



Centralia College and
Grays Harbor College
Joint Applied Baccalaureate Degree Program

Bachelor of Applied Science in Teacher Education: Special
Education & Elementary Education endorsements

Program Proposal

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Centralia College & Grays Harbor College

Degree: BAS in Teacher Education: Special Education & Elementary Education endorsements CIP Code: _____

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

Degree: AA Education (Centralia) CIP Code: 130101 Year Began: 1993

Degree: AAS-T Early Childhood Education (Centralia) CIP Code: 131291 Year Began: 2002

Degree: AA – Early Childhood Education (Centralia) CIP Code: 131210 Year Began: 1987

Degree: AA – Education (Grays Harbor) CIP Code: 130101 Year Began: 2005

Planned Implementation Date (i.e. Fall 2014): Fall 2016

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

Page Limit: 30 pages

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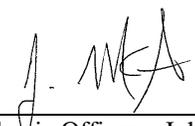
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NEW DEGREE PROGRAM PROPOSAL

Introduction

The Legislature's 2014 Substitute Bill 6129, mandates colleges create "a paraeducator career ladder and an articulated pathway for teacher preparation and certification." This legislation was one of the driving factors for Centralia and Grays Harbor Colleges to join in an effort to address this mandate.

Centralia College and Grays Harbor College seek approval to offer a joint Bachelor of Applied Science in Teacher Education with endorsements in Elementary Education and Special Education beginning in the fall 2017. Centralia and Grays Harbor Colleges have come together to overcome a common need for a robust, stable, and affordable elementary education program through a jointly proposed Bachelor of Applied Science in Teacher Education. The Joint BAS-TE is derived from the demands of our communities, to serve their educational needs and is a very important step in the development of the colleges' ability to serve our communities to a greater extent. The proposed BAS-TE will help address employer demand for educators and educators with special education credentials.

If approved, this degree will increase opportunities for place-bound students, many of whom are working adults in our area. Place-bound working adults will benefit from having a baccalaureate program that provides quality education without having a long commute, the need to relocate, or decreased income by having to limit their current work hours. Local employers will benefit from having a local, skilled workforce to fill open positions.

One purpose of the BAS-TE degree is to provide a career ladder for current paraprofessionals to have more opportunities for advancement within their school district. The attainment of the BAS-TE and advancement to a certificated teaching position could provide a higher wage and provide paraprofessionals and their families a higher standard of living. Moreover, "growing our own" takes advantage of the knowledge of staff who understand the local culture and can work effectively within it, providing a better outcome for all children including those with special needs.

The current entrance requirements for a paraprofessional in a Title I school is a high school diploma or GED, and one of the following: (1) at least two years of study at an institution of higher education; (2) obtain an associate (or higher) degree; or (3) meet a rigorous standard of quality and can demonstrate, through a formal state or approved local academic assessment a) knowledge of and the ability to assist in instructing reading, writing, and mathematics or b) knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness as appropriate (OSPI). When passing the WEST-B was approved as meeting the requirement specified in the third pathway, the number of paraprofessionals obtaining the AAS-T Paraprofessional degree declined dramatically. Nonetheless, there are a large number of paraprofessionals who have taken the West-B who have not had a pathway for certification. The BAS-TE provides a pathway for both AAS-T graduates and paraprofessionals in the community.

In addition to paraprofessionals, the BAS-TE degree will provide a pathway for students who have an AAS-T degree in Early Childhood Education, AA degree in Education, an AA in Early Childhood Education, a Certificate of Completion in Early Childhood Education, or other education concentrated degrees. The endorsements contained in the BAS-TE degree will also provide additional credentialing opportunities for existing certified teachers.

| CRITERIA | STANDARD |
|---|---|
| 1. Curriculum demonstrates baccalaureate level rigor. | Describe curriculum including: (1) program learning outcomes; (2) program evaluation criteria and process; (3) course preparation needed by students transferring with a technical associate degree; (4) general education components; and (5) course work needed at junior and senior levels in the BAS. |

(1) Program Learning Outcomes

The BAS-TE Program outcomes are directly linked to and consistent with the established College outcomes of the two institutions.

| Outcomes | |
|--|---|
| Centralia College Learning Themes | Grays Harbor College Desired Student Abilities |
| Reasoning. The ability to extract information from data, develop ideas and solutions, establish logical progression in thinking, and problem solve using such procedures as literary analysis or the scientific method. | Critical Thinking Competency in analysis, synthesis, problem solving, decision making, creative exploration, and formulation of an aesthetic response. |
| Written, Oral, and Visual Communication. The ability to make oneself understood in public, interpersonal, professional, artistic, and technical arenas. | Literacy Skills in reading, writing, speaking, listening, and quantifying, as well as awareness and appreciation of learning styles and life-long learning options. |
| Exploration – Self and Others. An awareness of the values, beliefs, customs, and contributions of persons from one’s own and other traditions, ethnicities, classes, and genders. | Disciplinary Learning Knowledge of content in prerequisite or transfer courses, as well as preparation for a career. |
| Resourcefulness. The ability to adapt to change, such as technological innovations or environmental conditions. | Information Use Skills in accessing and evaluating information resources including campus resources, awareness of the role of information resources in making sound decisions, and command of the skills required to use appropriate technologies effectively. |
| Responsibility. The ability to be accountable to | Social and Personal Responsibility Awareness |

| | |
|---------------------------------------|---|
| self, society, and the natural world. | of and responsiveness to diversity and commonality among cultures, multiplicity of perspectives, ethical behaviors, and health and wellness issues. |
|---------------------------------------|---|

Students who successfully complete the Bachelor of Applied Science in Teacher Education: Elementary Education & Special Education will have demonstrated the ability to:

- Communicate and collaborate effectively with children, parents/guardians, peers, administrators and the community
- Ensure cultural competence in teaching through adapting learner centered curricula that engage students in a variety of culturally responsive strategies.
- Recognize individual difference and learning styles and modify curricula and to meet the learners needs
- Design, facilitate, and evaluate age and developmental appropriate learning exercises for students in K-8 and special education.
- Develop standards-driven curricula and monitor student progress towards targets.
- Utilize the use of formal and informal assessment strategies to strengthen instruction and promote learning.
- Competently design and execute lessons rich in literacy, science, math, social studies and the arts.
- Generate strategies from multiple instructional approaches and differentiated instruction for all students.
- Foster positive, inclusive, learning settings in cognitive, behavior, language, physical and social domains to create a safe and productive learning environment.
- Integrate and model the use of technology in the classroom
- Utilize feedback and reflection to constantly improve teaching practices.

The coursework for this program is designed to ensure graduates have a firm foundation in teaching education including appropriate training specific to elementary education and special education by demonstrating the achievement of the program outcomes. Course objectives are aligned with the general program outcomes stated above.

(2) Program evaluation criteria and process

The Bachelor of Applied Science in Teacher Education Program evaluation process is modeled after existing baccalaureate program assessment at Centralia College, which parallels the practices of Grays Harbor College. This program assessment is designed to ensure the following:

- The program remains aligned with the college's mission and stated learning themes.
- The program continues to meet the expectations of the institutions to which our students transfer and with the PESB, OSPI, ESD, and school districts who employ our students.
- Program outcomes are appropriate, clear, and measurable.
- Course outcomes support and comprise the program outcomes.
- Classroom assessments demonstrate successful students' achieve course outcomes at acceptable levels.
- Student retention and completion statistics indicate students succeed at acceptable levels as determined by institutionally defined benchmarks.

- Faculty are engaged in assessment activities leading to improvements in teaching and learning.
- Human resources, technology, and institutional support are sufficient to ensure the successful execution of the program.
- Student admissions and advising are effective in ensuring student preparation and success.
- Program graduates are successful as well as prepared for entry into graduate-level programs.
- Program graduates are successful in securing and retaining employment, and that these jobs provide living-wage incomes commensurate with the prevailing wages for comparable degrees.
- The program is fiscally efficient.

Program evaluation process

The Professional Education Advisory Board (PEAB) is a required element of the teacher education program development process. The PEAB is made of a number of educational constituents as outlined in code (WAC 181-78A-209); its key role is to “participate in and cooperate with the institution or organization on decisions related to the development, implementation, and revision of each (teacher) preparation program.” (WAC 181-78A-105) The administrative codes go on to state three specific tasks the PEAB must do:

- (1) The professional education advisory board has reviewed all program approval standards at least once every five years.
- (2) The professional education advisory board annually has reviewed and analyzed data for the purposes of determining whether candidates have a positive impact on student learning and providing the institution with recommendations for programmatic change. This data may include, but not be limited to: Student surveys, follow-up studies, employment placement records, student performance portfolios, course evaluations, and summaries of performance on the pedagogy assessment for teacher candidates.
- (3) The professional education advisory board has made recommendations when appropriate for program changes to the institution, which must in turn consider and respond to the recommendations in writing in a timely fashion. (WAC 181-78A-250)

Using the outlined administrative code, PEABs have been established at each college. The PEABs are reviewing the College Programs in relation to how they meet the five Washington State Standards, using the Residence Teacher Program Rubrics provided by the Professional Educators Standards Board. The PEABs will then provide written recommendations to the colleges. The crosswalk below shows the State teacher preparation standards that address the State Board’s criteria for a BAS:

| Crosswalk between the SBCTC BAS criteria and the WA State Teacher Prep standards | |
|--|--|
| Washington State Standards for Teacher Preparation Programs | SBCTC NEW DEGREE PROGRAM PROPOSAL Criteria |
| Standard 1 - Professional Education Advisory Board (PEAB) · Objective external professionals in the field chosen for this role. | Criteria 8 - External expert evaluation of program Criteria 6 - Program specific accreditation |
| Standard 2 - Accountability and Program Improvement. · Development of an assessment plan · Gathers evidence of candidate learning · Systematically linked to program decision-making processes. | Criteria 1 - Curriculum demonstrates baccalaureate level rigor Criteria 2 - Qualified faculty Criteria 5 - Commitment to build and sustain a high quality program |
| Standard 3 - Program Resources and Governance · Program leadership, authority, and budget · Faculty qualifications · Faculty performance | Criteria 5 - Commitment to build and sustain a high quality program Criteria 3 - Selective admissions process, if used for the program, consistent with an open door institution |
| Standard 4 - Program Design · Conceptual framework · Transition element · Learner expectation · Entry and exit criteria · Diversity | Criteria 1 - Curriculum demonstrates baccalaureate level rigor Criteria 3 - Selective admissions process, if used for the program, consistent with an open door institution Criteria 4 - Appropriate student services plan Criteria 7 - Pathway options beyond baccalaureate degree |
| Standard 5 - Residency Teacher · Knowledge and Skills, Residency Teacher | Criteria 1 - Curriculum demonstrates baccalaureate level rigor |

Informally, the PEAB are doing much more. They are actively involved in suggesting, reviewing, outlining, discussing, and collaborating with the colleges in designing a high quality program that meets the needs of the communities' citizens.

Program evaluation is comprised of three distinct processes:

- **Educational program review** is conducted on a four-year cycle and addresses all criteria listed above. This process involves administrators and faculty and is fundamental in the continuing evolution of the program and its curriculum with the goal of improving teaching and learning.
- **Monitoring reports** are created annually by the program administrator and are presented to the Centralia College and Grays Harbor College Boards of Trustees. These reports focus on

program outcomes (specifically student progression and post-graduation success in job attainment), retention, and wages.

- **Administrative program review** focuses on program resources, financial viability, and the linkage to institutional and strategic planning. This review is conducted by the program administrator on an annual basis.

These three evaluation elements will continue on the schedule described unless the normal assessment process is revised at an institutional level.

Course evaluation

Because this program is new and the first cohort is not scheduled to graduate until June 2019, data on post-graduation success will not be available for several years. For this reason, early program evaluation will rely heavily on close monitoring of those criteria that can be obtained in real time. Before courses are offered, they will go through an in-house review using the college's "Quality Matters-like" rubric. Program administration will work closely with the program's Advisory Board to track program performance on a course-by-course basis using tools that have been developed for that purpose and that are in compliance with local bargaining agreements. These include the following:

- **Student evaluations** which will be conducted in all courses during each quarter of the first three years. These will be designed to provide information concerning the effectiveness of the pedagogical approach, the usefulness of the course content, and the students' perspective on how well they were prepared for the course.
- **Administrative observations** which will be conducted in each course on a quarterly basis for the first three years for both the face-to-face and any online components. These will provide similar information to that which is obtained from the student evaluations but from an administrative perspective.
- **Faculty team evaluations** which will be conducted on a quarterly basis for three years. It is the intent that faculty teaching in this program operate as a "faculty learning community." As such, there will be a high degree of coordination among the courses to ensure concepts are reinforced and the outcomes are being met. There also will be a high degree of coordination in the way in which the courses are taught. These evaluations will focus on improving the effectiveness of instruction and delivery methods and ensuring course and program outcomes are being met.

Student evaluations, administrative observations, and faculty team evaluations are a normal component of course evaluation for both colleges' programs.

