

Bachelor of Applied Science in
Child, Youth, and
Family Studies

July 2016

Program
Proposal

Table of Contents

Introduction	1
Standard 1: Curriculum Demonstrates Baccalaureate Level Rigor	1
The Program/Degree Outcomes	2
Appropriate Rigor	3
Program Evaluation Criteria and Process.....	4
Child, Youth and Family Studies BAS Degree.....	5
Standard 2: Qualified Faculty	8
Standard 3: Selective Admissions Process	10
Admissions Philosophy.....	10
Admissions Requirements.....	11
Selection Process.....	11
Standard 4: Appropriate Student Services Plan	12
Advising	13
Enrollment Services	14
Financial Aid.....	14
Learning Support Center	14
Library.....	14
Credentials and Evaluation.....	14
Other Student Services Offices	15
Standard 5: Commitment to Build and Sustain a High Quality Program	15
Standard 6: Program Specific Accreditation(s)	19
Standard 7: Pathway Options beyond the Baccalaureate Degree	19
Standard 8: External Expert Evaluations of the Program	20
Dr. Ben Anderson-Nathe.....	21
Duane Dowd, Ph.D., CFLE.....	24
Resources	30
Appendix 1: Focus Group Information	31
Appendix 2: AAS-T Information	35

Appendix 3: Tenure-Track Faculty Announcement	38
Appendix 4: BAS Manager-Position Description	41
Appendix 5: Program Review Template.....	43
Appendix 6: Faculty Credentials.....	47
Appendix 7: BAS Course Descriptions and Course-Level Learning Objectives	51
Appendix 8: External Evaluator Reviews.....	62
Appendix 9: CYFS BAS Sample Curriculum Sequence	72
Appendix 10: Advisory Committee Membership	73

Tables and Charts:

Figure 1: Rigor/Relevance Framework	3
Table 1: Framework Quadrants Defined	3
Figure 2: Map of the Upper Division Class Outcomes on the Rigor/Relevance Framework .	4
Table 2: Program Review Process.....	5
Table 3: BAS Degree Requirements.....	6
Table 4: Schedule for CYFS Course Offerings	7
Table 5: Credentials of Current EdCC Faculty Who May Teach in the BAS Program	9
Table 6: EdCC Faculty Teaching General Education Courses	10
Table 7: Enrollment Projections.....	15
Table 8: Tuition Calculations	16
Table 9: Tuition Revenue Projections.....	17
Table 10: Projected Expenses	18

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Edmonds Community College

Degree: Child, Youth, and Family Studies BAS

CIP Code: 44.0702

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

Degree: ECE AAS-T

CIP Code: 13.1210

Year Began: 2008

Degree: Family Support AAS-T

CIP Code: 51.1594

Year Began: 2003

Degree: Human Services AAS-T

CIP Code: 52.2310

Year Began: 2010

Degree: Addiction Studies AAS-T

CIP Code: 15.1501

Year Began: 2010

Planned Implementation Date (i.e. Fall 2014): Spring or Fall 2017

**Proposal Criteria: Please respond to all eight (8) areas listed in proposal criteria FORM D.
Page Limit: 30 pages**

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09/01/2016

Date

Introduction

Edmonds Community College is very proud to bring forward this proposal for a new Bachelor of Applied Science in Child, Youth and Family Studies (CYFS BAS). This innovative, integrated degree will give students who have graduated with associate degrees in early childhood education or any social and human services area a direct path to a baccalaureate degree. The program start date is slated for spring of 2017, with flexibility to push it out to fall of 2017 if approval timelines require the delay.

The labor market need for this degree was described in the Statement of Need, as was how this degree fits with and into the mission of the College. The purpose of this Program Proposal is to demonstrate EdCC's commitment and readiness to offer this baccalaureate pathway. This is of particular importance because it will be the first baccalaureate degree offered by Edmonds. Fortunately, EdCC has hired staff and faculty members from other colleges that have baccalaureate pathways, and so we are able to leverage the work of our colleagues across the system by adopting best practices from them.

The college faculty members involved in developing the degree have taken extraordinary steps to ensure that they received appropriate feedback on the program curriculum. Since this is a cutting-edge interdisciplinary degree, incorporating outcomes that address the needs in the early childhood education profession, the human services field, the addiction support professions, and those working with families, there are few baccalaureate examples to look to as models. The CYFS BAS degree consists of courses with outcomes developed and validated by industry and education professionals through a series of six focus groups, with both the Early Childhood Education (ECE) and Social and Human Services (SHS) Advisory Committees, community members, program graduates, and general industry outreach via survey, email and phone. The degree outcomes (called Program Learning Outcomes, or PLOs on our campus) were also vetted in the same way. Appendix 1 includes a compilation of the suggestions for each area of study, plus an example of the questions asked, and raw feedback gathered, from one of the six focus group meetings. The membership rosters for the two advisory committees are included in Appendix 9.

Standard 1: Curriculum Demonstrates Baccalaureate Level Rigor

EdCC has a set of General Education Learning Outcomes that are common to all degrees and certificates of more than 45 credits. These Learning Outcomes are listed below:

Edmonds Community College offers multiple opportunities to integrate knowledge and skills throughout its degrees and certificates. Specifically, the college emphasizes this integration through its General Education Learning Outcomes:

- **Communication Skills:** *Communicate* and interact effectively through a variety of methods appropriate to audience, context, purpose, and field/discipline.
- **Human Relations and Professional Development Skills:** *Act* responsibly in applying professional and academic standards associated with personal wellness; sustainable management of resources; and/or with success in educational, workplace, community, and group settings.

- **Quantitative Analysis/Symbolic Reasoning Skills:** *Reason* clearly using academic or professional modes of inquiry; using quantitative or symbolic reasoning; and/or using other discipline/field specific methods to explore and create ideas; identifying information needs; process, evaluate, and use information; and recognize, analyze and solve problems.
- **Cultural Diversity Skills:** *Explore* and apply multiple perspectives in order to examine cultural differences and influences; maintain effective professional/working relationships; and/or interact effectively in multicultural settings.

These General Education Learning Outcomes are incorporated in the Associate of Applied Science-Transfer (AAS-T) degrees that feed into the upper division coursework of the CYFS degree. The General Education Learning Outcomes are further reinforced in the junior and senior years of the program through the additional General Education courses required and the program-specific, 300 and 400-level courses, described later in this section. Appendix 2 includes two samples showing the classes on a student's transcript after completing the ECE AAS-T or the Human Services AAS-T.

The Program/Degree Outcomes

Prior to entering the program, students will demonstrate core abilities as an early childhood educator, social services provider, addiction counselor, or family support specialist, including knowledge of strategies and skills to support children, youth, and families in their growth and development. Students from this diverse range of backgrounds will exhibit a common set of foundational abilities including;

- Utilization of reflective thought, observational data, current research, and professional standards to guide the assessment process and the choice of strategies to support and encourage the growth and development of the child, youth, or family.
- Application of best practices in working with individuals and groups, including communication skills, collaboration, problem solving, leadership skills, and ethical procedures.

These foundational abilities can be demonstrated through a successfully completed degree and relevant coursework at the 100 and 200 level at any community or technical college with a Human Services or Early Childhood Education program. The rest of the BAS outcomes build upon this foundational knowledge.

BAS Outcomes - Students successfully completing the BAS in Child, Youth, and Family Studies will be able to:

- Utilize their strong knowledge base to support a systemic and developmental approach to improve the lives of children, youth, and families across the lifespan.
- Demonstrate the ability to synthesize multiple perspectives in the context of teaching, youth services, and family support.
- Apply principles of equity and inclusion through strengths-based strategies to build resiliency and opportunity for individuals and families to reach their goals.
- Articulate and demonstrate a professional identity utilizing evidence-based practices, standards, and ethical conduct in early childhood and social service careers

Appropriate Rigor

As a basis for establishing and demonstrating baccalaureate level rigor, the CYFS BAS degree applied the Rigor/Relevance Framework model developed by the International Center for Leadership in Education (ICLE).^[1] Figure 1 below illustrates the relationship between complexity of thinking and flexibility of application. The six levels on the X-axis look at increasingly deep application of knowledge through action using Bill Daggett’s Application Model.^[2] On the Y-axis, Bloom’s Taxonomy shows increasingly deep assimilation of knowledge.

Figure 1: Rigor/Relevance Framework

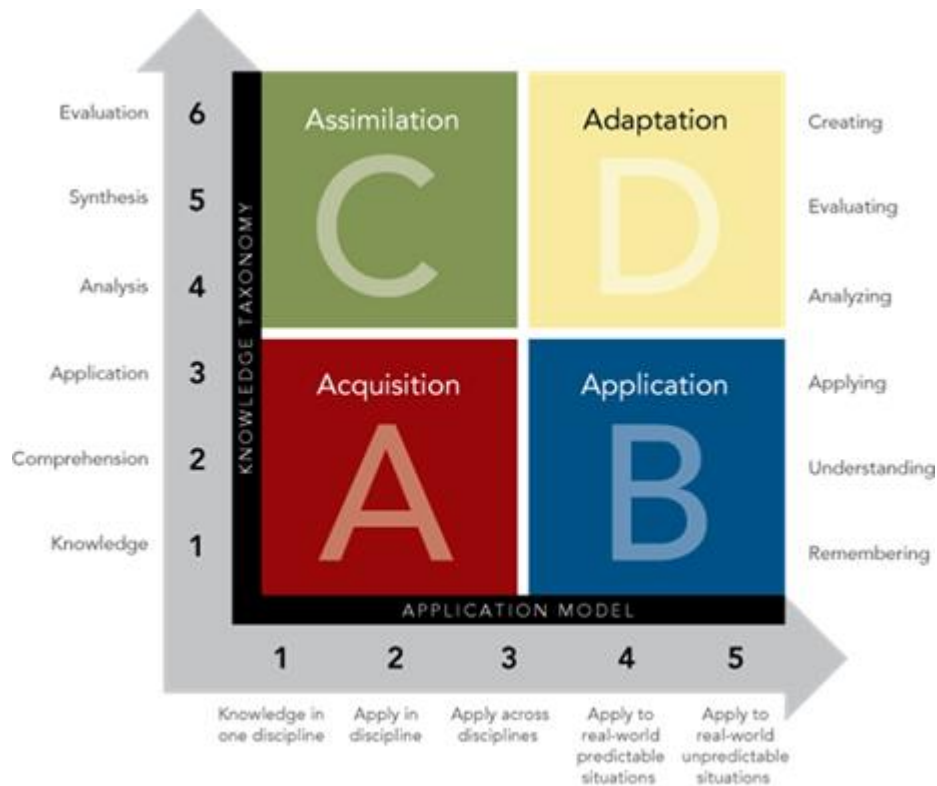
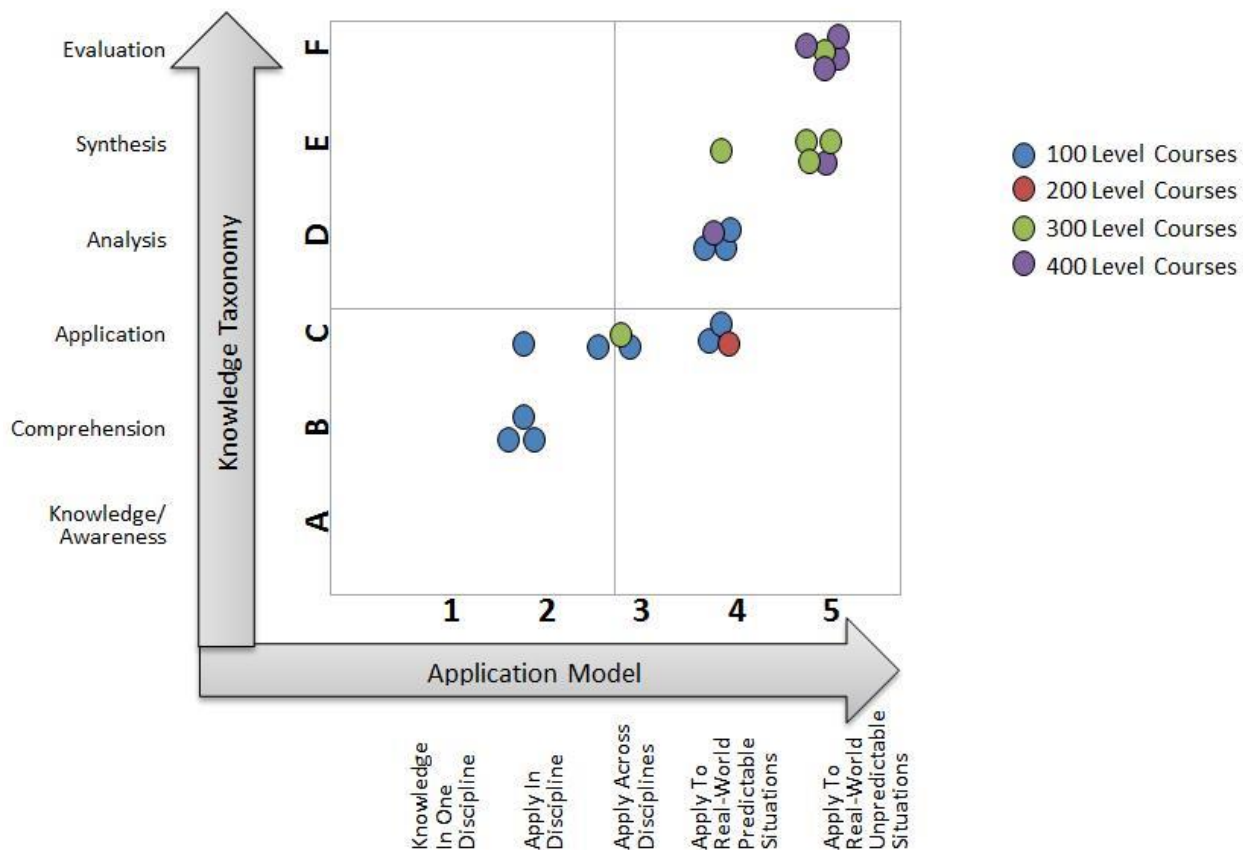


Table 1: Framework Quadrants Defined

A - Acquisition	Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.
B - Application	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.
C - Assimilation	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.
D - Adaptation	Students have the competence to think in complex ways.

EdCC borrowed the Rigor/Relevance Framework adaptation created by Pierce College to demonstrate that the upper division courses are appropriately rigorous to be numbered in the 300-400 range (Figure 2). On this framework, the faculty mapped the outcomes of the upper division classes, as well as outcomes from a sampling of the lower division classes, to ensure that students would be tasked in 300 and 400 level classes with developing skills that fall in quadrants C and D, the more advanced quadrants which require more complex thought and decision making.

Figure 2: Map of the Upper Division Class Outcomes on the Rigor/Relevance Framework (with a sampling of lower division courses)



The charting indicates that this is the case. In addition, both external expert reviewers agreed that the rigor was appropriate for baccalaureate-level training.

Program Evaluation Criteria and Process

EdCC has a Program Review process that requires each program area be looked at on a three year cycle. During the first two years, the CYFS BAS program faculty and staff will be gathering input from the faculty who are helping to create the curriculum, the community members that helped shape the program, and from the feedback gathered during the program development process. An advisory committee will be set up for the program, and will meet frequently during the first three years of the program. Many members of the ECE and SHS Advisory Committees have given input to this degree and

may wish to serve on the new BAS advisory committee. Given the nature of the degree, this crossover would be beneficial.

