



APPLIED BACCALAUREATE DEGREE  
PROGRAM PROPOSAL

Bachelor of Applied Science  
Teacher Education

*With*

Elementary (K-8) Teacher Certification

*And*

Early Childhood Education (P-3) Endorsement

August 2018

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## INTRODUCTION

Columbia Basin College (CBC) proposes to deliver a Bachelor of Applied Science degree in Teacher Education (BASTE) with preparation for K-8 teacher certification and an early childhood education (P-3) endorsement. The program will be developed on the foundation of advocacy for quality education and will provide academic and field competencies required for P-3 and K-8 teachers.

Student successes from the state's increased investment in full-day kindergarten and K-3 class size reduction depend on recruiting and retaining quality teachers<sup>1</sup>, and yet 51 percent of newly hired teachers in the CBC's service boundaries in fall 2016 had conditional and/or emergency certification<sup>2</sup>. The proposed program will create meaningful employment opportunities for graduates and fill a need with the local school districts. It will produce additional certified teachers who are already local and thus more likely to stay and contribute to better quality of the local early childhood education environment.

To accomplish the primary goal of certifying competent P-3 teachers who are immediately effective their first year of teaching, the program will enroll students who have obtained adequate understanding and experience in early childhood education (ECED) through their previous academic degree (e.g., Associate in Applied Science (AAS) in ECED or equivalent). Currently, CBC graduates with an AAS degree in ECED are ineligible to enroll as junior level students in the teacher education programs at the local 4-year institutions. This presents difficulties in pursuing a career in teaching for those who decide to become a certified teacher after their AAS degree completion. The BASTE program will serve students who earned an AAS in ECED or completed the equivalent coursework with a viable P-3 teacher pathway by incorporating the coursework required for the AAS degree in ECED into the BASTE's prerequisites. In addition, CBC will uphold the valued partnerships with two local 4-year institutions by continuing to encourage and support students to pursue direct transfer and direct bachelor's options.

CBC proposes to start enrolling admitted students to the BASTE program as a full-time cohort in fall 2019 and a part-time cohort in summer 2020. With all prerequisites completed through an AAS in ECED degree or equivalent, students who enroll full-time can expect to complete a BASTE degree within six quarters without summer quarter enrollment and those enrolled in the part time cohort can expect to complete in eight quarters with two summer quarters enrollment. Depending upon transcript evaluation results, students with an associate degree in similar disciplines (e.g., elementary education, early childhood development) or equivalent coursework will be advised to complete the prerequisites on campus in order to become eligible applicants.

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<sup>1</sup> Office of Superintendent of Public Instruction (2016) 2017-19 Biennium Budget Decision Package.  
[http://www.k12.wa.us/LegisGov/2017documents/AB\\_2017-19\\_TeacherShortage.pdf](http://www.k12.wa.us/LegisGov/2017documents/AB_2017-19_TeacherShortage.pdf)

<sup>2</sup> Office of Superintendent of Public Instruction (2017) The Teacher Shortage in Washington: Current Status and Actions to Address it.  
<https://app.leg.wa.gov/CMD/Handler.ashx?MethodName=getdocumentcontent&documentId=NRoW0T3q948&att=false>

The proposed program is designed for students to gain more in-depth knowledge and skills through upper-level coursework during their first three (full-time enrollment) or five (part-time) quarters depending on full or part time status. They will also accrue classroom and student experience through residency courses during their last three consecutive quarters. All students will be enrolled full-time during residency.

A successful completion of this applied, field-based program will lead the BASTE graduates to become eligible for a teacher certification in the state of Washington and fully ready upon certification with both knowledge and skills necessary to work with P-3 students and their families. The BASTE curriculum framework is best demonstrated in the Figure 1 developed by Fadel, Bialik, and Trilling (2015)<sup>3</sup> of the Center for Curriculum Redesign, with the following incorporations:

- Knowledge: Inquiry-based and Constructivist
- Character: Equity and Social Justice
- Skills: Technology

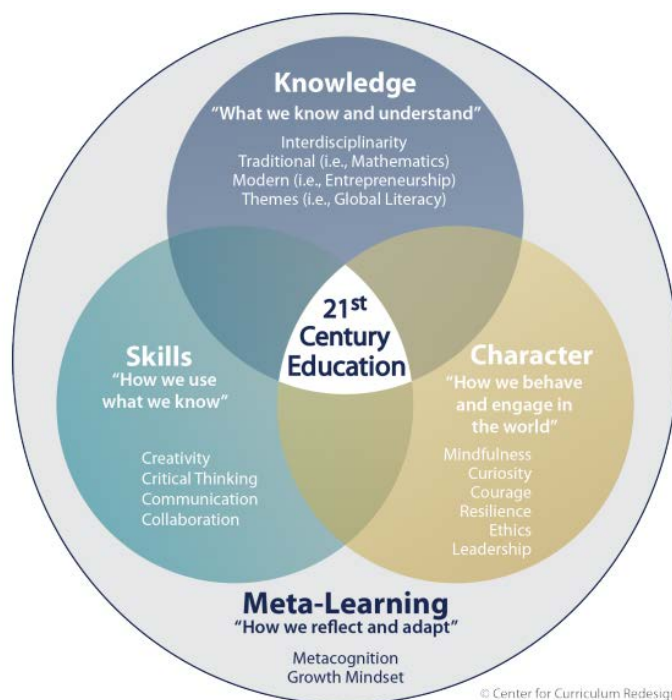


Figure 1. 21<sup>st</sup> Century Education Framework

In July of 2018 the Professional Educators Standards Board (PESB) approved CBC to proceed with the final application to obtain an approved teacher certification program status in the state of Washington. Upon approval of this proposal from the Washington State Board for Community and Technical Colleges (SBCTC), CBC will work with the PESB to complete the approval process in time for fall 2019 enrollment.

Stated as the institutional vision<sup>4</sup>, CBC is committed to “be the educational home that strengthens the local communities through meeting the ever changing educational needs of the region and state.” In addition to providing access to education for associate degrees and certificates, CBC has provided professional and technical students an opportunity to achieve applied baccalaureate (AB) degrees in high demanding local workforce areas since 2009. CBC successfully implemented six AB degree programs and produced over 450 graduates as of summer 2018. Based on the positive outcomes and experience, CBC is confident in successfully implementing and operating the BASTE program.

<sup>3</sup> Fadel, C., Bialik, M., & Trilling, B. (2015). *Four-dimensional education: The Competencies Learners Need to Succeed* (pp. 43). Boston, MA: Center for Curriculum Redesign.

<sup>4</sup> Columbia Basin College (n.d.) *Mission Statement*. <http://www.columbiabasin.edu/index.aspx?page=259>

This proposal addresses the eight standard criteria for a new BAS degree program established by the SBCTC and provides corresponding evidences for CBC's capacity to manage the program.

## **STANDARD 1. CURRICULUM DEMONSTRATES BACCALAUREATE LEVEL RIGOR**

### **Student Learning Outcomes**

The Student Learning Outcomes (SLOs) of the CBC BASTE program will emphasize early developmental processes and principles that apply to P-8 students and their families. Successful completion of the program leads to a recommendation from CBC to receive a Washington State Teacher Certification as well as ECED endorsement. The CBC BASTE program graduates will be able to:

1. Communicate and collaborate effectively with children, parents/guardians, teachers, paraprofessional educators, administrators, and the community.
2. Personalize learning by recognizing individual differences and learning processes, and modifying activities to meet learners' needs.
3. Build cultural competence by recognizing ways dominant cultural values underpin educational practices, understanding how children's and families' funds of knowledge may represent non-dominant cultural values, and adjusting practice to be culturally sustaining.
4. Design, facilitate, and evaluate developmentally appropriate learning experiences for students in grade P-8.
5. Use informal and formal assessment data to measure children's learning and communicate information about children's progress and achievement with children and families.
6. Analyze and reflect on the relationship between instruction and children's learning in order to improve teaching practice.
7. Foster positive, inclusive learning settings in cognitive, behavioral, language, physical, and social domains.
8. Integrate and model the meaningful use of technology in the classroom.
9. Commit to continuous professional development, state and national standard alignment, and district-wide curriculum protocols.

In addition to achieving the program-specific skills, the BASTE graduates will also have developed the skills and knowledges associated with the CBC campus-wide SLOs. All CBC graduates will be able to:

1. Think Critically
  - Understand, analyze, and evaluate the elements of one's environment and one's habits of thought.
  - Conceptualize alternatives to both.

2. Reason Quantitatively and Symbolically
  - Develop a sense of number and pattern.
  - Analyze, evaluate, and synthesize symbolic statement and quantitative arguments.
3. Communicate Effectively
  - Use spoken and written language to express opinions, discuss concepts, and persuade an audience.
  - Synthesize ideas and supporting information to create effective messages.
4. Apply Information Tools and Resources
  - Accurately assess information needs.
  - Select appropriate information tools and resources and use them effectively.
  - Evaluate, manage, and use information effectively and responsibly.
5. Develop Cultural Awareness
  - Respect self and others.
  - Explore and appreciate different cultures in an increasingly diverse, global community.
  - Challenge culture-bound assumptions.

### **Program Evaluation Criteria and Process**

To ensure quality, CBC requires all new degrees to follow a systematic process for curricular review by the curriculum committee consisted of Instruction and Student Services. All new degrees require a first and second reading and all new courses listed on the proposed degree must be approved before the degree can be brought to first reading.

New BASTE courses requests will include the Course Outcome Guide form and a syllabus. The CBC Course Outcome Guide form requires basic course information (e.g., prefix, title, effective quarter, credits, prerequisite, etc.), catalog description, rationale for adding the course, library resources, development summary (e.g., discussion with advisory committee and/or industry, etc.), linkages between the CBC SLOs and curriculum, and linkages between the CBC SLOs and the course outcomes.

Upon approval of the new courses, the CBC BASTE degree program with the newly BASTE courses will be presented to the curriculum committee with a cover memo explaining the detailed summary and rationale for the BASTE degree and the degree worksheet showing all BASTE and general education courses required for the degree.

The Program Survey, a part of the CBC's ongoing program review process, requires all programs to submit self-studies based on their program knowledge, observations, and analysis of data provided by the CBC Office of Institutional Research. The Program Survey consists of four sections, shown in Table 1, which examine how the program self-identifies its contexts and captures in-depth analysis that statistical data do not reveal.



Table 1. CBC Annual Program Survey Items

Section	Method	Finding/Evaluation
Program Introduction	Open-ended	<ul style="list-style-type: none"> <li>• How a program fits in the CBC's portfolio of student services</li> <li>• What opportunities and challenges a program has encountered or foresees</li> </ul>
Data Observation	Open-ended	<ul style="list-style-type: none"> <li>• How the data aligns with program faculty's observation</li> <li>• Program characteristics that are not represented in the data</li> </ul>
Program Objectives and Outcomes	4-scale	<ul style="list-style-type: none"> <li>• Program objectives/outcomes and how well each item is achieved based on self-reflection</li> </ul>
Course SLOs	4-scale	<ul style="list-style-type: none"> <li>• A list of courses and how each of the program and campus-wide SLOs relate to each course</li> </ul>

The findings from each program are assembled by the Office of Institutional Research to form a report representative of CBC that describes the overall mission, and includes data to help understand and identify key opportunities, challenges, and successes.

As demonstrated in Figure 2, the Program Survey is distributed in January of the following academic year, collected in March, presented to the Board of Trustees in summer, and shared with all faculty and staff during In-Service week prior to a new academic year.

