

New Academic Degree Program: Bachelor of Science in Elementary Education

BACKGROUND

Program Proposed Start Date

Fall 2020

Program Description

The new degree program proposed is a Bachelor of Science (BS) in Elementary Education.

The full proposal is available at: <https://secure.oregonstate.edu/ap/cps/proposals/view/99401>

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 the existing Master of Arts in Teaching (licensure) graduate program at OSU-Cascades 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 (ESOL); Special Education (SPED); 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.

Program Context

This program meets two needs: producing qualified teachers to meet the upcoming teacher shortage and creating a mechanism to increase the diversity of the teacher workforce. In California, the number of enrollees entering teacher preparation programs from 2008 to 2013 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 has been a demographic shift in this region. The Latino population doubled from 2010 to 2014 and now represents over 8% of the Deschutes County population. That growth is anticipated to continue 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, as well as those who seek the ability to support students from underrepresented populations.

Program Purpose/Relationship to University Mission and Strategic Plan

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.

Need for the Program

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 (COCC) 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.

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 are well prepared to assist these 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: producing 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 U.S. 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/oep/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, STEM, and SPED). Students will take one foundational course in each of the three emphasis areas. They will take two additional courses in one emphasis area. Following graduation and upon employment, teachers have the option to continue their education. The ESOL courses fulfill 12 of the 18 credits needed for an ESOL endorsement. The plan is to develop additional courses for the SPED and STEM tracks in the coming years. With careful program planning, we are expanding the level of expertise of all of our graduates in the high need areas of STEM, ESOL, and SPED, while creating a pathway to allow teachers to complete endorsements or graduate emphases in these high need areas.

Program Financials

Existing MAT faculty will make up the initial core of the faculty. Ten of the proposed courses can be taught to combined undergraduate/graduate students until sufficient student numbers exist to create separate sections. Three faculty will be required to support program growth: two tenure-track faculty and one fixed-term instructor. We anticipate hiring part-time faculty to cover four courses and additional university supervisors to support practicum/internship placements. Recruitment efforts for the undergraduate program will be assigned to current undergraduate recruiters in coordination with a graduate recruiter. Additional undergraduate advisors will be hired as student numbers warrant at a rate of 0.33 FTE advisor for every 100 students. 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. Additional classroom space for incremental courses beyond the MAT will be needed 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. Working with school district partners assures there is capacity in field placements to support the addition of this program.

The budget is summarized in the table below.

	Academic Year 2020	Academic Year 2021	Academic Year 2022	Academic Year 2023
Personnel				
Faculty, Tenured/Tenure-Track	\$0	\$68,000	\$138,040	\$142,181
Faculty, fixed-term	\$7,373	\$20,272	\$68,515	\$62,793
OPE	\$724	\$40,309	\$127,660	\$149,933
Personnel Subtotal	\$8,096	\$128,581	\$334,215	\$354,907
Services and Supplies	\$100	\$31,515	\$49,015	\$21,235
GRAND TOTAL	\$8,196	\$160,096	\$383,230	\$376,142

RECOMMENDATION

All appropriate university committees and the OSU Faculty Senate have positively reviewed the proposed program. The Provost recommends that the Academic Strategies Committee approve the establishment of a BS in Elementary Education, effective fall 2020, pending the support of the Statewide Provosts Council and the approval of the Higher Education Coordinating Commission.