It is expected that unanticipated issues will arise during this initial phase of program implementation, and it is incumbent upon the program administration to work with the program faculty, program Advisory Committee, and other appropriate college personnel to resolve problems and ensure the continued improvement of the program.

(3) Course preparation needed by students transferring with a technical associate degree

Grays Harbor College and Centralia College both offer pathways built upon State Initial Early Childhood Certificate of Completion creating a 1+1+2 option for completing the BAS-TE. Centralia College also offers an Associate in Applied Science – Transfer in Early Childhood Education that offers one more option.

| Associate in Applied Science Transfer - Early Childhood Education | | Early Childhood Education Certificate of Completion | | | |
|--|---|---|---|--|---|
| Centralia (2+2) | | Centralia (1+1+2) | | Grays Harbor (1+1+2) | |
| Initial State ECE Certificate (12) | | | | | |
| ECED& 105 (Intro to Early Childhood Ed) | 5 | ECED& 105 (Intro to Early Childhood Ed) | 5 | ECED& 105 (Intro to Early Childhood Ed) | 5 |
| ECED& 107 (Health, Safety, and Nutrition) | 5 | ECED& 107 (Health, Safety, and Nutrition) | 5 | ECED& 107 (Health, Safety, and Nutrition) | 5 |
| ECED& 120 (Practicum: Nurturing Relationships) | 2 | ECED& 120 (Practicum: Nurturing Relationships) | 2 | ECED& 120 (Practicum: Nurturing Relationships) | 2 |
| Core Course Work to Complete State ECE Certificate (25-30) | | | | | |
| ECED& 160 (Curriculum Development) | 5 | ECED& 160 (Curriculum Development) | 5 | ECED& 160 (Curriculum Development) | 5 |
| ECED& 170 (Environments for Young Children) | 3 | ECED& 170 (Environments for Young Children) | 3 | ECED& 170 (Environments for Young Children) | 3 |
| ECED& 180 (Language and Literacy Development) | 3 | ECED& 180 (Language and Literacy Development) | 3 | ECED& 180 (Language and Literacy Development) | 3 |
| ECED& 190 (Observation and Assessment) | 3 | ECED& 190 (Observation and Assessment) | 3 | ECED& 190 (Observation and Assessment) | 3 |
| EDUC& 115 (Child Development) | 5 | EDUC& 115 (Child Development) | 5 | EDUC& 115 (Child Development) | 5 |
| EDUC& 150 (Child, Family, Community) | 3 | EDUC& 150 (Child, Family, Community) | 3 | EDUC& 150 (Child, Family, Community) | 3 |
| Specialization Coursework | 3 | Specialization Coursework | 3 | Specialization Coursework | 3 |
| HR 110 (Human Relations in the Workplace) | 5 | HR 110 (Human Relations in the Workplace) | 5 | | |
| GUR Distribution Course Work to Complete State ECE Certificate (10) | | | | | |
| ENGL&101 (English Comp 1) | 5 | ENGL&101 (English Comp 1) | 5 | ENGL&101 (English Comp 1) | 5 |
| MATH& 131 (Math for Elementary Ed. I) | 5 | MATH& 131 (Math for Elementary Ed. I) | 5 | Math& 131 (Math for Elem Ed) | 5 |
| Additional General Education/Content | | | | | |

| Writing (5) | | | | | |
|---|---|---------------------------------------|-------------------------------------|-----------------------------------|------|
| ENGL&102 (English Comp 2) | 5 | ENGL&102 (English Comp 2) | 5 | ENGL&102 (English Comp 2) | 5 |
| Quantitative Skills (5) | | | | | |
| MATH& 132 (Math for Elem. Ed. II) | 5 | MATH& 132 (Math for Elem. Ed. II) | 5 | MATH& 132 (Math for Elem. Ed. II) | 5 |
| Social Science Distribution (15) | | | | | |
| HIST& 116 (Western Civ. I) | 5 | SOC& 101 (Intro to Sociology) | 5 | HIST& 116 (Western Civ. I) | 5 |
| PSYC& 100 (General Psychology) | 5 | PSYC& 100 (General Psychology) | 5 | PSYC& 100 (General Psychology) | 5 |
| ECON& 202 (Macro Economics) | 5 | ECON& 202 (Macro Economics) | 5 | ECON& 202 (Macro Economics) | 5 |
| Humanities Distribution (10) | | | Humanities Distribution (20) | | |
| CMST& 220 (Public Speaking) | 5 | CMST& 220 (Public Speaking) | 5 | SPCH 101 (Fundamentals of Speech) | 5 |
| Humanities Distribution | 5 | Humanities Distribution | 5 | MUSIC 100 (Music Fundamentals) | 5 |
| | | | | ENGL XXX (Children's Lit) | 5 |
| | | | | ART 101 (Drawing I) | 5 OR |
| | | | | ART 104 (Design I) | 5 |
| Science Distribution (15) | | | | | |
| BIOL& 100 (Survey of Biology) | 5 | BIOL& 100 (Survey of Biology) | 5 | BIOL& 100 w/ on-ground lab | 5 |
| GEOL& 101 (Intro to Physical Geology) | 5 | GEOL& 101 (Intro to Physical Geology) | 5 | Earth 102 | 5 |
| Science Distribution | 5 | Science Distribution | 5 | ENVS& 100 Environmental Science | 5 |
| Specified Electives(10) | | | Specified Electives(5) | | |
| Health and Fitness | 3 | Health and Fitness | 3 | POLS& 200 American Government | 5 |

| | | | | | |
|---------------------------------|------------|---------------------------------|------------|--|------------|
| PSYC& 200 (Lifespan Psychology) | 5 | PSYC& 200 (Lifespan Psychology) | 5 | | |
| Total Credits | 107 | | 107 | | 112 |

Students entering the program with the AA in Early Childhood Education or AA in Education degree from Centralia College or Grays Harbor will have a seamless pathway for transition.

| Associate in Arts – Education | | | | Associate in Arts-Early Childhood Education | |
|---|---|-------------------------------------|---|---|---|
| Grays Harbor (2+2) | | Centralia (2+2) | | Centralia (2+2) | |
| Writing (10 Credits) | | | | | |
| ENGL&101 (English Comp 1) | 5 | ENGL&101 (English Comp 1) | 5 | ENGL&101 (English Comp 1) | 5 |
| ENGL&102 (English Comp 2) | 5 | ENGL&102 (English Comp 2) | 5 | ENGL&102 (English Comp 2) | 5 |
| Quantitative Skills (10) | | | | | |
| MATH& 131 (Math for Elem.) | 5 | MATH& 131 (Math for Elem.) | 5 | MATH& 131 (Math for Elem.) | 5 |
| MATH& 132 (Math for Elem.) | 5 | MATH& 132 (Math for Elem.) | 5 | MATH& 132 (Math for Elem.) | 5 |
| Social Science Distribution (15) | | | | | |
| HIST&116 (Western Civ. I) | 5 | HIST&116 (Western Civ. I) | 5 | HIST&116 (Western Civ. I) | 5 |
| PSYC& 100 (General Psychology) | 5 | PSYC& 200 (Lifespan Psychology) | 5 | PSYC& 100 (General Psychology) | 5 |
| POLS& 202 (American Gov.) | 5 | ECON& 202 (Macro Economics) | 5 | Soc&101 (Intro to Sociology) | 5 |
| Humanities Distribution (20) | | Humanities Distribution (15) | | | |
| SPCH 101 (Fundamentals of Speech) | 5 | CMST& (Public Speaking) | 5 | CMST& (Public Speaking) | 5 |
| MUSIC 100 (Music Fundamentals) | 5 | Humanities Distribution | 5 | Humanities Distribution | 5 |
| ENGL XXX (Children's Lit) | 5 | Humanities Distribution | 5 | Humanities Distribution | 5 |
| ART 101 (Drawing I) OR | 5 | | | | |

| | | | | | |
|----------------------------------|-----------|---------------------------------------|-----------|---------------------------------------|-----------|
| ART 104 (Design I) | 5 | | | | |
| Science Distribution (15) | | | | | |
| BIOL& 100 w/ on-ground lab | 5 | BIOL& 100 (Survey of Biology) | 5 | BIOL& 100 (Survey of Biology) | 5 |
| Earth 102 | 5 | GEOL& 101 (Intro to Physical Geology) | 5 | GEOL& 101 (Intro to Physical Geology) | 5 |
| ENVS& 100 Environmental Science | 5 | Science Distribution | 5 | Science Distribution | 5 |
| Electives/Core (20) | | Electives/Core (32) | | | |
| EDUC 201 | 5 | EDUC& 201 | 3 | ECED& 105 | 5 |
| EDUC 202 | 3 | EDUC 202 | 2 | ECED& 160 | 5 |
| SOC& 101 | 5 | Academic Electives | 22 | ECED& 190 | 3 |
| ECON& 202(Macro Economics) | 5 | Health and Fitness | 3 | ECED 181 | 5 |
| Other | 2 | | | EDUC& 130 | 3 |
| | | | | EDUC& 150 | 3 |
| | | | | EDUC& 115 | 5 |
| | | | | ECON&202 | 5 |
| | | | | Health and Fitness | 3 |
| Total | 90 | | 90 | | 97 |

Students entering from other colleges, with an AAS or AAS-T degree may have to complete additional general education requirements during the BAS-TE program. This would likely increase the student's credit load from 15 credits per quarter to 20 credits per quarter. In total, 60 general education credits are required between lower division and upper division courses.

In addition, Centralia College and Grays Harbor College are developing prior learning assessments and/or competency based assessments for current paraprofessionals based on the January 10, 2016 "A Report to the Education Committees of the Washington State Legislature" submitted by the Professional Educator Standards Board – Paraeducator Work Group (<http://www.pesb.wa.gov/home/para-work-group>). By earning credit for prior knowledge and work experience, paraeducators do not have to begin

the program by taking lower division classes that their work experience demonstrates they have already mastered. This will save the students time and money in earning their AAS-T Paraprofessional degree and shorten the career path to the BAS-TE degree and ultimately teaching certification. The Practicum Track (or Non-Special Education Track) provides an excellent opportunity for paraeducators to use prior learning assessment of work experience to reduce the amount of coursework needed to complete a degree.

(4) General Education components

Sixty credits are required as identified in the proceeding chart. All students are encouraged to complete English Composition I (5 credits), English Composition II (5 credits), CMST& 220 Public Speaking (5 credits), PSYC& 100 General Psychology (5 credits), Natural Science course w/lab (5 credits), Social Science course (5 credits); Humanities course (5 credits) and a Quantitative Skills course (5 credits). This allows the students to carry a workload of 15 credits as prescribed by the BAS-TE educational planner (Appendix A). Students who do not have a minimum of thirty credits of general education, upon entering the program, will have to complete additional general education requirements during the program which will require a quarterly workload of up to 20 credits or the use of additional quarter(s) to complete the requirements. Prior to graduation from the BAS-TE program, students will have completed a total of sixty general education courses.

Bachelor of Applied Science in Teacher Education

| | Credits |
|---|----------------|
| A. Communication (10 credits) | |
| English Composition I | 5 |
| English Composition II | 5 |
| B. Humanities (10 credits) | |
| Public Speaking | 5 |
| Humanities elective | 5 |
| C. Social Science (15 credits) | |
| General Psychology | 5 |
| Western Civilization | 5 |
| Economics | 5 |
| D. Mathematical (10 credits) | |
| Math for Elementary Education I | 5 |
| Math for Elementary Education II | 5 |
| E. Natural Science (10 credits) | |
| Biology Natural Science course w/lab | 5 |
| Earth Natural Science course | 5 |
| Five additional credits in general education in areas above | <u>5</u> |
| Subtotal | 60 |

(5) Course work needed at junior and senior levels in the BAS

All students will take both Core and Elementary Education courses and then make a choice between the Special Education and the practicum pathway. Although a joint program, PESB mandates the capacity for each college to have a stand-alone curriculum. Both colleges curriculum will mirror on another, yet instruction of the classes is a collaborative process.