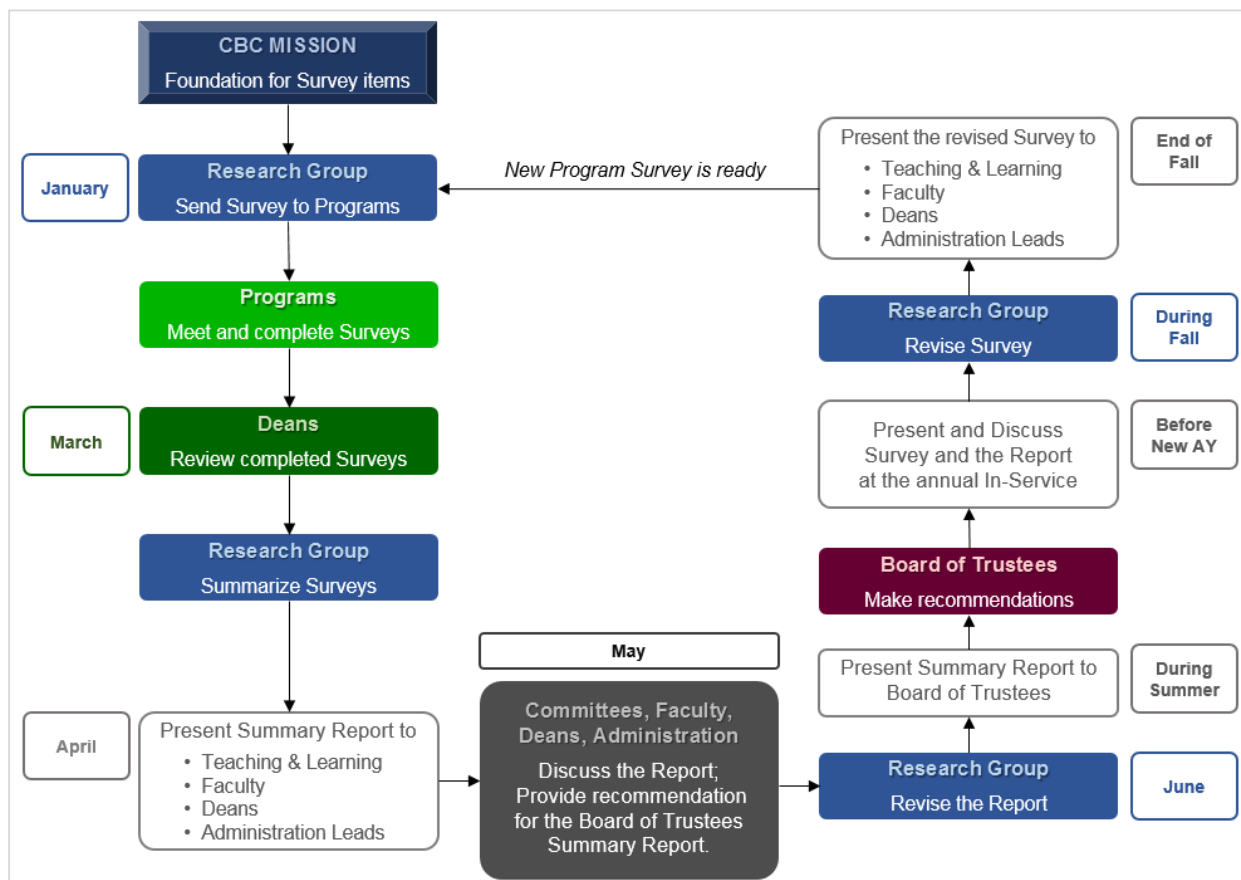


Figure 2. CBC Annual Program Survey Process

In addition to the institution-wide program evaluation, the CBC BASTE program will employ diverse evaluation tools to acquire multifaceted data from students, faculty, and school districts for ongoing holistic evaluation of the program effectiveness.

BASTE students will provide their analyses of each BASTE course, the overall program, and the job placement by participating in three types of voluntary surveys: Course Evaluation (at the end of each quarter), Student Exit Survey (at the end of the program), and SBCTC Alumni Survey (after graduation). The BASTE faculty will evaluate all course syllabi at the end of each academic year to discuss student achievement and performance on the Education Teacher Performance Assessment (edTPA) and make necessary changes as needed. Tenure-track BASTE faculty members will undergo rigorous review by a Peer Review Committee on a quarterly based for the three years of Tenure Review. Once tenured, the BASTE faculty members will participate in the CBC's required comprehensive performance evaluation at least once every two instructional years for quality in teaching and counseling. The local school district administration will provide annual feedback on the overall performance of the BASTE graduates who are employed by the district.

To adhere to the standards for professional teacher preparation that are established and monitored by the PESB, the program will also produce the Annual Report which includes the data for enrollment specifications and students and curriculum evaluation. The Office of Institutional Research will produce and customize the program data according to the annual reports standards and timelines. A full-time ECED faculty member, a subject matter expert who can analyze and interpret the data provided by the IR, will be responsible for creating the annual report.

The evaluation tools described above are summarized in Table 2.

Table 2. BASTE Program Evaluation Plan

Subject	Evaluation Tool	Description
BASTE Students	<ul style="list-style-type: none"> <li>• Course Evaluation</li> <li>• Student Exit Survey</li> <li>• Annual Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Identify program satisfaction level, job placement, job satisfaction level, and course satisfaction level</li> </ul>
BASTE Faculty	<ul style="list-style-type: none"> <li>• Annual Syllabus Evaluation</li> <li>• Quarterly Evaluation of Tenure-Track Faculty</li> <li>• Bi-annual Tenured Faculty Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss student course achievement and student performance on the edTPA</li> <li>• Regular performance evaluation for quality instruction based on the Collective Bargaining Agreement. Evaluation may occur annually if recommended.</li> </ul>
Employers	<ul style="list-style-type: none"> <li>• Annual Employer Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the BASTE graduates performance (e.g., P-3 student progress in the classrooms, feedback from parents/school staff/fellow teachers)</li> </ul>
PESB	<ul style="list-style-type: none"> <li>• Annual PESB Reports               <ul style="list-style-type: none"> <li>- Standard 1 Table</li> <li>- Completer Report</li> <li>- Assessment Report</li> <li>- Selection Report</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Document PEAB activities and collect student statistics (e.g., demographics, admission and enrollment records, academic progress)</li> </ul>

As a regionally accredited institution, all programs at CBC also conduct a self-study as a part of its review process through Northwest Commission of Colleges and Universities (NWCCU) to demonstrate how effective CBC is in fulfilling the mission and the plans that support that mission.

In compliance with the provisions of the approval standards for the professional education advisory board (WAC 181-78A-250)<sup>5</sup>, key stakeholders listed in Table 3 will act as the CBC

<sup>5</sup> Washington State Legislature (2018) WAC 181-78A-250 Approval standards professional education advisory board. <http://apps.leg.wa.gov/wac/default.aspx?cite=181-78A-250>.

BASTE Program’s Professional Education Advisory Board (PEAB) members. The PEAB will meet three times a year at the end of fall, winter, and spring quarters to provide guidance and recommendations for curriculum and student performance evaluation.

Table 3. CBC BASTE Program PEAB Members

Name	Title	Organization
Dave Bond	Superintendent	Kennewick School District
Breane Keys	School Counselor	Lewis and Clark Elementary, Pasco School District
Nicole MacTavish	Deputy Superintendent	Richland School District
Tascina Penor	School Psychologist	Richland School District
Carol Smedsrud	Teacher	Jason Lee Elementary, Richland School District
Michelle Whitney	Superintendent	Pasco School District

### Program Structure

With combined theoretical knowledge and practical experiences, the CBC ECED curriculum is designed to prepare students for employment in a variety of early childhood education setting (e.g., home based care, child development centers, public school classrooms). Students will take the major specific courses that are focused on the educational and developmental needs of children from birth to third grade, followed by the residency courses. The proposed BASTE program will build on the CBC’s ECED AAS degree program which has produced early childhood education work-ready graduates since 1975.

BASTE students will be required to complete 187 credits which includes 60 general education course credits as outlined by SBCTC<sup>6</sup>. The total credits are categorized in Table 4.

Table 4. Credit Requirements BASTE Degree

Requirement	Credit
AAS General Education	45
BASTE General Education (includes two 300/400 level courses)	15
AAS ECED 100/200 Level	48
BASTE ECED 300/400 Level	79
<b>Total</b>	<b>187</b>

<sup>6</sup> Washington State Board for Community and Technical Colleges (2015) *Recommendation to Instruction Commission from BAS committee for minimum general education requirements for applied baccalaureate degrees*. <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/applied-baccalaureate/RecommendationforGenEdRequirementsforBASJuly2015.pdf>

## Prerequisites

Prior to the start of the program, students will have completed either a technical associate degree in ECED (or closely relevant disciplines) *or* more than 90 college-level credits from a regionally accredited institution.

Students will also have completed all prerequisites listed in Table 5. Two ECED courses, ECED 105: Intro to Early Childhood Education and ECED 115: Child Development, fulfill the general education requirement under social sciences distribution and will be counted as general education course credits.

Table 5. BASTE Prerequisite Requirements

Course	Course Title	Credit	Note
ECED 103	Art	3	
ECED 105	Intro to Early Childhood Education	Counted as SS in Gen. Ed.	
ECED& 107	Health, Safety, & Nutrition	5	
ECED& 115	Child Development	Counted as SS in Gen. Ed.	
ECED& 120	Practicum-Nurturing Relationships	2	
ECED 124	Children's Literature	3	
ECED 122	Math & Science	5	
ECED& 130	Guiding Behavior	3	
ECED& 132	Infants & Toddlers Care	3	
ECED& 150	Child/Family/Community	3	
ECED 151	Supervised Practicum	3	
ECED 152	Supervised Practicum Lab	1	
ECED& 160	Curriculum Development	5	
ECED& 170	Environments-Young Child	3	
ECED& 180	Language & Literacy Development	3	
ECED& 190	Observation/Assessment	3	
ECED& 203	Exceptional Child	3	
<b>Total</b>		<b>48</b>	

## General Education Courses

In compliance with the SBCTC's guideline for the general education requirements shown in Table 6, students will complete 60 credits of general education courses shown in Table 7 prior to graduation from the BASTE program. The additional 15 general education courses credits will be fulfilled by a course from each of the following three distributions: Communication Skills, Humanities, and Social Sciences.

Table 6. BASTE General Education per Distribution

Distribution	SBCTC Required	In Program	Balance
Communication Skills	10	15	5
Quantitative/Symbolic Reasoning Skills	5	5	-
Humanities	10	15	5
Social Sciences	10	15	5
Natural Sciences with Lab	5	5	-
Natural Sciences	5	5	-
Additional General Education	15	-	(15)
<b>Total</b>	<b>60</b>	<b>60</b>	<b>-</b>

Table 7. BASTE General Education Requirements

Completed	Course No.	Course Description	Credits
Communication Skills (15 Credits)			
Associate	ENGL& 101	English Composition I	5
BASTE	ENGL& 102	English Composition II	5
	<i>Select one from the following:</i>		
Associate	CMST& 210	Interpersonal Communication	5
	CMST& 220	Public Speaking	
	CMST& 260	Multicultural Communication	
	ENGL 410	Professional And Organizational Communication	
	Total Communication Skills credits		15
Quantitative/ Symbolic Reasoning Skills (5 Credits)			
Associate	MATH&172	Math For Elementary Education II	5
	Total Quantitative/Symbolic Skills credits		5
Humanities (15 Credits)			
Associate	MUS 205	Music For Teachers	5
BASTE	ICS 310	American Diversity	5
BASTE	PHIL 305	Professional Ethics	5
	Total Humanities credits		15
Social Sciences (15 Credits)			
Associate	ECED 105	Intro To Early Childhood Education	5
Associate	ECED 115	Child Development	5
Associate	SOC& 101	Intro To Sociology	5

	Total Social Sciences credits		15
Natural Sciences (10 Credits)			
Associate	MATH& 171	Math For Elem Education I	5
Associate		Any Science Course W/ Lab	5
	Total Natural Sciences credits		10
	<b>Total General Education Course Credits</b>		<b>60</b>

The course description of the BASTE general education courses are provided as follows.

**ENGL& 102 English Composition II (5 Credits)** An advanced expository writing course focusing on research essays and aspects of college writing. Write and analyze argumentation essays that logically support and develop thesis. Write a research paper using the latest research tools available.

**ICS 310 American Diversity (5 Credits)** Examine race, ethnicity, class, gender, disability, sexuality, and other forms of diversity, with the goal of understanding how diversity is changing the contours of American society and reshaping the American workplace. Explore diversity with an aim towards applying that knowledge to workplace and social relationships in our pluralistic society. Discuss own cultural assumptions, perspectives, and habits to engage respectfully with others who do not share the same opinions, viewpoints, and cultural worldview.

**PHIL 305 Professional Ethics (5 Credits)** Examine the role of ethics and social responsibility in the management of public and private sector organizations and businesses. Concentrate on contemporary trends in corporate responsibilities with respect to ethical, legal, economic, and regulatory conditions in the global marketplace, utilizing the case study approach.

### Upper Division Courses

The 300/400 level courses listed in Table 8 incorporate the standards for professional teacher knowledge and behavior as specified by the Washington PESB. While the residency requirements will be completed at three local public schools, the instructional courses will be delivered in traditional in-class, online, and hybrid formats to maximize collaborative environment, student engagement and motivation, and student access and support (e.g., advising, tutoring center).

Table 8. BASTE Upper Division Course Requirements

Course	Course Title	Credit
ECED 300	Social Studies For Teachers	5
ECED 301	Inquiry Based Science For Teachers	5
ECED 307	Health and Physical Education Learning Standards	2
ECED 325	Advanced Math Methods	3
ECED 340	Assessment And Evaluation	5
ECED 365	Observations, Documentation And Monitoring	3
ECED 370	Adaptations, Modifications And Planning	5
ECED 385	Advanced Language And Literacy Methods	3
ECED 395	Equity and Social Justice	3
ECED 479	Fall Residency	15
ECED 489	Winter Residency	15
ECED 499	Spring Residency	15
<b>Total</b>		<b>79</b>

The course descriptions are provided as follows; the full course descriptions and a sample academic plan are provided in Appendix I and II, respectively.

