

Commission Meeting  
Friday, April 10, 2026 8:30 AM Pacific

Roth's Markets Inc.  
1130 Wallace Rd. NW  
Salem, OR 97304

Libni Coulibaly:	Absent
Alfonso Garcia Arriola:	Present
Martha Gross:	Present
Nicci Harrison:	Absent
Samantha Herron:	Present
Mary Hofer:	Absent
David Jaimes:	Absent
Liliana Jiménez H.:	Present
Carrie Kondor:	Present
Francisco López Atanes:	Absent
Katie Lukins:	Present
Rae Ette Newman:	Present
Lydia Smith:	Present
Robert Waltenburg:	Present
Michelle York:	Present
Jon Zwemke:	Present

Present: 11, Absent: 5.

Mary Hofer: Present

Katie Lukins: Absent

Present: 11, Absent: 5.

Katie Lukins: Present

Present: 12, Absent: 4.

Mary Hofer: Absent

Present: 11, Absent: 5.

1. The meeting location is accessible to persons with disabilities. For questions about accessibility or to request an accommodation, please contact Heidi Reinhardt Heidi.REINHARDT@tspc.oregon.gov **at least 48 hours before the meeting** ORS 192.630((5)(b)).

2. **Friday, April 10, 2026**

8:30-11:40 a.m.

**EXECUTIVE SESSION**

3. **PROFESSIONAL PRACTICES HEARINGS, INVESTIGATION MATTERS AND INVESTIGATION REPORTS (EXECUTIVE SESSION)**

3.1. Confidential Agenda

3.1.1. 20.1 APPLICATIONS FOR REINSTATEMENT

- 3.1.2. 20.2 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO DISMISS
  - 3.1.3. 20.3 PRELIMINARY REPORTS RECOMMENDING NO FURTHER ACTION
  - 3.1.4. 20.4 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE
    - 3.1.4.1. 20.4a. PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE  
Sexual Conduct Cases (ORS 339.390) – Director Recommendation – Substantiated
    - 3.1.4.2. 20.4b PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE - All other Case Types (including cases with unsubstantiated sexual conduct)
  - 3.1.5. 20.5 CASES TO DISCUSS WITH THE COMMISSION
  - 3.1.6. 20.6 CONSIDERATION OF OTHER DISCIPLINE ISSUES
  - 3.1.7. 20.7 CONSIDERATION OF AMENDED NOTICES OF HEARING TO CHARGE
  - 3.1.8. 20.8 STIPULATED ORDERS
  - 3.1.9. 20.9 LETTERS OF INFORMAL REPROVAL
  - 3.1.10. 20.10 MANDATORY REVOCATIONS (Information Only)
    - 3.1.10.1. 20.10a Sexual Conduct Cases- Substantiated
    - 3.1.10.2. 20.10b All other case types (unsubstantiated)
  - 3.1.11. 20.11 INFORMATION ONLY
4. **COMMISSION CONSIDERATION OF PROFESSIONAL PRACTICES ACTIONS (PUBLIC SESSION)**  
11:40-11:50 a.m.
- 4.1. **Professional Practices Consent Agenda (PUBLIC SESSION).**
- 5. 12:00-12:30 p.m.  
**Public Comment Request Submission**
  - 6. 12:00-12:30 p.m.  
**LUNCH**
  - 7. 12:30 - 1:00 p.m.  
**COMMISSION BUSINESS**
  - 8. Chair Newman Call to Order and Welcome
  - 9. Introductions
  - 10. Executive Director Report
  - 11. Educator Data System Update
  - 12. Educator Equity Report Update
  - 13. Adoption of February 2026 Commission Meeting Minutes.
  - 14. Commission Correspondence
    - 14.1. Adaptive PE, Michelle Dunn
    - 14.2. SB 3 / CTE
  - 15. 1:00-1:45 p.m.  
**PRESENTATIONS**
    - 15.1. Oregon Association of Colleges for Teacher Education (OACTE) update
    - 15.2. Coalition of Oregon School Administrators (COSA) update
    - 15.3. Oregon Education Association (OEA) update.

16. 1:45 -2:15 p.m.

**LICENSURE**

17. Licensure Consent Agenda

17.1. Waiver Requests Granted

18. Licensure Committee Chair Report

19. eLicensing/Communication Update

20. Licensure Production Update

21. 2:15-3:00 p.m

**EDUCATOR PREPARATION & PATHWAYS**

22. Educator Preparation & Pathways Consent Agenda

22.1. Site Visit Schedule

22.2. Portland State University (PSU): Sunset of READ Oregon program

22.3. George Fox University (GFU): Major modification request to the Undergraduate Teacher Education (UGTE) program for preservice candidates to revise coursework and program structure

22.4. George Fox University (GFU): Major modification request to the Undergraduate Accelerated Teaching Degree (ATD) program for preservice candidates to restructure the program as a streamlined bachelor's degree licensure pathway

23. Educator Preparation & Pathways Committee Chair Report

24. ORELA/NES Content Knowledge Assessment Revisions

25. Early Literacy Standards Implementation: EPP Progress and Status

26. 3:00-3:30 p.m

**PROFESSIONAL PRACTICES**

27. Professional Practices Committee Chair Report

28. Professional Practices Production Report

29. Discussion of Civil Penalties.

30. 3:30-4:00 p.m

**COMMISSION BUSINESS AFTERNOON ITEMS**

30.1. Commission Professional Development.

31. 4:00 p.m

**ADJOURNMENT**

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ITEM: COMMISSION CHAIR REPORT

**INFORMATION ITEM**

INFORMATION: The Commission Chair will provide an update to the Commission regarding items relevant to Commissioner work with the agency.

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ITEM: EXECUTIVE DIRECTOR UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION:

Legislative and Budget  
Update:

TSPC is currently building the Agency Recommended Budget for the 2027-2029 legislative session. Discussion: proposed licensure fee increases; hybrid funding model.

Legislative Concept

ORS 342.176(1)(c) defines when TSPC “shall” open an investigation. Discussion of proposed language change from TSPC “shall” to TSPC “may” open an investigation.

Workgroups:

**Background Check Portability (Formerly HB 4057)**

Legislators: Rep. Wise and Rep. Walters

Agencies directly involved: TSPC, ODE, DELC

Purpose: Explore whether DELC's background check (CBR) can be recognized by TSPC and ODE.

Policy Concept for consideration: “An individual who is actively enrolled in the Central Background Registry and in good standing may be deemed to have satisfied criminal background check requirements for certain non-licensed or provisional roles within school districts for a limited period, as determined by rule.”

**OTIS Investigations, Senate Human Services**

Legislator: Sen. Gelser Bluin

Purpose: Explore the process by which the Office of Training, Investigations and Safety (OTIS) conducts investigations, how people experience these investigations and how those investigations interact with other entities that might conduct investigations.

**HB 3224 [2025]** directed the Department of Human Services (DHS) to review the statutes and administrative rules

attached to background checks of subject individuals under ORS 181A.200, 326.604, 329A.030, 342.125, 342.143, 409.027, 413.036, 418.016, 420A.021, 443.004 and 443.735. This review is to occur in two stages and with two deliverables:

1. Identify options for providing that a person does not need to undergo another background check conducted by an Oregon state agency for the purposes of working with children, elderly persons or persons with disabilities if the person has already passed a background check conducted by a state agency in the previous 12 months. The *HB 4091 Workgroup Report: Recommendations Regarding Criminal Records Verification in Oregon (2012)* by the Department of Administrative Services (DAS) is to be consulted in this process. A report on these options is due by June 30, 2026.
2. Study similarities and differences in the background checks, and options to consolidate and reduce the number of different background checks for similar purposes or programs. A report on this study is due by September 15, 2026.

Staffing Update:

Professional Practices Unit

Position: Director of Professional Practices  
52 applications have been received and applications are currently being reviewed.

Position: Investigator  
Two additional investigators have been hired. Recruitment continues.

Moving Update:

TSPC will be moving to the General Services Building. The move is anticipated sometime in August, 2026.

Presentations:

Oregon Professional Educator Fair, March 19, 2026, Salem Convention Center: Eric Jaroch and Kas Knoll presented three sessions on educator professional conduct

Upcoming:  
Oregon School Personnel Association (OSPA), April 27-28, 2026  
Coalition of Oregon School Administrators (COSA) Seaside, June, 2026

**Attachments:**

Legislative Concept: Language change to ORS 342.176

**Proposed language:**

**ORS 342.176 Complaint process; preliminary investigation; materials confidential; notice.**

(1) (a) A person may file a complaint with the Teacher Standards and Practices Commission regarding a commission licensee. If a complaint concerns an allegation of sexual conduct that may have been committed by a commission licensee, the complaint process provided by this section does not apply and the commission shall investigate the complaint as provided by ORS 339.390.

(b) Prior to beginning an investigation based on a complaint filed under paragraph (a) of this subsection, the commission may require verification that attempts were made to resolve the complaint through the complaint process of the school district that employs the person against whom the complaint was filed. If the commission does not receive verification within 6 months of providing notice that verification is required, the commission no longer has a duty to investigate the complaint.

(c) **The commission may** undertake an investigation upon receipt of a complaint under section (1)(a) or *[information]* **upon receipt of a report from an education provider, DHS, or a law enforcement agency** that may constitute grounds for:

(A) Refusal to issue a license or registration, as provided under ORS 342.143;

(B) Suspension or revocation of a license or registration, discipline of a commission licensee, or suspension or revocation of the right to apply for a license or registration, as provided under ORS 342.175; or

(C) Discipline for failure to provide appropriate notice prior to resignation, as provided under ORS 342.553.

(d) The Commission may initiate an investigation whenever it receives information that may constitute grounds for action as described in subsection (c).

It currently reads as follows:

(1)(a) A person may file a complaint with the Teacher Standards and Practices Commission regarding a commission licensee. If a complaint concerns an allegation of sexual conduct that may have been committed by a commission licensee, the complaint process provided

by this section does not apply and the commission shall investigate the complaint as provided by ORS 339.390.

(b) Prior to beginning an investigation based on a complaint filed under paragraph (a) of this subsection, the commission may require verification that attempts were made to resolve the complaint through the complaint process of the school district that employs the person against whom the complaint was filed. If the commission does not receive verification within 12 months of providing notice that verification is required, the commission no longer has a duty to investigate the complaint.

(c) After receiving sufficient verification as provided by paragraph (b) of this subsection, the commission shall promptly undertake an investigation upon receipt of a complaint or information that constitutes grounds for:

(A) Refusal to issue a license or registration, as provided under ORS 342.143;

(B) Suspension or revocation of a license or registration, discipline of a commission licensee, or suspension or revocation of the right to apply for a license or registration, as provided under ORS 342.175; or

(C) Discipline for failure to provide appropriate notice prior to resignation, as provided under ORS 342.553.

# Executive Director Update

Rachel Alpert, Executive Director

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TSPC Commission Meeting  
April 10, 2026



# Legislative & Budget Update

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# 2027-2029 Legislative Session



## Agency Recommended Budget (ARB)

License Type	Current Fee	Proposed Fee
Initial	\$182	\$198
Renewal	\$182	\$225
Administrator	\$189	\$275
Out of State	\$247	\$425

# 2027-2029 Legislative Session

## Agency Recommended Budget (ARB)



Type	Current Fee	Proposed Fee	Fee % Increase	Fee \$ Increase
Initial Fee	\$ 182.00	\$ 198.00	9%	\$ 16.00
Renewal Fee	\$ 182.00	\$ 225.00	24%	\$ 43.00
Administrator Fee	\$ 182.00	\$ 275.00	51%	\$ 93.00
Out of State Fee	\$ 247.00	\$ 425.00	72%	\$ 178.00

All proposed fees are within current statutory limits and would not require increases to current statutory caps.

# Scenario B: Fee Increase Only

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Fee increases only used to address projected deficits

Requires **over 100% cumulative fee increases** across future biennia

Places **full cost of licensure, investigations, and oversight on public educators**

**Not recommended:** financially burdensome, outside national norms, unstable long-term

- **2027-2029: 71% fee increase** is projected to yield 0.11 months of ending fund balance
- **2029-2031: An additional 50% fee increase** is projected to yield 3.17 months of ending fund balance (total fee increase of 121%)
- **2031-2033: An additional 10% fee increase** is projected to yield 5.7 months of ending fund balance
- **Total fee increase of 131%**



# 2027-2029 Legislative Session Legislative Concept (LC)

ORS 342.176(1)(c) defines when TSPC “shall” open an investigation.

LC proposes language change from TSPC “shall” to TSPC “may” open an investigation.

# 2027-2029 Legislative Session

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## Legislative Concept



Current

(c) After receiving sufficient verification as provided by paragraph (b) of this subsection, the commission **shall** promptly undertake an investigation upon receipt of a complaint or information that constitutes grounds for:

Proposed

(c) **The commission may** undertake an investigation upon receipt of a complaint under section (1)(a) or [*information*] **upon receipt of a report from an education provider, DHS, or a law enforcement agency** that may constitute grounds for:

# Workgroups

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## **Background Check Portability (Formerly HB 4057)**

Legislators: Rep. Wise and Rep. Walters

Agencies directly involved: TSPC, ODE, DELC

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Policy Concept for consideration: “An individual who is actively enrolled in the Central Background Registry and in good standing may be deemed to have satisfied criminal background check requirements for certain non-licensed or provisional roles within school districts for a limited period, as determined by rule.”

# Workgroups

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## **OTIS Investigations, Senate Human Services**

Legislator: Sen. Gelser Bluin

Purpose: Explore the process by which the Office of Training, Investigations and Safety (OTIS) conducts investigations, how people experience these investigations and how those investigations interact with other entities that might conduct investigations.

# Workgroups

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HB 3224 [2025] directed the Department of Human Services (DHS) to review the statutes and administrative rules attached to background checks of subject individuals

Review is to occur in two stages and with two deliverables:

1. Identify options for providing that a person does not need to undergo another background check conducted by an Oregon state agency for the purposes of working with children, elderly persons or persons with disabilities if the person has already passed a background check conducted by a state agency in the previous 12 months. The *HB 4091 Workgroup Report: Recommendations Regarding Criminal Records Verification in Oregon* (2012) by the Department of Administrative Services (DAS) is to be consulted in this process. A report on these options is due by June 30, 2026.
2. Study similarities and differences in the background checks, and options to consolidate and reduce the number of different background checks for similar purposes or programs. A report on this study is due by September 15, 2026.

# Staffing Updates

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# Professional Practices Unit

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## **Position: Director of Professional Practices**

52 applications have been received and applications are currently being reviewed.

## **Position: Investigator**

Two additional investigators have been hired. Recruitment continues.

# Upcoming Positions

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**Position: Executive Support Specialist**

**Position: EDS Application Administrator**

# Moving Updates

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# Moving Update

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## Where?

General Services Building  
1225 Ferry St. SE Salem OR 97301

## When?

August, 2026

**Presentations**

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# Presentations

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**Oregon Professional Educator Fair, March 19, 2026**

Eric Jaroch and Kas Knoll presented three sessions on educator professional conduct

Upcoming:

**Oregon School Personnel Association (OSPA), April 27-28, 2026**

**Coalition of Oregon School Administrators (COSA) Seaside, June, 2026**

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ITEM: EDUCATOR DATA SYSTEM (EDS) UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION This agenda item is to provide the Commission with an overview of accomplishments and planned activities regarding the Educator Data System project.

### **Solution Vendor Procurement**

As part of Stage 2 activities, the EDS Project Team and DAS State Procurement Services (SPS) drafted and conducted the review/approval process for an Open Market solicitation for a Solution Vendor to provide both the Educator Data System and all the implementation services necessary to set-up and deploy the solution. Once Stage Gate 2 approval was granted by the state's IT project oversight team (EIS), the Request For Proposal (RFP) was cleared to advertise in the OregonBuys procurement system.

At the conclusion of the vendor response period, seven (7) proposals were received and evaluated by DAS SPS. Six (6) of the proposals met the proposal qualifying requirements and were advanced to Round 1 Evaluation.

The vendor proposals were reviewed and scored on a matrix of evaluation criteria. The composite scores from the Evaluation Committee resulted in four (4) out of six (6) vendors advancing from Round 1 to Round 2.

- Ignyte Group, Inc.
- inLumon / i3 Verticals
- Level Data, LLC
- System Automation

The vendors have been notified and are awaiting detailed instructions for how Round 2 evaluations will be conducted. DAS SPS and TSPC are working to develop the evaluation criteria, which will consist of:

- Detailed workflow and functionality scripts which the vendor will be required to demonstrate how their system can satisfy
- A revised price proposal; itemizing all the System Implementation services and deliverables
- Reference check follow-ups with agencies that the vendor has provided comparable solutions for

The estimated timeline for concluding Round 2 evaluations is mid-May. After a brief mandatory protest period, TSPC, DAS SPS, DOJ, and the selected vendor will enter directly into contract negotiations.

Teacher Standards and Practices Commission  
250 Division Street NE  
Salem OR 97301

April 10, 2026  
**Commission Business**

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ITEM: EDUCATOR EQUITY REPORT UPDATE  
**INFORMATION ITEM**

INFORMATION: Dr. Mondragon will provide an update on TSPC's data contribution to the 2026 Educator Equity Report.



# Oregon Teacher Standards and Practices Commission

## 2026 Educator Equity Report Data Update

(Preliminary Findings)

1. Who is entering and completing the pipeline?
2. Who is represented in the licensure snapshots?
3. What might temporary licensure data suggest about access and entry into the educator workforce?

# Enrollment and completion in Oregon-approved programs remain near one-third diverse

## ENTRY INTO PREPARATION

About 1 in 3 enrollees are racially and ethnically diverse

### Teacher candidates

2022-23

**3,307**

total

**33.1%**

diverse share

1,094 identify as racially or ethnically diverse

Source: Title II Data

### Principal / administrator candidates

2023-24

**908**

total

**31.2%**

diverse share

283 identify as racially or ethnically diverse

Source: TSPC Annual Reports

## COMPLETION OF PREPARATION

Completion remains close to one-third diverse

### Teacher completers

2024-25

**1,703**

total

**31.8%**

diverse share

542 identify as racially or ethnically diverse

Source: TSPC PCR Data

### Principal / administrator completers

2024-25

**344**

total

**32.6%**

diverse share

112 identify as racially or ethnically diverse

Source: TSPC PCR Data

### About the Data

- Data comes from different sources and may cover different periods, as comparable data are not always available for the same time periods. Completions are also not directly comparable to enrollments because program lengths vary.
- Administrator trends before and after the 2022 redesign should be interpreted with caution.
- “Diverse” includes individuals identifying as Asian, Black or African American, Hispanic or Latino/a/x, American Indian or Alaska Native, Multiracial, Native Hawaiian or Pacific Islander, Other than White, or Not Specified.
- Principal and administrator categories include both principal and professional administrator data on this slide.

### 4-year completer diverse share trend 2021–22 | 2022–23 | 2023–24 | 2024–25

Teacher: 28.2% | 29.4% | 33.0% | 31.8%  
Admin: 21.0% | 29.4% | 32.9% | 32.6%



# Annual license snapshots reflect a broader workforce mix than Oregon program completion data

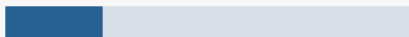
These categories include both first-time licenses and renewals across 3-year and 5-year cycles, as well as individuals prepared outside Oregon.

## Preliminary Teaching License

2024-25 issued or renewed

**24.0%**

diverse share



1,742 identify as racially or ethnically diverse  
of 7,260 total licenses

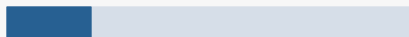
Source: TSPC Licensing Data

## Principal License

2024-25 issued or renewed

**20.7%**

diverse share



201 identify as racially or ethnically diverse  
of 972 total licenses

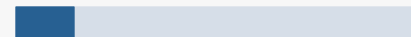
Source: TSPC Licensing Data

## Professional Administrator License

2024-25 issued or renewed

**14.5%**

diverse share



62 identify as racially or ethnically diverse  
of 427 total licenses

Source: TSPC Licensing Data

### 4-year diverse share trend by license 2021-22 | 2022-23 | 2023-24 | 2024-25

Preliminary Teaching:	20.9%	21.8%	22.1%	24.0%
Principal:	17.4%	19.3%	18.5%	20.7%
Professional Administrator:	15.8%	13.5%	13.7%	14.5%

These figures reflect issued or renewed licenses in 2024-25, not only newly prepared candidates. They also include educators prepared outside of Oregon. Diverse includes individuals who identified as Asian, Black or African American, Hispanic or Latino (or Spanish Origin), American Indian or Alaskan Native, Multi-racial, Native Hawaiian or Pacific Islander, Other than White, or not specified.



# Emergency / restricted licenses show diverse representation

These district-sponsored licenses are used to fill urgent staffing needs.

## EMERGENCY / RESTRICTED LICENSES

### Teaching emergency / restricted

2024-25 issued or renewed

32.0%

diverse share



1,595 total licenses

510 diverse

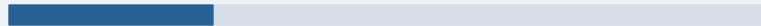
Source: TSPC Licensing Data

### Administrator emergency / restricted

2024-25 issued or renewed

27.1%

diverse share



118 total licenses

32 diverse

Source: TSPC Licensing Data

## CONTEXT FOR INTERPRETATION

- 1 Restricted licenses likely overlap with the preparation pipeline.**  
These licenses are often used by candidates who are already enrolled in preparation programs and working while completing requirements, including some candidates enrolled in Oregon programs and some enrolled out of state.
- 2 Emergency licenses may reflect a different candidate group.**  
These licenses are used to meet immediate staffing needs and may include individuals who do not later enter or complete a preparation program.
- 3 The relatively high diverse share in this category may suggest that temporary licensure pathways are helping broaden access** through district-sponsored temporary licensure pathways; however, access through these pathways is distinct from preparation completion, which is not reported for this group, and some candidates may be prepared outside Oregon-approved programs.

### 6-year diverse share trend by temporary license 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25

**Emergency & Restricted Teaching:** 32.1% | 35.8% | 32.0% | 33.0% | 32.0% | 32.0%  
**Emergency & Restricted Administrator:** 25.5% | 25.8% | 33.0% | 29.4% | 36.1% | 27.1%

Diverse includes individuals who identified as Asian, Black or African American, Hispanic or Latino (or Spanish Origin), American Indian or Alaskan Native, Multi-racial, Native Hawaiian or Pacific Islander, Other than White, or not specified.

### Emergency and Restricted Teaching License Counts for All Educators, 2019-20 to 2024-25

2019-20: 815  
2020-21: 893  
2021-22: 1,400  
2022-23: 1,993  
2023-24: 1,767  
2024-25: 1,595

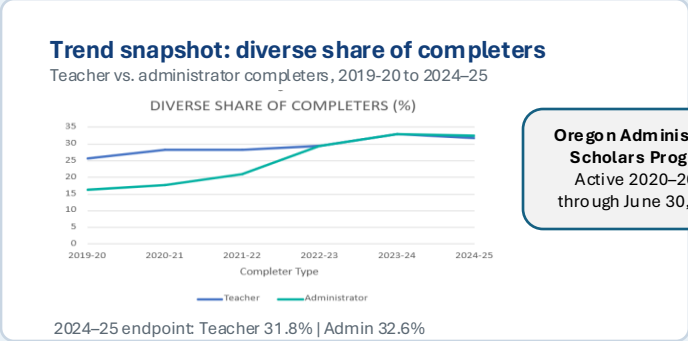


# What seems to be shifting from 2024 to 2026?

FOR DISCUSSION

A conversational scan of the data — more for discussion than declaration.

	Then (2024 Report)	Now (2026 draft)
<b>TEACHER COMPLETERS</b>	Based on counts alone, it once looked as though Oregon's in-state pipeline of diverse teacher completers was shrinking, even though proportions told a different story.	Recent years make the overall picture less clear. Although the total number of teacher candidates completing Oregon programs has fluctuated, the share of diverse completers remains higher than in previous reports.
<b>ADMIN COMPLETERS</b>	Program closures and redesigned requirements aligned with a steep drop in administrator completers. However, this period also marked the beginning of the post-pandemic years, which may have contributed to the trend.	Newer data shows some rebuilding in the share of diverse administrator completers. Even with a decline in total completers, the diverse share remains higher than before the redesign and the early post-pandemic years (2018–19 to 2021–22).
<b>TEMPORARY LICENSES</b>	Temporary license holders had a higher diverse share than preliminary license holders.	That pattern still appears, and preliminary teaching license holders continue to show a more diverse share than the administrator license group.



**Oregon Administrator Scholars Program**  
Active 2020–2021 through June 30, 2025

### 4-year diverse share trend by license

2021-22 | 2022-23 | 2023-24 | 2024-25

Preliminary Teaching:	20.9%   21.8%   22.1%   24.0%
Principal:	17.4%   19.3%   18.5%   20.7%
Professional Administrator:	15.8%   13.5%   13.7%   14.5%

### 6-year diverse share trend by temporary license

2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25

<b>Emergency &amp; Restricted Teaching:</b>	32.1%   35.8%   32.0%   33.0%   32.0%   32.0%
<b>Emergency &amp; Restricted Administrator:</b>	25.5%   25.8%   33.0%   29.4%   36.1%   27.1%

## Questions?

Read the trendlines in context: post-pandemic conditions, labor market shifts, funding, policy changes, and preparation capacity can all shape the pattern.

Commission Meeting  
Friday, February 6, 2026 8:30 AM Pacific

Department of Administrative Services (DAS)  
East (AKA General Services Building)  
1225 Ferry St SE  
Salem, OR 97301

Libni Coulibaly: Present  
Alfonso Garcia Arriola: Present  
Martha Gross: Absent  
Nicci Harrison: Present  
Samantha Herron: Present  
Mary Hofer: Present  
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Liliana Jiménez H.: Present  
Carrie Kondor: Present  
Francisco López Atanes: Present  
Katie Lukins: Present  
Rae Ette Newman: Present  
Lydia Smith: Present  
Robert Waltenburg: Present  
Michelle York: Present  
Jon Zwemke: Present

Present: 15, Absent: 1.

Lydia Smith: Absent

Present: 14, Absent: 2.

Francisco López Atanes: Absent

Lydia Smith: Present

Present: 14, Absent: 2.

Liliana Jiménez H.: Absent

Present: 13, Absent: 3.

Liliana Jiménez H.: Present

Present: 14, Absent: 2.

1. The meeting location is accessible to persons with disabilities. For questions about accessibility or to request an accommodation, please contact Heidi Reinhardt [Heidi.REINHARDT@tspc.oregon.gov](mailto:Heidi.REINHARDT@tspc.oregon.gov) **at least 48 hours before the meeting** ORS 192.630((5)(b)).

2. **Executive**

Dr. Rae Ette Newman, Chair

Dr. Michelle York, Vice Chair

Jon Zwemke

Robert Waltenburg

### **3. Educator Preparation & Pathway Unit**

Dr. Michelle York, Chair  
Dr. Carrie Kondor  
Dr. Alfonso Garcia Arriola  
Samantha Herron  
Vacant

### **4. Professional Practices**

Jon Zwemke, Chair  
David Jaimes  
Liliana Jimenez  
Martha Gross  
Dr. Francisco L. Atanes  
Nicci Harrison

### **5. Licensure**

Robert Waltenburg, Chair  
Katie Lukins  
Libni Caulibaly  
Mary Hofer  
Lydia Smith

## **6. Friday, February 6, 2026**

8:30-11:40 a.m.

### **EXECUTIVE SESSION**

7. Call to Order

8. Introductions

## **9. PROFESSIONAL PRACTICES HEARINGS, INVESTIGATION MATTERS AND INVESTIGATION REPORTS (EXECUTIVE SESSION)**

9.1. Confidential Agenda

9.1.1. 20.1 APPLICATIONS FOR REINSTATEMENT

9.1.2. 20.2 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO DISMISS

9.1.3. 20.3 PRELIMINARY REPORTS RECOMMENDING NO FURTHER ACTION

9.1.4. 20.4 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE

9.1.4.1. 20.4a. PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE

Sexual Conduct Cases (ORS 339.390) – Director Recommendation – Substantiated

9.1.4.2. 20.4b PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE - All other Case Types (including cases with unsubstantiated sexual conduct)

9.1.5. 20.5 CASES TO DISCUSS WITH THE COMMISSION

9.1.6. 20.6 CONSIDERATION OF OTHER DISCIPLINE ISSUES

9.1.7. 20.7 CONSIDERATION OF AMENDED NOTICES OF HEARING TO CHARGE

9.1.8. 20.8 STIPULATED ORDERS

9.1.9. 20.9 LETTERS OF INFORMAL REPROVAL

9.1.10. 20.10 MANDATORY REVOCATIONS (Information Only)

9.1.10.1. 20.10a Sexual Conduct Cases- Substantiated

9.1.10.2. 20.10b All other case types (unsubstantiated)

9.1.11. 20.11 INFORMATION ONLY

10. 11:40-11:50 a.m.

**COMMISSION CONSIDERATION OF PROFESSIONAL PRACTICES ACTIONS  
(PUBLIC SESSION)**

**10.1. Professional Practices Consent Agenda (PUBLIC SESSION)**

11. 12:00-12:30 p.m.

**LUNCH**

12. 12:00-12:30 p.m

**Public Comment Request Submission**

13. 12:30 - 1:30 p.m

**COMMISSION BUSINESS**

13.1. Chair Newman Call to Order and Welcome

13.2. Introductions

13.3. Executive Director Report

13.4. EDS Update

13.5. Commission Correspondence

13.5.1. School Nurse

13.5.2. EI/ECSE Higher Education Consortium

13.5.3. Adaptive PE, Michelle Dunn

13.6. Adoption of November 2025 Commission Meeting Minutes.

Jon Zwemke First Robert Waltenburg Second. This motion, made by Jon Zwemke and seconded by Robert Waltenburg, Carried.

Alfonso Garcia Arriola: Absent, Martha Gross: Absent, Libni Coulibaly: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimes: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea  
Yea: 14, Nay: 0, Absent: 2

### 13.7. Senate Bill 3 [2023]

Jon Zwemke Samantha Herron. This motion, made by Jon Zwemke and seconded by Samantha Herron, Carried.

Martha Gross: Absent, Francisco López Atanes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimes: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea  
Yea: 14, Nay: 0, Absent: 2

14. 1:30-2:15 p.m

### **PRESENTATIONS**

14.1. Oregon Preservice Educator Network (OPEN) update

14.2. Oregon Association of Colleges for Teacher Education (OACTE) update

14.3. Coalition of Oregon School Administrators (COSA) update

14.4. Oregon Education Association (OEA) update.

15. 2:30-3:00 p.m.

### **LICENSURE**

15.1. Licensure Consent Agenda

Jon Zwemke First Rae Ette Newman Second. This motion, made by Jon Zwemke and seconded by Rae Ette Newman, Carried.

Martha Gross: Absent, Francisco López Atanes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimes: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea  
Yea: 14, Nay: 0, Absent: 2

15.1.1. Waiver Requests Granted

15.2. Licensure Committee Chair Report

15.3. eLicensing/Communication Update

15.4. Licensure Production Update

16. 3:00 - 3:45 p.m.

### **EDUCATOR PREPARATION & PATHWAYS UNIT**

17. Educator Preparation & Pathways Consent Agenda

Liliana Jiménez H. First Alfonso Garcia Arriola Second. This motion, made by Liliana Jiménez H. and seconded by Alfonso Garcia Arriola, Carried.

Martha Gross: Absent, Francisco López Atanes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimes: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea  
Yea: 14, Nay: 0, Absent: 2

17.1. Site Visit Schedule

17.2. Agency Waivers Granted (Executive Director Authority)

17.3. Southern Oregon University: New program proposal to provide a School Counseling program

17.4. Oregon State University: New program proposal to provide a Reading Intervention program

17.5. Eastern Oregon University: New program proposal to provide a Principal program

#### 18. Educator Preparation & Pathways Committee Chair Report

19. University of Portland: State Approval of Unit

Jon Zwemke First Alfonso Garcia Arriola Second. This motion, made by Jon Zwemke and seconded by Alfonso Garcia Arriola, Carried.

Martha Gross: Absent, Francisco López Atanes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimes: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea  
Yea: 14, Nay: 0, Absent: 2

#### 20. Annual Report Template

21. BASE Community College Consortium

22. Early Literacy Standards Implementation Update

23. 3:45 - 4:30 p.m.

#### **PROFESSIONAL PRACTICES**

23.1. Professional Practices Committee Chair Report

23.2. Professional Practices Production Report

23.3. Civil Penalties

24. 4:30-4:45 p.m.

#### **RULES**

24.1. Repeal 584-020-0035 (The Ethical Educator).

Robert Waltenburg First Jon Zwemke Second. This motion, made by Robert Waltenburg and seconded by Jon Zwemke, Carried.

Martha Gross: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimes: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea  
Yea: 13, Nay: 0, Absent: 3

24.2. Repeal 584-235-0235 (Oregon Administrator Scholars Program).

Michelle York First Alfonso Garcia Arriola Second. This motion, made by Michelle York and seconded by Alfonso Garcia Arriola, Carried.

Martha Gross: Absent, Francisco López Atanes: Absent, Libni Coulibaly: Abstain (With Conflict), Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimes: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins:

Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York:  
Yea, Jon Zwemke: Yea  
Yea: 13, Nay: 0, Absent: 2, Abstain (With Conflict): 1

25. 4:45-5:00 p.m.

**COMMISSION BUSINESS AFTERNOON ITEMS**

25.1. Proposed Meeting Calendar for 2026-2027

Mary Hofer First Samantha Herron Second Moving October 9th to October 16th. This motion, made by Mary Hofer and seconded by Samantha Herron, Carried.

Martha Gross: Absent, Francisco López Atanes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimés: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea  
Yea: 14, Nay: 0, Absent: 2

25.2. Chairperson Election

Jon Zwemke First Robert Waltenburg Second. This motion, made by Jon Zwemke and seconded by Robert Waltenburg, Carried.

Martha Gross: Absent, Francisco López Atanes: Absent, Rae Ette Newman: Abstain (With Conflict), Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimés: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea

Yea: 13, Nay: 0, Absent: 2, Abstain (With Conflict): 1

25.3. Vice-Chair Election

Robert Waltenburg First Jon Zwemke Second. This motion, made by Robert Waltenburg and seconded by Jon Zwemke, Carried.

Martha Gross: Absent, Francisco López Atanes: Absent, Michelle York: Abstain (With Conflict), Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimés: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Jon Zwemke: Yea

Yea: 13, Nay: 0, Absent: 2, Abstain (With Conflict): 1

25.4. Nominations for Chairperson, Vice-Chairperson and Executive Committee.

Mary Hofer First Liliana Jiménez H. Second. This motion, made by Mary Hofer and seconded by Liliana Jiménez H., Carried.

Martha Gross: Absent, Francisco López Atanes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Nicci Harrison: Yea, Samantha Herron: Yea, Mary Hofer: Yea, David Jaimés: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea  
Yea: 14, Nay: 0, Absent: 2

25.5. Preference For Committee Assignments in 2026

26. 5:00 p.m.

**ADJOURNMENT**

ITEM: COMMISSION CORRESPONDENCE

ACTION: **DISCUSSION ITEM**

INFORMATION: **Adaptive Physical Education**

The Executive Director received correspondence from an individual requesting consideration by the Commission to rename the specialization to an endorsement. When a content area is labeled as an "endorsement", districts would be required to hire teachers holding the endorsement into work assignments identified as requiring the specialized preparation.

During the 2012-2016 Teaching License Redesign, the Commission agreed to a definition of Specialization:

Oregon Administrative Rule 584-225-0010: Specializations: General Provisions

(1) Purpose of Specializations: A specialization on an Oregon educator license is an optional indication of specialized expertise or preparation in an area the Commission recognizes as "added value" on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards or requirements set by the Commission.

(2) A specialization is distinguished from an endorsement in that a specialization is not required to teach or work in the specialized area, whereas an endorsement is required to work in the subject-matter area.

The Adapted Physical Education Specialization requires that the applicant holds a Preliminary, Professional, Teacher Leader or Legacy Teaching license with a Physical Education endorsement. The specialization may be added by completion of a Commission-approved program. Oregon State University is the only approved program offering the specialization.

The Executive Director requests direction from the Commission on any possible action(s) resulting from this request or how to respond to the individual. The individual intends to speak at the February Commission meeting as part of the Public Comment period.

### **SB 3 / CTE**

During the February 6, 2026 Commission meeting, TSPC staff presented Item 13.7 Senate Bill 3 [2023]. Staff requested input and action from the Commission concerning misinformation provided by TSPC staff and the Oregon Department of Education regarding the licenses eligible to teach courses required for high school graduation in Personal Finance and Higher Education and Career Path Skills. The misinformation included Preliminary CTE (Career and Technical Education) and Professional CTE licenses as eligible to teach these courses. Under current

Commission rule, these courses are considered as "Atypical Assignments" which are allowable for holders of non-CTE Preliminary, Professional, Teacher Leader, Legacy and Reciprocal Teaching licenses. The Commission resolved to allow CTE teachers to be assigned these courses for the 26-27 and 27-28 school years without threat of disciplinary action.

The National Consortium for Physical Education for Individuals with Disabilities (NCPEID) recognizes the role of physical education for children with disabilities, aged 3-21, in the development of “physical and motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)” (34 C.F.R.300.39(b)(2)). Therefore, we advocate for physical education services that: a) are appropriate to meet the unique learning needs of children with disabilities, including “special physical education, adapted physical education, movement education, and motor development” (34 C.F.R.300.39(b)(2)); b) address the psychomotor, cognitive, and affective learning outcomes of physical education; and c) are provided by appropriately credentialed physical educators.

IDEA uses the term “specially designed instruction” and defines it as “adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction” (34 CFR §300.39(b)(3)). **It is the position of the NCPEID that specially designed instruction is adapted physical education instruction, and specially designed physical education services are adapted physical education services.**

Specific to physical education for children with disabilities, States and their public agencies:

- Must ensure appropriate implementation of the *physical education mandates of the Individuals with Disabilities Education Improvement Act of 2004* (PL 108-446; hereafter referred to as IDEA).
- Shall provide physical education as a *direct instructional service* as a part of a child’s special education program, from ages 3-21 years, that is delivered within the least restrictive environment (see Office of Special Education Programs [OSEP] Dear Colleague Letters to [Tymeson](#), [Kelly](#) and [Tymeson](#)).
- Shall *provide adapted physical education* services (APE) when it is determined, through individualized assessment by a physical educator (34 CFR §300.304(c)(1)) and the IEP process, that the child’s learning needs require modifications to the general physical education curriculum (e.g., reductions in psychomotor, cognitive, or affective learning expectations; modified assessment methods; specialized instructional strategies; etc.) (34 CFR §300.39(b)(3)).
- Shall *document APE services* in the IEP, including individualized annual goals and student progress *aligned* to state standards (i.e., it is *not* required that the child *meet* a grade level state standard; however, progress towards annual goals and state standards must be documented).
- Shall *not substitute physical therapy, occupational therapy, or other related services for APE services* (see OSEP Dear Colleague Letters to [Irby](#) and [Tymeson](#)).
- Shall *include the physical educator as a member of the IEP team* involved in developing the student’s annual IEP/special education program (34 CFR §300.321).
- Shall ensure that APE services are provided by an *appropriately credentialed physical educator* (e.g., nationally certified adapted physical educator [CAPE], state endorsed APE teacher, etc.).
- Shall document the extent to which the child can participate with peers without disabilities across three main areas of the child’s school life (general education, extracurricular, and nonacademic activities) including *interscholastic sport* (see [OSEP Office of Civil Rights Dear Colleague Letter](#)).
- Shall provide *APE services to students with disabilities who are eligible through Section 504* of the Rehabilitation Act.

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The following information provides additional support for the aforementioned statements:

### Physical Education Mandates of IDEA

- IDEA states that “physical education services, specially designed, if necessary, must be made available to every child with a disability receiving Free and Appropriate Public Education (FAPE), unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades” (34 CFR §300.108).
- If specially designed physical education, more commonly known as *adapted physical education*, “is prescribed in a child’s IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs” (34 CFR §300.108).
- IDEA regulations clarify that specially designed physical education is an individually determined special education service *not* a grade level requirement in the Federal Register of August 14, 2006 (see page 46583 regarding section 300.108). As such, children with disabilities, including preschool ([Dear Colleague Letter to Tymeson](#)) and transition aged students ([Dear Colleague Letter to Kelly](#)) should receive APE services as prescribed in their IEP, regardless of whether physical education is offered to their peers without disabilities or whether they have completed “grade level requirements”.
- As a part of special education, local education agencies (LEAs) should ensure physical education is included in state compliance evaluations.

### Physical Education as a Direct Instructional Service

- IDEA defines special education as “specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including— (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and (ii) Instruction in physical education” (34 CFR §300.39). As such, physical education is a *direct*

*instructional service* within special education; it is *not* a related service.

- OSEP further clarified this mandate of physical education as a direct instructional service in the [Dear Colleague Letter to Tymeson \(2021\)](#).
- Adapted physical education is a direct instructional service (not a class) that must, and can, be provided in any education setting within the least restrictive environment (LRE) continuum.
- Physical education services, specially designed if necessary, *must* be made available to every child with a disability receiving FAPE. As such, APE is a direct instructional service within special education that is required by law, and LEAs must provide APE services if there is identified student need.
- Related services *may* be provided if a student with a disability needs the service to benefit from special education. While related services are important to student success, none of these services (e.g., physical therapy) satisfy or can substitute for physical education instruction/services (general or adapted). LEAs substituting related services to satisfy physical education are in violation of IDEA.

### Physical Education Services Determined through Individualized Assessment

- IDEA clearly states that the evaluation procedures must assess the child in all areas related to the suspected disability and must be sufficiently comprehensive to identify all of the child’s special education and related service needs (34 CFR §300.304). Given that physical education, which is a part of special education, has learning outcomes across the psychomotor, cognitive and affective learning domains, students must be assessed across all three learning domains to measure their performance within the physical education curriculum and determine their educational needs. Considering only motor delays when determining eligibility for APE services is an inappropriate practice, as the physical education curriculum explicitly

defines learning expectations in all three learning domains.

- Per IDEA, any assessments and evaluation tools utilized must be “used for the purposes for which the assessments or measures are valid and reliable” (34 CFR §300.304(c)(1)). The physical educator must use at least one valid and reliable tool when evaluating performance within the physical education curriculum and determining a student’s educational need.
- Additionally, IDEA requires that trained and knowledgeable personnel must conduct any assessments and evaluation materials used to assess a child (34 CFR §300.304(c)(1)). As such, an appropriately trained physical educator must be involved in the assessment of a child with a disability when physical education needs are being determined.
- While there is no federally mandated standard for qualification for APE services, it is common practice to use the following criteria: a score of 1.5 standard deviations below the mean on a standardized motor test; performance that is 2 or more years delayed; and/or an inability to be independently safe and/or successful in the general physical education environment due to physical, cognitive, or behavioral needs.
- Once the IEP team determines that a child needs APE services (i.e., specially designed instruction), a physical educator must also be involved as an IEP team member in determining the appropriate placement(s), development of goals (and objectives if warranted) and to ensure the program is implemented as prescribed.

### **Documentation of Annual Goals and Student Progress in Physical Education**

- Both IEPs and state standards include clearly written educational objectives for students to master; however, they are distinct in their purposes of guiding and enhancing a child’s learning experience.
- An IEP includes *individualized* goals to guide a *single* student’s learning to increase competency and mastery of knowledge and skills. The following must be provided in a child’s IEP to ensure progress is being made towards each IEP goal: present level of performance, annual goals and objectives, implementers, special education and related services, percentage participation in

regular education programs, schedule of review, and transition plan ([OSEP, 2011](#)).

- State standards are *normative* objectives for a *group* of students of similar age/grade level based upon predetermined markers of expected mastery knowledge and skills. While IEPs and state standards are separate, they are complementary to one another, and should be utilized to inform the other for student mastery of knowledge and skill. Furthermore, IEP goals are intended to *align* with state standards, but it is *not* required that the child must *meet* a grade level state standard. Considerations should be accounted for and documented in the IEP along with the student’s progress towards meeting the IEP annual goals and state standards ([National Center for Learning Disabilities](#)).

### **Involvement of the Physical Educator in the IEP Process**

- Physical educators (general or adapted physical educators) fulfil critical roles in the IEP process to include communicating, and documenting on the IEP, the student’s present level of performance, placement for services, needed supports, needed accommodations and modifications, and goals and evaluation procedures for physical education (Kowalski, et al., 2006).
- IDEA requires IEP team members to be in attendance if their curricular area is being discussed, unless released in writing by parents and district (34 CFR §300.321). As such, physical educators (general and/or adapted physical educators) must be present at IEP meetings when physical education is being discussed (e.g., annual IEP meetings) unless they are released in writing by the parents and the district. If the physical educator is released from the meeting, they must still fulfill obligations to the student and the IEP team including reporting data specific to progress toward APE goals and/or performance within the physical education curriculum.
- Physical educators are also responsible for documenting a student’s progress toward the IEP goals and the physical education standards (Tripp & Zhu, 2005).

