

**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
OCTOBER 2021
PROGRAM PROPOSAL
BACHELOR OF APPLIED SCIENCE
TEACHER EDUCATION P-3
CLARK COLLEGE**

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Cover Page — Program Proposal

Program Information

Institution Name: Clark College

Degree Name: Bachelor of Applied Science in Teacher Education P-3

CIP Code: 13.1202

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Associate of Applied Science in Early Childhood Education

CIP Code: 13.1210

Year Began: 1968

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2022

Projected Enrollment (FTE) in Year One: 24 Students

Projected Enrollment (FTE) by Year: Click or tap here to enter text.

Funding Source: Choose an item.

Mode of Delivery

Single Campus Delivery: Single Campus

Off-site: Field Experience

Distance Learning: Online, Hybrid, and In-person

Program Proposal

Please see criteria and standard sheet. **Page Limit: 30 pages**

Contact Information (Academic Department Representative)

Name: Sarah Theberge, Meghan Crozier

Title: Professor ECE Faculty, BAS TE Lead Faculty

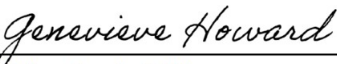
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Chief Academic Officer signature

The Program Proposal must be signed. To sign, double click on the signature line below.



Chief Academic Officer

7/13/2021

Date

Introduction

Clark College proposes to design a Bachelor of Applied Science in Teacher Education (BAS TE) with preschool through third grade teacher certification preparation to include endorsements in Early Childhood Education (ECE) and Bilingual Education in the degree pathway. This degree will use a traditional route to provide a seamless pathway for students who hold an Associate of Applied Science (AAS) degree in Early Childhood Education toward an applied baccalaureate degree, and add the opportunity for preschool through third grade teacher certification. Currently, an associate of applied science student who completes the Associate of Applied Science in Early Childhood Education degree will need an additional year of general education requirements in order to transfer to a four-year university as a junior. This creates an additional year of courses, often referred to as a “plus-year.” The proposed Bachelor of Applied Science in Teacher Education P-3 pathway offers accessibility, affordability and flexibility of which creates a wider pathway for students to navigate toward a degree, greater job opportunity, and higher wages.

These working associate of applied science students who have been employed in early learning and as paraprofessionals have contextualized experience with teaching that provide deeper understandings. The proposed Bachelor of Applied Science in Teacher Education P-3 will build upon these experiences by providing a program that focuses on the process of teaching, including all issues of cultural awareness and anti-racist practices, along-side categories of specific domains of teaching and learning. The program leads to teacher certification with endorsements that provide more financial security for the associate of applied science student, as well as meeting the shortages of teachers in the Clark College service district.

At Clark College, the demographics of the Associate of Applied Science in Early Childhood Education student population is diverse including over 30 percent students of color, over 80 percent first-generation and over 75 percent low-income students. A bachelor of applied science degree with preschool through third grade teacher certification will provide students with opportunities for higher wages, which will impact students, students’ families, and the local economy. With such a large percentage of first-generation students, the opportunity for providing an accessible education pathway for their families is ripe and can impact the cycle of undereducated representation in low-income families. A Bachelor of Applied Science in Teacher Education P-3 degree with a bilingual endorsement will also impact the workplace, as it will increase capacity to promote racial equity. The bilingual endorsement allows increased opportunity for intentional recruitment of student candidates that will represent the diversity of the student population in Clark College’s service region.

Research continues to highlight the importance of the first eight years of a child’s life. The early childhood focus of this degree creates a significant opportunity to provide students with information about the continuum of development of children from birth through age eight. Students in the proposed Bachelor of Applied Science in Teacher Education P-3 degree will, upon graduation, have the knowledge and skills to support children’s cognitive and social learning needs in culturally responsive ways. Students will have also learned to seek partnerships with families and other stakeholders to maximize the efforts of teaching and learning.

Data from the Office of Superintendent of Public Instruction (OSPI) shows that students of color in the State of Washington make up nearly half of the total student population for the state, and the percentage of teachers of color hovers around 12 percent, showing a wide gap for authentic representation in the classroom.

With intentional recruitment of systemically non-dominant populations, graduates of the proposed Bachelor of Applied Science in Teacher Education P-3 degree program will better represent the diverse communities served.

The opportunity to learn authentically from systemically non-dominant teachers is limited with such low numbers of representation. Clark College can contribute to lowering the lack of representation gap with the demographics of the typical Clark College Associate of Applied Science in Early Childhood Education student and with intentional recruitment of student candidates from a variety of partners.

The proposed Bachelor of Applied Science in Teacher Education P-3 program is steeped in learning and understanding dynamics of power, privilege and inequity, effective and diverse teaching skills, and strategies of cultural responsiveness and anti-racist teaching. The program is intentionally designed to reach systemically non-dominant populations in faculty representation, recruitment of student candidates and the construct of culturally responsive practices embedded in curriculum. Each course will prepare candidates to work with children and families who are culturally, linguistically, and ability diverse.

The proposed Bachelor of Applied Science in Teacher Education P-3 degree, forecasted to open in Fall 2022, is set to positively impact the needs of the early learning community in Southwest Washington from birth through third grade in a variety of general education, bilingual classrooms, and programs such as, Head Start, Early Childhood Education and Assistance Program (ECEAP), and elementary schools. With increased requirements of a bachelor degree for lead teachers in child care programs seeking accreditation by the National Association for the Education of Young Children (NAEYC), the expansions of Head Start and ECEAP in the State of Washington, and the increase in demand for kindergarten and elementary teachers as identified by OSPI, this program is set to impact the needs of the early learning community in Southwest Washington.

School districts have shown excitement to collaborate with Clark College faculty to create a Bachelor of Applied Science in Teacher Education P-3 program that can provide teachers to serve in the local districts. Growing teachers from one's own community provides a natural opportunity to create a more diverse and reflective workforce and decrease teacher turnover. Each district has indicated support of this program. The program courses are all steeped with cultural competencies, attention to ability diverse learners and bilingual learners. The program will provide teachers endorsed in areas where shortages are impacting the community. The Early Childhood Education and bilingual endorsements and a future plan to add special education, the program will provide teacher candidates with the knowledge, tools, and resources to meet the needs of children who are ability diverse and children who are bilingual and/or English learners. A strong Professional Education Advisory Board (PEAB) and partnerships between school districts and the college during the residency ensures that candidates upon graduation, are prepared to work and serve in the district.

There is a clear pathway from high school careers in education programs to the Associate of Applied Science in Early Childhood Education degree which provides high school students the opportunity to

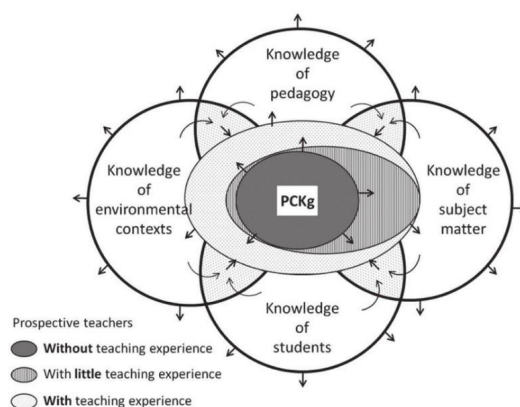
earn dual credit through articulation agreements. From there, the Associate of Applied Science in Early Childhood Education student graduate can enter the proposed Bachelor of Applied Science in Teacher Education P-3 program seamlessly. This proposed program will be designed to make teacher certification more accessible to the para-educator workforce, so that these educators may have a good and reliable opportunity to increase job opportunities with increased salary.

Criteria 1

Curriculum demonstrates baccalaureate level rigor.

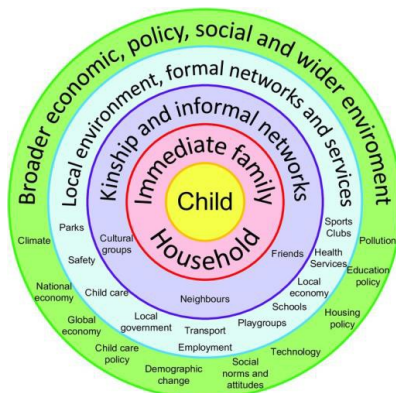
The proposed Bachelor of Applied Science in Teacher Education P-3 program is built on research-based practices and constructivist theory for both young learners and adults. The guiding framework of pedagogical content knowing used in other program designs is best summed up in the figure below by Cochran, DeRuiter, & King (1993).

Figure 1.



In addition, the program design embeds the theory of Urie Bronfenbrenner and is defined in this ecological model diagram by Joel Gibbs from the book *Housing Children* by Kathryn Scott. Bronfenbrenner's theory and bioecological model is important for teachers to understand as a framework for cultural responsiveness and relationship building in teaching.

Figure 2.



Lastly, the program recognizes the work of Malcolm Knowles with the Principles of Andragogy that respects the maturity of the student and the life and cultural experiences those students bring to their learning.

Figure 3.



Program Learning Outcomes

Learning outcomes for the proposed Bachelor of Applied Science in Teacher Education P-3 were presented to Clark's Professional Educator Advisory Board (PEAB) in Winter 2021. Based on that conversation, changes were made to the proposed program to reflect the advisory board members' professional feedback. The outcomes were developed using a variety of standards from organizations such as: The Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the National Association for the Education of Young Children (NAEYC), Office of Superintendent of Public Instruction (OSPI) Social and Emotional Learning Standards and Indicators, the Washington Teacher Standards- based Benchmarks from Professional Educators Standards Board (PESB). As outcomes continue to reflect trends in practices, work will continue to knowledge recommended are reflected in curriculum. Driving the program outcomes is also the understanding that all children can learn, thus the program reflects a commitment that *all outcomes* consider children and families who are culturally, linguistically, and ability diverse.

Program Outcomes

- **Power, Privilege & Inequity And Culturally Responsive Practices:**
The candidate demonstrates awareness and evaluates own cultural identity, biases and beliefs while maintaining an understanding of differences in perspectives and approaches; and creates and maintains learning environments that are culturally safe and responsive for a variety of students and their families where all feel safe and has a place;

- **Pedagogical Skills:** The candidate will apply learning theories while incorporating a variety of evidence-based instructional strategies in teaching practices across disciplines that are culturally, linguistically, individually, and developmentally appropriate for students with a variety of learning needs, and includes navigation of technology and utilization of learning management systems;
- **Areas of Content Knowledge:** The candidate will develop and implement central concepts of Language Arts, Science, Mathematics, Health and Fitness, Technology and Social Studies, Social and Emotional Development, all of which include 21st century skills such as critical thinking and identify resources the individual student needs for support, development and success;
- **Child Development and Individualization:** The candidate applies theory of child development, including awareness of cultural responsiveness and diverse learning needs in planning and implementing learning plans that support students for individual growth across all developmental domains including students who are second language learners;
- **Supportive Communities:** The candidate develops a teaching philosophy that includes the importance of relationships with students, families, colleagues and community resource agencies; creates and maintains those relationships to support the growth and development of individual students.
- **Planning:** The candidate will prepare lesson plans based in theory and will routinely analyze, evaluate and synthesize the results of their own teaching practices and make appropriate changes that respond more effectively to student growth and development, recognizing cultural, ability and language diversity, while including appropriate stakeholders in the process;
- **Assessment:** The candidate will analyze and implement a variety of culturally and developmentally appropriate assessments while evaluating progress in collaboration with colleagues and families in order to guide and develop each student and demonstrate ability to self-assess one's own teaching strategies;
- **Guidance and Support:** The candidate observes and analyzes the behavior of students, to develop and implement strategies that are culturally, developmentally and effective in maximizing the success of each student and of the classroom while utilizing resources available within and outside of the classroom;
- **Professionalism:** The candidate, in pursuit of developing their teaching identity, is familiar with and engages with on-going professional development in alignment with district, state and national standards and trends, both collaboratively and individually;
- **Organization and Compliance:** The candidate appraises, implements strategies and monitors the Individual Family Service Plan (IFSP), Individual Education Plan (IEP), and 504 plans in collaboration with teams that include families, professionals and teachers to provide support necessary for an individual student's success and has awareness of WAC's and other codes of which apply to teaching standards.

Program evaluation and process

Upon State Board approval and successful Northwest Commission on Colleges and Universities accreditation, the proposed Bachelor of Applied Science in Teacher Education P-3 degree will formally integrate into the already established Clark College evaluation processes. These processes and committee oversight include but are not limited to, Instructional Planning Team, Curriculum Committee, Outcomes Assessment Committee, along with the oversight and timeline for Program Improvement processes. The proposed program will also use Guided Pathways initiatives and will leverage college opportunities such as college-wide Assessment Day and Teaching and Learning assessment institutes, all of which contribute to program refinement.

Evaluation criteria and process for the proposed Bachelor of Applied Science in Teacher Education P-3 will align with existing program assessment practices at Clark College and will be designed to respond to the following standards:

- The evaluation of program efficacy relies primarily on the success of graduates in demonstrating the abilities of highly effective first year teachers (as outlined in inTASC and other tools) and through the lens of both student progress in their classrooms and their teaching and advocacy of educational justice. Data will be collected from principals of schools in which new teachers are assigned for analysis and program strengthening.
- Additional evaluation components include a) course/faculty evaluation; b) faculty small group discussions and feedback about program operations and effectiveness; c) success of the candidate assessment measures of teaching efficacy and; d) feedback from mentor teachers and other school partners.
- While all graduates will pass required WA state tests, Clark College will not use pass rates of the West B or West E to determine program effectiveness as these measures have proved unreliable indicators of future teacher success, especially among English as a second language learners. Pass rates will be used for data collection and reporting to PESB.
- The program will rely on the industry partners of the Professional Education Advisory Board (PEAB) for feedback, recommendations and suggestions to the administrators and faculty gathered from the three meetings held per year.
- The Professional Education Standards Board (PESB) provides standards for teacher preparation programs of which are also monitored by PESB. The program will respond with required submissions of data tables that track candidates, jobs, mentor teachers, faculty, school placements, etc.
- The program will partner with the Clark College Outcomes Assessment committee to ensure appropriate alignment between program outcomes and assessment practices. In addition, the Instructional Planning Team (IPT) of Clark College comprised of faculty and administrators oversees Program Viability Processes and the Bachelor of Applied Science in Teacher Education P-3 program will regularly be monitored for improvement practices.

Courses needed by students transferring with technical associate degrees

At a minimum, future Bachelor of Applied Science in Early Childhood Education students must either have completed a technical associate degree and/or have more than 90 college level credits from a regionally accredited institution prior to applying for admission to the program. Prerequisite courses are described later in the document under “Admissions.”

Students will be required to meet the 60 credit General Education requirement as outlined in the SBCTC’s minimum general education requirements for applied baccalaureate degrees prior to graduation. These credits can be earned at either/both the associate degree and/or applied bachelor degree level. Clark College expects students to come primarily with one of the following credentials:

- Associate of Applied Science in Early Childhood Education
- Associate of Applied Science in Paraeducator
- Associate of Applied Science degrees in other fields and meeting required Early Childhood Education prerequisite courses
- Associate in the Arts degree and meeting required Early Childhood Education prerequisite courses

Proposed Curriculum

The curriculum for proposed Bachelor of Applied Science in Teacher Education P-3 was created using guidelines for General Education requirements and examining the teaching standards and frameworks from the industry from a variety of sources including, OSPI, PESB, and InTasc standards. In addition, local school districts provided feedback on what an “ideal teacher” looks like in their districts and schools of which were used to determine course outcomes, course titles and credit amounts. Student candidates will also have a progression of field experience embedded into their 300 and 400 level coursework beginning with the Language and Literacy Acquisition course. This course requires students to have a minimum of six hours of fieldwork in a Pre-K-3rd grade classroom teaching three prepared lesson plans to a group no smaller than three students. Lastly, the Professional Educator Advisory Board was instructive in determining the alignment of course outcomes with the types of courses that would best benefit students.