**ECED 300 Social Studies For Teachers (5 Credits)** An overview of the main concepts in social studies for early childhood teachers including topics in history, civics, geography, economics, and global issues.

**ECED 301 Inquiry Based Science For Teachers (3 Credits)** An overview of the inquiry-based approaches to natural science for early childhood teachers including topics in earth/space science, life science, physical science, and engineering design. Lab included.

**ECED 307 Health and Physical Education Learning Standards (2 Credits)** Plan for comprehensive health and play-based fitness education in early learning programs serving children birth to grade three who are culturally, linguistically (including English language learner), and ability diverse and their families, including the dimension of wellness such as physical, emotional, and social well-being.

**ECED 325 Advanced Math Methods (3 Credits)** Develop a deep understanding of the development of young children’s spatial and mathematical learning across all strands: number & operations, algebra, geometry, measurement, and data analysis & probability. There will be an emphasis on developmentally appropriate approaches to addressing content included in the state early learning guidelines and standards for children birth through grade three and their families who are culturally, linguistically (including English language learner), and ability diverse.



**ECED 340 Assessment And Evaluation (5 Credits)** Select, administrate, score, and interpret formal assessment tools. Develop Individual Education Plans (IEPs), Individual Family Service Plans (IFSPs), and 504 plans for children birth to third grade who are culturally, linguistically (including English language learner), and ability diverse and their families.

**ECED 365 Observations, Documentation And Monitoring (3 Credits)** Develop skills and strategies for observing, documenting, and monitoring children's learning from birth to grade three who are culturally, linguistically (including English language learner), and ability diverse and their families. Informal and formal strategies for tracking progress towards meeting Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals will also be addressed.

**ECED 370 Adaptations, Modifications And Planning (5 Credits)** Use evidence based strategies to adapt and modify curriculum and environments for individual children birth to third grade who are culturally, linguistically (including English language learner), and ability diverse and their families. Create lesson plans based on IEPs, IFSPs, and 504 plans.

**ECED 385 Advanced Language And Literacy Methods (3 Credits)** Refine teaching strategies for language acquisition and literacy skill development for children who are culturally, linguistically (including English language learner), and ability diverse at each developmental stage through the four interrelated areas of speaking, listening, writing, and reading.

**ECED 395 Equity and Social Justice (3 Credits)** Develop skills needed to effectively collaborate with others including school personnel, community agency personnel, and families to support children birth to third grade who are culturally, linguistically (including English language learner), and ability diverse and their families.

**ECED 479 Fall Residency (15 Credits)** Experience working in an education setting with children birth through third grade who are culturally, linguistically (including English language learner), and ability diverse and their families under the supervision of a certificated teacher, with an emphasis on building relationships and guiding behavior.

**ECED 489 Winter Residency (15 Credits)** Experience working in an education setting, with children birth through third grade who are culturally, linguistically (including English language learner), and ability diverse and their families under the supervision of a certificated teacher, with an emphasis on pedagogy.

**ECED 499 Spring Residency (15 Credits)** Experience working in an education setting, with children birth through third grade who are culturally, linguistically (including English language learner), and ability diverse and their families under the supervision of a certificated teacher, with an emphasis on using formal and informal data to improve practices.

## Program Schedules

BASTE students will enroll in either a full-time cohort program starting fall 2019 or a part-time cohort program in summer 2020. Full-time students will complete the BASTE coursework by taking up to 17 credits per quarter during the first three quarters. Part-time students will take 8 to 11 credits per quarter during the first five quarters (including two summer quarters) in order to complete the coursework before full-time residency.

Upon completion of the coursework, all students will take the fall, winter, and spring residency courses during the three consecutive quarters. Therefore, both full- and part-time students will enroll as full-time students with a 15-credit course load during these quarters.

Although a cohort is expected to take major specific courses together throughout the program duration, full-time students will be allowed to switch to part-time depending on personal situations (e.g., work schedule, family obligation, and financial difficulties) but may expect delay in program completion. The BASTE Outreach and Retention Specialist will work with the students to accommodate a seamless transition between full- and part-time enrollments. The anticipated program schedules for full-time and part-time are illustrated in Figure 3.

		First Year				Second Year				
		Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	
Full-time *			ENGL& 102	ICS 310	ECED 370		ECED 479	ECED 489	ECED 499	
			ECED 300	ECED 325	ECED 385	← Residency *** →				
			ECED 301	ECED 340	ECED 395					
			ECED 307	ECED 365	PHIL 305					
		0 Credit	17 Credits	16 Credits	16 Credits	0 Credit	15 Credits	15 Credits	15 Credits	
Part-time **		ENGL& 102	ICS 310	PHIL 305	ECED 340	ECED 370	ECED 479	ECED 489	ECED 499	
		ECED 307	ECED 301	ECED 300	ECED 365	ECED 385	← Residency *** →			
		ECED 325			ECED 395					
		10 Credit	10 Credits	10 Credits	11 Credits	8 Credit	15 Credits	15 Credits	15 Credits	

\* First full-time cohort Fall 2019.    \*\* First part-time cohort in Summer 2020.    \*\*\* Both cohorts enroll full-time residency courses.

Figure 3. BASTE Program Schedules

## STANDARD 2. QUALIFIED FACULTY

### General Education Faculty

Complying with the recommendation from SBCTC, the BASTE's upper-level general education courses will be taught by the CBC faculty who have a terminal degree in their discipline. Table 9

shows the credentials of the faculty who will teach the courses included in the BASTE curriculum.

The faculty are excited to welcome a new BAS program to CBC as they not only enjoy teaching specific context in depth that is well matched to their academic interest but have also seen many BAS students in six other applied baccalaureate degree programs on campus highly motivated and well performed in class.

Table 9. General Education Faculty

Faculty	Course	Credentials
Dr. David Arnold	ICS 310 American Diversity	<ul style="list-style-type: none"> <li>▪ Ph.D. in History, University of California LA</li> <li>▪ M.A. in History, University of California LA</li> <li>▪ B.A. in History, Washington State University</li> </ul>
Dr. Matt Kincaid	PHIL 305 Professional Ethics	<ul style="list-style-type: none"> <li>▪ Ph.D. in Leadership Studies, Gonzaga University</li> <li>▪ M.B.A. in Business, Gonzaga University</li> <li>▪ B.A. in Business, Gonzaga University</li> </ul>

### Major Specific Education Faculty

Upon approval of the program, CBC will hire one full-time tenure-track faculty member who possess the following qualifications:

- Master’s degree or higher (doctoral degree preferred) in Education, Elementary Education, Early Childhood Education or related field from a regionally accredited college or university;
- Five years of experience as a K-8 classroom teacher or equivalent experience;
- Two years of experience in higher education and/or teacher certification programs;
- College-level teaching experience;
- Strong, positive relationships with local K-12 (preferred) or demonstrated experience/ability to establish and maintain the relationships;
- Must be able to obtain a clear background check through the Department of Early Learning;
- Demonstrated experience in program development and implementation of teacher certification programs (preferred);
- Experience with e-Learning techniques and modalities such as web supported face-to-face courses, hybrid courses, and other distance learning applications (preferred); and
- Bilingual and bi-literate in Spanish and English (preferred).

The BASTE faculty will perform three primary roles: teach the BASTE courses, write the PESB Annual Report, and advise the BASTE students. The key responsibilities include:

- Develop, prepare, and teach a broad range of college-approved BASTE courses in accordance with approved course descriptions and schedules;
- Provide the Annual Report to the PESB according to the PESB standards, in coordination with the Office of Institutional Research;
- Serve as a faculty advisor by providing reasonable opportunities for students to meet with faculty and discuss teacher career pathway;
- Develop and update syllabi for each course taught and participate in the selection of texts and related teaching resources;
- Maintain, submit, and retain accurate academic records, including verification of class rosters and students grades, by dates requested by the College and to comply with state and federal records retention law; and
- Participate in the PEAB advisory board meetings three times per academic year.

CBC will hire an additional full-time or full-time equivalent faculty member when the program is projected to sustain a minimum of 40 FTEs.

The current faculty members of the CBC Early Childhood Education Program who teach the prerequisite courses are as follows; a full-time tenure track ECE faculty position is currently in the hiring process:

Table 10. Early Childhood Education Prerequisite Course Faculty

Faculty	Course	Credentials
Kipp Campbell	EDUC& 203 Exceptional Child	<ul style="list-style-type: none"> <li>▪ M.A. in Education, Heritage College</li> <li>▪ B.A., Central Washington University</li> </ul>
Charity Cree	ECED 124 Children's Literature	<ul style="list-style-type: none"> <li>▪ M.S., University of Illinois at Urbana-Champaign</li> <li>▪ B.A., Eastern Washington University</li> </ul>
Stephanie Dahl	ECED& 132 Infants & Toddlers Care	<ul style="list-style-type: none"> <li>▪ M.A. in Teaching, University of Puget Sound</li> <li>▪ B.A. in Psychology, University of Puget Sound</li> </ul>
Eric Gough	ECED& 107 Health, Safety, & Nutrition	<ul style="list-style-type: none"> <li>▪ M.A., Grand Canyon University</li> </ul>
Mindy Hoffman	ECED& 107 Health, Safety, & Nutrition ECED 122 Math & Science	<ul style="list-style-type: none"> <li>▪ M.A., Eastern Governors University</li> <li>▪ B.A. in Education, Central Washington University</li> </ul>
Christina Brewer	ECED& 180 Language & Literacy Development ECED& 105 Intro to Early Childhood Education	<ul style="list-style-type: none"> <li>▪ M.S., Western Governor University</li> </ul>
Carolyn Fazzari	ECED 103 Art ECED& 130 Guiding Behavior	<ul style="list-style-type: none"> <li>▪ B.A., Eastern Washington University</li> <li>▪ Former Director of Parent Education Program at Columbia Basin College</li> </ul>

	ECED 151/152 Supervised Practicum/Lab ECED& 160 Curriculum Development ECED& 170 Environments-Young Child ECED& 120 Practicum-Nurturing Relationships	<ul style="list-style-type: none"> <li>▪ Former certified Elementary Teacher</li> </ul>
TBD	ECED& 190 Observation/Assessment EDUC& 115 Child Development	
TBD	EDUC& 150 Child/Family/Community	

### **Program Leadership and Support Staff**

Upon approval of the program, CBC will hire full-time BASTE Director and Outreach and Retention Specialist.

The Director will be primarily responsible for managing the BASTE program operation and supervising teacher certification. The position will also lead the PEAB advisory board and maintain strategic partnerships with the local school districts and the board members. The minimum qualification includes the following:

- Master’s degree or higher in Education (doctoral degree preferred), Elementary Education, Early Childhood Education or related field from a regionally accredited college or university;
- Three years of experience in higher education with one year of supervisory experience;
- Proven knowledge and experience in teacher certification and the state of Washington PESB standards; and
- Bilingual and bi-literate in Spanish and English (preferred).

The Outreach and Retention Specialist will develop an outreach and recruitment plan for eligible students and work with the director in the planning and implementation of a strategic retention plan. The Outreach and Retention Specialist will also administer BASTE applications and serve as a point of contact for applicants and students. The minimum qualification includes the following:

- Bachelor’s degree from a regionally accredited college or university. An education-related major preferred;
- Two years of experience in education, preferably higher education setting; and

- Bilingual and bi-literate in Spanish and English (preferred).

The BASTE program will be operated under the Transitional Studies division with a support of the Transitional Studies Operation team. The staff of seven provides academic and administrative supports to all programs under the division throughout academic year. Four staff will be assigned to provide ongoing assistance to the BASTE program once implemented.

The Office of Institutional Research will take responsibilities in providing the BASTE Director and Faculty with the BASTE data for the PESB Annual Reports. The Office of Institutional Research will establish queries within the CBC database to produce customized data in compliance with the PESB standards and update coding for queries according to any programmatic change.

The Director of Program Development and Baccalaureate Opportunities will be responsible for maintaining the institutional commitment to delivering high quality BASTE degree. The Director will also work with the BASTE Director and the Dean of Transitional Studies division to keep the program in compliance with the state’s BAS degree standards. The BASTE program support staff and its structure are illustrated in Figure 4.