## Qualifications of the Physical Educator Responsible for APE Services

- Per IDEA, all special education and related service personnel must be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156; as well as with corresponding state education codes or appropriate state agency credentials.
- While some states require a state-level APE or PE endorsement or certification to provide APE services, others recognize the national Certified Adapted Physical Educator (CAPE) credential. Michigan, for example, requires either the state APE endorsement or the CAPE for educators providing APE services.
- A CAPE is a state-certified physical educator who has successfully passed the [Adapted Physical Education National Standards \(APENS\)](#) Examination and met the appropriate certifying criteria, including valid teaching certification/license in physical education in their state and required college coursework in APE.
- Similar to national standards for physical education teachers, the NCPEID developed the APENS as professional standards for adapted physical educators in collaboration with the National Association of State Directors of Special Education (NASDSE) and Special Olympics International.
- The [APENS](#) represent the knowledge base necessary for adapted physical educators to provide quality APE services.

## Involvement in Interscholastic and Extracurricular Activities

- Under Section 504 of the Rehabilitation Act of 1973, LEAs are required to provide qualified students with disabilities an opportunity to benefit from the school district's extracurricular

athletics program equally to that of students without disabilities. Such extracurricular activities include programs at all education levels including club, intramural, or interscholastic (e.g., freshman, junior varsity, varsity) athletics.

- Section 504 also prohibits LEAs from providing a qualified student with a disability with an aid, benefit, or service that is not as effective as that provided to others and does not afford that student with an equal opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement in the most integrated setting appropriate to the student's needs.
- LEAs must work, ideally with assistance from the adapted physical educator, to ensure that students with disabilities are provided opportunities to participate in interscholastic and extracurricular activities equal to that of their non-disabled peers ([Government Accountability Office Report, 2010](#); [Dear Colleague Letter Regarding Extracurricular Athletics, 2013](#)).

## APE Services through Section 504

- APE services may be provided to students with disabilities who are eligible for educational services under Section 504 of the Rehabilitation Act of 1973 (e.g., students with lymphedema, diabetes, hearing impairments, heart conditions). Section 504 requires that LEAs provide a free appropriate public education (FAPE), including physical education, to qualified students with disabilities ([Office of Civil Rights, 2020](#)). As such, APE can be a stand-alone service provided to students with disabilities through Section 504.
- As with the IEP, the physical educator should be a part of evaluations for determining student need as well as discussions and planning of a qualified student's 504 plan.

## Additional Resources:

- National Consortium for Physical Education for Individuals with Disabilities: [www.ncpeid.org](http://www.ncpeid.org)
- Adapted Physical Education National Standards: [www.apens.org](http://www.apens.org)
- National Consortium for Physical Education for Individuals with Disabilities (2020). [Adapted Physical Education National Standards \(3<sup>rd</sup> ed.\)](#). Champaign, IL: Human Kinetics.
- NCPEID Position Paper (Hyperlink to be inserted for other document under review by BOD).



## Is Your Physical Education Adapted or Adaptive?

Michael K. Laughlin

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# Is Your Physical Education Adapted or Adaptive?

Michael K. Laughlin 

**T**alk to an educator with extensive adapted physical education training, and a seemingly simple question about a suffix may quickly spark an overtly emotional response. Based on the root word *adapt*, the issue hinges upon whether the preferred term should be *adapted* or *adaptive*. This passion likely stems from the influence of professors and teacher education faculty in the United States and trained scholars who have championed *adapted physical education* throughout the literature and in U.S. policy and practice since the 1950s (Hutzler & Sherrill, 2007). Yet even among these strong advocates, the reasons for favoring *adapted* can vary.

The emotion behind this terminology debate is warranted. Holland and Haegele's (2021) research review captured stark examples in which students with disabilities reported being segregated, deemed an inconvenience, or flat-out ignored or removed by physical educators. The continued marginalization of those with disabilities and their societal right to public education has, for generations, prompted the need for extensive research and literature, supportive federal and state policy, litigation, advocacy, and research-based teaching practices. At the intersection of disability and education, precise terminology matters greatly because context and meaning (shaped through research) determine the *positive* (e.g., accessible), *negative* (e.g., mental retardation), or even *offensive* (e.g., cripface) connotation of a given term or phrase.

The *adapted* versus *adaptive* argument is a nuanced one, evidenced by a unique history and evolution that stretches beyond preK-12 physical education and into the overarching international adapted physical activity (APA) landscape, a professional branch of kinesiology that includes *adapted physical education*. This editorial aims to clarify the differences between *adapted* and *adaptive* physical education in a way that is hopefully interpretable to those with and without extensive training on

the subject. If *adapted physical education* is indeed what students with disabilities should be receiving, advocates and entire school communities must not only be able to decipher what distinguishes these terms, but, more importantly, understand why the nuances between the suffixes matter so deeply, especially to students with disabilities.

Hutzler and Hellerstein's (2016) editorial on the *adapted* or *adaptive* argument in the context of the APA field provided detailed insight into the history of each term. The authors emphasized that *adapted physical education* was the initial title in the 1950s before APA and other subdisciplines (i.e., sport, recreation) branched out in the 1970s, leaving physical education in the United States to embody the current academic subject area. Further, the authors searched two prominent databases, finding that *adapted* physical activity was overwhelmingly used in the literature in favor of *adaptive* physical activity (SPORTDiscus = 2652 versus 9; PubMed = 141 versus 11). Comparatively, a search conducted in April 2025, using the terms "adapted physical education" versus "adaptive physical education" revealed a similar pattern (Google Scholar = about 17,400 versus about 9300; JSTOR = 313 versus 180; PubMed = 162 versus 24).

During the 1970s, the U.S. Civil Rights Era provided the momentum needed to enact federal guidance on education practices for students with disabilities. Known today as the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, the original 1975 law, termed Education for All Handicapped Children Act (EHA), did not include either suffixed term. Then, in the 1986 reauthorization (EHA, 1986), adaptive physical education appeared as an example of grant-eligible personnel in Section 631 (a)(1)(A), only to be replaced by adapted physical education in 1990 (IDEA, 1990). Today, only *adapted physical education* remains as a descriptor of physical education as a direct service for students with disabilities (IDEA, 2004). This terminology shift may

help explain what happens at the local level.

Some states define *adapted physical education* in state code, whereas others still refer to *adaptive physical education* or omit both adjectives altogether, despite publishing a comprehensive guide for *adapted physical education* (Laughlin, 2024; 603 Code of Massachusetts Regulations, 2013). Research is also starting to explore whether local-level use of the term *adaptive* contributes to misunderstandings witnessed in court cases involving physical education (McNamara et al., 2024) and individualized education program software systems used across the country (McNamara & Dillon, 2020). If policymakers are confused, along with the courts, school personnel, and undertrained physical educators (Block et al., 2016), what does that say about the overall quality of the instruction being delivered?

Morphology and subsequent international language interpretations are also factors in the conversation (Hutzler & Sherrill, 2007). Hutzler and Hellerstein (2016) clearly explained how, in English, the grammatical function of each suffix affects the meaning the adjective conveys about the noun that it modifies. Whereas the authors focus on physical activity, the same logic applies when the noun is replaced with physical education. *Adapted physical education* refers to past tense (e.g., the adapted physical education class was modified to meet the needs of the students), whereas *adaptive physical education* would need to describe physical education's ability to adapt or modify something (e.g., activities in the adaptive physical education class continuously change, which then makes students confused about what they are supposed to do). Keep in mind that each adjective does not exclusively represent good or bad educational actions. It is also grammatically correct to say "the adaptive physical education teacher keeps changing the activities, which results in highly engaged students."

In other words, despite grammatical function, it is important to recognize that suffixes alone do not determine whether *adapted* or *adaptive* is the correct term for physical education. This distinction should be guided by rigorous research and literature which overwhelmingly supports the use of *adapted physical education*. So, why does *adaptive physical education* persist? I argue that, in addition to previously mentioned challenges, pedagogical emphasis adds to the confusion.

From a social perspective, all physical education classes should be *adapted*. That is, a well-trained teacher, having already considered and planned for the unique attributes of all learners, proactively designs the accommodations and modifications that best support the current abilities of the students. Here, the key is that the noun (*physical education*) has already gone through the change (*has been adapted*) so that the student receives more appropriate instruction. However, this approach to instruction is unfortunately not a constant across all physical education classrooms. Research continues to expose the ongoing marginalization of students with disabilities. Personally, this marginalization is the primary reason why I passionately advocate for *adapted* instead of *adaptive*. Marginalized students with disabilities deserve better from their teachers and education systems. With the help of research and literature, *adapted* is unequivocally the correct term to represent preK-12 physical education. However, a more appropriate term could emerge as future research evolves the field.


For those who remain unsure or find themselves advocating to others, I encourage them to consider the following

reasons why *adapted* should be used: the history of the field, federal law, morphology, and the social emphasis that the literature, through rigorous research, has determined to be of primary importance. Above all else, I hope anyone with a vested interest in physical education recognizes that passionate advocacy about one tiny suffix stems from a deeper concern: Far too many physical education classrooms are still not appropriately modified or changed to meet the learning needs of students with disabilities. Therefore, when you see *adaptive physical education* in print, individualized education program software, in local policy, or even in your job title, know that your advocacy efforts are very much needed!

## Disclosure Statement

No potential conflict of interest was reported by the author(s).

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Michael K. Laughlin ([laughlinm3@southernct.edu](mailto:laughlinm3@southernct.edu)) is an assistant professor in the Health and Movement Sciences Department at Southern Connecticut State University in New Haven, CT.

**From:** [Bekki Tucker](#)  
**To:** [FERRO Johnie \\* ODE](#); [KELLER Elizabeth \\* TSPC](#); [MOORE Aujalee \\* ODE](#); [Candy Gelatt](#); [RAHMAN Muhammad \\* ODE](#); [NEWBY Jenni \\* ODE](#); [WIGHAM Beth \\* ODE](#)  
**Subject:** Re: Personal Finance, HCEPS and TSPC and Senate Bill 3 Language  
**Date:** Monday, March 23, 2026 7:47:09 PM

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You don't often get email from [bekki.tucker@bend.k12.or.us](mailto:bekki.tucker@bend.k12.or.us). [Learn why this is important](#)

Thank you all so much for your quick action and willingness to resolve this misunderstanding. I am beyond grateful that everyone has been so responsive and willing to resolve this.

Bekki Tucker  
Business CTE Teacher  
Caldera High School

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**From:** FERRO Johnie \* ODE <[Johnie.Ferro@ode.oregon.gov](mailto:Johnie.Ferro@ode.oregon.gov)>  
**Sent:** Monday, March 23, 2026 3:45:56 PM  
**To:** Bekki Tucker <[bekki.tucker@bend.k12.or.us](mailto:bekki.tucker@bend.k12.or.us)>; KELLER Elizabeth \* TSPC <[Elizabeth.KELLER@tspc.oregon.gov](mailto:Elizabeth.KELLER@tspc.oregon.gov)>; MOORE Aujalee \* ODE <[Aujalee.Moore@ode.oregon.gov](mailto:Aujalee.Moore@ode.oregon.gov)>; Candy Gelatt <[candy.gelatt@bend.k12.or.us](mailto:candy.gelatt@bend.k12.or.us)>; RAHMAN Muhammad \* ODE <[Muhammad.Rahman@ode.oregon.gov](mailto:Muhammad.Rahman@ode.oregon.gov)>; NEWBY Jenni \* ODE <[Jenni.Newby@ode.oregon.gov](mailto:Jenni.Newby@ode.oregon.gov)>; WIGHAM Beth \* ODE <[beth.wigham@ode.oregon.gov](mailto:beth.wigham@ode.oregon.gov)>  
**Subject:** RE: Personal Finance, HCEPS and TSPC and Senate Bill 3 Language

Thanks for looping me in, Bekki.

I'm copying our ODE CTE Director, Jenni Newby; CTE Licensure Specialist, Muhammad Rahman; and SB 3 Co-Lead, Beth Wigham, as they will all be valuable contributors to this conversation.

Licensure questions in this space can be nuanced, and we want to make sure we get you the right information. Our team will collaborate with our colleagues at TSPC and will follow up with you as soon as possible.

In the meantime, we hope you have a wonderful spring break!

[Johnie Ferro \(she/her\)](#)

CTE Human Resources and Career Exploration Education Specialist  
SPST | Office of Education Innovation and Improvement  
Phone: 971-208-0227

[Johnie.ferro@ode.oregon.gov](mailto:Johnie.ferro@ode.oregon.gov) | [www.oregon.gov/ode](http://www.oregon.gov/ode)

**Please read the Oregon [CTE State Plan](#) and take 1-minute and show your support [here!](#)**



*Oregon achieves . . . together!*

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**From:** Bekki Tucker <bekki.tucker@bend.k12.or.us>  
**Sent:** Monday, March 23, 2026 3:19 PM  
**To:** KELLER Elizabeth \* TSPC <Elizabeth.KELLER@tspc.oregon.gov>; MOORE Aujalee \* ODE <Aujalee.Moore@ode.oregon.gov>; Candy Gelatt <candy.gelatt@bend.k12.or.us>; FERRO Johnie \* ODE <Johnie.Ferro@ode.oregon.gov>  
**Subject:** Re: Personal Finance, HCEPS and TSPC and Senate Bill 3 Language

[\*\*\* This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. \*\*\*]

Thank you for the update. Hopefully, ODE can be present for this.

Bekki Tucker  
Business CTE Teacher  
Caldera High School

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**From:** KELLER Elizabeth \* TSPC <[elizabeth.keller@tspc.oregon.gov](mailto:elizabeth.keller@tspc.oregon.gov)>  
**Sent:** Monday, March 23, 2026 3:00:00 PM  
**To:** Bekki Tucker <[bekki.tucker@bend.k12.or.us](mailto:bekki.tucker@bend.k12.or.us)>; MOORE Aujalee \* ODE <[Aujalee.Moore@ode.oregon.gov](mailto:Aujalee.Moore@ode.oregon.gov)>; Candy Gelatt <[candy.gelatt@bend.k12.or.us](mailto:candy.gelatt@bend.k12.or.us)>  
**Subject:** RE: Personal Finance, HCEPS and TSPC and Senate Bill 3 Language

**WARNING: This email is not from a Bend-La Pine Schools email address.**

**ALWAYS exercise caution when clicking links and NEVER provide your username, password, personal information, or confidential data if requested.**

Hi Bekki. Thank you for your correspondence. This email thread will be presented to the Commission at their regular meeting on April 10. Staff will request guidance from the Commission on any next steps. During their February 2026 meeting, the Commission agreed to allow CTE-licensed teachers to teach the courses required by SB 3 [2023] for the 26-27 and 27-28 school years to give districts time to create staffing models to stay within the requirements of Administrative Rule.

You can find the link to the April 10 meeting on the TSPC website once the agenda is completed and

posted.

Elizabeth

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**From:** Bekki Tucker <[bekki.tucker@bend.k12.or.us](mailto:bekki.tucker@bend.k12.or.us)>  
**Sent:** Friday, March 20, 2026 5:30 PM  
**To:** MOORE Aujalee \* ODE <[aujalee.moore@ode.oregon.gov](mailto:aujalee.moore@ode.oregon.gov)>; Candy Gelatt <[candy.gelatt@bend.k12.or.us](mailto:candy.gelatt@bend.k12.or.us)>; KELLER Elizabeth \* TSPC <[elizabeth.keller@tspc.oregon.gov](mailto:elizabeth.keller@tspc.oregon.gov)>  
**Subject:** Fw: Personal Finance, HCEPS and TSPC and Senate Bill 3 Language

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Good evening Elizabeth!

I am reaching out in hopes to clarify the misunderstanding happening between TSPC and ODE and our district. Please see the emails included for the specifics. I look forward to hearing what TSPC has to say and I appreciate you taking the time to explain.

Bekki Tucker  
Business CTE Teacher  
Caldera High School

---

**From:** Candy Gelatt <[candy.gelatt@bend.k12.or.us](mailto:candy.gelatt@bend.k12.or.us)>  
**Sent:** Friday, March 20, 2026 6:53:47 PM  
**To:** Bekki Tucker <[bekki.tucker@bend.k12.or.us](mailto:bekki.tucker@bend.k12.or.us)>  
**Cc:** Karen Stiner <[karen.stiner@bend.k12.or.us](mailto:karen.stiner@bend.k12.or.us)>; Lisa Keown <[lisa.keown@bend.k12.or.us](mailto:lisa.keown@bend.k12.or.us)>; Gavin Meyers <[gavin.meyers@bend.k12.or.us](mailto:gavin.meyers@bend.k12.or.us)>; MOORE Aujalee \* ODE <[aujalee.moore@ode.oregon.gov](mailto:aujalee.moore@ode.oregon.gov)>; Sarah Westling <[sarah.westling@bend.k12.or.us](mailto:sarah.westling@bend.k12.or.us)>  
**Subject:** RE: Personal Finance, HCEPS and TSPC and Senate Bill 3 Language

Hi Bekki,

Thank you for reaching out. I appreciate getting to be a part of this conversation. Licensing is a big part of what my work partner Sarah and I do.

I do want to say, that I am a huge fan of the District's CTE programs and am quite vocal in my support of CTE programs and teachers! My son is a graduate of the MVHS CTE program and is currently working as a traveling diesel mechanic and loving what he does. His CTE teachers, Jeff Papke and Greg Lyons, made a real impact on him and helped him find his focus and passion!

I have a copy of the Senate Bill 3 Guidance that Bend High sent me. In reading that it clearly does say that a CTE teacher can teach these classes in their program. I thought that was a great idea! However, it conflicts with TSPC rules so I reached out to TSPC for clarification. Elizabeth Keller

Director of Licensing for TSPC replied back to me with the information I shared with Bend High. I hope that ODE and TSPC can come back together, talk this through and come to a mutual understanding.

In the past when TSPC and ODE have disagreed on licensing issues, we have sided with TSPC because they are the office that is issuing the licenses and we want our teachers to be able to renew their licenses.

For the 26/27 and 27/28 school years, TSPC will allow the CTE teachers to teach these classes in their programs. Hopefully by then they will have enough information and data to look at it through a new lens and maybe change their decision.

Keep me looped in to the conversation and I will watch for any messaging or notices from TSPC that would indicate that they have changed their stance.

Thank you!

Candy Gelatt  
Bend La Pine Schools  
HR Certified Specialist  
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[hr-certified@bend.k12.or.us](mailto:hr-certified@bend.k12.or.us)

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**From:** Bekki Tucker <[bekki.tucker@bend.k12.or.us](mailto:bekki.tucker@bend.k12.or.us)>  
**Sent:** Friday, March 20, 2026 3:14 PM  
**To:** Candy Gelatt <[candy.gelatt@bend.k12.or.us](mailto:candy.gelatt@bend.k12.or.us)>  
**Cc:** Karen Stiner <[karen.stiner@bend.k12.or.us](mailto:karen.stiner@bend.k12.or.us)>; Lisa Keown <[lisa.keown@bend.k12.or.us](mailto:lisa.keown@bend.k12.or.us)>; Gavin Meyers <[gavin.meyers@bend.k12.or.us](mailto:gavin.meyers@bend.k12.or.us)>; MOORE Aujalee \* ODE <[aujalee.moore@ode.oregon.gov](mailto:aujalee.moore@ode.oregon.gov)>  
**Subject:** Personal Finance, HCEPS and TSPC and Senate Bill 3 Language

Good afternoon Candy,

I believe there is a misunderstanding around PF and HCEPS classes in regard to CTE teachers. I assisted with ODE on the standards and language for PF to support personal finance education in our state. I have included Aujalee from ODE who has been the author for much of what has been published by ODE. I am attaching documents that clearly state that a CTE license can teach these two courses. The purpose I and many other CTE teachers like Joey Running, fought so hard for this language at the state level was out of fear that once this became required; schools would give FTE to teachers who have not been traditionally teaching these courses like CTE teachers have and it would kill our programs. While we cannot teach all of the courses and lose our other courses because we need a full program of study, you also cannot reduce our program of study due to this new requirement. The intention is to give

students the education in these courses, and Business CTE teachers are the only one's who can provide dual credit for them because we are the only one's licensed to do so. It makes no sense to say we are not qualified by TSPC to teach these when we have been teaching it for decades. It is part of the Business Program of Study. I would love to provide all the support I can to make sure this is clearly interpreted and understood at all levels including ODE, district, school, regionally and with TSPC. If there is a specific area that I need to connect with to clear this up, please let me know. I am happy to support, and I completely understand how easily things can be misunderstood so I want clarity also. Thank you!

<https://www.oregon.gov/ode/students-and-family/oregondiploma/pages/hecps-pfe.aspx>

Specifically on this document end of page 3 through early page 4 "Considerations for CTE Licensed Educators with a CTE Endorsement: <https://www.oregon.gov/ode/students-and-family/OregonDiploma/Documents/Implementation%20Manual%20Regarding%20Oregon%27s%20Newest%20Diploma%20Requirements.pdf>

This directly states a CTE teacher can teach these courses.

Top of Page 4 also attached and Page 5 example scenario A:

<https://www.oregon.gov/ode/students-and-family/OregonDiploma/Documents/SB3GuidanceForPFEinSecondaryCTE.pdf>

*Bekki Tucker*, N.B.C.T., M.P.A.

(She, Her, Hers) [Why pronouns?](#)

Business CTE Teacher

DECA advisor

JV Softball Coach

[Student Store Online](#)

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Teacher Standards and Practices Commission  
250 Division Street NE  
Salem OR 97301

April 10, 2026  
**Presentation**

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ITEM: Oregon Association of Colleges for Teacher Education (OACTE)  
update

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose for this item is for OACTE leadership to provide an  
update on educator preparation provider (EPP) activities.

**Attachments:**



OREGON ASSOCIATION OF COLLEGES  
FOR TEACHER EDUCATION

## TSPC Update April 10, 2026

### OACTE Membership

#### Public Institutions

Southern Oregon University  
University of Oregon  
Oregon State University  
Western Oregon University  
Eastern Oregon University  
Portland State University

#### Independent Institutions

Bushnell University  
Corban University  
Linfield University  
George Fox University  
Warner Pacific University  
Pacific University  
Lewis and Clark College  
University of Portland

#### Affiliate Members

Chemeketa Community College  
Linn-Benton Community College

### *Good News from the Field*

#### **Pacific University**

Under the National Science Foundation funded *Pacific STEM Storytellers Noyce Teaching Fellowship Program* supports 12 Noyce Teaching Fellows to receive \$40K for their MAT

program, and \$15K salary supplement/year for the first four years of teaching for participating in an induction program.

*Try Teach*—We are supporting UG students to serve for two weeks in schools and learn some of the facts about science and math teaching (pay and benefits, job satisfaction)

This spring, Pacific University's School of Learning & Teaching celebrates a significant milestone: 10 Grow Your Own (GYO) preliminary licensure graduates. These educators represent three thriving partnerships — 1 graduate from TeacherConnect (Washington County), 2 from Multnomah ESD GYO, and 7 Lane Regional Teacher Pathways Scholars — reflecting Pacific's deep commitment to growing local teacher talent across the region.

Our dyslexia certificate program continues to expand its reach, with 7 participants currently enrolled through a partnership with Steilacoom Historical School District in Washington state, supporting teachers in identifying and serving students with dyslexia.

### **Southern Oregon University**

SOU has five students who have been accepted into our brand new undergraduate SPED licensure program for 2026-2027! We have been excited to finally offer an undergraduate pathway, and it has been awesome to see such a positive response from SOU students.

I'm happy to report that both our undergraduate and graduate-level SPED licensure pathways are seeing enrollment gains. We look forward to developing more SPED teachers in the Rogue Valley region and beyond.”

### **Portland State University**

On Saturday, April 4, PSU College of Education faculty, staff, students, and alumni gathered to celebrate Rise to Teach and honor Special Education faculty member Tiffany Jones, who coordinates Rise to Teach at PSU. Launched in 2021 as a partnership between Portland Community College and Portland State University, Rise to Teach prepares equity-focused educators and creates accessible pathways into teaching, particularly in Portland and Beaverton public schools. The program builds on an earlier iteration that began in 1989 with the Portland Teachers Project. To date, 78 completers are working in Oregon public schools—including 39 in Portland Public Schools and 11 in Beaverton—and many have advanced into leadership roles across the state. PSU plans to host this gathering annually to continue supporting and celebrating the Rise to Teach community.



### **George Fox University**

We are in the middle of our literacy high dosage tutoring project in partnership with Stand for Children and Newberg Public Schools. We successfully fundraised to support another 275 hours of tutoring. Further, our relationship with Newberg has been deepening as we look at how we might be better embedded in the district.

Dr. Nicole Enzinger had received funding via the National Science Foundation back in the fall and is partnering with two professors from Purdue on the work exploring mathematics problem solving. Dr. Rachel Harrington has been continuing a grant she started when she was at Western as part of a multi-institution collaboration led by Pacific. We are also running a study on the impact of AI on principals and educational leaders.

We are hopeful that we can launch our "Degree in Three Program" for working learners (after this TSPC meeting).

Teacher Standards and Practices Commission  
250 Division Street NE  
Salem OR 97301

April 10, 2026  
**Presentation**

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ITEM: Coalition of Oregon School Administrators (COSA) update

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose for this item is to allow the Coalition of Oregon School Administrators to provide updates on its activities that are pertinent to the charge of the Commission.

**Attachments:**

Teacher Standards and Practices Commission  
250 Division Street NE  
Salem OR 97301

April 10, 2026  
**Presentation**

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ITEM: Oregon Education Association (OEA) update

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose for this item is to allow the Oregon Education Association to provide updates on its activities that are pertinent to the charge of the Commission.

**Attachments:**

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ITEM: LICENSURE CONSENT AGENDA

ACTION: **ACTION ITEM**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

**RESOLVED, that** the Commission adopt the attached licensure area consent agenda item 7.1a.

INFORMATION: The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk, as follows:

7.1a Waiver Requests Granted

~~7.1b Teacher Leader License Applications~~

Any of these items may be removed from the Consent Agenda upon the request of any Commissioner. Items removed from the Consent Agenda will be considered in the order they are listed on the agenda.

No Teacher Leader applications were reviewed for approval during this Commission meeting.

**Attachments:**

7.1a Waiver Requests Granted

~~7.1b Teacher Leader License Applications~~

ITEM: WAIVER REQUESTS GRANTED

ACTION: **INFORMATION ITEM**

INFORMATION: This agenda item is presented to inform the full Commission waivers of licensure requirements granted under OAR 584-200-0100. In accordance with that Rule, the Commission will receive reports on waivers granted.

**INFORMATION:**

Since the February 2026 Commission meeting, the Executive Director has approved the following Waivers of Licensure Requirements. Supporting documentation for these waivers is available to Commissioners upon request.

Note: “MMs” and “MMA” refer to Multiple Measures options.

Agenda Item	Description	OAR
1.a.1	Executive Director review of out of state teacher preparation leading to adding the SPED endorsement to the WA license	584-220-0180 Special Education Endorsement
1.a.2	Waiver of Advanced Math exam based on OOS experience, coursework	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.3	Waiver of Elementary Subtests I & II and Special Education exams based on experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.4	Waiver of ELA exam based on OOS experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.5	Waiver of Elementary exam based on OOS experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.6	Waiver of Special Education exam based on OOS experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.7	Waiver of Special Education exam based on OOS experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.8	Waiver of Spanish content test via MMA	584-220-0015 (1) a- MMA content assessment option
1.a.9	Waiver of Spanish and Elementary MS content tests via MMA	584-220-0015 (1) a- MMA content assessment option

<b>Agenda Item</b>	<b>Description</b>	<b>OAR</b>
1.a.10	Waiver of Elementary exams and Foundational ELA exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.11	Waiver of Advanced Math exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.12	Waiver of Elementary exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.13	Waiver of SPED exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.14	Waiver of Elementary exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.15	Waiver of English Language exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.16	Consideration by the Executive Director on several endorsements awarded by Texas without evidence of program completion - awarded Foundational ELA	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.17	Executive Director review of out of state "alternative route" teacher preparation leading to a Reciprocal/Preliminary license	584-210-0060 Reciprocal Teaching License
1.a.18	Waiver of requirement to complete an Advanced Program to be awarded the Professional Administrator License.	584-235-0030 Professional Administrator License
1.a.19	Waiver of requirement to hold an active and valid license from another state to be awarded the Reciprocal Administrator license. The applicant completed a program in another state but the other state will not accept out-of-country experience to meet the practicum requirement	584-235-0050 Reciprocal Administrator License
1.a.20	Executive Director consideration of experience as a CDS/LPC acting in a School Counselor role to meet the three years of license experience required for the Principal license	584-235-0020 Principal License
1.a.21	Executive Director review of prior license issued under the Initial/Continuing rules where the applicant may have met the requirements for the Continuing license but was awarded the Initial. This would make her eligible for the Professional license under today's rule.	584-245-0120 Professional School Counselor License

Data Classification Level: I – Published  
DO: Keller  
Published:  
Amended:

<b>Agenda Item</b>	<b>Description</b>	<b>OAR</b>
1.a.22	Waiver of requirement to complete an Advanced Program to be awarded the Professional Administrator License.	584-235-0030 Professional Administrator License
1.a.23	Waiver of Art Exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.24	Waiver of Elem Exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.25	Waiver of SPED Exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.26	Waiver of Elem Exam based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.27	Waiver of Health & PE exams based on prep & experience	584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a.28	Executive Director consideration of Texas teacher licensed in Elementary and Physical Education without completion of a program. The alternative route through a regional education office (equivalent to an ESD) was for Dance in grades 8-12.	584-220-0155 Physical Education Endorsement

## **584-200-0100**

### Waiver of Licensure Requirements by the Commission

(1) The Executive Director may waive, in part or in whole, the requirements for teaching, administrative and personnel service licenses if the applicant provides evidence of academics skills, experience and knowledge demonstrating mastery of the Commission-adopted standards for the license.

(a) To receive a waiver under this subsection, an applicant must specifically and substantially demonstrate the knowledge and skills required to perform the duties of the position as measured by the Commission adopted standards for the license.

(b) The Executive Director, or designee, will evaluate all evidence and make the determination on the waiver. It is solely within the discretion of the Executive Director, or designee, to grant waivers under this subsection.

(c) The Commission will monitor any waivers granted under this subsection and will receive reports on such waivers from the Executive Director.

(2) To be considered for a waiver, an applicant must:

(a) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees.

(b) Provide all required documentation such as: official sealed transcripts, a resume, job descriptions, and other credible evidence of academic achievement or experience demonstrating mastery of the standards for the license;

(c) Provide a written statement indicating:

(A) The type of license requested;

(B) Specific requirements requested for waiver;

(C) Alternative qualifications to be considered; and

(D) Reasons for requesting the waiver.

**Attachments:** *Available upon request.*

Teacher Standards and Practices Commission  
250 Division Street NE  
Salem OR 97301

April 10, 2026  
**Licensure**

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ITEM: LICENSURE COMMITTEE CHAIR REPORT

ACTION: **DISCUSSION ITEM**

INFORMATION

Committee Membership:	Robert Waltenburg, Chair
Mary Hofer	Katie Lukins
Libni Caulibaly	Lydia Smith

The Licensure Committee has not met since the June Commission meeting. Several topics remain on the agenda for discussion, but the increasing time spent on procurement of the new Educator Data System make it difficult for staff to find time to prepare for and conduct the meetings. Current topics under discussion include:

#### **Endorsements on Teaching Licenses, Adding to the Preliminary**

Through several meetings to discuss adding endorsements to the Preliminary Teaching License that do not require a program, the Committee agrees that both the content knowledge test and some kind of demonstration of pedagogical knowledge is required. Testing opportunities are generally no problem. But the pedagogy requirement can pose some challenges. The options for completing the pedagogy requirement are:

- Completion of a three-quarter hour or two-semester hour **pedagogy course** from an approved teacher preparation program. Staff research found that these courses are available from some Oregon approved programs, but availability for enrollment may be limited due to the synchronous or in-person course requirements as well as enrollment open only to candidates already enrolled in the unit's program. The Committee agreed to continue this as an option.
- Completion of a **60-hour practicum**, supervised by the holder of a Professional Teaching License and properly endorsed in the content area or a closely related content area with permission from TSPC staff. During Covid, the staff created and published a list of acceptable practicum supervisors, keeping the requirement that the supervisor holds a Professional Teaching License. During the April meeting, district staff explained that the problem with finding supervisors exists mainly in the middle schools where staff tends to be less experienced therefore holding the Preliminary license. After hearing from Commission approved programs that the minimum requirement for cooperating teachers is three (3) years of experience, the Committee agreed to consider a rule change if necessary. ***If a rule change is required, Staff will bring the proposed change to the next Committee meeting.***

## **License for Conditional Assignment – Teaching Licenses**

During the April meeting, the Committee directed staff to propose draft language to revise the License for Conditional Assignment. The proposed language is drafted, but requires staff review prior to approval from the Committee. ***The draft language will be presented during the next Committee meeting.***

## **Out of State Applicants with Endorsements Requiring a Program in Oregon**

Commission rule requires completion of a program to add the following endorsements to a teaching license:

- Elementary Multiple Subjects
- Reading Intervention
- Special Education (Generalist, Deaf and Hard of Hearing, Visually Impaired and Early Intervention)
- English as a Second Language
- Music
- Art
- Physical Education

In some other states, these endorsements might be added by testing alone. Staff will provide examples of applicants where Special Education endorsements were added by test alone. Applicants requesting these endorsements on their Oregon Reciprocal Teaching License are reviewed by the Executive Director under the Waiver provision of the Administrative Rule.

It is not yet known how the Interstate Teacher Mobility Compact will impact TSPC's requirements for applicants bringing these endorsements from other states.

During the June meeting, the Committee agreed to trying to maintain Oregon's high standards of quality of preparation and requested a discussion around the definition of "program required" with the Educator Preparation and Pathways Committee.

## **Reinstatement PDUs**

During the June meeting, staff introduced the existing rule for holders of an expired non-provisional teaching license wishing to reinstate their license. Affectionately known as “penalty PDUs”, depending on the length of time a license has been expired, the number of PDUs required to reinstate can be as many as 275 – the “renewal PDUs” of 125 plus the “penalty PDUs” of 150. This is perceived as a barrier and brings the question of the quality of professional development completed to meet a licensure requirement.

## **Next Meeting**

**Discussion items for the next Licensure Committee meeting:** Topics for the meeting may include:

- Draft Rule language for:
  - License for Conditional Assignment
  - Allowing the holder of a Preliminary Teaching License to supervise a practicum with three years of experience
- Endorsements requiring a program on out of state licenses
- Reinstatement PDUs for teaching licenses
- Rule changes required by Senate Bill 802 [2025] – calculating the allowable time to work without the license
- Tentative: Introduction to Early Literacy rule concepts
- Teacher Leader License review process for initial and renewal applications

## **Attachments:**

Licensure Committee Items to be addressed.pdf

## TSPC License Committee: Rule Items to be considered as of October 2025

Topic	Description	Status
Endorsements on Teaching Licenses	<ul style="list-style-type: none"> <li>• Endorsements requiring a program where other states allow adding by testing</li> <li>• Content assignments, misassignments, governance of how teachers are assigned to content areas (the exploding world of online instructions and creation of a “facilitator” role within districts to provide support to students in online programs)</li> <li>• Atypical Assignments rule (related to previous bullet)</li> </ul>	<p>Some of these topics have been lingering for many years or are leftover from the Teaching License Redesign in 2016</p> <p>February 2024 – no update            April 2024 – no update            June 2024 – no update            October 2024 – no update            February 2025 – no update</p> <p>February 2025 Licensure Committee Meeting: Discussed Adding to Preliminary with Test/Practicum. Will take the question of methods course availability to OACTE.</p> <p>April 2025 – Committee to review availability of methods courses</p> <p>June 2025 – continued review of pedagogy requirement and <del>LCA rule revisions</del> [move to a future meeting]. Introduce Endorsements requiring a program where other states allow testing alone</p> <p>October 2025 – no update</p>
Reinstatement PDUs	<p>As part of the 2016 Teaching License Redesign, the Redesign Workgroup and the Commission had discussions about what should be required of those returning to teaching. Both groups agreed that in order to be awarded a Preliminary, Professional, Teacher Leader or Legacy Teaching License, in addition to earning the required number of PDUs to “renew”, these applicants should be required to present additional PDUs-</p>	<p>April 2025 – going to the April Licensure Committee meeting</p> <p>June 2025– carried over from the April meeting, going to next LC</p> <p>October 2025 – no update</p>
Teacher Leader License – Process	<p>Staff requests a review by the Commission of the process for reviewing and awarding the Teacher Leader License</p>	<p>NEW October 2025</p>

Topic	Description	Status
Rules to align with business processes that may change as a result of the new Educator Data System vendor	<ul style="list-style-type: none"> <li>• Valid date of licenses – How to determine</li> <li>• Grace Period Clarification – who gets it</li> <li>• Fee Structure: Complete revision with DEI lens</li> <li>• Late Fees – when is it appropriate to charge them?</li> <li>• Renaming or retitling the LCA</li> <li>• Expire date of provisional licenses – should they all be August?</li> </ul>	<p>June 2023 update - Before implementation of a new Licensing system, so late 2024 or early 2025</p> <p>February 2025 – no update</p> <p>April 2025 – no update</p> <p>June 2025 – no update</p> <p>October 2025 – no update</p>
Reinstatement	Reinstatements due to discipline versus simply letting a license expire – better definition	No deadline
Restricted Admin and Principal License working in a district office	<ul style="list-style-type: none"> <li>• Clarify the Restricted Administrator and Principal licenses are valid for district-wide administrator assignment</li> <li>• Rule interpretation by districts is an issue for some holders of a Principal license</li> </ul> <p>For the Licensure Committee agenda when we get to it: <b>Holders of a Restricted Administrator or Principal License working in a district-office administrative position:</b> At the time of the Administrator License Redesign, the Commission adopted rules that more clearly defined the roles of these license types. There has been some confusion in the field on assigning the holders of these licenses to district office administrator positions.</p>	<p>September 2023 – Under consideration by Dr. Rosilez</p> <p>February 2024 – Educator Pathways and Programs staff convened a work group. The documentation presented from the work group is under consideration by Interim Exec. Director Goff and the licensure staff.</p> <p>April 2024 – Staff recommends no change to the rule to continue to give districts and ESDs the flexibility to require administrator licensure to best fit their own accountability pathways.</p> <p>June 2024 – Item will be moved to the next Licensure Committee meeting</p> <p>October 2024 – Still requires discussion by the Committee but is not an urgent topic.</p> <p>February 2025 – no update</p> <p>April 2025 – no update</p> <p>October 2025 – no update</p>

Topic	Description	Status
<p>Early Literacy Educator Preparation Council Licensure Requirements recommendations</p>	<p>In May of 2023, Governor Kotek issued Executive Order 23-12 to create the Early Literacy Educator Preparation Council. According to the <a href="#">Governor’s website</a> “The Council is tasked with developing recommendations for the Teacher Standards and Practices Commission (TSPC), including their rules for approving elementary educator preparation programs that operate in Oregon and licensing requirements for elementary educators. The final recommendations from the Council are due in June 2024.”</p>	<p>April 2024 – The Council is finalizing the educator preparation standards. Work on the licensing requirements recommendations will begin soon. Items to be addressed may include professional development requirements for existing educators and requirements for those coming to Oregon with preparation in another state.</p> <p>June 2024 – Staff expects recommendations from the Council in the coming weeks</p> <p>October 2024 – The Early Learning Council has made recommendations for changes to licensure renewal requirements and for those coming from other states. Those recommendations will be introduced to the Licensure Committee in time for adoption of revised rules by October 2025, if rule revisions are required.</p> <p>February 2025 – Staff is working with ODE and other partners to determine when changes to licensure requirements will be recommended.</p> <p>April 2025 – Refer to the Early Literacy Update on the full Commission agenda</p> <p>June 2025 – update provided as a standalone item</p> <p>October 2025 – staff is considering some rule concepts</p>

Topic	Description	Status
Waivers	<p>The Rules Advisory Committee requests discussion about the waiver process, more transparency in the criteria considered. What is “specific and substantial” evidence?</p>	<p>February 2024 – Staff is working to develop documentation to more clearly define the processes and criteria for waivers            April 2024 – webpage and forms to request waivers of content testing are under development            June 2024 – work is suspended pending hiring of a resource to assist with form and webpage development            October 2024 – no update            February 2025 – no update            April 2025 – no update            June 2025 – no update            October 2025 – no update</p>
Specializations	<ul style="list-style-type: none"> <li>• Are Specializations a “value added” to a license?</li> <li>• Is there another way for candidates to demonstrate to employers expertise in these areas?</li> <li>• SEL/TIP</li> <li>• TAG</li> <li>• Acceptability of programs from other states (Adaptive PE, TAG, others?). Are there national standards and are those considered by the other state in program approval?</li> </ul>	<p>If it’s determined that Specializations are a value-added and should be indicated on the license, then probably Spring 2022 or when EOU and UP will complete a PCR to include SEL/TIP            June 2023 – no updates            October 2023 – no updates            February 2024 – no updates            April 2024 – no update            June 2024 – TSPC has received inquiries from University of Portland program completers asking how to add a Social Emotional Learning Specialization to their license. Because the specialization was never adopted into Licensure rule, it cannot be added at this time.            October 2024 – Both the University of Portland and Easter Oregon University have created a process of a certificate signed by both the program and TSPC to demonstrate the coursework completed by an educator.            February 2025 – no update            April 2025 – no update            June 2025 – no update            October 2025 – no update</p>

Topic	Description	Status
School Nurse Redesign	Dependent on ODE and the Board of Nursing progress on a “program” for the Professional School Nurse certificate	<p>Brought to TSPC staff pre-Covid Fall 2022 at the earliest</p> <p>June 2023 – no update</p> <p>October 2023 – no update</p> <p>February 2024 – no update</p> <p>April 2024 – The Director of Licensure received an email from the Oregon Health Authority’s State School Nurse Consultant. The Director will schedule a meeting with the consultant this spring</p> <p>June 2024 – staff meeting with ODE and the Board of Nursing is scheduled. The interested parties met on 8/8/2024 and agreed that more work is necessary before any changes to TSPC’s rules can be considered</p> <p>October 2024 – no update</p> <p>April 2026 – Warner Pacific University submitted correspondence expressing interest in developing a program. The Commission directed the EP&amp;P Unit staff to work with the program on steps to approval.</p>

Topic	Description	Status
Substitutes	<ul style="list-style-type: none"> <li>• Who can Sub? (staff to document current rule for Committee review)</li> <li>• OSTA’s concern on district selection of subs through third party sub providers</li> <li>• Restricted Subs and 10-day single consecutive assignment limit</li> <li>• Restricted Subs and definition of “sponsor”</li> </ul>	<p>April 2023 – some these items may be addressed by the District Sub License. Moving item to the bottom of the list to track additional concerns for future discussion</p> <p>June 2023 – new District Substitute License to be adopted to ease the shortage. OARs and SB283 need review for other possible changes</p> <p>October 2023 - OARs and SB283 need review for other possible changes</p> <p>February 2024 – staff determined that no Commission rule changes resulted from SB 283 [2023]. The District Substitute License is in effect.</p> <p>April 2024- the Legislature has convened a Substitute Teacher Task Force. TSPC Staff is monitoring the work of the Task Force for potential changes required.</p> <p>June 2024 – On hold for any outcomes from the Task Force that could affect Commission rule</p> <p>October 2024 – An initial review of the outcome of the Substitute Task Force does not show any urgent need for rule changes, but staff will monitor the Legislature closely for anything that could require the Commission to initiate change</p> <p>February 2025 – Staff is watching bills in the 2025 legislative session for any potential impacts to licensure policy</p> <p>April 2025 – no update</p> <p>June 2025 – no update</p> <p>October 2025 – no update</p>

Topic	Description	Status
Military Spouse	<p>Could become a larger discussion about reciprocity dependent on the outcome of work with NASDTEC and the Council of State Governments on an interstate compact. The impacts could be significant, affecting volume of applications, revenue, professional practices procedures and others still unknown.</p>	<p>October 2023 – Oregon has signed the Interstate Compact and will have a seat on the Commission  February 2024 – Director Keller attended the first meeting of the Compact Commission in January  April 2024 – The Interstate Teacher Mobility (ITM) Compact will take some time to implement by the ITM Commission. No update for this meeting.  June 2024 – no update  October 2024 – no update  February 2025 – no update  April 2025 – no update  June 2025 – no update  October 2025 – no update</p>
Adaptive PE Specialization	<p>The Commission heard correspondence from an individual during the February 2026 meeting regarding changing the title from Adaptive to Adapted and making this an endorsement rather than a specialization. Making it an endorsement would require districts to hire teachers with the endorsement in order to serve these students.</p>	<p>February 2026 – the Commission directed the matter to the Licensure Committee for consideration.</p>

Topic	Description	Status
Professional Development for License Renewals	<ul style="list-style-type: none"> <li>• Native American License renewal</li> <li>• License Renewal/PDU requirements in general – pre-Covid, an Interested Parties group was appointed</li> <li>• Reinstating expired licenses (penalty PDUs apply to teaching licenses only)</li> </ul>	<p>March 2022 - Temporary Rule has been filed, suspending the requirement for licensees to submit evidence to TSPC to renew</p> <p>April 2023 – waiting on legislative outcomes to determine next steps</p> <p>June 2023 – no update</p> <p>October 2023 – proposal coming to Commission – Item may need revisiting annually by the Committee</p> <p>February 2024 – permanent rule to suspend this requirement to be considered and adopted</p> <p>April 2024 – Staff will convene a work group. It may need to wait until the Early Literacy Educator Preparation Council’s licensing requirements recommendations are reviewed and resolved</p> <p>June 2024 – PDU work group will convene on July 9.</p> <p>October 2024 – The PDU work group met and an update will be presented at this meeting by the Director of Licensure.</p> <p>February 2025 – The Committee met and agreed to recommend to continue the suspension through June 30, 2026 with an intent to return to requiring the full amount of PDUs with licenses expiring on or after 7/1/2029, subject to annual review and Commission feedback.</p> <p><b>Next Committee review: January 2026</b></p>
Professional School Counselor	<ul style="list-style-type: none"> <li>• Needs to be more clear that the Advanced Program must be completed after the initial license was issued</li> </ul>	11.2025 – added at the request of staff

## Completed Items and Items To Be Removed

Topic	Description	Status
Senate Bill 802 – 2025	Changes the date an applicant may begin working without the license from the date of the application to the date of the background check OAR 584-200-0020 (5)	Fall 2025 Committee meeting

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ITEM: ELICENSING AND COMMUNICATIONS UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION This agenda item is to provide the Commission with an overview of events and accomplishments in our work with Tyler-Oregon on the eLicensing system, the Educator Data System project and agency communications to school districts receiving the TSPC newsletter.