Table 1: Third- and Fourth- Year BAS TE Courses

BAS Courses (Years 3 & 4)	Number of Credits
ENGL 102	5 Gen Ed
Art330 Creative Arts in Teaching	5 Gen Ed
NSCI300 Inquiry Based Science Methods	5 Gen Ed
SOC360 Social Studies for Teachers	5 Gen Ed
ECED400 Law and Ethics	5
ECED300 Vision to Practice in Anti-Bias Education	5
ECED401 Collaborative Leadership and Supervision	3
ECED412 Observation, Assessment and Evaluation	5
ECED403 Social-Emotional Guidance and Trauma Informed Care	5
ECED302 Effective and Meaningful Curriculum Design	5
ECED304 Language and Literacy Acquisition	5
ECED310 Integrated Health and PE	2
ECED306 Meaningful Math Methods	5
ECED409 Seminar I	2
ECED413 Seminar II	2
ECED405 Individualized Teaching	5
OR	
ECED406 Bilingual Teaching	5
ECED407 Residency 1	13
ECED411 Residency II	13
Total General Education Credits: 20 Total Degree Credits: 95-100	

With the proposed Bachelor of Applied Science in Teacher Education P-3 degree, Clark College intends to afford both full-time and part-time pathways designed to offer flexibility for the working student. The design attempts to overlap courses in terms of which quarter they are offered when possible so both part-time and full-time students can engage with one another. Clark College anticipates that a part-time cohort would begin Fall 2024.

Anticipated Schedule: Full Time Program

Table 2: Anticipated Full-time Program Schedule

Fall	Winter	Spring	Summer	Fall	Winter	Spring
ECED300 Vision to Practice (5)	ECED306 Meaning. Math (5)	ENGL102 English Comp (5)	ECED405 Ind. Teaching (5)	ECED410 Integrated Health and PE (2)	ECED407 Residency (13)	ECED411 Residency (13)
ECED 302 Effective Curriculum (5)	NSCI300 Inquiry Science (5)	Art330 Creative Arts (5)	OR	ECED 412 Observation / Assessment (5)	ECED409 Seminar (2)	ECED413 Seminar (2)
ECED 304 Lang & Lit (5)	SOC360 Social Studies (5)	ECED300 Law / Ethics (5)	ECED406 Bilingual Teaching (5)	ECED401 Leadership (3)		
				ECED403 Guiding Behavior / SEL (5)		
15 credits	15 credits	15 credits	5-10 credits	15 credits	15 credits	15 credits

Anticipated Schedule: Part-Time Program

Table 3: Anticipated Part-Time Program Schedule

Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring
ENGL102 (5)	ECED 302 Effective Curricu m (5)	ECED306 Meaning. Math (5)	SOC360 Social Studies (5)	ECED 412 Obs. / Assessment (5)	ECED300 Law / Ethics (5)	ECED407 Res. (13)	ECED411 Res. (13)
ECED300 Vision to Practice (5)	ECED 304 Lang & Lit (5)	NSCI300 Inquiry Science (5)	Art330 Creative Arts (5)	ECED405 Ind. Teaching (5) OR ECED406 Bilingual Teaching (5)	ECED401 Leadership (3)	ECED409 Seminar (2)	ECED413 Seminar (2)
10 credits	10 credits	10 credits	10 credits	15 credits	13 credits	15 credits	15 credits

Criteria 2

Qualified Faculty

Clark College is committed to diversifying faculty to better reflect the population of students served. Current faculty are working with the Office of Diversity, Equity, and Inclusion (ODEI) and Human Resources (HR) to ensure that the proposed Bachelor of Applied Science in Teacher Education P-3 degree is staffed with high quality and diverse faculty. The college is set to hire a full-time tenured-track faculty who will teach full-time in the Bachelor of Applied Science in Teacher Education P-3 program and whom will bring a background of working with a variety of students who are culturally, linguistically, and ability diverse to begin Fall 2022. Intentional recruitment efforts were launched within cultural organizations locally, state-wide and nationally with efforts to create a diverse applicant pool.

Current Clark College faculty in departments with specialization of specific content areas have been recruited, (i.e., social studies, humanities, etc.) to write syllabi, curriculum, and teach courses when the proposed Bachelor of Applied Science in Teacher Education P-3 is offered. In addition, contact has been made with local school district communities that are seeking teachers who are highly qualified to teach part-time in the program.

All current and future Clark College instructors in the proposed Bachelor of Applied Science in Teacher Education P-3 program meet the Washington Administrative Code requirements regarding advanced degrees. In addition, many of the instructors have field experience in the disciplines they will be teaching.

Table 4: Qualified Faculty

Name	FT/PT	Hire Date	Degrees/Credentials	P-3 Experience	Classes Taught/Areas of Expertise
Debra Jenkins	FT	Fall 1992	<ul style="list-style-type: none"> • AAS in Early Childhood Education • BA in Human Development with focus in Developmental Education • MA in Human Development with specialization in Bicultural Development • MS in Psychology • PhD in Higher Education Administration 	<ul style="list-style-type: none"> • Toddler • Preschool • School-Age • Higher Education 	<ul style="list-style-type: none"> • Early Childhood Education • Child Development • Power, Privilege and Inequity • Anti-Racist and Anti-Bias Education • Critical Race Theory • Racially Informed • Trauma Leadership and Administration
Michelle D. Mallory	FT	Dec 2003	<ul style="list-style-type: none"> • BS in Psychology: Specialization Special Education • MS in Curriculum: Specialization Early Childhood Ed 	<ul style="list-style-type: none"> • P-3 Experience • Special Ed • Teacher K-12 • Early Intervention Specialist 	<ul style="list-style-type: none"> • Child and Family Relationships • Infant / Toddler Special Education
Ally McLaughlin	PT		<ul style="list-style-type: none"> • MA Education 	<ul style="list-style-type: none"> • 14 years middle school and elementary experience including kindergarten • Adjunct higher education 	<ul style="list-style-type: none"> • Curriculum development in both K-12 systems and higher education
Sarah Theberge	FT	Fall 1992	<ul style="list-style-type: none"> • AAS-ECE • BA in Human Development • MA in Human Development with Adult • Education and Leadership in Education Certificates 	<ul style="list-style-type: none"> • Preschool • Kindergarten (Private) • Post-Secondary Instruction 	<ul style="list-style-type: none"> • Early Childhood Education • Curriculum Development And Practicums

Don Ludwig	FT	May 2015	<ul style="list-style-type: none"> • PhD MSW • M.Div 	<ul style="list-style-type: none"> • Social Worker with specific focus on Family Development 	<ul style="list-style-type: none"> • Social Studies Sociology
Amy Campbell	PT	Upon start of program	<ul style="list-style-type: none"> • BS Psychology, Master in Teaching; K-8 general education • 3-21 years Special Education 	<ul style="list-style-type: none"> • Inclusionary Practice, Accommodation and Assistive Technology, and Disability activism and advocacy • Years of service: 13 	
Erynn Torrey	PT	Upon start of program			<ul style="list-style-type: none"> • Math for Elementary Teachers
Kelley Mainka	PT	Upon start of program			<ul style="list-style-type: none"> • Math for Elementary Teachers
Meghan Crozier	FT	Fall 2021	<ul style="list-style-type: none"> • MA in Reading Instruction • BA in Spanish • BA in Elementary Teaching 	<ul style="list-style-type: none"> • 15 years 	<ul style="list-style-type: none"> • Bilingual Education in Grades K-3
Rebecca Martin		Fall 2020	<ul style="list-style-type: none"> • Master's Environmental Science Master's Education Bachelor • Environmental Biology 		<ul style="list-style-type: none"> • Inquiry Based Science Education
Lisa Conway	FT	2003	<ul style="list-style-type: none"> • BFA MFA 	<ul style="list-style-type: none"> • Teaching - ceramics at all levels of art experience 	<ul style="list-style-type: none"> • Art-Appreciation Ceramics
T. Mychael Irwin	PT	Upon start of program	<ul style="list-style-type: none"> • BS: Elementary Ed • MEd in Literacy and Literacy Acquisition • Principal • Certificate 	<ul style="list-style-type: none"> • 35 years teaching a variety of subjects • University Instructor • Principal and District Admin 	<ul style="list-style-type: none"> • Curriculum and Instruction with an emphasis on Language and Literacy • Acquisition

Criteria 3

Selective admissions process, if used for the program, consistent with an open-door institution.

Admissions

Faculty at Clark College has been participating with local school districts within the context of advisory committees, diversification of the workforce efforts, and Grow Your Own (GYO) teacher initiatives. Grow Your Own initiatives are the result of supported work from the Professional Educator Standards Board (PESB) defining Grow Your Own as programs that are “highly collaborative, community- rooted, and provide intensive supports including recruiting, developing, placing, and retaining diverse educators. Grow Your Own programs also dismantle institutional racism, work towards educational equity, and improve academic outcomes for all students.” Clark College faculty view this work as a commitment to diversifying the workforce and participating actively toward efforts of greater representation of systemically non-dominant teachers. Faculty is also working collaboratively with the college admissions department and the Office of Diversity, Equity, and Inclusion with efforts of recruitment that work to remove barriers rather than create them.

Intentional practices by Clark College and faculty to reach into populations such as, high school students, paraprofessionals, after school programs, and native bilingual speakers along with the diversity in demographics of the Associate of Applied Science in Early Childhood Education program all offer opportunities to diversify the student candidate pool. Clark College is committed to authentic representation of the workforce. In addition to efforts to intentionally recruit a diverse applicant pool, Clark College is also committed to ongoing evaluation of the Bachelor of Applied Science in Teacher Education P-3 program admissions process through an equity lens.

Students interested in the proposed Bachelor of Applied Science in Teacher Education P-3 degree will be screened through a process with clearly-defined minimum qualifications and prerequisites vetted by the college admissions department and the Office of Diversity, Equity, and Inclusion. Student candidates will complete the West-B prior to entrance and will have completed the Associate of Applied Science in Early Childhood Education degree with a minimum of 2.5 cumulative GPA in all education and Early Childhood Education coursework. The results of the West- B will be used to determine any resources the college can provide for candidate success. Future Bachelor of Applied Science in Teacher Education P-3 faculty advisors will determine when a student applies for entrance without an associate of applied science or with 90 credits of coursework, what general education distribution requirements will best meet the program needs. Student candidates that have completed the associate of applied science degree at Clark College will have completed fieldwork experience as part of their degree. Applicants from other programs without work or volunteer experience with children will submit three letters of recommendation that highlight their aptitude for engaging with children’s learning. Creating the admission process visually on the Clark College website is part of the work timeline currently being constructed by newly hired faculty.

Student candidates who enter the program with an associate in arts degree or with a minimum of 90 credits, will need to complete the following courses prior to their residency year:

- EDUC& 115: Child Development
- ECED& 130: Guiding Behavior EDUC& 204 Inclusive Education
- EDUC& 240: Diversity in Education
- ECED& 160: Curriculum for Young Children

Student candidates will complete the application for admission to the College and to the Bachelor of Applied Science in Teacher Education P-3 program and attend an orientation where the student program handbook will be reviewed. During the mandatory orientation a brief writing prompt will be shared of which will be used to assess writing readiness and career goal alignment. If any concerns arise from this process, support will be provided through faculty advisors to be sure of clarity of expectations and the overall program intent.

Student candidates must complete a criminal background check which includes fingerprint screening administered through the Office for the Superintendent of Public Instruction (OSPI).

Selection for Admission

In the first year of implementation of the proposed Bachelor of Applied Science in Teacher Education P-3 degree program, the headcount for student enrollment is projected to be 24 full-time students. In the event there are more applicants who meet all of the qualifications than there are slots available and it is not feasible to admit additional students, Clark College will create a lottery system for qualified student candidates. A wait list will be formed for the remaining qualified candidates and/or resources provided for those who would benefit. An example of that would be advising or tutoring to re-take courses that would boost a GPA. This process will be evaluated every year by the college faculty with the support of admissions, Office of Diversity, Equity, and Inclusion, and with the Professional Educator Advisory Board.

Research tells the story of a gap between representation of teachers and staff of color and the demographics of children and families being served in schools. The Bachelor of Applied Science in Teacher Education P-3 is built with equity at the heart and recruitment of student candidates of color, first generation, and other systemically non-dominant populations is prioritized. The program will be working with Office of Diversity, Equity, and Inclusion and admissions, along with Grow Your Own workgroups to ensure diverse populations as much as possible. The program will create marketing designed for accessibility and representation, and target specific affinity programs such as the local NAACP, and Lulac Council. In addition, the development of this program needs to be attractive to diverse populations, so care has been taken to include student learning outcomes in courses that embed issues of social justice, cultural responsiveness, anti-racist learning objectives.

Clark College is currently represented by faculty on advisory boards in the local school districts where articulation agreements have been formed. Faculty has developed relationships with school district Outreach and Retention Coordinators and will continue to strengthen and build more of those collaborations to promote the proposed Bachelor of Applied Science in Teacher Education P-3 program across the service district.

Criteria 4

Appropriate student services plan.

Student candidates admitted into the Bachelor of Applied Science in Teacher Education P-3 program will have access to the full range of student services provided to Clark College students. Additionally, some services will be augmented to specifically support teacher candidates.

The College has committed to hiring qualified personnel that manage the day-to-day operations, engage in advising, and the selection, admission and retention processes, along with other record keeping requirements of the PESB. These individuals will receive support from the Office of Diversity and Inclusion, Dean of Social Science and Fine Arts, and the Vice President for Instruction and Student Services. The roles for managing and overseeing the Bachelor of Applied Science in Teacher Education P-3 program are:

- Dean of Social Science and Fine Arts
 - Field Placement/Certification Manager
 - Residency Supervisors
 - Full-time Tenure Track Faculty (67 percent Release time for Program oversight)
 - Adjunct Faculty as needed
- Academic Advising
Our team of academic advisors help students develop their plans for reaching their educational goals. They can assist with class selection, degree requirements, major declaration, registration procedures, transfer information, college policies, and more. In addition, the full-time faculty with program oversight, will be advising students as a method of retention through more intentional relationship-based advising. The two Associate of Applied Science in Early Childhood Education advisors have been explicitly involved in the development of this program and are prepared to advise student candidates throughout the associates in applied science degree in pursuing this pathway. The Bachelor of Applied Science in Teacher Education P-3 lead faculty will also be advising students in addition to equipping cooperating teachers supporting student candidates to work in a mentorship capacity.
- Computer Labs
Clark College provides computing labs with educational software and programs. Computer labs are available to all currently enrolled students. The eLearning department offers tutorials and support for students with on line instruction and technology. Specific support for uploading videos per the edTPA or other assessment requirements will be provided or other methods of assessment as necessary.
- Counseling and Health Center
The Counseling & Health Center provides low-cost medical services such as physical or reproductive health exams, immunizations, lab testing and wellness consultations to students and employees with an on-site nurse practitioner. A variety of counseling and health groups as well as meet-ups and events are also offered through the center such as Mindful Parenting During COVID-19 Circle. Queer Support & Skills Group, and Autism Spectrum Success Group.