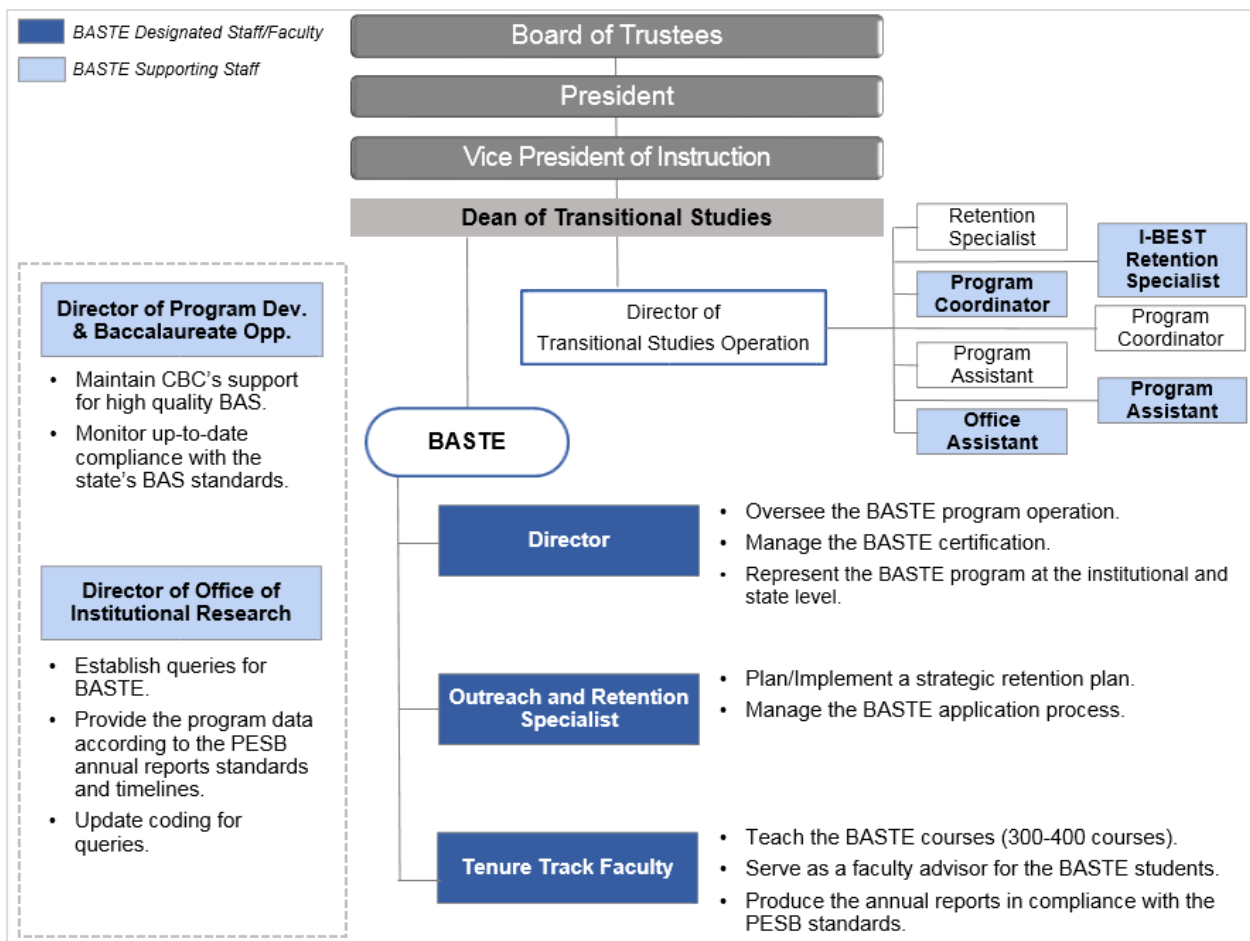


Figure 4. BASTE Program Structure

## STANDARD 3. SELECTIVE ADMISSIONS PROCESS

### Open Access

In accordance with WAC 131-12-010, CBC operates under an open door admission policy granting admission to all applicants who are 18 years of age or older and/or graduated from high schools accredited by a regional accrediting association. This aligns with the CBC Mission Statement specifically stating its commitment to diversity, equity, and inclusion to eliminate barriers to success through intentional and equitable efforts to provide quality learning opportunities. The BASTE program will adopt an open door admission policy until there are more applicants than available seats in the program.

### Support for Diversity

Franklin County, one of the counties in CBC’s service district, became the Pacific Northwest’s first Hispanic-majority county in 2006<sup>7</sup>. In 2017-18, Hispanic students made up more than 40% of the student body at CBC, a federally designated Hispanic Serving Institution. While the number of non-Hispanic students has been decreasing, the number of Hispanic students have been continuously increasing as shown in Figure 5<sup>8</sup>. The BASTE program expects its student demographics to be similar to the institution’s recent trend.



Figure 5. CBC Student Demographics: 2007-2018 Winter Quarter

<sup>7</sup> Suljic, A. (2017). *Franklin County profile: Overview*. Washington State Employment Security Department. <https://esd.wa.gov/labormarketinfo/county-profiles/franklin>

<sup>8</sup> Columbia Basin College (2018). *Demographics by Headcount: Unduplicated Headcount*. Office of the Institutional Research.

In addition to the institution-side trend, a total of 228 students who completed the CBC’s English Language Acquisition and Adult Basic Education programs transitioned into the ECED degree program in the past 10 years. Although we do not intend to offer a bilingual endorsement at this time, a majority of these students speak both English and Spanish and the BASTE program will provide them a potential step forward to becoming a certified bilingual teacher in Tri-Cities (Hispanic population: 36% in Kennewick School District and 71% in Pasco School District)<sup>9</sup>.

### Admissions Criteria

The admission eligibility requirements shown in Table 11 have been identified to create opportunities for a broad spectrum of applicants and optimize the likelihood of successful achievement of the BASTE degree and the Washington State Teacher Certification.

Table 11. BASTE Admission Eligibility

Degree/Min. GPA	Prerequisites/Min. GPA	Eligibility
AAS in ECED at CBC/2.0	Completed/2.5	Eligible
AAS in ECED at a regionally accredited institution/2.0	Completed/2.5	Eligible
Associate degree in relevant discipline at a regionally accredited institution/2.0	Transcript must be evaluated for equivalency; eligible for admission after the prerequisites are completed with min. 2.5.	Not yet eligible
None but completed 90 or more college-level credits at a regionally accredited institution/2.0		Not yet eligible

All applicants are required to submit an application packet which includes:

- Completed CBC Application for Admission
- Completed BAS Program Application
- Official college transcripts showing completion of a degree or equivalent number of credits and all prerequisite courses
- Work experience summary (i.e., Resume)
- Personal Statement of Purpose (Max. 500 words) outlining career goals in the field of education and how a BASTE degree will support those goals by answering up to five PEAB approved questions
- Washington Educator Skills Test-Basic (WEST-B) (or equivalent SAT or ACT) test score that meets the required minimum shown in Table 12.

<sup>9</sup> Office of Superintendent of Public Instruction (2018). Washington State Report Card 2016-17. Richland, Kennewick, Pasco School Districts. <http://reportcard.ospi.k12.wa.us/summary.aspx?year=2016-17&yrs=2016-17>



Table 12. Minimum Test Score Required for BASTE Admission

Subject	WEST-B	SAT (prior to 3/1/16)	SAT (effective 3/1/16)	ACT (prior to 9/1/15)	ACT (effective 9/1/15-9/1/16)	ACT (effective 9/1/16)
Math	240	515	550 Section score <i>or</i> 27.5 Math test score	22	22	22
Reading	240	500	27 Reading test score	22	22	22
Writing	240	490	28 Writing test score	8	23	8
Reading/Writing Combined	-	990	550 Evidence-based combined score	-	-	-

### Selection Process

If the number of qualified applicants exceeds space availability, a BASTE admission committee will be formed to evaluate applications to identify individual likelihood of successful program completion using the BASTE Application Evaluation form shown in Figure 6.

Prior to the first cohort selection, the PEAB members will determine adequate scale and evaluation method for test score, work experience, and personal statement criteria. The admission committee will be trained to use the guideline in a reliable and valid manner. The process includes the following steps which will be led by the BASTE Director:

1. Check application packets to ensure all required items are included. The program coordinator will screen each packet prior to distributing to the admission committee.
2. Grade each application packet item according to the Application Rating Scale Guideline. Each application packet will be graded by two reviewers.
3. Calculate an average score and identify the top scored applicants sufficient to fill available spaces. A waiting list of applicants will also be developed in case not all of those selected subsequently enroll in the program.

**Bachelor of Applied Science in Teacher Education**  
**Application Evaluation**

Applicant Name: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Review Date: \_\_\_\_\_

**I. APPLICATION PACKET SCREENING** Reject if all of the following were not met:

Associate degree or 90 or more college-level credits from a regionally accredited institution  
 Completion of all prerequisite courses (see a separate sheet)  
 Personal Statement of Purpose       Work Experience Summary       WEST-B (or SAT or ACT) test score

Accept	Reject

(Circle one)

**II. APPLICATION RATING** Please rate each criteria based on the Rating Scale Guideline.

Rating Scale Guideline

Rating	Cumulative GPA	ECED Course GPA	Work Experience	Test Score	Statement of Purpose
5	3.5+	3.5+	<i>Criteria per Rating to be discussed with PEAB</i>	<i>Score Range per Rating to be discussed with PEAB</i>	<i>Criteria per Rating to be discussed with PEAB</i>
4	3.0-3.49	3.0-3.49			
3	2.5-2.99	2.5-2.99			
2	2.0-2.49	2.0-2.49			
1	2.0<	2.0<			

Evaluation

Criteria	Rating
Cumulative GPA	/5
ECED Course Grade	/5
Work Experience	/5
Test Score	/5
Statement of Purpose	/5
<b>TOTAL</b>	<b>/25</b>

**III. DISCUSSION** Please note any remarks regarding the evaluation.

**IV. FINAL SCORE** \_\_\_\_\_ (Reviewer 1 score) + \_\_\_\_\_ (Reviewer 2 score) / 2 = \_\_\_\_\_ / 25

**V. RESULTS**

Admitted	Not Admitted

Figure 6. BASTE Application Evaluation Form

## STANDARD 4. APPROPRIATE STUDENT SERVICES PLAN

CBC offers a wide variety of support services for enrolled students. The BASTE staff and faculty will be responsible to direct BASTE students to access to the appropriate student services and resources described below for successful completion of their degree:

### Counseling/Advising Center

The primary responsibility of the Counseling/Advising Center is to assist students in their personal, educational, and professional growth and planning.

- **BASTE Academic Advising**  
BASTE students will receive academic advising specified to teacher education degree completion and the certification requirements directly from the BASTE academic advising team consisted of the BASTE Outreach and Retention Specialist and faculty.

All BASTE students will be required to meet with the Outreach and Retention Specialist prior to each quarter for course registration, academic performance monitoring, and graduation process. Individualized academic and career advising will be given by the

faculty to provide continuous guidance for BASTE students during the duration of the program.

- **Educational Planning**  
In addition to the assistance BASTE academic advising, Counselors and Completion Coaches will assist BASTE students in their transition to CBC by providing information about the CBC's processes, procedures, and policies.
- **Career Counseling**  
Counselors help students and members of the community identify educational interests and assist in career exploration. They interpret interest and personality inventories to aid individuals who are making career and educational decisions or are undecided about a major or program. Career, transfer, job search, and personal/professional development workshops are scheduled throughout the year. The BASTE academic advising team will work with the counselors to plan teacher career focused workshops and career demonstration activities annually to sustain the student interests in teaching career and help BASTE students gain broader knowledge about the industry.
- **Personal Counseling**  
Counselors are registered by the state of Washington to provide personal counseling and assist students with issues that may affect their academic performance or progress in meeting their educational goals. They offer workshops and other interventions aimed at improving student educational success and personal development. Counselors provide short-term personal counseling and refer students to community mental professionals if needed.
- **Academic Advising**  
Counselors and Completion Coaches provide specific information about CBC courses and programs. While the BASTE major course information will be provided by the BASTE academic advising team, more information about the upper-level general education courses will be provided by the CBC academic advising.

### **Academic Success Center**

The Academic Success Center provides CBC students free instructional support in subject areas for which there is high demand. The Center is equipped with computers and printers for student use, as well as whiteboards and group study areas. The Center provides drop-in and online tutoring and designated centers for writing and math. CBC plans to add ECED and BASTE tutoring services upon approval of the program.

- **ECED and BASTE Tutoring**  
To increase the number of students who meet the minimum WEST-B test scores required for BASTE admission, CBC will launch the WEST-B test tutoring service prior to fall 2019 for CBC students who are in AAS in ECED program and seeking admission into the BASTE program.

Additional tutoring service will be established during 2019-2020 academic year for BASTE students. BASTE students must take the Washington Educator Skills Test-Endorsement (WEST-E) and the National Evaluation Series (NES) tests in ECED prior to residency and pass both tests to become certified. The BASTE director and faculty will work with the Academic Success Center to develop study skills for WEST-E and NES tests, and the BASTE tutors will facilitate study group sessions and provide study skills.

- **Drop-in Tutoring**

The tutors, trained with research-based practices aligned with College Reading & Learning Association certification requirements, assist students with course review and learning strategies to maintain academic success.

Tutors with information technology and computer science background will be available to provide BASTE students with technical support for the edTPA video submission.