### **eLicensing System Update**

Because the agency's work with Tyler Technologies should end once the new Educator Data System is released for use, no updates have been made to the eLicensing system. Tyler Technologies continues to make minor changes as necessary, but any major changes will require analysis to determine the cost of implementing significant changes.

### **Educator Data System Update**

The departure of the key IT/Data staff member emphasizes the need and urgency for a new data system. Because implementation is relatively close and IT staff requirements are unknown until a new vendor has been selected, the position will not be filled immediately. Near the end of March, the Investigative Case Management System (ICMS) became inaccessible. Staff was able to receive help from the DAS IT Help Desk and staff from another state agency. But this outage emphasizes the need for a data system to assist with the work of all three units.

As staff works with both the eLicensing (new educator profiles and applications created after 1/2016 and licenses issue after 4/2019) and Legacy data (everything else prior to 4/2019), issues from both datasets are uncovered. This "deep dive" exercise to prepare the data for migration was not completed prior to the move from the Legacy system to eLicensing and should make the transition much easier and complete. And completing this exercise prior to engaging with a new system vendor is expected to save implementation time.

### **Communications/Newsletter**

No newsletters or emails to eLicensing District Portal users were sent since the February Commission meeting.

### **Attachments:**

ITEM: LICENSURE PRODUCTION UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION: This report is provided to give the Commission an idea of the progress of the Licensure Staff on answering email and messages, completing other daily operational tasks, and issuing licenses.

**Current Staffing**

Position	Primary Job Duties	Number Assigned
Background Check Evaluator	Process background checks, respond to background check questions and refer background check issues to the Professional Practices Director	1.0 FTE (job share between 2 employees, both full time telecommuters)
Public Service Representative (PSR)	Email and eLicensing Messages responses, customer care and navigating TSPC processes	2 full-time, in-office permanent positions
Evaluator	Evaluate applications and issue licenses.	4.5 full time, telecommuters (one assigned .5 FTE to Commission meeting planning and executive assistant duties).

During the February Commission meeting, staff reported the issues created by the loss of a key employee responsible for much of the data-related tasks for the agency. All key functions have been successfully reassigned to existing staff to create as little disruption as possible to applicants and other interested parties. The duties are redistributed as follows:

Retrieval, storage and processing of the weekly complete data file from Tyler Technologies (eLicensing)	Contractor who is also hired to compile, analyze and prepare the Legacy and eLicensing data for migration to the new vendor
Creation of weekly files for use by the Oregon Department of Education and school districts using the Visions (aka Infinite Visions, iVisions or Tyler Tech) human resources software	Contractor
Daily processing of background check files between the Oregon State Police (OSP) and Tyler Technologies	Background Evaluators
Development and maintenance of the ICMS (Investigation Case Management) and Vortex (Legacy data portal) systems	Management – only to maintain current functionality
Retrieving and storing test score files	Management
Multiple website functions	Various staff – there are a few tasks that require some level of developer skills
Reporting, some standardized and others custom upon request	Contractor

## **Background Evaluators**

The Background Evaluators continue to analyze the processes but have settled on a comfortable, manual routine. While some applications move through the automated background clearance process without issue, they continue to manually clear large numbers of applications and manually create the clearance notice. Timely completion and notification of the background clearance is essential in getting applicants into the classroom as soon as possible.

In the mindset of preparing for migration to a new vendor, the Background Evaluators are also working to keep their work queue current and accurate. eLicensing will automatically reopen a Closed application in some scenarios and place that application back into the work queues. These scenarios are being identified and routines developed to keep the work queues accurate. When it comes time to begin working in a new system, the data must be accurate to avoid duplication of processing and dropping applications that still require attention.

## **Public Service Representatives**

Emails in February and March continued with questions around adding endorsements, out-of-state applications and requirements for administrator licensing. Staff also responds to many questions about renewing licenses and PDU (professional development unit) requirements, sometimes two or three times to assure educators that PDUs are not required to renew the license. The return of PDU requirements for licenses expiring on or after July 1, 2029, will add a significant volume of work to these two staff members. Licensees struggle to understand their specific requirements and what activities will meet those requirements without spending large amounts of money on college courses. Adding Early Literacy requirements will also increase the workload. As indicated by the statistics spreadsheet, even with the current lower volume of questions, these two staff members struggle to keep the pending email volume to a reasonable level.

## **Evaluators**

The February update for this group discussed the reassignment of two staff to projects other than daily application processing and a third team member out on leave. The team member out on leave returned and almost immediately made a difference in the daily application processing times. The Request for Proposal (RFP) work slowed but the data migration work became a nearly full-time job for a third evaluator. But this is a good time of year to reassign them to other tasks as the application volume remains at a reasonable level. Average processing times for February/March of 2026 are 20 days the same as in 2025.

The Evaluators face similar challenges to the Background Evaluators with Closed applications and their work queues. These scenarios have been known to staff for a longer period so the routines to review and close these applications have been in place for a longer period. But it remains challenging to keep these queues as they should be.

## **Attachment:**

Licensure Statistics 25-27 Bienium.pdf



ITEM: EDUCATOR PREPARATION AND PATHWAYS CONSENT AGENDA

ACTION: **AGENDA ITEMS**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

**RESOLVED**, that the Commission adopt the attached program area consent agenda items.

INFORMATION: The Executive Director recommends adoption by single consent motion the following listed items, which are identified on the agenda by a double asterisk, as follows:

22.1 Site Visit Schedule;

**Sunset:**

22.2 Portland State University: Sunset of READ Oregon program;

**Major modifications:**

- 22.3 George Fox University: Major modification request to the Undergraduate Teacher Education (UGTE) program for preservice candidates to revise coursework and program structure;
- 22.4 George Fox University: Major modification request to the Undergraduate Accelerated Teaching Degree (ATD) program for preservice candidates to restructure the program as a streamlined bachelor's degree licensure pathway.

Any of these items may be removed from the Consent Agenda upon the request of any Commissioner. Items removed from the Consent Agenda will be considered in the order they are listed on the agenda.

**Attachments:**

- 22.1: Site Visit Schedule
- 22.2: Portland State University: Sunset of READ Oregon program
- 22.3: George Fox University: Major modification request to the Undergraduate Teacher Education (UGTE) program for preservice candidates to revise coursework and program structure
- 22.4: George Fox University: Major modification request to the Undergraduate Accelerated Teaching Degree (ATD) program for preservice candidates to restructure the program as a streamlined bachelor's degree licensure pathway

ITEM: SITE VISIT SCHEDULE

ACTION: **ACTION ITEM**

RECOMMENDATIONS: The Executive Director recommends adoption of the following resolutions:

**RESOLVED**, that the Commission adopt the revised Site Visit Schedule, as provided in Attachment 22.1.1.

INFORMATION: The purpose of this item is to address revisions to the Site Visit Schedule since the schedule was last adopted at the June 2025 Commission meeting.

**Site visit schedule:**

The revised Site Visit Schedule is provided as Attachment 22.1.1. Tracked changes are used for items with proposed revisions to the Site Visit Schedule adopted February 2026.

**Attachment:**

22.1.1: Site Visit Schedule

ITEM: **SITE VISIT SCHEDULE** (Sorted by Site Visit Date)  
ACTION: **INFORMATION ITEM** (Consent Agenda)

**Site Visits: 9/1/2025 – 8/31/2031**

University/ College (Unit) <i>NATIONAL ACCREDITOR i, ii</i>	Approximately 2 yrs. before site visit: Program Reports due (EPP)	5 mo.'s later: Recognition Report (TSPC RESPONSE TO PROGRAM REPORTS) (TSPC: Agency)	3 (±) mo.'s later: Program Recognition (Commission meeting)	Self-Study or Quality Assurance Report (EPP)	Site Visit	Site Visit Report (CAEP or AAQEP & TSPC)	CAEP or AAQEP AC mtg. (Accred. Decision)	C. Mtg. (EX. DIR., ON- SITE & OPTIONAL EPP REJOINER) (Unit Approval)	State Approval Status and Comments
<b>9/1/2025 – 8/31/2026</b>									
University of Portland  <i>CAEP accredited Transitioning to AAQEP  See 9/1/2032-8/31/2033</i>	5/30/2024 (Received)	Winter 2025	<i>Previous: 4/2019 2/2022 (Art and Drama)  6 months prior to site visit</i>		<i>Previous: 9/10-12/2005 9/9-11/2012 10/4-6/2020  September 9-11, 2025</i>	October 2025	November 2025	February 2026	<i>6/2021: State Approval of Unit   <b>Approved through 6/30/2027.</b> 2/2022: State Recognition of Programs addendum (Art and Drama); 3-4/2022: Added Program Reports due Fall 2024 6/2022: Changed: PR, Fall 2024 to Spring 2024   Pr. Rec.: 6 mo. prior to SV   SV, Fall 2026 to Fall 2025. 10/2023: Changed: PR, Spring 2024 to 5/30/2024 (confirmed) 10/2024: Site visit dates est: September 9-11, 2025   set SVR date 30 days after SV   added C-Mtg (2/2026) 4/2025: Received State Recognition of Programs (program approval). 2/2026: State Approval of Unit   <b>Approved through 6/30/3033.</b></i>
Lewis & Clark College  <i>CAEP accredited</i>	4/30/2024 (Received)	Fall 2024	<a href="#">2/2025</a>	July 13, 2025	<i>Previous: 4/2-6/2005 4/1-3/2012 12/8-10/2019  April 13- 15, 2026</i>	May 2026	October 2026	February 2027	<i>6/2020: State approval of Unit   <b>Approved with conditions until 12/31/2026.</b> 10/2023: Changed: PR, Spring 2024 to 4/30/2024 (confirmed) 2/2025: Received State Recognition of Programs (program approval). 4/2025: Site visit dates est: April 13-15, 2026   set SVR date 30 days after SV   added C Mtg (2/2027)</i>

University/ College (Unit) NATIONAL ACCREDITOR iii, iv	Approximately 2 yrs. before site visit: Program Reports due (EPP)	5 mo.'s later: Recognition Report (TSPC RESPONSE TO PROGRAM REPORTS) (TSPC: Agency)	3 (±) mo.'s later: Program Recognition (Commission meeting)	Self-Study or Quality Assurance Report (EPP)	Site Visit	Site Visit Report (CAEP or AAQEP & TSPC)	CAEP or AAQEP AC mtg. (Accred. Decision)	C. Mtg. (EX. DIR., ON- SITE & OPTIONAL EPP REJOINER) (Unit Approval)	State Approval Status and Comments
<b>9/1/2026 – 8/31/2027</b>									
Eastern Oregon University <i>AAQEP accredited</i>	5/31/2025 (received)		<i>Previous:</i> <a href="#">June 2020</a>		<i>Previous:</i> <a href="#">4/3-5/2006</a> <a href="#">10/11-14/2014</a> <a href="#">5/24-25/2021</a>  Spring 2027				<a href="#">11/2021</a> : State Approval of Unit   <b>Approved through June 30, 2028 (AAQEP &amp; TSPC).</b>
<b>9/1/2027 – 8/31/2028</b>									
Linfield University <i>CAEP accredited</i> <i>Applying to AAQEP for accreditation</i>	11/7/2025 (received)		<i>Previous:</i> <a href="#">4/2019</a>		<i>Previous:</i> <a href="#">4/10-12/2006</a> <a href="#">3/3-6/2013</a> <a href="#">10/25-27/2020</a> Fall 2027				<a href="#">6/2021</a> : State Approval of Unit   <b>Approved-through 12/31/2028 (AAQEP &amp; TSPC).</b> <a href="#">3-4/2022</a> : Added Program Reports due Fall 2025
Corban University <i>AAQEP accredited</i>	12/18/25 (received)		<i>Previous:</i> <a href="#">June 2020</a>		<i>Previous:</i> <a href="#">11/13-15/2006</a> <a href="#">10/27-29/2013</a> <a href="#">12/6-7/2021</a> Fall 2027				<a href="#">3-4/2022</a> : State Approval of Unit   <b>Approved-through 12/31/2028.</b>
George Fox University <i>AAQEP accredited</i>	Spring 2026		<i>Previous:</i> <a href="#">11/2019</a>		<i>Previous:</i> <a href="#">10/13-17/2007</a> <a href="#">10/13-15/2013</a> <a href="#">4/13-14/2021</a> Spring 2028				<a href="#">11/2021</a> : State Approval of Unit   <b>Approved through June 30, 2028 (AAQEP)</b> <a href="#">2/2022</a> : <b>Approved through 12/31/2028 (TSPC)</b>
University of Oregon <i>AAQEP accredited</i>	Spring 2026		<i>Previous:</i> <a href="#">Nov. 2018</a>		<i>Previous:</i> <a href="#">5/17-18/2009</a> <a href="#">5/17-18/2021</a> Spring 2028				<a href="#">11/2021</a> : State Approval of Unit   <b>Approved through 6/30/28 (AAQEP)</b> <a href="#">2/2022</a> : <b>Approved through 12/31/2028 (TSPC)</b>
<b>9/1/2028 – 8/31/2029</b>									
Warner Pacific University <i>AAQEP accredited</i>	Fall 2026	TBD	<i>Previous:</i> <a href="#">11/2018</a> <a href="#">2/2020</a> (PE/Music)  TBD		<i>Previous:</i> <a href="#">2/22-24/2010</a> <a href="#">8/25-27/2013</a> (full follow-up site visit) <a href="#">9/27-28/2021</a> Fall 2028				<a href="#">2/2022</a> : State Approval of Unit   <b>Approved through 12/31/2028</b> <a href="#">3-4/2022</a> : Changed: PR due: Fall 2026   SV: Change f/Spring 2028 to Fall 2028

Data Classification Level: I – Published  
DO: Krotts | Page 2

**CAEP semesters:**  
Spring = February to May  
Fall = September to December

**AAQEP semesters:**  
Spring = January 1 to June 30  
Fall = July 1 to December 31

**TSPC's definition of seasons:**  
Winter = January, February, March  
Spring = April, May, June  
Summer = July, August, September  
Fall = October, November, December

University/ College (Unit) NATIONAL ACCREDITOR iii, iv	Approximately 2 yrs. before site visit: Program Reports due (EPP)	5 mo.'s later: Recognition Report (TSPC RESPONSE TO PROGRAM REPORTS) (TSPC: Agency)	3 (±) mo.'s later: Program Recognition (Commission meeting)	Self-Study or Quality Assurance Report (EPP)	Site Visit	Site Visit Report (CAEP or AAQEP & TSPC)	CAEP or AAQEP AC mtg. (Accred. Decision)	C. Mtg. (EX. DIR., ON- SITE & OPTIONAL EPP REJOINER) (Unit Approval)	State Approval Status and Comments
Pacific University  AAQEP accredited	Spring 2027		Previous: <a href="#">February 2020</a>		Previous: <a href="#">3/1-5/2008</a> <a href="#">3/9-11/2014</a> <a href="#">4/7-8/2022</a>  Spring 2029				<a href="#">10/2022</a> : State Approval of Unit   <b>Approved through 6/30/2029</b>
<b>9/1/2029 – 8/31/2030</b>									
Western Oregon University  CAEP accredited	Fall 2027		Previous: <a href="#">4/2021</a>		Previous: <a href="#">10/13-17/2007</a> <a href="#">11/15-17/2015</a> <a href="#">11/6-8/2022</a>  Fall 2029				<a href="#">6/2023</a> : State Approval of Unit   <b>Approved through 6/30/2030</b>
Oregon State University  CAEP accredited	Fall 2027		Previous: <a href="#">2/2021</a>		Previous: <a href="#">4/4-8/2009</a> <a href="#">3/4/2010</a> (focused) <a href="#">4/19-21/2015</a> <a href="#">10/16-18/2022</a>  Fall 2029				<a href="#">6/2023</a> : State Approval of Unit   <b>Approved through 6/30/2030</b>
Portland State University  AAQEP accredited	Spring 2028		Previous: <a href="#">11/2021</a>		Previous: <a href="#">11/1-4/2009</a> <a href="#">10/11-13/2015</a> <a href="#">1/23-24/2023</a>  Spring 2030				<a href="#">6/2023</a> : State Approval of Unit   <b>Approved through 12/31/2030</b> <a href="#">4/2024</a> : Corrected: PR due: Spring 2028   SV: Corrected from Fall 2029 to Spring 2030
Southern Oregon University  AAQEP accredited	Spring 2028		Previous: <a href="#">2/2022</a>		Previous: <a href="#">4/20-22/2009</a> <a href="#">4/24-26/2016</a> & <a href="#">4/9-11/2017</a> : (focused) <a href="#">4/25-26/2023</a>  Spring 2030				<a href="#">10/2023</a> : State Approval of Unit   <b>Approved through 6/30/2030</b>

University/ College (Unit) <i>NATIONAL ACCREDITOR iii, iv</i>	Approximately 2 yrs. before site visit: Program Reports due (EPP)	5 mo.'s later: Recognition Report (TSPC RESPONSE TO PROGRAM REPORTS) (TSPC: Agency)	3 (±) mo.'s later: Program Recognition (Commission meeting)	Self-Study or Quality Assurance Report (EPP)	Site Visit	Site Visit Report (CAEP or AAQEP & TSPC)	CAEP or AAQEP AC mtg. (Accred. Decision)	C. Mtg. (EX. DIR., ON- SITE & OPTIONAL EPP REJOINER) (Unit Approval)	State Approval Status and Comments
<b>9/1/2030 – 8/31/2031</b>									
Bushnell University <i>AAQEP accredited</i>	Spring 2029		<u>Previous:</u> <a href="#">2/2023</a>		<u>Previous:</u> <a href="#">3/18-20/2002</a> <a href="#">3/16-18/2009</a> <a href="#">4/2013: M.Ed.</a> <a href="#">10/14-16/19</a> 4/9-11/2024  <b>Spring 2031</b>				<a href="#">10/2024</a> : State Approval of Unit   <i>Approved through 6/30/2031</i>
<b>9/1/2032 – 8/31/2033</b>									
<a href="#">University of Portland</a> <i>AAQEP accredited</i>	<a href="#">Fall 2030</a>		<u>Previous:</u> <a href="#">4/2019</a> <a href="#">2/2022</a> <a href="#">4/2025</a>		<u>Previous:</u> <a href="#">9/10-12/2005</a> <a href="#">9/9-11/2012</a> <a href="#">10/4-6/2020</a> <a href="#">9/9-11/2025</a>  <b>Fall 2032</b>				<a href="#">2/2026</a> : State Approval of Unti   <i>Approved through 6/30/3033.</i>

## Focused Program Reviews (Sorted by Educator Preparation Provider [EPP])

University/ College <i>(Responsible party)</i>	Implementation / program start date  (Expected) (Confirmed)	Focused Program Review process start date  <i>(EPP - when two data cycles are or will be available)</i>	3 mo.'s later: Focused Program Review Report due to TSPC  <i>(EPP)</i>	2 mo.'s later: Team response to Focused Program Report to EPP  <i>(Team: TSPC)</i>	2 (+/-) mo.'s later: Focused Review Program Recognition  <i>(Commission)</i>	State Approval Status and Comments
Bushnell University	7/3/2022 (Expected)	Spring 2026 (Expected)				<a href="#">3-4/2022</a> : New program: Health program for UG & G pre-service candidates, cond. approved eff. 7/3/2022. Focused program review required when two cycles of data are available, tentatively scheduled for Spring 2026, to consider removal of conditions.
Bushnell University	7/1/2023 (Expected)	Fall 2026 (Expected)				<a href="#">2/2023</a> : Major modification: G School Counseling program major mod approved, effective 7/1/2023. Focused program review to commence after two cycles of data are available, estimated to be Fall 2026.
Corban University	Fall 2025 (Expected)	Spring 2028 (Expected)				<a href="#">4/2025</a> : New program: Principal License, cond. Approved eff. Fall 2025. Focused program review to commence after two cycles of data are available, estimated to be Spring 2028.
<a href="#">Eastern Oregon University</a>	<a href="#">Fall 2026 (Expected)</a>	<a href="#">Fall 2028</a>				<a href="#">2/2026</a> : <a href="#">New program: Principal License, cond. Approved eff. Fall 2026. Focused program review to commence after two cycles of data are available, estimated to be Fall 2028.</a>
Oregon State University	6/1/2021 (Expected) 9/22/2021 (Confirmed)	9/15/2023 (Tentative) 6/30/2025 (Confirmed)	9/30/2025	11/29/2025	Feb. 2026	<a href="#">2/2021</a> : Elementary Education (CBEE) U-grad program (pre-svc.) approved, eff. 6/1/21. Focused PR to commence after two cycles of data available following implementation of modifications, estimated to be 9/15/21. <a href="#">4/2021</a> : Changed est. two cycles date for item approved 2/2021, from 9/15/21 to 9/15/23. <a href="#">6/2022</a> : Changed: Imp., 9/22/21 (confirmed)   start, 6/30/24 (confirmed)   FPR due, 9/30/24   TR2FPR, 11/29/24   C mtg., 2/2025. <a href="#">10/2024</a> : Changed: start, 6/30/25 (confirmed; program suspended one year, add'l year needed for data)   FPR due, 9/30/25   TR2FPR, 11/29/25   C mtg., 2/2026
Oregon State University	June 2025 (Expected)	Spring 2028	Fall 2028			<a href="#">2/2025</a> : New program: Special Education: Generalist program for G pre-service candidates, cond. approved eff. 2/7/2025. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2028, to consider removal of conditions.
<a href="#">Oregon State University</a>	<a href="#">Fall 2026 (Expected)</a>	<a href="#">Fall 2028</a>				<a href="#">2/2026</a> : <a href="#">New program: Reading Intervention endorsement, cond. Approved eff. Fall 2026. Focused program review to commence after two cycles of data are available, estimated to be Fall 2028.</a>
Pacific University	5/15/2020 (Expected) 9/2020 (Confirmed)	TBD: Low Ns – revisit 6/2023				<a href="#">2/2020</a> : New program: Undergraduate Single-Subject (B.Ed.) with ESOL variant program for pre-service candidates conditionally approved, effective 5/15/20. Focused program review required prior to 5/15/22 to consider removal of conditions. <a href="#">6/2022</a> : Changed: Imp., 9/2020 (confirmed)   start, TBD: Low Ns, revisit 6/2023

University/ College <i>(Responsible party)</i>	Implementation / program start date  (Expected) (Confirmed)	Focused Program Review process start date  (EPP - when two data cycles are or will be available)	3 mo.'s later: Focused Program Review Report due to TSPC (EPP)	2 mo.'s later: Team response to Focused Program Report to EPP (Team: TSPC)	2 (+/-) mo.'s later: Focused Review Program Recognition (Commission)	State Approval Status and Comments
Pacific University	7/20/2022 (Expected)	September 2024 (Expected)	August 2025			<p><a href="#">3-4/2022</a>: New program: G Residency alternative program (E-MS and secondary program variations) for pre-service candidates, conditionally approved eff. 7/20/2022. Focused program review required when two cycles of data are available, tentatively scheduled for September 2024, to consider removal of conditions.</p> <p><a href="#">10/2022</a>: Major modification: Residency Teacher License program (pre-service) to add World Language: Spanish and World Language: French endorsements, major mod approved, effective 10/13/22. Focused program review to commence after two cycles of data are available, estimated to be July 2025.</p> <p><a href="#">6/2023</a>: Major modification: Residency Teacher License program (pre-service) to add World Language: German, World Language: Chinese, World Language: Japanese and World Language: Russian endorsements, major mod approved, effective 8/1/23. Focused program review to commence after two cycles of data are available, estimated to be August 2026</p> <p><a href="#">4/2025</a>: FPR date revised to include all modifications to the Residency Teacher License program.</p>
Pacific University	Fall 2025	Summer 2027				<p><a href="#">6/2025</a>: New program: School Social Work, conditionally approved eff. Fall 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Summer 2027.</p>
Portland State University	8/1/22 (Expected)	Spring 2025 (Expected)				<p><a href="#">2/2022</a>: Major modification: Principal program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.</p>
Portland State University	8/1/22 (Expected)	Spring 2025 (Expected)				<p><a href="#">2/2022</a>: Major modification: Professional Administrator program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.</p>
Portland State University	Fall 2024 (Expected)	Fall 2026 (Expected)				<p><a href="#">6/2023</a>: New program: Licensure in Elementary Education Program (LEEP) with ESOL endorsement program for UG pre-service candidates, cond. approved eff. Fall 2024. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2026, to consider removal of conditions</p>
Portland State University	September 2024 (Expected)	July 2027 (Expected)				<p><a href="#">6/2023</a>: Major modification: Graduate Teacher Education Program change to Licensure in Elementary Education Program (LEEP) with ESOL endorsement program for G pre-service candidates, cond. approved eff. September 2024. Focused program review required when two cycles of data are available, tentatively scheduled for July 2027, to consider removal of conditions</p>
Portland State University	September 2025	Fall 2027				<p><a href="#">6/2025</a>: Major modification: G Added Elementary - MS program for in-service candidates approved, effective September 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2027.</p>
Portland State University	September 2025	Fall 2029				<p><a href="#">6/2025</a>: Major modification: G Bilingual Teacher Pathway – Secondary program for pre-service candidates approved, effective September 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2029.</p>

University/ College <i>(Responsible party)</i>	Implementation / program start date  (Expected) (Confirmed)	Focused Program Review process start date  (EPP - when two data cycles are or will be available)	3 mo.'s later: Focused Program Review Report due to TSPC (EPP)	2 mo.'s later: Team response to Focused Program Report to EPP (Team: TSPC)	2 (+/-) mo.'s later: Focused Review Program Recognition (Commission)	State Approval Status and Comments
Southern Oregon University	June 2022 (Expected)	Spring 2025 (Expected)				<a href="#">2/2022</a> : Major modification: Principal program approved, effective June 2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.
Southern Oregon University	June 2022 (Expected)	Spring 2025 (Expected)				<a href="#">2/2022</a> : Major modification: Professional Administrator program approved, effective June 2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.
Southern Oregon University	7/20/2022 (Confirmed)	TBD: Low Ns – revisit 6/2025				<a href="#">3-4/2022</a> : New program: G & PG Reading program for in-service candidates, conditionally approved eff. 7/20/2022. Focused program review required when two cycles of data are available, tentatively scheduled for September 2024, to consider removal of conditions. <a href="#">4/2025</a> : Changed: start, TBD: Low Ns, revisit 6/2025.
<a href="#">Southern Oregon University</a>	<a href="#">Fall 2026 (Expected)</a>	<a href="#">Fall 2030</a>				<a href="#">2/2026</a> : <a href="#">New program: School Counseling program, cond. Approved eff. Fall 2026.</a> <a href="#">Focused program review to commence after two cycles of data are available, estimated to be Fall 2030.</a>
<a href="#">University of Oregon</a>	<a href="#">Fall 2022</a>	<a href="#">July 2024</a>	<a href="#">December 15, 2024 (received)</a>	<a href="#">May 2025</a>	<a href="#">June 2025</a>	<del><a href="#">10/2022</a>: Major modification: UG and G Music Education programs (pre-service) to modify clinical practices and curriculum, major mod approved, effective Fall 2022. Focused program review to commence after two cycles of data are available, estimated to be July 2024.</del> <del><a href="#">10/2024</a>: Changed:   FPR due, 12/15/24   TR2FPR, 2/15/25   C mtg., 4/2025.</del> <del><a href="#">6/2025</a>: State Recognition of Program</del>
Warner Pacific University	11/2/2018 (Expected) Fall 2022 (Expected)	Fall 2025 (Expected)				<a href="#">11/2018</a> : New program: SPED: Generalist program approved with conditions. Focused program review required prior to Fall 2021 to consider removal of conditions. <a href="#">6/2022</a> : Will implement fall 2022 if student enrollment is sufficient. <a href="#">4/2024</a> : Two cycles of data anticipated by Fall 2025.
Warner Pacific University	5/1/2020 (Expected) 5/1/2020 (Confirmed)	January 2025 (Confirmed)				<a href="#">4/2020</a> : New program: MAT Physical Education endorsement program conditionally approved, effective May 1, 2020. Focused program review required when two cycles of data are available after full implementation, tentatively planned for June 2021, to consider removal of conditions. <a href="#">6/2022</a> : Changed: FPR start, May 2023 (confirmed), additional year due to expected low N   FPR report, 8/2023   Review team report, 10/2023   C meeting, 2/2024 <a href="#">4/2024</a> : Changed: FPR start, January 2025 (confirmed), additional time due to low N   FPR report, 4/2025   Review team report, 6/2025   C meeting, 10/2025
Warner Pacific University	July 2025	Fall 2027				<a href="#">6/2025</a> : New program: G ESOL for in-service candidates, conditionally approved eff. July 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2027.
Warner Pacific University	July 2025	Fall 2028				<a href="#">6/2025</a> : Major modification: UG BSED program for pre-service candidates change to provide dual Elementary – MS and SPED: Gen, conditionally approved eff. July 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2028.

University/ College <i>(Responsible party)</i>	Implementation / program start date  (Expected) (Confirmed)	Focused Program Review process start date  (EPP - when two data cycles are or will be available)	3 mo.'s later: Focused Program Review Report due to TSPC (EPP)	2 mo.'s later: Team response to Focused Program Report to EPP (Team: TSPC)	2 (+/-) mo.'s later: Focused Review Program Recognition (Commission)	State Approval Status and Comments
Western Oregon University	Fall 2021 (Expected) Fall 2022 (Confirmed)	TBD: Low Ns – revisit 6/2025				<a href="#">11/2021</a> : New program: UG Drama endorsement program conditionally approved, effective Fall 2021. Focused program review required to begin when two cycles of data are available after full implementation, tentatively planned for June 2024, to consider removal of conditions. <a href="#">2/2022</a> : Implementation date changed, Fall 2021 to Fall 2022. <a href="#">4/2025</a> : Changed: start, TBD: Low Ns, revisit 6/2025.
Western Oregon University	Fall 2021 (Expected) Fall 2022 (Confirmed)	TBD: Low Ns – revisit 6/2025				<a href="#">11/2021</a> : New program: UG Music endorsement program conditionally approved, effective Fall 2021. Focused program review required to begin when two cycles of data are available after full implementation, tentatively planned for June 2024, to consider removal of conditions. <a href="#">2/2022</a> : Implementation date changed, Fall 2021 to Fall 2022. <a href="#">4/2025</a> : Changed: start, TBD: Low Ns, revisit 6/2025.
Western Oregon University	9/2022 (Expected)	June 2025 (Expected)				<a href="#">6/2022</a> : New program: SPED: EI & EC program for UG pre-service candidates, cond. approved eff. 9/2022. Focused program review required when two cycles of data are available, tentatively scheduled for 6/2025, to consider removal of conditions.
Western Oregon University	9/2022 (Expected)	June 2025 (Expected)				<a href="#">6/2022</a> : New program: SPED: Generalist program for UG pre-service candidates, cond. approved eff. 9/2022. Focused program review required when two cycles of data are available, tentatively scheduled for 6/2025, to consider removal of conditions.
Western Oregon University	Summer 2023 (Expected)	Fall 2025 (Expected)				<a href="#">6/2023</a> : New program: Art Teacher Education program for UG pre-service candidates, cond. approved eff. Summer 2023. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2025, to consider removal of conditions
Western Oregon University	Spring 2024 (Expected)	Fall 2026 (Expected)				<a href="#">4/2024</a> : New program: Principal program, cond. approved eff. Spring 2024. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2026, to consider removal of conditions

**Program Recognition and Unit Approval/National Accreditation Dates  
Sorted by Next Site Visit Date (all EPPs achieved national accreditation by July 2024)**

<b>Programs</b>	<b>Site Visit Date (National Accreditation Achieved Site Visit Date)</b>	<b>National Accreditor</b>	<b>State Recognition of Programs</b>	<b>State Approval of Unit</b>	<b>Post-Accred. Next Accreditation Site Visit Date</b>	<b>Site Visit History</b>
Lewis & Clark College	December 8-10, 2019	CAEP	February 2025	June 2020	April 13-15, 2026	April 2005, April 2012, Dec. 2019
University of Portland	Oct. 4-6, 2020 (CAEP)	CAEP/AAQEP	April 2019 <del>5</del>	<del>June 2021</del> February 2026	September 9-11, 2025 Fall 2032	Sept. 2005, Sept. 2012, Oct. 2020, Sept. 2025
Eastern Oregon Univ.	May 24-25, 2021	AAQEP	April 2020	November 2021	Spring 2027	April 2006, Oct. 2014, May 2021
Linfield University	Oct. 25-27, 2020	CAEP	April 2019	June 2021	Fall 2027	April 2006, March 2013, Oct. 2020
Corban University	Dec. 6-7, 2021	AAQEP	June 2020	March/April 2022	Fall 2027	Nov. 2006, Oct. 2013, Dec. 2021
George Fox University	April 13-14, 2021	AAQEP	November 2019	November 2021	Spring 2028	Oct. 2007, Oct. 2013, April 2021
University of Oregon	May 17-18, 2021	AAQEP	November 2018	November 2021	Spring 2028	May 2009, May 17-18, 2021
Warner Pacific University	Sept. 27-28, 2021	AAQEP	November 2018	February 2022	Fall 2028	Feb. 2010, Aug. 2013 (follow-up), Dec. 2021
Pacific University	April 7-8, 2022	AAQEP	November 2019	October 2022	Spring 2029	March 2008, March 2014, April 2022
Western Oregon Univ.	Nov. 6-8, 2022	CAEP	April 2021	June 2023	Fall 2029	Oct. 2007, Nov. 2015, Nov. 2022
Oregon State Univ.	Oct. 16-18, 2022	CAEP	February 2021	June 2023	Fall 2029	April 2009, April 2015, Oct. 2022
Portland State Univ.	Jan. 23-24, 2023	AAQEP	November 2021	June 2023	Spring 2030	Nov. 2009, Oct. 2015, Jan. 2023
Southern Oregon Univ.	April 25-26, 2023	AAQEP	February 2022	October 2023	Spring 2030	April 2009, April 2016, April 2023
Bushnell Univ.	April 9-11, 2024	AAQEP	February 2023	October 2024	Spring 2031	March 2002, March 2009, Oct. 2019, April 2024

**Site Visits by Semester**

YEAR	EPP(S)	YEAR	EPP(S)	YEAR	EPP(S)
Fall 2024 <del>Fall 2020</del>	Linfield, UP	Fall 2028 <del>Fall 2024</del>	WPU	Fall 2032 <del>8</del>	UP, WPU
Sp. 2025 <del>Sp. 2021</del>	EOU, UO, GFU	Sp. 2029 <del>Sp. 2025</del>	Pacific	Sp. 2033	Pacific
Fall 2025 <del>Fall 2021</del>	UP, Corban, COSA-CU, WPU	Fall 2029 <del>Fall 2025</del>	OSU, WOU, UP	Fall 2033	OSU, WOU
Sp. 2026 <del>Sp. 2022</del>	L & C, Pacific	Sp. 2030 <del>Sp. 2026</del>	PSU, SOU, L & C	Sp. 2034	PSU, SOU
Fall 2026 <del>Fall 2022</del>	OSU, WOU	Fall 2030 <del>Fall 2026</del>		Fall 2034	
Sp. 2027 <del>Sp. 2023</del>	EOU, PSU, SOU	Sp. 2031 <del>Sp. 2027</del>	Bushnell, EOU	Sp. 2035	Bushnell

Fall 2027 <del>Fall</del> 2023	<u>Corban, Linfield</u>	Fall 2031 <del>Fall</del> 2027	<u>Corban, Linfield</u>	Fall 2035 <del>4</del>	
Sp. 2028 <del>Sp.</del> 2024	<u>GFU, UO Bushnell</u>	Sp. 2032 <del>Sp.</del> 2028	<u>GFU, UO</u>	Sp. 2036 <del>2</del>	

- <sup>i</sup> Oregon has two program review options: State review and Specialized Professional Association (SPA) review. EPPs that use the SPA Option for some or all of their programs must provide their most recent SPA review reports to TSPC for program review (with their other program review reports) and for unit review (when Quality Assurance Reports [AAQEP] or Self-Study Reports [CAEP] are due).
- <sup>ii</sup> CAEP and AAQEP have additional steps that are not included in this schedule. This tool is designed to align and clarify TSPC and EPP timelines.
- <sup>iii</sup> Oregon has two program review options: State review and Specialized Professional Association (SPA) review. EPPs that use the SPA Option for some or all of their programs must provide their most recent SPA review reports to TSPC for program review (with their other program review reports) and for unit review (when Quality Assurance Reports [AAQEP] or Self-Study Reports [CAEP] are due).
- <sup>iv</sup> CAEP and AAQEP have additional steps that are not included in this schedule. This tool is designed to align and clarify TSPC and EPP timelines.

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ITEM: PORTLAND STATE UNIVERSITY: SUNSET OF READ OREGON PROGRAM

ACTION: **ACTION ITEM**

RECOMMENDATIONS: The Executive Director recommends adoption of the following:

**RESOLVED**, that the Commission approves Portland State University's request to eliminate their graduate, READ Oregon Reading Intervention program, effective December 16, 2026;

**RESOLVED FURTHER**, that recommendations for endorsement in this area will be accepted through August 31, 2027.

INFORMATION: Per [OAR 584-400-0090 – Elimination of Programs](#), Education Preparation Providers (EPPs) are required to notify the Commission of plans to eliminate a state recognized licensure, endorsement, or specialization program.

Notifications to eliminate programs are required to include:

- The date the program will be eliminated (for active programs), or the date the program was eliminated (for inactive programs);
- The reason for the elimination; and
- Teach-out plan details, to ensure enrolled candidates are able to complete the program.

The purpose of this item is to consider a request from Portland State University to sunset their READ Oregon program.

On January 29, 2026, Portland State University notified the Commission of their intent to eliminate the READ Oregon program, as provided in Attachment 22.2.1. The READ Oregon program leads to an added endorsement in Reading Intervention. The program has been on moratorium since April 10, 2025.

*For active programs:*

The Commission is requested to approve submission of Program Completion Reports (PCRs) for candidates who complete the program during the teach-out period through August 31, 2027. Portland State University will continue to recommend candidates who meet all program requirements prior to the elimination date of December 16, 2026, and within the allowable period for recommendation. The EPP will notify candidates of recency requirements related to licensure application timelines.

#### **Teach-out plan:**

At the time of notification, 58 candidates were enrolled in the program and will be provided the opportunity to complete all program requirements. Portland State University will offer the remaining

required coursework, including the final READ Oregon course, through Fall 2026. Candidates will continue to receive advising, instructional support, and access to resources necessary to complete the program during the teach-out period.

Candidates have been notified of the program elimination and advised of program completion timelines. The program will close on December 16, 2026, following the completion of the final course offering.

**Attachment:**

22.2.1: PSU READ Oregon sunset notification

**COLLEGE OF EDUCATION**

Portland State University  
PO Box 751  
1810 SW 5th Ave  
Portland, OR 97207-0751

January 29, 2026

To:

Rachel Alpert, Executive Director  
Oregon Teacher Standards and Practices Commission

CC:

Bill Rhoades, EdD, Director of Educator Preparation and Pathways  
Oregon Teacher Standards and Practices Commission

Richelle Krotts, Educator Preparation Liaison  
Oregon Teacher Standards and Practices Commission

Subject: Notification of READ Oregon Program Elimination

Dear Executive Director Alpert,

In accordance with OAR 584-400-0090 – Elimination of Programs, this letter serves as formal notification of Portland State University’s intent to eliminate the READ Oregon program. READ Oregon is the College of Education’s program that leads to an added endorsement in Reading Intervention.

The READ Oregon Program closure was considered by the College of Education Program and Policy Committee on January 20, 2026 and approved by the Dean on January 29, 2026. Because READ Oregon does not lead to an institutional credential, the program elimination does not need full institutional approval. READ Oregon has been on moratorium (temporary enrollment suspension) since April 10, 2025.

The READ Oregon endorsement is being eliminated to allow for the development of a new Reading Intervention endorsement that is grounded in the science of reading and fully compliant with OAR 584-420-0015 – Literacy Program Standards. In addition, low enrollment and a heavy reliance on adjunct instruction indicate that continuation of the existing endorsement is not viable and program elimination is necessary to support a comprehensive redesign aligned with current standards, workforce needs, and institutional sustainability.

A teach out plan was developed as a part of the moratorium process. Presently, there are 58 students admitted to the program and will be provided with a full opportunity to complete the program. During the 2025-26 and 2026-27 academic years, the College of Education will offer the full program curriculum—seven required courses and a practicum—through one complete instructional cycle, with one to two courses offered per term. Students admitted prior to the moratorium will have the opportunity to complete required courses during this period, and will receive the same academic advising, instructional support, and access to resources during the teach out period. Students will be notified of the program elimination and advised of available options, including program completion timelines and alternate pathways, where appropriate.



College of Education  
PORTLAND STATE UNIVERSITY

**COLLEGE OF EDUCATION**

Portland State University  
PO Box 751  
1810 SW 5th Ave  
Portland, OR 97207-0751

Please feel free to contact me if additional information is needed.

Sincerely,

[Maneka Brooks \(Jan 29, 2026 09:30:42 PST\)](#)

Maneka D. Brooks, PhD  
Dean and Professor  
College of Education  
Portland State University

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ITEM:	GEORGE FOX UNIVERSITY: MAJOR MODIFICATION OF UNDERGRADUATE TEACHER EDUCATION PROGRAM
ACTION:	<b>ACTION ITEM</b>
RECOMMENDATIONS:	<p>The Educator Preparation and Pathways Committee recommends adoption of the following:</p> <p><b>RESOLVED</b>, the Commission approves George Fox University’s (GFU) Undergraduate Teacher Education (UGTE) program major modification request, as included in Attachment 22.3.1, to revise the core curriculum and program structure based upon a favorable review of the Commission, to become effective August 2026; and</p> <p><b>RESOLVED FURTHER</b>, that the UGTE program may undergo a focused program review, if requested by TSPC, after two cycles of data have been collected, which is estimated to be Spring 2031.</p>
INFORMATION:	<p><a href="#">OAR 584-400-0080</a>, <i>Unit or Program Modifications</i>, requires educator preparation providers (EPPs) to receive approval for major modifications to approved programs. A major modification is defined as a change that substantively alters the program or unit as currently recognized or approved by the Commission.</p> <p>George Fox University’s major modification request was deemed necessary due to substantial program revisions.</p>

**Major Modification Request:**

George Fox University requested a major modification to its Undergraduate Teacher Education (UGTE) program following a comprehensive, year-long program review process. The proposed revisions focus on improving coherence and reducing redundancy across coursework, clinical practice, and assessment while strengthening alignment with current TSPC standards, including newly adopted literacy standards, and accreditation expectations.

Key updates include revisions to course sequencing and credit distribution, the addition of targeted coursework in areas such as literacy foundations and educational technology, and the refinement of ESOL coursework to strengthen integration with literacy instruction and support for multilingual learners.

At their March 19, 2026, meeting, Educator Preparation and Pathways Committee members determined to recommend approval to the full Commission and for the item to be placed on the program consent agenda.

