles.

OSU is served well by the OSULP investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis Cascade Alliance through the Summit catalog. University of Oregon, Portland State University, University of Washington and Washington State University are some of the larger research libraries represented in the Summit catalog. Books requested through Summit are delivered within three to five working days.

Serials/Journals

The OSULP maintain an adequate collection of journals that support the existing education program. The majority of journal subscriptions are for electronic access to the articles, so OSU Cascades students have immediate access to the content. For journals held in print format, OSULP offers the Scan and Deliver service, which provides PDF copies of articles requested.

Indexes and Databases

The core indexes to the relevant information for this program are shown in Table 1. The OSULP maintain access to these databases as they are core to a number of OSU's primary research and teaching areas.

Table 1: Indexes and Databases for Education

Databases	Index Coverage	Full Text Coverage
Education Research Complete	1,500+ journals	750 full-text journals, plus conference papers and books
ERIC	1966-present	Index to research articles, reports, and conference papers
Educators Reference Complete	1980-present	Full text for nearly half of journals indexed in ERIC
Professional Development Collection	1984-present	Specialized collection for professional educators, with information on everything from children's health to pedagogical theory and practice

Key library services & librarian expertise

Expertise at OSU-Cascades is covered by Sara Q. Thompson, the Cascades Librarian. In that capacity, she provides instruction as requested either in-class or via the web, responds to reference inquiries, and develops materials to assist faculty members and students in their research.

The Primary Contact for the College of Education is Laurie Bridges. Primary Contacts serve as the major contact for faculty, staff and students, monitors trends in curriculum and research, attends relevant college, departmental and program events to gain insight, and identifies how OSULP expertise and resources can be most effectively used. The promote OSULP expertise and collaborate with the Expert Leads to integrate and leverage that expertise throughout the OSU Community. .

Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries' collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles.

Summary

OSU Libraries collections are adequate to support the proposed Elementary Education program at Cascades campus.

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
February 24, 2017

Elementary Education Faculty

Currently full-time faculty are as follows (CVs attached):

- 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)

Carolyn Platt
University Vita

Education:

June 1989	Stanford University Ph.D. Education Sociology minor
June 1976	Occidental College B.A. Sociology

Employment/Previous Experience:

2015-	Senior Instructor 1, Program Lead, Teacher Education
2009 to 2015	Instructor, Teacher and Counselor Education Program Lead, Teacher Education (2014-present) MAT Secondary level Program Lead (2010-2012) Teacher Education Program Lead (2012-present) OSU-Cascades Campus, Bend, OR
2005-2007	Director of Campus Advancement OSU-Cascades
1998 to present	Independent Consultant College admissions, secondary level curriculum analysis, SAT prep, Professional development workshops for high school teachers in essay writing
1996 to 1998	University Exchange Coordinator University of Paris, Paris, France & 7 US Universities
1987 to 1991	Academic Dean of First Year Students Wellesley College Wellesley, MA
1986 to 1987	Assistant to the President Wheaton College Wheaton, MA
1981 to 1982	Research Assistant Consortium on Financing Higher Education Stanford University Palo Alto, CA
1977 to 1981	Associate Director of Admission Occidental College Los Angeles, CA

Dr. Carolyn Platt

1976 to 1977 Coordinator, International Studies Program
Occidental College
Los Angeles, CA

College/University Teaching Experience

1983-1984 Teaching Assistant, Stanford University
- Sociology of Education
- History of Education

2001-present Independent Teacher (as a consultant)
In-Service Training and workshops for school districts
SAT preparation courses, English sections, for school districts and individuals

2009-present Faculty, Oregon State University – Cascades Campus
- MAT courses: Literacy, research, assessment, professional formation, capstone, academic writing
- In-Service (continuing education) courses
- Pre-requisite courses for the MAT

Rachael Law Schuetz
D. Ed, National Board Certified Teacher

Rachael.Schuetz@osucascades.edu (541) 322-2066

Oregon State University - Cascades Campus Vita

I want to make a difference in the lives of children and teachers in public education. I am passionate about equity in the schools, as well as preparing our students for the 21st century through instructional technology. In nine years teaching, I helped my students achieve their full potential in a positive learning environment of support and high expectations. Today, I dedicate my work to teacher education. I believe that every student and every teacher can succeed.

A. EDUCATION AND EMPLOYMENT INFORMATION

Education

University of Oregon, Eugene & Bend
- Doctor of Education, GPA 4.1 — March 2016
- Initial Administrative Licensure Program — July 2014
- M.Ed. Teaching and Learning, Elementary Teaching Credential, GPA 4.12 — June 2006
- B.A. Educational Studies, Minor: Special Education — June 2005
- Magna Cum Laude, Departmental Honors, GPA 3.98

Oregon State University-Cascades, Bend
- English for Speakers of Other Languages (ESOL) Endorsement Program, GPA 4.0 — August 2016

University of Colorado, Boulder
- Teaching and Learning, English Emphasis, GPA 3.875 — 2001-2003

Valedictorian Mountain View High School, Bend, Oregon — June 2001

Teaching Experience and Employment

Instructor in the MAT Program & Elementary Cohort Lead — June 2015- Current
Oregon State University Cascades Campus, Bend, Oregon

National Board Certified Teacher — 2012- Current
Passed rigorous testing center exercises and over a 100 pages of written and video portfolios: Science/Math, Social Studies, Writing, & Teacher Accomplishments, on the first attempt

Classroom Teacher, 2nd Grade, W.E. Miller Elementary School, Bend La Pine Schools, Bend, OR — 2009-2015
- Winner of our school's Excellence in Education Award for 2012
- Finalist for Bend La Pine Schools' Teacher of the Year 2012
- Instructional Coach / Curriculum Leader for Technology, Math, and ELA — 2011- 2015
- Grade level PLC Leader: collaborating with team to implement best practices — 2011- 2015
- Classroom research to evaluate impact of teaching with iPads
- Member of Miller Elementary Site Council — 2009 – 2012

Instructional Coach and Curriculum Leader 2011- 2015
Presenter of Regular Professional Development to W.E. Miller Elementary & Bend La Pine Schools Instructional Technology and Site Technology Facilitator
Assists teachers in integrating technology into their own classrooms through leading PD and coaching
Teaching technology trainings at our school and for teachers in the district (iPads, SMART, LabQuests)
Co-author for the K-8 district technology standards
Math, Science, and English Language Arts 2011- 2015
Presenting second grade mathematics and ELA professional development trainings for our district
Wrote district Math & ELA CCSS aligned unit and performance assessments
Developed second grade math SMART Board lessons for all units in the Bridges curriculum

Classroom Teacher, 2nd Grade**,** High Lakes Elementary School, Bend La Pine Schools, Bend, OR 2008-2009
Chosen from the High Lakes Staff to be one of the founding members of the new elementary school, W.E. Miller Elementary, due to my expertise and focus on science and technology
Integrated science, social studies, and all curriculum areas into Storyline Theme Units

Classroom Teacher, 2nd Grade, Lava Ridge Elementary School, Bend La Pine Schools, Bend, OR 2007- 2008
Challenged students to explore during inquiry science and technology projects
Teaching with a student-centered approach and differentiation to reach each child's needs

Classroom Teacher, 1st Grade, Abia Judd Elementary School, Prescott, AZ 2006- 2007
Winner Outstanding First Year Teacher of the Year, Yavapai County, AZ

University of Oregon College of Education, Graduate Student Roles 2005- 2006
Student Advisory Board Member – Elected Graduate Elementary Teaching Representative
Graduate Teaching Assistant: Educational Technology
Assisted students in integrating technology into the classroom and developing computer competency

B. TEACHING, ADVISING, AND OTHER ASSIGNMENTS

1. Instructional Summary

Academic Term	Course Number	Credit Course Title	Enrollment
Spring 2017	ED 510	Internship	27
Winter 2017	N/A	Maternity Leave	1
Fall 2016	ED 513	Learning Environments I	33
Fall 2016	ED 551	Effective Teaching Cycle II: Assessment	32
Fall 2016	ED 510	Internship	28
Summer 2016	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	35
Summer 2016	ED 565	Elementary Methods Course: Literacy	30
Summer 2016	ED 592	Technology Tools for Teachers: Elementary & Secondary	52
Spring 2016	ED 510	Internship	24
Winter 2016	ED 552	Effective Teaching Cycle III: Data and Differentiation	23
Winter 2016	ED 510	Internship	25
Fall 2015	ED 513	Learning Environments I	23
Fall 2015	ED 551	Effective Teaching Cycle II: Assessment	19
Fall 2015	ED 510	Internship (includes the Formative edTPA)	25
Summer 2015	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	21
Summer 2015	ED 592	Technology Tools for Teachers: Elementary Section	26
Summer 2015	ED 592	Technology Tools for Teachers: Secondary Section	25

Academic Term	Non-Credit Courses and Workshops	Role	Enrollment
Summer 2016	Orientation to MAT Program and Graduate School	Co-Presenter	65
Summer 2016	edTPA Introduction Workshop	Co-Presenter	52
Summer 2016	Co-Teaching Training for MAT Students	Co-Presenter	52
Summer 2016	Cooperating Teacher "Pairs" Training	Co-Presenter	35
Fall 2015	edTPA Calibration of Scoring Training	Co-Presenter	15
Fall 2015	edTPA Scoring Training	Co-Presenter	10
Summer 2015	Orientation to MAT Program and Graduate School	Co-Presenter	50

Academic Term	Curriculum Development	Role
Fall 2016	Courses and Syllabi for the CAT I: Elementary Undergraduate Elementary Program	Co-Developer

Graduate Student Support & Advising	Academic Term	Enrollment
Committee Member for HDFS Masters Thesis Student	Spring 2017 - current	1
MAT Oral Examinations & Professional Portfolios	Spring 2017	9
MAT Oral Examinations & Professional Portfolios	Spring & Summer 2016	20
edTPA Support and Advising	Fall 2016	28
Elementary Cohort Co-Lead & Faculty Advisor	2016-2017	19
University Supervisor for Clinical Placement	2015-16	2
MAT Oral Examinations & Professional Portfolios	Summer 2015	22
edTPA Scoring	Spring & Fall 2015	20
Elementary Cohort Lead & Faculty Advisor	2015-2016	24

Academic Term	Team or Collaborative Efforts
Fall 2016 - current	ED Pathways Member- plan and facilitate transition from COCC to OSU-Cascades for ED Majors

2. Student and Participant/Client Evaluation

Academic Term	Course Number Cohort Section	Schuetz Q1 Median	Schuetz Q2 Median	Responses / Enrolled	OSU-C Q1 Median	OSU-C Q2 Median
F / W / S '15-'17	ED 510 Internship	No SET	No SET	No SET	No SET	No SET
Fall 2016	ED 513 Elementary	5.8	5.9	20/33, 61%	5.6	5.7
Fall 2016	ED 551 Elementary	5.9	5.9	19/32, 59%	5.6	5.7
Summer 2016	ED 550 Elementary	5.7	5.9	25/35, 71%	5.4	5.6
Summer 2016	ED 565 Elementary	5.9	5.9	22/30, 73%	5.4	5.6
Summer 2016	ED 592 Elem/Sec	5.5	5.8	37/52, 71%	5.4	5.6
Winter 2016	ED 552 Elementary	5.3	5.7	17/23, 74%	5.2	5.4
Fall 2015	ED 513 Elementary	5.9	5.8	11/23, 48%	5.6	5.8
Fall 2015	ED 551 Elementary	5.9	6.0	7/19, 37%	5.6	5.8
Summer 2015	ED 550 Elementary	5.9	6.0	11/21, 52%	5.4	5.7
Summer 2015	ED 592 Elementary	5.9	6.0	14/24, 58%	5.4	5.7
Summer 2015	ED 592 Secondary	4.6	5.4	13/26, 50%	5.4	5.7

In summary, I am very pleased with my performance over time, as measured by my student evaluation of teaching scores. My scores have stayed relatively strong, or improved with time. I use these scores and student comments to improve and reflect on my teaching. As I plan to teach ED 552 this coming Winter term, I am using the feedback from Winter 2016 on how I can improve the course as a whole (5.3). In my Summer Technology Tools for Teachers class I'm committed to working to bring even more secondary examples into the class. The secondary cohort gave me my lowest score in the Summer of 2015 which has inspired me to connect with secondary teachers who utilize technology to ensure that both my elementary and secondary students get the information and experience they need. I feel very well prepared to

support the elementary teachers and have enjoyed learning more about secondary technology needs to better support the secondary teachers.