- **Writing Center**

For writing assistance, tutors offer advice and assistance with revising, reorganizing, and elaborating drafts of papers, as well as with syntax, usage, mechanics, citations, and documentation. Students also come in to receive assistance with prewriting-related tasks such as brainstorming ideas, outlining, and locating research information, while others come in to receive help with developing writing skills in general.

The Center will help BASTE students who are in residency with completing the edTPA portfolio to ensure that the portfolio adequately demonstrates all edTPA criteria such as teaching readiness, learning outcome analysis, effective instruction adjustment, and student engagement.

- **Math Center**

The Math Center provides students free access to tutors and use of textbooks and computers. Students can schedule a 30-minute to one hour one-on-one tutoring session with a math tutor. The center is equipped with 41 computers, textbooks for most math classes, a touchscreen computer, and quiet study rooms.

- **eTutoring**

In partnership with The Connecticut Distance Learning Consortium, the free eTutoring service provides one-on-one help in Accounting, Science, Economics, Math, Spanish, Statistics, and Writing.

## **Certification Support**

The BASTE Director, in coordination with the BASTE faculty, will establish the Certification Progress Report template to guide students through all certification requirement and timeline. All BASTE students will be required to meet with the Director each quarter to review their progress toward certification based on the individual Report.

Prior to each academic year, the Director will work with each partnering school district to plan residency placement and manage the memorandum of agreement with the school districts.

## Library Services

Students have access to the resources at CBC libraries and online library databases, which include articles necessary for both lower and upper level courses. Both facilities provide desktop computer access and laptops for checkout and contain individual, group, and collaborative study spaces. Databases providing full text access to articles, videos, and e-books are available for use on and off campus. The Transitional Studies division will regularly communicate with the library to ensure that all BASTE course materials including textbooks and reading lists are up-to-date and available.

Librarians are available during scheduled hours or by appointment to provide research assistance while an online reference chat service is available 24/7. Librarians also work with instructional faculty to provide students with information on effectively finding and using library resources to complete course-related research.

The current status of the library resources related to the education and/or early childhood education is as follows:

Table 13. BASTE Program Library Resources

CBC Library	Other College Library (Yakima Valley College, Pierce College)
<ul style="list-style-type: none"> <li>• EBSCO Host Academic Search Complete</li> <li>• ERIC</li> <li>• ProQuest Research Library</li> <li>• Teacher Reference Center</li> <li>• <i>Will be added in AY2019-20 to the Library Services at no cost</i></li> <li>• Primary search on elementary school magazines</li> <li>• Professional Development Collection <i>which has education journals</i></li> <li>• Associates Program source <i>which has sufficient amount of information and research articles for Early Childhood Education curriculum.</i></li> </ul>	<ul style="list-style-type: none"> <li>• EBSCO Academic Search Complete</li> <li>• ERIC</li> <li>• ProQuest Research Library</li> <li>• Teacher Reference Center</li> <li>• LISTA (<i>Yakima Valley only</i>)</li> <li>• Education Source (<i>Pierce only</i>)</li> <li>• Videatives (<i>Pierce only</i>)</li> <li>• Professional Development Collection (<i>Pierce only</i>)</li> <li>• SAGE Education Subject Collection (<i>Pierce only</i>).</li> </ul>

Upon hiring a full-time faculty member, the needs for SAGE Education Subject Collection and/or any additional resources will be further discussed.

## Resource Center

The Resource Center is dedicated to assisting students and community members in reaching their personal and educational goals. The Resource Center is open to those who want to begin college but are not sure how to get started, as well as, to currently enrolled students who need assistance to overcome obstacles that make reaching their educational goals more difficult.

- **Disability Services**

The disability services ensure that all students have equal access to educational programs and services. The service includes accessible facilities, materials in alternate format, sign language interpreters, priority registration, adaptive equipment, learning needs assessment, and testing accommodations.

The Assistive Technology Center provides equal access to education by using adaptive technology to support a broad range of disabilities, including but not limited to deaf and hard of hearing, visually impaired and blindness, and mobility impairments. The available technology includes text-to-speech with screen readers, speech-to-text with voice recognition, Braille and tactile with text reading and image visualization software, and captioning with Virtual Relay, Communication Access Realtime Translation, and closed captioning.

- **Family Services**

Three services are available to low-income students with families attending CBC: Childcare Assistance, Holiday Adopt a Family Program, and Community Referrals. CBC students can be referred to the Food Pantry at New Horizons High School, which is on CBC's Pasco campus.

- **Student Assistance**

Financial assistance is available to students attending CBC: Short-term emergency book and tuition loans, Travel assistance, Night taxi service, Dial-a-Ride passes, and Emergency personal assistance.

## **Veterans Education & Transition Services**

The Veterans Education and Transition Services (V.E.T.S.) Center supports military connected students in their transition to CBC through customized academic advising, education benefits certification, navigating the college system, workshops tailored to veteran student success, and access to the Veterans Integration to Academic Leadership (VITAL)\*. The Center provides a separate study space and computer access.

*\* The collaboration between the Walla Walla Veterans Affairs Medical Center, CBC and Washington State University Tri-Cities. With a Veterans Affairs Psychologist located directly on the campus, student Veterans can access College Success Coaching and Transition Services, Resource Referral, and a wide range of Behavioral Health Services that promote health and achieving career goals.*

## **Financial Aid**

Financial Aid personnel assist CBC students and their parents to find funding for basic educational costs. BASTE students will be considered for all aid programs unless specified with academic disciplines, in three major forms: gift aid, employment, and loans.

## **Scholarships**

CBC Foundation offers a variety of scholarships for students based on many factors including academic achievement, field of study, and financial need. In 2017, the Foundation awarded over

\$890,000 in scholarships to 450 students including those pursuing a Bachelor of Applied Science degree.

## STANDARD 5. COMMITMENT TO BUILD/SUSTAIN A HIGH QUALITY PROGRAM

### Institutional Capacity

CBC has been successful with developing, implementing, and sustaining instructional programs that contribute to the growth of the region by leveraging non-traditional resources such as grants, contracts, and donations through the CBC Foundation.

Some notable programs are an AAS and a BAS degrees in Project Management developed by the Department of Energy funded grant. Multiple Nuclear Regulatory Commission grants and support from the local nuclear industry led to the development of an AAS degree in Nuclear Technology. An AAS degree in Cyber Security program was launched with the support of the Battelle Memorial Institute Foundation, which led to the BAS degree in Cyber Security program in 2013. In 2017-18, CBC offered five applied baccalaureate degrees and will welcome students for an additional BAS degree in Information Technology program in 2018-19.

As of 2018-19, CBC offers six applied bachelor’s degrees as shown in Figure 7.

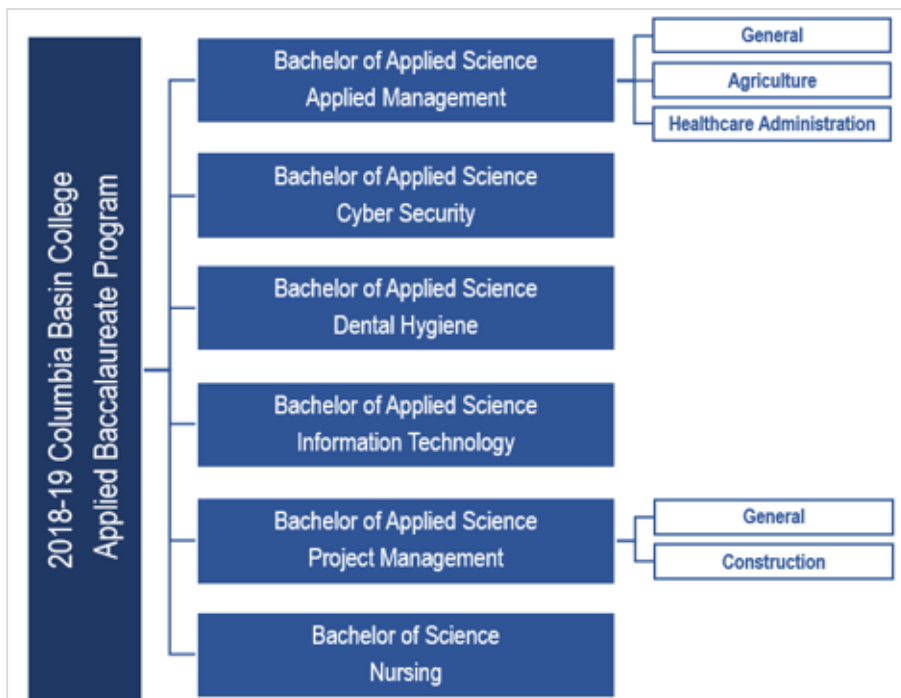


Figure 7. 2018-19 CBC Applied Baccalaureate Degree Program

### Program Support Funds and Expenses Projections

The BASTE program will be funded as a state supported program for the projected enrollments shown in Table 14. The revenue projection is shown in Table 15 with 1% annual tuition

increase. The projected expenses include salaries and benefits for two full-time staff and one full-time faculty in the first year, and one additional full-time or full-time equivalent faculty in the second year. The upper level general education courses (i.e., ICS 310 and PHIL 305) will be taught by the faculty outside the Transitional Studies division and those courses will be budgeted in the appropriate division of the College.

The existing staff at the Transitional Studies division, the director of program development and baccalaureate opportunities, and the director of office of institutional research will closely work on implementing the BASTE program. The structure of the program operating staff is shown in Appendix VI.

In addition, the curriculum is shared by Yakima Valley College whose BAS in Teacher Education programs are approved and modeled after Pierce College’s which also requires a full academic year residency. Following these exemplary programs with the support from our PEAB, CBC is confident that the program will have adequate curriculum prepared for the AY 2019-20.

The salaries for the Director and the Outreach and Retention Specialist positions include a cost-of-living adjustment. The program plans to hire one full-time faculty member in its first year and an additional full-time faculty when the projected FTEs reach 40, with annual salary increase of 3%.

Other expenses include outreach and marketing, books and supplies, library materials, travel and professional development, and membership/application fees for WACTC. The indirect expense is estimated at 20% of the total projected expense to cover any unforeseen expense. All projected expenses are summarized in Table 16.

CBC will allocate funds from its current operating budgets to cover all start-up costs during the implementation and the first year to ensure that the program are built and operated professionally and efficiently.

Table 14. BASTE Enrollment Projection

	2019-20	2020-21	2021-22	2022-23	2023-24
Full-Time Students (Headcount)	19	30	29	33	32
Part-Time Students (Headcount)	0	12	17	25	26
Total FTEs	20	40	55	60	60

Table 15. Revenue Projection

	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24
	<b>Year 0</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>(18-19)</b>	<b>(19-20)</b>	<b>(20-21)</b>	<b>(21-22)</b>	<b>(22-23)</b>	<b>(23-24)</b>
State Support	0	69,660	139,320	191,565	208,980	208,980
Tuition/Fee Revenue	0	133,190	314,620	338,720	431,890	423,690



CBC Operating Budget	18,000	72,276	<i>If needed</i>	<i>If needed</i>	<i>If needed</i>	<i>If needed</i>
Total Revenue	18,000	\$275,126	\$453,940	\$530,285	\$640,870	\$632,670

Table 16. Expenditures Projection

	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24
	<b>Year 0</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>(18-19)</b>	<b>(19-20)</b>	<b>(20-21)</b>	<b>(21-22)</b>	<b>(22-23)</b>	<b>(23-24)</b>
Student FTEs	0	20	40	55	60	60
Program Director Salary and Benefits	0	74,480	75,970	77,489	79,039	80,620
Outreach and Retention Specialist Salary and Benefits	0	59,850	61,047	62,268	63,513	64,784
FT Faculty(1) Salary and Benefits (FY 20)	0	78,842	80,419	82,028	83,668	85,342
FT equivalent Faculty(2) Salary and Benefits (FY21)	0	0	80,419	82,028	83,668	85,342
Goods/Services/Marketing	6,000	6,000	7,000	8,000	8,000	8,000
Books, Supplies, Library Materials	3,000	3,000	3,000	3,000	3,000	3,000
Travel/ Professional Development	5,000	6,000	7,000	7,000	7,000	7,000
WACTC Membership	0	1,100	1,100	1,100	1,100	1,100
NWCCU Fee	1,000	0	0	0	0	0
National Accreditation	0	0	0	0	2,500	10,000
Indirect Expenses (20% of Total Expenses)	3,000	45,854	63,191	64,582	66,298	69,037
<b>Total Expenses</b>	<b>18,000</b>	<b>275,126</b>	<b>379,146</b>	<b>387,495</b>	<b>397,786</b>	<b>414,225</b>

Total Revenue	18,000	275,126	453,940	530,285	640,870	632,670
Total Expenses	18,000	275,126	379,146	387,495	397,786	414,225
Net	\$0	\$0	\$74,794	\$142,790	\$243,084	\$218,447

### Facilities, Equipment, Technology, and Instructional Resources

The CBC ECED program is housed in the Chase Center on the Pasco campus. There are seven classrooms, six additional classrooms with lab, two computer labs with 49 computers, nine offices, and one open workroom dedicated to the program. All CBC students have free access to the campus Wi-Fi network. In addition to 49 computers available in the Chase Center, there are 122 computers in the campus library open to all students during the library hours and 20 laptop computers with academic software for 1-week checkout.