Information regarding the requested modification is included as Attachment 22.3.1. The document includes the formal request form and narrative report describing the proposed changes.

**Attachment:**

22.3.1: GFU UGTE MM form and narrative



# Teacher Standards and Practices Commission

250 Division Street NE, Salem, OR, 97301-1012

Phone: 503-378-3586 | Fax: 503-378-3758

[www.oregon.gov/tspc](http://www.oregon.gov/tspc) | Submit to: [complaints.tspc@oregon.gov](mailto:complaints.tspc@oregon.gov)

## TSPC Major Modification Request Form ([OAR 584-400-0080](http://OAR 584-400-0080))

### CONTACT INFORMATION

**Institution:**      **Program name:**

*PROVIDE FOR BOTH THE CURRENT LEVEL AND REQUESTED LEVEL, EVEN IF THEY ARE THE SAME.*

**Current level:**  Undergraduate (*always initial/pre-service*)    Graduate    Post-Graduate (*always advanced/in-service*)

*AND*    Initial/Pre-service    Advanced/In-service

**Requested level:**  Undergraduate (*always initial/pre-service*)    Graduate    Post-Graduate (*always advanced/in-service*)

*AND*    Initial/Pre-service    Advanced/In-service

**Requested Start Date:**      August, 2026

**Commission meeting requested:**    ASAP

### Reason for the Request – Change in:

This modification request is due to substantial modifications in the following area(s):

*Substantive changes to the Unit:*

- Core mission and goals;
- Legal status, form of control, or ownership;
- Administration, if the change is a result of the unit head's termination by the institution;
- Offerings of academic programs for credit through contractual relationship with external organizations;
- Structure or content that results in the EPP no longer meeting Oregon statutes or administrative rules.

*Substantive changes to the programs:*

- Degree level of the program;
- Core curriculum (*The sequence of courses and/or key transition points in the program that are utilized to meet state standards.*);
- Core clinical practices (*The sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards.*);
- Additions of single-subject endorsement areas within a state-recognized Preliminary Teaching License program.
- Other (*Please describe*):

### ADDITIONAL INFORMATION

Along with this form, the EPP is required to submit a narrative report to TSPC that includes all items listed below that are applicable to this modification request.

**Select all items** applicable to this request:

- A description of the proposed modifications.
- Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.
- Proof of official institutional approval of the modified program.
- Goals or objectives, learning activities, and competency of the modified program.
- Procedures used to develop the modified program.
- Procedures to be used to evaluate the modified program, once implemented.
- Recommendations from the consortium or other partners.
- A description of the clinical practices for the modified program.

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Name: Katy Turpen

Email Address:  
kturpen@georgefox.edu

Signature:



Date: 12/20/2025

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Submit via email to: [Candace.Robbecke@Oregon.gov](mailto:Candace.Robbecke@Oregon.gov)  
*Use of electronic signature is acceptable.*

## Description of the Proposed Modifications

The proposed modifications represent a comprehensive review and refinement of an existing, approved undergraduate teacher licensure program. While the scope of the revision meets the threshold for a major modification, the changes do not alter the program’s licensure outcomes, authorization levels, or core purpose. Instead, the revisions strengthen alignment with current TSPC standards, AAQEP expectations, and evidence-based practices, particularly in literacy, assessment, inclusive instruction, and multilingual learner support.

### Program Review and Development Process

The undergraduate teacher education program had not undergone a full review in over eight years. As a result, this revision was undertaken as a year-long, systematic program review. A four-member program revision team met regularly throughout the academic year to review coursework, syllabi, assessments, and clinical experiences. This process focused on improving coherence across the program, updating alignment with current standards, and ensuring consistency across undergraduate and graduate teacher preparation pathways.

### Degree Name and Program Structure

The degree title was revised from Elementary Education to Education to more accurately reflect the program’s structure and to allow for the future addition of single-subject concentrations. Elementary licensure preparation remains intact through the Elementary Education Concentration, and there are no changes to licensure authorization, candidate competencies, or endorsement requirements associated with this title change.

### ESOL Components and Literacy Alignment

The program continues to include [an embedded ESOL endorsement](#), consistent with prior approval. ESOL coursework was refined to align with newly adopted literacy standards, with particular attention to the role of language development in reading, writing, and academic discourse. Revisions focused on updating course goals, sequencing, and instructional emphasis to ensure candidates are prepared to support multilingual learners through evidence-based literacy instruction. These refinements strengthen coherence between ESOL coursework and literacy methods courses and do not represent a substantive shift in endorsement structure, credit requirements, or licensure expectations ([see our ESOL program syllabi and key assessments here](#)).

### Coursework and Credit Refinements

Coursework revisions included:

- updates to course titles and descriptions,
- redistribution of credit hours to better align instructional focus and workload,
- addition of targeted coursework in areas such as literacy foundations and educational technology,
- and elimination or relocation of content that was previously duplicated across courses.

These adjustments improve instructional coherence, ensure alignment with updated literacy and accreditation standards, and strengthen the connection between coursework and clinical practice, while maintaining overall program credit totals and outcomes.

### **Clinical Practice and Assessment**

Clinical experiences remain consistent in scope and rigor, including sequenced practicum and student-teaching experiences aligned with coursework. Established assessment systems—including the CPAST and/or Danielson Framework, the Teacher Portfolio Assessment, and dispositions measures—continue to be used. Revisions focused on alignment and coherence rather than the replacement of assessment tools.

### **Mid-Level Endorsement**

Candidates may continue to add a Mid-Level endorsement. Revisions to this endorsement were minimal, limited to refining course goals and alignment language, with no significant changes to credit requirements, coursework structure, or clinical expectations.

## **Proof That the Modification Will Not Affect the Program’s Approval Status or Reduce Program Quality**

The proposed modifications will not affect the program’s approval status or reduce program quality. Instead, the revisions strengthen alignment with current standards, clarify program structure, and enhance coherence across coursework, clinical practice, and assessment while maintaining all required licensure outcomes.

### **Continuity of Licensure Outcomes and Authorization**

The program continues to prepare candidates for the same elementary licensure authorization as previously approved. Required competencies, endorsement pathways, and clinical expectations remain intact ([see our standard alignment chart here](#)). The degree name change from *Elementary Education* to *Education* does not alter licensure scope, authorization levels, or endorsement requirements, as elementary preparation is fully preserved through the Elementary Education Concentration.

Candidates may also continue to add a Mid-Level endorsement, which experienced only minimal refinement to course goals and alignment language. There were no substantive changes to coursework structure, credit totals, or clinical expectations for this endorsement.

## **Alignment With Updated Standards and Literacy Requirements**

All courses in the program were systematically examined and revised to implement, support, and assess the newly adopted TSPC literacy standards. This review extended across the entire program, including literacy methods, content pedagogy, ESOL coursework, assessment, and clinical practice. Course goals, assignments, and assessments were updated as needed to ensure candidates repeatedly engage with evidence-based literacy instruction and demonstrate competency in literacy-related practices across multiple contexts and developmental levels.

Each course syllabus was aligned to the applicable TSPC standards, and courses were intentionally sequenced to provide a coherent progression from foundational knowledge to applied practice. This alignment is documented in a program-wide standards crosswalk, which demonstrates how coursework collectively addresses required standards and ensures that literacy expectations are introduced, reinforced, and assessed throughout the program.

## **Preservation and Strengthening of Program Quality**

Program quality is preserved and enhanced through:

- program-wide alignment of syllabi and assessments to TSPC standards,
- intentional integration of literacy standards across coursework rather than isolation in single courses,
- updated course goals reflecting current research and best practice,
- maintained or improved credit distribution aligned to instructional focus,
- strengthened coherence between coursework and clinical experiences,
- and the elimination of duplicate content to enable deeper, more focused learning.

Clinical practice requirements remain rigorous and consistent, including sequenced practicum experiences and full-time student teaching. Candidates continue to be evaluated using established, validated tools such as the CFAST and/or Danielson Framework, the Teacher Portfolio Assessment, and professional dispositions assessments, ensuring continuity and reliability in the evaluation process.

## **Assessment, Monitoring, and Continuous Improvement**

The program continues to participate in a college-wide assessment system used across all preliminary licensure programs. Candidate performance data is:

- collected annually,
- analyzed at the program, department, college, and accreditation levels,
- and used to inform continuous improvement.

This data supports ongoing reporting to TSPC on a three-year cycle and AAQEP on a seven-year cycle, ensuring sustained accountability and quality assurance.

## **Institutional and Accreditation Review**

The proposed modifications were reviewed through established institutional curriculum and accreditation processes and are aligned with NWCCU substantive change requirements. Required documentation related to degree restructuring, program modification, and sunseting of the former degree title has been completed, demonstrating that the changes were evaluated for impact, compliance, and quality prior to implementation.

## **Proof of Official Institutional Approval of the Modified Program**

The proposed program modifications have received official institutional approval through George Fox University’s established curriculum review and governance processes and have been reviewed for compliance with institutional, accreditation, and licensure requirements.

### **Program- and College-Level Approval**

The program revision was developed and reviewed through a year-long collaborative process led by the Undergraduate Teacher Education Program Director in partnership with a four-member program revision team. The proposal was reviewed and approved by the College of Education, following faculty review and discussion, on September 19, 2025 .

The proposal was subsequently reviewed and approved by the Division Dean, who affirmed that the revisions were timely and appropriate in preparation for the upcoming TSPC program approval and AAQEP national accreditation processes.

### **Institutional Review and Administrative Approval**

The modified program was reviewed by required institutional offices to ensure compliance with catalog, transcript, accreditation, and reporting requirements, including:

- Registrar’s Office, which reviewed and approved the degree structure, naming conventions, and concentration framework;
- Director of Institutional Effectiveness / Accreditation Liaison, who reviewed the scope of changes and confirmed required NWCCU substantive change documentation;
- Library Director, who reviewed resource implications;
- and other relevant institutional stakeholders as part of the standard curriculum approval process.

Required NWCCU documentation—including the Substantive Change to Degree Program Form, Program Inventory Change Request, and Sunseting documentation for the former degree title—has been completed, confirming that the institution has formally reviewed and approved the scope and impact of the program modifications.

## Final Institutional Authorization

The proposal was formally approved within the university’s curriculum system and authorized for implementation in accordance with the institutional curriculum timeline. This approval confirms that the program:

- meets institutional academic standards,
- aligns with accreditation requirements,
- has been reviewed for resource sufficiency,
- and is approved for catalog inclusion and implementation.

## How did you collaborate with stakeholders?

Indicate the date of review, and briefly describe the outcome of the review/discussion.

Based on the nature of the proposed changes, **all stakeholders must be informed**. If this is all that is required, simply indicate “informed on (date) via (email)”.

Person or Unit	Date	Comments
Sponsoring academic department Program Revision Team (Sarah Hanthorn, Sarri Gibson, Maranda Turner and Katy Turpen met monthly for the academic year) The COE reviewed the proposal on September 19th.		COE approved the proposal on September 19th
Division DEAN	9/12/25	I am approving as I concur with Dean Shelton’s prior assessment of these changes.
Registrar’s Office	11.18.25	TR - The issue of concentrations vs specialization needs to be addressed. Specializations are not printed on the diploma or transcript. My understanding is that the name of the major would go from Elementary Education to Education with either a concentration in Elementary Education or Elementary Education plus Mid-Level Authorization, which is setting up the major for their plans for the single subjects. I met with Tamara, Caroline and Rebecca on September 17th. See the chart we worked on here. <a href="#">See this link</a>
Library Director		I met with Kate Wimer on October 17th, her main concern with the COMM 111 waiver which the Cornerstone Core Committee did not approve
Director of Institutional Effectiveness	11/20/25 update	Now <a href="https://docs.google.com/spreadsheets/d/16FrpgeXC8LqyIjwwVPH4o5TBRLlypXXc-jiEpaum34s/edit?gid=0#gid=0">https://docs.google.com/spreadsheets/d/16FrpgeXC8LqyIjwwVPH4o5TBRLlypXXc-jiEpaum34s/edit?gid=0#gid=0</a> that I see what all this proposal entails, I am fine with the

		proposal moving forward. However, I will need three forms completed for NWCCU review: 1-To explain the new Undergraduate Education BS program: <a href="#">NWCCU Substantive Changes to Degree Program Form</a> 2- To Sunset the current Elementary Education BS Program: <a href="#">Template for Sunsetting a Degree Program/Major</a> 3- To add the elementary concentration: <a href="#">Program Inventory Change Request Form</a> Everything I need for NWCCU has been completed! CL
Other Programs Consulted:		Katy Turpen (Program Director) pulled syllabi from both ATD and MAT as part of this process.

## UGTE Program Goals or Objectives and How Evidence of Competency Will Be Collected

The modified Undergraduate Teacher Education (UGTE) program at George Fox University maintains clearly articulated goals and objectives aligned with Teacher Standards and Practices Commission (TSPC) licensure requirements and accreditation expectations. Evidence of candidate competency will be systematically collected through aligned course goals, key assessments, clinical evaluations, and program-level review processes, ensuring continued program quality and compliance.

### Program Goals and Objectives

The goals of the modified UGTE program are to ensure candidates:

- Demonstrate content knowledge in lesson and unit planning
- Demonstrate the ability to appropriately apply content in a classroom setting
- Demonstrate professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve
- Demonstrate an ability to analyze teaching effectiveness and use assessment data to inform instruction
- Demonstrate an understanding of learner development and an ability to embrace all diversities
- Exhibit professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve, which reflects the compassion and character of Christ

These goals are aligned with TSPC standards, institutional learning outcomes, and accreditation expectations and remain consistent with the program’s approved licensure purpose.

## **Alignment of Coursework, Standards, and Assessments**

All UGTE course syllabi were reviewed and revised as part of the program modification process and include clearly articulated course goals aligned to required TSPC standards, including the newly adopted literacy standards. Each course identifies a designated key assessment that provides direct evidence of candidate competency related to the program goals and licensure expectations.

This structure ensures that:

- Each program goal is intentionally addressed across multiple courses
- Course-level goals are vertically and horizontally aligned
- Literacy standards are implemented, reinforced, and assessed across the program rather than isolated within a single course
- Candidate performance is measured consistently using common expectations and shared assessment tools

## **Collection of Evidence of Candidate Competency**

Evidence of candidate competency in the modified UGTE program will be collected through multiple, aligned mechanisms:

### **Key Course Assessments**

Each course includes a designated key assessment aligned to course goals, program goals, and applicable literacy standards. These assessments are evaluated using program-approved rubrics and proficiency scales to document candidate learning and growth.

### **Teacher Portfolio Assessment**

Candidates submit portfolio artifacts that demonstrate lesson and unit planning, instructional decision-making, assessment analysis, and reflective practice. Portfolio components provide cumulative evidence of candidate competency across coursework and clinical experiences.

### **Clinical Practice Evaluations**

During supervised practicum experiences and student teaching, candidates are evaluated by trained supervisors and cooperating teachers using standardized evaluation tools aligned to professional teaching standards. These evaluations provide evidence of candidates' ability to appropriately apply content in classroom settings.

## **Dispositions Assessment**

Professional classroom dispositions and reflective practices related to ethical treatment of students and families, collaboration, and inclusive instruction are assessed at multiple points using a common dispositions rubric aligned to program goals.

## **Licensure Readiness Verification**

Completion of required coursework, clinical experiences, and program assessments provides evidence of candidate readiness for required state licensure exams and eligibility for preliminary licensure.

## **Program Review and Continuous Improvement**

Assessment data collected through course-embedded key assessments, portfolio evaluations, clinical practice evaluations, and dispositions assessments are reviewed regularly by faculty as part of the UGTE program's continuous improvement process. Data is analyzed at the program, department, and college levels and used to inform curriculum refinement, instructional improvement, and accreditation reporting.

This ongoing review ensures that the modified UGTE program continues to meet institutional expectations, accreditation standards, and TSPC licensure requirements, while maintaining program quality and candidate readiness.

## **Procedures Used to Develop the Modified Program**

The modified Undergraduate Teacher Education (UGTE) program was developed through a systematic, year-long review and revision process designed to ensure alignment with TSPC standards, accreditation requirements, and evidence-based practices, while maintaining program quality and licensure outcomes.

## **Program Review and Planning**

The revision process began with recognition that the program had not undergone a comprehensive review in over eight years. In response, the College of Education initiated a structured program review focused on curriculum coherence, standards alignment, assessment quality, and clinical preparation.

A four-member program revision team was formed and met regularly throughout the academic year. This team was responsible for guiding the review, documenting decisions, and ensuring consistency across program components.

## Standards-Driven Curriculum Analysis

The revision process was grounded in a standards-first approach. The team:

- reviewed current TSPC standards, including newly adopted early literacy standards,
- examined AAQEP standards and institutional learning outcomes,
- and analyzed expectations related to clinical practice and candidate assessment.

All courses were systematically examined to determine how standards—including early literacy expectations—were introduced, reinforced, and assessed across the program. This analysis informed decisions related to course sequencing, content emphasis, and assessment placement.

## Early Literacy and Educational Technology Review

As part of the review, the team conducted a focused analysis of early literacy instruction across the program, identifying areas where literacy content needed to be strengthened, redistributed, or made more explicit to meet new state requirements. This review resulted in targeted revisions to literacy-related coursework and assessments to ensure candidates develop a strong foundation in evidence-based reading and writing instruction.

The team also identified a gap in explicit preparation related to educational technology integration. In response, the program was revised to include dedicated coursework and updated course goals addressing instructional technology, digital citizenship, and technology-supported teaching and assessment practices aligned with state and accreditation expectations.

## Syllabus and Assessment Review

Each course syllabus was reviewed and revised as needed to:

- align course goals with TSPC standards and program goals,
- identify or refine key assessments that provide direct evidence of candidate competency,
- ensure literacy standards were assessed across multiple courses,
- and incorporate appropriate use of instructional technology where applicable.

## Stakeholder Consultation and Institutional Review

Throughout the development process, the program revision team consulted with relevant stakeholders, including:

- College of Education faculty,
- division leadership,
- the Registrar's Office,
- the Director of Institutional Effectiveness / Accreditation Liaison,

- and library and support services.

Stakeholder feedback informed refinements to program structure, degree naming, and concentration organization and ensured compliance with institutional policies and accreditation requirements.

### **Alignment Across Programs and Pathways**

To ensure consistency and coherence, the revision team reviewed syllabi and assessments across multiple teacher preparation pathways, including undergraduate, accelerated, and graduate programs. This cross-program review supported alignment of expectations, standards, and assessment practices while preserving pathway-specific goals.

### **Documentation, Approval, and Finalization**

All revisions were documented through formal curriculum proposal materials, standards crosswalks, syllabi updates, and assessment documentation. The proposed modifications were reviewed and approved through established institutional governance processes prior to submission to TSPC.

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### **Summary**

The modified UGTE program was developed through a deliberate, collaborative, and standards-aligned process that included focused review of early literacy instruction and intentional strengthening of educational technology preparation. These procedures ensured the program continues to meet licensure requirements while reflecting current expectations for high-quality teacher preparation.

## **Procedures to Be Used to Evaluate the Modified Program, Once Implemented**

Evaluation of the modified Undergraduate Teacher Education (UGTE) program will occur through established university-level, college-level, and program-level assessment procedures designed to ensure continuous monitoring of program quality, candidate learning, and alignment with institutional, accreditation, and licensure expectations.

### **University-Level Evaluation Procedures**

At the institutional level, George Fox University maintains a comprehensive assessment and effectiveness framework in which program-level data are collected, analyzed, and reviewed on an annual basis. Data from the UGTE program will be incorporated into this university-wide review process and examined as part of regular academic oversight, institutional

effectiveness reporting, and accreditation review cycles. This process ensures that the modified program remains aligned with institutional learning outcomes, regional accreditation requirements, and university expectations for academic quality.

## Course-Level and Program Assessment Procedures

Within the UGTE program, each required course includes at least one designated key assessment aligned to program goals and licensure competencies. These key assessments are evaluated using common rubrics or proficiency scales and are collected on a recurring basis to monitor candidate progress, instructional coherence, and alignment across the program.

Program-level assessment tools used to evaluate candidate learning will include:

- **Teacher Portfolio Assessment (TPA)**, which provides evidence of lesson and unit planning, instructional reflection, assessment analysis, and inclusive instructional practices
- **Clinical Practice Evaluations**, completed by university supervisors and cooperating teachers during practicum experiences and student teaching to evaluate instructional planning, classroom practice, student engagement, and professionalism
- **Educator Disposition Assessments**, administered at multiple points to monitor professional behaviors, ethical practice, and inclusive dispositions
- **Program-embedded assessments**, including literacy- and ESOL-related performance tasks aligned to state standards
- **Licensure readiness measures**, including verification of completion of required coursework, clinical experiences, and eligibility for state licensure examinations

Together, these tools provide multiple, aligned measures of candidate competency across coursework and clinical practice.

## College of Education (COE) Review Procedures

Assessment data from the UGTE program will be reviewed annually within the College of Education (COE) using a structured, multi-layered process. Program faculty will examine aggregated assessment data to identify trends, strengths, and areas for refinement within the UGTE program. In addition, COE-wide assessment reviews will occur annually, during which data from all educator preparation programs are examined collectively to ensure consistency, comparability, and alignment with college-wide goals and accreditation expectations.

## Continuous Improvement and Documentation

Findings from university-level, COE-level, and program-level reviews will inform continuous improvement efforts. Faculty will use assessment results to guide decisions related to curriculum refinement, instructional design, assessment alignment, course sequencing, and candidate support structures. All evaluation findings and resulting actions will be documented through established institutional assessment, curriculum, and governance processes, ensuring transparency, accountability, and responsiveness to evidence.

## Recommendations from the Consortium or Other Partners

Recommendations informing the modified Undergraduate Teacher Education (UGTE) program were gathered through ongoing collaboration with external partners and internal stakeholders involved in teacher preparation.

### Partner and Stakeholder Input

Feedback emphasized the importance of ensuring that:

- candidates are prepared to implement current literacy expectations, including those resulting from TSPC's adoption of new literacy standards,
- instruction and assessment support diverse and multilingual learners,
- candidates are able to analyze student learning and use evidence to inform instructional decisions,
- and program structures promote coherence between coursework, clinical practice, and assessment.

In addition, stakeholders emphasized the value of consistent expectations and shared assessment practices across all preliminary teaching programs at George Fox University. This input reinforced the importance of aligning coursework, assessments, and clinical expectations across undergraduate, accelerated, and graduate pathways to ensure program quality and comparability.

### Use of Recommendations in Program Revision

Recommendations from partners and stakeholders informed the decision to:

- examine and align coursework across all preliminary teaching programs at George Fox University in response to TSPC's new literacy standards,
- strengthen literacy and ESOL integration across programs,
- address identified gaps in preparation areas,
- and refine program structures to support long-term sustainability and future program development.

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### Summary

Recommendations from consortium partners and other stakeholders affirmed the overall strength of the program while supporting targeted refinements. These recommendations contributed to program modifications that enhance alignment across

all preliminary teacher preparation programs at George Fox University and ensure continued compliance with TSPC licensure standards, including newly adopted literacy expectations.

Additional partnership information:

Recommendations informing the modified Undergraduate Teacher Education (UGTE) and Accelerated Teaching Degree (ATD) programs were gathered through ongoing collaboration with external partners and internal stakeholders involved in teacher preparation and K–12 practice. A significant source of input came through the university’s participation in a statewide early literacy initiative connected to a proposed \$10 million literacy grant aimed at expanding high-dosage tutoring supports in elementary schools. Through this collaborative planning process, program leaders engaged with district administrators, instructional coaches, other universities, and practicing teachers to better understand the strategies currently being implemented in schools to support early literacy development.

These conversations enabled the program to listen carefully to instructional practices in partner districts and identify opportunities for the university to meaningfully partner with schools to support literacy outcomes. In particular, discussions on high-dosage tutoring, structured literacy approaches, and data-informed reading interventions provided insight into the instructional supports schools are prioritizing. These insights directly informed the literacy framework and instructional structure embedded within both the UGTE and ATD programs, ensuring that coursework and clinical experiences align with the literacy priorities and instructional realities of Oregon schools.

In addition to district partnerships, both programs regularly incorporate feedback from adjunct faculty who serve as practicing educators in local schools and districts. Many of these instructors are currently teaching in K–12 classrooms and bring current, field-based expertise into program design discussions. Their experience has been especially valuable in the development and refinement of key program assessments. Adjunct faculty contributed practitioner insight.

The ATD program also benefits from strong partnerships with school districts through internship placements. More than 50% of ATD candidates are currently serving in internship roles within schools while completing their preparation program. These placements provide ongoing communication with district leaders and mentor teachers, allowing the program to maintain a strong pulse on high-priority district needs, current instructional trends, and emerging classroom challenges. This real-time feedback loop informs program decisions, refines coursework expectations, and ensures that key assessments reflect authentic teaching practices and the evolving needs of Oregon schools.

Together, these partnerships with school districts, literacy initiatives, practicing educators, and internship placements create an ongoing feedback loop that informs continuous program improvement and ensures that both the UGTE and ATD programs remain responsive to the evolving needs of Oregon schools and the students they serve.

# A Description of the Clinical Practices for the Modified Program

Clinical practice in the modified Undergraduate Teacher Education (UGTE) program is intentionally designed to provide early, frequent, and developmentally sequenced field experiences that support candidates' growth from observation to full instructional responsibility. The revised clinical model strengthens alignment between coursework and practice while maintaining rigorous expectations for professional preparation.

## Early and Scaffolded Clinical Experiences

The modified program includes the addition of two early practicum experiences, intentionally designed to place candidates in school settings earlier in the program. These early practicum experiences allow candidates to:

- observe classroom environments and instructional practices,
- connect foundational coursework to authentic classroom contexts,
- begin applying instructional strategies, assessment practices, and professional dispositions in supervised settings,
- and develop an understanding of diverse learners and classroom cultures early in their preparation.

Early practicum experiences are aligned with concurrent coursework and provide formative opportunities for feedback and reflection.

## Progressive Clinical Responsibilities

Clinical practice is sequenced to provide a gradual increase in instructional responsibility. As candidates advance through the program, practicum experiences move from observation and supported teaching to more sustained instructional planning, delivery, and assessment. Candidates are expected to demonstrate increasing competence in lesson planning, classroom management, differentiation, literacy instruction, and data-informed decision-making.

## Full-Year Senior Placement

During the senior year, candidates complete a full-year clinical placement, allowing for extended immersion in a classroom setting across an academic year. This experience supports:

- sustained engagement with students, families, and school personnel,
- application of instructional practices over time,
- observation of student growth and instructional impact,
- and preparation for independent teaching.

## Supervision, Observation, and Evaluation

Clinical experiences are supported through structured supervision and evaluation. Across the program, candidates are observed a minimum of ten (10) times by university supervisors and cooperating teachers. These observations provide ongoing, formative feedback aligned to professional teaching standards.

In addition, candidates receive two formal clinical evaluations during their clinical experience. Evaluations are completed using standardized evaluation tools aligned with professional teaching standards and program goals. Observation and evaluation data are used both formatively, to support candidate growth, and summatively, to document readiness for licensure.

### **Integration With Coursework and Program Goals**

Clinical practice is fully integrated with coursework and program assessments. Lesson planning, instructional reflection, and evaluation tasks are intentionally aligned to program goals and licensure expectations, ensuring that clinical experiences are central to candidate preparation.

# **Curriculum Proposal Submitted to George Fox**

## **MATERIALS FOLDER - ALL LINKED INTO THE DOCUMENT**

### **Curriculum Proposal Submission Form - [Notes Document Link](#)**

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**Deadline for this initial form is Sept 28, 2025 for consideration for the 2026-27 catalog year. With final revisions due by Oct 31, 2025.** I am aware of the curriculum process timeline.

**Form submission:** Approval by Dean/Program Director

**Submitter's Name:** Katy Turpen

**Division:** Education (Shawn Daley)

**College/School:** "College of Education"<mshelton@georgefox.edu>

**Title of Proposal:** Undergraduate Elementary Education (UGTE) Program Revision

**Nature of Proposed Change:** Reworking requirements for existing program (26% or more) including:

- Course title change (catalog language ONLY change)
- Course description change (catalog language ONLY change)

- Course number change (catalog language ONLY change)
- Course prerequisites/co-requisite change (catalog language ONLY change)
- Adjust the number credit units for a course
- New course within an existing major/minor

**Summary of Proposed Change:** This will be a deep look at all of the courses currently offered to make sure the program is doing the best possible to serve students. Each course will be reviewed and adapted as needed as required by AAQEP (Association for Advancing Quality in Educator Preparation) and TSPC (Teacher Standards and Practices Commission), the national and state accrediting bodies that cover teacher licensure programs.

**Rationale for Proposed Change:** It has been over 8 years since the UGTE program was revised. With new accreditation requirements, new standards, etc., it is time to review the program.

**Explain what Department/Program/Discipline(s) are impacted by this change:** None

**Department/Program Chair:** Katy Turpen and Sarri Gibson

**Please acknowledge the next steps in your proposal submission:** I understand that this initial submission is going to the Dean for review before moving further. I understand that this step initiates the curriculum process and additional information will be needed to complete the proposal.

**Dean's Response:** Approve (Marc Shelton)

**Dean's Rationale:** This proposal is timely to prepare for upcoming TSPC program approval and AAQEP national accreditation.

Submitted on: Mon Jun 02 2025 10:56:51 GMT-0700 (Pacific Daylight Time)By: Katy Turpen

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## Additional Information Required

### How did you collaborate with stakeholders?

Indicate the date of review, and briefly describe the outcome of the review/discussion.

Based on the nature of the proposed changes, **all stakeholders must be informed**. If this is all that is required, simply indicate “informed on (date) via (email)”.

Person or Unit	Date	Comments
Sponsoring academic department Program Revision Team (Sarah Hanthorn, Sarri Gibson, Maranda Turner and Katy Turpen met monthly for the academic year) The COE reviewed the proposal on September 19th.		COE approved the proposal on September 19th
Division DEAN	9/12/25	I am approving as I concur with Dean Shelton’s prior assessment of these changes.
Registrar’s Office	11.18.25	TR - The issue of concentrations vs specialization needs to be addressed. Specializations are not printed on the diploma or transcript. My understanding is that the name of the major would go from Elementary Education to Education with either a concentration in Elementary Education or Elementary Education plus Mid-Level Authorization, which is setting up the major for their plans for the single subjects. I met with Tamara, Caroline and Rebecca on September 17th. See the chart we worked on here. <a href="#">See this link</a>
Library Director		I met with Kate Wimer on October 17th, her main concern with the COMM 111 waiver which the Cornerstone Core Committee did not approve
Director of Institutional Effectiveness	11/20/25 update	Now <a href="https://docs.google.com/spreadsheets/d/16FrpgeXC8LqyIjwwVPH4o5TBRLlypXXc-jiEpaum34s/edit?gid=0#gid=0">https://docs.google.com/spreadsheets/d/16FrpgeXC8LqyIjwwVPH4o5TBRLlypXXc-jiEpaum34s/edit?gid=0#gid=0</a> that I see what all this proposal entails, I am fine with the proposal moving forward. However, I will need three forms completed for NWCCU review: 1-To explain the new Undergraduate Education BS program: <a href="#">NWCCU Substantive Changes to Degree Program Form</a> 2- To Sunset the current Elementary Education BS Program: <a href="#">Template for Sunsetting a Degree Program/Major</a> 3- To add the elementary concentration: <a href="#">Program Inventory Change Request Form</a> Everything I need for NWCCU has been completed! CL
Other Programs Consulted:		Katy Turpen (Program Director) pulled syllabi from both ATD and MAT as part of this process.

**What is the proposed catalog language?** See [current catalog](#) for examples.

**Major/Minor/Program/Certificate Overview Information**

	Current Catalog Copy (if any)	Proposed Catalog Copy
<b>Overview/Description</b>	The elementary education major offers a 80-semester-hour course of study that is designed for the preparation of elementary school teachers with authorizations at the early childhood (age 3 years to grade 4) and elementary (grades 3-8) levels. This degree includes an endorsement in ESOL and requires an iPad to enter the program. Upon entering, students interested in majoring in elementary education should contact an elementary education advisor. There is a recommended sequence for courses in the major. Students are required to obtain a minimum grade of C- in all courses taken for the major.	The undergraduate education major offers a 74 credit semester-hour course of study designed to prepare highly qualified teachers. This degree includes an endorsement in ESOL, equipping candidates to meet the diverse linguistic and cultural needs of today’s classrooms. Students are directly admitted to the program but must meet licensing requirements and uphold program standards to remain in good standing. A recommended course sequence guides students through the major, and all coursework requires a minimum grade of C– or higher. No more than 6 semester hours of a “C” grade may be counted towards a degree.
<b>Degree Outcomes</b>	Graduates with a BS in elementary education will: <ul style="list-style-type: none"> <li>• Understand how learners grow and develop within and across the cognitive, linguistic, social, emotional and physical areas and design appropriate and challenging learning experiences for all learners</li> <li>• Understand individual differences and diverse cultures and communities and apply this knowledge to creating environments that support individual and collaborative learning on behalf of student achievement</li> <li>• Use a variety of instructional strategies to support every student in meeting rigorous learning goals</li> <li>• Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content</li> <li>• Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making</li> <li>• Engage in ongoing professional learning and use evidence to continually evaluate his/her practice and adapt practice to become more effective</li> </ul>	Graduates with a BS in Education will: <ol style="list-style-type: none"> <li>1) Demonstrate content knowledge in lesson and unit planning</li> <li>2) Demonstrate the ability to appropriately apply content in a classroom setting</li> <li>3) Demonstrate professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve</li> <li>4) Demonstrate an ability to analyze teaching effectiveness and use assessment data to inform instruction</li> <li>5) Demonstrate an understanding of learner development and an ability to embrace all diversities</li> <li>6) Exhibit professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve, which reflects the compassion and character of Christ</li> </ol>

**Course Plan/Requirements and Course Description**

Create your side-by-side catalog language below, using the bullet points as a guide.

- For help or questions regarding the catalog copy, **Traditional Undergraduate programs** please contact the **Associate Registrar** ([Tamara Reams](#)).
- Add your side-by-side updated language with new content highlighted in the right hand column ([example](#))

# Program Credit Comparison

Current UGTE Program		Proposed UGTE Program
74-79 credits 34 Gen Ed credits  <b>TOTAL = 106-111</b>  **MATH 170 is waived due to MATH 211 and 212 requirements		74-79 credits 34 Gen Ed Classes  <b>TOTAL = 106-111</b>  **MATH 170 is waived due to MATH 211 and 212 requirements
<b>Prerequisites</b>		<b>Eliminate the prerequisite chart because we are now a direct admit program</b>
<b>Class</b>	<b>Number of Credits</b>	
MATH 211 Foundations of Elementary Mathematics I	4	
MATH 212 Foundations of Elementary Mathematics II	4	
EDUC 260 Teaching, Schooling and Learning	4	
EDUC 270 Intercultural Communication	2	
<b>TOTAL</b>	<b>14</b>	
<b>Psychology and History Requirement</b>		<b>Eliminate HIST 111 and PSYC 150</b>  <b>Eliminate milestone prerequisite</b>
<b>Class</b>	<b>Number of Credits</b>	
PSYC 100	3	

HIST 111

3

[See this link](#)

**CORE Program**

Class	Number of Credits
<del>EDUC 324 Trends and Methods in Early Childhood</del>	<del>4</del>
EDUC 260 Teaching, Schooling and Learning	4
EDUC 346 The Inclusive Classroom in a Diverse Society	4
EDUC 371 Curriculum Design with ESOL	4
EDUC 381 Classroom Management	2
EDUC 475 Practicum II	10
EDUC 480 Classroom Assessment: Planning Assessment for All Learners	4
EDUC 490 Senior Seminar	2
<b>TOTAL (including courses below)</b>	<b>60 credits</b>

**CORE Program**

Class	Number of Credits
EDUC 175 Practicum I	1
EDUC 220 Issues in Human Development	3
EDUC 240 Literacy Fundamentals for Elementary	2
EDUC 260 Teaching, Schooling and Learning	3
EDUC 326 Integrated Educational Technology	2
EDUC 346 The Inclusive Classroom in a Diverse Society	3
EDUC 371 Curriculum Design with ESOL	5
EDUC 381 Classroom Culture and Management I	2
EDUC 382 Classroom Culture and Management II	2
EDUC 475 Practicum IV	10
EDUC 480 Assessment for All Learners	2
EDUC 490 Senior Seminar	2
<b>TOTAL</b>	<b>37 Credits</b>

We will add an Elementary Education Concentration so we can add a Single Subjects Concentration later.

These courses will be removed from the 'core' but not from the program. You will find them listed below on the right hand side in the 'Elementary Education Specialization Table'

<b>EDUC 343 Adventures in Math and Science I</b>	<b>4</b>
<b>EDUC 344 Adventures in Math and Science II</b>	<b>4</b>
<b>EDUC 375 Practicum I</b>	<b>4</b>
<b>EDUC 354 Pedagogy of Health, Human Performance and the Arts</b>	<b>2</b>
<b>EDUC 412 Children's Literature</b>	<b>2</b>
<b>EDUC 413 Reading and Writing Methods I</b>	<b>4</b>
<b>EDUC 414 Reading and Writing Methods II</b>	<b>4</b>
<b>EDUC 462 How Languages are Learned</b>	<b>2</b>
<b>EDUC 461 Applied Linguistics</b>	<b>4</b>

**MID-LEVEL CONCENTRATION**

**ELEMENTARY EDUCATION CONCENTRATION**

<b>Class</b>	<b>Number of Credits</b>
<b>MATH 211 Foundations of Elementary Mathematics I</b>	<b>4</b>
<b>MATH 212 Foundations of Elementary Mathematics II</b>	<b>4</b>
<b>EDUC 270 Intercultural Communication</b>	<b>2</b>
<b>EDUC 275 Practicum II</b>	<b>1</b>
<b>EDUC 343 Math Pedagogy</b>	<b>3</b>
<b>EDUC 344 Science and STEAM Pedagogy</b>	<b>4</b>
<b>EDUC 347 The Arts Pedagogy</b>	<b>1</b>
<b>EDUC 354 Health and PE Pedagogy</b>	<b>1</b>
<b>EDUC 375 Practicum III</b>	<b>4</b>
<b>EDUC 413 Reading and Writing Methods I</b>	<b>3</b>
<b>EDUC 414 Reading and Writing Methods II</b>	<b>5</b>
<b>EDUC 462 How Languages are Learned</b>	<b>2</b>
<b>EDUC 463 Applied Linguistics</b>	<b>3</b>
<b>TOTAL</b>	<b>37</b>

Class	Number of Credits
EDUC 353 Trends and Methods in Middle Level Education	4
EDUC 376 Student Teaching for Middle Level Education	1
<b>TOTAL</b>	<b>5</b>

MID-LEVEL CONCENTRATION	
Class	Number of Credits
EDUC 353 Trends and Methods in Middle Level Education	4
EDUC 376 Student Teaching for Middle Level Education	1
<b>TOTAL</b>	<b>5</b>

## Catalog Language Comparison - CORE Program

<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>	<u>Number of Credits</u>		
Not in Current Catalog	<p><b>EDUC 175 Practicum I</b>  <i>1 credit hour</i>            In this field experience, teacher candidates will design and implement lessons in an educational setting. Candidates will spend up to 45 hours of planning, preparing, instructing, and reflecting on teaching practices and educational experiences for students, applying skills and strategies from current coursework. Prerequisite: Declared undergraduate education major.</p>	<b>Current</b>	<b>Proposed</b>	<b>Rationale</b>
		0	1	This will provide placement office support for field experiences faculty have been managing
		<a href="#">Syllabus Link</a>		
Not in Current Catalog	<p><b>EDUC 220 Issues in Human Development</b>  <i>3 credit hours</i>            This course will examine human development with developmental psychology, learning theory, and theoretical and practical aspects of human</p>	<b>Current</b>	<b>Proposed</b>	<b>Rationale</b>
		0	3	We rewrote our EDUC 324 class and

<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>	<u>Number of Credits</u>								
	development-birth through adolescence. Students will explore the interplay of physical, cognitive, social, emotional, and spiritual/moral development that shapes individuals in diverse contexts. Key topics will include age-level characteristics and developmentally appropriate practice for PK-Grade 12 students.			dropped it to a 200 level						
<b>Not in Current Catalog</b>	<p><b>EDUC 240 Literacy Fundamentals</b>  <i>2 credit hours</i></p> <p>This foundational course provides an in-depth exploration of the theoretical underpinnings and practical applications of early literacy development. Students will examine key components of emergent literacy, including oral language, phonological awareness, alphabet knowledge, print awareness, and early writing. A significant focus will be placed on understanding and implementing instructional strategies aligned with state standards, ensuring students are prepared to support children (birth through third grade) in achieving foundational literacy skills. Through application-based assignments and activities, participants will learn to assess literacy development, differentiate instruction for diverse learners, and create engaging, print-rich environments that foster a love of reading and writing.</p>	<p style="text-align: center;"><a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a></p> <table border="1" data-bbox="1413 435 2039 764"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td>TSPC has generated new rigorous standards for literacy. This class addresses these standards</td> </tr> </tbody> </table> <p style="text-align: center;"><a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a></p>			Current	Proposed	Rationale	0	2	TSPC has generated new rigorous standards for literacy. This class addresses these standards
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0	2	TSPC has generated new rigorous standards for literacy. This class addresses these standards								
<p><b>EDUC 260 Teaching, Schooling and Learning</b>  <i>4 credit hours</i></p> <p>Course is an overview of history and diverse social issues in education and an exploration of teaching as a career. Serves as an introduction to the teacher education program at George Fox University. Survey of learning theories and possible applications in the elementary classroom are explored. Required for elementary teaching majors and music education majors.</p>	<p><b>EDUC 260 Teaching, Schooling and Learning</b>  <i>3 credit hours</i></p> <p>This course will focus on professionalism, the purpose of education, educational law, policy, and ethics. Teacher candidates will explore diverse social issues in education and the teaching profession. Learning theories and possible applications in the elementary classroom will be explored. Teacher candidates will reflect on professional identity and dispositional development. This course will include up to 10 hours</p>	<table border="1" data-bbox="1413 1081 2039 1341"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td>We reviewed course goals and decided to use the credit differently</td> </tr> </tbody> </table> <p style="text-align: center;"><a href="#">Syllabus Link</a></p>			Current	Proposed	Rationale	4	3	We reviewed course goals and decided to use the credit differently
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4	3	We reviewed course goals and decided to use the credit differently								