- **Disability Support Services**

Clark College and the Disability Support Services (DSS) office assist students with disabilities in pursuing their educational goals. Clark College is committed to assuring that its services, programs, and activities are accessible to individuals with disabilities. The DSS Office will provide accommodations, as well as serve as a resource to the campus community in striving to make Clark College both an accessible and hospitable place for students with disabilities.
- **Diversity and Equity**

The Office of Diversity, Equity & Inclusion (ODEI) supports the college's goal of fostering a social and equitable college community. The Office of Diversity, Equity, and Inclusion is committed to serving systemically non- dominant groups as they navigate Clark College. They help foster and retain a diverse college community, which includes students, faculty, and staff. This office supports individuals with their academic, personal, and professional development, as well as provides training and educational resources for all members of the college community around diversity, inclusion, power, privilege, inequity, social equity, and social justice.
- **Financial Aid**

The Financial Aid office provides different types of funding to help cover the cost of education expenses, including tuition, fees, books, and supplies. They can assist students with understanding what types of financial aid are available, and how each of them works, including student loans, grants, work study, and scholarships. The State of Washington also offers scholarships through Child Care Aware for bachelor degree seeking students who are working in the field of early learning. Currently, there is a point person in the program who oversees the Early Achiever scholarship, resources provided and FTE monitoring. A similar position will be created to oversee Child Care Aware scholarship.
- **Library**

Cannell Library and the Information Commons at CTC support teaching and learning at Clark College. The library faculty and staff guide students and others in the use of technology to access information. Specific resources including databases and print materials will be purchased to support the Bachelor of Applied Science in Teacher Education P-3 program across the P-3 spectrum, including both general and special education.
- **Tutoring**

Tutoring Services is designed to provide individualized attention that facilitates student learning and academic success. The friendly, supportive, and encouraging tutors assist with most Transitional Studies, business, English, math, science, and general education classes offered at Clark College. Tutors will help students develop skills and confidence to become a stronger, more independent learner. Specific supports for the WEST-B, WEST-E, NES and other assessments used by the program will be provided. This tutoring program is certified through the College Reading & Learning Association. Peer and paraprofessional tutors undergo a rigorous training process that meets International Tutor Training Program Certification Level 1 requirements, an internationally accepted standard of skills and training for tutors.
- **Veterans Resource Center**

The Veterans Resource Center is available to help veterans and their dependents get connected with the resources and networks of support available to them at Clark College and

in the local community. They provide a welcoming staff, mentoring from student veterans and tools to succeed academically and personally.

Criteria 5

Commitment to build and sustain a high-quality program.

Upon approval, Clark College will launch the proposed Bachelor of Applied Science in Teacher Education P-3 program in Fall 2022. The detailed enrollment and financial plans are summarized in the table below. The enrollment projections are based on the following assumptions:

1. In 2022-23, it is estimated that 24 full-time students will be enrolled. To generate a conservative enrollment projection, a retention rate of 67 percent is assumed for second year students, resulting in an enrollment estimate in 2023-24 of 36 full-time equivalent students (20 first-year students and 16 second-year students).
2. In the remaining three years of the plan, enrollment is projected to grow slowly; two cohorts of 16 full-time students are estimated for 2025-26 and two cohorts of 18 full-time students are estimated for 2026-27, with an assumed retention rate of 67 percent from year to year.
3. Part-time cohorts will be implemented beginning 2024-25; it is estimated that this will generate 8 to 10 full-time equivalent enrollments per year.

These assumptions resulted in an estimate of 62 full-time equivalent enrollment in 2026-27; based on labor market demand and anticipated student demand for the program, this enrollment target should be sustainable in the longer term.

The budget projections in the plan are based on the following assumptions:

1. The required full-time equivalent teaching load to meet the enrollment target each year is one full-time equivalent faculty in 2022-23, two full-time equivalent faculty in 2023-24 and 2024-2025, and three full-time equivalent faculty in 2025-2026 and 2026-2027. There is a lead full-time faculty position assigned to the program, so the cost of the remaining full-time equivalent faculty loads for each year are listed in the “additional instructional salary and benefits” line. The cost is calculated based on adjunct salary or moonlight assignments for full-time faculty.
2. As noted in the enrollment projection assumptions above, it is anticipated that the size of entering cohorts will not exceed 24 in any one year, with a slight drop off in 2025-26 and 2026-27. Class sizes will not increase significantly as the total program enrollment grows during this five-year period.
3. The tuition revenue projection includes a tuition capture estimate. Based on research by the Clark Business office, the actual tuition revenue generated by full-time equivalent enrollments is roughly 73 percent of the standard full-time tuition rate due to factors like tuition waivers. Using this 73 percent tuition capture rate provides a conservative estimate of the revenue generated by the program.

Based on these conservative fiscal assumptions, the program will generate a modest budget surplus beginning in 2024-25; given projected enrollment and program revenue generation, the

program budget should be sustainable in the foreseeable future. The college is fully committed to cover any program revenue deficits in the first few years of operation, just as it does for other high-demand programs such dental hygiene and nursing.

Bachelor of Applied Science in Teacher Education P-3 Enrollment and Financial Plan

Table 4: BAS TE Enrollment and Financial Plan

1. Program FTE Projections						
Item	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
annualized FTE	0	24	36	46	56	62
2. Program revenue						
Item	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Operating fee revenue (6971/FTE per State Board policy, 73% capture)	0	122,132	183,198	234,086	284,974	315,507
Tenure track faculty allocation (transferred from ECE)	85,066	87,618	90,247	92,954	95,743	98,615
	85,066	209,750	273,444	327,040	380,717	414,122
3. Program expenses						
Item	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Curriculum development	25,443	0	0	0	0	0
Program reviewer stipends	2,000	0	0	0	0	0
Lead faculty position (1.0 FTEF)	85,066	87,618	90,247	92,954	95,743	98,615
Lead faculty release time-- 67% (adjunct backfill)	0	33,911	34,929	35,977	37,056	38,168
Additional instructional salary and benefits (0	0	0	50,614	52,132	107,393	110,615
FTEF yr. 1; 1.0 FTEF yrs. 2-3; 2.0 FTEF yrs. 4-5)						
Field placement/certification manager (Program Mgr A)	0	60,807	62,631	64,510	66,445	68,439
Cooperating teacher Stipends	0	0	22,080	28,262	34,445	37,978
Professional memberships	0	1,200	1,200	1,200	1,200	1,200
Goods and services	0	2,000	2,000	2,500	2,500	3,000
Travel	0	3,500	3,500	3,500	3,500	3,500
Library resources	0	6,000	6,000	7,000	8,000	8,000
Marketing and outreach	8000	8,000	8,000	6,000	5,000	5,000

total expenses	120,509	203,036	281,200	294,035	361,282	374,514
Revenues less total Expenses	(35,443)	6,714	(7,756)	33,005	19,435	39,609

Appropriate Facilities

Program faculty will work with staff at the institution to be sure courses are scheduled in appropriate classroom settings. Faculty will in addition, work with IT and eLearning departments at the college to ensure technology needs of instruction, and tech support are in place. Since student teachers will be submitting video recordings of their presentations, faculty will work with IT to be sure proper technology and support is in place.

Clark College has four baccalaureate programs and the technology, library, curricular, and electronic information resources to meet the demands of its current and future bachelor of applied science programs. It has a variety of resources mentioned earlier to support students and faculty in the proposed program.

Criteria 6

Program specific accreditation.

Clark College has been granted accredited status at the baccalaureate level by the Northwest Commission on Colleges and Universities (NWCCU). Accordingly, applied baccalaureate degrees offered by Clark are included under the accreditation of the college.

While designing the proposed Bachelor of Applied Science in Teacher Education, Clark College has been concurrently working to obtain accreditation from the Professional Educator Standards Board (PESB). The proposed program is aligned with the Professional Educator Standards Board general education, Social and Emotional Learning, bilingual education and cultural competency standards.

Additionally, the Bachelor of Applied Science in Teacher Education P-3 program is aligned with the National Association for the Education of Young Children (NAEYC) standards, which defines early learning as birth through age eight, and offers national recognition of early childhood baccalaureate programs. The National Association for the Education of Young Children works with the Council for the Accreditation of Educator Preparation (CAEP) to review early childhood baccalaureate and graduate degree programs at colleges and universities. National Association for the Education of Young Children accredited programs align with the National Early Childhood Education standards: applied knowledge of child development and learning, work with families and communities, use of assessment and documentation, the practice of teaching and learning, content area knowledge, and becoming an early childhood professional. The proposed Bachelor of Applied Science in Teacher Education P-3 program offers a bilingual endorsement that is also aligned with the National Dual Language Education Teacher Preparation Standards (NDLETPS). The bilingual endorsement, aligned with Professional Educator Standards Board standards, will also require a world language exam through the American Council of the Teaching of Foreign Languages (ACTFL).

While program accreditation is not something that can be pursued in the start-up phase, the program and the curriculum have been developed in alignment with the National Association for the Education of Young Children accreditation standards and will be evaluating at which time it acquires

the resources to engage in the National Association for the Education of Young Children accreditation process.

Criteria 7

Pathway options beyond baccalaureate degree.

The proposed Bachelor of Applied Science in Teacher Education P-3 program is designed to establish a balance between professional and academic credit requirements for the Bachelor of Applied Science in Teacher Education P-3 degree in order to prepare graduates for admission to graduate degree programs. This program proposal has incorporated program reviewers' recommendations to enhance Bachelor of Applied Science in Teacher Education P-3 graduates for admittance to graduate programs.

For place bound student candidates in the Clark College service district, Washington State University at Vancouver (WSU-V) offers a Masters in Elementary Teaching K-8th grade that will accept bachelor of applied science degree graduates who meet the institution's admission requirements. Washington State University at Vancouver also offers a Masters in Special Education for certified teachers and a Master's in Education in Educational Leadership, where certified teachers can further educational pursuits. Eastern Washington University offers a variety of on-line master's degree programs for educators, and accepts the bachelor of applied science degree for admission. Portland State University (PSU) offers a Master's degree in kindergarten through 6th grade and accepts the bachelor of applied science degree. This Portland State University program is offered online, hybrid and on-campus. Portland State University also offers a Masters in Special Education for students who hold a bachelor degree from an accredited college.

Additionally, regionally accredited institutions that offer online master's degree programs for educators include Western Governor's University, Walden University and Grand Canyon University. Each program has specific criteria and a number of specializations, and graduates from the Clark College Bachelor of Applied Science in Teacher Education P-3 will be well positioned to further their education if they desire. The Bachelor of Applied Science in Teacher Education P-3 faculty lead will be working with local colleges to ensure courses in the Bachelor of Applied Science in Teacher Education P-3 program will meet the expectations and requirements for admissions into master degree programs.

Criteria 8

External expert evaluation of program.

Reviewer bios and reports can be found in the appendix and include Dr. Will Parnell of Portland State University, Department Chair of Curriculum and Instruction, and Dr. Vanessa Tucker Associate Professor of Education of Pacific Lutheran University. Dr. Parnell and Dr. Tucker provided a thorough external evaluation of the proposed program that resulted in positive and supportive conclusions. In the comments from Dr. Parnell, he specifically called out the alignment of program degree outcomes and the intentional design for "systemically non-dominant populations" in representation and recruitment. Dr. Parnell additionally recognized the connection between the 30 percent students of color and first-generation student candidates in the Associate of Applied Science in Early

Childhood Education program and the opportunity to continue in a familiar environment as a strength.

In the comments from Dr. Tucker, she says, “what is most fascinating about this degree to this reviewer is how everything is connected, starting with the Stackable Certificates to the Bachelor of Applied Science in Teacher Education P-3 degree itself. It is a well-organized set of courses that more than address the strong outcomes the college has committed to. In terms of rigor, yes, not only is it rigorous, its relevant for the students and what they need to learn to be effective teachers in today’s educational field.”

Specific recommendations have offered the opportunity to strengthen the proposed Bachelor of Applied Science in Teacher Education P-3 degree. Dr. Parnell has offered to work with faculty in the development of portfolio assessment systems and share some of the work done at Portland State University and his team. In light of the elimination of the educative Teacher Performance Assessment (EdTPA), it is imperative for faculty to develop assessment measures that meet the criteria and outcomes from Professional Educator Standards Board. Dr. Tucker provided useful comments specific to curriculum of which resulted in the idea to bring all faculty together prior to the launch of the program to address all potential resources, frameworks, and ways specific courses can crosswalk outcomes in supportive ways.

Conclusion

It is with great pride and honor that faculty of Clark College submit this proposal for a Bachelor of Applied Science in Teacher Education P-3 degree as an invitation to increase the professional opportunity for place-bound, associate of applied science students to broaden career opportunities and wage opportunities when teaching preschool through 3rd grade.

The proposed Bachelor of Applied Science in Teacher Education P-3 degree has been designed to respond to the needs of students and of labor and industry needs as documented by labor data, local ESD and school districts. The curriculum is responsive to the needs of a community eager for teachers with authentic representation, whom are prepared to initiate and sustain active social change, equity and justice work embedded into their teaching practices. The proposed degree has been developed in collaboration with local school districts providing teaching theory and practice in elementary education, early childhood education, and bilingual education. The proposed Bachelor of Applied Science in Teacher Education P-3 is designed to prepare students for successful certification exams while providing an education fit to meet the growing demand for leading with racial equity in teaching practices and providing education to students to meet their fullest potential. The ladder for the associate of applied science student is created with this program that has to date, found their education pathway terminal. Clark College is prepared, excited and honored to join in responsiveness to the service district, and neighboring colleges who are offering similar programs in Washington State in providing a high caliber of anti-racist, well-trained and representative teachers to the education workforce.

Appendix A - Bachelor of Applied Science in Teacher Education P-3 Alignment Crosswalk

The table shows the standards from the required frameworks used for curriculum alignment. Links to the standards are found at the below the table. Residency courses ECED 407 and 411 will cover all program outcomes. Standards for OPSI used to develop teaching strategies used from teaching candidate to classroom students will be used in residency teaching courses as well.

Table 5: BAS TE Alignment Crosswalk

Program Outcomes	InTASC Standards	PESB SEL Standards	PESB Special Ed Standards	NDLETPS Standards	NAEYC ECE Standards	Courses that Align
Power, Privilege & Inequity And Culturally Responsive Practices: The candidate demonstrates awareness and evaluates own cultural identity, biases and beliefs while maintaining an understanding of differences in perspectives and approaches; and creates and maintains learning environments that are culturally safe and responsive for a variety of students and their families where all feel safe and has a place;	#2, #8			#2, #5	#1	EDUC & 240 ECED 300
Pedagogical Skills: The candidate will apply learning theories while incorporating a variety of evidence-based instructional strategies in teaching practices across disciplines that are culturally, linguistically, individually, and developmentally appropriate for students with a variety of learning needs, and includes navigation of technology and utilization of learning management systems;	#2, #4, #5, #7, #8			#3, #4, #5, #6		ECED 302 ECED 405 EDUC & 160

Areas Of Content Knowledge: The candidate will develop and implement central concepts of Language Arts, Science, Mathematics, Health and Fitness, Technology and Social Studies, Social and Emotional Development, all of which include 21st century skills such as critical thinking and identify resources the individual student needs for support, development and success;	#3, #7			#1, #3		ECED 302, ECED 304 , ECED 310, ECED 306, NSCI 300, SOC 360, ART 330, EDUC& 160
Child Development And Individualization: The candidate applies theory of child development, including awareness of cultural responsiveness and diverse learning needs in planning and implementing learning plans that support students for individual growth across all developmental domains including students who are second language learners;	#1, #2		#2	#1, #3	#1, #7	ECED 304 , ECED 405, EDUC& 115
Supportive Communities: The candidate develops a teaching philosophy that includes the importance of relationships with students, families, colleagues and community resource agencies; creates and maintains those relationships to support the growth and development of individual students;	#9, #10		#6	#5	#2, #3	ECED 401, ECED 405, ECED 409, ECED 413

Planning: The candidate will prepare lesson plans based in theory and will routinely analyze, evaluate and synthesize the results of their own teaching practices and make appropriate changes that respond more effectively to student growth and development while including appropriate stakeholders in the process;	#6, #7, #8		#4	#3, #4, #5, #6	#3, #4, #5, #7	EDUC& 160, ECED 312
Assessment: The candidate will analyze and implement a variety of culturally and developmentally appropriate assessments while evaluating progress in collaboration with colleagues and families in order to guide and development of each student and demonstrate ability to self-assess one's own teaching strategies;	#6, #7		#3	#4		ECED 312, ECED 405
Guidance And Support: The candidate observes and analyzes the behavior of students, to develop and implement strategies that are culturally, developmentally and effective in maximizing the success of each student and of the classroom while utilizing resources available within and outside of the classroom;	#3, #6	#1, #2, #3, #4, #5, #6	#5	#2, #3	#1, #4	ECED 403, EDUC& 130

