



Form 1: Presentation Checklist

Add the title of your proposal here

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Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (not the instructions) to the Academic Affairs chair by his or her specified deadline. **Please note:** If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as N/A. Use as many pages as necessary.

PROPOSAL OVERVIEW

This is a proposal for the AAOT Elementary ED degree to be officially implemented at COCC. This degree has been created with direction from HECC and participation from community colleges and universities throughout Oregon. This degree has been designed as a Major Transfer Map (MTM) for the pathway into teacher licensure at the elementary level. A highlight of this degree is that the general education requirements have been identified according to the ORELA tests that elementary educators need to pass in order to be licensed to teach in Oregon. The degree includes 5 education courses to ensure that community college students have meaningful pathway experience before they transfer to the university. At this point universities that have signed the MTM MOU have agreed to accept at least 3 of the 5. A priority for this state MTM is to provide a true 2 + 2 pathway for community college students who want to become teachers.

TYPE OF AGENDA ITEM

- Information Item (requires approval of AA Chair)
- Action Item
 - Information and committee feedback
 - Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
 - Procedure—new
 - Identify suggested location in GPM: _____
 - Policy—revision (Attach current policy with proposed changes illustrated with track changes)
 - Policy—new
 - Identify suggested location in GPM: _____
- New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)
- Other: _____

BUDGET

INSTRUCTIONAL REQUIREMENTS

No changes in instructional requirements that we are aware of at this time.

OPERATIONAL NEEDS, CURRENT AND FUTURE

For our ED team the only thing I can think of to note here is that we are fully aware of the need to regularly meet with our colleagues throughout the state to keep this degree accurate and relevant. We already participate in monthly meetings with our community college colleagues. We have not only participated in the first 2 state alignment meetings for the MTM that this degree is based on, but we have helped to lead those meetings. We are committed to continuing this high level of participation in the state work that continues to connect to this degree.

We anticipate aligning the 2 remaining ED courses with our state colleagues next year.

ED 101 Education Practicum & Seminar is one of the 5 ED courses that is intended to be offered as dual credit at the high school level. This is already happening in several regions of our state and it is a priority for us to roll this out as a pilot in one or more schools next year.

STUDENT IMPACT

We are excited about the positive impact this will have for students in Central Oregon.

* Focused Advising: This state-sponsored degree allows us to share a very specific pathway to students who want to become teachers. The general education courses are identified and there is good reason for each course as the content connects with the licensure tests (ORELA). We offer many ED and ECE courses at COCC - in the past students took a wide variety. They will likely still be able to choose some as electives, but by identifying a core set of classes we will be better able to prepare students for successful transfer to universities as we have university input on content that is essential to be ready for junior and senior ED courses.

* State alignment of courses: The state has identified the alignment of courses in Oregon as a priority. Our state ED team is now aligning the 3rd of 5 education courses included in this new AAOT degree. This is a big win for students as outcomes are being clarified, course content is being shared and TSPC has even agreed to accept the completion of ED 216 (Foundations of Education) in place of the Civil Rights Exam (one of 3 tests now required in Oregon for elementary licensure).

* Efficient Pathway: This is one of the biggest benefits for students at the community college level. In the past every university had different courses that students needed to take to be able to transfer in as juniors. This made efficient advising at the community college level nearly impossible - especially for students who were undecided as to where they wanted to transfer! This gives every student interested in elementary ed a focused path and a true possibility of being licensed to teach in 4 years. We will now move into promoting this at the high school level where we have the potential to really jumpstart the pathway.

* University Partnership: Since beginning the MTM conversations we have seen a huge shift in the willingness of universities to partner with the community college pathways. With this degree officially in our books and offered to students we anticipate these partnerships will continue to grow. Early connection to transfer partners is a huge win for community college students!

ANTICIPATED IMPLEMENTATION TIMELINE

We would like to see this degree offered beginning 2022-23. We already have a Gradtracks plan in place and have aligned the MTM with our Curriculum Department. Amy Howell and I have scheduled a training with the CAP Services team in May and will plan to give them regular updates related to this degree.

We already offered the courses that are a part of this MTM so no adjustments need to be made in staffing.

We would like to see this specific degree listed in future commencement programs to highlight this specific degree offered for the education pathway.

Our ED team will participate in annual alignment meetings sponsored by HECC to maintain this degree.