There was great growth shown between Fall 2015 to Fall of 2016 in regards to edTPA. I feel like I am so much more prepared to teach and support students through the Fall formative edTPA this year. The student comments didn't reflect much about edTPA in Fall 2016, and I believe that this shows great growth in my ability to support, instruct, and provide feedback for edTPA. As a program, we were able to implement extremely positive schedule changes and supports for students in the MAT program. I've seen this success translated in the quality of students' work and improved stress levels.

Although not reported in this chart, my personal goal was to improve my feedback scores from Summer of 2016 to Fall of 2016. Although my Summer courses ranged from 5.7, 5.8, to 5.8, in the main category of elements of instruction, I received scores ranging from 4.9, 5.1, to 5.4 in feedback. This was a high concern for me, although it was reflective of the very heavy teaching load I was carrying due to my upcoming maternity leave. I worked diligently Fall term 2016 (with a heavier credit load) to provide highly detailed and very timely feedback for each assignment (especially the edTPA tasks which take about an hour each to provide feedback). I felt very successful as my feedback scores for Fall term 2016 were 5.9 and 6.0! Students even commented about how the feedback really helped guide their learning and success!

As always, I welcome feedback as it informs my practice and inspires my continual growth. I look forward to using these scores to continually work to provide the very best in instruction for our MAT students at OSU Cascades. My scores in all of the elementary cohort classes, my area of expertise, have been very high. I feel well prepared to teach these classes and have a strong rapport with my students. This year our MAT program's organization and student communication has improved dramatically and the student success is indicative of our work! I feel like organization and communication is an area of strength for me and I have thoroughly enjoyed the leadership roles that I have been given this year. I am a lifelong learner and enjoy the critical feedback process, as it guides my growth.

3. Peer Teaching Evaluations

My PROT is being held during the Fall Term of 2017.

4. Advising

Elementary Cohort Lead: A very enjoyable and large part of my job is working as the advisor for the elementary cohort. I meet with students multiple times a week about coursework, their clinical placement, edTPA, emotional, and academic needs. When students are struggling, I have worked in a coaching role to observe lessons and help build their practice. I work closely with both University Supervisors and Cooperating Teachers to monitor student progress. My background in the Bend LaPine Schools helps build relationships and trust between the Cooperating Teachers and the University. Along with the secondary cohort lead, I write the monthly newsletters, placement checklists, lead 510 seminars, and organize many elements of our program. I have found great joy in working with our Teacher Candidates, Cooperating Teachers, and University Supervisors. I love the advising aspects of my job. I have not had an formal evaluations of my advising, but welcome ideas and suggestions to implement (perhaps a survey at the end of each term).

5. Other Assignments

Admissions: As a faculty member, I play a role in recruitment, admissions, and program outreach through events like the OSU-Cascades Graduate Open Houses, Bend LaPine School Board events, local teacher events like High Desert Museum Teachers' Night Out. I am a core faculty member involved in reviewing all Elementary applicant materials and participate in Admissions Day.

C. SCHOLARSHIP AND CREATIVE ACTIVITY

1. Publications

Author of a Published Children's Civil Rights Book, The Long Road to Change 2009

- Inspired by my students reflections on Martin Luther King and the inauguration of President Obama
- Takes children on the long road to Civil Rights: slavery, the Civil War, the Civil Rights movement
- Leaves children with the idea that even a small act of kindness can help change the world
- Donated all profits and many books to schools and youth programs

I plan to publish two articles based on my dissertation research this Spring: "Is Technology the Answer? Investigating the Impact of iPads on Students Engagement and Achievement in Math"

I am passionate about continuing my research and publishing and have two articles that are in the process of journal submission.

2. Presentations at Conferences

Presenter at Harvard School of Education Graduate Student Research Forum March 2016
"Is Technology the Answer? Investigating the Impact of iPads on Students' Engagement and Achievement in Math"

Professional Development and Attendance at Conferences

Co-Teaching, Train the Trainer Workshop, Attendee, Bend, OR	May 2017
Oregon National Board Certified Teacher Institute, Invited Attendee, Portland, OR	September 2016
Earned ESOL Endorsement at OSU-Cascades, Bend, OR	August 2016
edTPA National Conference, Attendee, Savannah, GA	March 2016
Harvard School of Education Student Research Conference, Presenter, Boston, MA	March 2016
OWHE Oregon Women in Higher Education Annual Conference, Attendee, Bend, OR	January 2016
ASCD Regional Conference on Educational Leadership, Attendee, Portland, OR	October 2015
National Assessment Training Institute by Pearson, Attendee, Portland, OR	June 2015
edTPA Local Evaluation Training, Portland State University, Attendee, Portland, OR	May 2015
Completed 45+ Credits of Professional Dev. Post Master's Degree, Pre D.Ed	2007- 2012

Portland State University, Western Oregon University, In District Workshops and Training
A life-long learner, leading whole school Professional Development based on my coursework

3. Grants

I was awarded a College of Education Research Grant for $1,000.00 to conduct research on "Investigating Best Practices in Teacher Preparation for the edTPA." My conference proposal was accepted and I will present this research at the edTPA National Conference hosted by Stanford's SCALE in San Jose, California on November 3rd- 5th. I will also work to publish my findings to support teacher preparation for the edTPA nationwide.

D. Service

1. University Service

Planning the Elementary Education Undergraduate Major	2016- Current
Working with COCC to Create the AAOT-ED	2016- Current
Long Range Development Planning Committee OSU Cascades	2015- Spring 2017
Diversity Committee	2016- Spring 2017

2. Service to the Profession

Increasing Diversity in the Teaching Workplace through collaboration with COCC on the AAOT-ED	2016- Current
Coaching for Triad Model at Silver Rail	2016
Instructional Coach and Curriculum Leader, Professional Development Leader, Bend LaPine Schools	2011- 2015
Central Oregon Equity Team, Founding Member	2014

Working with Dr. Charles Martinez of the Oregon State School Board, High Desert ESD, and Bend LaPine Schools, to bring conversations on equity and improved instructional practices to Central Oregon schools

E. Awards

Nominee for Oregon Women in Higher Education's Exemplary Emerging Professional Award	2016
Finalist for Bend La Pine Schools' Teacher of the Year	2012
Nominee for the Presidential Awards for Excellence in Math and Science Teaching	2012
Winner of W.E. Miller Elementary School's Excellence in Education Award	2012
Winner Outstanding First Year Teacher of the Year, Yavapai County, AZ	2007

Curriculum Vitae

Michael Giamellaro

Oregon State University- Cascades
Cascades Graduate and Research Center
650 SW Columbia St., Bend, OR, 97702
Phone: 541-322-2089
giamellm@oregonstate.edu

EDUCATION

Ph.D. Educational Leadership & Innovation: Science Education, University of Colorado Denver

Dissertation: *Deep Immersion Academic Learning: An Analysis of Science Learning in Context*, Dr. Deanna Sands, Advisor. 2012.
http://digital.auraria.edu/AA00000087/00001

M.A. Science Curriculum and Instruction, University of Colorado, Denver. 2004.

B.S. Wildlife and Fisheries Biology, University of Wyoming, Laramie. 1997.

TEACHING & PROFESSIONAL EXPERIENCE

2012 – present **Assistant Professor of Science and Mathematics Education & Roundhouse Foundation Faculty Scholar of Science Education**
College of Education, Oregon State University/OSU-Cascades

Teach four to six graduate courses per year. Maintain a research program in contextualized science learning environments. Advise MAT students. Provide program support including curriculum oversight, admissions reviews, etc. Provide service to OSU, regional educational organizations, and professional organizations. Roundhouse Chair (since 2016) oversees effective use of $25,000 per year for research and outreach in science education.

Courses taught:

- ED 515: Learning Environments III: Cultures and Communities
- ED 531: Science Methods I: Inquiry & the Nature of Science
- ED 532: Science Methods II: Teaching for Conceptual Change
- ED 550: Effective Teaching Cycle I: Foundations & Planning
- ED 808: Teaching for Data Literacy I, II, and III
- SED 407: Intro to Science Education and Outreach
- SED 413/513/514: Inquiry in Science and Mathematics Education
- SED 511: Analysis of Classrooms I
- SED 515: Analysis of Classrooms II
- SED 553: Science Methods: Practicum I
- SED 573: Science Pedagogy & Technology I
- SED 577: Science Pedagogy & Technology II
- SED 599: Developing STEM Content into Project-Based Curricula

2010 – 2012	**Research Assistant**	LEARN Lab, University of Colorado Denver

Under the direction of Dr. Maria Ruiz-Primo, The NSF funded DEISA project looked at developing and evaluating instructionally sensitive assessments in elementary science curricula.

2009 – 2011	**Adjunct Instructor**	School of Education and Human Development, University of Colorado Denver

Taught *Grand Canyon Science,* an experiential, graduate teacher education field class in which pre-service and practicing teachers learned pedagogical content knowledge related to the geology and ecology of the Grand Canyon while rafting the Colorado River. Participants also received training in experiential, place-based education.

2007 – 2010	**Lead Educator (HS science teacher)**	The Watershed School, Boulder, CO.
2006 – 2007	**7th and 8th grade science teacher**	Packer Collegiate Institute, New York City
2005 – 2006	**Interim 8th & 12th grade biology teacher**	Friends Seminary, New York City
2003 – 2005	**MS and HS math/science teacher & advisor**	Center for Discovery Learning, Lakewood, CO
2002– 2003	**Teacher Intern**	Jefferson County Open School, Lakewood, CO
1997 – 2002	**Biologist**	U.S. Fish and Wildlife Service, Sybille Canyon, WY

PEER REVIEWED PUBLICATIONS

Siegel, D., Giamellaro, M. (*in review*). Defining STEM in a rural school district: A co-constructed and evolving process. Submitted to *Science Education.*

Giamellaro, M., O'Connell, K. (in review). Numbers in nature, math on the mountain: A teacher-scientist partnership to tell stories of place through data. Submitted to *Connected Science Learning.*

Francis, C.D., Newman, P., Taff, B.D., White, C., Monz, C.A., Levenhagen, M., Petrelli, A.R., Abbott, L.C., Newton, J., Burson, S., Cooper, C.B., Fristrup, K.M., McClure, C.J.W., Mennitt, D., Giamellaro, M., Barber, J.R. (2017*).* Acoustic environments matter: Synergistic benefits to humans and ecological communities. *Journal of Environmental Management.* 203:1, 245-254. http://dx.doi.org/10.1016/j.jenvman.2017.07.041

Giamellaro, M., Lan, M.-C., Ruiz-Primo, M.A., Li, M., Tasker, T. (2017). Curriculum mapping as a strategy for supporting teachers in the articulation of learning goals. *Journal of Science Teacher Education.* 28:4, 347-366. http://dx.doi.org/10.1080/1046560X.2017.1343603

Giamellaro, M. (2017). Dewey's yardstick: Contextualization as a crosscutting measure of experience in learning and education. *SAGE Open. 7:1, 1-11.* https://doi.org/10.1177/2158244017700463

Giamellaro, M. (2014). Primary contextualization of science learning through immersion in content-rich settings. *International Journal of Science Education, 36:17, 2848-2871*. DOI: 10.1080/09500693.2014.937787

Ruiz-Primo, M.A., Li, M., Wills, K., Giamellaro, M., Lan, M-C., Mason, H., Feehan, J., Orgeron, M., Sands, D. (2012). An approach for developing and evaluating instructionally sensitive assessments in science. *Journal of Research in Science Teaching*, 49:6, 691-712. DOI: 10.1002/tea.21030

PEER REVIEWED BOOK CHAPTERS

Giamellaro, M & Knapp, M. (*In Press, anticipated 2018*). STEM camp as symbiotic learning for rural middle schoolers and pre-service teachers. In Meidl, T.D. and Sulentic Dowell, M-M., eds*. Service-learning initiatives in teacher education programs*. Hershey, PA: IGI-Global.

PEER REVIEWED PROCEEDINGS

Giamellaro, M. (2017). *Crossing the River: Supporting Pre-service Science Teachers Across Two Cultures*. In D. Stroupe and H. Kang (Eds.), Proceedings of the Science Education at the Crossroads Conference. San Antonio, TX. [http://www.sciedxroads.org/Proceedings2017.html].

Giamellaro, M. (2015, October). *Pathfinder: Measuring Experiential Learning Through Network Modeling***.** Proceedings of the 2015 Symposium on Experiential Education Research (SEER), Portland, OR. [http://www.aee.org/seer].

Giamellaro, M. (2014) *Measuring situated learning.* In J. Settlage & A. Johnston (Eds.), Proceedings of the Science Education at the Crossroads Conference (pp. 36-37). Portland, OR. [http://www.sciedxroads.org/2014/2014Proceedings.pdf].