| Upper Division Curriculum Grays Harbor/Centralia | | | |
|---|-----------|--|-----------|
| Core Courses | | Elementary Education Courses | |
| BAST/ EDUC 350 Diversity in Students | 3 | BAST/ EDUC 325 Teaching Math | 5 |
| BAST/ EDUC 351 Abuse and Neglect | 2 | BAST/ EDUC 326 Teaching Science | 5 |
| BAST/ EDUC 360 Assessment and Evaluation | 5 | BAST/ EDUC 335 Teaching Music and the Arts | 5 |
| BAST/ EDUC 380 Educational Psychology | 5 | BAST/ EDUC 345 Teaching Language Arts and Development | 5 |
| BAST/ EDUC 400 Education and the Law | 5 | BAST/ EDUC 355 Teaching Reading | 5 |
| BAST/ EDUC 420 Curriculum and Instruction | 5 | BAST/ EDUC 365 Teaching Social Studies | 5 |
| BAST/ EDUC 421 Classroom Management | 5 | | |
| BAST/ EDUC 430 Social Foundations | 5 | | |
| Total | 35 | Total | 30 |
| Practicum Track (Non-Special Education) | | OR Special Education Endorsement Courses | |
| BAST/ EDUC 491 Practicum 1 - Intro to schools | 3 | BAST/ EDUC 300 Intro to Special Ed: Exceptional Learners and Inclusion | 5 |
| BAST/ EDUC 492 Practicum 2 - Diverse populations | 3 | BAST/ EDUC 370 Supporting Exceptional Learners | 3 |
| BAST/ EDUC 493 Practicum 3 - A look into Special Education | 3 | BAST/ EDUC 381 Development of Differently-Abled Children | 5 |
| BAST/ EDUC 494 Practicum 4 – Teacher evaluation in the real world | 3 | BAST/ EDUC 410 Special Topics in Education | 5 |
| BAST/ EDUC 495 Practicum 5 - Educational Systems and a Transition to employment | 3 | BAST/ EDUC 490 Student Teach in Special Education Classroom | 5 |
| BAST/ EDUC 330 Teaching and Technology (lecture 3, lab 2 = 5) | 5 | BAST/ EDUC 498 Student Teach in Special Education Classroom | 5 |
| BAST/ EDUC 496 Student Teaching in Elementary Education | 3 | | |
| BAST/ EDUC 497 Student Teaching in Elementary Education | 5 | | |
| BAST/ EDUC 498 Student Teaching in Elementary Education | 2 | | |
| Total | 30 | Total | 28 |
| Total Elementary Education Cert. + Add Prac. | 95 | Total Elementary Education Cert. + SPED | 93 |

Draft Yearly Schedule

| Fall Year 1 | Winter Year 1 | Spring Year 1 |
|-------------|---------------|---------------|
|-------------|---------------|---------------|

| | | |
|--|--|---|
| BAST/ EDUC 335 Teaching Music and the Arts (5) | BAST/EDUC 420 Curriculum and Instruction (5) | BAST/EDUC 360 Evaluation and Assessment (5) |
| BAST/EDUC 380 Educational Psychology (5) | BAST/EDUC 355 Teaching Reading (5) | BAST/EDUC 345 Teaching Language Arts and Development (5) |
| BAST 491 BAST/ EDUC Practicum 1- Intro to schools (3) OR BAST/ EDUC 300 Intro. to Special Education; Exceptional Learners and Inclusion (5) | BAST 492 BAST/ EDUC Practicum 2 - Teacher evaluation in the real world (3) OR Technology Accommodations (2) and 410 Special Topics in Special Education (2) | BAST/ EDUC 421 Classroom Management (5) |
| | | BAST 493 BAST/ EDUC Practicum 3 - Diverse populations (3) OR BAST/ EDUC 370 Supporting Exceptional Children and Their Families (3) |
| 13/15 Credits | 13/14 Credits | 18/18Credits |
| Fall Year 2 | Winter Year 2 | Spring Year 2 |
| BAST/ EDUC 330 Teaching and Technology (3/2) | BAST/EDUC 365 Teaching Social Studies (5) | BAST/EDUC 430 Social Foundations (50) |
| BAST/EDUC 325 Teaching Math 5 | BAST/EDUC 400 Education and the Law (5) | BAST/EDUC 350 Diversity in Students (3) BAST/EDUC 351 Issues of Abuse and Neglect (2) |
| BAST/EDUC 326 Teaching Science 5 | BAST 494 BAST/ EDUC Practicum 4 – A look into Special Education (3) | BAST 495 BAST/ EDUC Practicum 5 – Educational Systems and a Transition to employment (3) |
| BAST/ EDUC 496 Student Teaching in Elementary Education (3) OR BAST/ EDUC 380 Development of Differently-Abled Children (Birth through Adolescence) (5) | BAST/ EDUC 497 Student Teaching in Elementary Education (5) OR BAST/ EDUC 490 Student Teaching in a Special Education Classroom (5) | BAST/ EDUC 498 Student Teaching in Elementary Education (3) OR Instructional Strategies for Exceptional Learners (5) |
| 17/20 Credits | 18/23 Credits | 16/18 Credits |

| | |
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| <p>2. Qualified faculty.</p> | <p>Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, and continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.</p> <p>Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.</p> |
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Faculty teaching in the degree program will be required to hold a minimum of a master's degree. College-level teaching experience and significant teaching/educational experience is preferred. All program personnel will meet the standards established in WAC 131-16-80 and WAC 131-16-91 as applicable. The colleges recognize the need for doctoral level faculty. Grays Harbor College has four BAS-TE faculty members with doctorates and will focus on that credential in future hires. Faculty members are responsible for developing and teaching courses in their areas of expertise. They will work as a team to share best practices with the goal of continuous improvement in and integration of the program's curriculum. Faculty will also assess student learning outcomes, maintain current knowledge and skills in their areas of assignment, demonstrate a strong commitment to student success, and foster a positive, caring learning environment where diversity and strong leadership are valued.

Faculty members will be chosen from both colleges for their depth of education and experience. The proposed faculty includes a mixture of tenured faculty members who will typically have teaching assignments at both the lower and upper division levels within the colleges and adjunct faculty members recruited to provide expertise in specific areas and a connection to the classroom. The colleges believe this mixture will work well as it provides a stable faculty core and continuity between the BAS-TE and feeder programs within each college. Grays Harbor College faculty for the BAS-TE include four experienced K-12 instructors, each of whom bring formal knowledge and content area specific skills from their K-12 experience.

Delivery mode is a key element of the program. The jointly proposed BAS-TE is a unique degree path proposal for Community and Technical Colleges in Washington State. As designed, the core courses for the Teacher Education program will be the same between Centralia and GHC, while each school will teach a key component of the curriculum. Centralia will be teaching special education on their campus, while GHC will be teaching the K-8 component of the program on their campus. All of the BAS-TE classes will be taught in an ITV setting, so the classes can be shared between the two schools. Students at each school will have resident faculty to consult with. By sharing a common core, employers are ensured a common skillset when hiring students from either institution. By having two cooperative and complementary degrees available, Centralia and GHC degrees in Teacher Preparation are highly responsive to the local needs within different and diverse communities. This model also creates the potential that other associate degree granting institutions could be added as a separate track in the future, reducing potential future redundancies in programs while still serving place-based students. Centralia College and Grays Harbor College are dedicated to innovative teaching to facilitate the joint degree process. Teaching methods such as on-line courses, remotely televised courses, travelling

instructors, separate lecture and joint lab courses involving students from both institutions, campus visits, and intensive courses will ensure that students location bound to one campus location can get the credits and courses they need. Additionally, each college is equipped with a number of well-prepared classrooms and ITV classrooms. Student teaching and practicums will be held in elementary schools throughout the community.

The joint degree ensures Centralia College and Grays Harbor College will maintain a high degree of collaboration and cooperation to best serve students and industry needs. Participation in regular joint meetings will be built into the program(s) as a requirement for all program faculty, which will ensure the high degree of collaboration and cooperation. Each degree will be highly collaborative between the institutions; however, both degrees would operate so that the success of one school is independent of the other school's success, ensuring BAS-TE degree longevity in the State of Washington.

In addition, faculty must be willing to work on an ongoing basis in a far more collaborative mode in a learning community than is typically required so they can approach the students knowing what key concepts are being covered in the concurrent courses being taught by their peers. This will provide opportunities for a more integrated approach.

Faculty members designated "CF" below are full-time employees of Centralia College who will teach one or more courses. A "GF" designates full-time employees of Grays Harbor College who aim to teach one or more courses. A "P" designation indicates they are not permanent college employees but will be employed to teach part-time. The assignment of courses in a given quarter will be determined by the appropriate administrative designee at each college.

Faculty Profile

| Faculty Name | Credentials | Status |
|-----------------|--|--------|
| Gloria Price | M.Ed. Curriculum Design and Instruction in Early Childhood Education B.S. Child Development and Family Relations/Elementary Education | CF |
| Kathryn Halsan | M.A. Special Education B.A. Special and General Education Autism Summer Program: Autism Education 37 years K-12 instruction | CP |
| Bobbi Quentin | B.A. Special Education 35+ years K-12 instruction 2 years instruction higher education | CP |
| Matthew Woodard | Advanced Graduate Certification-- Behavioral Intervention in Autism (ABA) M.Ed Special Education, Moderate Disabilities (5-12) | CP |
| David White | M.Ed Social Science/Education 3 years K-12 instruction 16+ years higher education instruction | CP |

| | | |
|-------------------|--|----|
| Sabrina Grant | Ed.D Special Education (in progress) Ed.S Teacher Leadership National Board Certification M.Ed Special Education 10 years K-12 instruction | CP |
| Kathryn Rotter | MA SPED 20+ years K-12 instruction | CP |
| Darby Cavin | Ed. D in Education, Seattle Pacific University, Seattle, WA; Master of Letters, University of St. Andrews, Fife, Scotland; BA in Education and English(teaching endorsements in English and Journalism), Whitworth University, Spokane, WA Over 8 years K-12 teaching experience 11+ years teaching in Elementary Education Teacher Preparation programs for WSU, WSU-Vancouver, and City University | GF |
| Erin Dilly-Linton | Ed.D., Educational Leadership, University of Phoenix; M.Ed. University of Phoenix, Secondary Teacher Education; B.A. History/International Studies of Comparative Religion, University of Washington, Seattle WA; 3 years K-12 teaching experience | GP |
| Chris A. Portmann | Ph.D. Education-Administration, Curriculum & Instruction, University of Nebraska, Lincoln, NE; MA in Liberal Studies, Regis University, Denver, CO; BS Society and Technology Montana Tech, Butte, MT 10+ years teaching in Elementary Education Teacher Preparation programs for WSU and WSU-Vancouver | GF |
| Taya Do | Professional Teaching Certification, Washington State University, Pullman, WA; M.S Ed Masters of Science in Mathematics Education, Walden University, Minneapolis, MN;B.A. in Secondary Education (Endorsements in Mathematics, Health Education, Physical Education and Coaching), Eastern Washington University, Cheney, WA 8 years K-12 Classroom Teaching Experience | GF |
| William Dyer | Doctorate of Musical Arts, Boston University, Boston, MA (summer 2016); MA in Music, Northwestern University, Evanston, IL; BA in Music Education, University of Puget Sound, Tacoma, WA 21 years K-12 Classroom Teaching Experience | GF |

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| <p>3. Selective admissions process, if used for the program, consistent with an open door institution.</p> | <p>Describe the selection and admission process. Explain efforts that will be used to assure that the program serves as diverse a population as possible.</p> |
|--|---|

Selection and admission process

Admission

The colleges will accept 30 students into the program every other fall quarter. With the joint venture between the colleges, flexibility in offering an annual fall start-up will be possible as demand shifts. Application forms will be available on the colleges Web site and can be submitted electronically.

Selection

Selection into the program is merit based, with a strong academically based threshold for entrance into the admissions pool. In order to be placed into the admissions pool, applicants must complete or submit the following:

- Completion of the BAS application materials
- An earned associate's or higher degree from a regionally accredited college or university with a minimum cumulative GPA of 2.7 in Education, Early Childhood Education or equivalent degree and transcripts approved by BAS administration.
- Successful completion of WEST-B (Washington Educator Skills Test Basic). The WEST-B consists of three sub-tests that measure basic skills in reading, math, and writing. All three sub-tests must be passed to meet the WEST-B requirement.
- Candidate must be able to pass a Washington State Patrol and FBI background check and complete a character and fitness check form for clearance before the start of the program. Candidates must have completed the Washington State Patrol fingerprinting process.
- 3 letters of recommendation, for example from an employer, instructor, or an education who can talk about your interaction with youth.
- Resume in a chronological format.
- Certification/documentation of 30 hours of experience with k-8 youth.
- Complete an in-person interview with appointed program staff.
- Expected Proficiency: Although not an admissions requirement, baccalaureate students are expected to have an ability in general computing that includes: navigating online and proficiency in word processing, spread sheets, and presentation software.

The selection process will be conducted by a committee that includes the BAS administrators from both campuses and at least one faculty member from the program. The admissions department for each college will also be involved in screening and reviewing information to ensure minimum admissions criteria have been achieved for placement into the admissions pool.

Because it is anticipated that the number of academically qualified applicants will exceed space availability, the selection committee will then proceed to a process of evaluating the individual applicants on specific criteria – reducing the admissions pool to spaces available. This process will include:

- A thorough review of each application, including transcripts, admissions forms, essays, resumes, and other available documentation.
- Qualified ratings for each applicant by each member of the selection committee based upon predetermined specific dimensions. These dimensions will include the number of recommended classes taken and may include relevant work experience, strength of the personal statement, and diversity of work experience. Prior to selection of an initial cohort, these selection dimensions will have been identified, definitions developed, a rating scale developed, and committee members trained to use the dimensions in a reliable and valid manner. The colleges are developing a work experience cross-walk to accommodate para-professional work experience.
- Review and discussion of the ratings of each applicant by the committee. Where significant disagreement exists regarding the ratings for an applicant, the committee will review the applicant's data and reach a consensus on the rating.
- Identification of the top candidates, based on the ratings, sufficient to fill available spaces. A waiting list of candidates also will be developed in case not all of those selected subsequently enroll in the program.
- Students, who wish to take only one course per quarter, may be allowed to register for that course if the student meets the minimum admissions criteria and there is space available. This decision will be made each quarter and only on a space available basis.