Edmonds Community College has a detailed assessment process for assessing programs and program level outcomes that can be reviewed on the college’s Assessment webpage at <http://www.edcc.edu/assessment/>. The table below shows the enhancements that will be made to the program review process for the BAS Degree:

Table 2: Program review process for BAS

	Standard EdCC Program Review Process	Enhanced Review Process for CYFS BAS Program
Course Review	<ul style="list-style-type: none"> ● One-third of courses reviewed annually ● Updates to course learning objectives and assessment procedures ● Involves faculty, division dean, and curriculum committee (if major changes needed) 	<ul style="list-style-type: none"> ● Annually for first three years of program ● Updates to course learning objectives and assessment procedures ● Will involve faculty, program manager, division dean, and curriculum committee
Program Review	<ul style="list-style-type: none"> ● Every three years ● Includes analysis of enrollment trends, industry standards, program learning outcomes, completion rates, and resource allocation ● Involves faculty, division dean, curriculum committee, and vice president for instruction 	<ul style="list-style-type: none"> ● Annually for first three years of program ● Focus groups of current students will be held annually ● Surveys of current students, graduates, and employers will be conducted annually ● Will include analysis of enrollment trends, library and student services support, industry standards, program learning outcomes, completion rates, employment data, and resource allocation ● Will involve faculty, program manager, division dean, student services, library representative, curriculum committee, and vice president for instruction
Involvement of Advisory Board	Meets twice a year for input and approval	Will meet at least quarterly (or more frequently if needed) for first three years of program for input, detailed review, refinement of courses and degree, and approval

(Note: see Appendix 5 for further details on the EdCC program review process)

Child, Youth and Family Studies BAS Degree

The CYFS BAS degree is composed of three general areas, the 60 credits of general education (Gen Ed), 60 credits of upper division courses, and 60 credits of other technical coursework that students will have

completed in their two year degree. Over the course of the four years of the baccalaureate pathway, students complete all of the General Education (Gen Ed) requirements for BAS degrees. All of the feeder AAS-T degrees at EdCC include at least five of these classes, and some include six. Each of these areas is outlined below.

Table 3: BAS Child, Youth & Family Studies Degree Requirements

Category	Course	Course Title	Credits
Proficiency (from AAS-T)	100 and 200 level	Foundational courses in ECE, SHS, FSS or Addiction Studies	60
General Education	Communication	ENGL& 101 English Composition I	5
	Communication	ENGL& 102 English Composition II	5
	Quantitative Analysis & Symbolic Reasoning	MATH& 107 Mathematics in Society	5
	Natural Sciences & Math	MATH& 146 Introduction to Statistics	5
	Natural Sciences & Math	Example: ANTH& 215 Bioanthropology	5
	Humanities	CMST& 210 Interpersonal Comm.	5
	Humanities	Example: HUM 108 World Mythology	5
	Social Science	Example: PSYC& 100 Intro to Psych	5
	Social Science	Example: SOC& 101 Intro to Sociology	5
	elective	Example: ENGL& 111 Intro to Literature	5
	elective	Example: SOC 214 Soc of the Family	5
	elective	Example: NUTR& 101 Nutrition	5
	elective (if needed)	Example: SOC 150 Health in Society	5
BAS Major	CYFS 310	Intro to Child, Youth & Family Studies	5
	CYFS 320	Resources & System Navigation	5
	CYFS 330	Applied Family Systems Theories	5
	CYFS 340	Professional Practice	5
	CYFS 350	Social Policy Issues & Advocacy	5

	CYFS 390	Practicum I	5
	CYFS 410	Social Justice	5
	CYFS 420	Applied Research & Info Literacy	5
	CYFS 430	Trauma & Resilience	5
	CYFS 440	Leadership in Child, Youth & Family	5
	CYFS 490	Practicum II	5
	CYFS 495	Program Development & Capstone	5
TOTAL CREDITS			180

The Gen Ed course choices listed are ideal, however, students coming from other colleges may have completed different courses. EdCC will transfer in as many Gen Ed classes as possible to fulfill the distribution areas. If, for example, a student has completed a transfer DTA degree or has another bachelor's degree, all of their Gen Ed requirements would be covered. Students who do not have an ECE- or SHS-related 2 year degree will need to take additional coursework from the 100 and 200 level courses in ECE and/or SHS to qualify for entry to the BAS program at the junior level. The student's transcript will be evaluated to determine if any of their other coursework could count toward the 'proficiency' requirement.

The upper division coursework is all newly developed and created with input from a variety of sources including the advisory committees, six focus group sessions with employers, faculty expertise, and suggestions from the external expert evaluators. These classes build upon the foundational knowledge that students learned in their associate degree program in Early Childhood Education or Social and Human Services. There is a strong emphasis on applied knowledge through projects and hands-on work throughout the junior and senior years of study, as was shown on the Rigor/Relevance grid (see Figure 2). Appendix 7 lists the course outcomes & descriptions. Table 3 below shows the sequencing for the upper division classes, and Appendix 9 offers samples of a full time and part time student schedule.

Table 4: Schedule for CYFS class offerings

	Fall courses	Winter courses	Spring courses	Summer courses (if needed)
First year	CYFS 310 CYFS 320	CYFS 330 CYFS 340	CYFS 350 CYFS 390	CYFS 390
Second year	CYFS 410 CYFS 420	CYFS 440 CYFS 490	CYFS 430 CYFS 495	CYFS 495

Standard 2: Qualified Faculty

EdCC will open a full-time, tenure-track faculty position to lead and teach in this new degree program, with a minimum educational level of master's degree required, and doctorate strongly preferred (see Appendix 3 for the drafted job description/posting). A combination of both education and practical experience is extremely important, and the Dean is fairly confident that EdCC can draw candidates with both a doctorate and field experience, since a faculty member with that type of background was recently hired in the SHS department. This new faculty member will be the lead instructor teaching many of the core courses in the degree as well as further developing the new program.

The BAS faculty member will work closely with the ECE and SHS department faculty who first envisioned the degree and outlined the curriculum, to ensure a smooth transition for students from the AAS-T pathways and to make sure that the feedback collected during the curriculum development process is honored. The new BAS faculty member will also serve as the department head, which means he or she will assist with finding and interviewing part-time faculty, scheduling courses, and advising students. EdCC provides release time for the lead faculty member to do this work.

The General Education courses listed at the 100 to 200 level will be taught by existing college faculty in the specific discipline. EdCC requires that faculty teaching transfer courses hold a minimum of a master's degree. Some of our existing faculty members have earned doctorates. In addition, if any upper division general education courses are developed, the educational requirements for faculty teaching those courses will be increased to 'doctorate preferred'.

The initial expectation is for there to be a total of about 1.25 FTEF of teaching load needed in the program (including release time for the lead faculty member), increasing to 2.0 with the addition of a second cohort. This does not include the faculty teaching the General Education courses. Students in the program will be taking these already-existing courses with the regular student population. Additional sections will be added if there are specific courses that most of the BAS students need and that are not available at a time that is convenient for them.

EdCC intends to hire the one tenure-track position mentioned before, and cover the other courses with adjunct faculty who specialize in a particular curriculum-content area (for example, family systems) so that the students are taught by experts. All faculty members who teach at least 10 credits per quarter will be certified as professional-technical instructors, with a professional development plan on file. All faculty who consistently teach 10 credits per quarter or more in Early Childhood Education and Human Services program, and all administrators of those programs, meet the professional-technical certification standards as required in the Washington Administrative Code.

Below is a table showing the credentials of some of the current faculty who may be interested in teaching BAS classes (Table 2), as well as some of the faculty teaching General Education courses (Table 3).

Table 5: Credentials of Current EdCC Faculty Who May Teach as Adjunct in the BAS Program

Faculty Name	Credentials	Courses qualified to teach	Years of Professional/teaching experience
Connie Schatz	MA - Human Development BA - Political Science Masters coursework in ECE	CYFS 310 CYFS 340 CYFS 490	15 years professional 29 years teaching
Karen Townsend	MS Counseling and Family Therapy BA Psychology Certificate in e-learning design and development Licensed Mental Health Counselor Licensed Child Mental Health Specialist	CYFS 310 CYFS 410 CYFS 490	15 years professional 12 years teaching
Timothy Burdick	Ph.D. - Theology MS - Mental Health Counseling BA - Liberal Art C.D.P - Chemical Dependency Professional	CFYS 410 CYFS 430	14 years professional 14 years teaching
Sandy Arnold	M.A- Human Development BA -Early Childhood Education	CYFS 390 CYFS 490	18 years professional 20 years teaching
Robert Groeschell	MPA Public Administration BA - Psychology	CYFS 320 CYFS 390 CYFS 490	22 year professional 29 years teaching
Johnetta Moore	MS Library Science	CYFW 420	16 years teaching
Christina Coiro	Educational Leadership MA –Psychology BA Human Sexuality Counseling/Community Work	CYFS 330 CYFS 430	35 years professional 16 years teaching
Jennifer Karshna	PhD.(In Progress) -Education/Specialization: Early Childhood Education MA -Education, emphasis on Adult Education/ECE Teacher Education BA - ECE/Child & Family Studies	CYFS 350 CYFS 440 CYFS 495	

Table 6: Small Sample of EdCC Faculty Teaching General Education Courses

Faculty Name	Credentials	Courses Teaching	Teaching Experience
Susanne Bohmer	PhD- Sociology	Sociology	30 years
Thomas Murphy	PhD - Anthropology	Anthropology	16 years
Kathleen Murphy	MA - English	English	18 years
Gail Ferguson	MS - English	Communication	30 years
Patrick Averbeck	PhD - Math. Ed.	Math	24 years
Susanne Meslans	MA - English	Humanities	25 years
Maria Kelly	MS - Environmental Science	Environ. Science	20 years
Frederick Weitz	MS-Psych	Psychology	32 years

The EdCC faculty are well-qualified to teach in their current roles, and some would be competitive for teaching individual classes within the BAS program.

Standard 3: Selective Admissions Process

Admissions Philosophy

Admission criteria have been developed to create opportunities for a broad range of applicants, consistent with open door admissions policy of Edmonds Community College, while optimizing the potential for successful completion of the BAS in Child, Youth and Family Studies degree.

The student population of Edmonds Community College includes 45% students of color, which reflects the growing ethnic diversity in Snohomish County of 38% (3) and a very large international student body. Over the last six years, the Early Childhood Education Program enrolled an average of 32% students of color each year and the Social and Human Services Program enrolled an average of 34% students of color in their degree and certificate programs. We expect to see an increase in the number of students of color in the BAS program because of planned strategic enrollment outreach efforts, the growing diversity of the surrounding community, and as we explore strengthening the transition from our ESL program into our Early Childhood Education and Human Services programs. Faculty will be working on an I-BEST pathway over the next two years.

The Edmonds Community College’s Strategic Enrollment Management plan, as part of its long-term strategy, focuses on attracting a diverse student population by:

- Creating a welcoming place for all students to thrive in our global and intercultural learning environment.
- Bolstering the Adult Basic Education and English as a Second Language infrastructure (technology, staffing, and space) to respond to increasing demand.
- Increasing access, retention and success for all students facing cultural bias and educational opportunity gaps.
- Enhancing recruitment presence in local immigrant communities.

An example of our commitment to student diversity is the Diversity Student Center, which serves all students, with a focus on ethnically diverse, homeless, female, gay, lesbian, and other gender-diverse students. In addition to promoting diverse events, the center provides resource assistance to help students understand college life; connections to a conversation partner program to help second-language speakers with English (in a friendly, casual setting); a resource library with items for loan for a full quarter; assistance to club members; and a computer lab with Internet access for students.

Admissions Requirements

Admission to the program will be competitive. Prospective students need to have demonstrated completion of a 90 credit AAS-T degree in ECE, SHS, Addiction Studies or Family Support, an equivalent degree from another accredited college, or have successfully completed the equivalent of a two-year degree at a foreign institution (as determined by a third-party transcript evaluator). A minimum overall Grade Point Average of 2.5 in the associate degree is required. Conditional admission may be considered on a case-by-case basis for students who are only one or two courses short of an applicable degree. Meeting minimum requirements will not guarantee admission, as the number of applicants may exceed the number of available enrollment spaces.

In addition, the applicants will turn in:

- A completed application for the BAS in Child, Youth and Family Studies Degree Program.
- Official transcripts showing a minimum 2.5 GPA and minimum grade point of 2.0 or better in core courses applicable to the AAS-T degrees
- A minimum 1- to 2-page personal statement that addresses:
 1. Personal and professional goals and how this degree relates to those goals.
 2. Work experience or specific attributes that relate to the program.
 3. Challenges or hardships that have been overcome in pursuing educational or work goals.
 4. Other special considerations that support being a good candidate for this degree program.
- A resume that describes relevant work and skills, and includes internships, work study, and volunteering activities.

Selection Process

If the number of qualified applicants exceeds space availability, the selection committee will evaluate the individual applicants on specific criteria to determine acceptance into the BAS Program, listed below. The selection committee will be comprised of the BAS Manager, two faculty members, a representative from enrollment services, and the division dean.

Prior to selection of the first cohort, the selection committee will develop specific criteria for use in a score rubric that will quantify a final numeric score for each candidate. These criteria will be consistent with the intentions of the BAS in Child, Youth and Family program, with consideration of professional career goals, strength of transcripts, relevance of work experience, and substance of the personal statement, and with diversity in mind. Committee members will be trained to use criteria in a consistent manner.

The selection process is drafted as follows:

1. Review of each application, and application materials.
2. Committee members will rate each applicant based on the scoring rubric that has been developed.
3. Review and discussion of each applicant by the committee. Should disagreement regarding ratings for an applicant occur, the committee will review the application in question and reach a consensus on the rating.
4. Identification of the top candidates, based on ratings, sufficient to fill available spaces. A waiting list will be developed, should not all of the selected candidates subsequently become enrolled in the program.
5. Due to the interdisciplinary framework of the BAS degree in Child, Youth, and Family Studies, a balance of candidates from early childhood and social services backgrounds is optimal for the integrity of learning in this integrated program. Every effort will be made to achieve a 50-50 split, although this may not always be possible because of program applicants. Variations may occur, depending on the applicant pool.

Standard 4: Appropriate Student Services Plan

In spring 2016, a BAS Implementation Team was convened as a disappearing task force to make sure that the College hits all the milestones and is well-prepared to offer the new CYFS BAS when the curriculum and program have been approved. This committee consists of:

VP of Workforce Development and Training (lead)
SHS Faculty
ECE Faculty
VP of College Relations and Advancement
VP of Administration
Exec VP of Instruction
VP of Student Services
Dean of Health and Human Services
Dean of Student Success - Entry and Enrollment
Dean of Student Success - Retention and Completion
Director of Reporting and Records Management
Director of Financial Aid
Director of Advising

Dean of Library Services
Director of Institutional Research
Public Information Officer
Staff from the Workforce Development and Training, Instruction, Credentials, and Health & Human Services Offices

As the work of the individual areas becomes clearer, many of these members will delegate the tasks and possibly the membership to others in their area. This team is charged with sorting out all the details of how to bring bachelor's students on board, and how to best serve them when they arrive. The I-Team will continue to meet after the first cohort begins classes until all the policies and procedures related to this new population of students have been solidified. After that, the Implementation Team will be ended and an ongoing BAS leadership group will be formed.

EdCC will hire a BAS program manager in fall quarter of this year specifically to help with the forming of the first cohort, and to support the students in this program. The CYFS BAS Program Manager will provide pre-advising for students who might be interested in the program but are still in their associate degree program, advise students who have completed an associate degree and do a preliminary review of their transcript to ensure the most seamless transition for the student. The full job description for the BAS Manager position is included in Appendix 4.