PEER REVIEWED NATIONAL/INTERNATIONAL PAPERS & PRESENTATIONS

Giamellaro, M. (2018, April). *Validation of an Instrument to Assess Levels of Contextualization Opportunities in Science Curricula.* Paper proposed for the American Educational Research Association annual meeting, New York, NY.

O'Connell, K.; Giamellaro, M.; Knapp, M. (2017, August). *Numbers in Nature, Math on the Mountain: Engaging teachers and students in understanding natural phenomenon using authentic ecological data.* Poster presented at the Ecological Society of America Annual Meeting, Portland, OR.

Giamellaro M., Siegel, D., Lopez, A. (2017, April). *STEM Coach as Facilitator of Connectivity in and Beyond a School District*. Paper presented at the NARST Annual International Conference, San Antonio, TX.

Siegel, D. & Giamellaro, M. (2017, April). *Defining STEM in a Rural School District: A Co-Constructed and Co-Evolving Process*. Paper presented at the NARST Annual International Conference, San Antonio, TX.

Giamellaro M., Siegel, D., Lopez, A. (2017, May). Impacts of a K-12 STEM Coach from Multiple Perspectives. Paper presented at the American Educational Research Association annual meeting, San Antonio, TX.

Giamellaro M., Siegel, D., Prevenas, P. (2016, January). *Teacher's Reactions to and Utilization of a STEM Coach.* Paper presented at the Annual International Meeting of the Association for Science Teacher Educators, Reno, NV.

Prevenas, P., Giamellaro, M. (2015, May) *The Engineering Design Process for K-3.* Presentation & Workshop at the NSTA STEM Symposium and Conference, Minneapolis, MN.

Prevenas, P., VanAstlyne, H., Giamellaro, M. (2015, May). *English Language Learners: Integrating STEM and the novel "Freak The Mighty".* Presentation & Workshop at the NSTA STEM Symposium and Conference, Minneapolis, MN, May 2015.

Giamellaro, M., Siegel D., Prevenas, P., Gess-Newsome, J., Garber, S., Fields, T., Kudlac, B., Baxter, J., Cloud, G., Dove, M., Goad, D., Danos, K., Little, N. (2015, January). *Implementing Inclusive STEM across a Rural K-12 District.* Experiential session that included other researchers and teachers involved in the project. Presented at the Annual International Meeting of the Association for Science Teacher Educators. Portland, OR, January 2015.

Giamellaro, M. (April, 2014). *Science learning and levels of contextualization*. Paper presented at the National Association for Research in Science Teaching annual international conference, Pittsburgh, PA. DOI: 10.13140/RG.2.1.1688.0482

Giamellaro, M. (2013, Sept.) *Student use of facilitated versus peripheral learning opportunities to develop conceptual science knowledge in contextualized, outdoor settings.* Paper presented at the European Science Education Research Association conference, Nicosia, Cyprus.

Giamellaro, M. (2013, April). *The role of the physical environment in contextualizing science learning.* Paper presented at the National Association for Research in Science Teaching annual international conference, Rio Grande, Puerto Rico.

Ruiz-Primo, M.A., Li, M., Birby, E., Edwards, A., Wang, T., Zhao, D.Y., Giamellaro, M. (2013, April). *Looking at quality of instruction and students' performance: Where do the teachers' questions come from?* Paper presented at the National Association for Research in Science Teaching annual international conference, Rio Grande, Puerto Rico.

Li, M., Ruiz-Primo, M.A. Wang, T., Giamellaro, M., Wills, K., Zhao, D.Y. (2013, April). *Comparing Item Formats of Instructionally Sensitive Assessments.* Paper presented at the National Association for Research in Science Teaching annual international conference, Rio Grande, Puerto Rico.

Giamellaro, M. (2012, April) *Using pathfinder networks to model conceptual change of students participating in field science classes.* Poster presented at the Symposium on Network Science in Biological, Social, and Geographic Systems. University of Wyoming, Laramie.

Giamellaro, M., Ruiz-Primo, M. A., Li, M. (2012, March) *Quality elementary science teaching as reflected in productive failure.* Paper presented at the National Association for Research in Science Teaching annual international conference, Indianapolis.

Giamellaro, M., Sands, D., Wills, K., Ruiz-Primo, M. A., Li, M. (2012, April). *Is this testing what was taught? Teachers' and students' perceptions of instructionally sensitive assessments.* Paper presented at the American Educational Research Association annual meeting, Vancouver, B.C.

Lan, M-C., Li, M., Ruiz-Primo, M.A., Wang, T., Giamellaro, M., Mason, H. (2012, April). *Linking quality of instruction to instructionally sensitive assessments.* Paper presented at the American Educational Research Association annual meeting, Vancouver, B.C.

Li, M., Lan, M-C., Ruiz-Primo, M.A., Giamellaro, M., Wang, T. (2012, March). *Supporting students to make conceptual connections.* Paper presented at the National Association for Research in Science Teaching annual international conference, Indianapolis.

Li, M., Ruiz-Primo, M.A., Giamellaro, M., Wills, K. (2012, April). *Instructionally sensitive assessments across three science units.* Paper presented at the American Educational Research Association annual meeting, Vancouver, B.C.

Li, M., Ruiz-Primo, M.A., Giamellaro, M., Wills, K., M., Mason, H., Feehan, J. (2012, April). *Sensitivity and transfer of learning at different distances: Close, proximal and distal assessment items.* Paper presented at the American Educational Research Association annual meeting, Vancouver, B.C.

Mason, H., Ruiz-Primo, M.A., Giamellaro, M., Li, M. (2012, March) *What do students' science notebooks reflect about the quality of teaching students received?* Paper presented at the National Association for Research in Science Teaching, annual international conference, Indianapolis.

Ruiz-Primo, M. A., Li, M., Giamellaro, M., Wills, K., Mason, H., Lan, M-C, Sands, D. (2012, April) *Instructionally sensitive assessments and curricula characteristics: Learning goals, opportunities to achieve them, and opportunities to transfer them.* Paper presented at the American Educational Research Association, annual meeting, Vancouver, B.C.

Ruiz-Primo, M.A., Li, M, Giamellaro, M., Wills, K. (2012, April). *An approach to develop and evaluate assessments at different distances to a curriculum*. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, B.C.

Wang, T., Lan, M-C., Giamellaro, M., Zhao, D.Y., Birkby, D., Ruiz-Primo, M.A., Li, M. (2012, March). *Knowledge of learning goals as a navigation tool in curriculum implementation.* Paper presented at the National Association for Research in Science Teaching annual international conference, Indianapolis.

Giamellaro, M., Lan, M-C, Ruiz-Primo, M. A., Li, M., Tasker, T. (2011, April). *Mapping science curricula: A method for supporting teachers in the articulation of learning goals*. Paper presented at the American Educational Research Association annual meeting, New Orleans.

Giamellaro, M., Lan, M-C, Ruiz-Primo, M. A., Li, M. (2011, April). *Addressing elementary teacher misconceptions in science and supporting peer learning through curriculum mapping.* Paper presented at the National Association for Research in Science Teaching annual international conference, Orlando.

Ruiz-Primo, M.A., Li, M., Sands, D., Wills, K., Giamellaro, M., Jones, A. (2011, April) *Developing instructionally sensitive assessments: Lessons learned about the manipulation of close and proximal item characteristics*. Paper presented at the National Association for Research in Science Teaching annual international conference, Orlando, FL.

Luce, A., Giamellaro, M., Calcote, M., Marlow, M. (2007, October) *iPods in education: A reflective tool for experiential education.* Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson Hole, WY.

INVITED PRESENTATIONS

Giamellaro, M. (2017, February). *Contextualizing Data through a Collaborative Scientist-Teacher-Student Partnership*. Presentation to the Teacher-Scientist Partnership sub-meeting at the American Association for the Advancement of Science (AAAS) Annual Meeting, Boston, MA.

REGIONAL PRESENTATIONS

Giamellaro, M. (2017, August). Eclipses and crescents: Modelling moon shapes to understand the Earth-Sun system. Public talk at the OSU-Cascades Eclipse Festival, Bend, OR.

Bottoms, SA, Ciechanowski, K., Giamellaro, M. & Thompson, K. (2017, March). College of Education Research Symposia: Panel on Engaged Scholarship. Oregon State University, Corvallis, OR.

Lopez, A., Giamellaro, M., Siegel, D. (2016, May). *The evolution of a STEM coach's role in a school change initiative***.** Poster presented at the OSU-Cascades Student Research Symposium, Bend, OR.

Schenkelberg, R., Siegel, D., Giamellaro, M. (2016, May). *STEM to TEAMS: The evolution of an identity.* Poster presented at the OSU-Cascades Student Research Symposium, Bend, OR.

Finney, C., Harper, A., Giamellaro, M., Parks, E., Peterson, A., Santasiero, E., Taylor, A., Thompson, S. (2016, March). *How much is our personality, history, culture, and even desire embedded in the way we do research?* Panel Discussion For OSU-Cascades faculty salon series, Bend, OR.

Giamellaro, M., Siegel, D., Prevenas, P. (2015, October) *District-wide inclusive STEM.* Presentation at the Oregon Science Teachers Association (OSTA), Bend, OR.

Prevenas P., Giamellaro, M. (2015, October) *C4K: Coding for Kinders.* Presentation at the Oregon Science Teachers Association (OSTA), Bend, OR.

Prevenas, P., VanAstlyne, H., Giamellaro, M. (2015, April). *Rigorous and relevant: Supporting English language learners through STEM.* Presentation at the annual conference of the Oregon Association for Career and Technical Education (OACTE), Sunriver, OR.

Platt, C., Giamellaro, M. (2015, March). *The EdTPA Experience: Lessons from an Early Adopter*. Presentation at the annual conference of the Oregon Association of Teacher Educators (ORATE), Portland, OR.

Prevenas, P., VanAstlyne, H., Giamellaro, M. (2015, March). *STEM* + *ESL* = Learning. Annual English Learner's Alliance Conference of the Confederation of Oregon School Administrators. Eugene, OR.

Giamellaro, M. (2013, April). *Science: Out of the classroom and into the real world.* Public Lecture presented at Oregon State University- Cascades' "It's in the Bag Lunchtime Lecture Series." Bend, OR.

Giamellaro, M. (2012, June). *Science immersion experiences: Contextualized learning and Its impact on conceptual understanding in high school students.* Seminar presented to the Science and Math Education Department, Oregon State University, Corvallis, OR.

K-12 OUTREACH & PROFESSIONAL DEVELOPMENT

Giamellaro, M., Stark, G., Knapp, M., Phinney, R., and other partners (2017, July-August). Regional STEM Camps. Facilitated, funded, and organized free, 2-day STEM Camps taught by my past and current MAT students for Middle School students in underserved communities: La Pine, Warm Springs, Sisters, Bend. Collaboration between OSU, LaPine Middle, Central Oregon STEM Hub, Sisters Parks and Recreation, Warm Springs K-8 Academy, Latino Community Association, and Bend Parks and Recreation.

Giamellaro, M., O'Connell, K., Knapp, M. (Fall 2016 - Fall 2017). Numbers in Nature, Math on the Mountain coursework and coaching. Led four courses (ED 808) for 40 teachers to continue data literacy work as teacher-scientist partnership and provided *in situ* teacher coaching.

Giamellaro, M. (2017, January). Using the NGSS to increase the impact of free choice learning experiences. Presentation to the affiliated partners of the Children's Forest of Central Oregon. Bend, OR.

Giamellaro, M. (2016, December). Why the NGSS? Understanding the philosophy behind the new standards. Presentation to the science curriculum representatives of the Bend-LaPine School District. Bend, OR.

Giamellaro, M., O'Connell, K., Knapp, M. (2016, July). Numbers in Nature, Math on the Mountain Summer Retreat. Led a four-day teacher-scientist partnership retreat to support 30 teachers in using geographically contextualized data with math and science in grades 4-12.

Giamellaro, M., Knapp, M., & Phinney, R. (2016, July). LaPine STEM Camp. Facilitated and organized a free, 3-day STEM Camp taught by my MAT students for LaPine Middle School students. Collaboration between OSU, LaPine Middle, the High Desert Museum, and the Central Oregon STEM Hub. LaPine, OR.

Giamellaro, M. (2015, November). *Data and directions forward II: The state of the Culver/OSU STEM project*. Presentation to the Culver School District, Culver, OR.

Prevenas P., Giamellaro, M., Bezdek, K., Rico, P., Wagner, C., Nanez, S. (2015, August) *STEM Summer Institute.* Organized a week-long summer institute for K-12 teachers to support them in the development of STEM-focused, Project-Based Learning curriculum units that vertically align to NGSS across the K-12 Spectrum. Participants earned graduate professional development credits.