Space availability

The Bachelor of Applied Science in Teacher Education is designed around the principle of “high tech-high touch” and targets an incoming class of 30 students. The targeted class size accommodates a 15 and 15 split for enrollment purposes between Centralia College and Grays Harbor College.

For purposes of enrollment management and conservative fiscal projections, an incoming class of 30 students per enrollment year with an attrition rate of 20 percent was assumed. The program, however, is geared to minimize attrition through a selective admissions process, orientation, and ongoing retention services.

Recruitment

Centralia College and Grays Harbor College have been in dialog with their neighboring colleges (South Puget Sound, Olympic, and Lower Columbia) since the inception of this project. South Puget Sound and Lower Columbia colleges have already signed letters of support. Centralia College and Grays Harbor are committed to providing opportunities to all qualified applicants in the Southwest Washington area. Program entrance requirements take into consideration the programs of those institutions.

As members of the Washington Council for High School-College Relations (WCHSCR) program for college fairs, Centralia College and/or Grays Harbor will staff a table at these college fairs and conduct on-campus presentations, similar to other four-year programs which provide information in accordance with the rules and guidelines of WCHSCR.

The program administrators of the BAS-TE program plan to meet with the professional advising staffs of SPSCC, Olympic, and LCC to explain the program and to set up two-way communications to ease the transition of students through the admissions process. Print and electronic information will be available to assist these advising professional and students.

In all print and electronic communications, specific information about admissions requirements, financial aid processes, and admissions and financial aid deadlines will be provided. In addition, professionals and students at these colleges will have the direct phone number and email address of the program administrators.

Student groups from which we will primarily recruit students for this program, and the colleges' plan for outreach to these groups of students:

| Major Target Markets | Outreach Tactics |
|---|--|
| Currently enrolled Centralia College & Grays Harbor College students. | Postcards, online course management system, Website, email, Facebook, in-person presentations, faculty advisors, posters, college and job fairs. |
| Previously enrolled students and graduates of Centralia College & Grays Harbor College. | Postcards through alumni association, Website, local media, college fairs, job fairs. |
| Native Populations | Meet directly with local tribal leadership and follow up with direct mail communication sequence. |
| Latino Community | Direct mail to students who attended the Latino Youth Summit, contacts with Latino Community through the Hispanic Roundtable, Hispanic community organizations, churches and non-profits, Website. |
| | Collaborate with WorkSource Centers, the colleges' Worker Retraining Office, and the Pacific Mountain Workforce Development Council, other local government agencies to promote the program and to obtain referrals. |
| Graduates of Lower Columbia Community College, South Puget Sound Community College, Olympic College | Radio and TV media mix, newspaper, college fairs, job fairs, print media in the perspective colleges' advising/counseling/admissions centers. |
| Veterans | Local veteran organizations, education center at Joint Base Lewis McCord, Vet Corps outreach, Website, job fairs. |

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| Current paraprofessionals | Postcards, print materials in ESDs, local schools and district offices, radio and TV media mix, newspaper, college publications, Website |
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Articulation

Articulation is provided through the usual and customary process for transfer of courses and recognition of degrees within the community college system. Centralia College and Grays Harbor College recognize the degrees and courses from the neighboring community colleges and will transfer in all applicable coursework consistent with SBCTC policies and the accreditations standards of the Northwest Commission of Colleges and Universities.

Serves a diverse population

In order to reach place-bound students, instructional delivery will be via hybrid and ITV pedagogy which will deliver lecture, class materials, and other information on Web-based learning management system. Students will be able to attend the campus, Centralia College or Grays Harbor which is in closer proximity to their location to attend the face-to-face classes offered through ITV. This will allow students in two locations to discuss, work in teams, and apply the curriculum together. The format will permit working students to pursue their academic goals while meeting work and personal obligations.

The following actions will take place to assure as a diverse a population as possible:

- See target markets in the recruiting section above
- Recruit people of color and other traditionally under-represented populations who are Centralia College and Grays Harbor graduates or graduates from nearby community colleges.
- Engage in targeted marketing, working with diverse organizations on our campuses as well as organizations in nearby colleges.
- Work with OSPI, ESD, and school districts to develop additional strategies to attract a diverse student body from workers in their employment ranks.
- Regularly assess recruitment/retention efforts with regard to under-represented populations and continually monitor the level of participation and report to the Board of Trustees through annual monitoring reports.
- Work with the colleges foundations to create scholarships to support diverse students in the BAS Teacher Education program.

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| 4. Appropriate student services plan. | Describe services that will be needed by the students admitted to the degree program and the college plan for providing those services. Include a description of financial aid services and academic advising for students admitted into the program. |
|---------------------------------------|---|

As community colleges, one of our strengths is the variety of student-focused support services that help students achieve success in accomplishing their goals. Students in the BAS program will be supported by the same high-quality student services that all students receive. The following services will be those most frequently used by baccalaureate students.

BAS-TE specific support: Each institution provides a *person* for BAS-TE students as their prime on campus contact. At Grays Harbor College it is the Assistant Dean for Transfer and Baccalaureate Programs, while at Centralia it is the BAS Program Specialist. The deans and the program specialists for BAS programs at both colleges will provide coverage immediately prior to class periods. This will provide students ready access at a time where they are already on campus without the need to schedule a meeting.

Student advising, retention and success: The program staff will assist students with their educational planning and progress toward degree completion while supporting the faculty who conduct academic advising. Each student will have an individualized schedule and advising plan. Students can use degree planning worksheets to assess their progress. Student retention and student success are the college's top priorities. Centralia College was commended by the NWCCU accrediting association in October, 2010 – "The College is to be commended for its student-centered focus toward retention and success as exemplified in the faculty-led advising model." Students appreciate and respond to having a specific person they can go to for assistance. Program faculty will work with students who need additional assistance to develop personalized student success strategies. Grays Harbor received a similar commendation in 2011: "The evaluators commend the faculty and staff for their unwavering commitment to the students and the community. The College has created a nurturing and vibrant learning environment, encourages student engagement outside the classroom, and has made service to community an integral part of its culture."

Credentials evaluation: Credential evaluators with extensive experience will evaluate transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and student records for all degree requirements when students near graduation. The colleges' credentials evaluators, in consultation with program faculty, will evaluate all transfer or prior learning requests for core courses.

Certifying Official: each college will designate a BAS-TE faculty member to act as the certifying official for the programs, as required by the PESB.

Online Services: Both colleges offer online services enable students to apply for admissions, plan their schedules, register and pay for classes, run a Degree Audit to view graduation requirements for their program and courses needed to complete the program, and view their unofficial transcript. Students can also access their student e-mail account, eLearning content and resources, and library services.

Student Life: Both colleges recognize that lifelong connections are formed both inside and outside the classroom. We program activities and events that will provide opportunities to connect to students' community. We host events on and off campus in environments that foster personal and professional relationship building, provide occasion to enrich students' cultural experience, cultivate community connections, and support a healthy school-life balance. We encourage involvement by offering a wide variety of experiences. Events include: volunteering, lectures that will challenge students' current perspectives and ideas in a safe and educational setting, leadership opportunities, and students' favorite- FUN! We are here to be students' resource for involvement as they grow into a well-educated and active global citizen.

Centralia's Center for Disability Services (CDS) and GHC's office of Disability Support Services (DSS): Provides accommodations for students with documented disabilities. It provides course materials in alternate formats, reduced distraction-testing, adaptive technology aids, and assists faculty in providing appropriate accommodations.

Financial aid: The Financial Aid offices prepare and disburse federal, state, and institutional aid for all Centralia and Grays Harbor College students. Students can monitor the process of their applications online. Eligible students will be able to apply for student employment.

- Financial Aid Portal, students from both colleges are able to access their financial aid information via the online portal. The financial aid process for the BAS-FRM student is somewhat different from that of the other students on campus. It is for this reason that the BAS program will fund additional hours for the financial aid director and assistant director to award these students, and explain their options. The financial aid staff will schedule appointments when possible that will work for BAS-FRM student.
- Foundation support is provided to students at both Centralia College and Grays Harbor Colleges recognize that paying for college is a challenge for most students. Financial aid is available in three forms: gift aid—grants and scholarships; employment—jobs on or off campus; and loans—low interest with deferred repayment. Yet, additional aid truly makes a difference to students.
- The Centralia College Foundation offered more than \$740,000 scholarships to students at Centralia College, in 2014-2015. Once the proposed BAS-TE degree is approved, the Centralia College Foundation will reach out to local companies to create BAS-TE program-specific scholarships.
- The Grays Harbor College Foundations offered more than 286 scholarships to Grays Harbor students, and a 17 of these scholarships are for students pursuing education.

TRiO (at both campuses): Students who are first-generation college, low-income, or have a documented disability receive academic and personal support. Services include tutoring, study skills, and advocacy. The Department of Education has approved extension of this program to all bachelor's degree students who fit eligibility criteria.

Veteran's Administration programs: The Veterans Affairs Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students. The BAS-TE degree will be eligible for VA-approved student funds.

Tutoring: Both campuses provide tutoring services are available for mathematics, statistics, English, and accounting. Online tutoring is available 24 hours a day, seven days a week. See <https://www.etutoring.org/login.cfm?institutionid=193> and <http://owl.waol.org>.

Internet access: Both colleges have computer labs, staffed with assistants, which are available to BAS-TE students. Centralia's labs are available Monday through Thursday through 8 p.m. The campus is Wi-Fi enabled and students can access the Wi-Fi from any location on campus using personal laptops. The two major academic buildings on campus are open evenings until 10 p.m. and have Wi-Fi access. GHC has a number of open computing labs with extended hours for students, including weekends. The labs are staffed and provide up-to-date software applications.

Library support: Both campus offer stellar library services. The library at Centralia has a two-pronged vision in support of the college mission. One, provide access to information and technology resources that support teaching and enhance student learning. And two, foster an environment in which students acquire the information literacy skills and computer competencies that support independent inquiry and lifelong learning. To fulfill this vision, the library provides multiple services for students, faculty and staff. These include development and maintenance of collections in support of the college curriculum, information literacy instruction, reference service, circulation services, course reserves, inter-library loan, instructional equipment, student technology support, college archives, and copyright guidance. Library instruction and collection development is conducted by professional librarians, each with a specific liaison area in the college's academic and technical programs. The library's collections consist of both print and online resources. The monograph collection alone includes over 70,000 titles, half of which are in e-book collections.

Grays Harbor College's Spellman Library provides multiple services for students, faculty and staff. The library staff fosters an environment in which students acquire the information literacy skills and computer competencies that support independent inquiry and lifelong learning. The library team developments and maintains collections in support of college curriculum, information literacy instruction, reference service, circulation services, course reserves, inter-library loan, instructional equipment, student technology support, college archives, and copyright guidance. Library instruction and collection development is conducted by professional librarians, each with a specific liaison area in the college's academic and technical programs. Support of the BAS-FTE program will fall to the librarian who has developed the resources to support the BAS-TE. This position will be budgeted a 0.1 FTE increase to provide additional services in the evening to BAS-TE students. The library's collection consists of both print and online resources. The monograph collection alone includes over 70,000 titles, half of which are in e-book collections. The library collections budget to support the BAS-TE degree includes initial funding to augment the current monograph collection and purchase additional online databases. The growth of the collection will be focused on elementary education. The library currently subscribes to several major full-text periodical databases with access to thousands of titles.

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| 5. Commitment to build and sustain a high quality program. | <p>Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be used; (4) equipment, technology, and instructional resources needed for the program.</p> <p>Document the college's ability to sustain the program over time.</p> |
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Financial Plan

Centralia College and Grays Harbor College propose the following comprehensive financial plans for their BAS degree in Teacher Education program. The key to the MOU (Appendix B) is that each college pays \$70 per credit taken by students at the other college.

Funds Used to Support the Program

The BAS degree in Teacher Education program, although not contracted, operates as a self-supported program for Centralia College and Grays Harbor College. The programs are separate, and operate under a memorandum of understanding (see Appendix B).