<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>	<u>Number of Credits</u>								
Includes 10 hours of clinical practice. Prerequisite: Declared undergraduate elementary education major.	of observation. Prerequisite: Declared undergraduate education major.	<a href="#"><u>Assessment Link</u></a>								
<p><b>EDUC 324 Trends and Methods of Early Childhood Education</b> 4 credit hours</p> <p>This course provides an overview of early childhood as a profession in relation to its historical, philosophical and social foundations. Students will examine how these functions influence current thought and be able to translate those theories into practice. Included will be age-level characteristics and child-centered activities that enhance developmentally appropriate practice, assessment, curriculum/instruction, environment, and family/community collaboration. The role of the teachers and ethical considerations are considered to promote reflective thinking, cultural competency, and positive use of technology to meet the needs of young children. Course goals align with the State of Oregon program objectives for early childhood and elementary OAR 584-017-0100, ages 3 years to the 4th grade and to the National Association for the Education of Young Children (NAEYC) initial license standards. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p><b>We are eliminating this class in the major - please keep it in the catalog</b></p>	<table border="1" data-bbox="1411 399 2049 659"> <thead> <tr> <th data-bbox="1411 399 1625 464">Current</th> <th data-bbox="1625 399 1839 464">Proposed</th> <th data-bbox="1839 399 2049 464">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="1411 464 1625 659" style="text-align: center;"><b>4</b></td> <td data-bbox="1625 464 1839 659" style="text-align: center;"><b>0</b></td> <td data-bbox="1839 464 2049 659"><b>We reviewed course goals and decided to use the credit differently</b></td> </tr> </tbody> </table>			Current	Proposed	Rationale	<b>4</b>	<b>0</b>	<b>We reviewed course goals and decided to use the credit differently</b>
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<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>	<u>Number of Credits</u>								
<p><b>Not in Current Catalog</b></p>	<p><b>EDUC 326 Integrated Educational Technology</b>  <i>2 credit hours</i></p> <p>This course is designed to equip educators with the knowledge and skills necessary to effectively integrate technology into classroom instruction. Candidates will explore a variety of research-based strategies to enhance student learning through technology and will set individualized professional goals for implementing these strategies in real-world educational settings. Emphasis will be placed on understanding and applying national and state technology standards, evaluating current technological practices within schools, and identifying areas of strength and improvement. In addition, candidates will examine the critical role of digital citizenship and its impact on teaching and learning environments. Through analysis, reflection, and practical application, participants will develop a comprehensive understanding of how to use technology to foster engaging, ethical, and effective educational experiences.</p>	<table border="1"> <thead> <tr> <th data-bbox="1411 175 1625 237">Current</th> <th data-bbox="1625 175 1839 237">Proposed</th> <th data-bbox="1839 175 2041 237">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="1411 237 1625 435">0</td> <td data-bbox="1625 237 1839 435">2</td> <td data-bbox="1839 237 2041 435">To meet accreditation standards we needed to add an ed tech class</td> </tr> </tbody> </table> <p style="text-align: center;"><a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a></p>			Current	Proposed	Rationale	0	2	To meet accreditation standards we needed to add an ed tech class
Current	Proposed	Rationale								
0	2	To meet accreditation standards we needed to add an ed tech class								
<p><b>EDUC 346 The Inclusive Classroom in a Diverse Society</b>  <i>4 credit hours</i></p> <p>Effective educators recognize and embrace diversity as an asset in the classroom. This course will examine the diversity of cultures, languages, experiences, and knowledge that our students bring to our classrooms. Throughout our studies, we will consider how institutional and classroom practices help and hinder the academic achievement and well being of all students. We will also analyze and critique how various instructional practices may or may not align with values of all represented groups. This course will introduce you to a multiplicity of</p>	<p><b>EDUC 346 The Inclusive Classroom in a Diverse Society</b>  <i>3 credit hours</i></p> <p>This course explores the legal, ethical, and pedagogical responsibilities of educators in supporting all learners, including students with disabilities (IEP, 504), English/Multilingual Learners (EL/ML), and Talented and Gifted (TAG) students. Through an equity-focused lens, teacher candidates will examine the institutional influences of race, ethnicity, class, gender, sexual orientation, language, and culture on teaching and learning. This course aims to introduce future educators to the knowledge, skills, and dispositions necessary to apply inclusive practices and advocate for equitable educational outcomes for every</p>	<table border="1"> <thead> <tr> <th data-bbox="1411 1029 1625 1091">Current</th> <th data-bbox="1625 1029 1839 1091">Proposed</th> <th data-bbox="1839 1029 2041 1091">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="1411 1091 1625 1325">4</td> <td data-bbox="1625 1091 1839 1325">3</td> <td data-bbox="1839 1091 2041 1325">We rewrote the course and used the credits in a different course.</td> </tr> </tbody> </table>			Current	Proposed	Rationale	4	3	We rewrote the course and used the credits in a different course.
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<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>	<u>Number of Credits</u>								
students and their needs while also examining the tensions and barriers that exist within all classrooms. Prerequisite: Successful admission into the undergraduate elementary education major.	student in a diverse society.	<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>								
<p><b>EDUC 371 Curriculum Design with ESOL</b>  <i>4 credit hours</i>            Working within the differentiation framework (background knowledge, language, academic and behavior) BLAB, this course will examine and apply the concepts and instructional strategies that are essential for the academic achievement of our students from cultural, diverse, language, behavioral and academic backgrounds. Specific emphasis will be devoted to the success of our exceptional students and our second language learners. Integration of Social Studies into the methodology of the work sample will be addressed. Requires up to 20 hours of practicum. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p><b>EDUC 371 Curriculum Design with ESOL</b>  <i>5 credit hours</i>            This course works within a differentiation framework, and Teacher candidates will analyze and apply essential concepts, instructional strategies, and assessments designed to support students from diverse cultural, linguistic, behavioral, and academic backgrounds. Teacher candidates will examine strategies for teaching discipline-focused content to English Learners and/or Multilingual Learners. Curriculum and lesson analysis will emphasize practical, student-centered learning approaches that accommodate the unique needs of each learner in the classroom. Throughout this course, Teacher candidates will evaluate best practices and reflect on their role as an agent of change who will effectively empower students to reach their potential. Requires up to 20 hours of practicum. Prerequisite: Declared undergraduate education major, EDUC 260, EDUC 346. Corequisite: EDUC 175</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1409 467 1625 529">Current</th> <th data-bbox="1625 467 1839 529">Proposed</th> <th data-bbox="1839 467 2049 529">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="1409 529 1625 829" style="text-align: center;">4</td> <td data-bbox="1625 529 1839 829" style="text-align: center;">5</td> <td data-bbox="1839 529 2049 829" style="text-align: center;">The assessment class was dropped to two credits and this class absorbed some of that content</td> </tr> </tbody> </table> <p style="text-align: center;"> <a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a> </p>			Current	Proposed	Rationale	4	5	The assessment class was dropped to two credits and this class absorbed some of that content
Current	Proposed	Rationale								
4	5	The assessment class was dropped to two credits and this class absorbed some of that content								
<p><b>EDUC 381 Classroom Management</b>  <i>2 credit hours</i>            Clearly, individual classroom teachers can have a major impact on student achievement. Of the three major roles of the classroom teacher – making choices about instructional strategies, designing classroom curriculum, and employing classroom management techniques – classroom management is arguably the foundation.</p>	<p><b>EDUC 381 Classroom Culture and Management I</b>  <i>2 credit hours</i>            This course (first in a series of two) will introduce and explore research-based effective classroom management to support development of future educators’ foundational understanding of practices that promote positive and productive learning environments. Teacher candidates will apply a social</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1409 1154 1625 1216">Current</th> <th data-bbox="1625 1154 1839 1216">Proposed</th> <th data-bbox="1839 1154 2049 1216">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="1409 1216 1625 1414" style="text-align: center;">2</td> <td data-bbox="1625 1216 1839 1414" style="text-align: center;">2</td> <td data-bbox="1839 1216 2049 1414" style="text-align: center;">This class will be similar to the current program expectation</td> </tr> </tbody> </table>			Current	Proposed	Rationale	2	2	This class will be similar to the current program expectation
Current	Proposed	Rationale								
2	2	This class will be similar to the current program expectation								

<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>	<u>Number of Credits</u>								
<p>Research on classroom management is integrated into the course. This course introduces the teacher candidate to research-based effective classroom management strategies. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p>justice lens as they examine various school discipline models and reflect on the role of the teacher in developing a classroom culture that supports the academic and social-emotional development of all students. Prerequisite: Declared undergraduate education major, EDUC 260, EDUC 346.</p>	<p><a href="#">Syllabus Link</a> <a href="#">Assessment Link</a></p>								
<p><b>Not in Current Catalog</b></p>	<p><b>EDUC 382 Classroom Culture and Management II</b> <i>2 credit hours</i> This course (second in a series of two) will continue to explore and apply research-based effective classroom management practices that promote positive and productive learning environments. Teacher candidates will develop and analyze response plans for a variety of classroom situations, focusing on prevention and intervention practices that support the academic and social-emotional development of each student. Strategies for collaboration and communication with district and school specialists and families will be explored and applied as teacher candidates consider multiple layers of student support. Prerequisite: Declared undergraduate education major. Corequisite: EDUC 375</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1409 472 1623 532">Current</th> <th data-bbox="1623 472 1837 532">Proposed</th> <th data-bbox="1837 472 2049 532">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="1409 532 1623 899" style="text-align: center;"><b>0</b></td> <td data-bbox="1623 532 1837 899" style="text-align: center;"><b>2</b></td> <td data-bbox="1837 532 2049 899" style="text-align: center;"><b>After examining data it was determined that a 2-part classroom management series would be best for candidates</b></td> </tr> </tbody> </table> <p style="text-align: center;"> <a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a> </p>			Current	Proposed	Rationale	<b>0</b>	<b>2</b>	<b>After examining data it was determined that a 2-part classroom management series would be best for candidates</b>
		Current	Proposed	Rationale						
<b>0</b>	<b>2</b>	<b>After examining data it was determined that a 2-part classroom management series would be best for candidates</b>								
<p><b>EDUC 475 Practicum II</b> <i>10 credit hours</i> The teacher candidate enters the classroom as a co-teacher who is collaborating with a cooperating teacher in developing and presenting instruction that is designed for the success of all students. Successful teaching and completion of observed lessons is required. The practicum is scheduled 5 days a week. Pass/No Pass. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p><b>EDUC 475 Practicum IV</b> <i>10 credit hours</i> In this practicum, teacher candidates serve as co-teachers, collaborating with a cooperating teacher to plan and deliver instruction that supports the success of all students. Candidates are required to successfully teach and complete observed lessons. The practicum occurs five days per week. Pass/No Pass. Prerequisite: Successful admission into student teaching.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1409 1065 1623 1125">Current</th> <th data-bbox="1623 1065 1837 1125">Proposed</th> <th data-bbox="1837 1065 2049 1125">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="1409 1125 1623 1256" style="text-align: center;"><b>10</b></td> <td data-bbox="1623 1125 1837 1256" style="text-align: center;"><b>10</b></td> <td data-bbox="1837 1125 2049 1256" style="text-align: center;"><b>We revised the course description</b></td> </tr> </tbody> </table> <p style="text-align: center;"> <a href="#">Syllabus Link</a>            This will be assessed with the CPAST         </p>			Current	Proposed	Rationale	<b>10</b>	<b>10</b>	<b>We revised the course description</b>
Current	Proposed	Rationale								
<b>10</b>	<b>10</b>	<b>We revised the course description</b>								

<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>	<u>Number of Credits</u>								
<p><b>ELED 480 Classroom Assessment: Planning Assessment for All Learners</b></p> <p>Building on the conceptual ideas of assessment for learning, this course focuses on the idea that assessment is a collaborative process that involves the student, teacher, and other stakeholders in a collaborative experience that is designed to empower student success. The four dimensions of background knowledge, language abilities, academics, and behavior assessments will provide the impetus for a course which investigates, develops, and plans assessments for all students, specifically including English language learners, special education students, talented and gifted students, and mainstream students. A wide diversity of classroom assessments will be explored. Additionally, the use and interpretation of standardized assessments will be examined. Through direct practice, Teacher Candidates will gain insights into identification, placement, monitoring and exiting criteria for ELL students according to federal and state policies; and will be prepared to implement fair and realistic accommodations/assessments in the mainstream classroom.</p>	<p><b>EDUC 480 Assessment for all Learners</b></p> <p>In this course, teacher candidates will study assessment as a collaborative cycle involving students, teachers, and other stakeholders to support student success. They will analyze assessment data for all students and examine the use and interpretation of standardized assessments. Using student data, Candidates will develop instructional and intervention plans to address both whole-class and individual needs. The course includes examination of the identification, placement, monitoring, and exiting criteria for English Learner and Multilingual Learner students in accordance with federal and state policies. Best practices in assessment design and implementation will be emphasized, including equitable accommodations and fair assessments in the mainstream classroom. Prerequisite: Declared undergraduate education major. EDUC 240, EDUC 260. Corequisite: EDUC 346</p>	<table border="1" data-bbox="1411 191 2041 487"> <thead> <tr> <th data-bbox="1411 191 1621 256">Current</th> <th data-bbox="1621 191 1831 256">Proposed</th> <th data-bbox="1831 191 2041 256">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="1411 256 1621 487">4</td> <td data-bbox="1621 256 1831 487">2</td> <td data-bbox="1831 256 2041 487">We revised the course description and embedded some content into 371</td> </tr> </tbody> </table> <p data-bbox="1612 587 1843 652" style="text-align: center;"><a href="#">Syllabus Link</a> <a href="#">Assessment Link</a></p>			Current	Proposed	Rationale	4	2	We revised the course description and embedded some content into 371
Current	Proposed	Rationale								
4	2	We revised the course description and embedded some content into 371								
<p><b>EDUC 490 Senior Seminar</b></p> <p><i>2 credit hours</i></p> <p>This course assists teacher candidates to synthesize their foundation, methods and content background during the full time clinical experience, including content to prepare the teacher candidates as they transition into the teaching profession. The course content is presented in a professional development</p>	<p><b>No change</b></p>	<p><b>No change</b></p> <p data-bbox="1612 1253 1843 1318" style="text-align: center;"><a href="#">Syllabus Link</a> <a href="#">Assessment Link</a></p>								

<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>	<u>Number of Credits</u>
workshop while encouraging an understanding of the need for continued growth as teaching professionals as well as additional information on classroom management and differentiation. Prerequisite: Successful admission into the undergraduate elementary education major.		

## Catalog Language Comparison - Elementary Education

<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>				
<b>MATH 211 Foundations of Elementary Mathematics I</b>	<b>No Change</b>				
<b>MATH 212 Foundations of Elementary Mathematics II</b>	<b>No Change</b>				
<b>EDUC 270 Intercultural Communication in the ESOL/Bilingual Context</b> <i>2 credit hours</i> Examines the diverse and dynamic role of culture in the ESOL student's language development and academic achievement. The course also emphasizes the application of this knowledge for instruction and the involvement of community and its resources for maximizing ESOL students' academic achievement.	<b>EDUC 270: Intercultural Communication in the Multilingual Context</b> <i>2 credit hours</i> This foundational course explores the impact of culture (societal, community, and educational) on English to Speakers of Other Languages (ESOL) education. Teacher Candidates will examine key theories and research literature to build a theoretical understanding of how cultural perspectives, identities, and communication styles influence the ESOL learning process and classroom environment. The course also emphasizes the application of this knowledge on instruction and the involvement of the community and its resources for maximizing ESOL students' academic achievement. Prerequisite: Declared undergraduate education major.				
		<b>Current</b>	<b>Proposed</b>	<b>Rationale</b>	
		<b>2</b>	<b>2</b>		
<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>					

	<p><b>EDUC 275 Practicum II</b>  <i>1 credit hour</i>          In this field experience, teacher candidates will design and implement lessons in an educational setting. Candidates will spend up to 45 hours of planning, preparing, instructing, and reflecting on teaching practices and educational experiences for students, applying skills and strategies from current coursework. Prerequisite: Declared undergraduate education major.</p>	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>This will provide placement office support for field experiences faculty have been managing</td> </tr> </tbody> </table> <p style="text-align: center;"><a href="#">Syllabus Link</a></p>	Current	Proposed	Rationale	0	1	This will provide placement office support for field experiences faculty have been managing
Current	Proposed	Rationale						
0	1	This will provide placement office support for field experiences faculty have been managing						
<p><b>EDUC 343 Adventures in Math and Science I</b>  <i>4 credit hours</i>          This first course is designed to provide you with a firm understanding of research-based, best practices for teaching mathematics and science at the elementary and middle school levels. Prospective teachers will engage in activities that enhance conceptual knowledge of selected mathematics and science topics, while also developing pedagogical content knowledge. The instruction in the course models the type of learning experiences that have been shown to make a difference in students' thinking, understanding, and achievement. This course encourages prospective teachers to view school mathematics and science as a space for making sense of the world and promotes what it means to understand and do mathematics and science. Mathematics and science are disciplines where all students should be given opportunities to observe, investigate, explore, verify, explain, conjecture, discover, and generalize concepts and ideas using their own questions, curiosities, and interests in order to foster equity, access, and empowerment. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p><b>EDUC 343 Math Pedagogy</b>  <i>3 credit hours</i>          This course on mathematics pedagogy for future elementary teachers emphasizes research-based instructional strategies, mathematical reasoning, and fostering a growth mindset in young learners. Effective mathematics instruction for elementary students requires more than procedural fluency; it demands a deep conceptual understanding and the ability to facilitate meaningful mathematical discourse. Pre-service teachers engage in hands-on activities, explore constructivist approaches, and examine the role of formative assessment in guiding instruction. Special attention is given to supporting diverse learners, and integrating real-world problem-solving. By the end of the course, future educators will develop the confidence and skills needed to create engaging, student-centered mathematics classrooms that inspire curiosity and critical thinking centered on the National Council of Teachers of Mathematics eight effective teaching practices.. Prerequisite: MATH 211, MATH 212. Declared undergraduate education major. Corequisite: EDUC 480, EDUC 371</p>	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>All single-subject pedagogy courses were dropped to 3 credits to allow room for other needed courses. We separated Math and Science Pedagogy</td> </tr> </tbody> </table> <p style="text-align: center;"><a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a></p>	Current	Proposed	Rationale	4	3	All single-subject pedagogy courses were dropped to 3 credits to allow room for other needed courses. We separated Math and Science Pedagogy
Current	Proposed	Rationale						
4	3	All single-subject pedagogy courses were dropped to 3 credits to allow room for other needed courses. We separated Math and Science Pedagogy						

**EDUC 344 Adventures in Math and Science II**

*4 credit hours*

This second course is designed to provide you with a firm understanding of research-based, best practices for teaching mathematics and science at the elementary and middle school levels. Prospective teachers will engage in planning and instruction tasks that enhance conceptual knowledge of selected mathematics and science topics, while also developing pedagogical content knowledge. Part of developing pedagogical content knowledge entails a specific focus on utilizing technology and integration of mathematics and science across disciplines. This course encourages prospective teachers to view school mathematics and science as a space for making sense of the world and promotes what it means to understand and do mathematics and science. Mathematics and science are disciplines where all students should be given opportunities to observe, investigate, explore, verify, explain, conjecture, discover, and generalize concepts and ideas using their own questions, curiosities, and interests in order to foster equity, access, and empowerment. Prerequisite: Completion of EDUC 343 Adventures in Math and Science I.

**EDUC 344 Science and STEAM Pedagogy**

*4 credit hours*

This course focuses on research-based best practices of science and STEAM (science, technology, engineering, arts, and mathematics) education at the early childhood/elementary and middle school (EC/EL/MS) levels. Teacher candidates will develop pedagogical knowledge and skills related to science content and practices in state and national standards. Integrative science and STEAM curriculum and assessment will be examined through the lens of fostering inclusive, student-centered learning experiences that honor the diversity of all learners. Prerequisite: Declared undergraduate education major, MATH 211, MATH 212. Corequisite: EDUC 371, EDUC 480.

Current	Proposed	Rationale
4	4	This class is 4 credits because it has science and STEAM.

[Syllabus Link](#)  
[Assessment Link](#)

**Not in Current Catalog**

**EDUC 347 The Arts Pedagogy**

*1 credit hour*

This course is designed for teacher candidates preparing to teach the arts in early childhood and elementary education settings. Through active investigation of current research and best practices, candidates will explore effective strategies for creating inclusive, engaging, and developmentally appropriate arts classrooms that support all learners. Emphasis will be placed on the value and purpose of education in the visual arts, music, theater, and dance, with an understanding of how each contributes to the cognitive, social-emotional, and creative development of young children.

Current	Proposed	Rationale
0	1	This content was previously embedded in a different course.

	Prerequisite: Declared undergraduate education major.	<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>						
<p><b>EDUC 354 Pedagogy of Health, Human Performance and the Arts</b> <i>2 credit hours</i></p> <p>Students will examine how the connections between the Fine Arts and Health and Human Performance (HHP) and other elementary subjects provide a holistic approach into the development of the whole child. This course will offer opportunities to demonstrate how the national/state standards of the Fine Arts and HHP can be integrated into the EC/EL curriculum planning. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p><b>EDUC 354 Health and PE Pedagogy</b> <i>1 credit hour</i></p> <p>This course will provide teacher candidates with an overview of how to effectively teach health and physical education in elementary settings. Emphasizing both content knowledge and pedagogical skills, the course explores key concepts in health education—including personal wellness, nutrition, mental and emotional health, safety, and prevention—and their role in supporting student well-being. Candidates will also develop an understanding of human movement, motor skill development, and the importance of physical activity in promoting lifelong healthy lifestyles. Prerequisite: Declared undergraduate education major.</p>							
		<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;"><b>We separated PE and Health from Art</b></td> </tr> </tbody> </table>	Current	Proposed	Rationale	2	1	<b>We separated PE and Health from Art</b>
Current	Proposed	Rationale						
2	1	<b>We separated PE and Health from Art</b>						
<p><b>EDUC 375 Practicum I</b> <i>4 credit hours</i></p> <p>The teacher candidate enters the classroom as a co-teacher who is collaborating with a cooperating teacher in developing and presenting instruction that is designed for the success of all students. Successful teaching and completion of observed lessons is required. Pass/No Pass. Additional course fee is required. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p><b>EDUC 375 Practicum III</b> <i>4 credit hours</i></p> <p>In this practicum, teacher candidates serve as co-teachers, collaborating with a cooperating teacher to plan and deliver instruction that supports the success of all students. Candidates are expected to successfully teach and complete observed lessons. The practicum occurs three days per week. Pass/No Pass. Prerequisite: Successful admission into student teaching.</p>							
		<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;"><b>We just updated the course description and the course title</b></td> </tr> </tbody> </table>	Current	Proposed	Rationale	4	4	<b>We just updated the course description and the course title</b>
Current	Proposed	Rationale						
4	4	<b>We just updated the course description and the course title</b>						

## EDUC 462 How Languages are Learned

*2 credit hours*

Communication is the basis for all human interaction. In this course, we will explore key language theories of first- and second-language acquisition, since multiple fields intersect in their quest to explain language. Students will deepen their understanding of how languages are learned, including the factors that impact language learners, and the historical perspectives that influence English language teaching. Topics include language learning, language acquisition, interlanguage, translanguaging, language progressions, language loss, language shift, and language attrition. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms. Prerequisite: Declared undergraduate elementary education major.

## EDUC 462 How Languages are Learned

*2 credit hours*

In this course, we will critically examine and evaluate key language theories of first- and second-language acquisition, acknowledging the interdisciplinary nature of formal language use. Students will analyze the major factors impacting language learners, including the historical perspectives that have shaped English language teaching practices. Through application-based assignments, students will deepen their understanding of concepts such as language learning processes, the nature of interlanguage, the role of translanguaging, language progressions, and phenomena like language loss, shift, and attrition. While English serves as the primary focus, the course will also reference other languages commonly spoken by students in Oregon classrooms, equipping future educators with a robust theoretical framework for supporting diverse language learners. The course also focuses on application of this knowledge to ESOL teaching in order to maximize ESOL students' language development.

Current	Proposed	Rationale
2	2	The course description was rewritten
<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>		

**EDUC 461 Applied English Linguistics***4 credit hours*

In this course, we will examine the nature of language, as well as research and examine language teaching strategies specific to the English Language Development classroom. Students will investigate and identify the underlying structure of language and its component systems through interactive, semester-long projects with second-language learners. The course examines the fundamental elements, processes and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms. Additionally, students will develop a repertoire of best practices and scaffolds that support language development through the Language Development Specialist lens. Prerequisite: Successful admission into the undergraduate elementary education major.

**EDUC 463 Applied English Linguistics***3 credit hours*

In this course, we will examine the nature of language, as well as research and examine language teaching strategies specific to the English Language Development classroom. Students will investigate and identify the underlying structure of language and its component systems through interactive, semester-long projects with second-language learners. The course examines the fundamental elements, processes and patterns of oral and written language for the teacher of English to speakers of other languages. Topics include phonetics, phonology, pragmatics, morphology, orthography and writing conventions, syntax, semantics, and discourse analysis. English is the primary focus of the course, with reference to other languages commonly spoken by students in Oregon classrooms. Additionally, students will develop a repertoire of best practices and scaffolds that support language development through the Language Development Specialist lens. Prerequisite: EDUC 462, Declared undergraduate education major.

Current	Proposed	Rationale
0	3	This class currently is coded EDUC 461, but it needs to come after 462 in the course sequence so we renumbered and eliminated a credit.

[Syllabus Link](#)  
[Assessment Link](#)

**EDUC 412 Literacy for Children and Adolescents***2 credit hours*

This course provides an overview of the content of children's and adolescent literature and its use in culturally responsive teaching. Children's and adolescent literature will be explored with an overview of the genre of literature, the work of authors and illustrators, and the use of children's and adolescent literature in teaching of all students. Prerequisite: Successful admission into the undergraduate elementary education major.

We are eliminating this class in the major - please keep it in the catalog

Current	Proposed	Rationale
2	0	We will possibly make this into an elective class, but for now, we will use these credits in the new Fundamentals class to meet the new TSPC literacy standard

				requirements.						
<p><b>EDUC 413 Reading and Writing Methods I</b>  <i>4 credit hours</i>            This course creates a foundation for teaching listening, speaking, reading and writing in all grades, with a focus on beginning readers and writers from Pre-School to Grade 2. Literacy theory, literacy learner development, assessment, planning, teaching, and reflection will be modeled and applied. Using current standards, best practice, content on the language learning and development for English Language Learners (ELL) students the course will introduce and reinforce learning from English for Speakers of Other Languages (ESOL) courses with a focus on teaching all students well. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p><b>EDUC 413 Reading and Writing Methods I</b>  <i>3 credit hours</i>            This course equips teacher candidates with practical strategies and foundational knowledge for teaching early literacy. Emphasizing the diversity of learners, candidates will explore how cultural, environmental, and developmental factors influence literacy acquisition. Topics include reading comprehension, vocabulary development, text structure, handwriting, spelling, and writing. Candidates will examine theoretical frameworks, assess literacy skills using formal and informal tools, and apply evidence-based instructional practices across genres. The course also fosters lifelong learning and advocacy in the field of literacy education. Prerequisite: EDUC 240, Declared undergraduate education major.</p>	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>This class was redesigned to meet the new TPSC early literacy standards</td> </tr> </tbody> </table>	Current	Proposed	Rationale	4	3	This class was redesigned to meet the new TPSC early literacy standards	<p style="text-align: center;"><a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a></p>	
Current	Proposed	Rationale								
4	3	This class was redesigned to meet the new TPSC early literacy standards								
<p><b>EDUC 414 Reading and Writing Methods with the Common Core Subjects</b>  <i>4 credit hours</i>            This course builds on the foundation gained in Reading and Writing I and focuses on grade 3-8 readers and writers. Theory, learner development, diversity and content knowledge will be applied in lesson and unit planning and in teaching children in the placement. Assessment, planning, teaching and reflection will be modeled and experienced in classroom settings using the CCSS, best practice and attention to the needs of all learners. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p><b>EDUC 414 Reading and Writing Methods II</b>  <i>5 credit hours</i>            This course prepares teacher candidates to teach literacy and social studies in grades 3–8. Candidates will analyze and apply evidence-based practices to support students as readers, writers, and thinkers across genres and disciplines. They will learn to analyze and design instruction that develops comprehension, critical thinking, and written expression, while evaluating and selecting instructional materials that are standards-aligned, high quality, and culturally responsive. Candidates will also study the integration of social studies concepts, including history, geography, civics, and economics, into literacy instruction to create meaningful, developmentally appropriate learning experiences. Assessment practices for monitoring</p>	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>This class was redesigned to meet the new TPSC early literacy standards</td> </tr> </tbody> </table>	Current	Proposed	Rationale	4	5	This class was redesigned to meet the new TPSC early literacy standards	<p style="text-align: center;"><a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a></p>	
Current	Proposed	Rationale								
4	5	This class was redesigned to meet the new TPSC early literacy standards								

	<p>and communicating literacy development will be introduced and applied. Through an emphasis on cultural awareness, civic responsibility, and inclusive pedagogy, candidates will prepare to teach diverse learners effectively in upper elementary and middle grades classrooms. Prerequisite: Successful admission into the undergraduate elementary education major, EDUC 413.</p>	
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## Catalog Language Comparison - Mid-Level

<u>Current Catalog Copy</u>	<u>Proposed Catalog Copy</u>	
<p><b>EDUC 353 Trends and Methods in Mid-Level Education</b>  <i>4 credits</i>            This course explores middle level teaching as a profession in relation to its philosophical and educational foundations. Students will examine how these functions influence current thought and will be able to translate those theories into classroom practice. Included will be adolescent development and current teaching methods and strategies that are developmentally appropriate for creating a safe and positive learning environment. The role of teachers and ethical considerations are explored to promote reflective thinking, cultural competency, and effective use of technology to meet the needs of adolescents. Prerequisite: Successful admission into the undergraduate elementary education major.</p>	<p><b>No Change</b></p>	<p><a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a></p>
<p><b>EDUC 376 Student Teaching I for Mid-Level Education</b>  <i>1 credit</i>            A laboratory experience consisting of general and specific tasks, managing and instructing pupils and assisting teaching in the classroom. Prerequisites: EDUC 353 Trends and Issues in Middle-Level</p>	<p><b>No Change</b></p>	<p><a href="#">Syllabus Link</a></p>

## Teach Out Plan

[Please See the Teach Out Plan of the Old Program](#)

Fall 2026 - LAST SECTION	Spring 2027 - LAST SECTION	Fall 2027- LAST SECTION	Spring 2028 - LAST SECTION	Fall 2028 - LAST SECTION	Spring 2029 - LAST SECTION
EDUC 260	EDUC 462	EDUC 371	EDUC 413	EDUC 414	EDUC 354
EDUC 270	EDUC 346	EDUC 480	EDUC 343	EDUC 344	EDUC 475
EDUC 412	EDUC 324		EDUC 381	EDUC 461	EDUC 490
				EDUC 375	
				EDUC 353	

[Please see the Phase-In Plan of the New Program](#)

Spring 2027 - FIRST SECTION	Fall 2027- FIRST SECTION	Spring 2028 - FIRST SECTION	Fall 2028 - FIRST SECTION	Spring 2029 - FIRST SECTION	Fall 2029 - FIRST SECTION	SPRING 2030 - FIRST SECTION
EDUC 240	EDUC 220	EDUC 371	EDUC 343	EDUC 414	EDUC 354	EDUC 475
EDUC 260	EDUC 346	EDUC 480	EDUC 413	EDUC 344	EDUC 375	EDUC 490
EDUC 270	EDUC 462	EDUC 175	EDUC 381	EDUC 347		
EDUC 326				EDUC 275		
				EDUC 463		

**Please link here the syllabi for the new course(s):** See above - syllabi are linked in each row of the table for each course.

# Assessment Plan

For support with this section, please email the Accreditation Liaison Officer (ALO)/Director of Institutional Effectiveness ([clawton@georgefox.edu](mailto:clawton@georgefox.edu)). You will be asked to complete the **NWCCU New/Substantive Program Change Required Information Form**.

[Sub Change Course Comparison Template Education BS](#)  
[Sunsetting a Degree Program Major or Concentration](#)  
[NWCCU PICR Undergraduate Teacher Education](#)  
[UGTE NWCCU Substantive Changes to Degree Program Form](#)

**Please highlight the connection to the University's Mission & Tenets:**

**Christ-centered Community Think with Clarity Act with Integrity Serve with Passion**

Based on what theme you've selected above, please provide the following:

- Provide Program **Student** Learning Outcome(s) OR **Course** Learning Outcome(s) as appropriate to the type of proposal change requested.

## **Outcome One: Content Knowledge**

**Candidates will be able to demonstrate content knowledge in lesson and unit planning**

75% of candidates will be able to demonstrate content knowledge in lesson and unit planning by scoring a 2.5 or higher on Proficiency Scales C and E on the Teacher Portfolio Assessment.

## **Outcome Two: Content Application**

**Candidates will be able to demonstrate the ability to effectively apply content in a classroom setting**

75% of candidates will be able to demonstrate the ability to effectively apply content by scoring an average of 3.0 or higher on Danielson Clinical Practice Evaluation Rubrics 1a, 1e, and 3c.

## **Outcome Three- Reflective Practitioner**

**Candidates will be able to demonstrate professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve**

75% of candidates will be able to demonstrate professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve by receiving a 3.0 or higher on the Danielson Rubric categories 4a and 4f

### **Outcome Four: Effective Practitioner**

**Candidates will demonstrate an ability to analyze teaching effectiveness and use assessment data to inform instruction**

75% of candidates will demonstrate an ability to analyze teaching effectiveness and use assessment data to inform instruction by scoring 2.5 or higher on proficiency scales A and H from the Teacher Portfolio Assessment.

### **Outcome Five: Inclusive Educator**

**Candidates will demonstrate an understanding of learner development and an ability to embrace all diversities**

100% of candidates will demonstrate an understanding of learner development and an ability to embrace all diversities with all scores above a 2.0 or higher on the Educator Disposition Assessment and 3.0 on the Proficiency Scale F in the George Fox Teacher Portfolio Assessment.

### **Outcome Six: Christ-Centered Community**

**Candidates will exhibit professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve, which reflects the compassion and character of Christ by receiving a 1.8 average on the Dispositions Rubric**

100% of candidates will exhibit professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve, which reflects the compassion and character of Christ by receiving a 1.8 average on the Educator Dispositions Rubric

### **Measure Used for Assessment, Including Specific Assessment Tools/Evaluation Criteria**

- [2022 Danielson Framework](#)
- [George Fox University Teacher Portfolio Assessment](#)
- [Dispositions](#)

### **How will the results be analyzed and shared?**

(e.g. Will an individual or a team process the results? Will the results be discussed at a department, enterprise, or accreditation level?)

We use these results to discuss all preliminary teaching programs in the College of Education. All programs collect similar data to ensure we meet all accreditation requirements and demonstrate competency in preparing future teachers. Data is discussed at a department level, a college level, and an accreditation level. In addition, our state licensing organization examines this data.

## What process will be used for determining next steps/actions based on the assessment results?

As a College of Education Leadership team, we discuss this data. In addition, data is addressed at the program level to ensure there is program quality, specifically in classroom assessments and activities. This data is used to report to Teachers Standards and Practices every three years and to AAQEP (our accrediting body) every 7 years.

## NWCCU Required Documentation for Substantive Changes

**FOR CHANGES TO EXISTING PROGRAMS:** List all courses with credit count for the **current program** in **columns A and B**; list all courses with credit count for the **proposed program** in **columns C and D**. Use column E to note whether each course in the proposed program is new to the institution or has substantially different learning outcomes from current courses (Y) or if it is the same as currently offered (N). Add the credits for all courses marked (Y) and divide by the sum of credits listed in column B. If >25%, this request is a Significant Departure (Minor Substantive Change). If <25%, this request is NOT a Significant Departure (Program Inventory Update).

**TO PROPOSE A NEW PROGRAM:** List all courses with credit count for the **proposed program** in **columns C and D**. Use column E to note whether each course in the proposed program is new to the institution or has substantially different learning outcomes from current courses (Y) or if it is a course that is currently offered in the same form at the institution (N). Add the credits for all courses marked (Y) and divide by the sum of credits listed in column D. If >25%, this request is a Significant Departure (Minor Substantive Change). If <25%, this request is NOT a Significant Departure (Program Inventory Update).

**PLEASE CONTACT CHRISTINE LAWTON [clawton@georgefox.edu](mailto:clawton@georgefox.edu) if you have questions.**

### Notes:

1. Credits of listed courses should add to the degree credit requirement.
2. List only one course (current or proposed) in each row.

**% NEW COURSES:**

Courses in Current Degree Program (i.e. Elementary Education BS)	Credits	Required Courses in Proposed Program (i.e. Education BS) course(s) changing/added	Credits	New Course/ Course Content? Y/N
MATH 211 Foundations of Elementary Math I	4	MATH 211 Foundations of Elementary Math I	4	N
MATH 212 Foundations of Elementary Math II	4	MATH 212 Foundations of Elementary Math II	4	N
		EDUC 175 Field Experience I	1	Y
		EDUC 220 Issues in Human Development	3	Y
EDUC 324 Trends and Methods in Early Childhood	4			
		EDUC 240 Literacy Fundamentals for Elementary	2	Y
EDUC 260 Teaching, Schooling and Learning	4	EDUC 260 Teaching, Schooling and Learning	3	N
EDUC 270 Intercultural Communications	2	EDUC 270 Intercultural Communications	2	N

		EDUC 275 Practicum II	1	
		EDUC 326 Integrated Educational Technology	2	Y
EDUC 343 Adventures in Math and Science I	4	EDUC 343 Science and Steam Pedagogy	4	Y
EDUC 344 Adventures in Math and Science II	4	EDUC 344 Math Pedagogy	3	Y
EDUC 346 The Inclusive Classroom in a Diverse Society	4	EDUC 346 The Inclusive Classroom in a Diverse Society	3	N
		EDUC 347 Art Pedagogy	1	Y
EDUC 354 Pedagogy of Health, Human Performance and the Arts	2	EDUC 354 PE Pedagogy	1	Y
EDUC 371 Curriculum Design with ESOL	4	EDUC 371 Curriculum Design with ESOL	5	Y
EDUC 375 Practicum I	4	EDUC 375 Practicum II	4	N
EDUC 381 Classroom Management	2	EDUC 381 Classroom Culture and Management I	2	Y
		EDUC 382 Classroom Culture and Management II	2	Y
EDUC 412 Children's Literature	2			
EDUC 413 Reading and Writing Methods I	4	EDUC 413 Reading and Writing Methods I	4	N
		EDUC 414 Reading and Writing Methods II	4	N
EDUC 414 Reading and Writing Methods II	4			
EDUC 461 Applied Linguistics	4			
EDUC 462 How Languages are Learned	2	EDUC 462 How Languages are Learned	2	N
		EDUC 463 Applied Linguistics	3	Y
EDUC 475 Practicum II	10	EDUC 475 Practicum II	10	N
EDUC 480 Classroom Assessment: Planning Assessment for All Learners	4	EDUC 480 Assessment for All Learners	2	Y
EDUC 490 Senior Seminar	2	EDUC 490 Senior Seminar	2	N
	<b>TOTAL</b>		<b>TOTAL</b>	<b>74</b>

## Financial Impact Reflection Questions

This information helps determine whether or not your proposal also needs to be reviewed by the Finance Committee or Council.

**Are there budget, resource, or revenue implications of this proposal?** If yes, what are the resource implications of this proposal? If yes, what are the revenue implications of this proposal?

This is a net zero proposal.

**Are new faculty/staff assignments needed to accomplish this proposal?** If yes, what faculty and staff are needed to accomplish this proposal?

All of the classes will be taught by current faculty.

**Does the proposal require new resources such as facilities, equipment, library, or software?** If yes, what resources (facilities, equipment, etc) are necessary to implement this proposal?

We can serve students with the current faculty and facilities, including educational technology and library services.

Once complete, please notify [curriculum@georgefox.edu](mailto:curriculum@georgefox.edu) via email.

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ITEM: GEORGE FOX UNIVERSITY: MAJOR MODIFICATION OF UNDERGRADUATE ACCELERATED TEACHING (ATD) PROGRAM

ACTION: **ACTION ITEM**

RECOMMENDATIONS: The Educator Preparation and Pathways Committee recommends adoption of the following:

**RESOLVED**, the Commission approves George Fox University’s (GFU) Undergraduate Accelerated Teaching Degree (ATD) program major modification request, as included in Attachment 22.4.1, to revise the core curriculum and program structure based upon a favorable review of the Commission, to become effective August 2026; and

**RESOLVED FURTHER**, that the ATD program may undergo a focused program review, if requested by TSPC, after two cycles of data have been collected, which is estimated to be Spring 2028.

INFORMATION: [OAR 584-400-0080](#), *Unit or Program Modifications*, requires educator preparation providers (EPPs) to receive approval for major modifications to approved programs. A major modification is defined as a change that substantively alters the program or unit as currently recognized or approved by the Commission.

George Fox University’s major modification request was deemed necessary due to substantial program revisions.

**Major Modification Request:**

George Fox University requested a major modification to its Undergraduate Accelerated Teaching Degree (ATD) program to further refine and streamline the existing accelerated pathway. The proposed revisions align the program with a national “Degree in Three” framework while maintaining required licensure competencies and program outcomes.

The revision includes adjustments to program structure and credit distribution through consolidation of coursework and modifications to general education requirements, while preserving the integrity of educator preparation components. The program continues to serve transfer and adult learners in a cohort-based model and maintains existing clinical practice expectations and assessment systems.

These updates reflect alignment with current TSPC standards, including literacy expectations, and ongoing efforts to ensure coherence across George Fox University’s teacher preparation pathways.

At their March 19, 2026, meeting, Educator Preparation and Pathways Committee members determined to recommend approval to the full Commission and for the item to be placed on the program consent agenda.

Information regarding the requested modification is included as Attachment 22.4.1. The document includes the formal request form and narrative report describing the proposed changes.

**Attachment:**

22.4.1: GFU ATD MM form and narrative



# Teacher Standards and Practices Commission

250 Division Street NE, Salem, OR, 97301-1012  
Phone: 503-378-3586 | Fax: 503-378-3758  
[www.oregon.gov/tspc](http://www.oregon.gov/tspc) | Submit to: [complaints.tspc@oregon.gov](mailto:complaints.tspc@oregon.gov)

## TSPC Major Modification Request Form ([OAR 584-400-0080](http://OAR 584-400-0080))

### CONTACT INFORMATION

**Institution:**      **Program name:**

*PROVIDE FOR BOTH THE CURRENT LEVEL AND REQUESTED LEVEL, EVEN IF THEY ARE THE SAME.*

**Current level:**  Undergraduate (*always initial/pre-service*)    Graduate    Post-Graduate (*always advanced/in-service*)

*AND*    Initial/Pre-service    Advanced/In-service

**Requested level:**  Undergraduate (*always initial/pre-service*)    Graduate    Post-Graduate (*always advanced/in-service*)

*AND*    Initial/Pre-service    Advanced/In-service

**Requested Start Date:**      August, 2026

**Commission meeting requested:**      ASAP

### Reason for the Request – Change in:

This modification request is due to substantial modifications in the following area(s):

*Substantive changes to the Unit:*

- Core mission and goals;
- Legal status, form of control, or ownership;
- Administration, if the change is a result of the unit head's termination by the institution;
- Offerings of academic programs for credit through contractual relationship with external organizations;
- Structure or content that results in the EPP no longer meeting Oregon statutes or administrative rules.

*Substantive changes to the programs:*

- Degree level of the program;
- Core curriculum (*The sequence of courses and/or key transition points in the program that are utilized to meet state standards.*);
- Core clinical practices (*The sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards.*);
- Additions of single-subject endorsement areas within a state-recognized Preliminary Teaching License program.
- Other (*Please describe*):

### ADDITIONAL INFORMATION

Along with this form, the EPP is required to submit a narrative report to TSPC that includes all items listed below that are applicable to this modification request.

**Select all items** applicable to this request:

- A description of the proposed modifications.
- Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.
- Proof of official institutional approval of the modified program.
- Goals or objectives, learning activities, and competency of the modified program.
- Procedures used to develop the modified program.
- Procedures to be used to evaluate the modified program, once implemented.
- Recommendations from the consortium or other partners.
- A description of the clinical practices for the modified program.

Name:

Email Address:

kturpen@georgefox.edu

Signature:



Date: 12/19/2025

Submit via email to: [Candace.Robbecke@Oregon.gov](mailto:Candace.Robbecke@Oregon.gov)  
*Use of electronic signature is acceptable.*

# Description of the Proposed Modifications

The proposed modifications revise the existing Accelerated Teaching Degree (ATD) program into a streamlined, 90–92 credit, two-year (six-semester) bachelor’s degree completion pathway that maintains full compliance with Teacher Standards and Practices Commission (TSPC) requirements and regional accreditation expectations, while improving efficiency, coherence, and responsiveness to the current higher education landscape.

## Credit Reduction and Program Streamlining

The ATD program is redesigned from a traditional 120-credit structure to a 90-credit model, consistent with the Northwest Commission on Colleges and Universities (NWCCU) approved “Degree in Three” framework. This reduction is achieved through careful analysis of course content to eliminate redundancy, consolidate overlapping material, and adjust credit values where appropriate, while preserving academic rigor and licensure preparation. All required competencies for teacher licensure remain intact and fully addressed within the revised curriculum.

## 2. Revised Core Curriculum Structure

The education core is reorganized to emphasize essential areas of teacher preparation, including:

- Literacy foundations aligned with updated state standards
- Integrated educational technology and digital citizenship
- Inclusive instructional practices through dedicated SPED and ESOL coursework
- Assessment literacy and data-informed instructional decision-making
- Professional responsibilities, ethics, and identity development

Several courses are revised in credit value (e.g., from 4 credits to 2–3 credits) following a faculty review of scope, outcomes, and instructional expectations, ensuring alignment with comparable Undergraduate Teacher Education (UGTE) and Master of Arts in Teaching (MAT) coursework.

## Consolidation and Integration of Pedagogy Courses

Pedagogy coursework is restructured to reduce fragmentation and strengthen coherence across methods of instruction. For example:

- Social studies pedagogy is integrated into writing pedagogy coursework
- STEAM content is embedded within science pedagogy
- Literacy instruction is strengthened through both foundational and advanced methods courses

This integrative approach reflects current best practices in teacher preparation by emphasizing application-based, interdisciplinary learning rather than isolated content-area methods courses.

## Alignment Across Licensure Pathways

The revised ATD curriculum is intentionally aligned with the Undergraduate Teacher Education (UGTE) and Master of Arts in

Teaching (MAT) programs to ensure consistency across all preliminary licensure pathways. This alignment supports shared assessments, comparable learning outcomes, and accreditation coherence, while preserving the ATD program’s accelerated structure and adult-learner focus.

### **Accelerated, Year-Round Delivery Model**

The program maintains a year-round, cohort-based delivery model that enables students—primarily transfer and adult learners—to complete the bachelor’s degree in as little as 24 months. Courses continue to be offered in flexible hybrid formats consistent with the Bachelor’s Degree Completion model, supporting working adults while fostering a collaborative academic learning community.

## **Proof that the Modification Will Not Affect the Program’s Approval Status or Reduce Program Quality**

The proposed modifications to the Accelerated Teaching Degree (ATD) program will not affect the program’s approval status nor reduce its quality. Instead, the revisions strengthen alignment with accreditation expectations, licensure requirements, and best practices in teacher preparation while maintaining academic rigor and instructional coherence.