CBC will utilize the Chase Center for the proposed program and expect no consequences in classroom shortage. Coursework will be completed using a variety of modalities including face to face, hybrid, and online. CANVAS, the learning management system will to be the main tool for online and hybrid teaching and learning delivery for the BASTE program. Most courses at CBC utilized Canvas to enhance instruction. In addition to the campus library, the CBC online library will allow BASTE students to access instructional resources.

Based on the existing partnerships with local school districts, the residency portion of the program has already been discussed with three major school districts. Three letters of support indicate their commitment to residency and potential hiring for the CBC BASTE graduates, as shown in Appendix V.

## **STANDARD 6. PROGRAM SPECIFIC ACCREDITATION**

CBC was approved by the PESB in July 2018 to submit the final proposal, the last approval step to obtain an approved teacher certification program status (see Appendix IV for the approved form). Upon approval from the SBCTC, CBC will submit the PESB final proposal in January 2019. CBC is currently authorized through the NWCCU to offer six BAS degrees and one Bachelor of Science degree. Once the BASTE program is approved by the SBCTC the PESB, and the CBC Curriculum Committee, a substantive change will be submitted to NWCCU for their approval of this degree.

During the first year of the program, the PEAB will develop a path to obtaining program accreditation from the Council for the Accreditation of Educator Preparation (CAEP). The PEAB will evaluate the BASTE curriculum alignment with the National Association for the Education of Young Children (NAEYC) so that a seamless accreditation process can start by the third year of the program.

## **STANDARD 7. PATHWAY OPTIONS BEYOND BACCALAUREATE DEGREE**

The BASTE graduates who wish to pursue a higher degree will be presented with two local programs that offer a Master's degree within 50 miles radius:

- Master of Education at Washington State University Tri-Cities (located within 15 miles)
- Master in Teaching at Heritage University Tri-Cities (located in the CBC campus)

The Dean of Transitional Studies have met with WSU Tri-Cities (WSUTC) on several occasions since the statement of needs phase to discuss not only the overall curriculum design. The Dean and the Vice President of Instruction will be meeting with Academic Director of the College of Education at WSUTC on October 29th to discuss the goal of the BASTE program at CBC and how CBC and WSUTC may be able to collaborate.

The Dean met with the Regional Director of the Bachelor of Arts degree in Early Childhood Education program at Heritage University Tri-Cities Campus. Both CBC and Heritage University are excited to create a partnership to help students continue on to a Master's degree or obtain additional endorsements such as an English Language Learners (ELL) and a Bilingual (BLE) endorsement.

Upon approval from the SBCTC, PESB, and NWCCU, CBC will work with both institutions to validate the admission eligibility. CBC will also continue working with both institutions on the transition plan from the proposed BASTE degree to their master's degrees.

The graduates can also pursue a Master's degree online through Western Governor's University which accepts a BAS degree as satisfying eligibility to their graduate programs.

## **STANDARD 8. EXTERNAL EXPERT EVALUATION OF THE PROGRAM**

### **Reviewers**

In compliance with the SBCTC standards, the proposed program was thoroughly reviewed by two external experts. Dr. Peter D. Finch, Assistant Superintendent for Learning and Teaching at West Valley School District #208, has served on state appointed work groups including the Governor's Work Group for STEM Education, the OSPI Work Group for Ready and Successful Schools, and the Early Learning Advisory Council. He also serves as Chair of the Executive Committee for the ESD105 Science Education Cooperative, the Chair of the Professional Education Advisory Board for Heritage University's Educational Leadership program, a member of the Executive Committee for the Investing in Children Coalition, and a board member for the South Central Workforce Development Council. He has been recognized by many different awards, including The National Leader School for Service-Learning and The Leadership Award by the South Central Region of the Washington Association of School Administrators.

Dr. Margaret Beneke, Assistant Professor in Early Childhood Special Education in the College of Education at the University of Washington-Seattle, received her Ph.D. in Special Education, with a focus on inclusion in early childhood, from the University of Kansas. Dr. Beneke's experience includes working as an early childhood and primary grade teacher in both public and private inclusive setting and a head teacher at the Tufts University's laboratory-demonstration school. She has been recognized by many awards and fellowships, including the Outstanding Dissertation Award in Disability Studies Special Interest Group by the American Educational Research Association, and published in many academic journals, including *Topics in Early Childhood Special Education*, *Early Childhood Education Journal*, and *Early Childhood Literacy*. She currently serves as managing editor of *Young Exceptional Children*.

The credentials of the reviewers and the full review reports are provided in Appendix III and IV.

## Review summary

Both reviewers evaluated the proposed program as a qualified program with curriculum that will provide students with the knowledge and skills to be successful in their first position with a K-8 teacher certificate and a P-3 endorsement.

The recommendation related to the proposed curriculum was focused on the following: 1) explicitness and details in some of the program-level student learning outcomes and course descriptions, 2) additional emphasis in instructional needs and family engagement for English Language Learners, and 3) additional course learning outcomes that align with the teacher evaluation described in [WAC 392-191A-060](#). After thorough examination and discussion, the proposal was revised accordingly to address all recommendation.

The student services planned for the proposed program were assessed as sufficient to support the students pursuing a teacher pathway. There were suggestions for additional career counseling activities: mock interview with local school administrators volunteering to assist as interviewers and teacher education career fair in spring. CBC will further examine and discuss these suggestions with local school district administrators.

Additional courses that emphasize Common Core State Standards for English Language Arts and Math were also recommended. This will be further examined and taken to the PEAB for their approval.

## CONCLUSION

The proposed Bachelor of Applied Science in Teacher Education degree program directly responds to evident need for additional teachers in Benton and Franklin Counties. Aligned with the mission of being “the educational home that transforms students’ lives and strengthens the communities through meeting the educational needs”, CBC is committed to provide an institutional support to the successful teacher education program. The program will supply a skilled *and* certified early childhood education workforce that contributes to better quality of the local early childhood education environment.

## APPENDIX I. BASTE MAJOR COURSE DESCRIPTION

### ECED 300 Social Studies for Teachers (5 credits, 55 hours)

#### Description

An overview of the main concepts in social studies for early childhood teachers including topics in history, civics, geography, economics, global issues, and Native American.

#### Student Outcomes

1. Create a framework for thoughtful and reflective participatory citizenship and civic decision-making by applying an understanding of local (mayors, city councils, and school boards), state, and national government, law, and politics.
2. Apply skills in using specific knowledge about students' cultural, individual, intellectual, and social development.
3. Outline economic concepts and systems and explain the interactions among the economy and individuals, households, businesses, governments, and societies.
4. Evaluate how geographic features and human cultures share and impact environments.
5. Analyze how neighborhoods, communities, and societies have changed over time.
6. Create questions and plan social studies investigations using disciplinary concepts and tools.
7. Evaluate sources, integrate multiple perspectives, and use evidence to understand social phenomena.
8. Create a lesson plan for children birth through grade three using the content and knowledge learned in this course and state standards.

#### Course Content

1. Civics
2. Economics
3. Geography
4. History
5. Global Issues
6. Native American

### ECED 301 Inquiry Based Science for Teachers (3 credits, 33 hours)

#### Description

An overview of the main concepts in natural science for early childhood teachers including topics in earth/space science, life science, physical science, and engineering design. Lab included.

#### Student Outcomes

1. Use the Crosscutting Concepts as an organizational framework for connecting core ideas across the earth and space sciences, life sciences, physical sciences, and engineering design.
2. Demonstrate knowledge of basic concepts of life science, physical sciences, and earth sciences needed to support the scientific exploration of children from birth through grade eight.
3. Apply knowledge of processes, skills, technologies, and resources to explore and understand science content and phenomena.
4. Conduct investigations to answer scientific questions or solve engineering problems using the scientific method in earth sciences, life sciences, physical science, and engineering.

5. Describe the relationship between engineering and science in order to plan and implement a comprehensive science curriculum.
6. Analyze the interactions between culture and science, and identify the contributions of diverse individuals to the development of science and technology, and describe how science and technology have affected individuals, cultures, and societies throughout human history.
7. Create an inquiry-based lesson plan for children from birth through grade three using the content knowledge learning in this course and the Washington State Early Learning and Development Guidelines, and the Next Generation Science Standards.

### **Course Content**

1. Crosscutting Concepts: patterns, cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; flows, cycles, and conservation; structure and function; stability and change
2. Scientific method
3. Relationships between science and engineering
4. Laboratory tools
5. Life Science: biology, plants and animals, ecology
6. Earth Science: astronomy, geology, atmospheric science, geography
7. Physical Science: matter, chemistry, physics
8. Engineering
9. Next Generation Science Standards (NGSS)
10. The inquiry method

## **ECED 307 Health and Physical Education Learning Standards (2CR. 22HR.)**

### **Description**

Plan for comprehensive health and fitness education in early learning programs serving children birth to grade three who are culturally, linguistically (including English language learner), and ability diverse and their families, including the dimension of wellness such as physical, emotional, and social well-being.

### **Student Outcomes**

1. Evaluate the effect of health and fitness choices and habits on quality of life.
2. Adapt health and fitness curriculum to individual student needs such as developmentally appropriate motor skills.
3. Plan for health and fitness instruction in various settings such as classroom, gymnasium, and playground.
4. Utilize resources to plan health and fitness lessons in compliance with state learning standards.
5. Create a comprehensive, culturally-relevant, health and fitness education program that incorporates the principles of safety, legal issues, and risk management and social, emotional, physical development.

### **Course Content**

1. Washington Health and Fitness State Learning Standards.
2. Office of the Superintendent of Public Instruction (OSPI) health and fitness web site
3. Curriculum and instruction

4. Health and fitness education
5. Individualizing instruction

## **ECED 325 ADVANCED MATH METHODS (3CR. 33 HR.)**

### **Description**

Develop a deep understanding of the development of spatial and mathematical learning across all strands: number & operations, algebra, geometry, measurement, and data analysis & probability. There will be an emphasis on the content included in the state early learning guidelines and standards for children birth through grade three and their families who are culturally, linguistically (including English language learner), and ability diverse.

### **Student Outcomes**

1. Critique classroom discourse and define the role of the teacher in facilitating that discourse through findings from research on student learning.
2. Utilize problem solving skills in the mathematical content areas of numbers and operations, geometry, algebra, data analysis and probability, and measurement appropriate for adaptation for children from birth through grade three.
3. Plan a problem-based mathematics lesson that includes elements of differentiation, assessment, and technology, and requires students to engage in sense making and mathematical communication while adhering to state and national standards.
4. Create assessments that give a teacher insight into student thinking about mathematics content and create plans to implement adjustments from the results.
5. Research ideas for teaching mathematics in diverse classrooms to incorporate into lesson planning.
6. Apply knowledge, skills, and professional behaviors across early learning settings, examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics.
7. Observe and analyze a range of approaches to mathematics teaching and learning focusing on tasks, discourse, environment, and assessment.

### **Course Content**

1. Characteristics and properties of two- and three-dimensional geometric shapes.
2. Geometric modeling, visualization, spatial reasoning.
3. Transformation and symmetry of objects in space.
4. Systems of measurement.
5. Area, perimeter, surface area, and volume.
6. Design of statistical investigations.
7. Collection and display of statistical data.
8. Measures of central tendency and variability for data sets.
9. Analysis and interpretation of data.
10. Probability of simple and compound events.
11. Making and testing conjectures using probability and statistics.
12. Communication of mathematical ideas and reasoning.
13. Applications/connections of geometry and statistics with other disciplines.
14. State and national curriculum standards for math in elementary schools.
15. Appropriate technology and technological activities.
16. Mathematical instructional methodology.

17. Dispositions of math teachers/math education.

### **ECED 340 ASSESSMENT AND EVALUATION (5CR. 55 HR.)**

#### **Description**

Select, administer, score, and interpret formal assessment tools. Evaluate students for placement into special education programs. Develop Individual Education Plans (IEPs), Individual Family Service Plans (IFSPs), and 504 plans for children birth to third grade who are culturally, linguistically (including English language learner), and ability diverse and their families.