Centralia Program Projections

Projected enrollments and revenue in the BAS-TE degree program for the first five years are shown in Table 7

Table 7: Centralia College Projected Program Revenue:

| | Start-up | Year 1 2016-17 | Year 2 2017-18 | Year 3 2018-19 | Year 4 2019-20 | Year 5 2020-21 |
|--|----------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Projected Enrollment | | 15 | 12* | 15 | 12* | 15 |
| Total tuition generated from CC students (14 students/15 cr *3 quarters) | | \$91,080 | \$61,956 | \$77,445 | \$61,956 | \$77,445 |
| Estimated revenue from GHC* | | \$22,050 | \$18,900 | \$22,050 | \$18,900 | \$22,050 |
| Payment to GHC for CC student in their classes at \$70/credit | | (\$22,050) | (\$18,900) | (\$22,050) | (\$18,900) | (\$22,050) |
| Total Centralia College Revenue | | \$91,080 | \$61,956 | \$77,445 | \$61,956 | \$77,445 |
| Total Centralia College Expenses | \$16,702 | \$54,373 | \$55,062 | \$52,536 | \$53,797 | \$55,096 |

| | | | | | | |
|-------------|------------|----------|---------|----------|---------|----------|
| Net Revenue | (\$16,702) | \$36,707 | \$6,894 | \$24,909 | \$8,159 | \$22,349 |
|-------------|------------|----------|---------|----------|---------|----------|

- 1) Enrollment is based on a cohort start of every other year. This is a conservative projection. When demand increases, once the program is launched, there is flexibility to begin a cohort annually. The program is expected a minimum of an 80% retention rate. Centralia College's BAS Management has over a 90% retention rate and the BAS Diesel Technology has an 80% retention rate making this figure conservative yet realistic.
- 2) Tuition projections are based on a rate of \$2,024 for 15 credit hours in a quarter. There is a reduction in tuition the following year of 15%. Therefore, tuition for 2017-2018 is calculated at \$1,721 for 15 credit hours in a quarter. Since we are not anticipating a tuition increase, the tuition was calculated with a zero increase each year to conservatively reflect revenue expectations. Revenue calculations are based solely on tuition collections and do not account for state support FTE dollars. (We need to revisit this).

Projected Program Expenses

Centralia College is committed to making this program succeed. Centralia College anticipates program expenses for the first five years of the BAS degree in Teacher Education program as detailed in Table 8.

Table 8: Centralia College Projected Program Expenses: The projected expenditures assume a 3% average salary increase per year in years 2-5.

| | Startup 2015-2016 | Year 1 2016-17 | Year 2 2017-18 | Year 3 2018-19 | Year 4 2019-20 | Year 5 2020-21 |
|---|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Program Specialist 25% | \$13,202 | \$13,598 | \$14,006 | \$14,426 | \$14,859 | \$15,305 |
| Faculty w/benefits | | \$26,025 | \$26,806 | \$27,610 | \$28,438 | \$29,291 |
| Curriculum Development Stipends (9 courses & QM) | \$3,000 | \$6,750 | \$6,250 | \$2,500 | \$2,500 | \$2,500 |
| Stipends for travel and per diem including joint monthly collaboration meetings | | \$500 | \$500 | \$500 | \$500 | \$500 |
| External Review | \$500 | | | | | |
| Library | | \$3,500 | \$3,500 | \$3,500 | \$3,500 | \$3,500 |
| Professional Development/Conferences/ Travel | | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| Marketing/Recruitment | | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| Total Estimated Program Expenses | \$16,702 | \$54,373 | \$55,062 | \$52,536 | \$53,797 | \$55,096 |

- 1) The Program Specialist's salary is allocated to each BAS program. Twenty-five percent is allocated to the BAS-TE with a calculated 3% annual increase. The program specialist is a full-

time employee dedicated to BAS programs. There are currently four BAS programs and we are assuming equal division of time.

- 2) Faculty will be shared between Centralia College and Grays Harbor College equally. Forty-five credits will be administered annually so each college will be paying for 20-25 credits of instruction annually.
- 3) Program development and review
 - Qualified faculty will collaborate to develop BAS –TE curriculum. Faculty will be compensated \$750 for each course developed and successfully taken through Instructional Council as per Centralia College policies.
 - Centralia College will pay \$375 per course for any course that requires extensive modifications and approval from Instructional Council. It is assumed that many courses will require some level of modification after being instructed the first time.
 - Centralia College requires all faculty that teach courses in fully-online or hybrid modalities to complete a Quality Matters like process. Upon successful completion of this process, faculty receive a \$750 stipend.
- 4) Stipends for travel
 - Working in collaboration with another college will require faculty to attend joint collaboration meetings to assess curriculum and functionality of the program.
- 5) External Reviewers
Centralia College will request the review of the proposed curriculum by other institutes of higher education that offer similar degrees.
- 6) Library databases/materials
Collections/databases that are program specific
- 7) Faculty development and training
Faculty teaching the BAS-TE will be required to maintain their certifications and attend new relevant training opportunities as they arise.
- 8) Marketing/Recruitment
Recruitment will be vital to the enrollment of the program. Assigned faculty and/or college representative will need to recruit and advertise for the BAS-TE program which could include local travel

GHC Finance and Program Projections

The GHC degree calculations are based on a conservative estimate of new students entering the cohort-based program every other year (there is potential for more). This is a conservative projection. When demand increases, once the program is launched, there is flexibility to begin a cohort annually. The program is expected a minimum of a 90% retention rate.

Projected Program Revenue

The two colleges have developed a memo of understanding (Appendix C) whereby each institution will reimburse their partner institution for students attending classes offered through the other institution. Each college's students will register and complete classes through their institution, while the student will receive roughly half of their instruction from the other school. There will be a \$70 a credit reimbursement for each credit each student takes, taught via the partner institution instruction. Each college keeps their students and FTE.

The program-funding model goes as follows:

- GHC would offer on average 22.5 credits of instruction the each year for both colleges (for a total of 45 credits in the Elementary Education specialization over two years).
- GHC students would take on average 22.5 credits of BAS-TE Special Education core classes taught by Centralia via remote over each year. Totaling in 45 credits one year, and 45 credits the next year.
- GHC students take any addition required support and general education credits through GHC to complete their degree. The 180 credits of the BAS-TE is made up of 90 from the associates program, 45 core credits, and 45 required support and general education credits.

GHC students would earn 45 of their BAS-TE credits through courses taught by GHC faculty on campus. The additional 45 core credits would be taught by Centralia faculty via remote means at GHC (Appendix C). Centralia would offer the Special Educational core credits of the program core over a two-year period and GHC would offer the Elementary Education classes; each school would pay \$70 per credit per student for these core classes.

Table 9: BAS-TE Tuition Revenue

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total tuition generated from GHC students (at \$5,077 net tuition per)* | \$76,155 | \$71,078 | \$76,155 | \$71,078 | \$76,155 |
| Enrollment | 15 | 14* | 15 | 14* | 15 |
| Total credits earned from GHC students | 675 | 630 | 675 | 630 | 675 |
| Credits earned through GHC | 337.5 | 315 | 337.5 | 315 | 337.5 |
| GHC credits generated in credits of Centralia classes each year. | 337.5 | 315 | 337.5 | 315 | 337.5 |
| Our payment to Centralia for GHC students in their classes at \$70 per credit. | (\$23,625) | (\$22,050) | (\$23,625) | (\$22,050) | (\$23,625) |
| Centralia's payment for students in GHC classes at \$70 per credit. | \$23,625 | \$22,050 | \$23,625 | \$22,050 | \$23,625 |
| Net GHC tuition revenue generated | \$76,155 | \$71,078 | \$76,155 | \$71,078 | \$76,155 |

Enrollment is based on a cohort start of every other year. This is a conservative projection. When demand increases, once the program is launched, there is flexibility to begin a cohort annually. The program is expected a minimum of a 90% retention rate.

Projected Program Expenses

For fall quarter of year one (program start), GHC tenured and part-time faculty members will be the Teacher Education faculty and as well as a BAS Program Director for administration duties. It is anticipated that in the second year of the program, the part-time faculty position may be made a full-time tenured position.

Table 10 below outlines estimated Enrollment, Tuition Generated, Estimated Costs, and Estimated Net Program Excess (Deficiency) for GHC

Table 10: BAS-TE Projected Program Expenses

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| Faculty (Overload)** | \$26,685 | \$26,685 | \$26,685 | \$26,685 | \$26,685 |
| Faculty Certifying Official (stipend) | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| Faculty Travel & Meeting Stipend (54 hrs) | \$2,800 | \$2,800 | \$2,800 | \$2,800 | \$2,800 |
| Director (.25 FTE) & benefits | \$23,955 | \$23,955 | \$23,955 | \$23,955 | \$23,955 |
| Library Materials | \$2,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| Credits Evaluator | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| Learning Center (tutor hrs.) | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| Marketing and outreach | \$2,000 | \$1,000 | \$2,000 | \$1,000 | \$2,000 |
| Travel for Collaboration | \$900 | \$900 | \$900 | \$900 | \$900 |
| Goods and Services | \$900 | \$700 | \$900 | \$700 | \$900 |
| Total Expenses | \$72,240 | \$70,040 | \$71,240 | \$70,040 | \$71,240 |
| Net GHC tuition revenue generated | \$76,155 | \$71,078 | \$76,155 | \$71,078 | \$76,155 |
| Estimated Net Program Excess (Deficiency) for GHC | \$3,915 | \$1,038 | \$4,915 | \$1,038 | \$4,915 |

*Tuition here is based on an estimated the tuition rate for 2016-2017 of \$6,222 a year. Starting with a quarterly rate of \$2,074 minus (\$127 building fee plus \$137 S&A fee) = \$1,810 per quarter. \$1,810 x 3 quarters = \$5,430. Subtract \$163 (3% ctclink) and \$190 (3.5% retained for underprivileged students) resulting in a **net tuition of \$5,077 per year**.

**Faculty salary is based on 2016-2017 overload pay of 593 per credit (inclusive of the 1.8% pay increase).

Facilities, Equipment, and Technology

Centralia College and Grays Harbor College both have the facilities, equipment and technology to accommodate a BAS-TE. Student teaching and practicums will be held in elementary schools throughout the community.

| | |
|------------------------------------|--|
| 6. Program specific accreditation. | Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accrediting body. |
|------------------------------------|--|

The State of Washington Professional Educator Standards Board (PESB) endorses preparatory schools interested in offering initial teacher certification. The mission of the PESB "...is educator quality, recognizing the highest possible standards for all educators are essential to ensuring attainment of high standards for all students."

Students seeking residency certification must complete training at a PESB endorsed training facility. This endorsement is imperative to the success of the BAS-TE program and graduates.

PESB has a process for approval which is outlined below:

- Step 1: Declaration of Intent to Offer a New Educator Certificate Program (completion of FORM 1 required) -- Both Colleges completed FORM 1 April 2015
- Step 2: Pre-Proposal of New Educator Certificate Program (completion of FORM 2 required) – Both Colleges completed FORM 2 and submitted them to the PESB. This form has been placed on the consent agenda for the PESB board meeting in September 2015
- Step 3: Full Proposal of New Educator Certificate Program (completion of FORM 3 required). Part of FORM 3 is establishing a Professional Educator Advisory Board (PEAB). Both Colleges have formed PEABs as per RCW, and are made up of K-12 faculty, school principle, administrator, educational staff associate, and tech education representatives. Both Colleges' have met with the PEAB twice, and have another meeting scheduled. The PEABs for both Colleges have completed and initial review of the curriculum. Each College has made the changes as specified by the PEAB which is the basis for this proposal. The Colleges will continue to work with the appointing boards for each group to supply appropriate representation as outlined in WAC 181-78A-209. Each College will complete the required components of FORM 3. FORM 3 will then be submitted to the PEAB members for additional review, feedback, and approval. FORM 3 will be submitted to PESB and placed on the July 2016 agenda. Approval from SBCTC board is required prior to PESB submission of FORM 3.

Once the BAS-TE degree has received SBCTC approval, both colleges will jointly submit a substantive change request to the NWCCU.

| | |
|---|---|
| 7. Pathway options beyond baccalaureate degree. | Describe opportunities and articulation agreements for the place-bound BAS graduates to continue their education onto a graduate (Master's) degree program. |
|---|---|

The BAS-TE has a number of pathway options for those students wishing to progress beyond the baccalaureate level. A master's degree will provide the BAS student with an additional \$6,772 a year in salary over the BAS, a motive in and of itself (www.k12.wa.us). A key question the BAS-TE BASOM graduates must ask themselves is in which professional direction they wish to go with their degree; BAS students will have a number of different directions to go in graduate school.

There are several of public, private, and non-profit universities and colleges in a potentially commutable area for BAS-TE students. The related degrees range from master's in teaching to a master's in counselling. The BAS-TE is even a stepping stone to postgraduate level work and advanced placement certifications, such as educational administrator and superintendent. Each of these options requires a baccalaureate degree from an accredited college or university, and has a number of additional educational and/or experiential requirements. Michael Brouillette, Senior Academic Adviser at Brandman – Lacey, stated “any degree from an accredited program will be accepted to Brandman so long as the student meets the GPA requirement; we will take your degree.”

One of the most exciting options for the BAS-TE students is UW-Tacoma's Masters of Education for Practicing Educators. “This program is designed as a part-time program... to meet the needs of student who are employed during the weekday.”