Professionalism: The candidate, in pursuit of developing their teaching identity, is familiar with and engages with on-going professional development in alignment with district, state and national standards and trends, both collaboratively and individually;	#9, #10		#6	#5	#6	ECED 409, ECED 413
Organization And Compliance: The candidate appraises, implements strategies and monitors the Individual Family Service Plan (IFSP), Individual Education Plan (IEP), and 504 plans in collaboration with teams that include families, professionals and teachers to provide support necessary for an individual student's success and has awareness of WAC's and other codes of which apply to teaching standards.			#1, #2, #3, #4, #6	#6	#2	ECED 400, ECED 405, EDUC& 204

- PESB SEL Standards: <https://www.pesb.wa.gov/preparation-programs/standards/instructional-topic-requirements/social-emotional-learning/>
- Interstate Teacher Assessment and Support Consortium (InTASC) Standards: <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>
- National Dual Language Education Teacher Preparation Standards (NDLETPS): https://drive.google.com/file/d/1JuDAVloZ_5dcvOYvawSrPbNPsN1wQXxy/view
- National Association for the Education of Young Children (NAYEC) Standards: <https://www.naeyc.org/accreditation/higher-ed/standards/summary>
- PESB Special Education Standards: <https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/special-education/>

Appendix B - Anticipated Schedule: Full Time Program

Table 6: Anticipated Full-Time Program Schedule

Fall	Winter	Spring	Summer	Fall	Winter	Spring
ECED300 Vision to Practice (5)	ECED306 Meaning. Math (5)	ENGL102 English Comp (5)	ECED405 Ind. Teaching (5)	ECED410 Integrated Health and PE (2)	ECED407 Residency (13)	ECED411 Residency (13)
ECED 302 Effective Curriculum (5)	NSCI300 Inquiry Science (5)	Art330 Creative Arts (5)	OR ECED406 Bilingual Teaching (5)	ECED 412 Observation / Assessment (5)	ECED409 Seminar (2)	ECED413 Seminar (2)
ECED 304 Lang & Lit (5)	SOC360 Social Studies (5)	ECED300 Law / Ethics (5)		ECED401 Leadership (3)		
				ECED403 Guiding Behavior / SEL (5)		
15 credits	15 credits	15 credits	5-10 credits	15 credits	15 credits	15 credits

COURSE DESCRIPTIONS

ECED300 Vision to Practice – Anti Bias Education (ABE) (5 credits lecture)

This course teaches an approach to expectations of Anti-bias education that sets forth actions against bias and unfairness that shifts from the theoretical ideal of addressing bias to the implementation of antibias curriculum. The objective of anti-bias curriculum is to create education that supports dismantling of systemic oppression through an increase in children's understanding of social problems and to equip teachers with applicable strategies to improve the equitable learning experiences of their students including those students who are linguistically: culturally and ability diverse.

ECED302 Effective and Meaningful Curriculum Design (5 credits lecture)

Examines diverse pedagogical and andragogical approaches for teaching in educational settings that are meaningful and representative, including ability, culturally and linguistically diverse learners. Emphasizes curriculum theory, design, practice, evaluation, as well as diverse approaches to learning and dispositions. Integrates Washington State Common Core Standards and Developmental Guidelines.

ECED304 Language and Literacy Acquisition (5 credits lecture)

This course examines current research, including theories of first and second language acquisition, for supporting the development of literacy and language skills for children, birth through elementary age. A variety of culturally and developmentally appropriate

assessments are introduced and analyzed as part of the comprehensive continuum of literacy and language acquisition. The study of curriculum, instruction, intervention and exemplary classroom practices is the focus of this course.

ECED306 Meaningful Math Methods (5 credits lecture)

This course will examine spatial and mathematical learning across all strands using state early learning guidelines and standards for children preschool through 3rd grade and their families who are culturally, linguistically, and ability diverse.

NSCI300 Inquiry Based Science Methods for Teachers (4 credits lecture 1 credit lab)

A survey of earth, physical, and life sciences for early childhood teachers. Exploration of scientific phenomena and engineering design using inquiry-based learning.

SOC360 Social Studies for Teachers (5 credits lecture)

This course is rooted in a diverse set of humanities and social sciences, from history and political science to geography and sociology, with a particular focus on training early childhood teachers to teach social concepts that are relevant, historically accurate, culturally responsive, and socially equitable for preschool through 3rd grade students. As such, students will be instructed in the Since Time Immemorial curriculum

ART 330, Creative Arts in Teaching, 5 credits (3 credits lecture 2 credits lab)

An exploration of principles, methods, and materials for teaching young children art through process-oriented experiences. Explores theory, technique, and curriculum design to offer a variety of developmentally appropriate media to children and curriculum creation.

ECED310 Health, Fitness and Social/Emotional Learning (2 credits lecture)

This course prepares pre-service educators to teach health and fitness to young learners including strategies for developing culturally responsive health and fitness experiences and lessons in the classroom. Course topics include balanced nutrition, movement for fitness and joy, body acceptance, current issues in health, and issues in access and discrimination in health care.

ECED412 Observation, Assessment and Evaluation (5 credits lecture)

Using a variety of observation skills, select, administer, score and interpret formal assessment tools. Evaluate students for placement or resources needed for learning. Understand Individual Education Plans (IEP's), Individual Family Service Plans (IFSP's) and 504 plans for children who are culturally, linguistically, and ability diverse and their families.

ECED400 Law and Ethics (5 credits lecture)

The primary objective of this course is to provide participants with a clear understanding of how special education standards, principles and procedures impact service implementation for students with disabilities. Course topics also include issues, trends, and implementation of special education as well as historical perspectives of disability.

ECED401 Collaborative Leadership and Supervision (3 credits lecture)

Develop skills needed to effectively collaborate with others including school personnel, community partner personnel, students and their families to support student learning birth to third grade who are culturally, linguistically, and ability diverse. Supervision of assistants and paraprofessionals will also be specifically addressed.

ECED403 Guidance and the Whole Child (5 credits lecture)

Through this course, participants will have a foundational understanding of social emotional learning (SEL) standards and practices, positive behavior guidance, and tools to support the development of executive functioning. This course will embed in it, social emotional learning competencies for students and adults, creating an inclusive culturally responsive classroom climate, consideration of adverse childhood experiences, and trauma informed approaches.

ECED405 Individualized Teaching (5 credits lecture)

The primary objective of this course is to provide fundamental knowledge and experiences for designing and implementing Individualized Education Programs. Course topics also include effective use of assessments, successful collaboration, provision of specially designed instruction, evidence-based supports and strategies, accommodation and modifications and considerations for inclusion.

ECED406 Bilingual Education (5 credits lecture)

This course explores the funds of knowledge and cultural perspectives unique to Preschool through 3rd grade students in a Bilingual/Multilingual class. An emphasis on the use of culturally relevant materials and strategies for planning, instruction and assessment is the focus of this course. In addition, teacher candidates will consistently reflect and analyze the classroom, school and community experiences of bi/multilingual students and how such experiences influence the education of culturally and linguistically diverse populations.

ECED407 General Education Residency 1 (13 credits student teaching)

Experience working in a general education setting, or bilingual setting with students, preschool through third grade who are culturally, linguistically, and ability diverse and their families under the supervision of a certified teacher using PESB competencies required for endorsement they are seeking. Students will be concurrently enrolled in a reflective and collaborative seminar.

ECED409 Seminar 1 (2 credit lecture)

Students will reflect on their residency experiences settings with children who are culturally, linguistically, and ability diverse while building a portfolio, meeting competencies of the industry.

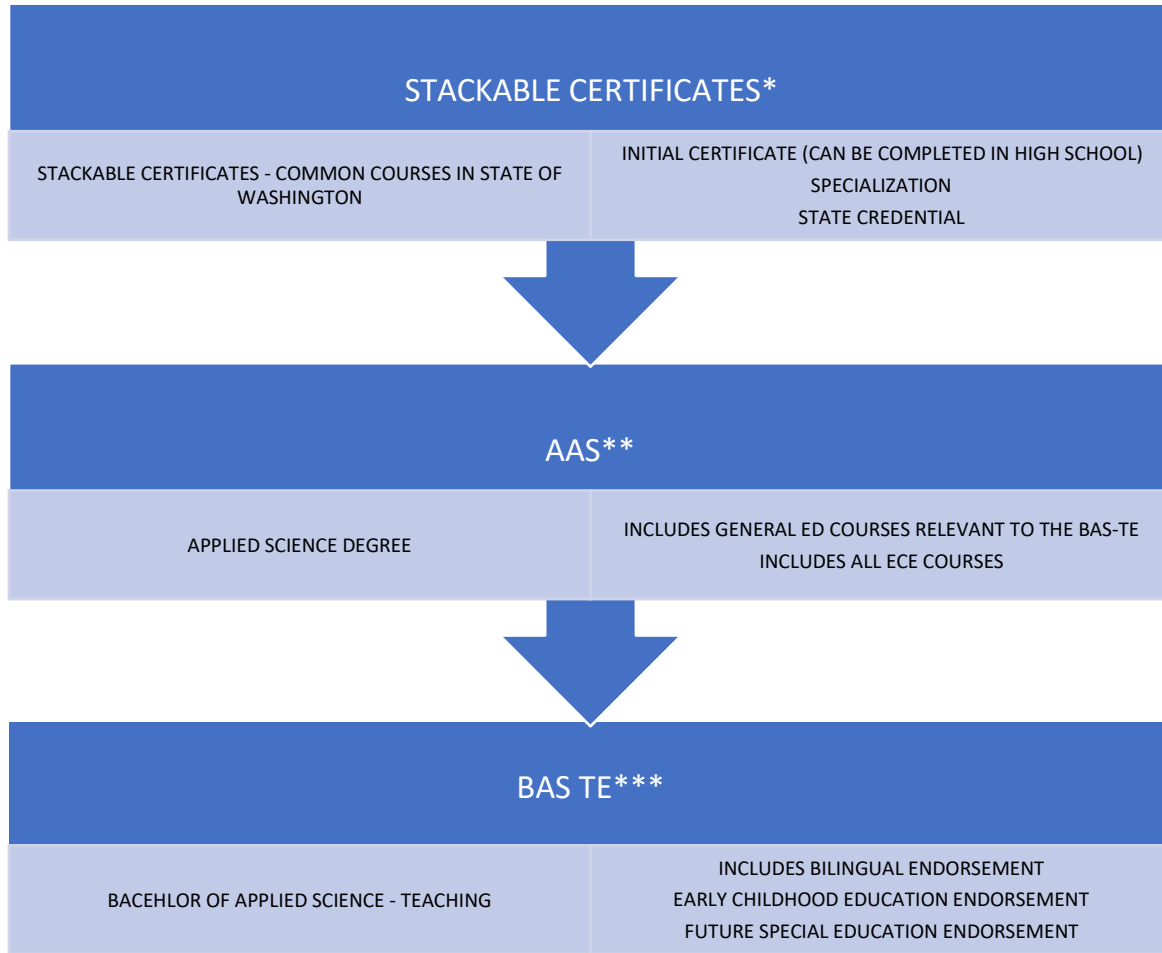
ECED410 General Education Residency 2 (13 credits student teaching)

Experience working in a general education setting, or bilingual setting, with children preschool through grade three who are culturally, linguistically, and ability diverse and their families under the supervision of a certified teacher using PESB competencies required for endorsement they are seeking. Students will be concurrently enrolled in a reflective and collaborative seminar.

ECED411 Seminar 2 (2 credit lecture)

Students will reflect on their residency experiences settings with children who are culturally, linguistically, and ability diverse while building a portfolio, meeting competencies of the industry.

Appendix C - Clark College Bachelor of Applied Science in Teacher Education P-3 Pathway



*Clark College maintains articulation agreements with local school districts that provide a high school student the opportunity to earn the initial certificate prior to entering the Clark College Early Childhood Education program.

**The associate of applied science program provides 100 and 200 level courses that prepare the student to pass the NES test for Early Childhood Education endorsement at such time indicated during the Bachelor of Applied Science in Teacher Education P-3 program.

***Courses in the Bachelor of Applied Science in Teacher Education P-3 program have been built upon and aligned with foundational courses of topics in the associate of applied science degree. Examples are courses in PP&I along with courses in Special Education.

Appendix C – Letters of support and Evaluators



Battle Ground Public Schools

PO Box 200 • Battle Ground, WA 98604-0200 • Office Location: 11104 NE 149th Street • Brush Prairie, Washington
District Switchboard: (360) 885-5300

March 30, 2021

Ladies and Gentlemen:

Battle Ground Public Schools would like to write this letter of support for Clark College and their new BASTE degree with certification kindergarten through 3rd grade and with endorsements in Early Learning and Special Education. As a close partner with Clark College, I can see our partnership growing deeper and wider as we work together to prepare students for teaching. Being able to go to Clark College will allow students an accessible and affordable pathway for the Applied Science student and one that opens the door of wage and professional opportunity for potential teachers and their families.

Battle Ground Public Schools presently has articulated credits in Early Childhood Education with Clark and our dual credit program together. In our district, we have a lab kindergarten at one high school and a pre-school with a Special Education program at the other comprehensive high school in our district. Many of these students continue in their education after high school to Clark to complete their Early Childhood Education Program. The BASTE degree will enable them to have more opportunity in the development of their teaching skills and broaden their opportunities.

We have already been in conversation with Clark about the process of students coming back to Battle Ground Public Schools to complete their student teaching. As we have had those conversations with Clark, it is clear that students will have a viable and clear pathway from high school, to college, to student teaching and then work. Our partners at Clark are solid educators who provide an experience for students of all walks of life, and many of our graduates feel more comfortable continuing on to Clark with the dual credits they have started with in high school; or they see living at home while completing their degree as an affordable option. My hope is that Clark College will start the BASTE degree program soon, so our graduating seniors will have the opportunity for this program next fall.

Sincerely,

Cindy Arnold, CTE Director



EDUCATIONAL SERVICE DISTRICT 112

April 20, 2021

To Whom It May Concern:

Please accept this letter of support of the Clark College application for an expansion for a Bachelor's of Science degree in Teaching. The Clark College proposal is an important component of the efforts in our region to diversify the workforce and to recruit and retain highly qualified educators.

This BAS program would provide an opportunity for SW Washington community members, school volunteers, child care providers, preschool teachers and K-12 paraprofessionals an affordable educational pathway to complete a Bachelors program. This pathway could support advancement of their careers with a current employer or provide access to a teacher certification program. In partnership with ESD 112 and Clark College, ESD 112 School Districts would have an affordable option to refer quality and handpicked "grow your own" candidates toward a pathway to certification.

A recent ESD 112 survey of school districts shows that nine Clark and Cowlitz County districts serving approximately 89,000 students have identified diversification of workforce as important to their system and workforce development. ESD 112 and Clark College, partnering to support this BAS program and local districts, could make gains to recruit, grow and retain educators that reflect the students served by school districts in the region. ESD-U program is looking forward to working with Clark College to identify, name, and promote a clear pathway to earn an affordable degree. Then, partner with Clark College, school districts, and local agencies to recruit, grow, and retain teachers.

The Career Connect Southwest Network would like to offer their support in developing these pathways into potential career launch endorsed programs through Career Connect Washington. We also see the value of growing career preparatory experiences down into high school career technical classes that focus on education, training and industry to prepare the next generation of elementary teachers. We believe connecting these two ends of career pathways is an asset to our community.

Educational Service District 112 has a history of collaborative and impactful work with Clark College, and Clark is poised to provide an affordable and accessible educational pathway in Southwest Washington. We fully support this application as an important extension of our efforts to continue to provide pathways to meet the needs of our community. We urge you to give the proposal your consideration.