The BAS Manager will be in charge of marketing the program, recruiting students, and helping to facilitate agreements with master's degree programs. Further responsibilities of the CYFS BAS Manager for prospective, new and ongoing BAS students include: academic planning, helping with financial aid and scholarship opportunities, assisting with registration procedures, and serving as a resource regarding student services at Edmonds Community College. The manager will collaborate with the Early Childhood Education and Social and Human Services departments to maintain consistency of quality and relevance of the career pathway in this interdisciplinary BAS degree. The CYFS BAS Manager is not a faculty member.

The students in the BAS in Child, Youth and Family Studies program have access to all Edmonds Community College student services, resources, and activities. Examples of student services and resources are described below.

Advising

Advising is available in partnership with the students at each step of their academic experience. Pre-advising and orientation to college procedures and support services are carried out by the BAS Manager. The EdCC full time faculty load includes 10 hours/quarter of advising to students. Enrolled students will meet regularly for advising and career planning with faculty advisors in the BAS program. This maintains individualized support and guidance for furthering professional goals and opportunities in this

integrated Child, Youth and Family Studies program. As a matter of best practice, advising is an ongoing process in the early childhood education and social and human services programs.

Enrollment Services

In addition to the individualized support of the BAS Manager, the Enrollment Services staff members assist students with information about college resources, and procedures in Registration, Assessment, and Enrollment Processes.

Financial Aid

The financial support of the BAS students will be facilitated with the BAS manager, and specific opportunities for support of the bachelor's degree will be explored in an individualized manner. Part of a Financial Aid specialist position will be supported by the BAS. Students have access to the Financial Aid in the form of scholarships, Worker Retraining funds, grants, and loans.

Learning Support Center

The Learning Support Center provides supplementary academic support to students in strengthening their college-wide abilities in math, the sciences, the humanities, and social sciences. Assistance is available in three ways: drop-in at the Learning Support Center, enrollment in WRITE, a learning support class, and through e-tutoring, available 24/7. Tutors will be hired to help students in the BAS pathway and the tutoring will be offered either just before or after classes or as part of the e-tutoring services, depending on the wishes of the cohort.

Library

The library has multiple resources that include: books, eBooks, academic searches, and extensive databases that provide access to articles and periodicals in a large range of subjects that would be appropriate for the BAS students' research and learning process. BAS funds will be used to enhance the collection on an ongoing basis, and to help pay the salary of a librarian. The designated library faculty member will be available for student support throughout the bachelor's program, and will also serve as a research guide for the capstone project of the BAS students, and as a resource for the Applied Research Methods class. Desktop computers are provided in the library, and laptop computers can be checked out. All students have access to the wireless network in the library and throughout the campus. Rooms are available in the library for group projects, video-taping, and study sessions.

Credentials and Evaluation

The BAS Manager and BAS Faculty will work with the credentials evaluators to determine appropriate course equivalencies for students coming from other institutions. The Registrar's Office staff will conduct degree evaluations for incoming students where needed.

Other Student Service Offices

Several other service areas will be available to BAS students. These offices include the Diversity Student Center; the Services for Students with Disabilities office (SSD); the Center for Student Engagement & Leadership; the Veteran’s Resource Center; the Counseling Center, and Computer Technical Support Services. Each of these offices is robust enough to offer their services to this new population of students without needing additional support, and their service offerings are appropriate for baccalaureate students. As the program proceeds, if a specific need is identified to increase the services in one of these areas to better support baccalaureate-level students and learning, the college is committed to providing the service level needed.

Standard 5: Commitment to Build and Sustain a High Quality Program

Edmonds Community College has had, for many years, a thriving Workforce Development and Training division that generates funds from self-support programs. These revenues will support the development of the BAS degree. Over time, the expectation is that the CYFS BAS tuition and state support dollars will cover direct expenses and eventually bring in revenues exceeding expenses which will then be used to expand current or develop further BAS degrees.

The budget that has been set aside for development is listed in Year 0 and Year 1, and then once the program is running tuition and state support dollars will begin covering expenses, based on the projected revenues. By the end of Year 2, revenues from tuition and state support dollars should be completely covering the expenses of the program, assuming a full class and 80% retention rate. We believe both of these goals are attainable, given the amount of interest our current students have shown in this proposed degree, and the great retention in BAS degrees around the State. Student interest on the EdCC campus is very high in the proposed program, and we expect to see a good number of applications - even with the first cohort.

Table 7: Enrollment Projections

	<u>Enrollment projections</u>					
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Cohort 1 - spring 2017		30	*24	**6	0	0
Cohort 2 - fall 2017			30	24	6	0
Cohort 3- fall 2018				30	24	6
Cohort 4 - fall 2019					30	24
Cohort 5- fall 2020						30
TOTALS		30	54	60	60	60
* Assumes 80% retention rate into the second year						
** Assumes some of the 24 retained students will take into the 3rd year to complete						

The enrollment projections are used in conjunction with the table below to determine a ‘best guess’ on tuition revenues. The tuition calculations were determined using the SBCTC’s BAS tuition calculator, and are based on 2016-17 tuition rates. Table 5 does not take into account the source of funds for the student. Until the BAS is covering expenses, we do not expect to offer any tuition waivers. Over the 5 year revenue projection period, we built in two modest increases to tuition (3% each time). Even without any increase in tuition, EdCC would still be able to cover the expenses of this degree, and is committed to doing so.

Table 8: Tuition Calculations

Tuition – less S&A and Building Fees	Tuition calculations (2016-17)			
	by quarter	annual	with 3% increase	with 3% increase again
5 credits upper div only	\$897.15	\$2,691.45	\$2,772.19	\$2,855.36
10 credits upper div only	\$1,794.30	\$5,382.90	\$5,544.39	\$5,710.72
15 credits upper div only	\$1,794.30	\$5,382.90	\$5,544.39	\$5,710.72
5 credits with 5 credits lower div	\$1,304.15	\$3,912.45	\$4,029.82	\$4,150.72
Non-resident 5 lower 10 upper	\$6,866.00	\$20,598.00	\$21,215.94	\$21,852.42

Using the information from the previous two tables, and making some slightly conservative guesses on how many students will be taking a full load, how many will take 10 credits, 5 credits, we can project revenues by multiplying the correct annual rates by the number of students in each category. We do not expect a large number of international students to be interested in this degree, but would expect 1-2 per year.

Table 9: Tuition Revenue Projections

	Year 0 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Amount per student type:						
Annual Tuition - FT student (15 cr/qtr)	0	\$ 5,383	\$ 5,383	\$ 5,544	\$ 5,544	\$ 5,711
Annual Tuition - FT non-resident(15 cr/qtr)	0	\$ 20,598	\$ 20,598	\$ 21,216	\$ 21,216	\$ 21,852
Annual Tuition - PT student (10 cr /qtr)	0	\$ 5,383	\$ 5,383	\$ 5,544	\$ 5,544	\$ 5,710
Annual Tuition - PT student (5 cr/qtr)	0	\$ 2,691	\$ 2,691	\$ 2,772	\$ 2,772	\$ 2,855
Times the number of students in each type:						
# of students at FT tuition (annual)		20	38	38	38	38
# of students at FT non-resident tuition (annual)			2	3	3	3
# of students at 10 credits/qtr (annual)		10	10	10	10	10
# of students at 5 credits/qtr (annual)			4	4	4	4
Total Estimated Tuition Revenues		\$ 48,928	\$ 310,344	\$ 340,848	\$ 340,848	\$ 351,098
Assumes 3% tuition increase every other year Underestimates the number of students in the program at any time by 10%, just in case the original estimate was too optimistic						

The last revenue source for this degree is the state support for the FTE generated. The system's new allocation model makes it difficult to actually say how much money each annualized FTE will be worth, but certainly it will be more than \$3,000 per each, and a conservative estimate of FTEs generated is 40 per year, giving us a minimum of \$120,000 generated by BAS student FTE. These dollars will go into the college's general fund. A portion will go back to supporting the program, and to support the development of future BAS degrees.

Projected expenses are on the next page, and unlike the revenue side, these can be estimated fairly well. EdCC is committed to increasing the support in offices across the campus to ensure that the students are well-supported in this pathway, and also to increasing resources in the library. The library resources are a starting figure, and the faculty and librarian will work together to see what is actually needed to support students well in their program and their research.

Table 10: Projected Expenses

Expense	Projected Expenses					
	Year 0 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
FT Faculty (Instruction - 1.0 FTE after Year 1)	\$ -	\$ 20,460	\$ 62,000	\$ 63,860	\$ 65,776	\$ 67,749
PT Faculty (Instruction - .66 FTE after Year 1)	\$ -	\$ 4,303	\$ 23,839	\$ 24,554	\$ 25,291	\$ 26,050
Curriculum/ Program Development	\$ 20,000	\$ 30,000	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000
BAS Program Manager (1FTE)		\$ 28,000	\$ 56,000	\$ 57,680	\$ 59,410	\$ 61,193
Librarian (.25 FTE)		\$ 15,500	\$ 15,500	\$ 15,965	\$ 16,444	\$ 16,937
Financial Aid (.25 FTE)		\$ 5,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927
Credentials (.25)		\$ 5,000	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927
Clinical/Practicum coordinator (.5FTE)		\$ -	\$ 22,000	\$ 22,660	\$ 23,340	\$ 24,040
Total personnel		\$ 108,263	\$ 209,339	\$ 210,319	\$ 216,479	\$ 222,823
Benefits (35%)		\$ 37,892	\$ 73,269	\$ 73,612	\$ 75,768	\$ 77,988
		\$ 146,155	\$ 282,608	\$ 283,931	\$ 292,247	\$ 300,811
Library Resources	\$ -	\$ 30,000	\$ 20,000	\$ 15,000	\$ 15,000	\$ 15,000
Goods and Services		\$ 5,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Marketing and Outreach		\$ 5,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Equipment purchases and replacement (1 lab)		\$ 30,000	\$ -	\$ -	\$ 32,000	\$ -
Professional Development, Research, and Travel		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Projected Expenses		\$ 226,115	\$ 319,608	\$ 315,931	\$ 356,247	\$ 332,811

Salaries are assumed to increase by 3% in years 3, 4, and 5

Standard 6: Program Specific Accreditation(s):

EdCC will explore accreditation with NAEYC (National Association for the Education of Young Children) and NAADAC (National Association for Alcoholism and Drug Abuse Counselors - now NAADAC, the Addiction Professional's Association) both which may be appropriate for this degree.

NWCCU documents for Substantive Change are being prepared in conjunction with this application, and will be turned in as soon as possible after this submission. This is the first BAS degree for Edmonds. The college will need to have NWCCU approval to move forward by the end of the calendar year to keep the spring 2017 start date that is currently in the timeline. If the approval has not been received by that time, the College will push the start date of the first cohort to fall 2017.

Standard 7: Pathway Options Beyond the Baccalaureate Degree:

Edmonds Community College faculty reviewed the proposed BAS in Child, Youth and Family Studies degree program, as well as the four Associate of Applied Science-Transfer degrees, with directors/deans of four graduate programs at local universities:

Central Washington University
Duane Dowd PhD
Director, Family and Child Life Graduate Program
Specific degree discussed: MA Family and Child Life

Eastern Washington University
Chris Williams, MSW
Director, Everett Branch MSW Program
Specific degree discussed: MSW

Western Washington University/Everett Campus
Elizabeth Boland, PhD
Rehabilitation Counseling Academic Program Director
Monica Holmer, BA Program Coordinator
Graduate Program in Rehabilitation Counseling
Specific degree discussed: MA Rehabilitation Counseling

University of Washington College of Education
Carol Davis, PhD
Associate Dean, Undergraduate Education
Specific degree discussed: Masters in Education

Portland State University School of Social Work
Ben Anderson-Nathe, PhD
Associate Professor and Program Director, Child & Family Studies
Specific degree discussed: Master's in Social Work

All the program administrators expressed an interest in talking to graduates of the CYFS BAS program, and indicated the students would be evaluated as any other student with a bachelor's degree. Given that the curriculum is not fully developed, no articulation or Memorandum of Understanding (MOU) promises have yet been made, however, each program expressed an interest in further discussion. CWU, Portland State, and the UW School of Education indicated that their programs may be appropriate pathways for students coming from the ECE and Family Support Programs. Eastern Washington University and Western Washington University may be appropriate programs for students from the Human Services and Addiction Studies pathways. EdCC will pursue formal articulation agreements wherever possible to formalize the relationship and make it clear exactly how the degree will be received into the master's program.

Standard 8: External Expert Evaluation of the Program:

Expert reviews were provided by two university professors from different universities. The full evaluations with reviewer biographies are located in Appendix 7.

Both reviewers were quite complimentary about the work that had gone into the development of the CYFS BAS, particularly regarding the care that was taken to involve and reflect the input from industry. We've included all the comments from the first section, Concept and Overview, and after that first section we've just included comments that need a response.

The first evaluation is from Ben Anderson-Nathe, who is an associate professor and program director of the Child & Family Studies program in the School of Social Work at Portland State University. He holds master's degrees in social work (2002) and public policy (2002), a graduate certificate in disability policy and services (2003), and a PhD in community education and youth studies (2005) from the University of Minnesota.

The second review is from Duane L. Dowd, an associate professor of family and Child Life and the Chair of the Department of Family and Consumer Sciences at Central Washington University. He earned his Master's and Doctoral degrees in Human Development and Family Studies from Texas Tech University in 2001.