Below is a table containing a number of local options for the BAS-TE students:

| Graduate level options for BAS-TE students | | | | |
|---|---|------------------------------|--|--|
| Degree | “baccalaureate degree from an accredited college or university” | Endorsement or Certification | Additional Requirements | Colleges or Universities |
| Master's in Teaching (School Counselor ESA certification is an option through this degree). | * | * | West-B Course work for elementary Ed 3.0 GPA | The Evergreen State College |
| Master's in Education | * | *(for UW-T) | 3.0 GPA | Saint Martin's University University of Washington - Tacoma |
| Master's in Counseling | * | | Additional course work in Psychology 3.0 GPA | Saint Martin's University Brandman |
| EdD (Optional Superintendent Certification) | * | | Master's degree | University of Washington – Tacoma Brandman |
| Educational Administration Certification | * | | Prerequisite experience | University of Washington - Tacoma |

In addition to the local face to face options available to BAS-TE student, there are hundreds of online programs which have as a prime entry requirement a “baccalaureate degree from an accredited college or university.” The BAS-TE student will have many options available to them after completing their degree.

| | |
|--|---|
| <p>8. External expert evaluation of program.</p> | <p>The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.</p> <p>In a separate document, provide copies of external evaluators' reports or letters. Summarize the institution's responses and subsequent modifications to the proposal based upon evaluator's recommendations. Attach a short bio of the evaluators.</p> |
|--|---|

Program Proposal was sent to University of Washington and St. Martin's University for review. The University of Washington – Tacoma opted out of the review process, citing a conflict of interest. Patrick Naughton Ph.D., the Director of the Masters in Teaching Program at The Evergreen State College accepted the opportunity to review and provide feedback. The reviewer's comments are provided below, along with BAS-TE staff responses. The original review rubrics are included as appendices C and D.

Please evaluate the following Specific Elements

1. Overall concept, appropriateness, and placement.

Saint Martin's Comments

There is an existing need for additional teachers, especially special education teachers, with a projected need for additional elementary teachers, so the concept of providing preparation of individuals for these endorsements is sound.

Focusing on those with an associate degree, especially the AAS-T, which often does not transfer seamlessly into most BA or BS programs, seems beneficial. However, the fourth paragraph of the introduction does not appear to support this application. It refers to the decline in the numbers obtaining the AAS-T as a result of use of the WEST-B as a qualifying measure for paraprofessionals. Since the WEST-B or an equivalent is a requirement for entry into an education program, it is unclear what is being argued. Perhaps this can be rewritten to clarify the intended argument.

This text has been rewritten and clarified, returning to the key point, "The BAS-TE provides a pathway for both AAS-T graduates and paraprofessionals in the community."

If the introduction is intended to represent the statement of need, the area of market for graduates and the availability of other opportunities for prospective students has not been addressed. Addressing need from this viewpoint would strengthen the proposal. The proposal focuses on the provision of a pathway for those with an AAS-T, but does not address how it provides a unique or needed option for potential students whose background reflects one of the other populations mentioned.

Evergreen Comments

The desire to “grow your own” is a desirable and worthwhile goal. However, I did not find any market analysis to support the number of applicants anticipated. Both Centralia and Grays Harbor have had relationships with four-year institutions in recent years, but demand has not come close to exceeding available places during that time. The outreach to other community colleges is a good step to increase potential applicants, but a thorough market analysis would be advisable.

Need for the BAS-TE program was addressed in the Statement of Need (part 1 of the proposal process). This document was included in the evaluation packet given to Saint Martin’s.

2. Curriculum and Learning Outcomes - Is the curriculum and learning outcomes for program overall and for individual courses, particularly 300-400 level/upper division appropriate?

Saint Martin’s Comments

Based on course titles and the proposed catalog descriptions, the curriculum appears to be appropriate. However, although there is a presentation of the global goals for the two colleges and general objectives for the program, there is a lack of learning outcomes specifically keyed to courses, and the reader must infer what those might be. Making explicit the connections among the overall objectives and specific courses and experiences will allow the program to be assured that adequate provision has been made to have confidence that graduates have had a strong preparation.

Individual course outcomes have been added to the course list in the end of the proposal.

In examining the proposed draft yearly schedule, there are a few potential concerns. For example, there are specific methods courses scheduled before the students will have taken Curriculum and Instruction, but the course description of Curriculum and Instruction appears to be an overview of instructional strategies that would normally precede specific methods such as teaching music and arts or teaching reading. Having an intentional sequence of courses with foundational courses as a prerequisite for more advanced courses would likely strengthen the program. This is not to say that the sequencing needs to be extreme, but efficiency in promoting learning and greater depth of learning can be obtained with intentional sequencing.

The college’s program faculty in collaboration with the Professional Educators Advisory Board for the program have taken this feedback into consideration, and re-sequenced the course work to address this issue.

Evergreen Comments

Overall program learning outcomes are general and cover expected areas. Proposal does not identify specific learning outcomes for individual courses, just a list of course titles and catalog summaries. An example of how the program will incorporate outcomes in individual course offerings would enhance proposal. Also, a listing of outcomes by course as they relate to state standards would also be helpful.

Individual course outcomes have been added to the course list in the end of the proposal.

3. Curriculum Alignment - Does the curriculum align with the positions listed in the statement of needs?

Saint Martin's Comments

The curriculum does show reasonable alignment with the typical preparation of the individuals in the expected populations to be served. Further, the curriculum would prepare students for the two endorsements that are being proposed.

The collages believe the newly sequenced course work will better serve the student in the BAS program.

Evergreen Comments

The curriculum laid out appears to satisfy the basic state requirements for an initial certification program offering the elementary education and special education endorsements. There is no matrix to show the alignment between specific course outcomes and state requirements.

Specific course outcomes and state requirements have been completed in the PESB K-8 Endorsement Worksheet.

4. Academic Relevance - Does the curriculum demonstrate academic relevance and alignment with upper division standards; baccalaureate rigor?

Saint Martin's Comments

The curriculum is relevant. It is difficult to discern alignment with upper division standards. Content appears consistent with typical upper division offerings. There are some suggested elements that would seem to be possible areas of concern. It is not clear what the duration of the student teaching experience is. Is it intended to be a full year? (10 credits are indicated in the course description – suggesting it is a one quarter experience.) The Draft Yearly schedule shows classes as being taken during student teaching. This would be appropriate if student teaching is intended to be repeated over multiple quarters, and the coursework lends itself to applications and reflections on applications. However if student teaching is a one quarter experience, time commitments make doing concurrent coursework unwise. It would help if this were clarified with greater detail.

The colleges have clarified student teaching within the proposal. Student teaching will take place throughout the second year in the following breakdown: BAST496 (3 Cr.) Student Teaching in Elementary Education, BAST497 (5 Cr.) Student Teaching in Elementary Education, BAST497 (2 Cr.) Student Teaching in Elementary Education. By spreading the student teaching throughout the year, the course work offered during student teaching has been determined to be at a reasonable level.

Evergreen Comments

No basis for evaluation. The proposal only lists course titles and catalog summaries. An example for one or two courses would enhance the proposal.

Additional course information provided.

5. Graduate Preparation and Graduate Program Acceptance - With this BAS degree, would students

have the foundation needed to gain acceptance into a graduate programs?

Saint Martin's Comments

It would appear to be appropriate for most graduate programs.

However, the list shows the MIT at Saint Martin's as an appropriate graduate program. That does not reflect understanding that the MIT at Saint Martin's leads to residency certification and would therefore not meet graduates' needs. The MED is the graduate degree at Saint Martin's that provides advanced educational opportunities for those with residency certification.

Saint Martin's MIT program has been removed from the list of possible graduate programs and their MED will remain.

Evergreen Comments

Most graduate programs require an undergraduate degree from any regionally accredited institution for entry. Presuming this program is accredited, completers would have the foundation necessary to enter a graduate program.

Grays Harbor and Centralia Colleges have been regionally accredited to offer baccalaureate degrees.

6. Graduate Preparation and Graduate Program Acceptance - With this BAS degree, would students have the foundation needed to gain acceptance into a graduate programs?

Saint Martin's Comments

It would appear to be appropriate for most graduate programs.

However, the list shows the MIT at Saint Martin's as an appropriate graduate program. That does not reflect understanding that the MIT at Saint Martin's leads to residency certification and would therefore not meet graduates' needs. The MED is the graduate degree at Saint Martin's that provides advanced educational opportunities for those with residency certification.

Saint Martin's MIT program has been removed from the list of possible graduate programs and their MED will remain.

Evergreen Comments

Yes.

7. General Education Requirements - Are the general education requirements appropriate/relevant?

Saint Martin's Comments

They are appropriate and relevant. We would encourage the program to closely monitor performance of candidates on basic skills entry tests and content exams for certification to verify that the requirements are adequately preparing the candidates.

Candidates' basic skills entry tests and content exams will be closely examined prior to entry into the program, as well as the West-E or NES which are taken during the first year.

Regarding entry requirements, the stated GPA requirement of 2.70, may result in a challenge in meeting the threshold for the new indicator based program re-approval adopted by the PESB. This will bear close monitoring.

Evergreen Comments

Yes.

8. Faculty - Are the qualifications of faculty appropriate/relevant?

Saint Martin's Comments

There appears to be an appropriate blend of experience and academic preparation of the faculty members listed.

Evergreen Comments

This is difficult to answer without faculty vitas. The faculty list includes appropriate degrees and K-12 experience. The proposal talks about the close collaboration that will occur with program faculty. However, six of seven Centralia-based faculty appear to be part-time and one of three Grays Harbor faculty. I would expect substantive collaboration at Centralia will be a challenge with so many part-time faculty. At Grays Harbor, this may be less of a problem.

Additional faculty information has been provided. Faculty from both colleges have met together, and will continue to meet to ensure collaboration.

9. Resources - Are there appropriate and relevant resources, including library, student support, and facilities to support the program/students?

Saint Martin's Comments

Resources seem to be appropriate.

Evergreen Comments

Resources at both institutions appear to be adequate.

10. Overall assessment and recommendations - Overall assessment

Saint Martin's Comments

Overall, the proposed program seems well designed. There are some areas that would be well served with clarification, as noted in the sections above. The proposed program appears to meet a need and is recommended for further consideration as it proceeds through the approval process.

Evergreen Comments

I believe this proposal is a good start and I commend your desire to “grow your own” and increase your service to your communities. However, I am concerned I did not see a compelling argument for how your program will prepare new teachers who will be ready to teach on day one, who will engage in high leverage practices during their program. I saw no discussion of how the program will use field experiences to enhance the preparation of candidates. The proposal as written appears to meet minimum state requirements, but would benefit from some explanation of “why” it will be a good program for your communities and serve your communities in the best way possible. In my estimation, location is an insufficient answer to the “why” question.

Addressed in the Statement of Need

Appendix A. Course Descriptions

The core courses at Centralia, regardless of endorsement areas include:

EDUC 330 Classroom Technology& Accommodations 5 credits
Learn to use technology tools to help facilitate learning in the classroom. Learn sound learning theories and proven pedagogical principles in teaching to address changing student needs.

EDUC 350 Issues of Child Abuse and Neglect 3 credits
Development of skills for working with children from abusive or neglectful home environments. Using theory, research, and practice participants will understand, recognize and assess child abuse and neglect issues.

EDUC 360 Assessment and Evaluation and IEPs 5 credits
Using grade level expectations and individual education plans as tools, explore principles of sound assessment. Design and implement assessment strategies for individual needs. Explore methods of collaboration with families, related service personnel and others for student placement and instructional decisions.

EDUC 380 Guidance, Encouragement and Motivation (It's Not All Stickers and Time-Out) 5 credits
Strategies for creating a safe, positive learning environment. Using developmentally, appropriate and culturally responsive practices, explore behavioral interventions, focusing on student strengths. Facilitate methods for increasing appropriate behaviors and encouraging participation.

EDUC 400 Education and the Law 5 credits
Examine educational law emphasizing rights and responsibilities of students and teachers, and current issues of education and special education. Explore current legislation, issues and trends related to schools and special education.

EDUC 420 Curriculum Development and Instructional Strategies 5 credits
Explore a variety of evidence-based instructional strategies for successful education of students of differing socially, and cultural backgrounds, and learning styles. Plan and implement class activities that involve students in an active learning environment

The elementary education endorsement courses include:

EDUC 315 Teaching Math 5 credits
Create an environment where children actively construct a foundation for mathematics. Focus includes math development, basic mathematics, and methods for implementation in a classroom, preparations of materials, and assessment of children.

EDUC 325 Teaching Science 2 credits
Learn to teach science to young children. Areas of focus include formal and informal science activities; instructional procedures for observation, classification and quantifying; preparation of materials, supplies, and equipment.

EDUC 335 Teaching Art, Music, Movement and PE 5 credits
 Through active participation, students will learn methods of presenting music activities to young children. Students will develop a curriculum and practice singing, creative movement, listening, and rhythm activities to be used with children. Develop a repertoire of creative art experiences to use when teaching young children. Emphasis will be placed on artistic elements, developmentally appropriate activities, creativity, divergent thinking, and strategies for enhancing a child's artistic experience.