Respectfully,

Vicki Hrdina

Vicki Hrdina
Executive Director
Career Connect SW @ ESD112

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WE SERVE CHILDREN, SCHOOLS AND THEIR COMMUNITIES



April 20, 2021

P.O. Box 47236, Olympia WA 98504

To whom it may concern,

I am writing in support of the application that Clark College has submitted for the Bachelor of Science in Early Childhood Education program. Vancouver Public Schools believes that a local opportunity to grow our own educators and paraeducators is an invaluable asset to our community and our students.

The goals of Clark College's BAS are well aligned with the objectives of our district. Each course they offer includes an equity focus with a lens on creating systems and supporting students historically distanced from educational justice and opportunity. We believe that the educators who learn in this program will serve our students and our community for a lifetime and that our students and families will be the greatest benefactors from this program.

As an educator and administrator, I highly support Clark College in their pursuit of the Bachelor of Science in Early Childhood Education and believe the implementation of this program will assist us in training and retaining high quality educators in hard to fill positions such as dual language and special education. The courses and placement opportunities in our schools can be leveraged to increase academic and social achievement for all students.

It is my hope that the application meets your approval and that we can begin a fruitful and lasting partnership with Clark College. We support their application without reservation and stand ready to support them in this endeavor.

Warm regards,

Mychael Irwin

Director, Professional Development

360-313-1275

Mychael.Irwin@vansd.org

vansd.org

360-313-1271





Monday, February 10, 2020

Child Care Aware of Washington Scholarships (CCA of WA Scholarships) is writing in support of the development of a new Bachelor of Applied Science Degree in Teaching program at Clark College. The families and children of southwest Washington deserve highly skilled teachers and community leaders. Given our experience, we know that early childhood educators in this region need a local, affordable bachelor's in applied science teaching degree to continue to advance their knowledge to serve the children of the region while increasing their compensation opportunities.

CCA of WA of Washington operates a statewide scholarships program with public and private funding to provide early learning professionals with resources to earn higher education certificates and degrees in early childhood education. Our goal is to support children and families by improving the educational qualifications, incentives and retention of the Washington state early childhood workforce; increasing the quality of care for children in the region. For nearly 20 years, CCA of WA Scholarships has supported thousands of early learning professionals, and currently support over 250 early childhood educators toward their bachelor's degrees in ECE, or similar, related fields. The benefits of our Bachelor's Degree Completion Scholarship cover most of the costs of attending ECE BAS programs in our state and reduces the amount of debt our early childhood educators left with when they attend out-of-state BA programs. The popularity of BAS programs statewide is increasing and now, for the first time, more of our scholars enrolled in a BAS in ECE program than in the leading public university ECE BA program.

CCA of WA's unique position as a statewide organization allows us to see trending needs in the field. As more BAS programs are established around the state, the southwest region is one area where child care providers struggle to find affordable, accessible options for advanced learning in ECE. The creation of this BAS-T program with an ECE endorsement would allow early childhood educators to move seamlessly to the next level of professional development and increase their ability to serve the children, families and communities of southwest Washington.

Sincerely,

A handwritten signature in blue ink that reads "Deeann Burtch Puffert".

Deeann Burtch Puffert
Chief Executive Officer
Child Care Aware of Washington
1001 Pacific Avenue, Suite 400
Tacoma, WA 98402

College Name:	Clark College	BAS Degree Title:	BACCALAUREATE OF APPLIED SCIENCE – TEACHER EDUCATION PRESCHOOL-GRADE 3
Reviewer Name/ Team Name:	Professor Will Parnell	Institutional or Professional Affiliation:	Chair, Curriculum and Instruction (Teacher Education), Portland State University and President of the National Association of Early Childhood Teacher Education.
Professional License or Qualification, if any:	Doctoral Degree in Educational Leadership, former Program Coordinator for PSU Elementary Education, Past-Chair of American Association of Educational Research's Critical Perspectives on Early Childhood Teacher Education Significant Interest Group	Relationship to Program, if any:	Former (early 2000s) Adjunct Instructor for the Early Childhood Education AAS degree program.
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment</p> <p>Yes, the overall concept of the degree program is relevant and appropriate to the current employer demands. For example, as stated in the proposal as well, the Vancouver Metro area is experiencing a teacher shortage, especially BIPOC teachers. Clark College seems poised to increase the number of qualified educators in the Clark County area through this proposal. The report notes that around 30 percent of Clark College students self-report as BIPOC and there are other indicators noted for folks who are minorized as well.</p>		

	<p>These examples are impactful for the employer demands around the local area of SW Washington. Most often, teacher induction programs frequently lead to instant job placement due to the strong community partnerships that are formed between the teacher preparation program and the local school districts where students-teachers are placed to complete their program goals. For example, in a recent report at Portland State University, over 93 percent of our Graduate Teacher Education Program (K-12 licensure program students) are hired directly after graduation. This statistic is familiar across our states.</p> <p>This proposed teacher education program is similar to most in the region in that the plan includes 26 credits of internship/student-teaching directly out in the field, where jobs will come open. This sort of symbiotic relationship does take time to develop and nurture. Clark's early childhood program and lab school clearly already have such partnership relationships well established or underway.</p>
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
	<p>Comment</p> <p>It appears that the learning outcomes for this degree program appropriately demonstrate the rigor needed for such a professional preparation model of clinical study. The major national standards are cross-walked against the courses that will be offered. The course descriptions relate well to the course topics and back to the various standards. For example: According to the statement of need criteria number four on page 11, the 53-year-old robust and positive-reputation Early Childhood Education AAS degree is the foundation from which this new bachelor program is built. Student not only have an appropriately slated program of study for their bachelor degree, they also have preprogramming available to them that robustly prepares them to transition from AAS to the bachelor degree</p> <p>Another important example of how this bachelor program is arranged and rigorous rests in the courses offered right up front of the field experiences. A course offering "Vision to Practice—Anti-Bias Education" on the topics of Power, Privileges, and Inequity and Culturally Responsive Practices will set a stage for the twenty-first century teacher, as can be noted through the National Association for the Education of Young Children's (NAEYC's) Power to the Profession documents and the American</p>

	<p>Association for Colleges of Teacher Education's (AACTE) research journal. Also, courses across the spectrum of methodology (i.e.: science, math, social studies) mixed with practice and social and emotional learning offer the necessary pedagogical skills needed to operate across the curricular frameworks of today. The Educator Preparation state and national standards demonstrate this need in contemporary research as a critical way of engaging in teacher education.</p> <p>Further, reflective practices, models of inquiry, laws and ethics, guidance, and collaborative leadership develop the educator in their professionalism and professional preparation. These outcomes lead teacher candidates in becoming a part of the elementary academy of scholars--leading in classrooms. The outcomes come across strongly in this proposal. In reviewing the region's teacher education programs, it is clear that this program has contemporary and innovative ideas threaded throughout along with some tried and true programming aspects such as the clinical model planned for in the curriculum.</p>
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	<p>Comment</p> <p>As expressed in the degree learning outcomes above, I agree that the proposed curriculum meets a specific need in the state of Washington and, particularly, in Clark County and surrounding area. The Statement of Need shows that the curriculum is "steeped in learning and understanding dynamics of power, privilege and inequity, teaching skills, and strategies of cultural responsiveness (Statement of Need, p. 5)." It is also very clear that the program is intentionally designed for "systemically non-dominant populations in faculty representation, recruitment of student candidates and the construct of culturally responsive practices with children and their families (Statement of Need, p. 5)".</p> <p>The course descriptions show that the courses are designed for teacher education/induction in areas specifically related to culturally and linguistically responsive practices. This matches the need in the surrounding areas where schools are working more and more with students of color and culturally and linguistically diverse student bodies and families. The Statement of Need shares that the demand for teachers who are relevantly</p>

	<p>responsive has grown as the population of students of color is nearing 50 percent of students in schools.</p> <p>Something I know to be true is that the more students of color can see themselves represented in their school leaders and teachers, the more students attend to learning, growing, and becoming responsible, socially engaged, and community minded. Representation matters! I know that it is an active goal for this new bachelor program to aid in the diversification of the teacher workforce. I can see that this is part of the statement in that Clark already has a student body that is 30 percent students of color and first-generation college goer. Connecting these students into a curriculum that vigorously supports the college student to become a professional and doing so at a familiar college to their AAS or other studies gives credence to the strength of the alignment between need and curriculum.</p>
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p>
	<p>Comment</p> <p>In reviewing the program course descriptions, the course planning guide layout, and the crosswalk to the relevant state/national standards, the program courses (only core due to the professional preparation requirements) will translate well into later school practices. The alignment between what elementary schools, Head Start programs, and other industry partners is strong. This is so because there is a clinical component associated to demonstration out in the “field” or in the associated classrooms. This is where the teacher candidate places their learning from the course and program content into practice as a demonstration with supervision and looped feedback to make immediate and sustained learning-to-practice gains.</p> <p>For example, learning art pedagogical theories, contemporary methods of instruction for art learning, and working with art materials by exploration and example and then applying this learning under clinical supervision (with a cooperating teacher in the classroom and supervisor to mark progress) makes for a strong candidate experience. This approach, as mapped out in the program proposal documents, ensures a community participatory model where the community partner is more</p>

	<p>satisfied; the community partner (cooperating school/professionals) engage this teacher induction model.</p> <p>Lastly, the Proposal speaks directly to the program rigor through relevantly applied research, “The proposed BAS-TE program is built on research-based practices and constructivist theory for both young learners and adults (SBCTC Proposal, p. 6).” As well, the proposal goes on to state that the theoretical goals of Uri Bronfenbrenner and Constructivist learning theories are linchpin in the programming. These learning, teaching, and ecological theories are often applied in our contemporary times and match well with academic rigor, classroom practices, and goals of schooling for young children and early elementary. Ensuring that a balanced approach (mentions of behaviorist theory, inclusion for all as part of the modeling, and Dewey’s principles of democratic classroom designs will go a long way in attending to post-modern school alignments). Overall, the academic rigor is quite strong, relevant, and accessible through community employer involvement through teacher candidate lifecycle of program learning.</p>
e) General Education Requirements	<p>Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p>
	<p>Comment</p> <p>I believe that the general education requires are adequate and suitable for a bachelor level program. As stated in the proposal document (SBCTC Proposal, P. 9):</p> <p><i>At a minimum, students must either have completed a technical associate degree and/or have more than 90 college level credits from a regionally accredited institution prior to applying for admission to the program. Prerequisite courses are described later in the document under “Admissions.” Students are required to meet the 60 credit General Education requirement as outlined in the SBCTC’s minimum general education requirements for Applied Baccalaureate degrees prior to graduation. These credits can be earned at either/both the associate degree and/or applied bachelor degree level. Clark College expects students to come primarily with the following credentials:</i></p> <ul style="list-style-type: none"> • AAS-Early Childhood Education • AAS-Paraeducator • AAS degrees in other fields and meeting required Early Childhood Education prerequisite courses

	<ul style="list-style-type: none"> • <i>AA degree and meeting required Early Childhood Education prerequisite courses</i> <p>I only wondered if more articulation with other neighboring colleges and universities would make sense over the long haul. Making articulated agreements between institutions for the general requirements may help more prospective local or transplant students find their way to the degree?</p>
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	<p>Comment</p> <p>Possibly, for example, my university has 2 Master's degree programs specifically for educators who are out in the field past their initial licensure at a bachelor degree level. This bachelor degree program is a good match for our Master's degree in Early childhood or in Curriculum and Instruction.</p> <p>The only areas that are less clear to me are around writing and research levels for admissions into graduate school. Since a clinically focused degree program centers on theory to practice, methods used in instruction, technology, learning, and assessment, do the candidates come out with strong writing skills, an educational statement of philosophy and/or a portfolio of sorts that culminate their learning? This seemed less clear to me as a reader of the proposal. I do think that component can be addressed if the program is utilizing some sort of work sampling system whereby students put together a culminating portfolio of their samples of work to demonstrate the crowning learning experience.</p>
g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	<p>Comment</p> <p>A quality teacher preparation program requires tenure-track faculty with appropriately aligned degrees and expertise in areas needed in this program, specifically in the early childhood and lower elementary grades. Long-term faculty status assumes a level of commitment which will be needed to complete work needed to develop, complete, and implement an effective applied bachelor program</p>

	<p>design and institutional long-range plans, including non-licensure track options and endorsements, such as the one shown for bilingual teachers.</p> <p>In general licensure programs need faculty who are able to address areas designated as critical by the state standards such as Special Education, English Learners, and Content Area Reading.</p> <p>Currently, in the department are 3 tenured early childhood education faculty with long histories of curriculum, program, and content in early childhood education. The Statement of Need document proposes adding a fourth tenure-line faculty that works closely to lead and address the program needs for this new applied bachelor degree. In fact, the current early childhood program faculty are in the process of hiring for this position now.</p> <p>The Statement of Need indicates that the faculty are well positioned to engage in the professional development necessary to stay current in their fields and to ensure the currency of the curriculum in their department. They already attend conference and present on their own emerging trends in the current program. This professional growth model should extend naturally to the new program.</p>
h) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	<p>Comment</p> <p>The new program aptly considers tuition, location, and continuity as part of the resources. In addition, a developing a bridge between early learning and elementary education systems is mentioned as a novel and innovative idea that sustains the program. Appropriate connections have been made across neighboring universities and colleges as well as with industry and community leaders such as with Vancouver Education Diversity and Inclusion Committee to further develop “grow your own” initiatives.</p> <p>Considerations for additional work could include: Tenure line research faculty to engage the classroom/everyday practices in research, writing and presentation. I would recommend that you place resources into a professional engagement model where</p>

	<p>faculty and schools across the city engage other practitioners in this city in the arts, equity, diversity and inclusion initiatives, civic engagement, early childhood, and elementary education and principles and practices at work. These resources would help to identify and develop model schools for young children where students could complete high end practical and student teaching experiences.</p> <p>Another area of consideration is to develop a relationship with one particular elementary school nearby and offer a professional formation model whereby teachers and administrators could learn about elementary focused practices similarly to those in the lab school on Clark College campus now. This would develop potential placements and laboratory school situations for the new program.</p> <p>Further, also consider the administrative resources needed for teacher licensure, such as the work it takes to create placements, supervise students out in their field and clinical experiences (showing they meet standards for teacher effectiveness and competencies as an example), and oversee partnership relations. In your year 5 (2025-26) you project 72 enrollments in the program. Consider how you will build out to this capacity with the administrative infrastructure needed so that faculty can focus on the pedagogical content and course curriculum production, assessment, and improvements (for accreditation, too).</p> <p>Lastly, I would consider the bachelor level resources that may be needed in writing supports, any state mandates for testing (i.e. prerequisites for becoming a teacher), and emergency funds for additional student needs such as off-campus supports to travel to/from more distance field experiences in public schools. Additional student supports are a must in order to mitigate technical assistance (i.e.: public schools use their supported software that your students need access to, etc.). As you get up and going, you'll encounter new barriers to student success because of the layers of partnerships and off-campus field work. Some of this may be in place now due to the similar nature of the early childhood program's practicum requirements.</p>
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
	Comment