Giamellaro, M. (July 2014 & 2015). Camp Tamarack STEM Experience. Facilitated and organized free, 2-day STEM Camps taught by my MAT students for upper elementary and middle school students. Collaboration with Camp Tamarack.

Giamellaro, M., Daily, Q. (Spring, 2015). Co-taught 3 credit SED 599 course, *Developing STEM Content into Project-Based Curricula Part 2* for in-service teacher development- Culver, Black Butte, and Redmond Schools.

Giamellaro, M. (2014, December). *Data and directions forward: The state of the Culver/OSU STEM project*. Presentation to the Culver School District, Culver, OR. February 2015.

Giamellaro, M. (2014, December). *Teaching for Contextualization.* Lecture presented to Black Butte School Board and Curriculum Committee, Camp Sherman, OR.

Giamellaro, M., Prevenas P. (2014, August) *STEM Summer Institute.* Organized and led a week-long summer institute for K-12 teachers to support them in the development of STEM-focused, Project-Based Learning curriculum units.

Giamellaro, M., Daily, Q. (Spring, 2014). Taught 3 credit SED 599 course, *Developing STEM Content into Project-Based Curricula Part 1* for in-service teacher development with Culver Schools.

Giamellaro, M. (2014, February) *Aligning integrated curricula to the Next Generation Science Standards.* Workshop presented to the staff of Culver School District, Culver OR.

Giamellaro, M. (2013, October). *Using lesson study to build professional learning communities for curriculum reform.* Workshop presented to the staff of Culver School District, Culver OR.

Giamellaro, M., Dollar, N. (2013, August). *Integrating curricula with a STEM approach.* Workshop presented to the staff of Culver School District. Bend, OR.

Giamellaro, M. (2013, April) *What exactly is inquiry?* Workshop presented to staff of Bear Creek Elementary School, Bend, OR.

GRANT AND EXTERNAL FUNDING ACTIVITY

Funded (total: $1,480,495)

Giamellaro, M., O'Connell, K. (OSU), Knapp, M. (OSU), Kudlac, B. (Culver Schools) & other partners (2017, June). *Numbers in nature, math on the mountain: A teacher-scientist partnership to contextualize STEM instruction: Extension funds.* Funded by the Oregon University-School Partnership Program, A U.S. Dept. of Education grant via The Teaching and Research Institute at Western Oregon University. **Funded for 2017: $4,336**.

Giamellaro, M. (2016) Roundhouse Foundation Faculty Scholar of Science Education. Funded faculty chair to advance innovative approaches to science education in the region, state, and beyond. **Funded for 2016-2019: $75,000** with potential for renewal.

Giamellaro, M., O'Connell, K. (OSU), Knapp, M. (OSU), Kudlac, B. (Culver Schools) & other partners (2016, January). *Numbers in nature, math on the mountain: A teacher-scientist partnership to contextualize STEM instruction.* Funded by the Oregon University-School Partnership Program, A U.S. Dept. of Education grant via The Teaching and Research Institute at Western Oregon University. **Funded for 2016-2017: $164,777**.

Central Oregon STEM Hub (Giamellaro supporting contributor). (2016, February) *Regional STEM Hub – Programmatic Grant*. Funded through the Oregon Department of Education**. Funded for 2016-2017: $195,000.**

Central Oregon STEM Hub (Giamellaro supporting contributor). (2015, November) *Regional STEM Hub – Continuation Backbone Grant*. Funded through the Oregon Department of Education**. Funded for 2015-2017: $165,000.**

Platt, C., Giamellaro, M. *Supporting 21st century teachers at OSU-Cascades.* (2014, November) Funded through the internal OSU Learning Innovation Grant. **Funded for 2015: $10,000.**

Giamellaro, M., Kudlac, B. (Culver School District), Gess-Newsome, J. (OSU), Dollar, N. (OSU). (2014, January). *The Cascades STEM Lab School Cooperative.* (2014, January). Oregon Department of Education STEM Lab School Grant. $475,964, 1.2 years. **Funded for 2014-15: $475,964.**

Whitelaw, D. (High Desert Museum), Giamellaro, M., Bermudez, L. (Bend Science Station), Wopschall, K. (High Desert Museum). (2014, January). *Central Oregon STEM Hub.* Oregon Department of Education STEM hub initiative. **Funded for 2014-15: $123,843.**

Giamellaro, M. (PI), Gess-Newsome, J. (OSU), Dollar, N. (OSU), Garber, S. (Culver Schools), Kudlac, B. (Culver). (2013, December). *Cultivating a STEM learning community in rural Oregon: A K-12/ university partnership*. Oregon University/School Partnership program supported by the U.S. Dept. of Education (Title II-a). **Funded for 2014-15: $240,000**.

Barber, J.R. (Boise State), Francis, C. (Cal Poly), Giamellaro, M., Monz, C. (Utah State), Newman, P. (Penn State). (2013, May). *Soundscapes as coupled systems of biodiversity and human experience*. OSU role was broader impacts support and evaluation. NSF. Proposed $1,499,970, 4 years. Funded at $600,000 but broader impacts (OSU/Giamellaro Role) cut**.**

Platt, C., Giamellaro, M. *Supporting 21st century teachers at OSU-Cascades.* (2013, February). Funded through the internal OSU Technology Resources Fund (TRF). **Funded for 2013: $24,075.**

Giamellaro, M. (2013, March). Internal OSU internationalization grant funded travel to Cyprus for ESERA conference and collaboration. **Funded for 2013: $2500**.

In Review

Giamellaro, M. (2017, July). CAREER: Transfer and Comprehension through Contextualized Science (TraCCS). Submitted to the National Science Foundation's CAREER program and Education and Human Resources Division, Educational Core Research. ($720,647, 5 years).

Not Funded

Giamellaro, M. (2016, July). CAREER: Contextualization Level as Link Between Comprehension and Transfer. Submitted to the National Science Foundation's CAREER and Education and Human Resources Division. ($662,000, 5 years).

Giamellaro, M., Siegel, D.(OSU), Kudlac, B. (Culver Schools). (2016, June). *From seed to STEM: Co-developing a model of rural, K-12 STEM.* Submitted to the Spencer Foundation's Research-Practice Partnership grant program. ($384,000, 3 years).

Giamellaro, M. (February, 2016) *Extracting the lessons learned from a STEM innovation.* Submitted to the OSU General Research Fund. $9844 for 8 months in 2016.

Platt, C., Giamellaro, M., Schuetz, R., Knapp, M. (December, 2015). *Continued support for teaching with technology at OSU-Cascades.* Submitted to the OSU Learning Innovation Grant Program. $6200 for 2016.

Giamellaro, M., Siegel, D.(OSU), Kudlac, B. (Culver Schools). (2015, April). *From seed to STEM: Co-developing a model of rural, K-12 STEM.* Submitted to the Spencer Foundation's Research-Practice Partnership grant program. (Not funded).

Giamellaro, M., Gess-Newsome, J (OSU). (2015, February) *Connections to context: Examining the situatedness of STEM contextualization for learners in rural settings.* Submitted to the National Science Foundation's Education Core Research program in the EHR Directorate. (Not funded).

Francis, C. (Cal Poly), Barber, J. (Boise State), Giamellaro, M. (2014, July). *Collaborative Research: RUI: Direct and indirect effects of natural sounds on the structure of*

vertebrate insectivore communities. OSU role was broader impacts and RET support and evaluation. NSF. Invited for proposal following pre-proposal. (Not funded).

Miller, J.R. (U. Kansas), Hirmas, D.R. (U. Kansas), Slocum, T.R. (U. Kansas), Reuter, R.J. (OSU-Cascades), Giamellaro, M. (2012, December). *Collaborative research: SoilKit: Developing a virtual soil monolith database to enhance high school science education*. NSF DRK-12. Not funded.

Barber, J.R. (Boise State U.), Goldstein, J. (Colorado State U.), Newman, P. (Colorado State U.), Monz, C. (Utah State U.), Taff, D. (Colorado State U.), McClure, C. (Boise State U.), Giamellaro, M., Francis, C. (Nat'l Evolutionary Synthesis Center), Fristrup, K. (Nat'l Park Service), Chalfoun, A, (U. of Wyoming). (2012, October) *Reciprocal connections between humans, soundscapes and wildlife: Understanding the coupled impacts of reduced listening area.* NSF Dynamics of Coupled Human and Natural Systems (CNH). Not funded.

Giamellaro, M., Jones, S., Starek, P., Herman, S., Scully, D. with Barber, J. (2009, May) *Impact of passive recreation on ecological communities as assessed through acoustic inventory: High school citizen science.* Boulder County Parks and Open Space Small Grants Program. Not funded.

AWARDS AND HONORS

2017 OSU Vice Provost Award of Excellence: Outreach and Engagement

2016 OSU-Cascades Scholarship and Creative Activity Award

2015 Fred Fox Distinguished Service to Science Education Award. Oregon Science Teachers Association

2004 Outstanding Graduate Award, University of Colorado Denver

PROFESSIONAL AFFILIATIONS

AAAS, American Association for the Advancement of Science

AACTE, American Association of Colleges for Teacher Education

AEE, Association for Experiential Education

AERA, American Educational Research Association

ASTE, Association for Science Teacher Education

ESERA, European Science Education Research Association

NARST, National Association for Research in Science Teaching (reviewer)

NSTA, National Science Teachers Association

ORATE, Oregon Association of Teacher Educators

OSTA, Oregon Science Teachers Association

SERVICE (to the Profession)

Peer Reviewer for:

Science Education journal (2016-present).

Meidl, T.D. and Sulentic Dowell, M-M., eds. (anticipated publication 2018). *Service-learning initiatives in teacher education programs*. Hershey, PA: IGI-Global.

Professional conference proposals:
NARST (2012, 2013, 2014, 2016)
AERA (2013, 2017)
ASTE (2015, 2016).

Professional conference session presider:
ASTE (2016)
NARST (2014, 2017)
AERA (2014)

State level contributions
Oregon Department of Education, State Science Advisory Panel (2014-Present)
Oregon STEM Hub Convening (2014, 2016)
Oregon STEM Summit (2014), invited representative.

SERVICE (to the University & Campus)

Associate Dean of Cascades Campus Search Committee (2017-2018)
Dean of the College of Education Search Committee (2016-2017)
OSU-Cascades Campus Committees
Peer Review of Teaching (PROT) committees (2013, 2014, 2017-Chair of 2, 2018-Chair)
Research Excellence Committee (2016-present).
Undergraduate Research & Experiential Learning Committee (2016-present).
Campus Culture Committee (2014-2016)
New campus committees (technology, architecture, lab spaces, 2013-2015)
Library technology committee (2012-2013)
Office and space use committee (2014-2015)
Mentor two undergraduate first year students per year (2017-present)
Grant and expertise support to American Association for University Women STEM Project (funded) and STEM Hub/ regional school district consortium *Math in Real Life* grant (funded). (2016).
OSU SMILE (Science & Math Investigative Learning Experiences) campus facilitator (2015)
OSU STEM Center for Lifelong Learning, broader impacts invitational (2012)

SERVICE (to the College)

OSU College of Education Strategic Planning Committee member (2016-present).
Search Committees:
Secondary Full Time Instructor in MAT Program (2017)
Secondary Full Time Instructor in MAT Program (2016)
Elementary and Secondary Full Time Instructors in MAT Program (2014-15)

HR administrator (2013)

Primary role in complete redesign of the OSU-Cascades MAT curriculum and program 2014-2015.

SERVICE (to the Community)

Co-founder, Executive Council member, and Advisory Board Member, Central Oregon STEM Hub (2014-present)

Consultation and Support to School Districts:

Culver School District conversion to STEM curriculum, (2013-present)

Black Butte School District: Curriculum design and structure (2014-present)

Consult on the Pine Meadows Ranch science center planning effort (2017-present)

Designed, obtained IRB approval, and conducted survey for Deschutes Children's Forest (~2000 teacher recipients) 2014, 2015.

See additional service to the community in "K-12 Outreach and Professional Development" above.