Reviewer: Dr. Ben Anderson-Nathe, School of Social Work, Portland State University	
<ul style="list-style-type: none"> • Concept and overview 	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment The proposed program’s needs assessment clearly and compellingly demonstrates the need faced by the local employment sector. Employer demands are documented with supporting evidence and concrete examples of potential workforce partners, associated positions, and an estimated salary range. Further, industry partners have been consulted and provided recommendations for core curricular content areas, curriculum delivery platforms, and relationships between the college and local community. The concept of the program is relevant to these workforce needs and attentive to the feedback from a wide range of partners. Given this close alignment, I am convinced that this degree option will lead to job placement.</p> <p>Further, the concept of the degree program is exciting. Building on the technical skill development of the associate’s degree, this program blends interdisciplinary education and professional preparation. It offers students an academically and conceptually grounded educational experience that expands their technical skills while drawing from multiple disciplinary perspectives to support children, youth, and their families. Particularly in this time of increased interdisciplinarity and sharp criticism (particularly in professional schools) of parochialism and excessive reliance on disciplinary distinctions, this approach will not only serve students well, it can position EdCC as a leader and innovator in undergraduate professional education.</p> <p>Response: All comments here were positive.</p>
<ul style="list-style-type: none"> • Degree Learning Outcomes 	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment Conceptually, the learning outcomes demonstrate appropriate baccalaureate degree rigor. That said, I have some reservation about the degree of specificity in the outcomes. For instance, it is unclear to me based on the phrasing how students will demonstrate the ability to synthesize multiple perspectives in the context of teaching, youth services, and family support. Synthesize them in what way, and toward what end? It appears that this outcome leans toward some kind of professional practice or application, but it’s phrased in such a way that the application disappears into a vague notion of synthesizing perspectives. Similarly, what behaviors will demonstrate that students can utilize a knowledge base to support their practice? Clearly, program-level outcomes need to be written at a relatively high level of abstraction, but</p>

	<p>for assessment purposes, I would recommend trimming/shaping the outcomes slightly to make them clearer and more actionable.</p> <p>Response: This is good feedback and very specific. Faculty have reviewed course-level outcomes in several courses to make them clearer and more measurable.</p>
<ul style="list-style-type: none"> Curriculum Alignment 	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment All comments here were positive. See Appendix 7 for detail.</p>
<ul style="list-style-type: none"> Academic Relevance and Rigor 	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment ...Assessing the rigor of the courses is somewhat more difficult, absent full syllabi for each course. That said, a review of the course objectives and descriptions for each class leads me to believe that their rigor matches or exceeds what I would expect for an undergraduate degree. The curriculum appears, based on my review, to be rigorous and sound, with a good balance of classroom/theoretical instruction and practical hands-on skill development.</p> <p>Response: This comment has merit given where we are in the development process. We recognize that we are at the very beginning of the curriculum development process and the relevance and alignment with employer needs will be more evident in the development of course readings, content, and assignments.</p>
<ul style="list-style-type: none"> General Education Requirements 	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment The general education requirements are well suited to this degree program... The only potential criticism of these requirements is that in some ways they might be <u>too</u> closely aligned to the content areas of the core curriculum. Put differently, if general education requirements/ courses are intended to expose students to liberal education beyond their majors, the proposed distribution of general education courses might lead to over-concentration on the field of practice and less robust appreciation of the breadth of liberal arts education. That said, the proposed degree is an <u>applied</u> baccalaureate; these considerations</p>

	<p>have already been taken into account in the basic structure and orientation of the degree. For this reason, I believe the concern about breadth – while noted – is less significant than it might otherwise be.</p> <p>Response: This was very helpful feedback as we reviewed how we will transfer in general education credits from students coming from other colleges as well as international students. Although we have specific general education courses listed on the AAST degrees, we can accept almost any general education courses that meet the BAS requirements.</p>
<ul style="list-style-type: none"> Preparation for Graduate Program Acceptance 	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment Response: All comments here were positive. See Appendix 7 for detail.</p>
<ul style="list-style-type: none"> Faculty 	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment Response: All comments here were positive. See Appendix 7 for detail.</p>
<ul style="list-style-type: none"> Resources 	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment While the program’s needs in terms of library services, facilities, and the like are unclear based on the materials provided, the proposal provides sufficient evidence that these concerns are being taken under serious consideration by EdCC administration and that the necessary resources are being provided where requested (tenure stream faculty and program manager positions attest to this).</p> <p>Response: We have a BAS Implementation Team that is addressing needs in all impacted areas and supporting development of budgetary needs to support this program. EdCC is committed to supporting this program well.</p>
<ul style="list-style-type: none"> Membership and Advisory Committee 	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p>Comment Response: All comments here were positive. See Appendix 7 for detail.</p>
<ul style="list-style-type: none"> Overall assessment and recommendation. 	<p>Please summarize your overall assessment of the program.</p> <p>Comment Response: Very positive overall assessment – thank you!</p>

Reviewer: Duane L. Dowd PhD., CFLE

- Concept and overview

Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?

The program is relevant to accepted academic standards. Many aspects of the program are well designed. The program has a strong emphasis on professional preparation. It seems to me that the creators of the program wish for any graduate to leave the program “job ready”, and prepared to function in the real world of child and social services. The need for professionals with this specific training is well documented, and so I do believe that completion of this program will lead to job placement for qualified candidates.

The BAS required courses are built upon foundational knowledge that is gained as a student earns an AAS-T degree in one of four areas: Addiction Studies, Family Support Studies, Early Childhood Education or Human Services. While there is significant overlap in coursework between the Addiction Studies and Human Services requirements, the other degrees share little in terms of program outcomes or course requirements. This suggests that students completing the BAS degree may have vastly different banks of foundational knowledge. I see this as appropriate, given the widely varied career paths that students will pursue.

RESPONSE: Thank you for your positive review.

- Degree Learning Outcomes

Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

I see the course learning outcomes as demonstrating appropriate baccalaureate degree rigor. There are a number of very diverse and difficult to achieve learning outcomes associated with each of the courses, and in some cases, a single course may have too many learning outcomes to be achievable in a meaningful way within one course. This hinders, in my opinion, the program’s likelihood of having students truly achieve the learning outcomes stated.

For example, the learning outcomes for CYFS 340 include (but are not limited to):
3) Identify the Code of ethics in the profession of Early Childhood Education and the Ethical

	<p>Standards for Human Service professionals in Social Services and Family Support, describe how ethical codes and standards provide a framework for professionalism for specific roles in a discipline.</p> <p>4) Identify Communication skills that build trust and respect in developing relationships with children, youth and adults, as well as staff members, in educational and social service programs; apply understanding of interactions, boundary setting, and confidentiality in specific professional roles.</p> <p>These are very good outcomes, that all graduates to the BAS should master. But within this course that focuses on professional Ethics and Practices is embedded an outcome related to interpersonal skills that should have at least one entire course, if not more, dedicated to it. The fact that it is a single outcome among 7 in a course that is not specifically about this suggests that it is not being given the weight it needs. This challenge appears in many of the required course outcomes. So, while on paper most of the needed outcomes for this profession appear, I am not convinced that many essential outcomes are being covered adequately.</p> <p>I would suggest that the course offerings and outcomes should be guided by the program outcomes as the primary consideration, and that very clear ties between individual course outcomes and program outcomes be entirely explicit.</p> <p>RESPONSE: We appreciate the specific feedback about the number of course outcomes from both reviewers and faculty have reviewed courses with that feedback in mind. The specific comments related to the outcome on interpersonal skills are well taken. We will consider making CMST& 210 a requirement for all students, rather than an option with Public Speaking.</p>
<ul style="list-style-type: none"> ● Curriculum alignment 	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>The program identifies 4 program outcomes and one proficiency outcome that are completed before beginning the BAS. (<i>info from the college is italicized</i>) <i>‘Proficiency Outcome – prior to entering junior year and prerequisite to entry into the program:</i></p>

Demonstrate foundational abilities as an early childhood educator, social services provider, or family support specialist, including knowledge of strategies and skills to support children, youth, and families in their growth and development.'

This outcome is quite different for each of the 4 AAS-T degree options. The separate degrees have unique and non-overlapping outcomes, so it is difficult to assume that there are any shared sets of skills and foundational knowledge coming into the BAS degree. As such, any outcomes that a BAS student should master need to be specifically addressed in the BAS outcomes.

'BAS Program outcomes

1) Utilize their strong knowledge base to support a systemic and developmental approach to improve lives of children, youth and families across the lifespan.'

Although there are two courses in the BAS curriculum that do have an outcome related to a systemic approach to working with families, there is a lack of developmental and lifespan training within the BAS. Child Development foundational knowledge is covered adequately within the Early Childhood AAS-T degree, but it is not covered within the other three AAS-T degrees that are ports of entry to the BAS. This means that many, if not the majority, of BAS students will not get adequate exposure to the developmental half of this outcome. This issue needs to be remedied by either: 1) removing the development aspect from this program outcome or 2) requiring the child development foundational knowledge to be included in all of the AAS-T degrees that are precursors to the program.

'2) Demonstrate the ability to synthesize multiple perspectives in the context of teaching, youth services, and family support.'

It does appear that integration of varied perspectives is incorporated into the curriculum.

'3) Apply principles of equity and inclusion through strengths based strategies to build resiliency and opportunity for individuals and families to reach their goals.'

	<p>It is clear that equity and inclusion are target outcomes within the curriculum, and strengths based approaches to working with families are integrated into several of the required courses.</p> <p><i>'4) Articulate and demonstrate a professional identity utilizing evidence based practices, standards, and ethical conduct in early childhood and social service careers.'</i></p> <p>The curriculum adequately addresses this specific outcome.</p> <p>RESPONSE: This specific feedback helps focus attention on what areas need more clarity, such as the core curriculum completed in the AAS-T degrees which is foundational to the BAS program. All students in the Social and Human Services, Family Support and Addiction Studies AAS-T degree programs complete coursework in human development, such as SHS 185 Human Growth and Development and SHS 186 Youth and Emerging Development.</p>
<ul style="list-style-type: none"> ● Academic Relevance and Rigor 	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Yes, the core courses seem to align with the immediate needs of employers, and are all relevant to the industry. As mentioned before, there needs to be greater emphasis on foundational knowledge in child development, and a reorganization of course outcomes to better focus on the relevant outcomes. It is difficult for me to make conclusions about the rigor of the courses without seeing a closer structure of course outcomes tied to the program outcomes.</p> <p>RESPONSE –Excellent feedback and we will continue to review and address how program level outcomes are tied closely with course level objectives as we develop syllabi, assignments and assessments.</p>
<ul style="list-style-type: none"> ● General Education Requirements 	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comments in this section were positive, no response needed. See Appendix 7 for more detail.</p>

<ul style="list-style-type: none"> • Preparation for Graduate Program Acceptance 	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p>
	<p>Comments in this section were positive, no response needed. See Appendix 7 for more detail.</p>
<ul style="list-style-type: none"> • Faculty 	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>The current faculty listed for the program seem to have a wealth of experience within the professional fields of study. I believe that their qualifications make them well suited to guide the professional curriculum towards strong professional preparation for students. There is a lack of balance, however, in the faculty with the lack of faculty members that have extensive academic backgrounds. I believe having faculty that are apprised of current research in the field, participate in academic organizations, and are in touch with recent improvements in our knowledge base are essential to the relevance of the curriculum. The current position description looks for someone with a master’s degree required, Ph.D. preferred, but the salary range will not likely attract an individual with a Ph.D. I see it as essential that someone with a strong academic background (Ph.D.) be recruited to guide this program. If not, it will continue to appear as a professional preparation program without the academic rigor that is required of a BAS program. In order to do this, it will require a financial commitment on the part of the institution. Edmonds needs to be competitive in the salary range for a Ph.D. candidate, especially if they wish to recruit someone with the background in Child Development, where expertise seems needed the most.</p> <p>RESPONSE: We appreciate the support for development of this program and the value of doctorate level faculty to help to develop the degrees. The college has made a strong commitment to this program and will work to hire faculty at the doctorate level, with the appropriate work experience. As for compensation, we must work within the salaries in our faculty contract.</p>
<ul style="list-style-type: none"> • Resources 	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Support services seem adequate. As mentioned in section “G”, the college will need to provide</p>

	<p>the sufficient resources to ensure that a program director can be secured with an academic background.</p> <p>RESPONSE: We agree that a doctoral-prepared faculty will be preferable.</p>
<ul style="list-style-type: none"> Membership and Advisory Committee 	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p>
	<p>Yes, they have a received approval from an advisory committee. There was not extensive feedback from the advisory committee.</p> <p>RESPONSE: This feedback highlights that we need to address the role of the advisory committee better in the proposal. We will address this.</p>
<ul style="list-style-type: none"> Overall assessment and recommendations 	<p>Please summarize your overall assessment of the program.</p>
	<p>I see the BAS program as an important addition to available degrees that train individuals for careers in Early Childhood and Social Services. I do see steps that should be taken to improve the relevance and coherence of the curriculum, as well as the academic rigor. The initiators of this degree need to be provided with the necessary resources to be able to strengthen this curriculum as it moves forward.</p> <p>RESPONSE: We greatly appreciate the specific feedback and comments on the development of the BAS program in this review. Dr. Dowd has challenged us in several areas and the curriculum is stronger for his review. We believe this process has helped us improve program and course outcomes and the rigor of course content.</p>

Resources

1. International Center for Leadership in Education (2014) <http://www.leadered.com/our-philosophy/rigor-relevance-framework.php>
2. Daggett, B., If Not Common Core, Then What?: Rigor and Relevance: The Foundation of Effective Instruction. International Center for Leadership in Education. (2014).
3. U.S. Census, Quick Facts Table (updated for 2015)
<http://www.census.gov/quickfacts/table/PST045215/00>

Appendix 1 – Focus Group Information

Child, Youth, and Family Studies BAS Degree

Notes from Focus Group meetings

Area of Study: **Family Systems**

Identified skills and outcomes:

- Develop interviewing skills (getting information from individuals without asking leading questions).
- Understand trauma-informed care
- Gain knowledge of the impact of trauma on brain development
- Recognize crisis and/or trauma
- Develop practical skills to use to assess and refer individuals needing additional support
- Practice self-care in dealing with the stream of information

Area of Study: **Resources and Navigation**

Identified skills and outcomes:

- Develop ability to identify and connect to referrals
- Demonstrate communication skills in working with families and the individuals
- Have knowledge of multiple agencies
- Develop the ability to collaborate with community agencies
- Gain skill about how to work as a part of a team
- Gain knowledge of how to set up wrap-around services
- Knowledge of the agencies and steps necessary for supporting individuals and families
- Understand the use of technology and social media

Area of Study: **Integrating ECE & SHS**

Identified skills and outcomes:

- Vocabulary – how they specifically relate
- Flexibility of mind
- Integration of agencies

Area of Study: **Research**

Identified skills and outcomes:

- Understand how to find out about needs
- Use knowledge of best practices – identification of what is do-able; realistic
- Identifying what is evidence-based
- Understand structures of programs

Area of Study: **Supervision, Mentorship, Leadership**

Identified skills and outcomes:

- Apply skills in reflective supervision
- Understand how to support staff in crisis
- Building a team
- Strategies for coaching
- Developing a vision
- Strategic planning

- Knowledge of quality assurance
- Development of an agenda; setting goals
- Facilitation skills
- Implementing change
- Managing change – facilitative, transformational leadership
- Parent education
- Helping others get on board – motivating others

Area of Study: **Program Development**

Identified skills and outcomes:

- Strategic planning
- Hiring
- Administration skills – funding, budget
- Curriculum development
- Assessment; evaluation cycle, assessment tools, vocabulary, sharing of information with diverse populations
- Expanding individual needs to whole group
- Analyzing community (family, child, and staff as well as the larger community) needs
- Working with families; parent advisory group, communicating effectively
- Knowledge of CLASS tools (For ECE)
- Understanding entire agency integration

Area of Study: **Professionalism**

Identified skills and outcomes:

- Legal issues around special needs
- How to develop policies
- How to apply program development
- Conflict resolution
- Time management
- Use of social media for employees
- Confidentiality issues
- Use of the NAEYC code of ethical conduct for ECE
- Decision-making and ethical conduct

Area of Study: **Advocacy**

Identified skills and outcomes:

- Advocating for special needs
- Advocacy resources in the community; planting seeds, helping families advocate for themselves
- Teaching individuals to advocate for themselves
- Practice applying advocacy through presentation and projects
- How to influence legislative policies

Area of Study: **Family Systems**

Identified skills and outcomes:

- Knowledge of parent development
- Knowledge of family styles, diverse family make-up including LGBTQ, cultural context - ELL
- Knowledge of communication tools and styles
- Knowledge of Chronosystem; changing development and dynamics of individuals and families within the context of family and community

Area of Study: **Social Justice**

Identified skills and outcomes:

- Know what the barriers are that individual and families face
- Identification of the gaps in the system for services for individuals with special needs
- Knowledge of steps to take to facilitate awareness of social injustice

Area of Study: **Other**

Identified skills and outcomes:

- More about special needs
- Maintaining services for special needs
- CLASS tools for more than social emotional focus (Other areas included using the same structure or context of the tool)
- Specific teaching strategies
- Instructional formatting
- Engaging children – more than planning, to include tools that scaffold learning

Employers participating in curriculum focus groups:

1. Snohomish County ECEAP
2. Snohomish County Head Start
3. Center for Families (EdCC)
4. Trinity Lutheran Preschool & Childcare
5. YWCA Pathways for Women
6. Center for Human Services
7. Evergreen Recovery Centers
8. Catholic Community Services

A sample PDF from one of the focus groups showing how the facilitator gathered the information is below...