	<p>The Statement of Need documents that there is an early childhood advisory board and this board seems robust. There are also many letters of support that accompany. For example, the Education Service District 112 letter states, “ESD 112 in Clark College, partnering to support this BAS program and local district, could make gains to recruit, grow and routine educators to reflect the students served by school districts in the region.” Another strong letter from the Washington State Board of Community and Technical Colleges states, “Over the last 19 years Clark College has not only worked closely with her care and education program through Clark County, they have also been a leader in offering relevant educational pathways for those working in the field.” I would recommend that any new advisors be directly considered from local public-school settings. As well, it will be imperative to identify a Board member with a linguistically diverse background to help in your construction and connections to a bilingual endorsement.</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>The interest for this newly created degree program is clearly there, as is found in the student survey results of nearly 85 percent of those surveyed expressed interest in this new degree. As well, the need is clearly laid out from a prospective of location, continuity of programming, state and local necessities, and an already strongly reputable early childhood program that serves the AAS degree area as a pathway into this new applied bachelor degree.</p> <p>In addition are the history of the current program, its association with the laboratory school, and strong community engagement/relationships. These areas should be viewed as a valuable opportunity to develop complete alignment with the goals of this new degree program. This degree program opportunity also adds a rich pedagogical perspective that is unique to the program, at least among other early childhood programs in the state of Washington.</p> <p>The location of Clark College and its Early Childhood Program in the heart of Vancouver, Washington is also an opportunity to capitalize on the diversity of the city, embrace it and work to find ways to</p>

	<p>embed it into the program, enriching and strengthening the program with the kaleidoscope of perspectives and rich history. It has a strong beginning with the many connections and collaborations which have been forged by faculty. These also are opportunities.</p> <p>I believe there is more work to be completed related to build out, most of which comes after the curriculum and initial plans are in place and first students are accepted. The build out is to more strongly align with the chief long-term aims of creating a licensure program with significant numbers of student-teacher candidates--requiring some of my suggested additions I've laid out in this report. As for now, I believe that the program prospectus has done the initial legwork to show how it is a natural fit to extend the AAS toward this applied bachelor degree program and grow it from the ground up.</p> <p>The ground is already fertile and has solid layers of work already in place to make this new program start strongly with a good success rate! I have every confidence in the current faculty and their future fellow faculty specifically hired to begin this new program. I believe that the already robust early childhood AAS degree program has demonstrated its capacity for field work through an ongoing relationship with its own laboratory school. These foundations resonate outward and already affect the surrounding community in Vancouver, Washington area and region. I suspect that the additional supports that would need to be built over time can come quickly to this highly reputable faculty.</p> <p>Through the external review I've made, assessing the concept, degree learning outcomes, curriculum, academic alignments and rigor, general educational requirements, preparedness for graduate education, faculty, resources, and membership and advisory committee resources, I am prepared to say that I would agree to adopt this new degree program for a Baccalaureate of Applied Science in Teacher Education Preschool -Grade 3.</p> <p>Recommendations: I do believe it will be imperative to consider the additional commentary I've made related to the longer term build out of the programming. Please consider and address the administrative and structural supports in the areas of partnerships and clinical field placements as the program grows, up front needs for bi-lingual representation in the faculty and/or advisory board, and building out partnerships and project</p>
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	<p>planning for sustained growth and strong collegial community engagements. As well, consider how the faculty will engage regionally and nationally in the newer territories of licensure for public school settings as related to assessments for accreditation, state-mandated governance, and innovating pedagogy to practice (already in place in the ECE program!). Further, I would consider the scope of your advisors to include elementary education leaders. Lastly, allow for the buffering of learning as you go and grow. How can you make real-time shifts and changes as needed when you encounter a needed shift?</p>
<p>Reviewer Bio or Resume Evaluator, please insert a short bio here</p> <p>William Parnell, Ed.D. (2005) WILL PARNELL, Ed.D., is a professor in early childhood education, department chair of Curriculum and Instruction (Division of Teacher Education), and a pedagogical liaison to the Helen Gordon Child Development Center at Portland State University. His specialty areas are rethinking readiness in the early years, disrupting traditional early childhood research, creating learning designs, and documenting and making young children's learning visible. Dr. Parnell currently serves as president of the National Association of Early Childhood Teacher Educators, Consultant for the International School of Beijing Early Years, and Founder of the Inventing Remida Portland project.</p> <p>Dr. Parnell finished his doctorate in education at PSU in 2005, and has been researching Reggio-inspired practices related to making listening and learning visible and valued, and working with children's creative expression, representational work and Remida creative reuse materials. His most recent research centers on meaning-making through early childhood education arts-based narrative-building processes that informs classroom practices. Dr. Parnell has presented and written many journal articles and book chapters about his research. He has co-edited and authored three books: <i>Making Meaning in Early Childhood Research</i>, <i>Disrupting Research in Early Childhood Education</i>, and <i>Rethinking Readiness in Early Childhood Education</i>. His other scholarly research articles and book chapters focus on children, teachers, and parents' lived experiences and he is actively working with many doctoral candidates in the U.S. and Australia.</p> <p>Dr. Parnell has been an educator and researcher in the field of early childhood education/teacher education since 1986 with a significant background in teaching and leadership. His background includes work in lab schools, parent cooperatives, and public-school settings and he has consulted around the globe from across the U.S and Canada to countries like Beijing, Australia, Bulgaria, Denmark. He has also started many schools for young children, working with architects on place-making, space planning, and pedagogy in architectural design.</p>	

College Name:	Clark College	BAS Degree Title:	BAS-Teacher Education P-3
Reviewer Name/ Team Name:	Dr. Vanessa Tucker, Ph.D., BCBA-D	Institutional or Professional Affiliation:	Pacific Lutheran University
Professional License or Qualification, if any:	Teacher: Elementary and Special Education, TESOL Endorsed K-12 Licensed Behavior Analyst, WA (LBA) Board Certified Behavior Analyst, Doctoral (BCBA-D) Associate Professor of Special Education, PLU	Relationship to Program, if any:	None-External Reviewer
Please evaluate the following Specific Elements			
k) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment</p> <p>The BAS TE degree program provides an incredibly relevant and appropriate response to the demands of multiple types of employers in the area(s) Clark College intends to serve. For example, the survey of employers asked whether the BAS TE degree would assist their organization in finding qualified applicants to fill positions. 76.45 percent (n = 39) endorsed “strongly agree or agree.” Perhaps</p>		

	<p>another relevant metric is the 80 percent of respondents (n = 41) who stated that they would refer their employees to the program at Clark College. In addition, employers shared their need to have flexible hours for their employees who are not available during typical school hours due to work schedules. The Clark College model would offer a hybrid course structure tailored to the working adult student.</p> <p>In addition, the program proposal has demonstrated the need now and in the future for teachers in preschool, kindergarten and elementary (K-3). One important data point is summarized here (p. 10 of proposal): According to EMSI (2019) the current number of kindergarten and elementary education teachers employed in our geographic region stands at 9,110. It is projected the growth rate will be 7 percent over the next 10 years. More specifically, there are 752 annual openings projected for kindergarten and elementary education teachers in the region. In 2018, there were 239 bachelor degree or higher completions in the kindergarten/elementary education programs leaving a substantial annual gap of 513. Clark College is also meeting an increased demand for training teachers due to the closure of Concordia University and high demand in their neighboring Oregon/Portland areas. They are well positioned to be a strong supplier of highly qualified, relevant, and local applicants to the teaching profession.</p> <p>The academic standards are well articulated within the choices of endorsements and direction the program has chosen to make. The overall program outcomes include (a) Power, privilege & inequity, and culturally responsive practices, (b) Pedagogical skills, (c) Areas of content knowledge, (d) Child development and individualization, (e) Supportive communities, (f) Professionalism and (g) Organization and compliance. Across a two-year period, candidates are in coursework that provides a comprehensive (based upon description and cross walking with standards) curriculum. Teachers who graduate from this program will have an equity lens and the skills to be effective in whatever</p>
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	<p>setting(s) they choose to work. The coursework uses a scaffolding method that is evident in its design, focusing on diverse learning approaches. Clark College has listed four overall objectives that provide the foundation for this degree:</p> <ol style="list-style-type: none"> 1. Provide an accessible pathway to a four-year degree with teacher certification to students who are often place-bound and employed in both childcare industries and in the K-12 system, 2. Provide a degree that allows those in the workforce access to higher wage-earning positions a four-year degree allows, 3. Provide an educational pathway to a four-year degree with teacher certification to those holding an AAS degree in ECE (Early Childhood Education), 4. Provide the service district with qualified teaching candidates reflecting demographics of the service area and address regional teacher and substitute shortages. <p>Their proposal shows a clear plan for how they will address all four of these important outcomes.</p>
I) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>The degree outcomes are best situated within the course descriptions and the AAS degree coursework in ECE. The AAS degree is a two-year program with one term of summer coursework. Courses in this AAS in ECE provide a rich foundation for those who will enter the BAS TE program if that is still a requirement. The AAS in ECE is directly related to the Washington State Stackable Certificates. Course articulation can be found between these certificates, the AAS degree, and the BAS TE degree. The BAS TE degree cites several courses from the AAS that address their program outcomes, including EDUC&130: Guiding Behavior, EDUC&240: Diversity in Education, ECED&160: Child Development, EDUC&115: Child Development and EDUC&204: Inclusive Education. The degree learning outcomes are articulated in a crosswalk document and are highlighted earlier in this review. The outcomes are comprehensive. They are the skills and dispositions that a teacher needs to provide effective and equitable instruction. What</p>

	<p>is most fascinating about this degree to this reviewer is how everything is connected, starting with the Stackable Certificates to the BAS TE degree itself. It is a well-organized set of courses that more than address the strong outcomes the college has committed to. In terms of rigor, yes, not only is it rigorous, its relevant for the students and what they need to learn to be effective teachers in today's educational field.</p>
m)Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p>
	<p>Comment</p> <p>The statement of needs document comprehensively describes the nature of the programs currently at Clark College and the expansion of these courses to provide the new degree. The curriculum itself is more accurately described in the BAS TE Alignment Crosswalk and the course descriptions. The alignment is perhaps more clearly understood when comparing the Program Map of the ECE AAS Degree and the WA State Stackable Certificates. Taken together, these documents prepare a very clear picture of curricular alignment. In addition, the curricular descriptions reflect careful thinking about what types of teacher candidates the program intends to prepare. These teacher candidates will reflect coursework that prepares them to be inclusive educators who will serve their communities in a wide variety of settings and capacities, in a region that truly can benefit from home-grown educators. The alignment might be less clear to those who do not understand how the community college system works with these ECE degrees. I suggest, at a minimum, some type of clear articulation that shows the process from Stackable Certificates, to the AAS-ECE, to the proposed BAS TE degree. Upon further review, the AAS-ECE has primarily focused on ages Birth to 5, which is part of the overall ECE continuum of Birth to Age 8. This is not clearly called out anywhere. In addition, as I reviewed the AAS-ECE Program Map I wondered:</p> <p>n) Is there intentional overlap between the Stackables, the AAS and the BAS TE?</p>

	<p>o) How are the courses alike, and how are they different? From an untrained eye, they sound very similar.</p> <p>I suggest a more careful articulation of the sequence and how the courses build on each other.</p>
p) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>The degree is designed in what appears to be a cohort model, with every student taking the same courses in the same order until Fall of the second year, when they can elect to take ECED 405: Individualized Teaching or ECED 406: Bilingual Education.</p> <p>The ECED 405 course is described as “The primary objective of this course is to provide fundamental knowledge and experiences for designing and implementing IEPs. Course topics also include effective use of assessments, successful collaboration, provision of specially designed instruction, evidence-based supports and strategies, accommodation and modifications and considerations for inclusion.” While the program (upon the recommendation of their PEAB) is choosing not to offer an ECSE (Early Childhood Special Education) endorsement track, the courses that are offered provide a deep framework in the content knowledge and skills necessary to provide an inclusive classroom and to collaborate with others. This type of teacher would, based upon the coursework described, be in high demand in several settings. I did notice that there is no mention of PBIS or MTSS (Positive Behavior Intervention Supports/Multi-Tiered Systems of Supports). These are most likely covered in several courses, including ECED 312. Employers in K-12 need to be assured that their candidates come in with at least a basic understanding of school-wide systems for academics and behavioral supports. The program does mention things like SEL (social-emotional learning) and trauma informed</p>

	<p>approaches. Those are all good things to include. However, the program is counseled to call out these important topics as they are imperative skills and knowledge sets for new teachers.</p> <p>I also do not see where Classroom Management practices are specifically called out in any of the courses, although I can see several places where it might fit. It could be that it is covered or assumed covered in ECED&170: Learning Environments. However, it seems to be a big missing piece in the materials I reviewed. Classroom management is another way of promoting equity for all students. The curriculum can be strengthened, from an outsider's perspective, from making sure that this is explicitly called out and covered in coursework. Employers need to know that their new teachers will come in ready to organize a positive learning environment that proactively teaches routines and procedures with a PBIS focus. Problems with patterns of suspension and expulsion often begin in preschool. Our new teachers should be well trained to prevent this and challenge it by having excellent management systems as well as a positive, asset-focused mindset when it comes to children and their families.</p> <p>The other course that students in this sequence can take in their second year is ECED 406: Bilingual Education. This course, by description, sounds like an excellent coverage of topics. My only suggestion is to specifically state that the course will cover various instructional models for English Learners.</p> <p>There are a few courses that all students take that are of tremendous value that I would counsel the college to keep. These include ECED 304: Language and Literacy Acquisition, ECED 400: Law and Ethics and ECED 401: Collaborative Leadership and Supervision.</p> <p>ECED 304 has content that is highly relevant to all teachers in early childhood. All teachers in the early childhood arena should be very well versed in development, specifically language since it is tied to academics and behavior. The ECED 400 course provides an interesting take on how introduce topics related to IDEA. My advice to the planning</p>
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	<p>committee is to make sure and cover other relevant laws such as 504, ADA and Title laws. The team should specifically call out the fact that 504 is not special education. In addition, it is highly relevant that ethics are covered. I am very happy to see this in the course sequence. Lastly, the ECED 401 course is powerful, especially since so many of your potential candidates will already be paraprofessionals or at least in a similar position. This type of course is highly relevant for their work. Overall, I do think that the candidates will need to be able to demonstrate academic rigor in their work. It might be helpful for the college to “code” different courses according to whether they are general education requirements, and to describe how they intend to promote rigor. Questions I have, after reading all of the documents:</p> <p>q) How will the courses increase in rigor as they move from the Stackables, to the AAS, to the BAS TE? (Be more specific about this)</p> <p>r) How do academic and professional skills get fostered as candidates move through the program?</p> <p>s) How do these skills relate to the potential for future access to a graduate program?</p>
t) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <p>A candidate in the BAS TE program, from what I am gathering through reading the specific materials available, come in with a wide variety of backgrounds. This program at Clark is different than the average 4-year university sequence where students take general undergraduate requirements. Candidates in this program most likely will come in with the ECE AAS (Associates in Applied Science) Degree. This course sequence, taken from the Clark College website, is tied directly to the Stackable Certificates. In essence, this is very different from the way that most 4-year universities do their general education requirements and reflects the nature of how community colleges in Washington are responding to the needs of personnel who work in childcare and preschool settings. It is basically like</p>

	<p>comparing “apples to oranges” if you are looking through that typical lens. The main difference is that the courses seem more relevant to what a teacher would need from my perspective. A review of the two years of course work for the AAS-ECE shows that there is depth and breadth in academic preparation for the teachers themselves (e.g., ENGL&101: English Composition 1, Math 092 Applied Elementary Algebra). The courses do meet breadth and depth requirements.</p> <p>The ongoing concern for programs is that candidates should have the academic “access” skills to engage in 300 and 400 level courses and should be able to have those skills shaped over the course of their degree progress. Educational professionals are expected to have excellent academic skills, and our programs should be emphasizing these from both an “understanding” (e.g., I know what students need) to “skill performance” (When I write for professional purposes, it is adequate).</p> <p>Questions I have after reading this:</p> <ul style="list-style-type: none"> u) What about candidates who come with other types of AA degrees? How does that coursework translate into the program requirements? v) A previous recommendation applies here: Make it very explicit where you are embedding those general requirements and how they are applicable to the academic growth and rigor of the program.
w) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment</p> <p>This is a worthwhile question, and it certainly relates to the previous one above. Our candidates enter graduate degree programs for a variety of reasons and at different entry times. Ultimately, all three of these (concept, outcomes, and curriculum) do prepare the candidates for graduate degree programs if that is their goal. These candidates will have a well-rounded degree with which to apply to the various settings that they choose. If candidates do decide to continue to pursue a graduate degree, they will be better prepared by this program’s instructional delivery design since so many programs are hybrid and/or online. While Clark’s</p>