MELINDA C. KNAPP
University Vita

A. EDUCATION AND EMPLOYMENT INFORMATION

1. Education

Oregon State University, College of Education — Corvallis, OR
Ph.D., Education — 2014

Oregon State University, College of Education — Corvallis, OR
M. Ed., Education with Mathematics Minor — 2008

California State University, Fullerton — Fullerton, CA
Multiple Subject Teaching Credential (K-8) — 2000

California State University, Fresno — Fresno, CA
B.S., Surveying & Photogrammetry — 1988

2. Employment

Oregon State University-Cascades — Bend, OR
Instructor, *Secondary Cohort Lead, Coordinator Partners in Education* — 2015-current
Teacher Education

Bend-La Pine School District — Bend, OR
Mathematics Instructional Coach — 2013 - 2015
Grades K-5

Bend La Pine School District — Bend, OR
Mathematics Educator, Sky View Middle School — 2004 - 2013
Grades 6-8

Los Alamitos School District — Los Alamitos, CA
Mathematics and Science Educator, Oak Middle School — 2000 - 2004
Grade 6

B. TEACHING, ADVISING AND OTHER ASSIGNMENTS

1. Instructional Summary

Oregon State University-Cascades

Course Title	Academic Term	Enrollment
Part-time Adjunct Instructor		
SED 574: Math Pedagogy and Technology I	Winter 2012	2
SED 576: Math Pedagogy and Technology II	Spring 2013	2
SED 518: Analysis of Classrooms III	Spring 2014	2
SED 515: Analysis of Classrooms II	Winter 2015	12

SED 518: Analysis of Classrooms III	Spring 2015	12
Full Time Instructor		
TCE 506: Portfolio (Elementary cohort)	Summer 2015	22
ED 537 Secondary Math Methods I	Summer 2015	2
ED 538 Secondary Math Methods II	Fall 2015	2
ED 566 Elementary Math Methods	Fall 2015	24
ED 539 Secondary Math Methods III	Winter 2016	2
ED 514 Learning Environments II	Winter 2016	23
ED 510 Clinical Practice (Secondary)	Winter 2016	22
ED 515 Learning Environment III	Spring 2016	14
ED 510 Clinical Practice (Secondary)	Spring 2016	22
ED 537 Secondary Math Methods I	Summer 2016	2
ED 566 Elementary Math Methods	Fall 2016	28
ED 538 Secondary Math Methods II	Fall 2016	2
ED 808 Partners in Education	Fall 2016	12
ED 539 Secondary Math Methods III	Winter 2017	2
ED 510 Clinical Practice (ELEM)	Winter 2017	28
ED 808 Partners in Education	Winter 2017	15
Course Buyout—Numbers in Nature, Math on the Mountain Project	Winter 2017	30 in-service teachers
ED 515 Learning Environments III	Spring 2017	21

Other courses and workshops

- **Partners in Education Collaborative (2016-2017).** Work with approximately 15 in-service teachers and principals to create opportunities for OSU-C Teacher Candidates who are in PIE schools opportunities to engage more widely. Course is focused on supporting Cooperating Teachers to mentor and to create a school-wide environment that sees TCs as an asset.
- **Co-teaching Workshops (2016-2017).** Work with approximately 35 Cooperating Teachers to support co-teaching in the clinical placement classrooms. This work supports OSU-C emphasis on mentoring and seeing Teacher Candidates as an asset in the classroom.

Team or Collaborative Efforts

- **Numbers in Nature, Math on the Mountain Workshops (Spring 2016-Fall 2017**). Trained and collaborated with approximately 30, K-12 math and science teachers to develop curriculum and assessments related to building data literacy for students using real world (contextualized) scientific applications. Planned and co-lead (with Mike Giamellaro and Kari O'Connell) multiple workshops and retreats throughout the 16-month grant.

2. Student Evaluations of Teaching:

Academic term	Course number	Q1 Median	Q2 Median	Responses/ Enrolled (i.e: 25/40, 63%)	OSU-C Q1 Median	OSU-C Q2 Median
Question 1: The course as a whole was? ***Question 2: The instructor's contribution to the course was?***						
Spring 2017	ED515 Learning Environments III	5.9	6.0	11/21 52%	5.1	5.3
Winter 2017	ED539 Secondary Math Methods III	na	na	0/2 0%	na	na
Fall 2016	ED566 Elementary Math Methods	5.5	5.7	18/28 64%	5.0	5.3
Fall 2016	ED538 Secondary Math Methods II	na	na	0/2 0%	na	na
Summer 2016	ED537 Secondary Math Methods I	na	na	0/2 0%	na	na
Spring 2016	ED515 Learning Environments III	5.9	6.0	9/14 64%	5.0	5.2
Winter 2016	ED514 Learning Environments II	5.0	5.5	18/23 78%	5.0	5.2
Winter 2016	ED 539 Secondary Math Methods III	na	na	0/2 0%	na	na
Fall 2015	ED 566 Elementary Math Methods	5.6	6.0	11/24 46%	5.0	5.2
Fall 2015	ED 538 Secondary Math Methods II	na	na	0/2 0%	na	na

Summer 2015	ED 537 Secondary Math Methods I	na	na	0/2 0%	na	na
Summer 2015	TCE 506: Portfolio (Elementary cohort)	5.9	5.9	5/22 23%	5.2	5.4
Spring 2015	SED 518: Analysis of Classrooms III	6.0	6.0	6/12 50%	5.0	5.2
Winter 2015	SED 515: Analysis of Classrooms II	5.0	5.0	10/12 83%	4.9	5.2

3. Advising

- Advise approximately 14-28 Elementary pre-service teachers for issues related to their clinical experience. (Fall = 14, Winter =28). Fall 2016-Winter 2017.
- Advise approximately 15 Secondary students in role as Cohort Lead
- Advise and serve as University Supervisor to two Secondary Mathematics students for specific around mathematics teaching and clinical experiences.
- Advise and supervise four University Supervisors (Secondary)

C. SCHOLARSHIP AND CREATIVE ACTIVITY

1. Refereed Publications

a) Journal Articles

Baker, C, **Knapp, M.**, & Galanti, T. (accepted). Principles to Actions: Coaches Engage. *Teaching Children Mathematics,* NCTM, Reston, VA.

Gibbons, L. K. & **Knapp, M.** (accepted). Promoting Professional Growth: How Instructional Leaders Create Opportunities for Talking about Teaching and Learning. *Teaching Children Mathematics*, NCTM, Reston, VA.

Knapp, M. (2017). An Autoethnography of a (Reluctant) Teacher Leader. *Journal of Mathematical Behavior*, 41(1), 251-266.

Hintz, A., Gibbons, L.K., & **Knapp, M.** (2015). Beyond the right answer. *Educational Leadership,* 73(1).

Gibbons, L. K. & **Knapp, M.** (2015). Promoting Professional Growth: How Instructional Leaders Create Opportunities for Talking about Teaching and Learning. *Journal for School Development, 36*(3), 14-19.

b) Book Chapters

Giamellaro, M., & **Knapp, M**. (accepted). *STEM Camp as Symbiotic Learning for Rural Middle School Students and Pre-service Teachers.* In Meidl, T. (Ed.). Service-Learning Initiatives in Teacher Education Programs.

Virmani, R., Taylor, M. W., Rumsey, C., Box, T., Hedges, M., Kazemi, E., **Knapp, M**., Lynch, S., Schwartz, K., Swartz, B., & Woods, D. (2017). *Bringing Mathematics Methods into Classrooms.* In Kastberg, S., Lischka, A., Tyminski, A., & Sanchez, W. (Eds.). Building Support for Scholarly Practices in Mathematics Methods. Charlotte, NC: Information Age Publishing.

2. Professional meetings, symposia, conferences

a) Invited presentations

Baker, C., & **Knapp, M**., (accepted). The Decision-Making Protocol for Mathematics Coaching. **Invited workshop** at the National Council of Supervisors of Mathematics, Washington, D.C.

Baker, C., & **Knapp, M**., (2017, June). The Decision-Making Protocol for Mathematics Coaching. **Invited presentation** at the National Mathematics Coaching Conference, Farmington, ME.

Knapp, M. (2016, June). *How the Development of a Leadership Identity can support Mathematics Coaching*. **Invited presentation** at the Virginia Mathematics Specialist Initiative Conference: Preparing and Implementing Successful Mathematics Coaching Programs, Richmond, VA.

Knapp, M. (2015, May). A Teaching/Leading/Coaching Story. **Invited presentation** at the AMTE/Brookhill Institute Mathematics Specialists/Coaches Research Conference, Waukesha, WI.

b) Other presentations (peer reviewed)

Knapp, M. & Baker, C. (accepted). The Decision-Making Protocol for Mathematics Coaching. Presentation at the 50th Annual meeting of the National Council of Supervisors of Mathematics, Washington, D.C.

Knapp, M., Lynch, S., Rumsey, C., Schwartz, K., Swartz, B., Virmani, R., & Woods, D. (accepted). *Embedding Math Teacher Preparation in PK-12 Settings*. Presentation at the 22nd Annual meeting of the Association of Mathematics Teacher Educators, Houston, TX.

Knapp, M., Lynch, S., Rumsey, C., Schwartz, K., Swartz, B., Virmani, R., & Woods, D. (February, 2017). *Embedding Math Teacher Preparation in PK-12 Settings*. Presentation at the 21st Annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Gibbons, L. K., **Knapp, M**., Louie, N., & Whitenack, J., (February, 2017). *Coaches' Relational Work*. Presentation at the 21st Annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Knapp, M. (2016, October). *Supporting Productive Struggle in the Classroom*. Presentation at the 55th Northwest Mathematics Conference. Yakima, Washington.

Knapp, M., & Larsell, O. (2016, October). *T.E.A.M.S. Teacher Educators, Administrators, Mathematics Coaches, and Students.* Presentation at the 55th Northwest Mathematics Conference. Yakima, Washington.

Knapp, M, Gibbons, L. (2016, April). *How Coaches and Principals Work Together To Create Opportunities to Talk about Teaching and Learning*. Presentation at the 48th Annual meeting of the National Council of Supervisors of Mathematics, San Francisco, CA.

Knapp, M. (2015, February). *Teacher Leadership: (Re)shaping of an Identity*. Presentation at the 19th Annual meeting of the Association of Mathematics Teacher Educators, Orlando, FL.

Knapp, M., & Doty, T. (2014, June). *Learning Walks: One School's Story of Learning Together.* Presentation at the Confederation of Oregon School Administrators Conference. Seaside, Oregon.

Dick, T., & **Knapp, M.** (2011, March). *Studio Math Classroom: A Model for Developing Leadership, Mentoring, and Fostering Professional Learning.* Presentation at the Western Regional Noyce Program Conference. Newport Beach, California.

Knapp, M., Edmondson, S. & Nordquist, L. (2010, October) *Studio Classroom Project: A Successful Mathematics Professional Development Model*. Presentation at the 2010 OASSA/OESPA Annual Principals Conference. Bend, Oregon.

Foreman, L., & **Knapp, M**. (2010, July). *What are we Learning from the Studio Classroom Project?* Presentation at the fifth Annual Robert Noyce Teacher Scholarship Program Conference. Washington, D.C..

Knapp, M., & McLain, J. (2008, October). *Discourse in Action: Analyzing the Teacher's Role in Promoting Productive Mathematical Discourse*. Presentation at the Northwest Mathematics Conference. Portland, Oregon.

c) Current Research

i. **Case study research with Mathematics Coaches** utilizing the Decision-making Protocol for Mathematics Coaches (DMPMC) developed by Knapp, Baker, and Galanti. Analysis of data is currently ongoing and our goal is to publish in a mathematics education journal this year. Collaboration with math educators at George Mason University, Virginia.

ii. **Numbers in Nature, Math on the Mountain project**. The Numbers in Nature, Math on the Mountain Project is a Teacher-Scientist Partnership in which teachers and scientists are working together to bring real world data into the classroom for Central Oregon students. This project is in the data collection phase for research about teachers use of the CCSS Math Practices and the NGSS Science Practices in students

understanding of data literacy. Collaboration with OSU Corvallis and Cascades campus.

iii. **Embedding Math Methods in Classrooms**. Building on the project I have been involved with multiple elementary methods teachers I will use reflection data from my work that has involved teaching ED566 (Elementary Math Methods) course in a local elementary school. This work will inform my collaboration with six mathematics teacher educators from across the country and the way that I structure ED566 (Elementary Math Methods) course. My goal is for Teacher Candidates to be able to work with elementary students as part of this course.

4. Grants

a) Co-PI for Numbers in Nature, Math on the Mountain: A Teacher-Scientist Partnership to Contextualize STEM Instruction (~$220,000) (Funded)

We propose to develop a network of Central Oregon teachers and university faculty who are working together to improve student achievement in science, math and STEM. We will train teachers to use authentic contexts and data supported by *high-leverage classroom discourse moves* to help students make sense of natural phenomena through quantitative data and to help students see the relevance and stories embedded in the contextualized mathematics that surround them.

b) NSF EAGER Project Proposal—Teacher Leader Development within the context of Mathematics Studio (~$238,000) (Did not receive funding).