CCS - Faith Simondelli

Proposed Courses for EdCC BAS degree (300-400 level)

Course area/title	Specific skills or concepts that students should learn
Introduction to Child, Youth & Family Studies (Integration of Early Childhood Education & Social and Human Services)	MJ
Family Systems	Generational, poverty, CD/Health Culture, mediation, tribal
Social justice, society & culture	mt/CD Court, Recognition of microaggression, white privilege barriers, CPS, mt, disabilities
Advocacy & social policy	social justice, CPS, legislative contact, vulnerabilities, power dynamics, social change strategies
Crisis & Trauma	trauma, informed care, MJ, integrative secondary trauma, grief, harm reduction
Professionalism, ethics, law/policy	PTSD - secondary, HIPA, standards, power dynamics, fair housing
Supervision, mentorship, leadership	T3 training resource (10 hrs) Ken Kraybill supervising peers
Program development	Assessment, culture of organization
Resources & navigating systems	Navigators, harm reduction
Research methods & information literacy	Qualitative - interviewing skills language, research project
Practicum I ("junior" year)	
Practicum II ("senior" year) & capstone	
Other? (add other skills or concepts that might not fit above categories)	mediation

Appendix 2 – AAS-T Degrees

Students can come through any of four AAS-T programs: Family Support Services AAS-T; Early Childhood Education AAS-T; Addiction Studies AAS-T; or Human Services AAS-T. Full information on these degrees can be found on the EdCC website at <http://www.edcc.edu/programs/divlist.html> under the Health and Human Services Division.

Sample ECE Student's AAS-T Transcript at Graduation

General Education:

- ENGL& 101 - English Composition I 5.0 Credits
- MATH& 107 - Mathematics in Society 5.0 Credits
- CMST& 210 - Interpersonal Communication: CD 5.0 Credits
- ENV& 101 - Introduction to Environmental Science w/Lab 5.0 Credits
- SOC& 101 - Introduction to Sociology: CD 5.0 Credits

Proficiency:

- ECE 130 - Science for Early Childhood Education 3.0 Credits
- ECE 208 - Early Childhood Field Practicum 5.0 Credits
- ECE 209 - Early Childhood Practicum 5.0 Credits
- ECE 236 - Creative Expression 3.0 Credits
- ECE 237 - Math for Young Children 3.0 Credits
- ECED& 139 - Administration of Early Learning Programs 3.0 Credits
- ECED& 105 - Introduction to Early Childhood Education 5.0 Credits
- ECED& 107 - Health, Nutrition and Safety 5.0 Credits
- EDUC& 115 - Child Development 5.0 Credits
- ECED& 160 - Curriculum Development 5.0 Credits
- ECED& 170 - Environments for Young Children 3.0 Credits
- ECED& 180 - Language and Literacy Development: CD 3.0 Credits
- ECED& 190 - Observation and Assessment 3.0 Credits
- EDUC& 130 - Guiding Behavior 3.0 Credits
- EDUC& 150 - Child, Family, and Community: CD 3.0 Credits
- EDUC& 203 - Exceptional Child 3.0 Credits
- ECE 210 - Early Childhood Practicum 5.0 Credits

Selected course descriptions:

ECED& 105, Introduction to Early Childhood Education, 5 Credits. *Examines the world of early childhood education through the eyes of a teacher, defines and assists the process of*

professional growth and investigates critical issues influencing the quality of early childhood education.

EDUC& 115, Child Development, 5 credits. *Builds a functional understanding of the theoretical and research base of child development, prenatal to early adolescence, from an application and educational perspective.*

ECED& 160, Curriculum Development, 5 Credits. *Investigates learning theory, program planning, and tools for curriculum development, promoting all areas of development in young children, birth to eight years.*

EDUC& 150, Child, Family and Community, CD, 3 Credits. *Course is designed to foster students' skill in planning a classroom program that fosters relationships, a sense of community and belonging, and is consistent with the defined principles of social and emotional learning for early learners. All content is explored within a cultural context.*

Sample SHS Student's AAS-T Transcript at Entry to BAS in CYFS

General Education:

- ENGL& 101 - English Composition I 5.0 Credits
- ENGL& 102 - Composition II 5.0 Credits
- MATH& 107 - Mathematics in Society 5.0 Credits
- BIOL& 100 - Survey of Biology w/Lab 5.0 Credits
- PSYC& 100 - General Psychology 5.0 Credits

Proficiency:

- SHS 100 - Orientation in Human Services 1.0 Credits
- SHS 103 - Introduction to Human Services: CD 5.0 Credits
- SHS 104 - Introduction to Addiction Studies 5.0 Credits
- SHS 107 - Stress Management Skills 2.0 Credits
- SHS 112 - Child and Family Welfare 3.0 Credits
- SHS 113 - Law and Ethics for Addictions and Human Services 3.0 Credits
- SHS 114 - Counseling and Interviewing Skills 5.0 Credits
- SHS 115 - Interpersonal and Groupwork 4.0 Credits
- SHS 116 - Cognitive and Behavioral Therapies 3.0 Credits
- SHS 117 - Crisis Intervention 3.0 Credits
- SHS 121 - Case Management and Community Resources 3.0 Credits
- SHS 145 - Introduction to Disabling Conditions 3.0 Credits
- SHS 170 - HIV/AIDS Training for Health Professionals 1.0 Credits

- SHS 185 - Human Growth and Development: CD 5.0 Credits
- SHS 186 - Youth and Emerging Adult Development: CD 5.0 Credits
- SHS 200 - Introduction to Prevention 3.0 Credits
- SHS 216 - Counseling Theories 5.0 Credits
- SHS 218 - Survey of Mental Illness 5.0 Credits
- SHS 219 - Working with Diverse Populations: CD 3.0 Credits
- SHS 260 - Managing Difficult Behaviors 2.0 Credits
- FSS 175 - Introduction to Family Support 3.0 Credits
- FSS 215 - Family Systems: CD 3.0 Credits
- SHS 230 - Pre-Practicum 3.0 Credits
- SHS 231 - Beginning Field Practicum 3.0 Credits
- SHS 232 - Advanced Field Practicum I 3.0 Credits

Selected course descriptions:

SHS 103, Introduction to Human Services: CD, 5.0 Credits. *Covers the history and importance of human services in society and the values these programs reflect. Includes career path knowledge, skills required for effective practice, and the rewards and challenges.*

SHS 104, Introduction to Addiction Studies, 5.0 Credits. *Introduction to misuse of and addiction to psychoactive drugs. Includes history, theories, current research and treatment practices, and the nature of successful recovery as well as prevention concepts.*

SHS 185, Human Growth and Development: CD, 5.0 Credits. *Addresses the multidimensional process of human development from conception to death. Topics include growth and change across the lifespan from biological, psychological, social, and cultural perspectives.*

FSS 215, Family Systems: CD, 3.0 Credits. *Apply ecological perspective of human development to family support practices. Examine family development in the context of economic environments: family neighborhood, community, and systems and values.*

Appendix 3: Tenure-Track Faculty Announcement

CHILD, YOUTH and FAMILY STUDIES - INSTRUCTOR **BACHELOR OF APPLIED SCIENCE PROGRAM**

Edmonds Community College is committed to expanding employees' learning and shared understanding of diversity, equity, inclusion and social justice. The college values the talents and job performance that come from a diverse workforce. When we talk about diversity, we include race, age, sexual orientation, disability, and gender as well as cultural diversity, characterized by different beliefs, values, and personal characteristics. Cultural proficiency for EdCC employees is defined by both competencies and learning outcomes. We are intentional about social justice -- the active engagement toward equity and inclusion that addresses issues of institutional, structural, and environmental inequity, power and privilege.

SALARY: \$61,000 to \$62,000 (per faculty contract)

OPENING DATE: November 1, 2016

CLOSING DATE: December 31, 2016

DESCRIPTION: Edmonds Community College is recruiting for a full time tenure track faculty to teach in the interdisciplinary Bachelor of Applied Science program in Child, Youth and Family Studies. This position will take a leadership role in building a new program and will serve as department head for this degree. This position will teach upper division course work that integrates and builds on the skills and knowledge developed from both the social and human services and early childhood education disciplines.

The teaching load for this position may include courses in the Child Youth and Family Studies (CYFS) program such as: CYFS 310 Introduction to Child Youth and Family Studies, CYFS 320 Resources and System Navigation, CYFS 350 Social Policy Issues and Advocacy, CYFS 430 Trauma and Resilience in Children, Youth and Families, CYFS 440 Leadership in Child Youth and Family Program, as well as core courses in early childhood education, social and human services, family support studies, addiction studies, case management and ethics, as required.

Candidates with an interest and/or experience in programs focusing on human services for children, youth, and their families, advocacy and social justice, preventive interventions, and/or nonprofit programming and evaluation are especially encouraged to apply.

Full-time faculty are responsible for teaching assigned classes to a diverse student body in a variety of formats, including online and hybrid; developing and revising curriculum and assisting with program approval, articulation and accreditation processes; preparing teaching materials;

developing and assessing student learning outcomes to evaluate student work; assigning grades; maintaining required records; assisting with development of practicum sites and providing academic and career advising to prospective and current students to support their success.

This instructor will also participate in the strategic planning process within the department and help to develop new courses and monitor new trends to support program growth, including program certifications. Faculty participate in department, division, community and program advisory boards. This individual may act as department chair and collaborate with other departments and division faculty to coordinate curriculum elements, schedule development and program delivery. Other responsibilities include participation in achievement of the college's mission and goals; upholding the college's values; the governance of the college via department and division work; committee assignments; required professional development and college in-service activities (including employee orientation, faculty development and college compliance trainings) and college strategic planning and accreditation. This position may require day, weekend and evening work hours.

The college seeks faculty who will take a leadership role in their departments and the college, will adapt to a variety of teaching situations, can use technology to teach effectively, and will work effectively with students, staff, and others in a campus climate that promotes cultural diversity and student success.

This is a full-time, tenure track position that reports to the Dean of the Health and Human Services Division.

For information on applying, please see Application Procedures and Required Documents, below.

REQUIRED QUALIFICATIONS:

- Master's degree (doctorate preferred) in social work, family studies, family and consumer science, human development, child development or child and family development, or a related field in social services, mental health or early childhood education.
- Two years work experience in appropriate are related to social work, human development, child/ family support, early learning, counseling, mental health, or closely related field.
- One year of recent full-time or equivalent college teaching experience.
- One year teaching as full-time in a college or university setting preferred; or combination of adjunct, or part-time considered.
- Excellent online and face-to-face teaching skills.
- Excellent speaking, writing, listening, critical thinking, and problem solving skills.

PREFERRED QUALIFICATIONS:

- Doctorate in family studies, family and consumer science, human development, child development or child and family development, or a related field in social services, such as social work, mental health or early childhood education.
- Three years of management/leadership experience within human service field or early childhood education setting.
- Demonstrated academic, research, and/or applied expertise in family studies, early learning or child development.
- Knowledge of community resources, specifically in the areas family support, child services, addiction studies, senior services and social welfare/human services areas,
- Experience teaching or doing training in a variety of areas, such as case management, interviewing and counseling, law and ethics, or crisis intervention.
- Experience teaching and/or familiarity with online or hybrid courses using a learning management system such as Canvas or Blackboard, and skills that support student use of eLearning technologies.
- Possesses current up-to-date knowledge especially related to the new trends/research in the early childhood education (ECE) field and human service fields
- Evidence of ability to interact, network, and collaborate with professionals in the field, colleagues, and students as part of an integrated educational team focused on curriculum, articulation efforts, and practicum support and development.
- Demonstrated understanding and implementation of current, student-centered pedagogy with use of active learning.
- Demonstrated abilities to work with socially, culturally, and economically diverse groups of children and adults and effectively and collegially with faculty and students from diverse backgrounds and underserved populations
- Demonstrated commitment to diversity and inclusivity for all students from all backgrounds with varying levels of preparedness.
- Experience in assessing effectiveness of teaching methods and curriculum/program changes on student engagement and success.
- Demonstrated commitment to student success as well as a knowledge and practice of interventions that increase student retention and completion.

COMPENSATION:

The salary will be based on the current faculty salary schedule; placement is based on education and related experience. The current range is \$61,000 to \$62,000 annually for a 172-day appointment. The college provides an excellent benefits package which includes medical, dental, life insurance, and a retirement plan.

Appendix 4 – BAS Manager Position Description

BAS Manager -Job Description

General responsibilities

- Primary point of contact for all employers, students, alumni, faculty and staff
- Acting liaison for all campus departments
- Manage program interns/student workers
- Track budgets
- Coordinate and assist with development of marketing materials with EdCC Outreach & Marketing Department
- Work closely with Registration, Financial Aid, and Cashier's office
 - Request tuition holds on student payments until the 1st day of each quarter
 - Provide financial aid with additional student documentation as requested
 - Ensure student tuition is paid in a timely manner
- Coordinate quarterly class schedules with faculty
- Work with faculty and internship coordinator to monitor student internship progress
- Participate in the planning/execution of the BAS graduation and graduation ceremony

Technology-Based Responsibilities

- Run quarterly transcripts in Student Management System (SMS) or CTCLink and address concerns with students.
- Work with webmaster to keep program website current
- Assure that tuition balances in SMS reflect correct BAS rates for each student
- Email enrollment reminders, updated degree audits, and financial aid information to current students on a quarterly basis
- Track student employment through bi-yearly online surveys and post-graduation follow up
- Use MS suite to provide program data for institutional reports
- Oversee social networking tools specific to the program
- Develop Alumni Association

Recruitment and Student Success

- Coordinate and/or conduct in-class information sessions as needed at EdCC and other colleges around Washington State
- Assure representation or attendance at community college transfer fairs
- Foster relationships with local high school programs
- Update program application on a yearly basis
- Communicate deadlines for program applications and scholarship applications with prospective students

- Collaborate with International Programs to ensure international students are eligible for enrollment and continue in compliance with immigration regulations
- Prepare completed applications for review by faculty and dean
 - Work with faculty and Credentials Evaluator to ensure appropriate transfer/assessment of credits
- Advise students to enroll in appropriate general education classes prior to beginning the BAS program
- Oversee mandatory annual New Student Orientation for BAS
- Hold individual advising meetings with prospective and current students as requested
- Provide students with program guidance for timely completion
- Additional advising support as needed

External Partnerships

- Maintain active association memberships for the program
- Conduct outreach to new/potential employer partners
- Advertise position announcements to students and alumni
- Refer qualified students for employment opportunities
- Represent the college at local association meetings/conferences
- Coordinate student volunteers for various community events
- Coordinate all BAS aspects of quarterly meetings, and Technical Advisory Committee meetings
- Send out thank you notes and seasonal cards to employer partners
- Coordinate with Workforce Snohomish and other local agencies, when appropriate

Appendix 5 – Program Review Template

Program Review **Instructional Programs (for Degrees and Certificates)**

Statement of Purpose: In order to examine and improve students’ experiences, the Board of Trustees has asked for a review of all instructional programs (i.e., degrees and certificates). To assist with this work, the college requires its instructional programs to continuously plan, implement, and assess by completing a full program review at least once every three years.

Description/Instructions: Please provide responses to the following questions/statements and link your document to the college’s internal planning website.

If particular sections do not apply to your program, please respond “N/A” to that section(s).

Section 1: Program Description

- Describe the program’s accomplishments, strengths, and challenges over the last three years. What has the program done well? Include a description of the program, the students served, their goals, and how the program meets their goals. (Limit responses to no more than 500 words.)
- Provide links to your website and other materials used to communicate program information to current and prospective students. Describe how the program ensures the relevancy and accuracy of this information.