### **Accreditation and Licensure Compliance Maintained**

The revised ATD program continues to meet all Teacher Standards and Practices Commission (TSPC) requirements for preliminary licensure. [\(See our Standard Alignment Chart Here\)](#) No required competencies, clinical experiences, or assessment expectations have been removed. Core licensure elements—including content pedagogy, literacy instruction, assessment, classroom management, inclusive practices, and supervised clinical experiences—remain fully embedded within the curriculum. The program was intentionally reviewed alongside Undergraduate Teacher Education (UGTE) and Master of Arts in Teaching (MAT) programs to ensure consistency across licensure pathways, thereby reinforcing accreditation readiness rather than weakening it.

### **Alignment with NWCCU-Approved Degree Structures**

The credit reduction to a 90–92 credit model aligns with the Northwest Commission on Colleges and Universities (NWCCU)–approved “Degree in Three” framework. The revised structure reflects nationally recognized research demonstrating that streamlined degree pathways can maintain strong student outcomes when learning outcomes, assessment practices, and instructional quality are preserved. The ATD modifications are therefore consistent with NWCCU policy and do not constitute a departure from approved degree standards.

### **Preservation of Academic Rigor Through Curriculum Redesign**

Course credit adjustments and consolidations resulted from a faculty-led analysis of scope, rigor, and learning outcomes. Content was not removed; rather, overlapping material was integrated to create a more coherent and application-focused curriculum. In several areas—particularly literacy, assessment, inclusive practices, and technology integration—the revisions

strengthen alignment to updated state standards and current research, thereby enhancing instructional quality rather than diminishing it.

### **Clinical Practice and Assessment Expectations Unchanged**

The program retains robust, supervised clinical experiences, including student teaching and performance-based assessments aligned with state expectations. Key assessments continue to demonstrate candidates' readiness to plan instruction, analyze student data, implement effective pedagogy, and reflect on professional practice. These elements ensure that graduates meet or exceed the competencies expected of beginning teachers.

### **Consistency with the Bachelor's Degree Completion Model**

The revised ATD program remains fully aligned with George Fox University's Bachelor's Degree Completion model, which emphasizes cohort-based learning, hybrid delivery, and accelerated pathways designed for adult and transfer students. These structural features have been successfully implemented across other approved programs at the institution and are well-established within regional accreditation standards.

## **Proof of Official Institutional Approval of the Modified Program**

Official institutional approval for the modified Accelerated Teaching Degree (ATD) program has been granted through George Fox University's established curriculum approval process. The proposal was formally reviewed and approved by the Dean of the College of Education, Shawn Daley, who documented the approval as part of the curriculum submission process.

In addition, required institutional stakeholders—including the Registrar's Office, the General Education Committee (where applicable), and the Director of Institutional Effectiveness—were consulted during the review process, with their approvals and endorsements recorded in the proposal documentation. The proposal was submitted in accordance with the university's curriculum governance procedures and initiated the formal curriculum process for implementation beginning Fall 2026.

These approvals constitute official institutional authorization for the modified program and demonstrate that the revisions have been vetted through appropriate academic and administrative channels prior to implementation.

Here is a chart from our: ATD Two Years/Six Semesters Proposal Affirming Approval

Person or Unit	Date	Comments
Sponsoring academic department	09/19/25	College of Education heard the proposal and approved on September 19th
Division Associate Provost	09/04/25	Shawn Daley has already given his approval for this proposal, which is the equivalent of seeking Associate Provost approval in the Division Model. See comments above.
Registrar's Office	9/18/25	<p>I've reviewed this proposal and have no major concerns. Jennie Harrop will need to speak to the request waiver of a general education course. Proposal for degree requirements has been added to <a href="#">chart</a> to match GFD-AOD degree requirement proposal that will go through NWCCU approval. (RW)</p> <p>See this link: <a href="#">Please see this chart for clarification</a> (Rebecca built this in response to the start of the proposal)</p>
General Education Committee ( <i>if GE related</i> )	10/29/25	Mary Peterson: I support waiving LACC 207 because it's analogous to the limited number of waivers granted for other GE packages in Engineering, Nursing and Kinesiology when CLOs in lower division GE classes are more than adequately covered in the upper division classes of the major. We need to limit so keep a solid GE core but I am fine supporting the waiver in this case.
Director of Institutional Effectiveness	11-04-25 update	I approve moving forward with this proposal. Per NWCCU. Upon second review, the following forms will need to be completed per NWCCU: For approval of the New 90 Credit Education Degree <a href="#">ATD NWCCU Substantive Changes to Degree Program Form</a>
Other Programs Consulted		To start this work, all Undergraduate Teacher Education (UGTE) revisions were considered. In addition, all MAT (Master's of Arts in Teaching) programs were examined.

# Goals or Objectives and How Evidence of Competency Will Be Collected

The modified Accelerated Teaching Degree (ATD) program at George Fox University maintains clearly articulated goals and objectives aligned with state licensure and accreditation requirements. Evidence of candidate competency will be systematically collected through aligned course goals, key assessments, clinical evaluations, and program-level review processes, ensuring continued program quality and compliance.

## Program Goals and Objectives

The goals of the modified ATD program are to ensure candidates:

- Demonstrate content knowledge through lesson and unit planning
- Apply pedagogical content knowledge effectively in classroom settings
- Exhibit professional dispositions and ethical instructional practices
- Analyze teaching effectiveness and use assessment data to inform instruction
- Demonstrate understanding of learner development and inclusive practices
- Meet all requirements for preliminary teacher licensure

These goals are consistent across both endorsement pathways (Multiple Subjects and Single Subject) and align with Teacher Standards and Practices Commission (TSPC) expectations.

## Alignment of Coursework, Standards, and Assessments

Within the accompanying program documentation, all course syllabi are linked and include clearly articulated course goals aligned to all required state and accreditation standards. Each course also identifies a designated key assessment that provides direct evidence of candidate competency related to program goals and licensure expectations.

This structure ensures that:

- Every program outcome is intentionally addressed across coursework
- Course-level goals are vertically and horizontally aligned
- Candidate performance is measured consistently using common expectations

## Collection of Evidence of Candidate Competency

Evidence of candidate competency in the modified ATD program will be collected through multiple, aligned mechanisms:

- **Key Course Assessments**  
Each course includes a designated key assessment aligned to course goals and program outcomes. These assessments are evaluated using program-approved rubrics and proficiency scales to document candidate progress.

- **Teacher Portfolio Assessments**  
Candidates submit portfolio artifacts that demonstrate instructional planning, assessment analysis, and reflective practice. Portfolio components provide cumulative evidence of candidate competency across the program.
- **Clinical Practice Evaluations**  
During supervised field experiences and student teaching, candidates are evaluated by trained supervisors and cooperating teachers using standardized evaluation tools aligned to professional teaching standards.
- **Disposition Assessments**  
Professional dispositions related to ethical practice, collaboration, and inclusive instruction are assessed at multiple points using a common dispositions rubric.
- **Licensure Readiness Verification**  
Completion of required coursework, clinical experiences, and program assessments provides evidence of candidate readiness for required state licensure exams and preliminary licensure eligibility.

## **Program Review and Continuous Improvement**

Assessment data collected through course-embedded key assessments and clinical evaluations are reviewed regularly by faculty as part of the program’s continuous improvement process. This ongoing review ensures the modified ATD program continues to meet institutional expectations, accreditation standards, and licensure requirements.

## **Procedures Used to Develop the Modified Program**

The modified Accelerated Teaching Degree (ATD) program at George Fox University was developed through a systematic, faculty-led, and institutionally governed process designed to ensure academic quality, licensure alignment, and accreditation compliance.

### **Faculty Review and Program Analysis**

The education faculty conducted a comprehensive review of the existing ATD curriculum, examining course sequencing, credit distribution, learning outcomes, and alignment with current Teacher Standards and Practices Commission (TSPC) requirements. This review included comparison with Undergraduate Teacher Education (UGTE) and Master of Arts in Teaching (MAT) programs to ensure coherence across all preliminary licensure pathways.

### **Accreditation and Regulatory Alignment**

The program development process explicitly considered requirements and guidance from the Northwest Commission on Colleges and Universities (NWCCU), including the approved 90–105 credit “Degree in Three” framework. Faculty also

reviewed current and anticipated state licensure expectations to ensure the modified program would remain fully compliant upon implementation.

### **Data-Informed Decision Making**

Program assessment data, including course-level key assessments, clinical evaluations, and licensure readiness indicators, were reviewed to identify areas of strength and opportunities for streamlining. These data informed decisions regarding course consolidation, credit adjustments, and integration of content across the curriculum without reducing learning outcomes or competencies.

### **Curriculum Redesign and Mapping**

Faculty redesigned the curriculum by mapping program goals to course learning outcomes and key assessments. Each course was reviewed to ensure it included a designated key assessment aligned with program competencies. Redundant content was intentionally integrated across courses, and credit values were adjusted based on scope and instructional demands.

### **Stakeholder Consultation and Feedback**

The proposed modifications were reviewed with relevant institutional stakeholders, including the College of Education leadership, Registrar's Office, and other academic governance bodies as required. Feedback was incorporated to ensure feasibility, compliance with institutional policies, and alignment with degree completion structures.

### **Institutional Review and Approval Process**

The modified program was submitted through George Fox University's formal curriculum review and approval process. This included review and approval by the Dean of the College of Education and consultation with institutional effectiveness and accreditation personnel, ensuring the program met all institutional standards prior to implementation.

## **Procedures to Be Used to Evaluate the Modified Program, Once Implemented**

Evaluation of the modified Accelerated Teaching Degree (ATD) program will occur through established university-level, college-level, and program-level assessment procedures designed to ensure continuous monitoring of program quality, candidate learning, and alignment with institutional, accreditation, and licensure expectations.

### **University-Level Evaluation Procedures**

At the institutional level, George Fox University maintains a comprehensive assessment and effectiveness framework in which program-level data are collected, analyzed, and reviewed annually. Data from the ATD program will be incorporated into this university-wide review process and examined as part of regular academic oversight, program review cycles, and accreditation reporting. Annual analysis ensures that the modified program remains aligned with institutional learning outcomes and regional accreditation standards.

## Course-Level and Program Assessment Procedures

Within the ATD program, each required course includes at least one designated key assessment aligned to program goals and licensure competencies. These key assessments are evaluated using common rubrics or proficiency scales and are collected each academic year to monitor candidate progress and curricular coherence.

Program-level assessment tools used to evaluate candidate learning include:

- **Teacher Portfolio Assessment (TPA)**, which includes proficiency scales assessing lesson planning, unit planning, instructional reflection, assessment analysis, and inclusive instructional practices
- **Danielson or CPAST assessment**, completed by university supervisors and cooperating teachers during field experiences and student teaching to evaluate instructional planning, classroom practice, student engagement, reflection, and professionalism
- **Educator Disposition Assessment**, used at multiple points to assess professional behaviors, ethical practice, and inclusive dispositions
- **Clinical Practice Evaluations**, documenting candidates' application of pedagogical knowledge in authentic classroom settings
- **Licensure Readiness Measures**, including verification of completion of required clinical experiences and eligibility for state licensure examinations

These tools provide multiple, aligned measures of candidate competency across coursework and clinical practice.

## College of Education (COE) Review Procedures

Assessment data from the ATD program are reviewed annually within the College of Education (COE) using a structured, multi-layered process. Department-level faculty examine ATD assessment results to identify patterns, strengths, and areas for refinement within the program. In addition, COE-wide data reviews occur each year, in which assessment results across all educator preparation programs are examined collectively to ensure consistency, comparability, and alignment with college-wide goals and accreditation expectations.

## Continuous Improvement and Documentation

Findings from university-level, COE-level, and program-level reviews inform continuous improvement efforts. Faculty use assessment results to guide decisions related to instructional design, assessment alignment, course sequencing, and candidate support structures. All evaluation findings and resulting actions are documented and reviewed through established institutional governance and curriculum processes.

# Recommendations from the Consortium or Other Partners

Recommendations informing the modification of the Accelerated Teaching Degree (ATD) program were gathered through ongoing collaboration with school district partners, clinical supervisors, cooperating teachers, and institutional stakeholders, and were shaped by Northwest Commission on Colleges and Universities (NWCCU) guidance, including the approved “Degree in Three” (90–105 credit) framework, as well as George Fox University’s broader institutional emphasis on innovation.

## NWCCU Guidance and Degree in Three Framework

NWCCU’s approval of streamlined bachelor’s degree pathways prompted institutional and College of Education faculty to reexamine the overall structure of the ATD program. This external guidance aligned with internal recommendations to reduce unnecessary credit redundancy while maintaining academic rigor, licensure alignment, and assessment integrity.

## State Literacy Standards as a Catalyst for Program Review

The adoption of new and more rigorous state literacy standards provided a significant reason to examine all courses across the program, not only literacy-specific coursework. District partners and clinical supervisors emphasized that literacy instruction is foundational across content areas and grade levels. As a result, faculty reviewed course outcomes, learning activities, and assessments to ensure literacy expectations were intentionally embedded and reinforced throughout the curriculum.

## George Fox University Innovation Initiative

The program modification was also supported by George Fox University’s institutional commitment to innovation, particularly in developing flexible, accelerated degree pathways that respond to changing student demographics and workforce needs. University leadership encouraged programs to explore innovative models that increase access, improve efficiency, and maintain high academic standards. The revised ATD program reflects this innovation focus by offering a streamlined, cohort-based degree completion pathway designed for adult and transfer students without compromising licensure readiness or program quality.

## District and Clinical Partner Input

School district partners and cooperating teachers consistently recommended:

- Strong alignment between coursework and classroom practice
- Sustained emphasis on literacy, assessment, and inclusive instructional practices
- Candidates’ ability to analyze student data and adjust instruction
- Efficient pathways that support timely entry into the teaching workforce

These recommendations reinforced the decision to streamline the program while preserving robust, practice-based preparation.

## Ongoing Partner Engagement

Recommendations from consortium members and external partners will continue to be gathered through clinical supervision,

advisory conversations, and annual program review processes. Partner feedback will be reviewed alongside literacy standards, NWCCU expectations, and institutional priorities to support continuous improvement and long-term program relevance.

#### Additional partnership information:

Recommendations informing the modified Undergraduate Teacher Education (UGTE) and Accelerated Teaching Degree (ATD) programs were gathered through ongoing collaboration with external partners and internal stakeholders involved in teacher preparation and K–12 practice. A significant source of input came through the university’s participation in a statewide early literacy initiative connected to a proposed \$10 million literacy grant aimed at expanding high-dosage tutoring supports in elementary schools. Through this collaborative planning process, program leaders engaged with district administrators, instructional coaches, other universities, and practicing teachers to better understand the strategies currently being implemented in schools to support early literacy development.

These conversations enabled the program to listen carefully to instructional practices in partner districts and identify opportunities for the university to meaningfully partner with schools to support literacy outcomes. In particular, discussions on high-dosage tutoring, structured literacy approaches, and data-informed reading interventions provided insight into the instructional supports schools are prioritizing. These insights directly informed the literacy framework and instructional structure embedded within both the UGTE and ATD programs, ensuring that coursework and clinical experiences align with the literacy priorities and instructional realities of Oregon schools.

In addition to district partnerships, both programs regularly incorporate feedback from adjunct faculty who serve as practicing educators in local schools and districts. Many of these instructors are currently teaching in K–12 classrooms and bring current, field-based expertise into program design discussions. Their experience has been especially valuable in the development and refinement of key program assessments. Adjunct faculty contributed practitioner insight.

The ATD program also benefits from strong partnerships with school districts through internship placements. More than 50% of ATD candidates are currently serving in internship roles within schools while completing their preparation program. These placements provide ongoing communication with district leaders and mentor teachers, allowing the program to maintain a strong pulse on high-priority district needs, current instructional trends, and emerging classroom challenges. This real-time feedback loop informs program decisions, refines coursework expectations, and ensures that key assessments reflect authentic teaching practices and the evolving needs of Oregon schools.

Together, these partnerships with school districts, literacy initiatives, practicing educators, and internship placements create an ongoing feedback loop that informs continuous program improvement and ensures that both the UGTE and ATD programs remain responsive to the evolving needs of Oregon schools and the students they serve.

# Description of the Clinical Practices for the Modified Program

The modified Accelerated Teaching Degree (ATD) program at George Fox University requires candidates to complete 600 total clinical practice hours. These hours meet all state licensure requirements and ensure candidates engage in sustained, supervised practice in authentic classroom settings.

## Clinical Hours and Structure

Candidates complete 600 clinical hours within a concentrated 1–2 semester timeframe, consistent with the accelerated design of the ATD program. Clinical hours are distributed across structured field experiences and a culminating full-time student teaching placement. This compressed but intensive model allows candidates to engage in extended, continuous classroom practice while maintaining alignment with coursework in literacy, pedagogy, assessment, classroom management, and inclusive practices.

The modified program does not reduce or alter the total number of required clinical hours. Streamlining of coursework was intentionally designed to preserve the depth, rigor, and quality of clinical preparation while increasing curricular coherence and efficiency.

## Supervision and Evaluation

Candidates are supervised and evaluated through multiple formal observations and feedback cycles. Each candidate completes a minimum of eight formal observations during the clinical experience:

- At least four observations conducted by a George Fox University Teacher Education Associate (TEA)
- At least four observations conducted by a qualified Cooperating Teacher

These observations provide structured feedback on instructional planning, classroom practice, student engagement, assessment use, and professional responsibilities.

Candidate performance is currently evaluated using the Danielson Framework for Teaching, which supports consistency across placements and supervisors. In alignment with state-level expectations, the program will transition to the Clinical Practice Assessment Tool (CPAST) once implementation requirements are finalized, ensuring continued alignment with statewide clinical evaluation practices.

## Continuity and Quality Assurance

Maintaining the 600-hour clinical requirement, completing hours within a focused 1–2 semester structure, and utilizing standardized evaluation tools and multiple observations ensure consistency, rigor, and quality across clinical placements. These practices support candidate readiness for licensure while maintaining the integrity of the accelerated program model.



# Curriculum Proposal Submitted to George Fox

## MATERIALS FOLDER - ALL LINKED INTO THE DOCUMENT

### Curriculum Proposal Submission Form - [Notes Document Link](#)

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**Deadline for this initial form is Sept 28, 2025 for consideration for the 2026-27 catalog year. With final revisions due by Oct 31, 2025:** I am aware of the curriculum process timeline.

**Form submission:** Approval by Dean/Program Director

**Submitter's Name:** Katy Turpen

**Division:** College of Education (Shawn Daley)

**College/School:** "College of Education"<sdaley@georgefox.edu>

**Title of Proposal:** Accelerated Teaching Degree in Two Years/Six Semesters

**Nature of Proposed Change:**

- Course title change (catalog language ONLY change)
- Course description change (catalog language ONLY change)
- Course number change (catalog language ONLY change)
- Adjust the number of credit units for a course
- Reworking requirements for existing program (25% or less)
- New course within an existing major/minor

**Summary of Proposed Change:** The NWCCU now offers the opportunity to create a degree in 90 credits. The Accelerated Teaching Degree (ATD) Program would like to pioneer this work at George Fox. We can meet all of the TSPC requirements and provide a comprehensive program in 24 months, or two years.

**Rationale for Proposed Change:** The program was in need of a revision because of the work of our undergraduate peers. Programs need to stay in alignment for accreditation. This work will align the other preliminary licensure programs AND remove 30 credits from the graduation requirements.

**Explain what Department/Program/Discipline(s) are impacted by this change:** We are also asking to waive 2 gen-ed classes for each strand. Rationale will be presented for this in the proposal.

**Department/Program Chair:** Katy Turpen

**Please acknowledge the next steps in your proposal submission:** I understand that this initial submission is going to the Dean for review before moving further. I understand that this step initiates the curriculum process, and additional information will be needed to complete the proposal.

**Dean’s Response:** Approve (Shawn Daley)

**Dean’s Rationale:** The ATD program has looked at the opportunity to produce the Degree in 3 model as a response to multiple market factors, such as the introduction of a potential Applied BA at Community Colleges (which will be cheaper than what four year institutions produce) and the overwhelming number of teacher candidates who are choosing to go to out of state institutions like Grand Canyon and Western Governor’s. This program change will allow GFU to stay competitive with the market while demonstrating innovation for a four-year institution in Oregon teacher prep.

Submitted on: Thu Sep 04 2025 00:52:05 GMT-0700 (Pacific Daylight Time)By: Katy Turpen

### Additional Information Required

#### How did you collaborate with stakeholders?

Indicate the date of review, and briefly describe the outcome of the review/discussion.

Based on the nature of the proposed changes, **all included stakeholders must be informed and add their comments to the table.** Need help? Review the Stakeholder Table Guidance Document for additional support.

Person or Unit	Date	Comments
Sponsoring academic department	09/19/25	College of Education heard the proposal and approved on September 19th
Division Associate Provost	09/04/25	Shawn Daley has already given his approval for this proposal, which is the equivalent of seeking Associate Provost approval in the Division Model. See comments above.
Registrar’s Office	9/18/25	I’ve reviewed this proposal and have no major concerns. Jennie Harrop will need to speak to the request waiver of a general education course. Proposal for degree requirements has been added to <a href="#">chart</a> to match GFD-AOD degree requirement proposal that will go through NWCCU approval. (RW)

		See this link: <a href="#">Please see this chart for clarification</a> (Rebecca built this in response to the start of the proposal)
General Education Committee ( <i>if GE related</i> )	10/29/25	Mary Peterson: I support waiving LACC 207 because it's analogous to the limited number of waivers granted for other GE packages in Engineering, Nursing and Kinesiology when CLOs in lower division GE classes are more than adequately covered in the upper division classes of the major. We need to limit so keep a solid GE core but I am fine supporting the waiver in this case.
Director of Institutional Effectiveness	11-04-25 update	I approve moving forward with this proposal. Per NWCCU. Upon second review, the following forms will need to be completed per NWCCU: For approval of the New 90 Credit Education Degree <a href="#">ATD NWCCU Substantive Changes to Degree Program Form</a>
Other Programs Consulted		To start this work, all Undergraduate Teacher Education (UGTE) revisions were considered. In addition, all MAT (Master's of Arts in Teaching) programs were examined.

## Reworking Program Requirements Documentation

Information in this section can be anecdotal, but needs to provide a description of the steps taken to prepare the proposal for both the Division Committee and the Curriculum Council.

**What evidence does your department have to document the need for this revision/addition?** (e.g. Is this your program's professional accreditation requirement? A student need indicated by ongoing assessment data? A shift in preparation demands from the field?)

The Northwest Commission on Colleges and Universities (NWCCU) has approved the “Degree in Three,” a bachelor’s degree that can be completed in 90–105 credits. Research on streamlined degree pathways demonstrates strong student outcomes, making these programs increasingly attractive to adult learners. At the same time, community colleges are beginning to develop bachelor’s degree offerings, creating a more competitive landscape for teacher preparation.

The ATD program at George Fox University, designed for transfer students, is strategically positioned to stay ahead of these shifts. To remain both nimble and innovative, the ATD team has examined the curriculum to identify areas that can be streamlined while maintaining academic rigor, professional preparation, and compliance with accreditation standards. With its 90-credit design and year-round schedule, the ATD program enables candidates to complete their bachelor’s degree in as little as 24 months, ensuring efficiency, accessibility, and excellence in teacher preparation. Importantly, the revised program will continue to meet all Teacher Standards and Practices Commission (TSPC) requirements and maintain full accreditation readiness.

**What assessment data suggests the need for this revision/addition?**

Assessment data from program reviews and accreditation alignment analyses indicated the need for this revision. During the streamlining process, we reviewed the program revision work completed by the UGTE and MAT programs. To maintain compliance with accreditation requirements, all three preliminary licensure programs must be aligned. This analysis revealed areas where the ATD program needed greater consistency with the UGTE and MAT frameworks.

Recruitment data also showed that the ATD program has become increasingly difficult to recruit for. Anticipating that community colleges will soon begin offering their own bachelor’s degree options in education, this revision positions George Fox University to remain competitive in the marketplace. Streamlining the program and aligning it with other licensure pathways addresses both accreditation alignment and long-term enrollment sustainability, ensuring the ATD program remains an attractive and efficient pathway for future teacher candidates.

**How does your research and planning support the timetable for this revision/addition?**

We have experienced significant new requirements in Oregon through the Teacher Standards and Practices Commission (TSPC), and with AAQEP accreditation scheduled within the next three years, this revision is designed to ensure the program is fully prepared for both. In addition, the Northwest Commission on Colleges and Universities (NWCCU) has approved the “Degree in Three,” and community colleges are in the process of developing bachelor’s programs. These external shifts further highlight the need for the ATD program to remain streamlined, aligned, and competitive.

**What kind of plan exists for ‘sunsetting’ or ‘teaching out’ students currently on a catalog that requires this course/program?**

Summer 2026 - LAST SECTION	Fall 2026 - LAST SECTION	Spring 2027 - LAST SECTION	Summer 2027 - LAST SECTION	Fall 2027 - LAST SECTION
ELED 346 - Old Version	ELED 480 - Old Version	ELED 381 - Old version	ELED 344 - Old Version	
ELED 326 - Old Version		ELED 343 - Old Version	ELED 413 - Old Version	
ELED 324 - Old Version		ELED 414 - Old Version	ELED 349	
ELED 371 - Old Version		ELED 354 - Old Version	ELED 490 - 2 credit class	
ELED 480 - Old Version		ELED 347 - Old Version	ELED 348	

Summer 2026	Fall 2026 - FIRST SECTION	Spring 2027- FIRST SECTION	Summer 2027 - FIRST SECTION	Fall 2027 - FIRST SECTION
	ELED 220	ELED 342	ELED 414 - New Version	ELED 381 - New Version

	ELED 260 - New Course Design	ELED 346 - New Version	ELED 326 - New Version	ELED 490 - New Version
	ELED 240	ELED 413 - New Version	ELED 343 - New Version	
	ELED 371 - New Version	ELED 344 - New Version	ELED 354 - New Version	
		ELED 480 - New Version	ELED 347 - New Version	

We will launch the new program in the fall of 2026

**If eliminating a single course: when is the last semester this course will be offered?**

<b>Courses Eliminated</b>	<b>Last Semester Offered</b>
ELED 324	Summer 2026 (Eliminate from the catalog)
ELED 348	Spring 2026 (no longer a degree requirement, but please leave in the catalog)
ELED 349	Summer 2027 (no longer a degree requirement, but please leave in the catalog)
ELED 482	Summer 2026 (no longer a degree requirement, but please leave in the catalog)

**If eliminating a single course: what course would be accepted as equivalent to this course in the current catalog?**

<b>Courses Eliminated</b>	<b>Equivalent Course</b>
ELED 324	ELED 220
ELED 348	Now embedded in the ELED 413
ELED 349	Now embedded in ELED 344

**What is the proposed catalog language? See [current catalog](#) for examples.**

**Major/Minor/Program/Certificate Overview Information**

	Current Catalog Copy (if any)	Proposed Catalog Copy
<p><b>Overview/Description</b></p>	<p>The Accelerated Teaching Degree program at George Fox University offers a major to adult students who are returning to college to complete their undergraduate degree. Students can choose to pursue a multiple subjects endorsement (early childhood and elementary) or a single subjects endorsement (middle and high school).</p> <p>The education major with a multiple subjects focus offers a 72 hour program consisting of a 42 hour core with 30 additional hours specific to the multiple subjects track.</p> <p>The education major with a single subjects focus offers a 72-73 hour program consisting of a 42 hour core, 6 hours of pedagogy coursework, and 24-25 hours of content-specific coursework.</p> <p>Upon meeting all academic and program requirements, candidates will be eligible for licensure in their chosen endorsement area.</p> <p>This major is a unique alternative to the traditional method of pursuing a college degree. Courses are designed to meet the needs and learning styles of working adults. Classes are conveniently located and utilize a hybrid format of face to face and online learning.</p> <p>Students study with other adults who share similar interests and concerns. Together they form an academic learning community, drawing from their own personal, professional, and technical backgrounds as they follow an intense program of classes and individual study.</p> <p>Students who successfully complete the courses of their major program and the <a href="#">accompanying degree requirements such as</a></p>	<p>The Accelerated Teaching Degree (<b>ATD</b>) program at George Fox University provides a streamlined 90–92 credit pathway that leads to both a bachelor’s degree and eligibility for teacher licensure. This structure ensures efficiency while maintaining full compliance with state and accreditation requirements.</p> <p>Students may choose one of two pathways:</p> <ul style="list-style-type: none"> <li>● <b>Multiple Subjects Endorsement (Early Childhood and Elementary):</b> a 34-credit core program with 26 credits of elementary pedagogy.</li> <li>● <b>Single Subject Endorsement (Middle and High School):</b> A 34-credit core program with 28 credits in the content area.</li> </ul> <p>Upon successful completion of all academic and program requirements, candidates are eligible for licensure in their chosen endorsement area.</p> <p>This major offers a flexible and accelerated alternative to the traditional undergraduate degree. Designed for working adults and students seeking a faster route to licensure, the program features courses tailored to diverse learning styles and delivered in a convenient hybrid format that combines face-to-face instruction with online learning.</p> <p>Students progress through the program as part of an academic learning community, studying alongside other candidates with similar goals. They draw on personal, and professional experiences while engaging in an intensive sequence of coursework.</p> <p>Graduates who complete all program courses and general education requirements earn a Bachelor of Science in Education and will be eligible for licensure upon completion of all state level requirements.</p>

	<p><a href="#">general education and prerequisites</a> are granted a bachelor of science degree in education.</p>	<p>A recommended course sequence guides students through the major, and all coursework requires a minimum grade of C– or higher. No more than 6 semester hours of a “C” grade may be counted towards a degree. Candidates must maintain a cumulative GPA of 2.75.</p>
<p><b>Degree Outcomes</b></p>	<p>Graduates with a BS in education will</p> <ul style="list-style-type: none"> <li>● Demonstrate their understanding of grade-level and endorsement content</li> <li>● Demonstrate their ability to create coherent, accurate and effective pedagogy</li> <li>● Demonstrate an ability to reflect on their practice accurately, corresponding to the assessments that would be given by an external and unbiased observer, and demonstrate professionalism in the classroom by acting with integrity and honesty.</li> <li>● Demonstrate an understanding of learner development and an ability to embrace all diversities</li> <li>● Demonstrate eligibility for licensure by completing all state and university requirements</li> </ul>	<p>Graduates with a BS in education will:</p> <p>Demonstrate content knowledge in lesson and unit planning</p> <p>Demonstrate the ability to appropriately apply content in a classroom setting</p> <p>Demonstrate professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve</p> <p>Demonstrate an ability to analyze teaching effectiveness and use assessment data to inform instruction</p> <p>Demonstrate an understanding of learner development and an ability to embrace all diversities</p> <p>Exhibit professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve, which reflects the compassion and character of Christ</p>

### Course Plan/Requirements and Course Description

Create your side-by-side catalog language below, using the bullet points as a guide.

- For help or questions regarding the catalog copy, **Traditional Undergraduate programs** please contact the **Associate Registrar** ([Tamara Reams](#)), for **Graduate and Adult Degree programs** please contact your **Enrollment Manager**.
- Add your side-by-side updated language with new content highlighted in the right hand column (example).

### ATD Catalog Comparison - Education CORE

<p><b>Current Catalog Copy</b></p>	<p><b>Proposed Catalog Copy</b></p>	
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### **ELED 220 Issues in Human Development**

*2 credit hours*

This course will examine human development with developmental psychology, learning theory, and theoretical and practical aspects of human development-birth through adolescence. Students will explore the interplay of physical, cognitive, social, emotional, and spiritual/moral development that shapes individuals in diverse contexts. Key topics will include age-level characteristics and developmentally appropriate practice for PK-Grade 12 students.

Current	Proposed	Rationale
0	2	This was our ELED 324 class but we determined it was too many credits and really should be a 200 level course so we are eliminating ELED 324 and replacing it with this course

[Syllabus Link](#)  
[Assessment Link](#)

### **ELED 240 Literacy Fundamentals**

*2 credit hours*

This foundational course provides an in-depth exploration of the theoretical underpinnings and practical applications of early literacy development. Students will examine key components of emergent literacy, including oral language, phonological awareness, alphabet knowledge, print awareness, and early writing. A significant focus will be placed on understanding and implementing instructional strategies aligned with state standards, ensuring students are prepared to support children (birth through third grade) in achieving foundational literacy skills. Through application-based assignments and activities, participants will learn how children learn to read.

Current	Proposed	Rationale
0	2	TSPC has generated new rigorous standards for literacy. This class addresses these standards.

[Syllabus Link](#)  
[Assessment Link](#)

### **ELED 241 Literacy Across the Content Areas**

*2 credit hours*

This course explores five theoretical foundations of Adolescent Literacy essential to the content area teacher. Students will examine reading theory, word study (including morphology, phonemic awareness, and phonics), comprehension, efficacy in reading, and the foundations of literacy as taught to exceptional learners, including EL and dyslexic

Current	Proposed	Rationale
0	2	TSPC has generated new rigorous standards for literacy. This class addresses these standards.

	<p>students. This course provides the theoretical foundations that content area teachers need before exploring the strategies used to build disciplinary literacy.</p>	<p align="center"><a href="#">Syllabus Link</a> Assessment is being built around Adolescent Literacy Framework</p>								
<p><b>ELED 260 Teaching, Schooling and Learning</b> <i>4 credits</i> An overview of history and diverse social issues in education and an exploration of teaching as a career. Introduction to the teacher education program at George Fox University. Survey of learning theories and possible applications in the elementary classroom are explored. Prerequisite course.</p>	<p><b>ELED 260 Teaching, Schooling and Learning</b> <i>2 credit hours</i> This course will focus on professionalism, the purpose of education, educational law, policy, and ethics. Teacher candidates will explore diverse social issues in education and the teaching profession. Learning theories and possible applications in the elementary classroom will be explored. Teacher candidates will reflect on professional identity and dispositional development.</p>	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td align="center">4</td> <td align="center">2</td> <td>In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 2 credit class rather than a 4 credit class.</td> </tr> </tbody> </table> <p align="center"><a href="#">Syllabus Link</a> <a href="#">Assessment Link</a></p>			Current	Proposed	Rationale	4	2	In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 2 credit class rather than a 4 credit class.
Current	Proposed	Rationale								
4	2	In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 2 credit class rather than a 4 credit class.								
<p><del><b>ELED 324 Issues in Human Development</b> <i>4 credits</i> This course examines human development with developmental psychology, learning theory, and theoretical and practical aspects of human development birth through adolescence. Foundations in learning theory and their connections to developmental psychology and learning theory are explored. Foundational knowledge of exceptionalities is built. Included will be age level characteristics and developmentally appropriate practice for children in early childhood through middle school.</del></p>	<p align="center"><b>Eliminate this course</b></p>	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td align="center">4</td> <td align="center">0</td> <td>We repurposed this class into ELED 220 and used the additional credits for a new literacy course</td> </tr> </tbody> </table>			Current	Proposed	Rationale	4	0	We repurposed this class into ELED 220 and used the additional credits for a new literacy course
Current	Proposed	Rationale								
4	0	We repurposed this class into ELED 220 and used the additional credits for a new literacy course								

## **ELED 326 The 21st Century Classroom**

*4 credit*

~~This course provides teacher candidates the opportunity to explore various types of curriculum offered in the 21st Century Classroom. Candidates will explore and analyze current curriculum in Science, Social Studies, Literacy, Math and Art. Candidates will also be introduced to best-practice teaching models. In addition, candidates will explore technology integration and how to best meet the needs of the 21st-century student.~~

## **ELED 326 Integrated Educational Technology**

*2 credit hours*

This course is designed to equip educators with the knowledge and skills necessary to effectively integrate technology into classroom instruction. Candidates will explore a variety of research-based strategies to enhance student learning through technology and will set individualized professional goals for implementing these strategies in real-world educational settings. Emphasis will be placed on understanding and applying national and state technology standards, evaluating current technological practices within schools, and identifying areas of strength and improvement. In addition, candidates will examine the critical role of digital citizenship and its impact on teaching and learning environments. Through analysis, reflection, and practical application, participants will develop a comprehensive understanding of how to use technology to foster engaging, ethical, and effective educational experiences.

<b>Current</b>	<b>Proposed</b>	<b>Rationale</b>
<b>4</b>	<b>2</b>	<b>In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 2 credit class rather than a 4 credit class.</b>
<a href="#"><u>Syllabus Link</u></a> <a href="#"><u>Assessment Link</u></a>		

**ELED 342: The Inclusive Classroom in a Diverse Society: SPED**

*2 credit hours*

This course provides a comprehensive examination of the historical, legal, and ethical foundations of special education, including IDEA, Section 504, and related federal regulations. Teacher candidates will explore the procedural requirements for developing and implementing IEPs and 504 Plans, with an emphasis on legal compliance, collaboration, and equity. Through critical analysis of the sociocultural and institutional factors that influence educational access—including ethnicity, race, class, gender, sexual orientation, culture, and environment—candidates will identify personal biases and develop strengths-based instructional approaches that promote inclusion. The course emphasizes planning appropriate modifications and accommodations, evaluating classroom and community issues, and advocating for student rights and equitable learning opportunities.

Current	Proposed	Rationale
0	2	We took 2 credits from the current ELED 346 class and split this into two sections. The populations that need to be served are distinct and in one class it was hard to find “expert” teachers. This will make accreditation much easier.

[Syllabus Link](#)  
[Assessment Link](#)

**ELED 346 The Inclusive in Diverse Society**

*4 credits*

~~Part of being an effective educator is recognizing and embracing diversity as an asset in the classroom. In this course, we will consider how institutional and classroom practices help and hinder students as well as how these practices align with values of dominant groups. This course also introduces you to a multiplicity of students and students' needs. It will provide you with a framework for approaching such situations and specific skills for facilitating learning for all students.~~

**ELED 346 The Inclusive in Diverse Society: ESOL**

*2 credit hours*

This course explores the legal, ethical, and pedagogical responsibilities of educators in supporting all learners, including English/Multilingual Learners (EL/ML). Through an equity-focused lens, teacher candidates will examine the institutional influences of race, ethnicity, class, gender, sexual orientation, language, and culture on teaching and learning. This course aims to introduce future educators to the knowledge, skills, and dispositions necessary to apply inclusive practices and advocate for equitable educational outcomes for every student in a diverse society.