The project seeks to further develop and gain a greater understanding of the complicated and delicate negotiation of roles, responsibilities, and changing beliefs of the designated *Teacher Leaders* in their efforts to support and influence the teaching practices of their colleagues. We see the project as an opportunity to use and build on the research done on the professional development of Mathematics Studio Coaches. We envision two summer coaching institutes (using local K-12 summer schools) where teacher leaders can be apprenticed as Studio Coaches in the context of the Mathematics Studio, and opportunities for the Studio Coaches to engage in collaborative self-study about their development as a *leader of leaders*. The project will allow the Studio Coaches to meet face to face as well as collaborate remotely during the two-year project.

D. Service

1. University Service

Centers of Excellence Committee (2016-2017)
First Year Experience Committee (2015-2016)

Quality Teaching and Learning Transformational Institute (2014)
The institute engaged teams in rethinking educator preparation pedagogy approaches to better support models of teacher preparation. The institute brought together a network of educators in Oregon State to develop a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the Oregon P-20 system.

2. Service to the Profession

National Science Foundation DRK-12 Grant Reviewer (February 2017)

National Selection Committee for Presidential Award for Excellence in Science and Mathematics Teaching (August 2014)

Oregon Selection Committee for Presidential Award for Excellence in Science and Mathematics Teaching (June 2012)

E. Awards and Fellowships

a) National and International Awards

Teaching Award 2010
Presidential Award for Excellence in Mathematics and Science Teaching

Fellowship 2009 - 2013
NSF/Robert Noyce – Master Teacher Fellowship Award ($40,000)

b) State and Regional Awards

Teaching Award 2010 - 2011
Teacher of the Year, Bend La Pine School District

c) University and Community Awards

OSU Vice Provost Award of Excellence, **Outreach and Engagement**
Numbers in Nature, Math on the Mountain Project (May 2017)
Co-PI for project

Assessment Plan feedback

1. Observation: As currently written, the Content Knowledge outcome does not appear to address InTASC standard #5: Application of Content. The InTASC standard specifically requires a teacher to understand how to connect content knowledge to engage critical thinking, creativity, and collaborative problem solving. The Content Knowledge outcome is only assessing teacher candidate's content knowledge.

Recommendation: Expand the planned assessment of the Content Knowledge outcome into upper level coursework.

2. Observation: The assessment descriptions found in the spreadsheet do not include enough information for how the assessment aligns with the outcome. The assessment methods section (row 14) only give the name of the instrument used.

Recommendation: The description of the planning process (row 19) includes details about how the data is collected and analyzed. The description of the assessment method should match this level of detail.

3. Observation: The benchmarks only list the level that students are expected to reach. Normally, program level benchmarks also set a programmatic expectation, i.e. 80% of students will reach ___ or 90% of students will receive a score of ___.

Recommendation: Set a programmatic expectation for each assessment benchmark.

Proposed Elementary Education Major- OSU-Cascades Course Alignment with InTASC

	The Learner & Learning			Content*		Instructional Practice			Professional Responsibility		
Course	1 Learner Development	2 Learning Differences	3 Learning Environments	4 Content Knowledge	5 Application of Content	6 Assessment	7 Planning for Instruction	8 Instructional Strategies	9 Professional Learning & Ethical Practice	10 Leadership & Collaboration	**Course Assessment**
ED 219	c	d, k	f, l						e		Analytical book review and final exam
ED 413/513	b, c, g	f	a, b, h, i, j, k, l					f, h, i		d, h	Formative edTPA Assessment **Task 2 rubrics: #6, 8, 10 & Classroom context**
ED 414/514	b	f	i			p	b, e, m			a, b, e, h, n	Create accommodation plans for three focus students with IEPs, ELLs, struggling readers, etc.
ED 472/572	g	a,i									Teachers of English to Speakers of Other Languages (TESOL) Standards for P-12 ESOL Teacher Education Programs*: Standards 1b, 2a, 4b,6a, 6c*
ED 468				f, h, j, n	i		a, k,	h			ED 468ED: Elementary Methods II Literacy: Literacy assessment analysis and lesson plans
ED 457			c, e	a, b, c, f, h, j, n	c, d, i	a, b, e, g	a, k				Teaching Mathematics for Understanding
ED 458				a, b, d			a, b, c, e				ED 458: Strategies for the Teaching of Wellness and the Fine Arts, PE, Health, and Art Lesson Plans
ED 465/565				c, f, h, j, n	i		a, k	h			Lesson Plan and Unit Framework, tied to EdTPA Task 1
ED 466/566				a, b, c, f, h, j, n	c, d, i		a, k	g, h			Final EdTPA formative Task 4
ED 467/567		c, d, e		a, c, d, e, f, g, h, j, k, l, m, n	a, h, j, l		h, k				Unpacking of standards, creation of performance assessment/ products and corresponding lesson sequence
Specializations											
ED 4745 STEM II			c, e	a, b, c, f, h, j, n	c, d, i		a, k				Lesson plan, video of instruction, reflective paper
ED 475/575 STEM III			c, e	a, b, c, f, h, j, n	c, d, i		a, k				Creation and implementation of a STEM unit with collaboration from community partners
ED 473 ESOL II			a, b, f, l		g, p	b	b, i, l	a, b, f, h, k, l			Lesson and Unit plan demonstrating knowledge and use of ESOL strategies
ED 479 ESOL III	g	d, e, i, k		m	g, p						Academic Language Project and Perspectives on Language Teaching

Proposed Elementary Education Major- OSU-Cascades Course Alignment with InTASC

	The Learner & Learning			Content		Instructional Practice			Professional Responsibility		
Course	1 Learner Development	2 Learning Differences	3 Learning Environments	4 Content Knowledge	5 Application of Content	6 Assessment	7 Planning for Instruction	8 Instructional Strategies	9 Professional Learning & Ethical Practice	10 Leadership & Collaboration	**Course Assessment**
Specializations Cont.											
ED 477/577 SPED I		a, b, f	a			g	b, e			b	Differentiated mini-unit, with small group pull-out support lesson
ED 478/578 SPED II	c	a, b, f	a			g			a, d, e, j	b, d, e, l	IEP participation and reflection paper and History and Current Law Governing Special Education Exam
ED 394	d, e	a, g, j				h, p	b				ED 394: Differentiation: Differentiated assessments & lesson plans
ED 450/550	d			l		j	a, d, g, i			h	Develop standards-based curriculum unit
ED 450/551	a	a				a, b, d, f, i, j, k, p	c, d, j, l	a, b, i		h	Assessment development and analysis
ED 452/552		b, h				c, g, h, l, m, n, o	**d,** f, l	a, d, k, l			Data Analysis & Differentiated Instruction Plan.
ED 492/592			m, g		l	i		o			Tech Final project video lesson demonstration and analysis
ED 216	c	d							a, e, f	d, e, h, f, j	Mini-Research, Project, or Expository/Analytic Book
ED 409			f				m, e		e, f, g, i, j	b, c, e, f, h, n, o	Case study, article analysis, and final project.
ED 410/510 F, W, S				all	all	all	all	all	all	all	edTPA Formative, Results only on edTPA Summative
All indicators	a, b, c, d, e, g	a, b, c, d, e, f, h, i, j, k	a, b, c, e, f, g, h, i, j, k, l, m	all	all	all	all	all	all	all	
Repeats	b, c, d, g	a, b, d, e, f, k, i	a, b, c, e, f, l	all	all	all	all	all	all	all	

Elementary Education 4-Year 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) 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)	**Winter** **15 cr** BACC Core#: Physical Science with Lab (4) BACC Core#: Western Culture (World Civilizations or American History (3) MTH 212: Foundations of Elementary Mathematics (4) (~99372) 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) (~99374) 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) (~99377) HDFS 447#: Families and Poverty (4) Electives: (7)	**Fall** **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 **14 cr** ED 394: 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 (3) **and** ED 479/579. Linguistics for ESOL (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**

Oregon State University
Cascades

OSU-Cascades
1500 SW Chandler Ave.
Bend, Oregon 97702

OSUcascades.edu

1/3/2018

Dr. Julie Gess-Newsome
Dean of Academic Affairs
1500 SW Chandler Avenue
Oregon State University - Cascades
Bend, OR 97702

Dear Julie,

Thank you for the opportunity to review the College of Education's proposal to offer a Bachelor of Arts/Bachelor of Science in Elementary Education at the Oregon State University-Cascades campus. Per my review of the documentation submitted and discussed, I understand that the program will require additional space to accommodate growth in both faculty and staff to provide instructional, student support and administrative functions. The application indicates there will be beneficial faculty efficiencies though coordination with the current MAT program which will initially minimize office space needs.

Based on the information provided, I assume the new pre-professional courses listed in the proposal can be scheduled in the available existing classrooms but program growth will be timed to align with phasing of future campus construction. I would advise a review of space needs occur in the future to ensure the growth for this program is considered in new space planning for classrooms and office support areas as OSU-Cascades continues to expand.

Given that your proposal acknowledges a phasing strategy for accommodating the program growth through on-campus facilities, current space needs should not be impacted by the College of Education's request and OSU-Cascades Planning and Design supports this proposal.

Sincerely,

Jane M Barker

Jane M. Barker
Sr. Project Manager for Campus Expansion
Oregon State University-Cascades

Program Information

Program:	BA/BS in Elementary Education (undergraduate major with licensure)
College or Administrative Division:	College of Education
SubunitId:	N/A

How will you communicate program level student learning or student success-related outcomes to the students and the public?

The Professional Teacher & Counselor Education (PTCE) Unit is a consortium of teacher licensure programs in the College of Education and three cognate colleges at OSU, including the **Elementary Education undergraduate major**. Because the unit is accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Oregon Teacher Standards and Practices Commission (TSPC), all teacher preparation programs have common student learning outcomes and key assessments as part of the unit's quality assurance system. The PTCE Unit executive committee, licensure faculty, and TSPC Consortium meet quarterly to review data for continuous improvement. Data is collected at various transitions throughout the program: Admissions, Courses, Student Teaching, and Exit from Program. Student performance is also reviewed continuously by faculty using TaskStream. TaskStream helps track student observations, edTPA, and evaluation data, clearly outlining a teacher candidate's path to licensure. Student success will be shared as they earn a teaching license through TSPC.