	<p>program is not 100 percent online, it has elements of both models and is tailored to the adult learner. Clark College's faculty can assist their candidates who are considering graduate school to prepare for increased rigor. This includes more reading, more academic writing and more time focused on deeper issues. There were comments in the survey about students who felt that the WSU-Vancouver program was not suitable for them due to a heavy writing focus. Unfortunately, this emphasis will be part and parcel of a graduate level program. The faculty may need to strike a balance here. These candidates will be well served by being taught to read research literature, to write citations and to compose quality writing pieces. In addition, they should understand basic statistics for decision making purposes, which could be adequately covered in the assessment course. They will need this for their professional work in schools or other settings when examining and making decisions about student data.</p>
x) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment Address faculty qualifications, PEAB oversight, stakeholder input Clark College's ECE program has three tenured faculty (potentially four, with a search conducted in 2020) and one adjunct. The fourth hire is targeted to meet the needs of the BAS TE program. In addition, the Child and Family studies program has a laboratory school that is well known and provides lab experiences to students. This is an incredible asset to the candidates as they complete their studies. I do not have access to specific information about the qualifications of the faculty, and would refer the reader to their individual CVs.</p>
y) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment Clark College appears to be extremely well resourced. It is a beautiful campus that is</p>

	<p>specifically tailored to support students and boasts two well maintained satellite campuses. Student supports are easily located on their website and are impressive. The library is easy to navigate online. Program resources appear to be shared across departments (e.g., PE is taught by the Physical Education faculty). The program's enrollment continues to remain steady despite national declines in college enrollment. The design of the program is also a tremendous support to candidates. They have up to two advisors who walk with them through every step of the process. These types of supports are invaluable for students. In fact, as a faculty at a four-year university, I often hear about the wonderful supports our transfer students received prior to stepping foot on our campus. Community colleges know how to do this well!</p> <p>Students at Clark College are supported in a wide variety of ways, as articulated in this section of their website: https://www.clark.edu/campus-life/student-support/index.php. Supports are available for technology access and free tutoring is available. This campus is well designed to support candidates who may require different supports depending on their needs.</p>
z) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p>
	<p>Comment</p> <p>The program has unanimous approval for the BAS TE degree from the PEAB. The proposal has changed based upon input from district stakeholders. They will be offering endorsements in ECE and Bilingual Education but have for the time being placed ECSE on hold. The coursework as described provides a robust coverage of the content and skills necessary to include students with disabilities in classrooms. Clark College's faculty have demonstrated responsiveness to their district constituents as well as their PEAB.</p> <p>My suggestion is that the proposal include all of the input that has been sought, beyond the PEAB. The faculty have done a fantastic job of seeking out</p>

	stakeholder input from many areas and constituents. The program should highlight those!
aa) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	<p>Comment</p> <p>My overall assessment is that this is a very positive and valuable move for the area served by Clark College. With only 1/3 of adults in the surrounding service district age 25 and older holding associates degrees or higher, this type of program is an investment in the future of the children and adults of these counties. Clark College is part of a larger mission to reach students who otherwise may face significant barriers to accessing education: “Community colleges have prioritized first generation college students, paraeducators, and early learning employees becoming teachers” (Proposal, Clark College, p. 4). The objectives as proposed in p. 5 of the same document have a high likelihood of being met based upon the recommended curriculum. I am beyond grateful that the community colleges of our state are taking up this initiative—it is a true investment in the future of our state. The students Clark College is intending to serve are unique, and often what is called “place bound.” They face different barriers in terms of accessing an affordable option that is close to home, one that works around their unique schedules and takes into consideration the needs of adult learners. The program coursework is well articulated. I will summarize again the recommendations from above and add in a few more below.</p> <ol style="list-style-type: none"> 1. Be very clear and intentional about when and how you will cover classroom management in your course sequences. 2. Incorporate PBIS and MTSS specifically within your coursework. Incorporate these principles with a prevention lens and with equity as the focus. 3. Teach and reinforce the skills of looking at data to make decisions for more intensive interventions. 4. Shape and reinforce academic skills necessary for reading and understanding educational research and subsequent decision-making

	<p>regarding the implications of studies for interventions (or assessing quality of interventions).</p> <ol style="list-style-type: none"> 5. Teach, shape, and reinforce academic writing for potential transfer to the demands of graduate school for those who choose to pursue it. 6. It is not clear how the program will be evaluated nor are any key assessments discussed. It would be helpful to clearly articulate that as part of this proposal/statement of need. In addition, I would recommend a system with your PEAB of longitudinal study of certificants who graduate, focused on your district constituents. When they leave, do districts feel they are prepared? Do they have the skills to do the jobs they have taken? In turn, a similar type of survey or study would be appropriate for early childhood employers. What else would they like candidates to know and be able to do? This data can then be used with your PEAB to assess the completeness of the course offerings. It will be important to determine whether your candidates have the skills and concepts they need to effectively work in both settings, and to adjust over time. 7. While the emphasis on Special Education is valuable as you have articulated, I would still advocate for an endorsement in this area. I realize that this is a capacity issue and what you have responded to base on PEAB recommendations. However, the coursework you have is well positioned to add this endorsement back in once you have gotten the faculty you need to run it. 8. Please see other feedback above. Make it very clear how the certificates feed into each other, what their focus is, and how they are differentiated. In addition, make sure that you indicate where you add rigor intentionally. <p>I am looking forward to seeing what Clark College does with this amazing plan. As a first-generation college student, myself, I am eager to the barriers of access demolished for everyone. Thank you for the time your group has put into this proposal and for the many voices who assisted you in this effort.</p> <p>Dr. Vanessa Tucker</p>
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Reviewer Bio or Resume

Dr. Vanessa Tucker, Ph.D., BCBA-D, LBA
Associate Professor of Special Education
Pacific Lutheran University
tuckerve@plu.edu

See CV.

Vanessa Tucker, Ph.D., BCBA-D, LBA
Curriculum Vitae
Education

Western Washington University B.A. June 1995
Bellingham, WA

BA Special Education K-12

BA Elementary Education K-8

K-12 Endorsement ESL/ELL (P-21 TESOL)

Licensure Status: Current WA State

University of Washington M.Ed. June 2003
Seattle, WA

M.Ed. Special Education, Low Incidence Disabilities

University of Washington Earned Doctorate Ph.D. 12/2009
Seattle, WA

Program/Area of Specialization: Low Incidence Disabilities/Autism

First Cognate: Literacy Issues in Low Incidence Disabilities/Literacy

Second Cognate: Applied Behavior Analysis

Board Certified Behavior Analyst, Doctoral (BCBA-D: #01-12-10501)

Specialization Out of College of Education: AAC/Assistive Technology and Disability

Published Dissertation:

Tucker, V. (2010). *Collaboration and conflict: Insights regarding reducing barriers to participation through a survey study of parents and school professionals during special education*

planning. University of Washington: Seattle.

Employment History

Associate Professor of Special Education, Pacific Lutheran University
Tacoma, WA

September 2012-Present

Previous: Add-On Endorsement Part Time Faculty 2010-2012

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Responsibilities include student mentoring, teaching undergraduate, graduate courses and certification in a variety of topics, scholarship and service. Program coordination for the ARC and Startalk programs 2014-2017. Teaching responsibilities for the BAE, MAE, ARC programs as well as cross-disciplinary coordination and teaching for the Music and Kinesiology Departments.

Regular faculty for the Principal/Administrator Program as well as the Add-On Endorsement Program. Previous instruction and coordination responsibilities for the Admin Pro-Cert program.

Regular Courses *

EDUC 391: Foundations of Learning

EDUC 333: Instructional and Classroom Management Systems

SPED 431: Issues in Autism Spectrum Disorders

SPED 911: Foundations and Procedures for Students with Developmental Disorders

SPED 917: Foundations and Procedures for Students with Low Incidence Disabilities

SPED 921: Foundations and Procedures for Students with Autism Spectrum Disorders

EDUC 979: Current Issues in Inclusive Differentiation

SPED 583: Current Issues in Exceptionality
 EDUC 419: Issues in Child Guidance and Positive Behavior Support
 EDUC 563: Integrating Seminar/Internship
 SPED 376: Instructional Methodologies for Inclusive Classrooms
 SPED 450: Early Childhood Special Education
 SPED 454: Moderate and Low Incidence Disabilities
 *Other courses taught at PLU are dependent upon the endorsements chosen by cohorts and run on a two-year cycle.
 Part Time Lecturer, University of Washington, Tacoma
 2012-Present
 Providing part-time teaching and mentoring of students, as well as being on the faculty committee for student policy as an outside part time faculty 2017-2018.
 Part-time adjunct faculty focusing on the following courses, including one that I have developed to be entirely asynchronous/online through Canvas (T EDSP 513).
 Regular Courses:
 T EDUC 549: Introduction to Exceptionalities
 T EDSP 513: Issues in Autism for Educators
 T EDUC 503: Educational Measurement
 BCBA Supervisor: BACB (Behavior Analysis Certification Board)
 2012-Present
 Supervision of clinical hours for BCBA candidates (getting 1500 clinical hours) out in the educational and/or clinical/therapeutic community. Currently I have supervised 12 candidates with a better than 80 percent pass rate on the national exam. I supervise no more than 4 candidates per year, most of whom work in the school setting as teachers or behavior specialists. All candidates are BSD Ex. S68, Page 2 of 16 required to attend a group supervision monthly as well as present a case study at a local or national conference. Via my license, I am able to verify their hours and certify them as ready to sit for their exam.
 Full Time Lecturer, University of Washington, Tacoma
 June 2010-August 2012
 Teacher Certification Program Coordinator 6/2010-8/2012
 Faculty with teaching, mentoring, program development, scholarship and service responsibilities
 Teacher Performance Assessment Coordinator (EdTPA)
 Educational Specialist/Program Coordinator
 Tacoma Public Schools 2004-2010
 Special Education Leadership Staff/Administration Member
 Assistive Technology Team Coordinator
 Autism Programs Coordinator
 Special Projects Specialist
 ESY (Extended School Year) Coordinator
 Human Subjects Committee Member
 Special Education Teacher and Consulting Teacher
 Puyallup School District 2002-2004
 Resource/Teacher on Special Assignment
 Preschool Language/Special Education Teacher
 Special Education Preschool included two sessions per day, four days per week with an average

caseload of 15 IEPs (Individualized Education Plans) and 10 typically developing children between the ages of three to five years of age. Incorporated ECSE assessments into a HighScope model, including the AEPS, ECERS, ITES and the VB-MAPP.

Special Education Teacher
Issaquah School District 1999-2002
Severe Disabilities Classroom K-5
Special Education Teacher
1997-1999
Fairfax Hospital Children's Unit K-8
Sunrise Mediplex Children's Unit K-2
Substitute Special Education/General Teacher
1995-1997

Other Academic Positions and Service
Behavior Analysis Certification Program Off-Site
September 2012-2015
University of Washington, Seattle
BSD Ex. S68, Page 3 of 16
BCBA Supervision
Adjunct Faculty: Seattle University
Summer 2010
Course Taught: Severe Disabilities (Hybrid Online/In Person)
Adjunct Faculty: Seattle Pacific University
2009-2011
Courses Taught: (All Online)
Summer 2009: Severe Disabilities
Summer 2009: EDU 6644 Exceptional Students and Inclusion
Fall 2009: EDU 6644 Exceptional Students and Inclusion
Winter 2010: EDU 6644 Exceptional Students and Inclusion, EDU 6655 Human Development and Principles of Learning
Spring 2010: EDU 6644 Exceptional Students and Inclusion, EDU 6525 Culturally Responsive Teaching
Summer, Fall, Winter and Spring 2011 EDU 6644 Exceptional Students and Inclusion, EDU 6655 Human Development and Principles of Learning
Adjunct Faculty: University of Washington, Seattle
2010
Winter 2010: EDSPE 561 Early Childhood Assessment
Spring 2010: EDSPE 506 Classroom Management of the Physical Problems of Individuals with Severe or Profound Disabilities
Teaching Assistant: University of Washington, Seattle
2007-2009
Spring 2009: EDSPE 506 Classroom Management of the Physical Problems of Individuals with Severe or Profound Disabilities
Spring 2008: EDSPE 420 Classroom Management of the Physical Problems of Individuals with Severe or Profound Disabilities
Spring 2007: EDSPE 420 Classroom Management of the Physical Problems of Individuals with Severe or Profound Disabilities
Part-Time Lecturer: University of Washington, Tacoma
2007-2010
Summer 2007: TEDSP 539: Introduction to Exceptionalities

Summer 2008: TEDSP 539: Introduction to Exceptionalities
 Summer 2009: TEDSP 539: Introduction to Exceptionalities
 Summer 2010: TEDUC 504: Understanding Educational Research
 Field Supervisor: Special Education Practicum Students 2008-2009
 Adjunct Faculty: Western Washington University
 2008-2010
 Summer 2008: SPED 474: Students with Complex Special Needs
 Summer 2009: SPED 474: Students with Complex Special Needs
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 Fall 2009: SPED 360: Introduction to Special Education
 Adjunct Faculty: Western Washington University
 TESOL Program
 1993-1995
 Consulting
 Owner: Tucker Consulting, LLC 2010-Present
 The purpose of this private work is to provide behavior analytic support to the school systems via teachers, programs and students. I have worked with districts in the State of Washington including Eastern Washington, through the South Puget Sound area and down to Vancouver, focusing on building capacity for schools so that they can provide effective practices that are feasible in a school setting for children with Autism and other disabilities. I have also provided expert witness work as well as independent educational evaluations when needed and on a limited basis.
 Services include:
 Functional Behavior Assessment/Analysis
 Positive Behavior Intervention Planning
 Tailored trainings
 Classroom setup and instructional design
 Data design and analysis
 Individualized assessment/IEE's
 Parent training
 Program evaluations
 Expert witness work
 Individual and group mentoring of behavior specialists
 Presentations
 Pro Bono Presenter (Volunteer) Community Inclusion Program/PAVE
 2011-Present
 Presenter, Autism Outreach Project ESD 189 (Anacortes State Special Needs Project)
 2011-2015
 Cadre of Presenters: Issues in Autism
 Presenter, Puget Sound Educational Service District Paraeducator Training Cadre 2005-2010
 Subjects: Autism, Severe Disabilities, Instructional Design, Functional Behavior Assessment, Data Collection, Social Supports, Behavioral Interventions
 Other duties include new program development based on quarterly and annual needs inventories of paraeducators in the Puget Sound area.
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 Presenter, Tacoma Public Schools: ESA Groups Trainer 2005-Present
 Subjects: AAC and AT innovations, Communicative Environments, Progress Monitoring, Data Collection Techniques, Safety Net IEP Design, FBA and PBIP Design and Implementation

Conference Presentations

Puget Sound ESD Regional Paraeducator Conference Fall 2004

Presentation: Autism Overview: A Guide to ASD

Puget Sound ESD Statewide Paraeducator Conference Summer 2005

Presentations:

Autism Overview: A Guide to ASD

Behavior Systems I, II: Information and Practical Strategies

Communication Overview I, II: Communication Issues and Strategies for ASD

Social Supports: Strategies for ASD

Puget Sound ESD Regional Paraeducator Conference Fall 2005

Presentations:

Autism Overview: A Guide to ASD and Communication Issues

Overview of Moderate to Severe Disabilities

Washington Speech and Hearing Association SLP Conference Fall 2005

Presentation:

Demystifying ABA

OSPI Statewide Conference Winter 2006

The ABC's of FBA's and PBIP's: Pulling Them Apart, Linking Them Together
with Dr. Greg Benner, UW Tacoma

Tacoma Public Schools Fall Special Education Conference Fall 2005

Progress Monitoring: Practical Issues and Solutions for Educators

IECC Conference 2006

Presentation:

Demystifying ABA

Tacoma Public Schools Fall Special Education Conference Fall 2007

IEP and IDEA Updates

Autism Overview-Update on Current Research and New Directions

PSESD Regional Conference October 2007

Aspergers Syndrome for Educators

Positive Behavior Support

WACCBBD Spring Conference Spring 2008

Positive Interventions for Challenging Behaviors

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LEA Directors Conference Spring 2008

Procedures for the Assignment of a 1:1 Paraeducator-A Research Review

WYAEC Special Education Connections Conference Spring 2008

Language Based Interventions for the Preschool Classroom

CEC 2009 Current Research from the University of Washington

IECC Conference 2009 Language Impairments in the Classroom

PSESD Regional Paraeducator Conference 2009

What is Evidence-Based Research in ASD?