Section 2: Provide Educational Opportunities

Program Enrollment

Analyze and discuss the trends in your program’s FTEF, FTES, and Student-Faculty Ratio over the last three years. How do your program’s trends compare to overall trends at the college?

Curriculum

Comment on the following aspects of the program’s curriculum:

- Identify how students enrolled in the program understand and achieve clearly identified student learning outcomes
- Discuss how the program has a coherent design with appropriate breadth, depth, sequencing of courses, synthesis of learning, and structured pathway(s) that allow students to complete in a timely manner.
- If the program has made changes to its requirements in the last 4 years, how have they changed and why those changes were made?
- What changes (i.e., industry changes and/or transfer requirements) are you anticipating will impact future curriculum or technology needs?

Access

- Describe how the program provides broad access for students (i.e., when, where, and how the program is offered).
- How do students find out about your program (i.e., how is the program marketed)?

Program Costs

Comment on trends in program costs and program effectiveness over the last 4 years, including:

- Student Costs: Costs to students to complete the program (including tuition, fees, special equipment/clothing, and textbooks)
- College Costs: Costs necessary to successfully run the program (such as specialized equipment, specialized facilities, program assistants, program accreditation).

Teaching Innovation and Student Support

Describe the innovative and effective teaching strategies, delivery methods, and learning support services the program uses to meet student needs.

Section Summary: Based upon the information you examined above, what have you learned about your program in regards to “Providing Educational Opportunities” (i.e., what is working and what is not working)?

Section 3: Help Students Access Career Opportunities

Opportunities for Employment

Discuss relevant trends over the last 4 years regarding:

- Jobs graduates from this program are prepared to enter
- Short and long-term employment projections for these jobs
- Projected wages for graduates in this industry
- Career preparatory activities, events, and internships offered by the program and how students benefited from them
- Where recent graduates are now working, and the wages they are earning

Opportunities for Transfer

Discuss relevant trends over the last 4 years regarding:

- State DTAs and articulation agreements with transfer institutions
- Other transfer opportunities and pathways for students in the program
- Where recent students in the program have transferred and trends that are apparent

Section Summary: Based upon the information you examined above, what have you learned about your program in regards to “Helping Students Access Career Opportunities” (i.e., what is working and what is not working)?

Section 4: Support Student Success

Student Assessment

- Discuss the results of assessments of student learning outcomes, including assessments of Program-level Learning Outcomes (PLOs). (Refer to the program’s collection of

assessment instruments and supporting materials (in these folders) and the results of the program's quarterly PLO assessments from these forms.)

- Comment on Course Completions (2.0 or higher) rates for courses within the program, including the identification of High Enrollment-Low Completion (HELIC) courses
- Comment on enrollment and student success, trends, disaggregated by student demographics such as ethnicity, age, gender, etc.
- Describe how student success gaps in the program are being addressed

Staffing - Discuss the following:

- The number of FT Faculty in the program
- The number of PT employees/faculty and their role(s) in the program
- Trends in the Full-time/Part-time Faculty Ratio
- Other staff (such as program assistants, lab technicians) who support the program
- What professional development activities have faculty in the program undertaken in the last 4 years, and how have those activities influenced the program, curriculum, and learning outcomes?

Advising

- How does your program ensure that students are consistently advised?
- How does the program ensure that student program codes are accurate?

Section Summary: Based upon the information you examined above, what have you learned about your program in regards to “Support Student Success” (i.e., what is working and what is not working)?

Section 5: Strengthen Our Diverse Community

Identify ways that the program is serving the college's diverse student population.

Identify ways that the program is serving the college's service area.

Section Summary: Based upon the information you examined above, what have you learned about your program in regards to “Strengthening Our Diverse Community” (i.e., what is working and what is not working)?

Section 6: Encourage Innovation, Service, and Lifelong Learning

Partnerships - Comment on the partnerships in which the program participates (such as):

- Advisory Boards
- Service learning opportunities
- K-12 recruitment and outreach activities and events
- Community partnerships for outreach activities and events undertaken by the program that engages our diverse community
- Continuing education opportunities
- Other Edmonds CC programs and services (such as library, learning support center, information technology, counseling, advising, and other student services)

- Veterans services
- Other (please describe)

Innovation

Comment on any innovations, grant-supported initiatives, and special projects in which the program has been involved over the last three years.

Section Summary: Based upon the information you examined above, what have you learned about your program in regards to “Encouraging Innovation, Service, and Lifelong Learning” (i.e., what is working and what is not working)?

Section 7: Planning

Using the program’s evaluations from Sections 1-6 above, prepares project plans for the program for the next 3 years.

For each project that the program plans to pursue for the next year, please complete a project proposal plan template (from this site) and save the project plan on the 2015-16 Program Plan and SIMPLE Plan website.

NOTE: Due to the timing of resource allocations, resource requests are always due according to established, quarterly timelines and are always for the next year.

Appendix 6 – Faculty Credentials – Sample Vitae

Karen Townsend | Curriculum Vitae

16416 Spruce Way #B3 Lynnwood, Washington 98037 425-754-3861 karen.townsend@edcc.edu

Teaching Experience

Full-time Instructor, Social & Human Services, Edmonds Community College, 2006 – present

- Courses taught include Counseling Theories, Survey of Mental Illness, Introduction to Human Services, Pharmacology of Psychoactive Drugs, Child & Family Welfare, Stress Management, Interpersonal & Groupwork, and Human Growth & Development.
- Department Head (2009 - present), Social & Human Services (including Addiction Studies and Family Support Studies)

Part-time Instructor, Early Childhood Education, Edmonds Community College, 2001 – 2006

- Courses taught include Parent/Teacher Partnerships and Positive Guidance.

Education

- Certificate, eLearning Design and Development, Renton Technical College, 2015
- M.S. Counseling & Family Therapy, Seattle Pacific University, Seattle, WA, 1992
- B.A. Psychology, Seattle Pacific University, Seattle, WA, 1983

Professional Licenses

- Licensed Mental Health Counselor, State of Washington, 1994 - present
- Child Mental Health Specialist, State of Washington, 1994 - present

Academic Activities

- Member, eLearning Committee
- Member, Strategic Council 2 on Educational Opportunities
- Member, Union Contract Negotiation Committee
- Member (current) and Chair (previous), Faculty Tenure Committees

Professional Activities

- Chair, Success By Six Initiative, United Way of Snohomish County (2000 - 2001)
- Chair, Snohomish County Special Needs Child Care Committee (1999 - 2001)
- Past Member, State Partnerships for Children's Mental Health Committee
- Past Member, State Inclusive Child Care Committee
- Past Member, Edmonds Community College Early Childhood Education Advisory Board

Related Experience

15 years' experience as individual, group, and family therapist to children and youth with serious emotional disturbances; Mental Health Consultant to Head Start, ECEAP, and community child care and preschools; Education and Family Support Coordinator for Snohomish County ECEAP; Coordinator for Snohomish County Mental Health Children's Long-term Inpatient Program (CLIP); Special Needs Child Care Coordinator for Volunteers of America; Adult Educator on topics such as parenting, mental health, and child development.

Professional Resume

Constance Applegate Schatz

June 2016

Career Objective

Continuation of community college teaching that supports quality education and support of children, parents, families and teachers in the field of early childhood education.

Education

Pacific Oaks College, Pasadena, California
M.A. in Human Development with focus on teaching adults, 1996

University of Wisconsin, Madison, 1966-1970
B.A. in Political Science

University of California, Berkeley Extension
1973-1976, graduate courses in Early Childhood Education

California State College, Hayward
Fall 1970, graduate courses in Elementary Education

Work Experience

1996- Present Instructor in Early Childhood Education

Fulltime Position

Edmonds Community College, Lynnwood, Washington

Teaching early childhood education courses to teachers of young children; courses include: curriculum development, teaching strategies, child development, language and literacy, guidance, learning environments, field practicum.

Department Head – ECE Department

Coordination of the early childhood program, evaluation and planning, outcomes assessment, student advising, coordination with other faculty, collaboration with community partners; coordination of grants and Washington State Initiatives in Early Childhood Education: Bridges to Higher Education, High Demand in ECE Math and Science, Early Achievers Opportunity Grant.

1992-1996 Instructor in Early Childhood Education and Family Literacy

Fulltime Position

Edmonds Community College, Lynnwood, Washington

Early Childhood Education Instructor

Taught early childhood courses to teachers of young children;

Responsibilities included curriculum development, assessment, student advising, program planning and community collaboration.

Family Literacy Instructor, Adult Basic Education

Taught family literacy classes with parent education focus;

Responsibilities included: providing individual and group instruction, teaching in a parent-child lab, curriculum planning and program coordination, outcomes assessment, collaboration program partners and community agencies, grant writing and student advising.

1987-1992 Instructor in Early Childhood Education, Family Literacy,

Family Life Education, Part-time position

Edmonds Community College, Lynnwood, Washington

Early Childhood Education

Taught early childhood courses to teachers of young children;

Responsibilities included curriculum development, assessment, student advising, program planning and community collaboration.

1991 Early Childhood Education, Fulltime position

Winter and Spring Quarter

Teaching early childhood courses, program planning and coordination, advising students, support of part-time faculty

1987-1992 Family Literacy, Adult Basic Education

Taught family literacy classes with parent education focus;

Responsibilities included: providing individual and group instruction, teaching in a parent-child lab, curriculum planning and program coordination, outcomes assessment, collaboration program partners and community agencies, grant writing and student advising.

Family Literacy Grant and Curriculum Writer

Within Our Reach Family Literacy Curriculum (1989 – 1990),

Federal Even Start (1992, 1993), Toyota Families for Learning (1992), Washington State Even Start (1989, 1991, 1993, 1995).

1987-1992 Family Life Education

Taught parent education classes in preschool parent cooperatives, provided individualized and group instruction facilitated parent-child interaction in preschool lab, supported parents' roles in school programs.

1977-1987 Teacher of Toddlers, Three Year Olds, Four Year Olds,
Lynnwood-Meadowdale Cooperative Preschool
Lynnwood, Washington (affiliation with Edmonds Community College)
Responsibilities included planning and implementing the children's educational program,
supervising parent roles in the preschool program.

1972-1974 Director of Noah's Ark Preschool, Richmond, California
Responsibilities included planning and implementing the children's educational program,
parent education and teaching two to five year olds

Related Professional Activities

NAEYC, National Association for the Education of Young Children, member
ECTPC, Early Childhood Teacher Preparation Council, Washington State, member
NW Regional Collaboration, Professional Development for Early Learning Educators
Early Achievers Grant Point-of-Contact, grant manager and student advisor
Professional Development
NAEYC Professional Institute, 2016
NCORE Conference, 2015
ACEI Conference, 2014
Achieving the Dream Conference, 2013
Learning and the Brain, 2012

Appendix 7 - BAS Course Descriptions and Course-level Learning Objectives

Course Number and Title

CYFS 310 Introduction to Child, Youth & Family Studies

Catalogue Description

Examines an overview of the field of child, youth, and family studies, reviewing its historic development, current trends, and the advantages of an interdisciplinary approach to serving children, youth, and families. Analyzes the application of theoretical and conceptual foundations to a variety of professional career settings in early childhood education and social and human services.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Examine the intersection between early childhood education and social and human services programs, and the benefits of an interdisciplinary approach to enhance the well-being of children, youth and families.
2. Formulate knowledge of important concepts and terminology commonly used in the fields of early childhood education, family support, and social and human services.
3. Construct the historical and socio-political contexts of significant theories related to child and family studies and their effects on policy and programs.
4. Analyze current models and trends at the local and national level that support the integration of service delivery for systems involved with children, youth and families.
5. Distinguish barriers and challenges that influence the ability of systems to provide integrated services for children, youth and families, and ways to facilitate change across the system as a whole.
6. Discuss and compile professional opportunities and careers that use an integrated model for delivering educational and social services support for children, youth and families.

Prerequisites

Admission to BAS Program

Credits

5 Credits, 55 Hours

Course Title

CYFS 320 Resources & System Navigation

Catalogue Description

Examines community resources in the context of community building, family support and empowerment, cultural competence, and social justice. Analyzes and develops in navigating complex systems that impact children, youth and families.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Construct an understanding of the mission, professional roles, and services of community agencies and programs that serve, support, and advocate on behalf of children, youth and families.
2. Analyze factors that influence the effectiveness and availability of community programs in order to remove barriers and successfully provide resources to meet the needs of children and families.
3. Examine the importance of providing individuals with support in navigating the complex systems they are involved with, including the value of consistent, up-to-date information in expanding personal choice and comfort with service options.
4. Formulate the role of the early childhood educator or social service professional in participating in or facilitating inter-agency communications and teams for families with complex service needs.
5. Design skills in providing navigation and referrals that have cultural relevancy and are appropriate and respectful of the population of children, youth, or families served in the educational or social services setting.
6. Evaluate various methods used to support others in accessing resources and negotiating systems for themselves, to increase empowerment and the development of self-advocacy.

Prerequisites

Admission to Program

Credits

5 Credits, 55 Hours

Course Title

CYFS 330 Applied Family Systems Theories

Catalogue Description

Course constructs understanding of interconnected relationships in which children, youth, and families function and grow. Systems theories and the ecological perspective and how they influence human development are examined. Evaluates how the interaction within family systems reflects the social environment in the diversity of socioeconomics, culture, language, and ethnicity, as a central framework of the class.

Course Learning Objectives

Upon successful completion of this course students will able to:

1. Examine the family systems perspective, systems theories, and how they contribute to the understanding of child and family development.
2. Explain the purpose and practice the use of a genogram to understand family patterns through creation of a schematic diagram of a family's relationship system.

3. Construct how the ecological perspective can influence educational and social services for children and families through the interconnectedness of individuals, families, children's programs, community settings, social institutions, structures and cultural values.
4. Analyze the professional's role as an educator of young children or a social service worker within the family system, as well as, the potential role in the interaction between the systems to support the development and learning of children, youth, and families.
5. Synthesize knowledge of systems theories in program development in early childhood education, youth, and family services, that is inclusive of cultural diversity and ethnic identity, and respectful of the unique qualities and circumstances of each individual and family.
6. Evaluate how the family systems framework applies to best practices in strengths-based programs in early childhood, youth, and family services.

Prerequisites

Admission to BAS Program

Credits

5 Credits, 55 Hours

Course Title

CYFS 340 Professional Practice in Child, Youth & Family Studies

Catalogue Description

Course examines how laws and policies affect professional practice in educational and social programs. Societal influences that impact professional individuals, and the young children, youth, and families they serve, are constructed in the context of culture, ethnicity, socioeconomic status, gender, sexual identity, and disabilities.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Analyze how professionalism in programs for young children, youth, and families is established in equity for individuals and families in the framework of culture, ethnicity, socioeconomic status, gender, sexual identity, and exceptionality.
2. Examine knowledge and value of the laws and policies that specifically guide educational and social service programs for the health and well-being of young children, youth, and families.
3. Analyze the Code of Ethics in the profession of Early Childhood Education, and the Ethical Standards for Human Service Professionals in Social Services and Family Support; construct how ethical codes and standards provide a framework for professionalism for specific roles in a discipline.

4. Develop communication skills that build trust and respect in relationships with children, youth, and adults, as well as, staff members, in educational and social service programs; create understanding of interactions, boundary setting, and confidentiality required in specific professional roles.
5. Analyze values, beliefs, and assumptions from students' life experiences that can influence understanding of themselves in a professional role to optimally support the unique qualities and circumstances of young children, youth, and families.
6. Formulate problem-solving and decision-making scenarios in early childhood education and social services that uses professionalism that is informed by laws, policies, ethics, established standards, and knowledge of working with a diverse population.
7. Design a description of professional practice that integrates knowledge of self with knowledge of professionalism applicable to the education of young children or social services for youth and families.