#### **Student Outcomes**

1. Define and discuss various types of assessments and the legal and ethical principles that apply to the steps in the assessment process.
2. Identify and discuss reliable and valid assessment methods and developmentally appropriate responses of infants and young children.
3. Apply the evaluation related to child-find screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, extended school year, and transition procedures.
4. Select and use a variety of formal assessments to inform decisions regarding appropriate placement and services to infants and young children with disabilities, and students from culturally and linguistically (including English language learner) diverse backgrounds.
5. Describe concepts of measurement, reliability and validity.
6. Correctly administer, score and interpret data from formal assessments in order to collaboratively construct Individual Educational Programs (IEP), Individual Family Service Plans (IFSP), and 504 plans for children with disabilities or English language learners.
7. Communicate and integrate assessment and ongoing evaluation results from others in eligibility decisions and the development and implementation of the IEP, IFSP, and 504 plan while implementing best practices.
8. Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services for infants and young children

#### **Course Content**

1. Basic terminology used in assessment of young children
2. Assessment methods and developmentally appropriate child responses
3. Legal provisions and ethical principles relating to assessment
4. Evaluation related to developmental screening, Special Services referral process and placement
5. Measurement concepts relating to assessment of young children
6. Developmentally appropriate instruments and procedures for assessment
7. Assessment interpretation and data
8. Creating the IFSP/IEP/504 plan based on assessment results to guide teaching practice

### **ECED 365 OBSERVATIONS, DOCUMENTATION AND MONITORING (3CR. 33 HR.)**

#### **Description**

Develop skills and strategies for observing, documenting, and monitoring children birth to grade 3 who are culturally, linguistically (including English language learner), and ability diverse and



their families. Strategies for tracking progress towards meeting Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals will also be addressed.

### **Student Outcomes**

1. Define and discuss various types of assessments and the legal and ethical principles that apply to the steps in the assessment process.
2. Identify and discuss reliable and valid assessment methods and developmentally appropriate responses of infants and young children.
3. Analyze the evaluation related to child-find screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, and extended school year and transition procedures.
4. Select and use a variety of formal assessments to inform decisions regarding appropriate placement and services to infants and young children with disabilities, and students from culturally and linguistically (including English language learner) diverse backgrounds.
5. Evaluate concepts of measurement, reliability and validity.
6. Correctly administer, score and interpret data from formal assessments in order to collaboratively construct Individual Educational Programs (IEP), Individual Family Service Plans (IFSP), and 504 plans for children with disabilities.
7. Communicate and integrate assessment and ongoing evaluation results from others in eligibility decisions and the development and implementation of the IEP, IFSP, and 504 plan while implementing best practices.
8. Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services for infants and young children

### **Course Content**

1. Basic terminology used in assessment of young children
2. Assessment methods and developmentally appropriate child responses
3. Legal provisions and ethical principles relating to assessment
4. Evaluation related to developmental screening, Special Services referral process and placement
5. Measurement concepts relating to assessment of young children
6. Developmentally appropriate instruments and procedures for assessment
7. Assessment interpretation and data
8. Creating the IFSP/IEP/504 plan based on assessment results to guide teaching practice

## **ECED 370 ADAPTATIONS, MODIFICATIONS AND PLANNING (5CR. 55 HR.)**

### **Description**

Use evidence based strategies to adapt and modify curriculum and environments for individual children birth to grade three who are culturally, linguistically (including English language learner), and ability diverse and their families. Create lesson plans for children based on Individual Education Plans (IEP), Individual Family Services Plans (IFSP) goals, and 504 plans.

### **Student Outcomes**

1. Select, adapt and modify individualized assessment strategies including accommodations, technology and alternative assessment for infants and young children.
2. Create, implement, and monitor comprehensive, IFSP/IEPs, and 504 plans in collaboration with team members, families, and as appropriate, infants and young children.

3. Create and select instructional content, resources, and strategies that are aligned with the IEP or IFSP goals and respond to cultural and linguistic differences.
4. Utilize and adapt instructional strategies and materials according to characteristics of infants and young children including social, emotional, adaptive, cognitive, academic and behavioral needs.
5. Prepare lesson plans, organize materials, and monitor implementation of early intervention services and specially designed instruction for oneself, Para educators, and general educators.
6. Use research-based strategies and interventions to facilitate inclusion within a continuum of service including appropriate accommodations, curriculum modifications, and alternatives.
7. Use technology to implement progress monitoring and use data to develop and modify instructional plans.
8. Evaluate the need for assistive technologies and incorporate when appropriate in order to ensure all students are included in the classroom community.

### **Course Content**

1. Theories and research that form the basis of early childhood special education curriculum and instruction
2. Research-based best practices for effective management of teaching and learning in individual, small group and large group settings
3. Research-based methods for increasing early learning in adaptive, social, emotional, behavioral, cognitive, and communication domains.
4. Accommodations, modifications, technology and alternatives and when to apply each in classroom, district, and state testing

## **ECED 385 ADVANCED LANGUAGE AND LITERACY METHODS (3 CR. 33 HR.)**

### **Description**

Refine teaching strategies for language acquisition and literacy skill development for children who are culturally, linguistically (including English language learner), and ability diverse at each developmental stage (birth-third grade) through the four interrelated areas of speaking, listening, writing, and reading. There will be an emphasis on strategies for teaching reading and how to support each stage of literacy development across genres and purposes with high expectations for children's achievement. Strategies for supporting families as they assist their children in learning language and literacy will also be addressed.

### **Student Outcomes**

1. Describe the developmental progression of language, communication, and literacy skills in children from birth through grade three.
2. Analyze and apply various theories and techniques of language and literacy learning and instruction for young children, which encompass cross-cultural and individual needs.
3. Assess literacy curriculum and plan lessons to support the literacy development of children from birth through grade three who are culturally, linguistically (including English language learner), and ability diverse.
4. Assess early learning environments for the presence of materials and practices that support language and literacy development.
5. Identify or develop formative and summative assessments for children's language and literacy skills.

6. Articulate how media and technology influence young children's language and literacy development and choose developmentally appropriate technological tools for use when working with children.
7. Create activities that families can use at home to support their children's language and literacy development.
8. Incorporate the major components of reading and writing in creating lesson plans to support children who are culturally, linguistically (including English language learner), and ability diverse.
9. Identify achievement gaps in local schools, articulate factors that may contribute to them, and develop strategies to address them.

### **Course Content**

1. Foundations of language and literacy birth through grade three
2. Multiple modes of communication
3. Integration of reading, writing, speaking, listening, viewing, and thinking
4. Role of language in learning
5. Diversity in language
6. Essential components of reading
7. Language and literacy assessment tools and practices
8. Interpret language and literacy assessment data
9. Instructional interventions
10. Genres of children's literature
11. Media and technology in relation to language and literacy development
12. Major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation)
13. Major components of writing (process, purpose, audience, elements of writing, genre)

### **ECED 395 Equity and Social Justice (3CR. 33 HR.)**

#### **Description**

Develop skills needed to effectively collaborate with others including school personnel, community agency personnel, and families to support children birth to third grade who are culturally, linguistically (including English language learner), and ability diverse and their families. Supervision of assistants and paraprofessionals will also be addressed.

#### **Student Outcomes**

1. Plan collaborative strategies to use with local, community, state and federal personnel in order to provide support and services to infants and young children with disabilities.
2. Create and utilize a plan for communication with school personnel, families and community members regarding the characteristics and needs of infants and young children with disabilities and how to provide accommodation and inclusion.
3. Identify and define the roles and responsibilities of family members and school personnel as they collaborate to meet the needs and plan programming for the child with diverse abilities.
4. Collaborate in the assessment of infants and young children's cognitive, social-emotional, behavioral, sensory, motor, communication, and adaptive domains in order to create a safe, equitable, positive, and supportive learning environment for infants and young children.
5. Use collaborative strategies with families and other community agencies to facilitate all transitions for infants and young children with disabilities: early intervention to preschool;

preschool to elementary; individualized alternative settings to school; extended school year; to and from general education

6. Describe and analyze strategies for appropriate program and instructional supervision and training including management of classroom volunteers, para educators, and peer tutors in order to meet student needs.

## **COURSE CONTENT**

1. Communication and collaboration strategies
2. Roles of school and community personnel and families in identifying, assessing, and providing services to individuals with disabilities
3. Roles and responsibilities of the early childhood special education teacher, para educator, and other team members
4. Strategies for appropriate program and instructional supervision and training

## **ECED 479 FALL RESIDENCY (15 CR.)**

### **Description**

Experience working in an education setting with children birth through grade three who are culturally, linguistically (including English language learner), and ability diverse and their families under the supervision of a certificated teacher with an emphasis on building relationships and guiding behavior. Apply the concept of positive behavior interventions and support and use of technology for technology for assessment, instruction, and family engagement.

### **Student Outcomes**

1. Apply the concepts of how individuals grow, develop, and learn to provide learning opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of all children from birth through grade three.
2. Create positive, equitable learning environments and experiences that reflect and respect culturally, linguistically (including English language learner), and ability diverse children and support home language preservation.
3. Build reciprocal relationships with families and community to support children's learning and development.
4. Create nurturing relationships with children to support their development and learning.
5. Create strategies for fostering and managing a safe, positive learning environment for children.
6. Uphold the professional code of ethical conduct and applicable laws, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Individuals with Disabilities Education Act (IDEA), and mandated reporting during residency.
7. Establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team.
8. Research the specific disabilities affecting children.
9. Select and implement behavioral support and management strategies that are research-based, individualized to the child's and/or group's needs, and least intrusive.
10. Teach children the social skills necessary for success in their immediate environments.

### **Course Content**

1. Understanding young children
2. Equity fairness diversity and cultural competence
3. Building family and community relationships and partnerships
4. Professionalism
5. Knowledge of characteristics of learners
6. Knowledge of managing student behavior and social skills

## **ECED 489 WINTER RESIDENCY (15 CR.)**

### **Description**

Demonstrate effective teaching practice and experience working in an education setting with children birth through grade three who are culturally, linguistically (including English language learner), and ability diverse and their families under the supervision of a certificated teacher, with an emphasis on pedagogy in accordance with instructional frameworks in Washington state. Apply the use of technology for technology for assessment, instruction, and family engagement.

### **Student Outcomes**

1. Promote children's cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate the development and learning of the whole child.
2. Design and implements developmentally appropriate learning experiences that integrate within and across disciplines, and uses effective instructional strategies.
3. Utilize appropriate professional resources to learn about exceptionalities in infants, young children and families as well as special family/learning needs in order to implement appropriate instructional strategies.
4. Analyze, evaluate, and synthesize his/her teaching practice to make appropriate changes that more fully serve families and children birth through grade three.
5. Plan and implement lessons using research-based strategies and the essential concepts of content areas including English language arts, health and fitness, mathematics, science, social studies, and the arts.
6. Create and employ individualized accommodations, modifications, and alternatives for children.
7. Integrate learning opportunities in daily routines and planned activities.
8. Create, implement, and monitor Individual Family Service Plans (IFSPs), Individualized Education Programs (IEPs), 504 plans, and lesson plans which align with general curriculum including state learning standards, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and early childhood learning guidelines.
9. Prepare and submit all required documents and materials for the Teacher performance Assessment (edTPA).

### **Course Content**

1. Promoting child development and learning
2. Meaningful and integrated curriculum and instruction
3. Professionalism
4. Reflective practice
5. Essential concepts of content areas
6. Instructional planning

7. Instructional methodologies
8. edTPA

## **ECED 499 SPRING RESIDENCY (15 CR.)**

### **Description**

Experience working in an education setting, with children birth through grade three who are culturally, linguistically (including English language learner), and ability diverse and their families under the supervision of a certificated teacher, with an emphasis on using data to improve practices. Apply the use of technology for technology for assessment, instruction, and family engagement.

### **Student Outcomes**

1. Use a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children.
2. Seek out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
3. Analyze, evaluate, and synthesize teaching practice to make appropriate changes that more fully serve children birth through grade three and recognize individual student learning needs
4. Determine appropriateness of various instruments and procedures for assessing infants and young children with disabilities including children who are culturally and linguistically diverse (including English language learner) and make recommendations for implementation.
5. Utilize reliable assessment methods and developmentally appropriate responses of infants and young children to document progress and determine services and supports.
6. Screen, evaluate, and determine eligibility of children referred for special education services.
7. Use response to intervention (RTI) or multi-tiered systems of support (MTSS) with children.
8. Demonstrates skills needed to work collaboratively with the student/family support team to assess children's progress, design and implement the intervention, and report results.
9. Use the results of the TPEP to create a PGDP for the first year of teaching.