EDUC 355 Teaching Reading 5 credits
 Explore the reading and writing and writing process as it pertains to beginning readers. Learn specific strategies to assist students, at all reading levels, in the comprehension of printed materials. Emphasis will be placed on developing strategy lessons that encompass the major components of reading (fluency, vocabulary, and comprehension) to use with students.

EDUC 365 Teaching Social Studies 3 credits
Explore specific methods used to teach social studies through integrated thematic units of curriculum and instruction.

EDUC 498 Student Teaching in Elementary Education Classroom 10 credits
 Supervised instructional experience to develop, implement, practice and evaluate theory and methods learned in elementary education classroom.

The special education endorsement courses are:

EDUC 300 Intro to Special Ed: Exceptional Learners and Inclusion 5 credits
Provides an overview of the philosophical, historical and social implications of exceptional characteristics of students with disabilities, gifted and talented and English language learners. Includes classroom experience

EDUC 370 Supporting Exceptional Children and Their Families 3 credits
 Study techniques for communicating with families and professionals about characteristics and needs of individuals with differing abilities. Strategies for collaborating with families, recognizing and respecting family, cultural, and societal diversity. Identify local resources

EDUC 381 Development of Differently-Abled Children (Birth through Adolescence) 5 credits
 Examine typical and atypical development. Identify characteristics of differing abilities, including physical or medical needs and effects disabilities have on educational implications and individual lives.

EDUC 410 Special Topics in Special Education 5 credits
 Investigating and responding to current issues and trends in Special Education in order to understand and meet the needs of students. Topics may include autism spectrum disorders, medically fragile, sensory processing, behavioral health, and others

EDUC 490 /498 Student Teaching in Special Education Classroom 10 credits
 Supervised instructional experience to develop, implement, practice and evaluate theory and methods learned.

Core Courses at GHC

BAST 350 Diversity in Students

3 credits

Explore the concepts of social structure, behavior, and environment relative to vulnerable, special, and minority populations. Topics will include race, ethnicity, gender, class, sexuality, disability, and age.

Learning Outcomes:

- Demonstrate understanding of the effect of social systems such as community, group, or organizational membership upon their members, and explain the issues of marginalization and discrimination 2.0
- Apply knowledge of the social construction of race, gender, sexuality, class, disability, and age, and how those constructs affect human diversity issues 2.A, 2.C
- Identify, describe, and interpret the major characteristics for groups at risk of marginalization and discrimination 2.A, 2.C, 3.A, 3.C
- Compare and contrast the relationships between cultural perspectives and responses to social systems 2.C
- Research, develop, and assess strategies for implementing value systems based on equality and social justice 2.B

BAST 351 Issues of Abuse and Neglect

2 credits

Develop skills for working with children from abusive and/or neglectful home environments, including potential behavioral consequences of abuse or neglect and corresponding intervention strategies. Using theory, research, and practice, students will understand, recognize, and assess child abuse and neglect issues.

Learning Outcomes:

- Understand and explain major etiological theories, concepts, and definitions related to abuse and neglect of children 2.0
- Demonstrate knowledge of the stages of child development and the consequences of abuse and neglect, including intervention strategies associated with possible consequences 2.A, 2.C
- Identify, describe, and relate intervention strategies appropriate for children from abusive or neglectful home environments 2.A, 2.C, 3.A, 3.C
- Compare and contrast the relationships between cultural perspectives and responses to child abuse and neglect 2.C
- Identify, compare, and assess research-based strategies for classroom management with a variety of student behaviors 3.0
- Research, develop, and appraise strategies for meeting legal obligations for reporting and responding to issues of child maltreatment 2.B

BAST 360 Assessment and Evaluation

5 credits

Using grade level expectations, teaching frameworks, and individual education plans as tools, participants will explore principles of sound assessment. Participants will design and implement assessment strategies for individual needs, as well as explore methods of collaboration with families, related service personnel, and others for student placement and instructional decisions.

Learning Outcomes:

- Identify and describe the purpose of educational assessment and determine appropriate assessment tools for measuring student progression (5.B, 5.C)
- Recognize, describe, and implement the major principles of sound educational assessment,

including planning, teaching, measuring, and reporting (4.C)

- Demonstrate an understanding of how to align assessment with instruction, and factors which may impact assessment strategies (4.B, 4.C, 4.D, 5.A)
- Explain and apply knowledge of types of assessment and advantages and limitations of each (5.B)
- Demonstrate an understanding of validity and reliability in assessment and apply the principles of each in assessment design (4.C)
- Analyze and evaluate assessment data for improved student learning and instructional decision-making (5.E, 5.F, 5.G)

BAST 380 Educational Psychology

5 credits

Familiarization with various theories of teaching, learning, and motivation across the lifespan with a particular focus on using theory as a basis for creating a productive learning environment and classroom culture. Summarize and apply behavioral interventions methods across various school contexts.

Learning Outcomes:

- Demonstrate an understanding of applicable theories of cognitive, emotional, social, creative, linguistic, and physical development across the lifespan influence students' learning (2.A)
- Describe how various factors (e.g. culture, class, gender, ability) influence students' learning (2.C)
- Establish professional rapport with students that creates a respectful school culture (3.A and 3.B)
- Develop self-confidence, self-advocacy, and self-directed learning skills in all students (3.C and 3.D)
- Research, evaluate, and establish classroom norms (policies and procedures) that foster an inclusive, safe, and supportive learning environment (3.E and 3.F)
- Differentiate between and select as appropriate instructional strategies (i.e. direct instruction and constructivism) and classroom procedures that foster productive behaviors and self-directed learning (3.G and 4.H)

BAST 400 Education and the Law

5 credits

Examine educational law and the constitutional, statutory, and common law principles, and appellate court cases directly affecting school systems in the United States. Topics will include the legal framework for school systems, the rights and responsibilities of teachers and students, school discipline and due process, negligence and defamation, education of students with disabilities, discrimination and harassment, tort liability, and religion in the schools.

Learning Outcomes:

- Understand applicable theories of cognitive, emotional, social, creative, linguistic, and physical development across the lifespan influence students' learning (2.C)
- Develop a knowledge and understanding of the constitutional rights, federal regulations, state laws, appellate court cases, and school district policies that relate to the school setting (2.B and 4.F)
- Identify and analyze common legal problems and issues in education (3.E and 3.F)
- Analyze a court decision and prepare a formal case briefing: title and citation, level or type of court, facts, issue, holding, legal doctrine, significance (2.A and 2.C)

BAST 420 Curriculum and Instruction**5 credits**

Students will define, identify, develop, and organize age, ability, and content appropriate curricular materials. Additionally, students will operationally define learning outcomes from curricula. These two foci will be used as the foundation for the overview and application of various pedagogical practices.

Learning Outcomes:

- Research, design, and present curricula (learning activities) (4.A)
- Research, design, and articulate learning outcomes (targets) (4.B)
- Research, design, and structure learning activities that foster the development of critical thinking (4.C and 4.E)
- Assess and demonstrate applicable state and district standards and ensure that the standards are presented and measured (4.D)
- Develop of discussion skills to include an appreciation for multiple perspectives, active listening, and mutual respect (4.I)
- Construct valid and reliable assessments of learning outcomes (5.A)

BAST 421 Classroom Management**5 credits**

Students will examine current theory, research, and best practices related to classroom management. Topics include exploring classroom management models, establishing effective rules and procedures, creating classroom conditions that promote effective teaching and learning, and employing techniques and strategies for managing individual student and corporate behavior in a variety of instructional settings.

Learning Outcomes:

- Understand and explain major terms, concepts, theories, and research of classroom management 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, and 3.H
- Identify, analyze, and apply techniques and strategies associated with traditional and contemporary models of classroom management 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, and 3.H
- Analyze and explain teaching and learning implications of classroom management models 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, and 3.H
- Identify, analyze, and describe classroom conditions that promote appropriate behavior and facilitate effective teaching and learning 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, and 3.H
- Analyze classroom situations, including accommodation and crisis prevention and intervention, and describe and justify management strategies and techniques most likely to result in maintaining an engaging learning environment 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, and 3.H
- Research and design comprehensive classroom management plan 3.A, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, and 3.H

BAST 430 Social Foundations**5 credits**

Examine the historical, philosophical, political, and cultural foundations of the American educational system and their impact on teaching and learning. Topics will include historical foundations of education; major educational philosophies; school governance and finance; curriculum theory, development, and design; the teaching profession; educational aims, goals, and objectives; educational reform, and current issues in education.

Learning Outcomes:

- Demonstrate knowledge of the ideas and concepts of the historical and philosophical foundations of education
- Understand the historical, social, and political contexts influencing education (2.C)

- Demonstrate comprehension of school systems and structures (2.C)
- Develop the intellectual and practical tools to become an active and engaged member of the teaching profession (2.C)
- Know, understand, and be able to apply the professional standards of education (2.A and 4.A)
- Articulate a personal philosophy of education statement (4.A)

Elementary Education Endorsement Courses

BAST 325 Teaching Math

5 credits

Primary focus on providing the requisite knowledge and skills to teach K-8 students core math concepts. Current state standards for math learning will be reviewed with a focus on understanding how to teach and apply mathematical concepts.

Learning Outcomes:

- Articulate the developmental progression of mathematical learning 1.D.1
- Apply and model the fundamental principles, concepts, and procedures related to mathematical competency
- Demonstrate an understanding of and the ability to model (1.D.3 through 1.D.10):
 - CCSS-M Mathematical Practices
 - Counting and cardinality
 - Number quantity
 - Operations and algebraic thinking
 - Measurement systems
 - Geometric properties
 - Statistics and probability
 - Ratios and proportions problem solving 1.D.2
- Analyze and assess how students learn mathematics and explain the pedagogical practices specific to mathematics teaching and learning
- Associate mathematics with real-life problems through the use of mathematical modeling 1.D.11 and 1.D.12

BAST 326 Teaching Science

5 credits

Provide the requisite knowledge and skills to teach K-8 students core science concepts. Current state standards for science learning will be presented and reviewed. A particular focus will be the interrelationships among science, technology, engineering, and mathematics (STEM) disciplines.

Learning Outcomes:

- Apply developmental and social foundations perspectives as they relate to science and engineering practices and mathematical thinking and problem solving 1.E.1 and 1.E.2
- Demonstrate an understanding of and the ability to teach (1.E.3 through 1.E.6):
 - Physical sciences
 - Life sciences
 - Earth and space sciences
 - Engineering
- Understand and select appropriate methods and technologies to safely teach science while focusing on applicable state standards. 1.E.7
- Demonstrate an understanding of how science, (STEM) disciplines are interrelated to each other, society, the workplace, the environment and how interactions between culture and

science have affected individuals, cultures, and societies throughout human history. 1.E.8 and 1.E.9

BAST 335 Teaching Music and the Arts

5 credits

Examine the philosophies, methodologies, and instructional techniques necessary for selecting, implementing, and evaluating appropriate educational activities to support the physical, musical, and artistic development of elementary-aged students.

Learning Outcomes:

- Demonstrate an understanding of developmental stages and the acquisition of physical, musical, and artistic skills and concepts 1.A and 1.C
- Know, understand, and apply essential concepts of art, music, and movement education 1.A and 1.C
- Identify and implement developmentally appropriate practices and activities for teaching art, music, and movement 1.A, 1.C, and 4.A
- Select appropriate physical, musical, and artistic instructional materials for specific development and ability levels 1.A and 1.C
- Develop strategies to integrate students with special needs into art, music, and movement activities 1.A, 1.C, and 2.B
- Know, understand, and implement evaluative strategies appropriate for measuring physical, musical, and artistic progress 1.A, 1.C, 5.B and 5.D

BAST 345 Teaching Language Arts and Development

5 credits

Examine the methods for teaching writing, reading, listening, and speaking strategies and skills, including vocabulary, grammar, usage, and language development. Topics will include curriculum, methods, materials, and research.

Learning Outcomes:

- Understand and explain major concepts, theories, and research of teaching writing, reading, and communication 1.B
- Identify and apply major approaches of language arts instruction 1.B
- Identify, develop, and implement appropriate strategies for teaching writing, reading, and communication 1.B and 4.C
- Identify common writing, reading, and communication problems and design and implement appropriate remedial strategies 1.B
- Utilize appropriate formative and summative assessments of writing, reading, and communication 1.B and 5.B
- Research, plan, develop, implement, and assess language arts lessons using appropriate methods and materials 1.B and 4.A

BAST 355 Teaching Reading

5 credits

Explores reading, comprehension, and literacy as it pertains to beginning readers. Topics will include development of learners' oral and written literacy, specific strategies to assist students in the comprehension of printed materials, and use of appropriate literature to enhance student interest and understanding. Emphasis will be placed on developing strategy lessons that encompass the major components of reading (awareness, phonics, fluency, vocabulary, and comprehension) to use with students.