Prerequisites

Admission to BAS Program

Credits

5 Credits, 55 Hours

Course Title

CYFS 350 Social Policy Issues & Advocacy

Catalogue Description

Examines how individuals and groups influence social policy. Analyzes models, skills, and approaches necessary to advocate for and influence policy, and to help others learn to advocate for themselves. Examines current issues and programs influencing the well-being and welfare of children, youth and families.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Analyze social policy as it relates to educational and social services programs, and formulate relevant examples.
2. Examine historical influences on the development of social policy and how the values and goals of individuals and groups impact the process.
3. Discuss how policies affecting children and families at the local, state, and federal level are developed, measured, evaluated, and modified.
4. Analyze current social policies affecting children and families from the public and private sector, and their impact on the well-being of children, youth, and families.
5. Evaluate how advocacy methods can be used to influence social, political, and economic systems to bring about changes in policies and programs affecting children, youth, and families.

6. Define the components and purpose of an advocacy plan, including desired goals and outcomes for agency, legislative, legal, community and personal advocacy activities.
7. Construct various methods for advocating for an issue using verbal, written, and interpersonal modes of contact, and the relative benefits of each method in achieving a successful outcome.
8. Develop advocacy skills that are appropriate for educational and social services programs, including clear communication, self-awareness, and strategies for presenting requests to others.
9. Design strategies necessary to encourage and support others to advocate for themselves or family members.

Prerequisites

Admission to BAS Program

Credits

5 Credits, 55 Hours

Course Title

CYFS 390 Practicum I

Catalogue Description

Course constructs learning of principles, practices, and strategies in child, youth, and family studies related to professional experiences in early learning or social services programs in the community. Analysis through observation and reflection is a basis for intentional support of constructive developmental growth.

Course Learning Objectives

Upon successful completion of this course, students will be able to::

1. Construct reasoning and professional principles that inform and guide educators or social service workers in their respective roles in supporting children, youth, and families in their community settings.
2. Apply understanding of competencies of development of children, youth, and families to the specific context of the identified program and practicum site.
3. Apply knowledge and skills from coursework to roles and responsibilities in community settings in early learning or social services.
4. Analyze strategies that facilitate intentions of program design for the individual and group through practice and evaluation.
5. Create a personal and professionally-defined philosophy that guides implementation of programs for the benefit of children and families that are served.
6. Synthesize understanding of the value of integration of the disciplines of early childhood and social services in gaining further knowledge of children, youth, and families that enhances successful outcomes based on equity and inclusion.

Prerequisites

Permit Code

Credits

5 Credits, 165 Hours

Course Title

CYFS 410 Social Justice in Child, Youth & Family Studies

Catalogue Description

Course examines principles of inclusion and effective interactions with diverse populations, with respect of culture, ethnicity, age, gender, sexual orientation, and disabilities. Theoretical foundations are analyzed to provide professionals in early education and social services with anti-bias strategies that address power, privilege, voice, marginalization, and oppression to transform social structures to strengthen societal equity for children and families.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Examine the development of social identities in children, youth, and families, and how they are impacted by social justice and equity.
2. Analyze the complex dynamics of culture, ethnicity, age, gender, sexual orientation, and disabilities, in societal struggles affected by prejudice and bias.
3. Examine professional goals to increase awareness and understanding of: one's own social identity, human connections and differences, biases related to advantages or disadvantages, and advocacy for social justice.
4. Construct strategies that recognize and address the effects of overt and covert oppression, power, and privilege that impact the lives of children, youth, and families.
5. Formulate how early learning and social services programs move beyond stereotypes and biases to actively promote an environment of belonging and safety, inclusive of all children, youth, and families.
6. Determine the role of an early childhood educator or social services provider to educate children in anti-bias learning, and educate youth, families, colleagues and community partners about institutional prejudice and discrimination.
7. Defend a professional philosophy of social justice for programs that support children, youth, and families that promote and reflect societal equity.

Prerequisites

Admission to BAS Program

Credits

5 Credits, 55 Hours

Course Title

CYFS 420 Applied Research Methods & Information Literacy

Catalogue Description

Analyzes for understanding and critically evaluating research that impacts children, youth, and families. Develops a framework for conducting research and applying knowledge in practical settings. Formulates skills in information literacy and the research process with emphasis on finding, evaluating, and using scholarly information in education and social services settings.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Construct basic designs, methods, and data analysis techniques employed in psychological and behavioral research.
2. Evaluate existing research studies in the areas of child and youth development, family studies, early childhood education, and social sciences.
3. Design effective strategies for accessing information and performing library-based research.
4. Analyze relevant information to apply to work with children, youth and families using systemic methods.
5. Evaluate how to incorporate best practices and evidence-based interventions into programming and planning in integrated early education and social services settings.
6. Determine an understanding of the ethical use of information and research, including copyright, proper citations, and interpretation of results.
7. Construct effective technological skills to apply to educational and social service professions, established in evidence-based research.

Prerequisites

Math 146 Statistics

Credits

5 Credits, 55 Hours

Course Title

CYFS 430 Trauma & Resilience in Children, Youth and Families

Catalogue Description

Examines causes and consequences of stressors affecting children, youth and families. Constructs skills to provide support, early intervention, and prevention of future problems related to trauma, as well as self-care and awareness of the effect of exposure to others' trauma for the professional. Evaluates the significance of the individual's strengths and resilience as important frameworks for assessment and practice.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Formulate an understanding of the pervasiveness of trauma in the lives of people, and the resulting experiences of grief and loss.
2. Determine situations and events that are stressful for children, youth, and families including physical, sexual, and emotional abuse, substance abuse, mental health and physical illness, terrorism, violence, and media influences.
3. Synthesize the social, emotional and behavioral effects of exposure to violence and trauma across the developmental spectrum from infancy through adulthood, including the physiological impact on the brain.
4. Examine how risk and protective factors can influence the impact of adverse childhood events on the individual, and how to use these factors to avoid or minimize the negative outcomes of trauma.
5. Analyze how to cultivate safe physical and psychological environments to support dignity, respect, and empowerment for children, youth and families who have been impacted by trauma.
6. Theorize how to apply the framework of trauma-informed care and services across the spectrum of educational and social services settings.
7. Compile resources and referrals helpful for a variety of crisis situations and circumstances.
8. Construct strategies and skills for supporting children, youth and families who have experienced crisis and trauma using each individual's strengths to increase positive outcomes.
9. Evaluate the impact of secondary trauma as it relates to the early childhood educator or social services professional, and develop specific skills for self-care.

Prerequisites

Admission to BAS Program

Credits

5 Credits, 55 Hours

Course Title

CYFS 440 Leadership in Child, Youth and Family Programs

Catalogue Description

Course constructs leadership skills that apply to programs for young children, youth, and families. Supervision, mentoring, and coaching, are examined in relationship-based learning practices. Strategies are evaluated through inquiry and reflection, using a strengths-based approach of professional development.

Course Learning Objectives

Upon completion of this course, student will be able to:

1. Examine the roles of supervisor, mentor, and coach, connected to leadership in programs for children, youth, and families; explain the benefits of the roles in fulfilling the mission of educational and social services settings.
2. Create strategies that support the professional development of staff members; acknowledge strengths, join with individuals in observation, inquiry, and application of ideas; formulate the mutuality of learning between a supervisor and colleague.
3. Develop knowledge of interpersonal skills that encourage constructive growth and learning for staff members as both an individual and as a member of a team.
4. Construct conflict management skills applicable to communication with colleagues, parents, and partners in the community.
5. Design a leadership philosophy and its application of professional practices and standards to an educational setting for young children or social services programs for youth, or families.
6. Determine how a leadership philosophy is applied in a program with knowledge of the influences of family, society, culture, gender, and socioeconomic status and dedication to inclusion.
7. Evaluate a personal and professional leadership plan that utilizes reflective supervision in carrying out leadership for change, in various positions of leadership: teacher, program supervisor or director, facilitator, case manager, or coordinator of services.

Prerequisites

Admission to BAS Program

Credits

5 Credits, 55 Hours

Course Title

CYFS 490 Practicum II

Catalogue Description

Course synthesizes completed coursework, previous practicums, and past experiences in child, youth, and family studies. A well-developed professional philosophy in early learning or social services is comprehensively evaluated and applied in community settings.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Adapt competencies in applying principles of child, youth, and family development to inform curriculum or service planning, for implementation of an early learning or social service program.
2. Appraise professional knowledge and skills in a leadership role in an early learning classroom or social services program in interactions and building of relationships with children, youth, parents, and other professionals.

3. Elaborate on inclusive strategies that create trust and respect for the diversity of children, youth, and families in a setting of early childhood or social services.
4. Synthesize learning of courses, previous experiences with children, youth, and families, and professional standards that inform optimum practices in early learning or social services.
5. Evaluate the reasoning of a personal and professional philosophy that guides all areas of a program in early learning or social services, providing the foundation for future growth, strengthened with knowledge and perspective of the integration of disciplines.

Prerequisites

Permit Code

Credits

5 Credits, 165 Hours

Course Title

CYFS 495 Program Development and Capstone Project

Catalogue Description

Course evaluates components of program development in early childhood education and social services. Best practices of the discipline are assessed and applied to creating new programs, sustaining existing models, adapting to changes, incorporating innovation, and integration of services for the benefit and development of children, youth, and adults that are served.

Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Construct the vision and mission of an identified program in relation to outcomes developed or required for: infants, toddlers, and preschoolers, prevention services for youth, and support services for adults and families.
2. Formulate how to be inclusive and representative of the community in program design and implementation that are adaptive to individual and group settings, determined by the discipline and emerging needs of the population.
3. Determine content of program to optimally create the environment and that encourages learning and development appropriate to the specific best practices and responsibilities of programs in early childhood or social services.
4. Create intentionality in program design through strategies of observation, assessment, and reflection that informs planning that is responsive to program goals and learning frameworks of individual children, youth, and families.
5. Recommend skills and benefits of collaboration and integration of service in programs for young children, youth, and families that strengthen quality and invite innovation.
6. Assess knowledge of strategic planning for non-profit and for-profit programs, grant support, in-kind contributions, and other community funding sources and partnerships.

7. Evaluate how quality early learning and social services programs benefit the community through the positive support of child and youth development and facilitation of individuals and families successfully fulfilling their goals.
8. Create and defend an individual research-based project in program development with professional application to early education or social services settings.

Prerequisites

Permit Code

Credits

5 Credits, 55 Hours

Appendix 8 – External Evaluator Reviews

College Name:	Edmonds Community College	BAS Degree Title:	Child, Youth, and Family Studies
Reviewer Name/ Team Name:	Ben Anderson-Nathe, PhD	Institutional or Professional Affiliation:	Associate Professor Program Director Child & Family Studies Portland State University
Professional License or Qualification, if any:	PhD, MSW, MPP	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
<ul style="list-style-type: none"> • Concept and overview 	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment The proposed program’s needs assessment clearly and compellingly demonstrates the need faced by the local employment sector. Employer demands are documented with supporting evidence and concrete examples of potential workforce partners, associated positions, and an estimated salary range. Further, industry partners have been consulted and provided recommendations for core curricular content areas, curriculum delivery platforms, and relationships between the college and local community. The concept of the program is relevant to these workforce needs and attentive to the feedback from a wide range of partners. Given this close alignment, I am convinced that this degree option will lead to job placement.</p> <p>Further, the concept of the degree program is exciting. Building on the technical skill development of the associate’s degree, this program blends interdisciplinary education and professional preparation. It offers students an academically and conceptually grounded educational experience that expands their technical skills while drawing from multiple disciplinary perspectives to support children, youth, and their families. Particularly in this time of increased interdisciplinarity and sharp criticism (particularly in professional schools) of parochialism and excessive reliance on disciplinary distinctions, this approach will not only serve students well, it can position EdCC as a leader and innovator in undergraduate professional education.</p>		
<ul style="list-style-type: none"> • Degree 	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		

<p>Learning Outcomes</p>	<p>Comment Conceptually, the learning outcomes demonstrate appropriate baccalaureate degree rigor. That said, I have some reservation about the degree of specificity in the outcomes. For instance, it is unclear to me based on the phrasing how students will demonstrate the ability to synthesize multiple perspectives in the context of teaching, youth services, and family support. Synthesize them in what way, and toward what end? It appears that this outcome leans toward some kind of professional practice or application, but it's phrased in such a way that the application disappears into a vague notion of synthesizing perspectives. Similarly, what behaviors will demonstrate that students can utilize a knowledge base to support their practice? Clearly, program-level outcomes need to be written at a relatively high level of abstraction, but for assessment purposes, I would recommend trimming/shaping the outcomes slightly to make them clearer and more actionable.</p>
<ul style="list-style-type: none"> Curriculum Alignment 	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment The proposed curriculum is closely aligned with the program's statement of needs, as well as feedback from student, alumni, and industry partners. The curriculum is well balanced between general education requirements – - drawing from multiple disciplines while still emphasizing applicability to children, youth, and families – and core courses highlighting specialized professional knowledge and skill development. Content areas in the core curriculum are relevant to the field as demonstrated by evidence from the advisory groups and other industry and community partners.</p>
<ul style="list-style-type: none"> Academic Relevance and Rigor 	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment In terms of relevance, the courses – both elective and core – are well aligned with employer needs and demands. The core curriculum closely mirrors related programs in other regions and reflects careful attention to current and historic trends in the field. Between the elective and core courses, students will develop both interdisciplinary understandings of the factors shaping the lives of children, youth, and families and further refine their professional skill in applying these understandings to practice settings.</p> <p>Assessing the rigor of the courses is somewhat more difficult, absent full syllabi for each course. That said,</p>

	<p>a review of the course objectives and descriptions for each class leads me to believe that their rigor matches or exceeds what I would expect for an undergraduate degree. The curriculum appears, based on my review, to be rigorous and sound, with a good balance of classroom/theoretical instruction and practical hands-on skill development.</p>
<ul style="list-style-type: none"> General Education Requirements 	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment The general education requirements are well suited to this degree program. As stated above, they appear to provide a valuable interdisciplinary foundation to ground students' concentrated focus on understanding and working with children, youth, and families. The only potential criticism of these requirements is that in some ways they might be <u>too</u> closely aligned to the content areas of the core curriculum. Put differently, if general education requirements/ courses are intended to expose students to liberal education beyond their majors, the proposed distribution of general education courses might lead to over-concentration on the field of practice and less robust appreciation of the breadth of liberal arts education. That said, the proposed degree is an <u>applied</u> baccalaureate; these considerations have already been taken into account in the basic structure and orientation of the degree. For this reason, I believe the concern about breadth – while noted – is less significant than it might otherwise be.</p>
<ul style="list-style-type: none"> Preparation for Graduate Program Acceptance 	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment From degree concept through curriculum, this degree offers students the foundation they will require to be successful in suitable graduate degree programs. The curriculum maps very closely on the basic structure of many graduate education programs (emphasis on practicum, program development, information literacy, and social justice), graduate social work curriculum (family theory, social justice, research methods, policy and advocacy, and practicum/internship), and other related graduate/professional programs. While accreditation requirements in these associated/related graduate programs may prevent students from articulating their coursework into these programs, the students' preparation will nevertheless be evident to admissions committees and graduate faculty teaching first-year foundation master's degree courses.</p>
<ul style="list-style-type: none"> Faculty 	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment The faculty appear amply qualified to teach in and continuously improve the curriculum. One ongoing</p>