Program Learning Outcomes, Benchmarks and Measures

Outcomes: List your program level student learning (SLO) outcome(s) .	**The Learner & Learning : Demonstrates impact on P-12 student learning (InTASC Dimension 1, Standards 1-3)**	**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)**	**Professional Responsibility: Conduct scholarly or professional activities in an ethical manner (InTASC Dimension 4, Standards 9-10)**
What year was this outcome developed or most recently changed?	2017	2017	2017	2017
What year will you be reporting on this outcome?	Annually with each graduating cohort	Annually with each graduating cohort	Annually with each graduating cohort	Annually with each graduating cohort
Assessment Method: List the measures/methods /instruments used to assess the outcome. How do students demonstrate their attainment of this outcome and how is their learning evaluated?	The edTPA (Education Teacher Preparation Assessment) scored nationally by Pearson is a authentic assessment of a pre-service teacher's ability to plan, teach, and reflect on their students' learning. During the edTPA, Teacher Candidates complete three literacy tasks and one mathematics task. Task 1: Rubrics 1-5 measures teacher candidates ability to plan a mini-unit of three connected lessons all planned to meet part of a Common Core State Standard in either reading or writing. In Task 2 (inTASC standards 1-3 measured by Rubrics 6-9) the Teacher Candidate submits video clips of their teaching and writes a reflective commentary. In Task 3 (inTASC standards 1-3 measured by Rubric 14) the Teacher Candidate analyzes the student assessment results after the three lessons to determine impact of instruction. Math Task 4 (inTASC standards 1-3	Prior to being advancing to their student teaching year (advancement to Teacher Candidacy) a student's GPA will be reviewed to ensure that they have met content area preparation goals. Each student is required by our program and the State of Oregon's Teacher Licensure Board to take and pass two subject mastery exams: NES Elementary Subtest I and NES Elementary Subtest II, CAEP also requires the SAT/ACT. Content knowledge will also be assessed in the upper division methods courses (ED 567: Teaching Elementary Mathematics for Understanding, ED 465: Literacy, ED 466: Mathematics, ED 467: Natural / Social Sciences, ED 468: Language Arts) through course activities and assessments. The edTPA also measures teacher candidates content knowledge (inTASC standards 4-5) through Task 1 Planning Rubrics 1-4, Task 2 Instruction Rubrics 7-9, and Task 3 Assessment Rubric 14.	At the conclusion of the Fall and Spring Student Teaching Internship Placements, the Cooperating Teacher, University Supervisor, and Teacher Candidate all score the Teacher Candidate's performance over the term on five teacher functions as part of the TEAM Evaluation. The TEAM Evaluation includes a meeting where all three parties come to a consensus score that is then submitted as a final evaluation. Teacher Candidates are assessed on five key teacher functions: planning for instruction, establishing a classroom climate conducive to learning, engaging students in planned learning activities, evaluating student progress, and exhibiting professional behaviors, ethics, and values. The edTPA also measures teacher candidates pedagogical knowledge and skills (inTASC standards 6-8) through Task 1 Planning Rubrics 1-5, Task 2 Instruction Rubrics 6-9, and Task 3 Assessment Rubric 11-13, and 15.	This outcome is measured by teacher function #5 on the TEAM evaluation: exhibiting professional behaviors, ethics, and values. A consensus score is recorded after the Cooperating Teacher, University Supervisor, and Teacher Candidate meet during the formal TEAM Evaluation meeting at the end of both the Fall and Spring Student Teaching Internships. This outcome is also assessed using the Professional Dispositions Evaluation and is scored by a student's faculty advisor at the end of their Junior Year, their University Supervisor and Cooperating teacher at the end of their Fall placement, and again by their University Supervisor and second Cooperating Teacher at the end of their Spring placement. The edTPA also measures teacher candidates professional responsibilities (inTASC standards 9-10) through Task 1 Planning Rubric 3, Task 2 Instruction Rubric 10.
Assessment Method: Are the measure(s)/methods/instruments direct (D) or indirect (I)?	D	Subject Mastery Exams (D) and GPA (), Upper division course activities and exams (D)	D	I
Assessment Method: What benchmarks or indicators of success are you using to determine if the outcome has been satisfactorily met by the students?	Before being recommended for teacher licensure 100% of students will earn Oregon's passing score on the edTPA (currently set at 35 points for Tasks 1-3, and 7 points for Task 4). Passing the edTPA is tied to teacher licensure, rather than degree completion.	100% of students entering the student teaching year will have earned Oregon's passing score for the Elementary NES exams (currently set at 220 for NES Subtest I and II). 80% of students will have achieved the preferred GPA of 3.0 or above. Before being recommended for teacher licensure 100% of students will earn Oregon's passing score on the edTPA (currently set at 35 points for Tasks 1-3, and 7 points for Task 4). Passing the edTPA is tied to teacher licensure, rather than degree completion.	In order to be recommended for teacher licensure 100% of students will earn an average of 3 or higher on each of the 5 Teacher Functions of the TEAM evaluation. Passing the TEAM evaluation is tied to teacher licensure, rather than degree completion. Before being recommended for teacher licensure 100% of students will earn Oregon's passing score on the edTPA (currently set at 35 points for Tasks 1-3, and 7 points for Task 4). Passing the	90% of students will pass with scores of satisfactory or higher on all sections of the Professional Dispositions evaluation. Before being recommended for teacher licensure 100% of students will earn Oregon's passing score on the edTPA (currently set at 35 points for Tasks 1-3, and 7 points for Task 4). Passing the edTPA is tied to teacher

Process

How will your unit reflect on the data you are reporting and who was involved? How are the results of your assessment efforts related to strategic planning and overall program review?	Scores from both the Fall formative edTPA and Spring summative edTPA are evaluated by faculty twice a year and used to reflect on the elementary education curriculum. The edTPA is one measure of a teacher candidate's ability to plan, teach, reflect, and analyze. These processes are part of the Effective Teaching Cycle that all educators should employ.	GPA and Subject Mastery Exam data will be reviewed by faculty prior to Advancement to Teacher Candidacy (Senior, Student Teaching year). These data are essential to ensuring teacher candidates have the subject-area knowledge reuqired by teachers. We will use these data to evaluate our subject area preparation courses. Scores from both the Fall formative edTPA and Spring summative edTPA are evaluated by faculty twice a year and used to reflect on the elementary education curriculum. The edTPA is one measure of a teacher candidate's ability to plan, teach, reflect, and analyze. These processes are part of the Effective Teaching Cycle that all educators should employ.	During the Fall of the Senior Student Teaching Year, the faculty advisor will review the results of the TEAM Evaluation to confirm that students are making progress towards the standard (earning an average of 2.75 or higher in each of the 5 Teacher Functions). If a student is struggling with pedagogical content knowlege and skills they will participate in a goal-setting conference with their faculty advisor and will be placed on a Plan of Progress. In order to be recommended for teacher licensure, a student must earn an average of 3 in each of the 5 Teacher Functions during the Spring TEAM Evaluation. These data support program review, and help faculty reflect on effectiveness of the student teaching internship, and courses addressing methods and pedagogy. Scores from both the Fall formative edTPA and Spring summative edTPA are evaluated by faculty twice a year and used to reflect on the elementary education curriculum. The edTPA is one measure of a teacher candidate's ability to plan, teach, reflect, and analyze. These processes are part of the Effective Teaching Cycle that all educators should employ.	At three points in the Senior Student Teaching Year, the faculty advisor will review the results of the Professional Dispositions Evaluation and TEAM Evaluation to confirm that students are making progress towards the standard. If a student is struggling with dispositions they will participate in a goal-setting conference with their faculty advisor and will be placed on a Plan of Progress. These data support program review, and help faculty reflect on effectiveness of the courses addressing the professional dispositions of a teacher. Scores from both the Fall formative edTPA and Spring summative edTPA are evaluated by faculty twice a year and used to reflect on the elementary education curriculum. The edTPA is one measure of a teacher candidate's ability to plan, teach, reflect, and analyze. These processes are part of the Effective Teaching Cycle that all educators should employ.
What data are you archiving? Where and how? How long do you expect to archive the data?	edTPA Score Data will be captured in Taskstream for at least 7 years.	Subject Mastery Exam Data and edTPA Score Data will be captured in Taskstream for at least 7 years.	The TEAM Evaluation Data and edTPA Score Data will be captured in Taskstream for at least 7 years.	Professional Dispositions Evaluation, TEAM Evaluation Data, and edTPA Score Data will be captured in Taskstream for at least 7 years.

This assessment plan and report template has multiple tabs. Be sure to open your window wide enough to see the tabs.

What this assessment plan and report are asking for:

>>> This report is asking for a clear, succinct accounting of full-cycle assessment activities for each degree program. This means the program needs to engage in and report the following:

>> Each degree program must have **clear, measurable student learning outcomes** that represent the knowledge, skills, and values a graduating student will possess.

> The outcomes need to be meaningful to the faculty and other professionals in the field and represent what OSU students need to succeed and be valued in the field.

> The outcomes will likely have sub-components that help further define the outcome. If you develop sub-components, those can be submitted as an attachment to the report. For this report you can just list the primary outcome.

>> Each year one or more of the program outcomes must be in some stage of the assessment cycle (data collection, review/consideration of the data, implementation of changes as a result of the data) such that **ALL outcomes have been assessed and reported in a period of 5 years**.

> A plan must be in place to measure all outcomes within 5 years. A plan is built into this annual assessment report under questions 3.c. and 5. Separate, detailed plans are encouraged.

> A cycle of fewer than 5 years is fine. If the program has fewer than 5 outcomes, it will be on a shorter cycle (e.g. 4 outcomes = 4 or fewer years).

> If the program has >10 different outcomes and needs a longer cycle, please contact the APAA to develop an alternative plan. We are glad to work with you.

> If programs are in the developmental phases for program-level assessment and/or have new learning outcomes, start with assessing FEWER outcomes and ASSESS THEM WELL! Please communicate with the APAA if this is the case or if you want some help with designing an efficient assessment plan.

>> Each outcome must have **at least one direct measure** identified and aligned to it, but more than one measure is best practice and far more reliable.

> Indirect measures can be used to support or triangulate the data from the direct measures.

> In some cases indirect measures are the primary means of data collection. This is the exception rather than the rule. If indirect measures are the sole source of data, then please provide an explanation for its selection.

>> Use the student learning data to **inform programmatic decision-making** to maximize student learning and improve the strength, effectiveness, and efficiency of the program.

> You will be asked to describe the process your unit uses/d to reflect upon the data, how results of assessment efforts relate to strategic planning, and plans for any course, curricular, or unit level changes based upon the data.

Why are we asking for this?

>>> The number one reason we are asking for this information is to ensure the **use of evidence and data to inform curricula and pedagogy**.

>> Just as in our scholarly and creative work, evidence and data are essential supplements to the professional competence and commitment that we dedicate to our students.

>> Additional reasons, which should be compelling to educators and members of the academic community, are that we owe it to the the students and we must demonstrate genuine, full cycle assessment to our accrediting body, the NWCCU. Remember, accreditation is voluntary but necessary.

How the annual report submission and the associated tracking and submission process works:

>>> By switching to an Excel spreadsheet format your program can **report multiple years of data in one document**. Just use a new tab for a new year and label the tab.

>>> Submit reports to the APAA Sharepoint website: https://sharepoint.oregonstate.edu/sites/APAA/assessment/default.aspx

>> **Instructions can be found at: http://oregonstate.edu/admin/aa/apaa/assessment-resources**

Template was developed by Stefani Dawn, PhD, Assistant Director of Assessment, 2013-15

Feel free to send question, comments, or suggestion to stefani.dawn@oregonstateuniversity.edu, 541-737-0919

Column 1 (Level of Student Outcome Learning at Conclusion of Course): 1=Emerging; 2=Developing; 3=Proficient 1.00
Column 2 (Level of Student Outcome Learning upon Course Entry): I=Introduce; R=Reinforce; E=Emphasize I
Column 3 (Intentional Correlation with Co-curricular Activities): C=Co-Curriculum

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

Outcome # ⇨		1. The Learner & Learning			2. Content Knowledge			3. Instructional Practice		
Course prefix	Course ID	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3
ED	216	1	I							
ED	219	1	I		1	I				
ED	394	1	I					1	I	
ED	450	1	I		1	I		1	I	
ED	451	2	R					2	R	
ED	452	3	E					3	E	
ED	457	1	I		2	R		2	R	
ED	458				1	I		1	I	
ED	465				2	R		2	R	
ED	468				3	E		3	E	
ED	492	1	I		1	I		1	I	
ED	413/513	2	R					2	R	
ED	414/513	3	E					3	R	
ED	466/566				3	E		3	E	
ED	467/567	1	I		3	E		3	E	
ED	472/572	2	R							
ED	473/573	2	R		2	R		2	R	
ED	474/574	2	R		2	R		2	R	
ED	475/575	3	E		3	E		3	E	
ED	477/577	3	E					2	R	
ED	478/578	3	E					3	E	
ED	479/579	3	E		3	E		3	E	

Program Information

Program:	This is the title of your degree program/program (for non-academic units)
College or Administrative Division:	This is the College or Over Arching Administrative Division that contains the program
Subunit(s)	This is the subunit(s) [e.g. department(s)] that contain the program (may not be applicable for some - write N/A)
Report Submitted By:	Type the name and position/role with the unit
APAA Submission Cycle Due Date:	15-Apr

Program Outcomes Matched with Measures and Results

Outcomes: List your program level student learning (SLO) outcome(s) .	1. Program level student learning outcome	2. Program level student learning outcome	3. Program level student learning outcome
Results: What do the data that result from you assessment methods or processes show about student learning relative to this outcome? Describe any patterns or trends that you identified as meaningful or that highlight areas of concern or success.			
Actions: Describe any course-level (content, pedagogical, structural, etc.) changes that will result /have resulted from the current year's assessment of this outcome. Include timelines.			
Actions: Describe any program/degree level (e.g. curricular, process, structural, etc.) changes related to this outcome that have resulted/will result from this year's assessment and/or from other sources (i.e. external accreditors)			
Full-Cycle impact: If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes incorporated (if any) had on student learning? If you have not yet assessed the results of the changes made based on previous results, please indicate the year you will revisit this outcome			

Process

How did your unit reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?	
Are there specific data archiving notes for the outcome(s) you are reporting on in this report?	

Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year.	

Copy and paste the template from the previous year. Doing "select all" does not always work with merged fields, so highlight the rows (arrow to the far left hold down mouse button), copy, click in this upper left cell and paste.