Current	Proposed	Rationale
4	2	We split this class into two parts so it is easier to find instructors AND so that we can focus on each population in depth

[Syllabus Link](#)

		<a href="#">Assessment Link</a>						
<p><b>ELED 371 Curriculum Assessment</b>  <i>4 credits</i>  Working within the differentiation framework for curriculum planning, this course will examine and apply the concepts and instructional strategies that are essential for the academic achievement of our students from cultural, diverse, language, behavioral and academic backgrounds. Examines strategies for planning, managing, and teaching content to students. Emphasis is placed on curriculum, teaching, and hands-on learning approaches that accommodate a diverse student population.</p>	<p><b>ELED 371 Curriculum Assessment</b>  <i>4 credit hours</i>  This course will explore and apply essential concepts and instructional strategies designed to support the academic success of students from culturally, linguistically, and academically diverse backgrounds, as well as provide support for students with accommodations and modifications. Through the framework of differentiation, candidates will examine strategies for planning, managing, and teaching content. Emphasis is placed on curriculum, teaching, and hands-on learning approaches that accommodate a diverse student population.</p>	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td>The course description was updated</td> </tr> </tbody> </table> <p style="text-align: center;"><a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a></p>	Current	Proposed	Rationale	4	4	The course description was updated
Current	Proposed	Rationale						
4	4	The course description was updated						
<p><b>ELED 381 Classroom Management</b>  <i>4 credits</i>  <del>Clearly, individual classroom teachers can have a major impact on student achievement. Of the three major roles of the classroom teacher—making choices about instructional strategies, designing classroom curriculum, and employing classroom management techniques—classroom management is arguably the foundation. Research on classroom management is integrated into the course. This course introduces the teacher candidate to research-based effective classroom management strategies.</del></p>	<p><b>ELED 381: Classroom Culture and Management</b>  <i>3 credit hours</i>  This class introduces and deepens teacher candidates’ understanding of research-based classroom management practices that foster positive and productive learning environments. Candidates will explore foundational models of classroom culture and discipline through a social justice lens, reflecting on the teacher’s role in supporting the academic and social-emotional development of all students. Candidates will also apply and extend this knowledge by developing and analyzing response plans for a variety of classroom situations. Emphasis is placed on prevention and intervention strategies, as well as collaboration and communication with families, school specialists, and district personnel, to ensure multiple layers of student support. Students will also be given</p>	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td>In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 3 credit class rather than a 4 credit class.</td> </tr> </tbody> </table> <p style="text-align: center;"><a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a></p>	Current	Proposed	Rationale	4	3	In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 3 credit class rather than a 4 credit class.
Current	Proposed	Rationale						
4	3	In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 3 credit class rather than a 4 credit class.						

	opportunities to integrate, explore, and reflect upon the nine teacher formation/character traits (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self management) and how they relate to their personal approaches to classroom management.							
<b>ELED 390 Teacher Portfolio</b> <i>2 credits</i> In preparation for licensing, this course will introduce the key components of the teacher portfolio to prepare candidates for the required licensing submission.	<b>ELED 390 Teacher Portfolio</b> <i>2 credit hours</i> In preparation for licensing, this course will introduce the key components of the teacher portfolio to prepare candidates for the required licensing submission.	<p align="center"><b>NO CHANGE</b></p> <p align="center"><a href="#">Syllabus Link</a> <a href="#">Assessment</a></p>						
<b>ELED 475 Student Teaching</b> <i>10 credits</i> The teacher candidate enters the classroom as a co-teacher who is collaborating with a cooperating teacher in developing and presenting instruction that is designed for the success of all students. Successful teaching and the completion of the teacher licensing portfolio. The teacher licensing portfolio is a written documentation of the student's ability to teach all students. Additional course fee required.	<b>ELED 475 Student Teaching</b> <i>10 credit hours</i> In this practicum, teacher candidates serve as co-teachers, collaborating with a cooperating teacher to plan and deliver instruction that supports the success of all students. Candidates are required to successfully teach and complete observed lessons.. Pass/No Pass.	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td align="center"><b>10</b></td> <td align="center"><b>10</b></td> <td align="center"><b>We just updated the course description</b></td> </tr> </tbody> </table> <p align="center"><a href="#">Syllabus Link</a> <b>This will be Assessed by CFAST - Still in Process with TSPC</b></p>	Current	Proposed	Rationale	<b>10</b>	<b>10</b>	<b>We just updated the course description</b>
Current	Proposed	Rationale						
<b>10</b>	<b>10</b>	<b>We just updated the course description</b>						
<b>ELED 480 Assessment for All Learners</b> <i>4 credits</i> Building on the conceptual ideas of Assessment for Learning, this course focuses on the idea that assessment is a collaborative process that involves the student, teacher, and other stakeholders in a collaborative experience that is designed to empower student success. The four dimensions of background knowledge, language abilities, academics, and behavior assessments will provide the impetus for a course which investigates, develops, and plans assessments for all students, including English language learners, special	<b>ELED 480 Assessment for All Learners</b> <i>2 credit hours</i> This course will focus on assessment as a collaborative cycle involving students, teachers, and other stakeholders to empower student success. Throughout this course, teacher candidates will analyze assessment data for all students and examine the use and interpretation of standardized assessments. Using student data, teacher candidates will develop plans for instruction and intervention to support both the whole class and individual student needs. Teacher candidates will gain insights into the identification, placement, monitoring, and	<table border="1"> <thead> <tr> <th>Current</th> <th>Proposed</th> <th>Rationale</th> </tr> </thead> <tbody> <tr> <td align="center"><b>4</b></td> <td align="center"><b>2</b></td> <td align="center"><b>In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 2 credit class rather than a 4</b></td> </tr> </tbody> </table>	Current	Proposed	Rationale	<b>4</b>	<b>2</b>	<b>In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 2 credit class rather than a 4</b>
Current	Proposed	Rationale						
<b>4</b>	<b>2</b>	<b>In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 2 credit class rather than a 4</b>						

<p>education students, talented and gifted students, and mainstream students. A wide diversity of classroom assessments will be explored. Additionally, the use and interpretation of standardized assessments will be examined, and teacher candidates will be prepared to implement fair and realistic accommodations/assessments in the mainstream classroom.</p>	<p>exiting criteria for English Learner and/or Multilingual Learner students, according to federal and state policies. This course will also incorporate and reinforce best practices in assessment design and implementation, including fair and realistic accommodations and assessments in the mainstream classroom.</p>	<table border="1"> <tr> <td data-bbox="1369 19 1608 103"></td> <td data-bbox="1608 19 1829 103"></td> <td colspan="2" data-bbox="1829 19 2053 103">credit class.</td> </tr> <tr> <td colspan="4" data-bbox="1369 103 2053 321" style="text-align: center;"> <a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a> </td> </tr> </table>					credit class.		<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>							
		credit class.														
<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>																
<p><b>ELED 490 Senior Seminar</b>  <i>2 credits</i>  This course assists teacher candidates to synthesize their foundation, methods and content background during the full time clinical experience, including content to prepare the teacher candidates as they transition into the teaching profession. The course content is presented in a professional development workshop while encouraging an understanding of the need for continued growth as teaching professionals as well as additional information on classroom management and differentiation.</p>	<p><b>ELED 490 Senior Seminar</b>  <i>1 credit hour</i>  This course assists teacher candidates to synthesize their foundation, methods and content background during the full time clinical experience, including content to prepare the teacher candidates as they transition into the teaching profession. The course content is presented in a professional development workshop while encouraging an understanding of the need for continued growth as teaching professionals as well as additional information on classroom management and differentiation, etc. <i>Students are given opportunities to reflect upon the nine teacher formation/character traits (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-management), connect them to personal faith, and how they align with their goals as they enter the teaching field.</i></p>	<table border="1"> <tr> <td data-bbox="1369 321 1541 435"><b>Current</b></td> <td data-bbox="1541 321 1713 435"><b>Proposed</b></td> <td colspan="2" data-bbox="1713 321 2053 435"><b>Rationale</b></td> </tr> <tr> <td data-bbox="1369 435 1541 701">2</td> <td data-bbox="1541 435 1713 701">1</td> <td colspan="2" data-bbox="1713 435 2053 701"> <b>In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 1 credit class rather than a 2 credit class.</b> </td> </tr> <tr> <td colspan="4" data-bbox="1369 701 2053 990" style="text-align: center;"> <a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a> </td> </tr> </table>			<b>Current</b>	<b>Proposed</b>	<b>Rationale</b>		2	1	<b>In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 1 credit class rather than a 2 credit class.</b>		<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>			
<b>Current</b>	<b>Proposed</b>	<b>Rationale</b>														
2	1	<b>In an effort to streamline courses, we examined the content and rigor of this course and determined it could be a 1 credit class rather than a 2 credit class.</b>														
<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>																

## ATD Catalog Comparison - Elementary Track

ATD Current Program	Proposed ATD Program											
<p><b>ELED 343 Math Pedagogy</b>  <i>4 credits</i>  This course seeks to integrate effective mathematics teaching and learning pedagogies within the framework of the common core state standards. The development of personal understanding of mathematical concepts and</p>	<p><b>ELED 343 Math Pedagogy</b>  <i>4 credit hours</i>  This course on mathematics pedagogy for future elementary teachers emphasizes research-based instructional strategies, mathematical reasoning, and fostering a growth mindset in young learners.</p>	<table border="1"> <tr> <td data-bbox="1440 1214 1587 1328"><b>Current</b></td> <td data-bbox="1587 1214 1745 1328"><b>Proposed</b></td> <td colspan="2" data-bbox="1745 1214 2053 1328"><b>Rationale</b></td> </tr> <tr> <td data-bbox="1440 1328 1587 1453">4</td> <td data-bbox="1587 1328 1745 1453">4</td> <td colspan="2" data-bbox="1745 1328 2053 1453"> <b>We just updated the course description</b> </td> </tr> </table>			<b>Current</b>	<b>Proposed</b>	<b>Rationale</b>		4	4	<b>We just updated the course description</b>	
<b>Current</b>	<b>Proposed</b>	<b>Rationale</b>										
4	4	<b>We just updated the course description</b>										

<p>processes is emphasized; this process requires the student to expand his/her own learning beyond the course assignments to examine the relationships between mathematical concepts and the real world. Teaching mathematics effectively to diverse learners is emphasized. The course is interactive and dependent upon student participation.</p>	<p>Effective mathematics instruction for elementary students requires more than procedural fluency; it demands a deep conceptual understanding and the ability to facilitate meaningful mathematical discourse. Teacher candidates engage in hands-on activities, explore constructivist approaches, and examine the role of formative assessment in guiding instruction. Special attention is given to supporting diverse learners, and integrating real-world problem-solving. By the end of the course, future educators will develop the confidence and skills needed to create engaging, student-centered mathematics classrooms that inspire curiosity and critical thinking centered on the National Council of Teachers of Mathematics eight effective teaching practices.</p>	<p><a href="#">Syllabus Link</a> <a href="#">Key Assessment</a></p>						
<p><b>ELED 344 Science Pedagogy</b> <i>3 credits</i> This course is designed to provide you with a firm understanding of research-based, best practices for teaching science at the elementary and middle school levels. This course encourages prospective teachers to view science as a space for making sense of the natural and man-made world and focuses on what it means to think (content knowledge) and act (scientific and engineering practices) like a scientist. Prospective teachers will develop pedagogical content knowledge around three dimensional learning and learning progressions as described in the Next Generation Science Standards. Part of developing pedagogical content knowledge entails a specific focus on exploring and analyzing childhood ideas in science, planning, assessing, and implementing effective learning environments and lessons that utilize technology, best practices, hands-on experiences, student-centered learning and honors the diversity of all learners.</p>	<p><b>ELED 344 Science and STEAM Pedagogy</b> <i>4 credit hours</i> This course focuses on research-based, best practices of science and STEAM (science, technology, engineering, arts, and mathematics) education at the early childhood/elementary and middle school (EC/EL/MS) levels. In this course, teacher candidates develop pedagogical knowledge and skills related to integrative science and STEAM curriculum, assessment, and state and national standards. These skills and practices foster inclusive, student centered learning experiences and honor the diversity of all learners.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 25%;">Current</th> <th style="width: 25%;">Proposed</th> <th style="width: 50%;">Rationale</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td><b>We eliminated our STEAM course and added it to this course</b></td> </tr> </tbody> </table> <p style="text-align: center;"> <a href="#">Syllabus Link</a> <a href="#">Assessment Link</a></p>	Current	Proposed	Rationale	3	4	<b>We eliminated our STEAM course and added it to this course</b>
Current	Proposed	Rationale						
3	4	<b>We eliminated our STEAM course and added it to this course</b>						
<p><b>ELED 347 Pedagogy of the Arts in an Integrated Classroom</b> <i>1 credit</i></p>	<p><b>ELED 347 The Arts Pedagogy</b> <i>1 credit hour</i></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 25%;">Current</th> <th style="width: 25%;">Proposed</th> <th style="width: 50%;">Rationale</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Current	Proposed	Rationale			
Current	Proposed	Rationale						

<p>Using the basic principles and elements of music and art, students will explore making connections between subjects in the elementary curriculum.</p>	<p>This course is designed for teacher candidates preparing to teach the arts in early childhood and elementary education settings. Through active investigation of current research and best practices, candidates will explore effective strategies for managing and setting up inclusive, engaging, and developmentally appropriate arts classrooms that support all learners. Emphasis will be placed on the value and purpose of education in the visual arts, music, theater, and dance, with an understanding of how each contributes to the cognitive, social-emotional, and creative development of young children.</p>	<table border="1"> <tr> <td data-bbox="1451 38 1600 136">1</td> <td data-bbox="1600 38 1766 136">1</td> <td data-bbox="1766 38 2037 136">We just updated the course description</td> </tr> <tr> <td colspan="3" data-bbox="1451 136 2037 492" style="text-align: center;"> <a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a> </td> </tr> </table>	1	1	We just updated the course description	<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>		
1	1	We just updated the course description						
<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>								
<p><b>ELED 348 Social Studies Pedagogy</b>  <i>3-credits</i>  <del>This course is designed to provide students with a firm understanding of research-based, best practices for teaching social studies at the elementary and middle school levels. This course encourages prospective teachers to view social studies as a way to analyze patterns of human behavior and understand cultural perspectives. Prospective teachers will develop pedagogical content knowledge. Part of developing pedagogical content knowledge entails a specific focus on exploring and analyzing national social studies standards. In addition, students will utilize technology, best practices, hands-on experiences, and student-centered learning. This course will celebrate the diversity of all learners.</del></p>	<p><b>We are eliminating this course</b></p>	<p><b>We are eliminating this course - content will now be integrated into our writing class</b></p>						
<p><b>ELED 349 Integrated STEAM</b>  <i>2-credits</i>  <del>This course focuses on the pedagogy of integrated STEAM (science, technology, engineering, arts, and mathematics) education that uses engineering design and language arts as authentic contexts for student learning. With an emphasis on engineering design, teacher candidates will develop engineering content and pedagogical content knowledge, as well as familiarity with the engineering practices and learning progressions</del></p>	<p><b>We are eliminating this course</b></p>	<p><b>We are eliminating this course. We integrated content into our Science Course</b></p>						

~~described in the Next Generation Science Standards. Teacher candidates will develop efficacy to design, instruct, and assess STEAM units within the K through 5 grade span and the ability to critically examine STEAM resources and curriculum from the perspective of equity and social justice to support inclusive classroom environments.~~

**ELED 354 Pedagogy of Health and Physical Education**

*1 credit*  
This course examines and offers opportunities to apply health and physical education methods for elementary teachers. Using state and national standards, students will explore opportunities to include and integrate health and physical education content into the classroom.

**ELED 354 Health and PE Pedagogy**

*1 credit hour*  
This course will provide teacher candidates with an overview of how to effectively teach health and physical education in elementary settings. Emphasizing both content knowledge and pedagogical skills, the course explores key concepts in health education—including personal wellness, nutrition, mental and emotional health, safety, and prevention—and their role in supporting student well-being. Candidates will also develop an understanding of human movement, motor skill development, and the importance of physical activity in promoting lifelong healthy lifestyles.

Current	Proposed	Rationale
1	1	We just updated the course description

[Syllabus Link](#)  
[Assessment Link](#)

**ELED 413 Writing Pedagogy**

*4 credits*  
This course focuses on teaching through a writing workshop. It creates a foundation for teaching writing focused on the individual needs of students. Theory, learner development, diversity and content knowledge will be applied in lesson and unit planning and in teaching children. Assessment, planning, teaching and reflection will be modeled using the CCSS, best practice and attention to the needs of all learners.

**ELED 413 Social Studies and Writing Pedagogy: Integrative Approaches**

*4 credit hours*  
This course prepares teacher candidates to teach both writing and social studies at the elementary and middle school levels. It establishes a foundation in research-based, best practices for creating student-centered learning environments. We'll explore how to meet the individual needs of diverse learners by applying pedagogical content knowledge, and educational theory. Students will learn to design and implement effective lessons and units, integrating national standards and technology, with an emphasis on writing workshop and using social studies as a basis for writing.

Current	Proposed	Rationale
4	4	We aligned this course to the new literacy standards and integrated social studies here because we eliminated a Social Studies Pedagogy class

[Syllabus Link](#)  
[Assessment Link](#)

**ELED 414 Reading Pedagogy**

*4 credits*

**ELED 414 Reading Pedagogy**

*4 credit hours*

<p>This course focuses on teaching reading through a reading workshop. This builds candidate knowledge in the areas of teaching reading focusing on the individual needs of each reader in the classroom. Theory, learner development, diversity and content knowledge will be applied in lesson and unit planning and in teaching children. Assessment, planning, teaching and reflection will be modeled using the CCSS, best practice and attention to the needs of all learners.</p>	<p>This course prepares teacher candidates to design and analyze effective, culturally responsive literacy instruction for a diverse range of students. Candidates will learn and apply evidence-based strategies to build all components of reading, from foundational skills—i.e., phonemic awareness, phonics, and fluency—to advanced comprehension strategies. We'll focus on how to use students' diverse backgrounds and cultural assets to ensure all learners, including multilingual students and those with disabilities, receive equitable instruction. A key part of the course involves selecting and interpreting a variety of formal and informal assessments to make data-informed instructional decisions and provide targeted support to meet the unique needs of every learner.</p>	<table border="1"> <thead> <tr> <th data-bbox="1440 21 1608 134">Current</th> <th data-bbox="1608 21 1803 134">Proposed</th> <th data-bbox="1803 21 2053 134">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="1440 134 1608 298">4</td> <td data-bbox="1608 134 1803 298">4</td> <td data-bbox="1803 134 2053 298">We aligned this class to the new literacy standards</td> </tr> <tr> <td colspan="3" data-bbox="1440 298 2053 592" style="text-align: center;"> <a href="#">Syllabus Link</a>  <a href="#">Assessment Link</a> </td> </tr> </tbody> </table>	Current	Proposed	Rationale	4	4	We aligned this class to the new literacy standards	<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>		
Current	Proposed	Rationale									
4	4	We aligned this class to the new literacy standards									
<a href="#">Syllabus Link</a> <a href="#">Assessment Link</a>											

## Single Subjects Catalog Comparison - MATH

ATD Current Program	Proposed ATD Program	
<p><b>ELED 481 Pedagogy A</b>  <i>3 credits</i>            A study of instructional strategies and the design, implementation, and evaluation of curriculum for content-specific secondary classrooms. The pattern of course topics presented includes the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Inclusion emphasis. For single subject endorsement candidates, this course offers an intensive exploration of developmentally appropriate pedagogical practices within the content area.</p>	<p><b>No Change</b></p>	<p><b>No Change</b></p> <p><a href="#">Syllabus Link</a></p> <p><b>Assessment is dependent on Content</b></p>
<p><b>ELED 482 Pedagogy A</b>  <i>3 credits</i>            A study of structures, strategies, issues, designs and possibilities for the implementation of curriculum to meet the specific developmental needs of secondary students</p>	<p><b>Remove this class from degree requirements, but keep in the catalog</b></p>	

<p>with an emphasis on mid-level students in the content area. The pattern of course topics presented includes the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Inclusion emphasis. For single subject endorsement candidates, this course offers an intensive exploration of developmentally appropriate pedagogical practices with an emphasis on the content area at the mid-level.</p>		
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## Single Subjects Catalog Comparison - Language Arts

<p align="center"><b>ATD Current Program</b></p>	<p align="center"><b>Proposed ATD Program</b></p>	
<p><b>ELED 481 Pedagogy A</b>  <i>3 credits</i>            A study of instructional strategies and the design, implementation, and evaluation of curriculum for content-specific secondary classrooms. The pattern of course topics presented includes the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Inclusion emphasis. For single subject endorsement candidates, this course offers an intensive exploration of developmentally appropriate pedagogical practices within the content area.</p>	<p align="center"><b>No Change</b></p>	<p align="center"><b>No Change</b></p> <p align="center"><a href="#">Syllabus Link</a></p> <p align="center"><b>Assessment is dependent on Content</b></p>
<p><b>ELED 482 Pedagogy A</b>  <i>3 credits</i>            A study of structures, strategies, issues, designs and possibilities for the implementation of curriculum to meet the specific developmental needs of secondary students with an emphasis on mid-level students in the content area. The pattern of course topics presented includes the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Inclusion emphasis. For single subject endorsement candidates, this course offers an intensive exploration of developmentally appropriate</p>	<p align="center"><b>Remove this class from degree requirements, but keep in the catalog</b></p>	

pedagogical practices with an emphasis on the content area at the mid-level.		
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## Single Subjects Catalog Comparison - Integrated Science

<p><b>ELED 481 Pedagogy A</b>  <i>3 credits</i>  A study of instructional strategies and the design, implementation, and evaluation of curriculum for content-specific secondary classrooms. The pattern of course topics presented includes the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Inclusion emphasis. For single subject endorsement candidates, this course offers an intensive exploration of developmentally appropriate pedagogical practices within the content area.</p>	<p><b>No Change</b></p>	<p><b>No Change</b></p> <p style="color: blue; text-decoration: underline;"><a href="#">Syllabus Link</a></p> <p><b>Assessment is dependent on Content</b></p>
<p><b>ELED 482 Pedagogy A</b>  <i>3 credits</i>  A study of structures, strategies, issues, designs and possibilities for the implementation of curriculum to meet the specific developmental needs of secondary students with an emphasis on mid-level students in the content area. The pattern of course topics presented includes the nature of content knowledge, general pedagogical methods, subject-specific pedagogical methods, and integrated pedagogical methods. Inclusion emphasis. For single subject endorsement candidates, this course offers an intensive exploration of developmentally appropriate pedagogical practices with an emphasis on the content area at the mid-level.</p>	<p><b>Remove this class from degree requirements, but keep in the catalog</b></p>	

## Program Credit Comparison

<b>ATD Current Program</b>	<b>Proposed ATD Program</b>
72 credits major credits	60-62 education credits

33 Gen Ed  
 \*\*\*currently waive LACC 270  
 15 Elective  
**TOTAL = 120**

30 Gen Ed

**MATH = 60ed and content +30gened = 92**

\*\*\*Waive Gen-ed -- LACC 207 Faith and Worldview -- can embed course goals into other courses through our Character Formation initiatives  
 \*\*\* Waive LACC 270 for Elementary (already approved)

**LIT = 62ed and content +30gened = 92**

\*\*\*Waive Gen-ed -- LACC 207 Faith and Worldview -- can embed course goals into other courses through our Character Formation initiatives  
 \*\*\* Waive Gen-Ed LACC 202 (already approved)

**SCIENCE = 62ed and content +30gened = 92**

\*\*\*Waive Gen-ed -- LACC 207 Faith and Worldview -- can embed course goals into other courses through our Character Formation initiatives  
 \*\* Waive Gen- Ed LACC 274 (already approved)

**ELEMENTARY = 62ed and content+30gened = 92**

\*\*\*Waive Gen-ed -- LACC 207 Faith and Worldview -- can embed course goals into other courses through our Character Formation initiatives  
 \*\*\* Waive LACC 270 for Elementary (already approved)

**TOTAL = 90-92 (Elementary is 90 credits/Secondary is 92 credits)**

CORE PROGRAM	
Class	Number of Credits
<del>ELED 324 Issues in Human Development</del>	4
ELED 260 Teaching, Schooling and Learning	4
<del>ELED 326 The 21st Century Classroom</del>	4

CORE PROGRAM	
Class	Number of Credits
ELED 220 Issues in Human Development	2
ELED 240/241 Literacy Foundations (Elementary) or Literacy Foundations (Secondary)	2
ELED 260 Teaching, Schooling and Learning	2
ELED 326 Integrated Educational Technology	2
ELED 342 The Inclusive Classroom in a Diverse Society: ESOL	2

<b>ELED 346 The Inclusive Classroom in a Diverse Society</b>	<b>4</b>
<b>ELED 371 Curriculum and Assessment</b>	<b>4</b>
<b>ELED 381 Classroom Management</b>	<b>4</b>
<b>ELED 390 Teacher Portfolio</b>	<b>2</b>
<b>ELED 475 Practicum II</b>	<b>10</b>
<b>ELED 480 Assessment for All Learners</b>	<b>4</b>
<b>ELED 490 Senior Seminar</b>	<b>2</b>
<b>TOTAL</b>	<b>42</b>

<b>ELED 346 The Inclusive Classroom in a Diverse Society: SPED</b>	<b>2</b>
<b>ELED 371 Curriculum and Assessment</b>	<b>4</b>
<b>ELED 381 Classroom Management</b>	<b>3</b>
<b>ELED 390 Teacher Portfolio</b>	<b>2</b>
<b>ELED 475 Practicum II</b>	<b>10</b>
<b>ELED 480 Assessment for All Learners</b>	<b>2</b>
<b>ELED 490 Senior Seminar</b>	<b>1</b>
<b>TOTAL</b>	<b>34</b>

<b>ELEMENTARY EDUCATION SPECIALIZATION</b>	
<b>Class</b>	<b>Number of Credits</b>
<b>MATH 211 Foundations of Elementary Mathematics I</b>	<b>4</b>
<b>MATH 212 Foundations of Elementary Mathematics II</b>	<b>4</b>
<b>ELED 343 Math Pedagogy</b>	<b>4</b>
<b>ELED 344 Science Pedagogy</b>	<b>4</b>
<b>ELED 347 Pedagogy of the Arts in an Integrated Classroom</b>	<b>1</b>
<b>ELED 348 Social Studies Pedagogy</b>	<b>3</b>
<b>ELED 349 STEAM</b>	<b>2</b>
<b>ELED 354 Health and PE Pedagogy</b>	<b>1</b>

<b>ELEMENTARY EDUCATION SPECIALIZATION</b>	
<b>Class</b>	<b>Number of Credits</b>
<b>MATH 211 Foundations of Elementary Mathematics I</b>	<b>4</b>
<b>MATH 212 Foundations of Elementary Mathematics II</b>	<b>4</b>
<b>ELED 343 Math Pedagogy</b>	<b>4</b>
<b>ELED 344 Science and STEAM Pedagogy</b>	<b>4</b>
<b>ELED 347 The Arts Pedagogy</b>	<b>1</b>
<b>ELED 354 Health and PE Pedagogy</b>	<b>1</b>

ELED 413 Writing Pedagogy	4
ELED 414 Reading Pedagogy	4
<b>TOTAL</b>	<b>30</b>

ELED 413 <b>Social Studies and Writing Pedagogy: Integrative Approaches</b>	4
ELED 414 Reading Pedagogy	4
<b>TOTAL</b>	<b>26</b>

SECONDARY SPECIALIZATION - MATH	
Class	Number of Credits
481 Content Pedagogy	3
482 Content Pedagogy	3
<p>In addition to the Education Core (42 hours) and Pedagogy coursework (6 hours), students must complete 25 hours of content coursework. This coursework can be completed through George Fox Digital or at another college or University, and must be 100 level or above. The Mathematics content coursework must include:</p> <ul style="list-style-type: none"> <li>Calculus Sequence (12 hours)</li> <li>Introduction to Proofs (3 hours)</li> <li>Statistics (4 hours)</li> <li>Measurement and Geometry (3 hours) [may be met by completing ELED 401: Geometry for Teachers]</li> <li>Mathematical Modeling (3 hours)</li> </ul>	

SECONDARY SPECIALIZATION - MATH	
Class	Number of Credits
481 Content Pedagogy	3
<p>In addition to the Education Core (<b>34 hours</b>) and Pedagogy coursework (<b>3 hours</b>), students must complete 25 hours of content coursework. This coursework can be completed through George Fox Digital or at another college or University, and must be 100 level or above. The Mathematics content coursework must include:</p> <ul style="list-style-type: none"> <li>Calculus Sequence (12 hours)</li> <li>Introduction to Proofs (3 hours)</li> <li>Statistics (4 hours)</li> <li>Measurement and Geometry (3 hours) [may be met by completing ELED 401: Geometry for Teachers]</li> <li>Mathematical Modeling (3 hours)</li> </ul>	

SECONDARY SPECIALIZATION - INTEGRATED SCIENCE	
Class	Number of Credits
481 Content Pedagogy	3
482 Content Pedagogy	3
<p>In addition to the Education Core (42 hours) and Pedagogy coursework (6 hours), students must complete 25 hours of content coursework. This coursework can be completed through George Fox</p>	

SECONDARY SPECIALIZATION - INTEGRATED SCIENCE	
Class	Number of Credits
481 Content Pedagogy	3
<p>In addition to the Education Core (<b>34 hours</b>) and Pedagogy coursework (<b>3 hours</b>), students must complete 25 hours of content coursework. This coursework can be completed through George Fox Digital or at another</p>	

Digital or at another college or University, and must be 100 level or above. The Integrated Science content coursework must include:  
**Physical Science (8 hours)**  
**Life Science (8 hours)**  
**Earth/Space Science (6 hours)**  
**Nature of Science (3 hours) [may be met by completing ELED 403: Nature of Science]**

college or University, and must be 100 level or above. The Integrated Science content coursework must include:

**Physical Science (8 hours)**  
**Life Science (8 hours)**  
**Earth/Space Science (6 hours)**  
**Nature of Science (3 hours) [may be met by completing ELED 403: Nature of Science]**

**SECONDARY SPECIALIZATION - ENGLISH LANGUAGE ARTS**

Class	Number of Credits
481 Content Pedagogy	3
482 Content Pedagogy	3

In addition to the Education Core (42 hours) and Pedagogy coursework (6 hours), students must complete 25 hours of content coursework. This coursework can be completed through George Fox Digital or at another college or University, and must be 100 level or above. The English Language Arts content coursework must include:

**Analysis/Interpretation of Literature (15 hours) [ELED 402: Literary Analysis for English Language Arts Teachers may apply toward this requirement]**  
**Composition/Writing (6 hours)**  
**Literacy/Language Conventions (3 hours)**

**SECONDARY SPECIALIZATION - ENGLISH LANGUAGE ARTS**

Class	Number of Credits
481 Content Pedagogy	3

In addition to the Education Core (34 hours) and Pedagogy coursework (3 hours), students must complete 25 hours of content coursework. This coursework can be completed through George Fox Digital or at another college or University, and must be 100 level or above. The English Language Arts content coursework must include:

**Analysis/Interpretation of Literature (16 hours) [ELED 402: Literary Analysis for English Language Arts Teachers may apply toward this requirement]**  
**Composition/Writing (6 hours)**  
**Literacy/Language Conventions (3 hours)**

[Please see this chart for clarification](#)

# Assessment

For support with this section, please email the Accreditation Liaison Officer (ALO)/Director of Institutional Effectiveness (clawton@georgefox.edu). You will be asked to complete the **NWCCU New/Substantive Program Change Required Information Form**. - **This will be submitted when the financial analysis is completed by Gary Bering and Tyler Susmilch. The data request has been initiated and both are aware of this program change and are working on an analysis.**

[NWCCU Substantial Change Report](#)

[ATD Substantial Change Comparison](#)

[Sunsetting a Degree](#)

**Please highlight the connection to the University's Mission & Tenets:**

**Christ-centered Community Think with Clarity Act with Integrity Serve with Passion**

Based on what theme you've selected above, please provide the following:

- Provide Program **Student** Learning Outcome(s) OR **Course** Learning Outcome(s) as appropriate to the type of proposal change requested.

## **Outcome One: Content Knowledge**

**Candidates will be able to demonstrate content knowledge in lesson and unit planning**

75% of candidates will be able to demonstrate content knowledge in lesson and unit planning by scoring a 2.5 or higher on Proficiency Scales C and E on the Teacher Portfolio Assessment.

## **Outcome Two: Content Application**

**Candidates will be able to demonstrate the ability to effectively apply content in a classroom setting**

75% of candidates will be able to demonstrate the ability to effectively apply content by scoring an average of 3.0 or higher on Danielson Clinical Practice Evaluation Rubrics 1a, 1e, and 3c.

## **Outcome Three- Reflective Practitioner**

**Candidates will be able to demonstrate professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve**

75% of candidates will be able to demonstrate professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve by receiving a 3.0 or higher on the Danielson Rubric categories 4a and 4f

**Outcome Four: Effective Practitioner**

**Candidates will demonstrate an ability to analyze teaching effectiveness and use assessment data to inform instruction**

75% of candidates will demonstrate an ability to analyze teaching effectiveness and use assessment data to inform instruction by scoring 2.5 or higher on proficiency scales A and H from the Teacher Portfolio Assessment.

**Outcome Five: Inclusive Educator**

**Candidates will demonstrate an understanding of learner development and an ability to embrace all diversities**

100% of candidates will demonstrate an understanding of learner development and an ability to embrace all diversities with all scores above a 2.0 or higher on the Educator Disposition Assessment and 3.0 on the Proficiency Scale F in the George Fox Teacher Portfolio Assessment.

**Outcome Six: Christ-Centered Community**

**Candidates will exhibit professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve, which reflects the compassion and character of Christ, by receiving a 1.8 average on the Dispositions Rubric**

100% of candidates will exhibit professional classroom dispositions and reflective practices that ensure ethical treatment of the students and families they serve, which reflects the compassion and character of Christ by receiving a 1.8 average on the Educator Dispositions Rubric

**Criteria (Standard AND Target) for Outcome Listed Above** How will you judge whether the change was successful? **See above**

**Measure Used for Assessment, Including Specific Assessment Tools/Evaluation Criteria**

[2022 Danielson Framework](#)

[George Fox University Teacher Portfolio Assessment](#)

[Dispositions](#)

**How will the results be analyzed and shared?**

(e.g. Will an individual or a team process the results? Will the results be discussed at a department, enterprise, or accreditation level?)

We use these results to discuss all preliminary teaching programs in the College of Education. All programs collect similar data to ensure we meet all accreditation requirements and demonstrate competency in preparing future teachers. Data is discussed at a department level, a college level, and an accreditation level. In addition, our state licensing organization examines this data.

### What process will be used for determining next steps/actions based on the assessment results?

As a College of Education Leadership team, we discuss this data. In addition, data is addressed at the program level to ensure there is program quality, specifically in classroom assessments and activities. This data is used to report to TSPC every three years and to AAQEP (our accrediting body) every 7 years.

### NWCCU Required Documentation for Substantive Changes

<b>FOR CHANGES TO EXISTING PROGRAMS:</b> List all courses with credit count for the <b>current program</b> in <b>columns A and B</b> ; list all courses with credit count for the <b>proposed program</b> in <b>columns C and D</b> . Use column E to note whether each course in the proposed program is new to the institution or has substantially different learning outcomes from current courses (Y) or if it is the same as currently offered (N). Add the credits for all courses marked (Y) and divide by the sum of credits listed in column B. If >25%, this request is a Significant Departure (Minor Substantive Change). If <25%, this request is NOT a Significant Departure (Program Inventory Update).				
<b>TO PROPOSE A NEW PROGRAM:</b> List all courses with credit count for the <b>proposed program</b> in <b>columns C and D</b> . Use column E to note whether each course in the proposed program is new to the institution or has substantially different learning outcomes from current courses (Y) or if it is a course that is currently offered in the same form at the institution (N). Add the credits for all courses marked (Y) and divide by the sum of credits listed in column D. If >25%, this request is a Significant Departure (Minor Substantive Change). If <25%, this request is NOT a Significant Departure (Program Inventory Update).				
<b>PLEASE CONTACT CHRISTINE LAWTON <a href="mailto:clawton@georgefox.edu">clawton@georgefox.edu</a> if you have questions.</b>				
<b>Notes:</b> 1. Credits of listed courses should add to the <b>degree credit requirement</b> . 2. List only one course (current or proposed) in each row.				<b>% NEW COURSES:</b>
<b>Courses in Current Degree Program</b>	<b>Credits</b>	<b>Required Courses in Proposed Program</b> course(s) changing/added	<b>Credits</b>	
ELED 260 Teaching, Schooling, & Learning	4	ELED 260 Teaching, Schooling, & Learning	2	N
		ELED 240/241 Literacy Fundamentals	2	Y
ELED 324 Issues in Human Development	4	ELED 220 Issues in Human Development	2	N
ELED 326 The 21st Century Classroom	4	ELED 326 Integrated Educational Technology	2	N
		ELED 342 The Inclusive Classroom in a Diverse Society: ESOL	2	Y

ELED 346 The Inclusive Classroom in a Diverse Society	4	ELED 346 The Inclusive Classroom in a Diverse Society: SPED	2	Y
ELED 371 Curriculum and Assessment	4	ELED 371 Curriculum and Assessment	4	N
ELED 381 Classroom Management	4	ELED 381 Classroom Management	3	N
ELED 390 Teacher Portfolio	2	ELED 390 Teacher Portfolio	2	N
ELED 475 Student Teaching	10	ELED 475 Student Teaching	10	N
ELED 480 Assessment for All Learners	4	ELED 480 Assessment for All Learners	2	N
ELED 490 Senior Seminar	2	ELED 490 Senior Seminar	1	N
<b>Elementary Track</b>		<b>Elementary Track</b>		
MATH 211 Foundations of Elementary Mathematics I	4	MATH 211 Foundations of Elementary Mathematics I	4	N
MATH 212 Foundations of Elementary Mathematics II	4	MATH 212 Foundations of Elementary Mathematics II	4	N
ELED 343 Math Pedagogy	4	ELED 343 Math Pedagogy	4	N
ELED 344 Science Pedagogy	3	ELED 344 Science Pedagogy and STEAM Pedagogy	4	Y
ELED 347 Pedagogy of the Arts in an Integrated Classroom	1	ELED 347 The Arts Pedagogy	1	N
ELED 348 Social Studies Pedagogy	3			
ELED 349 Integrated STEAM	2			
ELED 354 Pedagogy of Health and Physical Education	1	ELED 354 Health and PE Pedagogy	1	N
ELED 413 Writing Pedagogy	4	ELED 413 Social Studies and Writing Pedagogy: Integrative Approaches	4	Y
ELED 414 Reading Pedagogy	4	ELED 414 Reading Pedagogy	4	N
<b>TOTAL ELEMENTARY</b>	<b>72</b>	<b>TOTAL ELEMENTARY</b>	<b>60</b>	
<b>Secondary - English Language Arts Track</b>		<b>Secondary - English Language Arts Track</b>		
ELED 481 Pedagogy A	3	ELED 481 Pedagogy A	3	N
ELED 482 Pedagogy B	3			
Analysis/Interpretation of Literature coursework	15	Analysis/Interpretation of Literature coursework	16	N
Composition/Writing coursework	6	Composition/Writing coursework	6	N
Literacy/Language Conventions coursework	3	Literacy/Language Conventions coursework	3	N
<b>TOTAL Secondary Literacy</b>	<b>72</b>	<b>TOTAL Secondary Literacy</b>	<b>62</b>	

<b>Secondary - Integrated Science Track</b>		<b>Secondary - Integrated Science Track</b>		
ELED 481 Pedagogy A	3	ELED 481 Pedagogy A	3	N
ELED 482 Pedagogy B	3			
Physical Science coursework	8	Physical Science coursework	8	N
Life Science coursework	8	Life Science coursework	8	N
Earth/Space Science coursework	6	Earth/Space Science coursework	6	N
Nature of Science coursework	3	Nature of Science coursework	3	N
<b>TOTAL Secondary Science</b>	<b>73</b>	<b>TOTAL Secondary Science</b>	<b>62</b>	
<b>Secondary - Mathematics Track</b>		<b>Secondary - Mathematics Track</b>		
ELED 481 Pedagogy A	3	ELED 481 Pedagogy A	3	N
ELED 482 Pedagogy B	3			
Calculus Sequence coursework	12	Calculus Sequence coursework	12	N
Introduction to Proofs coursework	3	Introduction to Proofs coursework	3	N
Statistics coursework	4	Statistics coursework	4	N
Measurement and Geometry coursework	3	Measurement and Geometry coursework	3	N
Mathematical Modeling coursework	3	Mathematical Modeling coursework	3	N
<b>TOTAL Secondary Math</b>	<b>73</b>	<b>TOTAL Secondary Math</b>	<b>62</b>	

## Financial Impact Reflection Questions

This information helps determine whether or not your proposal also needs to be reviewed by the Finance Committee or Council.

### Are there budget, resource, or revenue implications of this proposal?

We are reducing the program by 30 credits; however, we anticipate this change will increase both enrollment and revenue rather than decrease them. The streamlined structure provides a strong incentive for students to choose George Fox over community colleges. In the

past, we often encouraged students to complete an AAOT before transferring in order to maintain strong partnerships. With this revised program, students can now finish their degree more quickly and with fewer total credits than if they pursued the community college route.

To maximize impact, marketing will need to highlight both the Be Known promise and the efficiency of the program, positioning George Fox as a competitive and compelling option in a market where community colleges are beginning to offer bachelor's programs.

**Are new faculty/staff assignments needed to accomplish this proposal?** No new faculty are required.

**Does the proposal require new resources such as facilities, equipment, library, or software?**

The only thing we would request is marketing. We will hold the edge in the state of Oregon in teacher prep for a short window because once this goes to TSPC, I believe many will follow. We need to show that we are first, and BEST.

**Will the [new] course(s) have a course fee?** No new course fees - only those courses with already existing course fees.

Once complete, please notify [curriculum@georgefox.edu](mailto:curriculum@georgefox.edu) via email.

---

ITEM: EDUCATOR PREPARATION AND PATHWAYS COMMITTEE  
CHAIR REPORT

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose of this item is to provide updates on program items addressed at the March 19, 2026, Educator Preparation and Pathways Committee (EP&PC) meetings.

### March 19, 2026, EP&PC meeting:

#### Welcome:

Chair York welcomed EP&PC members, guests, and TSPC staff and confirmed that quorum was met. The Chair recognized departing member Gary Roberts, thanked ongoing member Dr. Carrie Kondor, and welcomed new and returning members Samantha Herron and Dr. Alfonso Garcia Arriola.

#### EP&PC review of program requests:

EP&PC members review Educator Preparation Provider (EPP) requests at meetings approximately three weeks prior to each Commission meeting. This meeting included two major modification requests, both from George Fox University.

All items were reviewed by agency staff in advance to identify potential questions or concerns and were then emailed to EP&PC members ahead of the meeting for consideration and discussion. After reviewing and discussing the proposals at the March 19<sup>th</sup> meeting, EP&PC members determined to recommend Commission approval of both requests and to place the item on the program consent agenda:

- George Fox University (GFU): Major modification to the Undergraduate Teacher Education (UGTE) program

The proposed revisions reflect a comprehensive program review focused on improving coherence and reducing redundancy across coursework, assessments, and clinical experiences. Updates include revised course sequencing, credit distribution, and integration of literacy foundations and educational technology. The program continues to include an embedded ESOL endorsement, with refinements to align with current literacy standards. Clinical practice expectations and assessment systems remain unchanged.

- George Fox University (GFU): Major modification to the Undergraduate Accelerated Teaching Degree (ATD) program

The proposed modification further refines the existing accelerated program by restructuring it into a streamlined bachelor's degree completion pathway aligned with a national "Degree in Three" framework. The revision reduces overall credit requirements while maintaining educator preparation competencies through consolidation of coursework and adjustments to general education requirements. The revision also more closely aligns the UGTE and ATD programs. The ATD program continues to serve transfer and adult learners in a cohort-based model and maintains existing clinical practice and assessment expectations.

Both items were recommended for approval unanimously and placed on the consent agenda for the April 2026 Commission meeting.

## Committee Business

### ORELA/NES Content Knowledge Assessment Updates:

This item is addressed as item 24.

### Scheduling EP&PC Meetings:

EP&PC members reviewed proposed meeting dates aligned with upcoming Commission meetings and discussed adjusting the meeting start time to better accommodate member schedules.

The committee unanimously approved the proposed meeting dates provided in the table below and agreed to adjust the meeting time to 3:45–5:45 p.m. for future meetings. EPP request materials continue to be due three weeks prior to the scheduled EP&PC meeting.

<b>Proposed EP&amp;PC Meeting Dates &amp; Times</b> <i>(approximately three weeks prior to Commission)</i>	<b>Commission Meeting Dates</b>
May 28, 2026, 3:45-5:45 p.m.	June 22-24, 2026
September 24, 2026, 3:45-5:45 p.m.	October 16, 2026
January 14, 2027, 3:45-5:45 p.m.	February 5, 2027
March 18, 2027, 3:45-5:45 p.m.	April 9, 2027

## Rule Proposals and Revisions

Chair York discussed the program rule revision process:

- Initial consideration by EP&PC;
- Review by the Rules Advisory Committee (RAC);
- Second review by EP&PC;
- Consideration of approval by the full Commission;
- Implementation of the rule revision.

### Initial Consideration:

EP&PC members reviewed a proposed concept for rule revisions intended to align multiple program standards with current literacy standards and remove references to previous reading and dyslexia standards.

The proposed revisions include updates to standards for Elementary Multiple Subjects, Reading Intervention, Special Education, Principal, and Professional Administrator programs.

EP&PC members unanimously supported the rule concept and proposed timeline, including review by the Rules Advisory Committee (RAC) and return to EP&PC for second review prior to Commission consideration.

## Information Items

Information items are non-discussion updates and information for EP&PC members, which can be called out for discussion at the meeting on request.

### Early Literacy Implementation Update:

This item is addressed as item 25.

**Future EP&PC meetings (all 3:45-5:45 p.m.):**

May 28, 2026

September 24, 2026

January 14, 2027

March 18, 2027

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ITEM: ORELA/NES CONTENT KNOWLEDGE ASSESSMENT REVISIONS

ACTION: **ACTION ITEM**

RECOMMENDATIONS: The Executive Director recommends adoption of the following:

**RESOLVED**, that the Commission approves the replacement of the following ORELA/NES content knowledge assessments, to become effective September 1, 2026:

- Mathematics (304)
- Music (504)
- Physical Education (506)
- Physics (308)
- Social Science (303); and

**RESOLVED FURTHER**, that the Commission approves the adoption of the following ORELA/NES content knowledge assessments, to become effective September 1, 2026:

- Mathematics (326)
- Music (513)
- Physical Education (516)
- Physics (323)
- Social Science (325); and

**RESOLVED FURTHER**, that results at the national benchmark of 220 or higher on either the current or revised version of these assessments will serve to demonstrate content knowledge mastery until September 1, 2027.

INFORMATION: Evaluation Systems of Pearson is one of two TSPC approved testing vendors serving Oregon educators. Specifically, Pearson maintains the ORELA/NES exams for Oregon candidates.

### **Background**

Evaluation Systems of Pearson (Pearson) regularly reviews and updates content knowledge assessments included in the Oregon Educator Licensure Assessments (ORELA)/National Evaluation Systems (NES) series to remain in alignment with current content standards.

The following benchmarking sessions occurred for updated exams:

#### October 1, 2025

- Mathematics (326) updated from Mathematics (304)

#### November 14, 2024

- Music (513) updated from Music (504)

April 23 and 28, 2025

- Physics (323) updated from Physics (308)
- Physical Education (516) updated from Physical Education (506)

September 30, 2025

- Social Science (325) updated from Social Science (303)

The national benchmark remains 220 for each assessment. Detailed information about the purpose, process, and results used to set national benchmarks for the updated exams is provided as attachments 24.1 – 24.5.

**Attachments:**

- 24.1: Oregon NES National Benchmark Report\_326 Mathematics
- 24.2: Oregon NES National Benchmark Report\_513 Music
- 24.3: Oregon NES National Benchmark Report\_323 Physics & 516 Physical Education
- 24.4: Oregon NES National Benchmark Report\_325 Social Science
- 24.5: Alignment of NES Social Science (325) to 2024 Oregon Social Science Standards



# National Benchmark Conference Report

Conducted Online October 1, 2025  
Mathematics (326)

**Prepared 10/24/25 by:**  
Evaluation Systems group of Pearson  
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This document constitutes a working draft that includes some materials that are test secure and/or confidential for other reasons. As such, it should not be circulated to unauthorized persons. The information set forth in this document is subject to change, and any changes will fully supersede the information contained in this document.

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Evaluation Systems group of Pearson, 300 Venture Way, Hadley, MA 01035



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## **OVERVIEW**

This report was prepared for the Educator Preparation and Pathways Committee and Oregon Teacher Standards and Practices Commission for determination related to adoption of redeveloped National Evaluation Series™ tests. This report contains the results from National Benchmark Conferences conducted for the following National Evaluation Series™ tests for teacher certification:

- Mathematics (326)

The following three groups of educators were recruited to participate on the panels:

1. Experienced public-school educators who have worked directly with teacher candidates (student teachers)
2. Early-career public school educators (with 5 or fewer years of experience)
3. Educator Preparation Program faculty members

All panelists were approved by the Director of Assessment Programs or designee prior to being invited to serve on the National Benchmark Panel. For a breakdown of the panel composition, refer to Appendix A.

## **PURPOSE OF THE NATIONAL BENCHMARK CONFERENCE**

The purpose of the National Benchmark Conference is for expert educators and educator preparation faculty from multiple states to participate in a structured process to make individual judgments regarding recommended passing scores for teacher licensure tests. The passing score represents the minimum level of performance that a candidate must achieve to demonstrate the acceptable level of knowledge and skills required to perform the activities in which the certification allows the candidate to engage. This report presents information about the benchmarking process, a summary of the panel members, and the panel-recommended passing scores.

## **POTENTIAL USES FOR THE NATIONAL EVALUATION SERIES™**

Each implementation of an assessment has a specific purpose. While the passing standards resulting from the National Benchmark Conference are intended for use in making certification decisions, the Series tests can be used by both states and institutions of higher education.

Adopting agencies and organizations may choose to use one or more tests for purposes other than state licensure, such as a component of completing a teacher preparation program, a component for acceptance into a preparation program, or gaining clearance to student teach. The passing standard recommended by the benchmark panel is for reference by agencies and organizations considering the role of a test for inclusion in an educator licensure program and determining a passing standard. Pearson works closely with states that opt to conduct their own standard setting rather than adopting the standard recommended by the National Benchmark panel.

## **NATIONAL BENCHMARK PROCESS**

An iterative procedure was used in which panelists provided item-level ratings using procedures commonly referred to as a modified-Angoff method. After an orientation to the item rating methods, the panelists reviewed the test and were guided through two rounds of independent benchmark ratings. Each panel's aggregated ratings provided information about the expected test-level performance of just acceptably qualified candidates for initial licensure.

## **ORIENTATION**

Panelists were provided an orientation that included the background to the National Evaluation Series™ test development, an overview of the test development process, including specific explanation of the benchmark process, the concept of the “just acceptably qualified candidate,” and the judgments about test items that the panelists would be asked to make. Panelists were encouraged to ask questions about the meeting's purpose before moving to the next step.