35 Strategies for ASD in the Classroom

Sumner School District Regional Paraeducator Conference 2010

Strategies in the Classroom for High Functioning Autism

Tacoma Public Schools Regional Paraeducator Conference 2010

35 Strategies for ASD in the Classroom

IECC Conference 2010 PECS: Picture Exchange Communication System 3 Hour Overview

CCBD International Conference 2011 Data Collection Systems, Autism Overview

NWPBIS 2011 Data Collection Systems

South Sound Regional Paraeducator Training 2012 Data Collection Systems

Tacoma Paraprofessional Conference 2012 Collaboration with Adults, Data Collection Systems

NWPBIS 2012 Suspension Practices Literature Review and Tacoma Public Schools Data Snapshot
 NWPBIS Fall 2012 Conference Invited Strand Presenter: Classroom Management for SWPBIS
 Northwest Regional Paraprofessional Conference Spring 2013
 Data Collection Strategies for Complex Learners
 NWPBIS Spring 2013
 Eugene, OR
 Pre-Conference Full-Day Presenter: Behavioral Consultation
 NWPBIS Fall 2013
 Spokane, WA
 Half Day Presentation: Behavioral Consultation Research Overview
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 Infant and Early Childhood Conference May 2014
 Tacoma, WA
 Full Day Presentation: Function Based Intervention Planning
 OSPI Summer Institute Invited Speaker/Full Day Presenter
 Seattle, WA Seattle Pacific University
 Full Day Presentation: Literacy Interventions for Low Incidence Disabilities
 Pacific Lutheran University Faculty Fall Conference
 Tacoma, WA
 Breakout Presentation: Providing Accommodations to College Students with Disabilities
 Cascade Christian Schools October 2014
 Invited Presenter
 Cascade Christian High School
 Puyallup, WA
 Faculty Training: Prepared for College: What High School Students Need to Access
 Post-Secondary Education
 DADD Division of Developmental Disabilities
 Florida: January 2015
 Accepted Presentation: Function Based Assessment Planning for ASDs
 (Did not attend due to lack of travel funding)
 Northwest PBIS Conference: Washington
 October, 2015
 Functional Behavior Assessment Planning Tools
 Parent Panels: Bridging the gap between parents and the teaching profession
 Northwest PBIS Conference: Portland, OR
 February, 2016
 Functional Analysis (Full day presentation): Nuts and Bolts for Implementation Tier III
 Parent Panels: Bridging the gap between parents and the teaching profession
 DADD Division of Developmental Disabilities
 Florida
 January, 2017
 Presentation: ABA is not just for children: Case Study Review of Adults with Dementia in Hospital Settings
 EXPLORE! Conference: Pacific Lutheran University
 January, 2017
 First in Family Panel (Invited)
 ACMA Washington Chapter
 Bellevue, WA
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 June, 2017

Case Studies of Adults with Dementia in Hospital Settings: Applications of Applied Behavior Analysis
 WABA Conference
 Auburn, WA (Green River Community College)
 Summer 2017
 Case Study: Adult Male with Developmental Disabilities: An ABA Approach to Reduced Hospital Stay Length
 Yelm Community Schools
 August 2017
 Yelm, WA
 School Psychologist and Behavior Specialists Training: The Nuts and Bolts of Functional Behavior Assessment
 Fall Faculty Conference: PLU
 August, 2017
 Tacoma, WA
 Frey, E., Royce-Davis, J. & Tucker, V. August 2017
 Meeting the Needs of Different Learners in the College Classroom: Faculty Conference Presentation
 Lunchtime Talk: PLU Faculty House
 Tacoma, WA
 November, 2017
 Autism: Coming to a Classroom Near You
 WAAC (Washington Autism Alliance and Advisory Council)/WA State Department of Health
 ABA Panel: Overview of Services, Model and Training (Invited)
<http://medicalhome.org/stateinitiatives/autism-systems-work/november-3-2017-waac/>
 Seattle, WA
 Enns, L., Rosenberg, N. & Tucker, V. November, 2017
 South Sound Paraprofessional Conference
 Autism Update: What Does the Research Say? (Invited)
 Bethel School District
 January, 2018
 Special Learning Series: Ethics in Applied Behavior Analysis
 Expert Panelist-Online Webinars (5-person national panel)
 February 2018-June 2018
 Puget Sound ESD Educational Service Associate (ESA) Group Trainings
 BCBA-Specific Content
 February & March 2018
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 Dr. Linda Rae Brown Undergraduate Research Symposium
 Pacific Lutheran University
 April, 2018
 Enyeart, K. & Tucker, V. The effect of NCR used for the treatment of problem behaviors: A literature review. (Poster Presentation)
 National Resource Conference for Paraprofessionals
 Seattle, WA
 April, 2018
 What Kids with Autism Want Us to Know
 Issues with 1:1 Paraprofessionals in Providing Positive Behavior Support
 Clover Park School District
 April-May 2018
 Research Overview: Issues with 1:1 Paraprofessionals

3 day in-service
 Clover Park School District
 June-July 2018
 Western State Hospital/Firgrove School
 Autism: The Long and Short View
 Dialectical Behavior Therapy: Use in Classrooms for Children with DBTs
 Issues with 1:1 Paraprofessionals
 Clover Park School District/Beachwood Elementary
 Tacoma, WA (JBLM)
 August, 2018
 Autism Overview: Supporting Students in General Education Settings
 Tumwater Back to School Special Education 101
 August, 2018
 Autism 101-Strategy Overview
 Professional Qualifications
 Continuing Teacher Status 2004
 Certification: K-12 General Education, K-21 Special Education, P-21 ELL
 Board Certified Behavior Analyst (BCBA): Doctoral Level Status in Good Standing: BACB
 Licensed Behavior Analyst, WA State: Doctoral Level Status
 Regional/Agency Affiliated Counselor: WA State
 Trauma Informed Educator Level I: WA State
 Awards
 Practicing Teacher Program Fellowship 2001-2003
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 Top Scholar Fellowship Award: College of Education 2004-2005
 Alice B. Hayden Scholarship: College of Education 2005-2006
 Alice B. Hayden Scholarship: College of Education 2007-2008
 Regency Grant: Pacific Lutheran University 2013
 Benson-Starkovich Grant: Pacific Lutheran University 2017
 The Honor Society of Phi Kappa Phi 2017 (Scholarship)
 Publications
 Autism Overview: An Online Course for Paraeducators
 Puget Sound ESD Paraeducator Project and PSETV
 Author and Narrator 2005
 Source: www.paraeducator.com
 Published Dissertation: 12/2009
 Tucker, V. (2009). Collaboration and Conflict: Insights Regarding Reducing Barriers to Participation Through a Survey Study of Parents and School Administrators During Special Education Planning.
 Unpublished Manuscript: 06/2008
 Tucker, Vanessa (2008). A Window Into Their World: A Study of Treatment Choices of Parents Raising a Child with ASD. Research and Inquiry Presentation. June, 2008. College of Education, University of Washington.
 Tucker, V. & Schwartz, I. (2013). Parents' perspectives on working with school professionals: Barriers and facilitators to successful collaboration. *School Mental Health*, 5(1), 3-14.
 Tucker, V. & Gerlach, K. (2013). Ethical and legal issues concerning paraeducator employment, training, supervision and evaluation. Unpublished manuscript. Submitted 2013 to DADD: Division for Autism and Other Developmental Disabilities. Rejected Manuscript.
 Tucker, V. & Matson, L. (2014). Dealing with challenging behavior: An administrator's guide to FBA and PBIP. *Curriculum in Context*, 40 (1), Spring, 17-22.
 Tucker, V. (2014). Autism and comorbid mental health issues: Challenges and issues for school

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Committee Member: K-12 Paraeducator Development. Co-Authored recommendations for the Paraeducator Subcommittee 4: Professional Educator Standards Board. Completed January 2015.

Editor/Reviewer: International Journal of Applied Educational Studies 2011-2014

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Editor/Reviewer: Beyond Behavior 2016

Reviewer: DADD (Division of Autism and Developmental Disabilities) 2015-Present

Tucker, V. (2015). Positive behavior supports: Continuing the model at home and in the community. *PAVE Pipeline*: March.

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Tucker, V. (2015). Transdisciplinary Tool Matrix. ©

Tucker, V. (2015). Expert Witness Report: C.F. v. Clover Park School District. Pierce County District Court.

Tucker, V. (2016). Training pre-service teachers to collaborate with parents. *Autism Spectrum News* 9(1).

Tucker, V. (2016). Special Education Observation Tool. PLU School of Education and Kinesiology.

Tucker, V. (2017). Expert Witness Opinion Report: Romero v. Pasco School District.

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Tucker, V. (2018). Faculty Training Module: Students Who are Deaf/Hard of Hearing. https://sakai.plu.edu/portal/site/Working_with_Deaf_and_Hard_of_Hearing_Students

Tucker, V. (2018). Evaluation and IEE of Student I.Y. Sumner School District.

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Bailey, J. & Tucker, V. (2018). Ethics in School Scenarios. Special Learning Online Webinar Series.

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Enyeart, K. & Tucker, V. (2018). The effects of NCR (Non-Contingent Reinforcement) used for treatment of problem behaviors. PLU Undergraduate Research Symposium. Published Abstract.

Service Work

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University

PLU Educational Policy Committee 2015-2016 (1-year leave replacement)

PLU Long Range Planning Committee 2016-2019 (3-year voted appointment)

PLU First in Family Initiative: Faculty Volunteer

PLU Presidential Scholarship Awards Reviewer

PLU Office of Student Life (Case-Specific with DSS)

PLU Trainer: Academic Assistance Center

PLU Author: Students Who are Deaf and Hard of Hearing (Module for training faculty)

PLU Volunteer Mentor: Explore Conference

UW Tacoma Adjunct Faculty Member: Policy Committee

Community/Schools

Communities in Schools Faculty Board Member 2017-Present

AS3D: Autism Workforce Development Ad Hoc Committee 2017-Present

WABA Education Committee 2017-Present
 WABA Conference Committee 2016-2017
 Freezing Nights Volunteer: HighPoint Church (Weekly) 2016-Present October-April
 Boy Scouts of America Committee Member and Merit Badge Counselor 2008-Present
 SEAC: Special Education Advisory Council Faculty Representative 2017-Present (3-year term)
 Professional Memberships
 CEC: Council for Exceptional Children
 WACCBBD: Washington Association for Children with Behavior Disorders
 Executive Council Member 2012 President (Executive Board Member since 2004)
 CASE: Council for Special Education Administrators
 NACSPED: National Association of Christian Special Educators
 TASH: The Association for Persons with Severe Handicaps
 BACB: Behavior Analysis Certification Board
 APBS: Association of Positive Behavior Support
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 APBA: Association for Professionals of Applied Behavior Analysis
 WABA-Washington Applied Behavior Analysis Association (Education and Conference Committee)
 Phi Beta Kappa Honor Society
 Research Interests
 Family Research/Families Raising Children with Special Needs
 Family and School District Collaboration
 Literacy Instruction for Students with Low Incidence Disabilities
 Functional Communication Interventions
 Applied Behavior Analysis
 Functional Behavior Assessment and Positive Behavior Intervention Planning
 Inclusion Practices for Students with Low Incidence Disabilities
 University-Level Adult Education in Low Incidence Disabilities (Paraeducator and Certificated/ESA Groups)
 Exclusion and Suspension Practices
 Behavioral Consultation Practices
 Childhood Trauma and Behavior
 Other Service
 Pro-bono consultant for parents (references available)
 Pro-bono presenter for: Autism Society of Washington, Multicare Health Systems of Washington, University of Washington Tacoma and Seattle
 Volunteer: PAVE
 Volunteer: Autism Society of Washington, Pierce County Resource Fair, Autism Speaks Tacoma Chapter
 Volunteer Children's Village Yakima, WA (Assessment Tools Team)
 Council for Children with Behavior Disorders: Regional Coordinator
 Council for Children with Behavior Disorders: WA Chapter: Current Vice President (Member since 2004)
 Volunteer Presenter: Rotary Club (Autism Presentations) Parkland and Tacoma
 Other Committee Memberships
 Human Subjects Committee: Tacoma Public Schools 2010-Present
 WACCBBD Committee: Executive Council President 2011-present (Past VP, Secretary)
 Tacoma Public Schools District Committee for Communication Training
 Tacoma Public Schools District Committee for Curriculum Adoption: Developmental Disabilities
 Tacoma Public Schools District Committee for Safety Net IEP Training: Technical Support
 Tacoma Public Schools District Planning Committee for ESY Service Model

Tacoma Public Schools: Human Subject Review Board
 Tacoma Public Schools: Gifted and Talented Education Study-Research Advisor
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 COSA (Council on Student Achievement) University of Washington, Seattle
 Person Centered Planning Team: Pierce County Developmental Disabilities-Through PAVE
 (Parents are Vital in Education)
 CAAC: Combating Autism Advisory Council
 SSAP: South Sound Autism Partnership
 OSPI TVI (Vision Impaired) Endorsement Committee 2012
 Reducing Disruptive Behavior Panel: OSPI 2014-2016
 Paraeducator State Standards Committee: 2014-Present
 Educational Policies Committee: PLU 6 month replacement Spring 2016
 Northwest Positive Behavior Supports Network Executive Committee: Conference Planning
 Committee 2016-2017
 Other Professional Work: (Authored Presentations Used for Trainings)
 30 Minute ASD Presentation
 35 Strategies for Supporting Children with ASD in the Classroom
 Activity Based Interventions
 After the FBA-What is a PBIP
 ASD and Reading Issues
 Aspergers Syndrome for Educators
 Assessment of Sensory Abnormalities
 Autism Overview
 Communication Interventions for ASD
 Connecting Special Education with General Education-Defeating the Dual System
 Considering Physical Needs in the General Education Setting
 Conventional Treatments and Interventions for ASD
 Environmental Arrangement for Communication Interventions
 Including Students with Physical Disabilities in the School Setting
 Instructional Planning
 Language-Based Interventions for Early Childhood
 Positive Behavior Supports
 Procedures for the Assignment of a 1:1 Paraeducator
 Social Skills Interventions for ASD
 Moderate to Severe Disabilities Overview for the Paraeducator
 Toilet Training the Adult Patient in a Daycare Setting
 Unconventional Treatments for ASD
 Vital Topics Regarding Inclusion
 Collaboration with Adults in the Classroom Setting
 Data Collection Tools for Academic Classrooms
 Childhood Trauma and Behavior
 Online Teaching Experiences:
 Seattle Pacific University: Online Course Instruction with Special Education and ARC Program
 using Blackboard.
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 Seattle University: Online Course Instruction with Special Education using Angel.
 Pacific Lutheran University: Online Course Instruction using Sakai and Collaborate.
 PLUTO (PLU Online Teaching) Academy Graduate: 2016.
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