Proposed Elementary Education Major- OSU-Cascades Course Alignment with TSPC Standards

Course	Standard 1: Development, Learning, & Motivation	Standard 2: Reading, Writing, and Oral Language	Standard 3: Science	Standard 4: Mathematics	Standard 5: Social Studies	Standard 6: The Arts	Standard 7: Health Education	Standard 8: Physical Education	Standard 9: Integrating and applying knowledge for instruction	Standard 10: Adaptation to diverse students	Standard 11: Development of critical thinking and problem solving	Standard 12: Active engagement in learning	Standard 13: Communication to foster collaboration	Standard 14: Assessment for instruction	Standard 15: Professional growth, reflection, and evaluation	Standard 16: Collaboration with families colleagues, and community agencies
ED 216	x										x		x		x	x
ED 219	x									x					x	x
ED 394	x									x	x	x		x		
ED 409	x	x	x	x	x	x	x	x	x			x	x		x	x
ED 410	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
ED 413/513	x											x	x			x
ED 414/514										x		x	x			x
ED 450	x								x		x	x		x	x	
ED 451									x		x			x		
ED 452									x	x	x			x		
ED 457	x			x					x		x	x	x	x		
ED 458						x	x	x	x			x	x			
ED 465/565		x							x	x		x				
ED 466/566	x			x					x		x	x	x	x		
ED 467/567			x		x				x			x	x			x
ED 468		x							x	x		x	x	x		

Proposed Elementary Education Major- OSU-Cascades Course Alignment with TSPC Standards

Course	Standard 1: Development, Learning, & Motivation	Standard 2: Reading, Writing, and Oral Language	Standard 3: Science	Standard 4: Mathematics	Standard 5: Social Studies	Standard 6: The Arts	Standard 7: Health Education	Standard 8: Physical Education	Standard 9: Integrating and applying knowledge for instruction	Standard 10: Adaptation to diverse students	Standard 11: Development of critical thinking and problem solving	Standard 12: Active engagement in learning	Standard 13: Communication to foster collaboration	Standard 14: Assessment for instruction	Standard 15: Professional growth, reflection, and evaluation	Standard 16: Collaboration with families colleagues, and community agencies
ED 472/572	x									x		x	x		x	x
ED 473 ESOL II	x									x		x	x		x	x
ED 474/574 STEM II			x	x					x		x	x			x	
ED 475/575 STEM III			x	x					x		x	x			x	x
ED 477/577 SPED II										x		x	x		x	x
ED 478/578 SPED III										x	x		x	x	x	x
ED 479 ESOL III	x	x							x	x		x	x		x	x
ED 492/592			x						x		x	x	x	x		

College of Education
Oregon State University, 104 Furman , Corvallis, Oregon, 97331-3502
Phone 541-737-4661 | **Fax** 541-737-8971 | education.oregonstate.edu

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.

OSU-Cascades
1500 SW Chandler Avenue, Bend, Oregon 97702-9595
T 541-322-3100 | **F** 541-706-2000 | OSUcascades.edu

Letter of Support for an Undergraduate Elementary Education Major at OSU-Cascades

February 1, 2017

To Whom It May Concern:

As Program Lead and Senior Instructor for the Teacher Education program at OSU-Cascades, I wish to relay the support of our faculty for the proposed undergraduate Elementary Education major, currently undergoing CAT 1 review. In concert with senior leadership, our MAT faculty has undertaken a rigorous review of the potential impact of the expanded offering and determined that, while the enrollment of MAT Elementary Education should slightly decline (about one third of our enrollment -6-10 students-in the elementary cohort comes to us directly from our undergraduate HDFS major), the enrollment demand for the undergraduate major will far exceed the projected "loss." For the past four years, the faculty has worked closely with the six Central Oregon School districts, as well as Chalkboard (through Teach Oregon), to develop a pipeline for bringing underrepresented populations into the teaching field, and an undergraduate major that provides better funding and financial aid, as well as articulated transfer opportunities from Central Oregon Community College, is a major key to success. Changes in state licensure requirements for teaching, as well as the opportunities presented by Cascades' expansion, further support the request for undergraduate major approval.

In addition to "self" analysis, we have consulted with the College of Education in Corvallis to minimize enrollment impact and limit competition. Our proposed program differs from the Double Degree, and it will serve the needs of Central Oregon students and schools. The Licensure Executive Committee of the College of Education has approved this program at OSU-Cascades.

Respectfully,

Carolyn Platt, PhD
Program Lead and Senior Instructor
Teacher Education, OSU-Cascades
541-322-3120

OSU-Cascades
1500 SW Chandler Avenue, Bend, Oregon 97702-9595
T 541-322-3100 | **F** 541-706-2000 | OSUcascades.edu

March 31, 2017

Dear colleagues,

I am writing to express my support for the Elementary Education Undergraduate Degree, Proposed by OSU-Cascades. As the Program Lead for the Human Development and Family Science (HDFS) program at OSU-Cascades, I appreciate that efforts are being made to build HDFS courses into the proposed Elementary Ed program. This will give provide students with a firm grounding in the principles of child development and also the opportunity to begin their program of study in the first year(s) and then to select the Elementary Ed or HDFS major with minimum disruption to their program of study. Additionally, the HDFS minor (Early Childhood Development and Education) will afford students majoring in Elementary Ed to develop an additional specialization in early childhood to complement their education degree.

Sincerely,

Shannon T. Lipscomb, PhD
Associate Professor and Program Lead for Human Development and Family Sciences
College of Public Health and Human Sciences
Oregon State University-Cascades
541-322-3137
Shannon.Lipscomb@osucascades.edu

OSU BUDGET NARRATIVE - BS in Elementary Education

Note: OSU-Cascades budgets are supported by E&G funds allocated directly to OSU-Cascades.

Personnel:

Faculty, Tenured/tenure-track:

- One Assistant Professor at $68,000 in Year 2, escalated at 3% per year based on college comps
- One additional Assistant Professor at $68,000 in Year 3, escalated at 3% per year

Faculty, Fixed-term:

Full-time Instructors:

- One instructor to be hired in Year 3 at $55,000, escalated at 3% per year based on college comps

Part-time Instructors:

- Pay rate for 9-month part-time instructors is $43,002
- Year 1 = 0.17 FTE = $7,372
- Year 2 = 0.47 FTE = $20,272
- Year 3 = 0.31 FTE = $13,515
- Year 4 = 0.14 FTE = $6,143

Graduate Assistants: No new graduate assistants

Support Staff: No new support staff

OPE:

Tenured/tenure-track faculty:

- Fixed OPE (health benefits) = $17,726 for Year 2, escalated at 3% per year
- Variable OPE (retirement and other benefits) = 40.19%, escalated at 3% per year plus 2% for potential additional State PERS liability passed on to the institution
- Total OPE:
    - Year 1 = $0
    - Year 2 = $38,258
    - Year 3 = $89,624
    - Year 4 = $104,012

Full-time Instructors:

- Fixed OPE (health benefits) = $18,257 for Year 3, escalated at 3% per year
- Variable OPE (retirement and other benefits) = 43.40%, escalated at 3% per year plus 2% for potential additional State PERS liability passed on to the institution
- Total OPE:
    - Year 1 = $0
    - Year 2 = $0
    - Year 3 = $36,627
    - Year 4 = $45,262

Part-time Instructors:

- Variable OPE (other benefits only) = 9.83%, escalated at 3% per year

- Year 1 = $724
- Year 2 = $2,052
- Year 3 = $1,409
- Year 4 = $660

Other Expenses:

Library: No new printed or electronic materials. See library evaluation letter.

Services and Supplies:
Recurring:

- Student workers
  - Year 1 = $0
  - Year 2 = $1,265
  - Year 3 = $11,165
  - Year 4 = $11,385
- Department operating expense
  - Office supplies = $50 in Year 2, $150 per year in Years 3-4
  - Postage = $100 per year
  - University Supervisor travel = $500 in Year 2, $1,000 in Year 3, $2,000 in Year 4
- Professional development
  - $2,600 in Year 2
  - $7,600 in Years 3-4

One-Time:

- New hire set-up costs = $2,000 in Year 2, $4,000 in Year 3
- Faculty research start-up costs = $25,000 in Year 2, $25,000 in Year 3

Capital Equipment: None

Facilities Renovation: None

Resources:

Current Budget: Support from OSU-Cascades E&G Funds including campus tuition, fees, and allocation of Student Success and Completion funding from State of Oregon Higher Education Coordinating Commission

- Year 1 = $0
- Year 2 = $0
- Year 3 = $29,792
- Year 4 = $0

Tuition: Tuition generated from students enrolled in major (net of 10% Fee Remission)

- Year 1 = 9 FTE for academic year = $75,716
- Year 2 = 24.6 FTE for academic year = $213,165
- Year 3 = 39.6 FTE for academic year = $353,438
- Year 4 = 57 FTE for academic year = $523,999

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Bachelor of Science in Elemetary Education

BUDGET PERIOD: From FY 20 to FY 23

Business Center CCBO Date 2/19/2018
Name and Title of Reviewer Terri Libert, Budget Development and Reporting Manager

	Recurring			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track				
Faculty, fixed-term				
Sub-total, Faculty	-	-	-	-
Graduate Assistants				
Support Staff				
Fellowship/Scholarship				
OPE				
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed				
Library, Electronic				
Services & Supplies		27,000	29,000	
Capital Equipment				
Other Resources Subtotal	-	27,000	29,000	-
Physical Facilities				
Construction				
Major Renovation				
Other Expenses				
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program	**-**	**27,000**	**29,000**	**-**
Resources				
Current Budget, unit			29,000	
Tuition (e campus, differential)				
Institutional Reallocation from other budgetary units				
Special State Appropriation				
Federal Funds and other Grants				
Fees/Sales				
Foundation Endowment				
Tuition remission (GA support)				
Other, describe:				
Total Resources	**-**	**-**	**29,000**	**-**

Note: Please include budget narrative describing items listed above.

One-Time

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Bachelor of Science in Elemetary Education

BUDGET PERIOD: From FY 20 to FY 23

Business Center CCBO Date 2/19/2018
Name and Title of Reviewer Terri Libert, Budget Development and Reporting Manager

	One-Time			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track	-	68,000	138,040	142,181
Faculty, fixed-term	7,372	20,272	68,515	62,793
Sub-total, Faculty	7,372	88,272	206,555	204,974
Graduate Assistants				
Support Staff				
Fellowship/Scholarship				
OPE	724	40,309	127,660	149,933
Personnel Subtotal	8,096	128,581	334,215	354,907
Other Expenses				
Library, Printed				
Library, Electronic				
Services & Supplies	100	4,515	20,015	21,235
Capital Equipment				
Other Resources Subtotal	100	4,515	20,015	21,235
Physical Facilities				
Construction				
Major Renovation				
Other Expenses				
Physical Facilities Subtotal	-	-	-	-
Total Cost of Program	**8,196**	**133,096**	**354,230**	**376,142**
Resources				
Current Budget, unit			792	
Tuition (e campus, differential)	75,716	213,165	353,438	523,999
Institutional Reallocation from other budgetary units				
Special State Appropriation				
Federal Funds and other Grants				
Fees/Sales				
Foundation Endowment				
Tuition remission (GA support)				
Other, describe:				
Total Resources	**75,716**	**213,165**	**354,230**	**523,999**

Note: Please include budget narrative describing items listed above.

Recurring

OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any.
If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: Bachelor of Science in Elemetary Education

BUDGET PERIOD: From FY 20 to FY 23

Business Center CCBO **Date** 2/19/2018

Name and Title of Reviewer Terri Libert, Budget Development and Reporting Manager **Signature of Reviewer**

	Total			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track	-	68,000	138,040	142,181
Faculty, fixed-term	7,372	20,272	68,515	62,793
Sub-total, Faculty	7,372	88,272	206,555	204,974
Graduate Assistants	-	-	-	-
Support Staff	-	-	-	-
Fellowship/Scholarship	-	-	-	-
OPE	724	40,309	127,660	149,933
Personnel Subtotal	8,096	128,581	334,215	354,907
Other Expenses				
Library, Printed	-	-	-	-
Library, Electronic	-	-	-	-
Services & Supplies	100	31,515	49,015	21,235
Capital Equipment	-	-	-	-
Other Resources Subtotal	100	31,515	49,015	21,235
Physical Facilities	-	-	-	-
Construction	-	-	-	-
Major Renovation	-	-	-	-
Other Expenses	-	-	-	-
Physical Facilities Subtotal	-	-	-	-
Check math	-	-	-	-
Total Cost of Program	8,196	160,096	383,230	376,142
Resources				
Current Budget, unit	-	-	29,792	-
Tuition (e campus, differential)	75,716	213,165	353,438	523,999
Institutional Reallocation from other b	-	-	-	-
Special State Appropriation	-	-	-	-
Federal Funds and other Grants	-	-	-	-
Fees/Sales	-	-	-	-
Foundation Endowment	-	-	-	-
Tuition remission (GA support)	-	-	-	-
Other, describe:				
Total Resources	**75,716**	**213,165**	**383,230**	**523,999**
check math	75,716	213,165	383,230	523,999

Note: Please include budget narrative describing items listed above.