## **SIMULATED TEST-TAKING ACTIVITY**

Panelists engaged in a simulated test-taking activity to familiarize themselves with the knowledge and skills measured by the test items. Each panelist was provided with a copy of the first operational test form and the test framework and was asked to read and answer the questions on the test without referring to the answer key. Panelists were then provided with the answer key and asked to score their own answers. Panelists were encouraged to write in their copy of the test booklet and to write notes to assist them with their review.

## **JUST ACCEPTABLY QUALIFIED CANDIDATE**

During the orientation, panelists were introduced to the concept of the “just acceptably qualified candidate.” The facilitator guided the panel through extensive discussion of this concept, and panelists submitted a confirmation form acknowledging they understood it fully prior to the Round 1 Ratings. The definition of this term is presented below.

*Just Acceptably Qualified Candidate*

Just at the level of knowledge and skills important for effective job performance as a beginning teacher in a classroom in public schools

## ROUND ONE: ITEM-BASED JUDGMENTS

The Pearson facilitator provided training in this step of the national benchmark process during which panelists made item-based judgments using a modified-Angoff procedure for the multiple-choice questions (MCQs).

To prepare for making their judgments, panelists were informed of the factors potentially influencing candidate performance, such as complexity of the items, content tested, item context, and language. In addition, the panelists completed a training exercise with sample test items with a range of item difficulty.

Panel members were asked to consider the group of “just acceptably qualified candidates” having the baseline pedagogical content knowledge and knowledge of professional responsibilities as in the respective test frameworks. Applying their professional judgments in response to the question below, each panel member provided an independent rating for each multiple-choice item indicating what percent of this group would provide a correct response for each item.

Imagine a hypothetical group of individuals who are just at the level of knowledge and skills required to perform the job of an initially certified educator in this field in U.S. public schools.

What percent of this group would answer the item correctly?

0% - 10%	=	1	51% - 60%	=	6
11% - 20%	=	2	61% - 70%	=	7
21% - 30%	=	3	71% - 80%	=	8
31% - 40%	=	4	81% - 90%	=	9
41% - 50%	=	5	91% - 100%	=	10

## **ROUND ONE: ANALYSIS**

After the panelists completed their item ratings, Pearson analyzed their rating forms to produce Round One Item Rating Summaries to be given to each panelist. The reports were prepared for each test and contained the panelist's rating, the median rating provided by all panelists rating the item, and the distribution of ratings across all panelists.

## **ROUND TWO: ITEM-BASED JUDGMENTS**

For Round Two, panelists were provided with the Item Rating Summary from Round One. Pearson facilitators explained how to read and interpret the summary. Panelists were provided with an opportunity to ask for further clarification of how to read and interpret the analyses.

Each panelist was given an opportunity to review the ratings for each item on the test in their field made by the group of panelists and compare these ratings to his/her own. Panelists then had an opportunity to discuss the items. Based on their review of the analyses provided, panelists had the opportunity to provide a second rating to replace the first rating for any items.

## **ROUND TWO: ANALYSIS**

After the panelists completed their Round 2 ratings, Pearson analyzed their rating forms. A Round 2 Rating Summary was produced and contained the following information: a) number of scorable items on the test form, b) number of raters, c) sum of item medians (i.e., panel-based standard for each component), and d) distribution of individual rater results sorted in descending order by score value. The Round 2 Rating Summary was based on the panel members' final rating on each item (i.e., either the unchanged Round 1 rating or the Round 2 rating if it is different from the Round 1 rating). The Round 2 Rating Summary was used by facilitators to confirm the completion of the benchmarking process. Panelists were not provided with a Round 2 Rating Summary, as the information they provided during Round 2 was final.

**CONFERENCE EVALUATION**

Following all activities, panel members completed a Conference Evaluation Form (see Appendix B) that allowed each panelist to anonymously rate various aspects of the National Benchmark Conference and record any comments they may have had, including about specific item content.

**NATIONAL BENCHMARK RESULTS**

Following the conference, Pearson calculated a recommended passing standard, or National Benchmark, for each test area based on second round ratings provided by the panel members. The National Benchmark was then scaled to a score of 220 on a scale of 100-300.

The recommended standard represents the number of multiple-choice questions a candidate must answer correctly to earn a scaled score of 220.

**Table 1: National Evaluation Series™ Test Fields National Benchmarks**

<b>Field Test</b>	<b>Total # of Items</b>	<b>National Benchmark</b>
Mathematics	80	<b>58</b>

# **Appendix A**

## **National Benchmark Conference**

### **Panelists**

<b>Mathematics National Benchmark Panel October 1, 2025</b>	
<b>Affiliation</b>	
K-12	<b>10</b>
EPP	<b>0</b>
<b>Gender</b>	
Female	<b>6</b>
Male	<b>4</b>
Declined to State	<b>0</b>
<b>Ethnicity</b>	
American Indian/Alaska Native	<b>0</b>
Asian	<b>0</b>
Black/African American	<b>2</b>
Hispanic/Latino	<b>2</b>
Other	<b>0</b>
White	<b>6</b>
Declined to State	<b>0</b>

**Note:**

EPP: Educator Preparation Program faculty member

# **Appendix B**

## **Conference Evaluation Form**



## National Evaluation Series National Benchmark Conference Evaluation Form

Please respond to the following questions by selecting a rating on each scale.

1. Please enter the content area for the conference you are participating in.

Enter your answer

2. Rater ID Number (optional)

Enter your answer

3. How well do you feel you understood the training that you received for making your standard setting judgments?

1	2	3	4	5
---	---	---	---	---

Not At All Well

Very Well

⋮

4. How confident are you of the standard setting judgments you made?

1	2	3	4	5
---	---	---	---	---

Not At All Confident Very Confident

5. How satisfied are you that you were able to complete the work you were asked to do in the time that was provided?

1	2	3	4	5
---	---	---	---	---

Not At All Satisfied Very Satisfied

6. How successful were the coordination and logistics of the Standard Setting Conference?

1	2	3	4	5
---	---	---	---	---

Not At All Successful Very Successful

7. Overall, how satisfied are you with the standard setting review process in which you participated?

1	2	3	4	5
---	---	---	---	---

Not At All Satisfied Very Satisfied

⋮

8. Please provide any additional comments about the standard setting activities.

Enter your answer





# National Benchmark Conference Report

Conducted Online November 14, 2024

Music (513)

**Prepared 1/7/25 by:**

Evaluation Systems group of Pearson  
300 Venture Way  
Hadley, MA 01035

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## **OVERVIEW**

This report was prepared for the Educator Preparation and Pathways Committee and Oregon Teacher Standards and Practices Commission for determination related to adoption of redeveloped National Evaluation Series™ tests. This report contains the results from National Benchmark Conferences conducted for the following National Evaluation Series™ test(s) for teacher certification:

- Music (513)

The following three groups of educators were recruited to participate on the panels:

1. Experienced public-school educators who have worked directly with teacher candidates (student teachers)
2. Early-career public school educators (with 5 or fewer years of experience)
3. Educator Preparation Program faculty members

All panelists were approved by the Director of Assessment Programs or designee prior to being invited to serve on the National Benchmark Panel. For a breakdown of the panel composition, refer to Appendix A.

## **PURPOSE OF THE NATIONAL BENCHMARK CONFERENCE**

The purpose of the National Benchmark Conference is for expert educators and educator preparation faculty from multiple states to participate in a structured process to make individual judgments regarding recommended passing scores for teacher licensure tests. The passing score represents the minimum level of performance that a candidate must achieve to demonstrate the acceptable level of knowledge and skills required to perform the activities in which the certification allows the candidate to engage. This report presents information about the benchmarking process, a summary of the panel members, and the panel-recommended passing scores.

## **POTENTIAL USES FOR THE NATIONAL EVALUATION SERIES™**

Each implementation of an assessment has a specific purpose. While the passing standards resulting from the National Benchmark Conference are intended for use in making certification decisions, the Series tests can be used by both states and institutions of higher education.

Adopting agencies and organizations may choose to use one or more tests for purposes other than state licensure, such as a component of completing a teacher preparation program, a component for acceptance into a preparation program, or gaining clearance to student teach. The passing standard recommended by the benchmark panel is for reference by agencies and organizations considering the role of a test for inclusion in an educator licensure program and determining a passing standard. Pearson works closely with states that opt to conduct their own standard setting rather than adopting the standard recommended by the National Benchmark panel.

## **NATIONAL BENCHMARK PROCESS**

An iterative procedure was used in which panelists provided item-level ratings using procedures commonly referred to as a modified-Angoff method. After an orientation to the item rating methods, the panelists reviewed the test and were guided through two rounds of independent benchmark ratings. Each panel's aggregated ratings provided information about the expected test-level performance of just acceptable candidates for initial licensure.

## **ORIENTATION**

Panelists were provided an orientation that included the background to the National Evaluation Series™ test development, an overview of the test development process, including specific explanation of the benchmark process, the concept of the “just acceptable candidate,” and the judgments about test items that the panelists would be asked to make. Panelists were encouraged to ask questions about the meeting's purpose before moving to the next step.

## **SIMULATED TEST-TAKING ACTIVITY**

Panelists engaged in a simulated test-taking activity to familiarize themselves with the knowledge and skills measured by the test items. Each panelist was provided with a copy of the first operational test form and the test framework and was asked to read and answer the questions on the test without referring to the answer key. Panelists were then provided with the answer key and asked to score their own answers. Panelists were encouraged to write in their copy of the test booklet and to write notes to assist them with their review.

## **JUST ACCEPTABLE CANDIDATE**

During the orientation, panelists were introduced to the concept of the “just acceptable candidate.” The facilitator guided the panel through extensive discussion of this concept, and panelists submitted a confirmation form acknowledging they understood it fully prior to the Round 1 Ratings. The definition of this term is presented below.

*Just Acceptable Candidate*

Just at the level of knowledge and skills important for effective job performance as a beginning teacher in a classroom in public schools

## ROUND ONE: ITEM-BASED JUDGMENTS

The Pearson facilitator provided training in this step of the national benchmark process during which panelists made item-based judgments using a modified-Angoff procedure for the multiple-choice questions (MCQs).

To prepare for making their judgments, panelists were informed of the factors potentially influencing candidate performance, such as complexity of the items, content tested, item context, and language. In addition, the panelists completed a training exercise with sample test items with a range of item difficulty.

Panel members were asked to consider the group of “just acceptable candidates” having the baseline pedagogical content knowledge and knowledge of professional responsibilities as in the respective test frameworks. Applying their professional judgments in response to the question below, each panel member provided an independent rating for each multiple-choice item indicating what percent of this group would provide a correct response for each item.

Imagine a hypothetical group of individuals who are just at the level of knowledge and skills required to perform the job of an initially certified educator in this field in U.S. public schools.

What percent of this group would answer the item correctly?

0% - 10%	=	1	51% - 60%	=	6
11% - 20%	=	2	61% - 70%	=	7
21% - 30%	=	3	71% - 80%	=	8
31% - 40%	=	4	81% - 90%	=	9
41% - 50%	=	5	91% - 100%	=	10

## **ROUND ONE: ANALYSIS**

After the panelists completed their item ratings, Pearson analyzed their rating forms to produce Round One Item Rating Summaries to be given to each panelist. The reports were prepared for each test and contained the panelist's rating, the median rating provided by all panelists rating the item, and the distribution of ratings across all panelists.

## **ROUND TWO: ITEM-BASED JUDGMENTS**

For Round Two, panelists were provided with the Item Rating Summary from Round One. Pearson facilitators explained how to read and interpret the summary. Panelists were provided with an opportunity to ask for further clarification of how to read and interpret the analyses.

Each panelist was given an opportunity to review the ratings for each item on the test in their field made by the group of panelists and compare these ratings to his/her own. Panelists then had an opportunity to discuss the items. Based on their review of the analyses provided, panelists had the opportunity to provide a second rating to replace the first rating for any items.

## **ROUND TWO: ANALYSIS**

After the panelists completed their Round 2 ratings, Pearson analyzed their rating forms. A Round 2 Rating Summary was produced and contained the following information: a) number of scorable items on the test form, b) number of raters, c) sum of item medians (i.e., panel-based standard for each component), and d) distribution of individual rater results sorted in descending order by score value. The Round 2 Rating Summary was based on the panel members' final rating on each item (i.e., either the unchanged Round 1 rating or the Round 2 rating if it is different from the Round 1 rating). The Round 2 Rating Summary was used by facilitators to confirm the completion of the benchmarking process. Panelists were not provided with a Round 2 Rating Summary, as the information they provided during Round 2 was final.

**CONFERENCE EVALUATION**

Following all activities, panel members completed a Conference Evaluation Form (see Appendix B) that allowed each panelist to anonymously rate various aspects of the National Benchmark Conference and record any comments they may have had, including about specific item content.

**NATIONAL BENCHMARK RESULTS**

Following the conference, Pearson calculated a recommended passing standard, or National Benchmark, for each test area based on second round ratings provided by the panel members. The National Benchmark was then scaled to a score of 220 on a scale of 100-300.

The recommended standard represents the number of multiple-choice questions a candidate must answer correctly to earn a scaled score of 220.

**Table 1: National Evaluation Series™ Test Fields National Benchmarks**

<b>Field Test</b>	<b>Total # of Items</b>	<b>National Benchmark</b>
Music	80	<b>47</b>

# **Appendix A**

## **National Benchmark Conference**

### **Panelists**

<b>Music</b>	
<b>National Benchmark Panel</b>	
<b>November 14, 2024</b>	
<b>Affiliation</b>	
K-12	<b>9</b>
EPP	<b>0</b>
<b>Gender</b>	
Female	<b>3</b>
Male	<b>2</b>
Declined to State	<b>4</b>
<b>Ethnicity</b>	
American Indian/Alaska Native	<b>0</b>
Asian	<b>0</b>
Black/African American	<b>1</b>
Hispanic/Latino	<b>1</b>
Other	<b>0</b>
White	<b>6</b>
Declined to State	<b>1</b>

**Note:**

EPP: Educator Preparation Program faculty member

# **Appendix B**

## **Conference Evaluation Form**



## National Evaluation Series National Benchmark Conference Evaluation Form

Please respond to the following questions by selecting a rating on each scale.

1. Please enter the content area for the conference you are participating in.

Enter your answer

2. Rater ID Number (optional)

Enter your answer

3. How well do you feel you understood the training that you received for making your standard setting judgments?

1	2	3	4	5
---	---	---	---	---

Not At All Well

Very Well

⋮

4. How confident are you of the standard setting judgments you made?

1	2	3	4	5
---	---	---	---	---

Not At All Confident Very Confident

5. How satisfied are you that you were able to complete the work you were asked to do in the time that was provided?

1	2	3	4	5
---	---	---	---	---

Not At All Satisfied Very Satisfied

6. How successful were the coordination and logistics of the Standard Setting Conference?

1	2	3	4	5
---	---	---	---	---

Not At All Successful Very Successful

7. Overall, how satisfied are you with the standard setting review process in which you participated?

1	2	3	4	5
---	---	---	---	---

Not At All Satisfied Very Satisfied

⋮

8. Please provide any additional comments about the standard setting activities.

Enter your answer





# National Benchmark Conference Report

Conducted Online April 23, 2025, and

April 28, 2025

Physics (323)

Physical Education (516)

**Prepared 5/23/25 by:**

Evaluation Systems group of Pearson

300 Venture Way

Hadley, MA 01035

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## **OVERVIEW**

This report was prepared for the Educator Preparation and Pathways Committee and Oregon Teacher Standards and Practices Commission for determination related to adoption of redeveloped National Evaluation Series™ tests. This report contains the results from National Benchmark Conferences conducted for the following National Evaluation Series™ tests for teacher certification:

- Physics (323)
- Physical Education (516)

The following three groups of educators were recruited to participate on the panels:

1. Experienced public-school educators who have worked directly with teacher candidates (student teachers)
2. Early-career public school educators (with 5 or fewer years of experience)
3. Educator Preparation Program faculty members

All panelists were approved by the Director of Assessment Programs or designee prior to being invited to serve on the National Benchmark Panel. For a breakdown of the panel composition, refer to Appendix A.

## **PURPOSE OF THE NATIONAL BENCHMARK CONFERENCE**

The purpose of the National Benchmark Conference is for expert educators and educator preparation faculty from multiple states to participate in a structured process to make individual judgments regarding recommended passing scores for teacher licensure tests. The passing score represents the minimum level of performance that a candidate must achieve to demonstrate the acceptable level of knowledge and skills required to perform the activities in which the certification allows the candidate to engage. This report presents information about the benchmarking process, a summary of the panel members, and the panel-recommended passing scores.

## **POTENTIAL USES FOR THE NATIONAL EVALUATION SERIES™**

Each implementation of an assessment has a specific purpose. While the passing standards resulting from the National Benchmark Conference are intended for use in making certification decisions, the Series tests can be used by both states and institutions of higher education.

Adopting agencies and organizations may choose to use one or more tests for purposes other than state licensure, such as a component of completing a teacher preparation program, a component for acceptance into a preparation program, or gaining clearance to student teach. The passing standard recommended by the benchmark panel is for reference by agencies and organizations considering the role of a test for inclusion in an educator licensure program and determining a passing standard. Pearson works closely with states that opt to conduct their own standard setting rather than adopting the standard recommended by the National Benchmark panel.

## **NATIONAL BENCHMARK PROCESS**

An iterative procedure was used in which panelists provided item-level ratings using procedures commonly referred to as a modified-Angoff method. After an orientation to the item rating methods, the panelists reviewed the test and were guided through two rounds of independent benchmark ratings. Each panel's aggregated ratings provided information about the expected test-level performance of just acceptable candidates for initial licensure.

## **ORIENTATION**

Panelists were provided an orientation that included the background to the National Evaluation Series™ test development, an overview of the test development process, including specific explanation of the benchmark process, the concept of the “just acceptable candidate,” and the judgments about test items that the panelists would be asked to make. Panelists were encouraged to ask questions about the meeting's purpose before moving to the next step.

## **SIMULATED TEST-TAKING ACTIVITY**

Panelists engaged in a simulated test-taking activity to familiarize themselves with the knowledge and skills measured by the test items. Each panelist was provided with a copy of the first operational test form and the test framework and was asked to read and answer the questions on the test without referring to the answer key. Panelists were then provided with the answer key and asked to score their own answers. Panelists were encouraged to write in their copy of the test booklet and to write notes to assist them with their review.

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To prepare for making their judgments, panelists were informed of the factors potentially influencing candidate performance, such as complexity of the items, content tested, item context, and language. In addition, the panelists completed a training exercise with sample test items with a range of item difficulty.

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11% - 20%	=	2	61% - 70%	=	7
21% - 30%	=	3	71% - 80%	=	8
31% - 40%	=	4	81% - 90%	=	9
41% - 50%	=	5	91% - 100%	=	10

## **ROUND ONE: ANALYSIS**

After the panelists completed their item ratings, Pearson analyzed their rating forms to produce Round One Item Rating Summaries to be given to each panelist. The reports were prepared for each test and contained the panelist's rating, the median rating provided by all panelists rating the item, and the distribution of ratings across all panelists.

## **ROUND TWO: ITEM-BASED JUDGMENTS**

For Round Two, panelists were provided with the Item Rating Summary from Round One. Pearson facilitators explained how to read and interpret the summary. Panelists were provided with an opportunity to ask for further clarification of how to read and interpret the analyses.

Each panelist was given an opportunity to review the ratings for each item on the test in their field made by the group of panelists and compare these ratings to his/her own. Panelists then had an opportunity to discuss the items. Based on their review of the analyses provided, panelists had the opportunity to provide a second rating to replace the first rating for any items.

## **ROUND TWO: ANALYSIS**

After the panelists completed their Round 2 ratings, Pearson analyzed their rating forms. A Round 2 Rating Summary was produced and contained the following information: a) number of scorable items on the test form, b) number of raters, c) sum of item medians (i.e., panel-based standard for each component), and d) distribution of individual rater results sorted in descending order by score value. The Round 2 Rating Summary was based on the panel members' final rating on each item (i.e., either the unchanged Round 1 rating or the Round 2 rating if it is different from the Round 1 rating). The Round 2 Rating Summary was used by facilitators to confirm the completion of the benchmarking process. Panelists were not provided with a Round 2 Rating Summary, as the information they provided during Round 2 was final.

## CONFERENCE EVALUATION

Following all activities, panel members completed a Conference Evaluation Form (see Appendix B) that allowed each panelist to anonymously rate various aspects of the National Benchmark Conference and record any comments they may have had, including about specific item content.

## NATIONAL BENCHMARK RESULTS

Following the conference, Pearson calculated a recommended passing standard, or National Benchmark, for each test area based on second round ratings provided by the panel members. The National Benchmark was then scaled to a score of 220 on a scale of 100–300.

The recommended standard represents the number of multiple-choice questions a candidate must answer correctly to earn a scaled score of 220.

**Table 1: National Evaluation Series™ Test Fields National Benchmarks**

<b>Field Test</b>	<b>Total # of Items</b>	<b>National Benchmark</b>
Physics	80	<b>57</b>
Physical Education	80	<b>57</b>

# **Appendix A**

## **National Benchmark Conference**

### **Panelists**

<b>Physics</b>	
<b>National Benchmark Panel</b>	
<b>April 23, 2025</b>	
<b>Affiliation</b>	
K-12	<b>12</b>
EPP	<b>1</b>
<b>Gender</b>	
Female	<b>8</b>
Male	<b>5</b>
Declined to State	<b>0</b>
<b>Ethnicity</b>	
American Indian/Alaska Native	<b>0</b>
Asian	<b>2</b>
Black/African American	<b>3</b>
Hispanic/Latino	<b>0</b>
Other	<b>1</b>
White	<b>7</b>
Declined to State	<b>0</b>

**Note:**

EPP: Educator Preparation Program faculty member

<b>Physical Education National Benchmark Panel April 28, 2025</b>	
<b>Affiliation</b>	
K-12	<b>8</b>
EPP	<b>4</b>
<b>Gender</b>	
Female	<b>8</b>
Male	<b>4</b>
Declined to State	<b>0</b>
<b>Ethnicity</b>	
American Indian/Alaska Native	<b>0</b>
Asian	<b>0</b>
Black/African American	<b>1</b>
Hispanic/Latino	<b>0</b>
Other	<b>0</b>
White	<b>11</b>
Declined to State	<b>0</b>

**Note:**

EPP: Educator Preparation Program faculty member

# **Appendix B**

## **Conference Evaluation Form**



## National Evaluation Series National Benchmark Conference Evaluation Form

Please respond to the following questions by selecting a rating on each scale.

1. Please enter the content area for the conference you are participating in.

Enter your answer

2. Rater ID Number (optional)

Enter your answer

3. How well do you feel you understood the training that you received for making your standard setting judgments?

1	2	3	4	5
---	---	---	---	---

Not At All Well

Very Well

⋮

4. How confident are you of the standard setting judgments you made?

1	2	3	4	5
---	---	---	---	---

Not At All Confident Very Confident

5. How satisfied are you that you were able to complete the work you were asked to do in the time that was provided?

1	2	3	4	5
---	---	---	---	---

Not At All Satisfied Very Satisfied

6. How successful were the coordination and logistics of the Standard Setting Conference?

1	2	3	4	5
---	---	---	---	---

Not At All Successful Very Successful

7. Overall, how satisfied are you with the standard setting review process in which you participated?

1	2	3	4	5
---	---	---	---	---

Not At All Satisfied Very Satisfied

⋮

8. Please provide any additional comments about the standard setting activities.

Enter your answer





# National Benchmark Conference Report

Conducted Online September 30, 2025  
Social Science (325)

**Prepared 10/24/25 by:**  
Evaluation Systems group of Pearson  
300 Venture Way  
Hadley, MA 01035

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## **OVERVIEW**

This report was prepared for the Educator Preparation and Pathways Committee and Oregon Teacher Standards and Practices Commission for determination related to adoption of redeveloped National Evaluation Series™ tests. This report contains the results from National Benchmark Conferences conducted for the following National Evaluation Series™ tests for teacher certification:

- Social Science (325)

The following three groups of educators were recruited to participate on the panels:

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All panelists were approved by the Director of Assessment Programs or designee prior to being invited to serve on the National Benchmark Panel. For a breakdown of the panel composition, refer to Appendix A.

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21% - 30%	=	3	71% - 80%	=	8
31% - 40%	=	4	81% - 90%	=	9
41% - 50%	=	5	91% - 100%	=	10

## **ROUND ONE: ANALYSIS**

After the panelists completed their item ratings, Pearson analyzed their rating forms to produce Round One Item Rating Summaries to be given to each panelist. The reports were prepared for each test and contained the panelist's rating, the median rating provided by all panelists rating the item, and the distribution of ratings across all panelists.

## **ROUND TWO: ITEM-BASED JUDGMENTS**

For Round Two, panelists were provided with the Item Rating Summary from Round One. Pearson facilitators explained how to read and interpret the summary. Panelists were provided with an opportunity to ask for further clarification of how to read and interpret the analyses.

Each panelist was given an opportunity to review the ratings for each item on the test in their field made by the group of panelists and compare these ratings to his/her own. Panelists then had an opportunity to discuss the items. Based on their review of the analyses provided, panelists had the opportunity to provide a second rating to replace the first rating for any items.

## **ROUND TWO: ANALYSIS**

After the panelists completed their Round 2 ratings, Pearson analyzed their rating forms. A Round 2 Rating Summary was produced and contained the following information: a) number of scorable items on the test form, b) number of raters, c) sum of item medians (i.e., panel-based standard for each component), and d) distribution of individual rater results sorted in descending order by score value. The Round 2 Rating Summary was based on the panel members' final rating on each item (i.e., either the unchanged Round 1 rating or the Round 2 rating if it is different from the Round 1 rating). The Round 2 Rating Summary was used by facilitators to confirm the completion of the benchmarking process. Panelists were not provided with a Round 2 Rating Summary, as the information they provided during Round 2 was final.

**CONFERENCE EVALUATION**

Following all activities, panel members completed a Conference Evaluation Form (see Appendix B) that allowed each panelist to anonymously rate various aspects of the National Benchmark Conference and record any comments they may have had, including about specific item content.

**NATIONAL BENCHMARK RESULTS**

Following the conference, Pearson calculated a recommended passing standard, or National Benchmark, for each test area based on second round ratings provided by the panel members. The National Benchmark was then scaled to a score of 220 on a scale of 100-300.

The recommended standard represents the number of multiple-choice questions a candidate must answer correctly to earn a scaled score of 220.

**Table 1: National Evaluation Series™ Test Fields National Benchmarks**

<b>Field Test</b>	<b>Total # of Items</b>	<b>National Benchmark</b>
Social Science	80	<b>50</b>

# **Appendix A**

## **National Benchmark Conference**

### **Panelists**

<b>Social Science National Benchmark Panel September 30, 2025</b>	
<b>Affiliation</b>	
K-12	<b>8</b>
EPP	<b>0</b>
<b>Gender</b>	
Female	<b>5</b>
Male	<b>3</b>
Declined to State	<b>0</b>
<b>Ethnicity</b>	
American Indian/Alaska Native	<b>0</b>
Asian	<b>0</b>
Black/African American	<b>3</b>
Hispanic/Latino	<b>0</b>
Other	<b>1</b>
White	<b>4</b>
Declined to State	<b>0</b>

**Note:**

EPP: Educator Preparation Program faculty member

# **Appendix B**

## **Conference Evaluation Form**



## National Evaluation Series National Benchmark Conference Evaluation Form

Please respond to the following questions by selecting a rating on each scale.

1. Please enter the content area for the conference you are participating in.

Enter your answer

2. Rater ID Number (optional)

Enter your answer

3. How well do you feel you understood the training that you received for making your standard setting judgments?

1	2	3	4	5
---	---	---	---	---

Not At All Well

Very Well

⋮

4. How confident are you of the standard setting judgments you made?

1	2	3	4	5
---	---	---	---	---

Not At All Confident Very Confident

5. How satisfied are you that you were able to complete the work you were asked to do in the time that was provided?

1	2	3	4	5
---	---	---	---	---

Not At All Satisfied Very Satisfied

6. How successful were the coordination and logistics of the Standard Setting Conference?

1	2	3	4	5
---	---	---	---	---

Not At All Successful Very Successful

7. Overall, how satisfied are you with the standard setting review process in which you participated?

1	2	3	4	5
---	---	---	---	---

Not At All Satisfied Very Satisfied

⋮

8. Please provide any additional comments about the standard setting activities.

Enter your answer



# Alignment of National Evaluation Series Social Science Framework with 2024 Oregon Social Science Standards

This alignment study identifies the state standards that are addressed in whole or in part by each competency of the assessment framework. An indication of alignment does not necessarily imply complete congruence of the content of a Series test competency with the relevant standard. The information in this document is subject to change if revisions are made to the assessment framework. Any changes will fully supersede the information contained in this document.

<a href="#"><u>Series 325: Social Science</u></a>	<a href="#"><u>2024 Oregon Social Science Standards</u></a>
<b>I. World History and Historical Thinking and Skills</b>	
<b>0001</b> Understand major developments in world history from early civilizations to 1600 CE.	6/7.H.CH.3 6/7.H.CC.4-.5 6/7.H.CP.14-.15 6/7.C.PI.1-.2, .4 6/7.C.IR.6-.7 6/7.C.DP.9 6/7.E.IC.9 6/7.E.10.ST-.11.ST

<b><u>Series 325: Social Science</u></b>	<b><u>2024 Oregon Social Science Standards</u></b>
<p><b>0002</b> Understand major developments in world history from 1600 to the present.</p>	<p>HS.US.CC.7, .9            HS.US.CE.10            HS.US.CP.16            HS.WR.CH.1-.2            HS.WR.CC.3-.6            HS.WR.CE.7-.9            HS.WR.CP.10-.19            6/7.C.PI.4            6/7.E.IC.9            6/7.E.10.ST            8.E.MI.7</p>
<p><b>0003</b> Understand historical thinking and skills.</p>	<p>Essential Disciplinary Practices II, III, IV, V, VI, VII, VIII, IX</p>

**II. U.S. History****0004** Understand major developments in early U.S. history to 1877.

6/7.H.CC.6

6/7.H.CE.7

6/7.H.CP.13

8.H.CH.1-.2

8.H.CC.4

8.H.CE.5-.8

HS.US.CH.1, .3-.4

HS.US.CP.18

HS.WR.CH.2

8.C.PI.2-.5

8.C.CE.12

8.G.HE.7

6/7.E.10.ST

8.E.MI.6

8.E.ST.9

HS.E.MI.7

HS.E.ST.15

<b><u>Series 325: Social Science</u></b>	<b><u>2024 Oregon Social Science Standards</u></b>
<p><b>0005</b> Understand major developments in U.S. history from 1877 to the present.</p>	<p>HS.US.CH.2-.4  HS.US.CC.5-.8  HS.US.CE.10-.11  HS.US.CP.12-.19  HS.WR.CH.2  8.C.CE.13-.14, .18  HS.C.DP.12  8.E.MI.6  HS.E.MI.7  HS.E.ST.15</p>

<u>Series 325: Social Science</u>	<u>2024 Oregon Social Science Standards</u>
<b>III. American Government</b>	
<p><b>0006</b> Understand civic participation and skills, the roles and systems of government, and the rights and responsibilities of U.S. citizenship.</p>	<p>6/7.C.PI.3  6/7.C.IR.6, .8  6/7.C.CE.10  8.C.PI.1, .6  8.C.IR.9  8.C.CE.12-.14  HS.C.PI.1-2  HS.C.IR.9-10  HS.C.DP.17  HS.C.CE.19</p>
<p><b>0007</b> Understand basic principles of the U.S. Constitution and the structure and functions of different branches and levels of government in the United States.</p>	<p>6/7.C.PI.5  8.C.PI.7-.8  8.C.DP.10-.11  HS.C.PI.3, .5-.7  HS.C.IR.8  HS.C.IR.11  HS.C.DP.13-.16</p>

<u>Series 325: Social Science</u>	<u>2024 Oregon Social Science Standards</u>
<b>IV. World Geography</b>	
<p><b>0008</b> Understand spatial thinking, geographic tools and skills, and physical and cultural features of places and regions.</p>	<p>6/7.G.GR.1-.2  6/7.G.MM.3  6/7.G.HI.4  8.G.GR.1-.2  8.G.MM.3  8.G.HI.5-.6  8.G.HE.7  HS.G.GR.1  HS.G.MM.2  HS.G.HI.6-.7</p>
<p><b>0009</b> Understand human systems.</p>	<p>6/7.G.MM.3  6/7.G.HI.4-.5  6/7.G.HE.6-.7  8.G.GR.1-.2  8.G.MM.3-.4  8.G.HI.5-.6  8.G.HE.7  HS.G.MM.2-.5  HS.G.HI.7-8  HS.G.HE.9-.11</p>

<u>Series 325: Social Science</u>	<u>2024 Oregon Social Science Standards</u>
<b>V. Economics and Financial Literacy</b>	
<b>0010</b> Understand the core ideas in economics.	6/7.E.MI.4-.7 6/7.E.IC.8 6/7.E.12.ST 8.E.MI.5 8.E.IC.8 HS.E.MI.1-.4, .6 HS.E.IC.8-.10 HS.E.ST.11-.14
<b>0011</b> Understand fundamental concepts of financial literacy.	6/7.E.ES.1-.3 8.E.ES.1-.4 HS.E.MI.5

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ITEM: EARLY LITERACY STANDARDS IMPLEMENTATION: EPP PROGRESS AND STATUS

ACTION: **ACTION ITEM**

RECOMMENDATIONS: The Executive Director recommends adoption of the following:

**RESOLVED**, that, based upon the evidence provided by Educator Preparation Providers (EPPs) through their participation in work groups and communities of practice, iterative submission of implementation planning materials, and ongoing engagement with TSPC staff through formal and informal check-ins and presentations, the Commission acknowledges the progress made toward alignment with the Commission-adopted Early Literacy Standards and accepts the staff recommendation that the following EPPs are on track for full implementation in the 2026–2027 academic year:

- Linfield University
- Bushnell University
- Oregon State University
- Lewis and Clark College
- University of Portland
- Portland State University
- Southern Oregon University
- Western Oregon University

**RESOLVED FURTHER**, that the Commission commends Educator Preparation Providers for their sustained and collaborative engagement in implementation planning, including participation in communities of practice, transparent planning processes, and ongoing program refinement to support alignment with the Early Literacy Standards; and

**RESOLVED FURTHER**, that the Commission affirms the importance of continued support, monitoring, and structured opportunities for collaboration as EPPs move into full implementation and ongoing refinement of literacy-aligned program components; and

**RESOLVED FURTHER**, that the Commission affirms its commitment to continued review of EPP alignment with Early Literacy Standards as part of its ongoing oversight of educator preparation in Oregon.

**INFORMATION:**

In July 2024, the Commission adopted Early Literacy Standards informed by the recommendations of the Early Literacy Educator Preparation Council (ELEPC), established under Executive Order 23-12. These standards establish expectations for Educator Preparation Providers to align coursework, clinical

experiences, instructional materials, and assessment systems with evidence-based literacy practices as outlined in [OAR 584-420-0015](#) and [OAR 584-430-0300](#).

The Commission also adopted a phased implementation timeline:

- 2024–2025: Capacity Building
- 2025–2026: Program Alignment and Redesign
- 2026–2027: Full Implementation

Since adoption of the Early Literacy Standards, the Commission has received regular updates on standards implementation planning and EPP progress at the following meetings:

- October 2024 – Early Literacy Standards Update
- April 2025 – Early Literacy Preparation Standards Update
- June 2025 – Early Literacy Preparation Standards Update
- February 2026 – Early Literacy Standards Implementation Update

These updates have provided the Commission with ongoing opportunities to review implementation planning, monitor progress, and engage in discussion regarding EPP readiness for full implementation.

## **BACKGROUND:**

Over the past 18 months, EPPs have engaged in a structured, iterative, and collaborative implementation planning process supported by TSPC staff. This work has included participation in foundation-building communities of practice, ongoing and systematic check-ins with staff, submission of draft and revised implementation plans, and formal presentations describing program design, strengths, challenges, and key learnings.

Through this process, EPPs have made significant progress in examining and refining program components to strengthen alignment with the Early Literacy Standards. Efforts have included reviewing and refining coursework, clinical experiences, assignments, instructional materials, and assessment systems to improve coherence and ensure sufficient depth and opportunity for candidates to develop and apply evidence-based literacy practices. This process has included multiple cycles of submission, feedback, and refinement, supporting progressive alignment of programs over time.

EPPs have also identified common challenges, including integrating new requirements within existing program structures, aligning state-specific standards, and ensuring consistent depth and practice opportunities across program components. These insights have informed ongoing collaboration with TSPC staff and will continue to shape implementation efforts as programs move into full implementation.

This item represents the first of two planned Commission actions identifying EPPs that are on track for full implementation by Fall 2026, with additional programs anticipated for consideration in June 2026.

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ITEM: PROFESSIONAL PRACTICES COMMITTEE CHAIR REPORT

ACTION: **DISCUSSION ITEM/POSSIBLE ACTION ITEM**

INFORMATION: The Professional Practices Committee:

The Professional Practices Committee met on March 12, 2026.

A proposal for the imposition of civil penalties was discussed and will be presented to the Commission later this meeting.

The discussion regarding revisions to Division 19 has been rescheduled to the committee meeting on May 20, 2026.

The legislative concept related to updating language in ORS 342.176 concerning patron complaints was reviewed and will be shared with the Commission later this meeting.

Staffing Updates:

TSPC has hired three new investigators since early February. An additional recruitment has been opened to fill a fourth investigator position.

The Following Agenda items have been selected for Discussion at the next Professional Practices Committee Meeting in March.

- a. Discussion and Development of Rules related to civil penalties
- b. Division 19 edits

**Next Meeting of Professional Practices Committee: May 20, 2026**

**Attachment:**

ITEM: PROFESSIONAL PRACTICES PRODUCTION REPORT

ACTION: **INFORMATION ITEM**

INFORMATION: The following information compiled using the following dates **January 30 – March 31, 2026**. This compiled statistic indicates the number of cases pending in each category.

**Cases Under Consideration:**

	April 2025	June 2025	August & October* 2025	February 2026
<b>Final Orders</b>				
Proposed Orders / Actions (Cases from “Other Discipline Issues”)	1	2	1	0
Stipulated Orders	10	7	9	4
Default Orders (informational)	3	8	15	3
Mandatory Revocations	2	1	2	2
Letters of Informal Repeval	2	4	4	0
<b>Total</b>	18	22	31	9
<b>Total</b>				
Preliminary Investigations Reports that were Administratively closed	19	28	62	91
Preliminary Investigation Reports Recommending Action to Dismiss	3	6	10	3
Preliminary Investigation Reports Recommending No Further Action	1	4	6	1
Preliminary Investigation Reports Recommending Action to Charge	15	21	22	19
Cases to Discuss Before the Commission	5	0	1	3
<b>Total Investigation Reports:</b>	<b>43</b>	<b>59</b>	<b>100**</b>	<b>65</b>
<b>Average Length of Investigations (in Months):</b>	<b>11.7</b>	<b>8.4</b>	<b>11.73**</b>	<b>16.25</b>
<b>Percent Completed in less than six (6) months:</b>	<b>25%</b>	<b>53%</b>	<b>57.14%**</b>	<b>15%</b>
<b>Total</b>				
Consideration of Amended Notices to Charge	1	0	3	0
Applications for Reinstatement Pursuant to OAR 584-050-0018	1	0	0	1
Consideration of Other Discipline Issues	1	2	1	0
Termination of Monitoring Period	0	2	0	4
<b>Total</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>5</b>

- \* prior to February 2025 administratively closed cases were not included in total investigation reports, length of investigations and percent completed in less than six months.
- \*\*October stats include cases from August’s special/interim meeting.

**Cases Pending an Investigation:**

Cases Under Investigation	109	112	84*	131
Cases Pending Disposition in Other Venue	48	45	44	36
New Cases Received Since Last Meeting - Patron Complaints	78	24	46	77
New Cases Received Since Last Meeting - District Complaints	50	43	41	81
<b>Total</b>	<b>578*</b>	<b>607*</b>	<b>588*</b>	<b>577*</b>

- \* This is total number of open cases, not total of numbers in column, some cases received complaints from patrons and districts.

**Pending Hearing Process:**

Cases Requesting a TSPC Hearing	17	14	16	17
Cases Waiting for Final Order	4	2	1	4
Cases Pending Before the Court of Appeals	0	0	0	0

**House Bill 3351 Actions:**

Delayed Under Provisions of HB3351 Since Last Meeting	2	11	7	12
Reinstated Under Provisions of HB3351 Since Last Meeting	3	0	5	2

**Professional Practices Historical Context:**

<b>Investigation Reports</b>	Previous Year: 2025 Averages Per Meeting	February 2025 Meeting:
Preliminary Investigation Reports Recommending Action to Dismiss	6	5
Preliminary Investigation Reports Recommending No Further Action	3	1
Preliminary Investigation Reports Recommending Action to Charge	19	19
<b>Total Investigation Reports Considered:</b>	<b>73</b>	<b>25</b>
<b>Total Cases Administratively closed</b>	<b>43</b>	<b>64</b>

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ITEM: CIVIL PENALTIES

ACTION: **DISCUSSION**

INFORMATION: Discussion and Development of Civil Penalty Structure

**Background:**

During the last legislative session, SB805 amended ORS 342.176 to authorize the Teacher Standards and Practices Commission (TSPC) to impose civil penalties in educator misconduct cases.

**Key Provisions:**

- Applies to complaints filed **on or after January 1, 2026**.
- Directs TSPC to **adopt administrative rules** establishing civil penalties.
- Sets a **maximum penalty of \$1,000 per single violation**.
- Requires that **all funds collected** from civil penalties be deposited in the **State Treasury**, credited to the **TSPC Account**.

**Action Needed:**

- Determine Penalty Structure

**Proposed Penalty Structure:**

- Convictions leading to Mandatory revocations (ORS 342.143)
  - \$1000
- Licensure violations
  - \$250 per quarter up to \$1000 for working without proper license or endorsement
    - \$250 for up to 3 months
    - \$500 for 3-6 months
    - \$750 for 6-9 months
    - \$1000 for more than 9 months
  - \$500 Failure to provide 60 days' notice
- Violations of Gross Neglect of Duty (OAR 584-020-0040)(4)
  - minimum of \$100 to a maximum of \$1000
  - The Commission shall consider factors listed in 584-020-0045 when determining the amount of the civil penalty and per ORS 342.177 (6)(a) shall not exceed \$1000
- Violations of Gross Unfitness (OAR 584-020-0040)(5)
  - minimum of \$100 to a maximum of \$1000
  - The Commission shall consider factors listed in 584-020-0045 when determining the amount of the civil penalty and per ORS 342.177 (6)(a) shall not exceed \$1000
- Notification will be included in NOH.

- If penalty is not paid or acceptable arrangements for payment are not made within 90 days, the educator's license will be suspended until the civil penalty has been satisfied.

Rulemaking timeline for civil penalties

<b>Professional Practices Committee</b>	<b>3/12/2026</b>
<b>Commission Meeting – Preview</b>	<b>4/10/2026</b>
<b>RAC meeting</b>	<b>4/23/2026</b>
<b>Bulletin w/Proposed Rules</b>	<b>5/1/2026</b>
<b>Last Day to mail to legislators</b>	<b>5/12/2026</b>
<b>Last Day to mail to Interested Parties</b>	<b>6/2/2026</b>
<b>1st date for hearing</b>	<b>5/15/2026</b>
<b>Professional Practices Committee</b>	<b>5/20/2026</b>
<b>Last date for hearing request</b>	<b>5/22/2026</b>
<b>Commission Meeting - Adoption</b>	<b>6/24/2026</b>
<b>Permanent Rule Proposed</b>	
<b>Effective date</b>	<b>7/1/2026</b>



**THE STATE OF OREGON  
Teacher Standards & Practices Educator Civil Penalties**

	Letter of Informal Reproval	Public Reprimand	Suspension 0 - 90 days	Suspension 90 days – 1 year	Suspension > 1 year	Revocation/ Revoke right to apply
Failure to Provide 60 Days' Notice		\$500	\$500			
Teaching on an Expired License		\$100-\$500	\$100-\$500			
Violations of Gross Neglect of Duty		\$100-\$250	\$250-\$500	\$500-\$750	\$1000	\$1000
Violations of Gross Unfitness		\$100-\$250	\$250-\$500	\$500-\$750	\$1000	\$1000
Convictions leading to Mandatory Revocation						\$1000

Shaded area denotes applicable sanction

(\*\*\*\*DRAFT\*\*\*\*)

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ITEM:

COMMISSION PROFESSIONAL DEVELOPMENT

**INFORMATION ITEM**

INFORMATION:

The Commission Chair will provide an update regarding professional learning relevant to the work of the Commission and provide an opportunity for Commission discussion.

The Executive Director will seek direction from the Commission on the professional learning the Commission would like to receive in June.