	<p>challenge with a curriculum like that for proposed BAS in Child, Youth, and Family studies is the breadth of practice settings the program seeks to prepare students to enter. Teaching courses like Social Policy Issues and Advocacy, for instance, is easier in a clearly disciplinary program (such as Social Work or Early Childhood Education) than it is when the instructor must balance policy examples and implications across service sectors – social services, education, early childhood, addictions, etc. For this reason, faculty composition is critical to the program’s overall capacity to deliver on its promise of reaching students bringing all these different professional ambitions. My review of the CVs for existing faculty gives me confidence that a robust and diverse faculty exists – with varied experiences including public administration, early childhood education, and social services. The addition of one more tenure-stream faculty will further strengthen the diversity and interdisciplinarity of the core teaching team.</p>
<ul style="list-style-type: none"> Resources 	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment As stated above, the addition of one tenure-track faculty will be essential to the proposed BAS in CYFS. Further, the program will require additional administrative support, such as that provided by the proposed BAS Program Manager. While the program’s needs in terms of library services, facilities, and the like are unclear based on the materials provided, the proposal provides sufficient evidence that these concerns are being taken under serious consideration by EdCC administration and that the necessary resources are being provided where requested (tenure stream faculty and program manager positions attest to this).</p>
<ul style="list-style-type: none"> Membership and Advisory Committee 	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p>Comment The ECE and SHS advisory committees have clearly been centrally involved in the development of the proposed BAS program. Feedback from both bodies appears to have shaped the curriculum in substantive ways and provided substantive recommendations and direction in the needs assessment. Both advisory committees are well represented by key stakeholders, including other instructors, EdCC personnel, and key members of the practice communities in each field. I have no concerns about the composition of either committee or the proposed program’s commitment to seeking and responding meaningfully to advisory recommendations/feedback.</p>
<ul style="list-style-type: none"> Overall assessment and recommendation 	<p>Please summarize your overall assessment of the program.</p> <p>Comment It has been a pleasure spending time with the documents in support of EdCC creating a BAS in Child,</p>

ns	Youth, and Family Studies. The program is well conceptualized, clearly grounded in a deep appreciation for its students' and community's needs and capacities, and appears to have strong institutional support and endorsement. It reflects many best practices in terms of interdisciplinary professional preparation for education and human services, builds on a strong foundation of general education, includes grounded practice experience for students, and will make an exemplary inaugural baccalaureate program for the College.
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Reviewer Bio or Resume

Ben Anderson-Nathe is an associate professor and program director of the Child & Family Studies program in the School of Social Work at Portland State University. He holds masters' degrees in social work (2002) and public policy (2002), a graduate certificate in disability policy and services (2003), and a PhD in community education and youth studies (2005) from the University of Minnesota.

Ben began his career with young people in the mid-1990s, working in short-term and crisis residential care. He has also worked with youth in therapeutic foster and group care, community mental health, juvenile corrections, homeless and street settings, community education, sexuality education and sexual health, and recreation/camping. His courses draw from this practice experience and focus primarily on youth work and professional development of youth workers, social justice, and gender/sexuality. Ben also provides training and consultation for youth serving organizations.

His research and scholarship focuses on youth and young adults, critical and qualitative epistemologies, gender and sexuality, and professional development of youth workers. Ben has conducted a number of studies rooted in qualitative and critical methodologies including ethnography, interpretive phenomenology, and content analysis. Ben has published three books, including *Youth Workers, Stuckness, and the Myth of Supercompetence* (an interpretive phenomenology), *Compassionate Confinement: A Year in the Life of Unit C* (ethnography of a boys' detention facility, authored with Laura Abrams and recognized as runner-up for the 2015 Society for Social Work and Research Outstanding Social Work Book award), and *Feminisms in Social Work Research: Promise and Possibilities for Justice-Based Knowledge* (an edited collection exploring critical feminist research). He is also co-editor of *Child & Youth Services*, an international peer-reviewed journal, and serves as consulting editor of *Affilia*.

College Name:	Edmunds Community College	BAS Degree Title:	Child, Youth, and Family Studies BAS
Reviewer Name/ Team Name:	Duane Alan Dowd, Ph.D., CFLE	Institutional or Professional Affiliation:	Central Washington University, Department of Family and Consumer Sciences
Professional License or Qualification, if any:	Certified Family Life Educator, Associate professor of Family Studies	Relationship to Program, if any:	none
Please evaluate the following Specific Elements			
<ul style="list-style-type: none"> • Concept and overview 	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>The program is relevant to accepted academic standards. Many aspects of the program are well designed. The program has a strong emphasis on professional preparation. It seems to me that the creators of the program wish for any graduate to leave the program “job ready”, and prepared to function in the real world of child and social services. The need for professionals with this specific training is well documented, and so I do believe that completion of this program will lead to job placement for qualified candidates.</p> <p>The BAS required courses are built upon foundational knowledge that is gained as a student earns an AAS-T degree in one of four areas: Addiction Studies, Family Support Studies, Early Childhood Education or Human Services. While there is significant overlap in coursework between the Addiction Studies and Human Services requirements, the other degrees share little in terms of program outcomes or course requirements. This suggests that students completing the BAS degree may have vastly different banks of foundational knowledge. I see this as appropriate, given the widely varied career paths that students will pursue.</p>		
<ul style="list-style-type: none"> • Degree Learning Outcomes 	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p>I see the course learning outcomes as demonstrating appropriate baccalaureate degree rigor. There are a number of very diverse and difficult to achieve learning outcomes associated with each of the courses, and in some cases, a single course may have too many</p>		

	<p>learning outcomes to be achievable in a meaningful way within one course. This hinders, in my opinion, the program’s likelihood of having students truly achieve the learning outcomes stated.</p> <p>For example, the learning outcomes for CYFS 340 include (but are not limited to):</p> <p>3) Identify the Code of ethics in the profession of Early Childhood Education and the Ethical Standards for Human Service professionals in Social Services and Family Support, describe how ethical codes and standards provide a framework for professionalism for specific roles in a discipline.</p> <p>4) Identify Communication skills that build trust and respect in developing relationships with children, youth and adults, as well as staff members, in educational and social service programs; apply understanding of interactions, boundary setting, and confidentiality in specific professional roles.</p> <p>These are very good outcomes, that all graduates to the BAS should master. But within this course that focuses on professional Ethics and Practices is embedded an outcome related to interpersonal skills that should have at least one entire course, if not more, dedicated to it. The fact that it is a single outcome among 7 in a course that is not specifically about this suggests that it is not being given the weight it needs. This challenge appears in many of the required course outcomes. So, while on paper most of the needed outcomes for this profession appear, I am not convinced that many essential outcomes are being covered adequately.</p> <p>I would suggest that the course offerings and outcomes should be guided by the program outcomes as the primary consideration, and that very clear ties between individual course outcomes and program outcomes be entirely explicit.</p>
<ul style="list-style-type: none"> • Curriculum Alignment 	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>The program identifies 4 program outcomes and one proficiency outcome that are completed before beginning the BAS.</p>

Proficiency Outcome – prior to entering junior year and prerequisite to entry into the program:

Demonstrate foundational abilities as an early childhood educator, social services provider, or family support specialist, including knowledge of strategies and skills to support children, youth, and families in their growth and development.

This outcome is quite different for each of the 4 AAS-T degree options. The separate degrees have unique and non-overlapping outcomes, so it is difficult to assume that there are any shared sets of skills and foundational knowledge coming into the BAS degree. As such, any outcomes that a BAS student should master need to be specifically addressed in the BAS outcomes.

BAS Program outcomes

1) Utilize their strong knowledge base to support a systemic and developmental approach to improve lives of children, youth and families across the lifespan.

Although there are two courses in the BAS curriculum that do have an outcome related to a systemic approach to working with families, there is a lack of developmental and lifespan training within the BAS. Child Development foundational knowledge is covered adequately within the Early Childhood AAS-T degree, but it is not covered within the other three AAS-T degrees that are ports of entry to the BAS. This means that many, if not the majority, of BAS students will not get adequate exposure to the developmental half of this outcome. This issue needs to be remedied by either: 1) removing the development aspect from this program outcome or 2) requiring the child development foundational knowledge to be included in all of the AAS-T degrees that are precursors to the program.

2) Demonstrate the ability to synthesize multiple perspectives in the context of teaching, youth services, and family support.

It does appear that integration of varied perspectives is incorporated into the curriculum.

3) Apply principles of equity and inclusion through strengths based strategies to build resiliency and opportunity for individuals and families to reach their goals.

	<p>It is clear that equity and inclusion are target outcomes within the curriculum, and strengths based approaches to working with families are integrated into several of the required courses.</p> <p>4) Articulate and demonstrate a professional identity utilizing evidence based practices, standards, and ethical conduct in early childhood and social service careers.</p> <p>The curriculum adequately addresses this specific outcome.</p>
<ul style="list-style-type: none"> • Academic Relevance and Rigor 	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Yes, the core courses seem to align with the immediate needs of employers, and are all relevant to the industry. As mentioned before, there needs to be greater emphasis on foundational knowledge in child development, and a reorganization of course outcomes to better focus on the relevant outcomes. It is difficult for me to make conclusions about the rigor of the courses without seeing a closer structure of course outcomes tied to the program outcomes.</p>
<ul style="list-style-type: none"> • General Education Requirements 	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>The General Education requirements are suitable for a baccalaureate level program, and meet the breadth and depth requirements.</p>
<ul style="list-style-type: none"> • Preparation for Graduate Program Acceptance 	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Students who complete a BAS degree may certainly be qualified to apply to a Master's program within their field.</p>
<ul style="list-style-type: none"> • Faculty 	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>The current faculty listed for the program seem to have a wealth of experience within the professional fields of study. I believe that their qualifications make them well suited to guide the professional curriculum towards strong professional preparation for students. There is a lack of balance, however, in the faculty with the lack of faculty members that have extensive academic backgrounds. I believe having faculty that are appraised of current research in the field, participate in academic organizations, and are in touch with recent improvements in our knowledge base are essential to the relevance of the</p>

	<p>curriculum. The current position description looks for someone with a master’s degree required, Ph.D. preferred, but the salary range will not likely attract an individual with a Ph.D. I see it as essential that someone with a strong academic background (Ph.D.) be recruited to guide this program. If not, it will continue to appear as a professional preparation program without the academic rigor that is required of a BAS program. In order to do this, it will require a financial commitment on the part of the institution. Edmunds needs to be competitive in the salary range for a Ph.D. candidate, especially if they wish to recruit someone with the background in Child Development, where expertise seems needed the most.</p>
<ul style="list-style-type: none"> Resources 	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Support services seem adequate. As mentioned in section “G”, the college will need to provide the sufficient resources to ensure that a program director can be secured with an academic background.</p>
<ul style="list-style-type: none"> Membership and Advisory Committee 	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p>Yes, they have a received approval from an advisory committee. There was not extensive feedback from the advisory committee.</p>
<ul style="list-style-type: none"> Overall assessment and recommendations 	<p>Please summarize your overall assessment of the program.</p> <p>I see the BAS program as an important addition to available degrees that train individuals for careers in Early Childhood and Social Services. I do see steps that should be taken to improve the relevance and coherence of the curriculum, as well as the academic rigor. The initiators of this degree need to be provided with the necessary resources to be able to strengthen this curriculum as it moves forward.</p>

Reviewer Bio or Resume
 Duane Dowd, Ph.D., CFLE is an Associate professor of Family and Child Life, and Chair of the Department of Family and Consumer Sciences at Central Washington University. He served as the Undergraduate and Graduate program Coordinator for the Family Studies program for Eight years. He previously taught at Louisiana Tech University, and earned his Master’s and Ph.D. in Human Development and Family Studies from Texas Tech University in 2001.

Appendix 9: CYFS BAS Sample Curriculum Sequence

Standard Full-time (6 quarters at 15 credits each)

<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>
CYFS 310 Intro	CYFS 330 Systems	CYFS 350 Social Policy
CYFS 320 Resources	CYFS 340 Prof Practice	CYFS 390 Practicum I
CMST& 210 Interpersonal Comm or ENGL 102	Social Science distribution choice	MATH& 146 Introduction to Statistics
<i>Fourth Quarter</i>	<i>Fifth Quarter</i>	<i>Sixth Quarter</i>
CYFS 410 Social Justice	CYFS 440 Leadership	CYFS 430 Trauma
CYFS 420 Research	CYFS 490 Practicum II	CYFS 495 Program Dev/Cap
Humanities distribution choice	General Education distribution choice	General Education elective choice

Summer: add one General Education elective choice if needed (5 credits)

Part-time (9 quarters at 10 credits each, with summers)

<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter/summer</i>	
CYFS 310 Intro	CYFS 330 Systems	CYFS 350 Social Policy	ENGL 102 or CMST	
CYFS 320 Resources	CYFS 340 Prof Practice	Statistics	CYFS 390 Practicum I	
<i>Fifth Quarter</i>	<i>Sixth Quarter</i>	<i>Seventh Quarter</i>	<i>Eighth Quarter/summer</i>	<i>Ninth quarter</i>
CYFS 410 Social Justice	CYFS 440 Leadership	CYFS 490 Practicum II	CYFS 495 Program Dev/Cap	Gen Ed elective
CYFS 420 Research	Social Science	CYFS 430 Trauma	Humanities	Gen Ed elective

Note: one additional Gen Ed elective may be needed (in one quarter take 15 credits)

Appendix 10 – Advisory Committee Membership

Early Childhood Education Advisory Board			
L NAME	F NAME	Business	Position
Bruno	Heather	Debbie Leraas Children's Center	Director
Concha	Sharon	Bothell Community Preschool	Director
Ferrari	Colleen	Kids at the Creek	Pre-K Lead Teacher
Foster	Kristen	Kids at the Creek	Teacher
Grewal	Daljit	Children's Learning Center	Director
Hernandez	Lisa	UDCC University District Children's Center	Teacher (Reflective Practitioner)
Kunduklija	Hasiba	UW Child Care Center at Laurel Village	Teacher
Parker	Kim	WA State ECEAP Preschool	Director
Radovich	Margo	Edmonds Cooperative Preschool	Teacher
Ramuta	Linda	Family Home Provider	Owner
Arnold	Sandy	Edmonds Community College	Instructor
Bonertz	Amy	Edmonds Community College	Adviser
Copeland	Pat	Edmonds Community College	Dean, HHS Division
Neumann	Lisa	Edmonds Community College	Director, Center for Families
Roach	Kathy	Snohomish Co. Head Start & Early Head Start	Children's Educ. & Disabilities Manager
Schatz	Connie	Edmonds Community College	Department Chair/Instructor
Social and Human Services Advisory Board			
L NAME	F NAME	Business	Position
Kipling	Mark	North Sound Mental Health Administration	Liaison to WSH
Young	Shelli	Snohomish County Human Services Department	
Cufley	Linda	Center for Human Services/Northshore Family Center Advisory	
Fitzgerald	Rena	Volunteers of America	Crisis Chat Program Manager
Fitzpatrick	Michael	Retired	
Harris	Cleo	Snohomish County	AOD Treatment Specialist
Lindberg	Jennie	Evergreen Recovery Centers	
Miller	Kimberly	NAMI Snohomish County	
St. Clair	Andrea	A Positive Alternative	Counselor, Client Care Coordinator
Teichgrab	Carol	Senior Information and Assistance	Family Caregiver Specialist
Varano	Joe	Snohomish County Early Learning	Division Manager
Bonertz	Amy	Edmonds Community College	Curriculum Advisor
Coiro	Christina	Edmonds Community College	Instructor
Copeland	Pat	Edmonds Community College	Dean, HHS Division
Townsend	Karen	Edmonds Community College	Instructor