### **Course Content**

1. Observation and documentation
2. Assessment (formal/informal and formative/summative)
3. Professionalism
4. Reflective practice
5. Diagnosis and evaluation
6. Teacher Principal Evaluation Program (TPEP)
7. Professional growth and development plans (PGDP)

## APPENDIX II. SAMPLE ACADEMIC PLAN



# ACADEMIC PLANNING WORKSHEET

Name: Harvey the Hawk  
 Degree or Certification: BAS in Teacher Education  
 Academic Advisor: BASTE Advisor Name

Date: September 16, 2019  
 Estimated Completion Quarter/Year: Spring/2021

- Checklist:
- REQUIRED** Completed the prerequisite ECED courses (58 cr.)
  - Completed ENGL& 101 (5 cr.)
  - Completed CMST& 201, 220, 260, or ENGL 410 (5 cr.)
  - Completed MATH& 171 course (5 cr.)
  - Completed MATH& 172 course (5 cr.)
  - Completed SOC& 101 (5 cr.)
  - Completed one science course with lab (5 cr.)
  - Completed MUS 205 (5 cr.)
- Courses not completed must be added to the quarter schedules below.*

### JUNIOR YEAR

#### Quarter # 1

FA-W-SP-SU Year: 2019

Course	Title	Cr.
ENGL& 102	English Composition II	5
ECED 300	Social Studies for Teachers	5
ECED 301	Inquiry based Science for Teachers	5
ECED 307	Health and Fitness	2
Total Credits		17

### SENIOR YEAR

#### Quarter # 4

FA-W-SP-SU Year: 2020

Course	Title	Cr.
ECED 479	Fall Residency	15
Total Credits		15

#### Quarter # 2

FA-W-SP-SU Year: 2020

Course	Title	Cr.
ICS 310	American Diversity	5
ECED 325	Adv. Math Methods	3
ECED 340	Assessment and Evaluation	5
ECED 365	Observation, Documentation, Mon...	3
Total Credits		16

#### Quarter # 5

FA-W-SP-SU Year: 2021

Course	Title	Cr.
ECED 489	Winter Residency	15
Total Credits		15

#### Quarter # 3

FA-W-SP-SU Year: 2020

Course	Title	Cr.
ECED 370	Adaptations, Modifications, and Pla...	5
ECED 385	Adv. Language and Literary Methods	3
ECED 395	Collaboration and Supervision	3
PHIL 305	Professional Ethics	5
Total Credits		16

#### Quarter # 6

FA-W-SP-SU Year: 2021

Course	Title	Cr.
ECED 499	Spring Residency	15
Total Credits		15

To ensure meeting the degree requirements and keeping proper course loads, any changes to the academic plan must be made upon the academic advisor's approval.

### APPENDIX III. EXTERNAL EXPERTS BIOS

Dr. Peter D. Finch  
Assistant Superintendent for Learning and Teaching  
West Valley School District #208

Dr. Peter Dallas Finch was raised in the Yakima Valley. He graduated as valedictorian from Wapato High School and *cum laude* from Harvard. He earned his Master's Degree in Education Administration from Central Washington University and his Doctor of Education Degree in Educational Leadership from Washington State University.

Dr. Finch was a teacher and coach for middle school and high school students. Then, he served as the principal of Granite Falls High School near Everett, Washington for eight years. The school received national recognition as a "National Leader School for Service-Learning" and Dr. Finch received recognition as the "Principal of the Year" by the North Cascades Conference.

Dr. Finch returned to the Yakima Valley where he has served as the Assistant Superintendent for the West Valley School District since 2001. He has received state recognition as a "Science Education Advocate" by Washington State LASER and "Administrator of the Year" by the Washington Music Educators Association. He has also received recognition with the "Award of Merit" and the "Leadership Award" by the South Central Region of the Washington Association of School Administrators.

Dr. Finch has served on state appointed work groups including the Governor's Work Group for STEM Education, the OSPI Work Group for Ready and Successful Schools, and the Early Learning Advisory Council.

He serves as Chair of the Executive Committee for the ESD105 Science Education Cooperative, the Chair of the Professional Education Advisory Board for Heritage University's Educational Leadership program, a member of the Executive Committee for the Investing in Children Coalition – the regional coalition for early learning – and he serves as Board Member for the South Central Workforce Development Council.

During his service in West Valley, the District has been recognized as a "District of Distinction" by District Administration Magazine, an "AP Honor Roll District" by the College Board, a "Magna Award Honorable Mention" by the American School Board Journal, and an "Innovative District" by the International Center for Leadership in Education. In addition, all six of West Valley's elementary schools have been recognized by OSPI with "Washington Achievement Awards" for outstanding student achievement.



Dr. Margaret Beneke  
Assistant Professor  
UW College of Education

Dr. Margaret (Maggie) Beneke is an assistant professor in Early Childhood Special Education in the College of Education at the University of Washington-Seattle. She received her Ph.D. in Special Education, with a focus on inclusion in early childhood, from the University of Kansas. Dr. Beneke's teaching and research focus on inclusive, equitable education for young children and families from historically marginalized backgrounds. She is particularly concerned with educational justice as outcomes of inquiry and pedagogy in early childhood contexts.

Her dissertation, "Race and Ability Talk in Early Childhood: Critical Inquiry into Shared Book Reading Practices with Pre-Service Teachers" earned the Outstanding Dissertation Award in Disability Studies Special Interest Group from the American Educational Research Association in 2018. Dr. Beneke was also named as the Outstanding Student of Kansas Division for Early Childhood by the Council for Exceptional Children, the Judy Tate Outstanding Doctoral Student Award at University of Kansas, and the Doctoral Research Fellow of Institute for Policy and Social Research at University of Kansas.

Dr. Beneke has served as a principal investigator for several grant projects funded by the Professional Educator Standards Board, the Lilian Jacobey Baur Fund, and the Kansas City Humanities Council.

Dr. Beneke has published in many academic journals, including *Topics in Early Childhood Special Education*, *Young Children*, *Early Childhood Education Journal*, and *Early Childhood Literacy*. She currently serves as the managing editor of *Young Exceptional Children* and the council member for the Valuing Our Individual Children and Families through Equity and Social Justice (VOICES) at the Division for Early Childhood of the Council for Exceptional Children.

Prior to entering academia, Dr. Beneke worked as an early childhood/ teacher in both public and private inclusive settings. Most recently, she taught at Tufts University's laboratory-demonstration school in an inclusive, mixed-age classroom.

APPENDIX IV. PESB FORM 2 (APPROVED ON JULY 24, 2018)



NEW EDUCATOR PREPARATION PROGRAM  
PRE-PROPOSAL FORM

PROGRAM INFORMATION

Program Name:

Applied Baccalaureate Degree: Bachelor of Applied Science in Teacher Education – Teacher Certification in Early Childhood Education/K-8

Name of Institution or Organization:

Columbia Basin College

Primary Contact Information:

Name: Daphne Larios

Title: Dean of Transitional Studies

Address: 2600 N. 20<sup>th</sup> Ave. Pasco, WA 99301

Telephone: 509-542-2562

Email: dlarios@columbiabasin.edu

Secondary Contact Information:

Name: Soo Park

Title: Director of Program Development and Baccalaureate Opportunities

Address: 2600 N. 20<sup>th</sup> Ave. Pasco, WA 99301

Telephone: 509-543-1497

Email: spark@columbiabasin.edu

Proposed Start Date: September, 2019

Projected Enrollment (# of candidates) in Year One: 20 FTE (20)

Projected Full Enrollment: 2022 60 FTE (29 Full-time and 35 Part-time)  
(year) ( #of candidates)

Type of certificate to be offered (check the box that applies):

- Residency teacher certificate
- Residency principal
- Residency program administrator
- Initial-continuing superintendent
- Initial teacher career and technical education business and industry

**Type of program (check the box that applies):**

- Certification with B.A.  
 Certification with Master's degree  
 Certification with Doctoral degree  
 Certification only  
 If Residency teacher program, planning to offer alternative to teaching route? Yes/No

**Endorsement(s)**

If residency teacher certificate program, list all endorsement(s) to be offered (see Appendix A). All teacher certificate programs must offer at least one endorsement:

Early Childhood (P-3)

Elementary (K-8)

**Organization Type:**

- Public college or university  
 Independent college or university  
 Other public agency  
 Private not-for-profit organization  
 Private for-profit organization

**Institutional Accreditation Status** (institutions of higher education only)

- Attach letter that verifies current accreditation

**Organizational Purpose**

**Provide the (brief) mission statement for institution or organization sponsoring the proposed program**

Columbia Basin College (CBC) inspires, educates, and supports students in an environment of academic excellence leading to the completion of degrees, certifications, and educational transfers, while fostering meaningful employment, engaged citizenship, and a life-long joy of learning. To accomplish the mission, CBC values

- Student Learning;
- Culture of Excellence;
- Diversity, Equity, and Inclusion;
- Sustainability; and
- Wellbeing<sup>1</sup>.

<sup>1</sup> Columbia Basin College (2018, May) Mission Statement. Retrieved from [CBC Mission](#)

## APPENDIX V. LETTERS OF SUPPORT



**Dave Bond**, Superintendent  
**Dr. Chuck Lybeck**, Associate Superintendent, Curriculum  
**Greg Fancher**, Assistant Superintendent, Elementary Education  
**Ron Williamson**, Assistant Superintendent, Secondary Education  
**Dr. Doug Christensen**, Assistant Superintendent, Human Resources  
**Ron Cone**, Executive Director, Information Technology  
**Vic Roberts**, Executive Director, Business Operations  
**Robyn Chastain**, Director, Communications and Public Relations

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June 22, 2018

To Whom It May Concern,

Please accept this letter as a statement of the Kennewick School District's support for Columbia Basin College's Bachelor of Applied Science (BAS) degree program in education. Columbia Basin College's proposal offers many potential benefits to our schools, students, and communities.

As you know, virtually every district in Washington is facing a teacher shortage today. This is particularly true in Kennewick, and it is more acute in specific subject areas. With class-size reductions and the impending additional retirements, that situation is likely to become more acute over time. In the current recruitment environment, we need additional programs — like Columbia Basin College's — that will open new avenues to train the next generation of teachers.

In addition, we are especially encouraged by Columbia Basin College's local approach. For many of our area's residents, it is simply impractical to leave the community to pursue a four-year degree in another part of the state. As a result, we are missing a valuable pool of potential teachers who come directly from our communities.

While nearby programs like Washington State University's provide some local access to teacher education, Columbia Basin College proposes to expand its outreach specifically to place-bound para-educators. In doing so, the college will draw on its longstanding, trusted reputation as an active community partner to encourage more Benton County students to pursue a career in teaching. To the extent that Columbia Basin College succeeds in that initiative, our teacher corps will better reflect the community's demographics, values, and interests. Students and families will benefit.

Again, we are encouraged by Columbia Basin College's proposal. We are happy to support its development. If you have questions for me or my staff, please let me know.

Sincerely,

Dave Bond, Superintendent  
Kennewick School District

1000 West Fourth Avenue • Kennewick, Washington 99336-5601  
Phone: 509-222-5000 • Fax: 509-222-5050 • Website: [www.ksd.org](http://www.ksd.org)



June 26, 2018

Alternate Route Block Grant  
Fiscal Year 19-20

To Whom It May Concern:

Richland School District is pleased to be partnering with Columbia Basin College on an Alternate Route to Teacher Certification project. Richland School District is offering our full support for Columbia Basin College becoming an approved teacher certification program through a Bachelor of Applied Science (BAS) in early childhood education Pk-3 degree. With Columbia Basin College becoming a BAS approved degree program, we will be better able to fill locally our need of qualified teacher candidates for primary general education grade vacancies throughout the district.

Our support for their BAS program includes: recruiting candidates from within our para educator pool to be a part of the new program; a willingness to accept teacher candidates for residency; supporting future teachers through student teaching; and a willingness to consider the Columbia Basin College BAS graduates for employment within the district.

Please feel to contact us, should you need any additional information at the numbers or email addresses listed below.

Sincerely,

Dr. Rick Schulte  
Superintendent  
509-967-6001  
615 Snow Avenue,  
Richland, WA 99352  
[Rick.Schulte@rsd.edu](mailto:Rick.Schulte@rsd.edu)



# Pasco School District #1

C. L. Booth Education Service Center  
1215 W. Lewis Street • Pasco, Washington 99301

Michelle Whitney, Superintendent  
(509) 546-2880 • FAX (509) 543-6761

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June 23, 2018

RE: Letter of Support for Columbia Basin College

To Whom It May Concern,

It is my pleasure to write this letter of support for Columbia Basin College (CBC) to become an approved teacher certification program through a Bachelor of Applied Science degree in education.

Pasco School District serves a population of students who some may label as having barriers to achieving post-secondary education or "at risk". We don't see our students' circumstances as obstacles. Instead, we them as challenges to navigate and know that through partnerships with likeminded organizations we can make education beyond high school a reality for every one of our students.

Decades ago, CBC joined our district in a commitment to change the trajectory of students' lives. We have robust partnerships currenting place from supporting our littlest learners to current high school students and beyond. By offering this certificated teaching program locally, it will not only continue to move the needle on positive impact for our students, but also our community.

Just this year our district inaugurated a new Pasco Future Teachers Program; this program is designed to provide students an opportunity to serve their home community as a teacher, once they complete their degree in education.

We are excited for the opportunity for our students and future teachers to earn a bachelor's degree in education locally. Please reach out if you have any questions or need further reference of support.

Sincerely,

Michelle Whitney  
Superintendent  
Pasco School District