Learning Outcomes:

- Demonstrate an understanding of the theoretical foundations and fundamentals of relational reading, writing, speaking, and listening 1.B

- Recall and explain the fundamental components of reading processes and literacy, including meta-cognition 1.B.2
- Understand, explain, and implement research-based reading strategies to enhance the teaching of vocabulary, comprehension, and fluency 1.B.2, 4.A
- Design and assess instructional tools appropriate for literacy instruction 1.B.2, 4.C
- Know, understand, and utilize assessment strategies appropriate for measuring the major components of reading processes 1.B.2.H, 1.B.2.I, 1.B.2.J, 1.B.2.K, 1.B.2.L, 1.B.2.M, 5.B
- Identify, assess, and compare a wide variety of age and/or grade appropriate texts for teaching fiction, non-fiction, poetry, and drama 1.B.2.H, 1.B.4

BAST 365 Teaching Social Studies

5 credits

Explores the specific concepts and topics in social studies present and past, and explores methods used to teach social studies through integrated thematic units of curriculum and instruction, incorporating current research and best practices for teaching social studies. Topics will include key social science concepts and events, appropriate instructional approaches for teaching social studies, and effective formal and informal assessment.

Learning Outcomes:

- Demonstrate an understanding of key concepts, events, figures, and theories related to the social sciences 1.F
- Understand and apply knowledge of government, citizenship, economics, culture, geography, politics, and society 1.F.1, 1.F.2, 1.F.3, 1.F.4
- Develop and implement instructional strategies appropriate for teaching social sciences 1.F.5
- Design and assess instructional tools for relating social science disciplines and content 1.F.5, 4.C
- Understand and apply knowledge of appropriate assessment strategies, both formal and informal, for evaluating student learning in the social sciences 1.F.5, 5.D, 5.E
- Identify, explain, and deconstruct current issues and advancements in social science and technology, and demonstrate an understanding of the relation to historical issues in the social sciences 1.F.1, 1.F.2, 1.F.3, 1.F.4, 4.C

Practicum Track (Non-Special Education) at Grays Harbor College

BAST 491 Practicum 1 - Intro to schools

3 credits

This practicum is designed to acquaint the student to the operations, governance, and functions of the local school system through participation/observation in: Local PTA, School Boards, and district meetings. The practicum consists of three seminars and classroom experience as well as exploration of the local school system.

Learning Outcomes:

- Compare and contrast operations of the schools building, district, and parent groups.
- Comprehend the larger context in which the classroom resides.
- Observe and relate basic elements of classroom operations.

BAST 492 Practicum 2 - Diverse populations

3 credits

This practicum is designed to assist students in identifying the diversity among students in the local area. The practicum consists of three seminars and classroom experience to develop and demonstrate an understanding of the local school districts as well as specific school buildings.

Learning Outcomes:

- Gain exposure to the diverse populations within the local school system in order to develop an understanding of diversity issues.
- Observe and relate faculty practices with diverse populations in the classroom setting.

BAST 493 Practicum 3 - A look into Special Education **3 credits**

This practicum is designed to assist students in recognizing Special Education operations in the local school system. The practicum consists of three seminars and classroom experience to develop an understanding of Special Education operations.

Learning Outcomes:

- Gain exposure to students with special needs in order to develop a cursory understanding of the implications within the classroom setting.
- Observe the utilization of the IEP in the classroom.

BAST 494 Practicum 4 – Teacher evaluation in the real world **3 credits**

This practicum is designed to prepare students for the evaluation practices mandated within the school setting. The practicum consists of three seminars and classroom experience to develop and understanding of current state required evaluation processes.

Learning Outcomes:

- Discuss professional practices used by those in the field to prepare for the EdTEP.
- Identify the difficulties experienced by working teachers in the evaluation process.

BAST 495 Practicum 5 - Educational Systems and a Transition to employment **3 credits**

This practicum is designed to prepare students for the transition to employment upon program completion. This practicum consists of three seminars and classroom experience to develop an understanding of the hiring processes and practices within the local school systems and strategies for successful transition to employment.

Learning Outcomes:

- Gain experience in how the hiring process and transition occurs through the perspective of a working teachers.
- Identify strategies for navigating the educational hiring process, and specific skills for successful employment within the local school systems.

BAST 330 Teaching and Technology **lecture 3 credits, lab 2 = 5 credits**

This course will focus on various educational technologies, ranging from classroom equipment to online learning management systems, with a particular focus on students' physical and emotional safety.

Learning Outcomes:

- Utilize technology to assist in the creation of learning communities that facilitate communication amongst educators, students, and families. 3.H
- Model effective and safe use of technology, while increasing students' capacity to use technology. 4.F and 4.G
- Use technology to develop student capacity for self (formative) assessment. 5.E
- Use technology to assess the student learning. 5.G

BAST 496 – 498 will expose students to an entire year of classroom practices.

BAST 496 Student Teaching in Elementary Education

3 credits

Supervised instructional experience to develop, implement, practice, and evaluate theory and methods learned.

Learning Outcomes:

- Observe the process of beginning a school year
- Develop an understanding of “setting the tone” in the classroom and demonstrate strategies for building classroom community and culture.

BAST 497 Student Teaching in Elementary Education

5 credits

Supervised instructional experience to develop, implement, practice, and evaluate theory and methods learned.

Learning Outcomes:

- Draw on prior learning to practice the skills and strategies recalled from core coursework.
- Develop skills and implement best practices for working with diverse student populations.
- Develop skills in curriculum development, presentation, and classroom management.

BAST 498 Student Teaching in Elementary Education

2 credits

Supervised instructional experience to develop, implement, practice, and evaluate theory and methods learned.

Learning Outcomes:

- Observe the processes associated with year-end activities, events, and finalization.
- Recall and implement current research and theory in classroom management processes and practices.
- Relate, connect, and analyze all student teaching experiences for final presentation.

Appendix B. Draft MOU between the Colleges

Draft MEMORANDUM OF UNDERSTANDING

between
Centralia College
And
Grays Harbor College

Terms of Agreement and Operating Guidelines for the Bachelor of Applied Science in Teacher Education

THIS AGREEMENT is made and entered into by and between Centralia College, hereinafter referred to as "CC" and the Grays Harbor College, hereinafter referred to as "GHC".

This agreement establishes a partnership between CC and GHC to provide a joint Bachelor of Applied Science in Teacher Education. It addresses building operations, appropriate use of space, faculty sharing, travel costs, space sharing, and student services to deliver the joint Bachelor of Applied Science in Teacher Education degree on each of the campuses of the partner colleges.

SECTION I: MUTUAL BENEFITS

The underlying principles of this agreement emphasize the mutual benefits to be realized for students and staff of the two colleges. Among these shared benefits are the following:

- To expand and coordinate the delivery of undergraduate level programs and degrees to students in the Grays Harbor College and Centralia College service districts.
- Interaction between GHC and CC faculty regarding curriculum development, research opportunities, educational program design, interaction with industry trends, joint field experiences, expansion of educational facilities, and other matters of mutual interest.
- Enhanced student recruitment, focusing on educational opportunities offered through the collaboration.
- Increased fulltime enrollment at both colleges.
- Complementary course work to expand student opportunities, such as joint labs and a crosswalk for general education credits.
- Support (library and computing services) for Bachelor of Applied Science in Teacher Education offerings; improved utilization of each partner college's facilities and services.

SECTION II: Definitions

- A. FTE: The term “FTE” refers to a full-time equivalent, which is calculated based on total student enrollment. One FTE, in the context of baccalaureate programs arising out of this agreement, represents enrollment in the minimum number of 15 credits required to be a full-time student.
- B. Student: For purposes of this agreement, a student is an individual who is enrolled at either GHC or CC in the BAS-TE program associated with this agreement. An individual is considered a student of the college where they enroll. If an individual is enrolled at both GHC and CC, that person shall be considered a student of both colleges yet will retain a “home college.”
- C. Home college: for the purpose of this agreement refers to the college a student is primarily registered at (and will receive their degree from) or the college where the faculty are permanently employed.
- D. Visiting faculty: for the purpose of this agreement, faculty teaching at a college other than their “home college” are to be considered visiting faculty. Visiting faculty are paid by their home college.
- E. Adjunct faculty: for the purpose of this agreement, faculty who have been hired to teach in the joint Bachelor of Applied Science in Teacher Education Program for a particular course, or courses, and are not permanent faculty of the college. Please note, these faculty members may well include content experts from various locations, including industry.

SECTION III: ACADEMICS

- A. Each college is offering their own program endorsement. Individual tracks are offered by both colleges, yet course offering may be negotiated.
- B. The Special Education endorsement will be housed and taught at CC, and the Elementary Education endorsement will be housed and taught at GHC.
- C. Students will receive roughly half of their course work in face-to-face classes at their home college. The other half of the courses will be received through the ITV system.
- D. If one track cannot be offered at the aforementioned college, the other college may offer this track.
- E. Each college is responsible for meeting home college enrollment expectations to ensure that courses are enrolled at allowable minimum percentage of home college caps.
- F. Specialized courses have an allowable lower enrollment cap. These specialized course caps will be determined by the home college.
- G. All the transfer details are outlined in an appendix to this agreement and are subject to change at review or renewal of this MOU.
- H. Teaching modalities to utilize include:
 - 1. Intensive courses that meet credit requirements (can include multi-week and/or summer courses), may require additional fees.

2. Audio/visual lecture capture, such as recordings of lectures that can be disseminated through internet based learning platforms.
 3. Lecture/lab combination courses can be divided with one lecture and multiple lab sections taught across both campuses.
 4. Interactive Television (ITV) resources may be used.
 5. Prior Learning Assessments (PLA) – State standards will be utilized unless otherwise agreed upon by both colleges.
- I. Combined faculty meetings will occur, at a minimum on a quarterly basis, at alternating locations or utilizing audio visual technology.
- J. The State of Washington, including all its agencies and departments, is self-insured for all exposure to tort liability, general liability, property damage liability, and vehicle liability as provided for in the Risk Management Act, Revised Code of Washington, Chapter 43.19.19362
- The Tort Claims Act, RTCW 4.92 et seq., provides the fundamental remedy for all liability claims against the State. Such claims must be filed with the Division of Risk Management for processing according to statute.
- K. Students relocating for a specialty class will be given priority in registration. The student must contact the partner college two weeks in advance of registration to be given priority registration.
- L. If a program course cancellation impacts students nearing graduation, a replacement course may be substituted, based on Vice President for Instruction's approval at the home college.
- M. Financial aid will be processed by each student's home college.
- N. The Vice President for Instruction at Grays Harbor College (or designee) will be notified of curricular changes that affect the GHC students entering the BAS-TE program. The Centralia College Vice President of Instruction (or designee) will be notified of curricular changes in applicable programs at GHC that affect the transfer of CC students in the BAS Teacher Education degree programs.

SECTION IV: FACILITIES

- A. Transportation resources:
Each home college is responsible for transporting students enrolled in their respective programs or compensating the other college based on a prorated, per mile basis.
- B. Classroom spaces:
Each partner college will provide classroom space for the students enrolled in the BAS program courses. Each partner college's staff agrees to identify and schedule appropriate classroom spaces; ensure that storage, computers, printers, appropriate software, and wet lab space is available as needed; schedule media equipment; and ensure that visiting faculty have needed keys.
- C. Field tools and supplies:

The responsibility of field tools and supplies remains with the home institution of the student for tools and supplies used by that student.

D. Workspace

Each college will provide workspace for visiting faculty and staff. This workspace will include use of a desk, chair, standard telephones (with extension numbers), a computer, appropriate software, and data-port access to college network.

E. Instructional computing classrooms

Each college partner will provide access to existing computer labs, subject to availability, for scheduled classes and class activities. Visiting students would receive a local login and password to utilize the extension college's computers. The home college is responsible for collecting the technology fee and specific class fees. These fees will be paid to the partner college for classes offered at the partner college.

F. Interactive television (ITV)

Each partner college will provide access to interactive television facilities, subject to availability. Staff will provide an in-person overview of equipment use. After that point, visiting faculty are expected to operate the equipment. Technical assistance is available during regular working hours, yet may be briefly extended, if requested prior to class.

G. Parking

Parking is based on each partner colleges' parking policies.

SECTION V: STUDENT PROGRAMS

A. Student Services

Student service needs will be provided primarily by the home institution, in critical situations the partner school will provide short-term services as needed.

Admissions- Each partner institution will provide admissions and advising services for BAS students interested in enrolling (or currently participating) in the program.

Advising- Each partner institution transfer services can provide basic information to BAS students looking to attend at the other institution, yet are not a replacement for the home college's advising staff. Students will be primarily advised by an advisor at their home institution.

B. Conduct

All students will abide by the student conduct policy, as well as operational policies that apply to student conduct at the institution they are attending. BAS faculty and staff will be responsible for complying with the operational policies that apply to faculty and staff conduct. Each partner college will provide notice of these requirements to faculty and students before the beginning of each quarter.

C. ADA Compliance

Both parties certify that they will comply with the Americans with Disabilities Act of 1990, as amended, with regard to programs, services, activities and employment practices.

D. Facilities Access

In general, BAS-TE students will have the same access to all facilities (including computer labs) and services as their partner school students, provided BAS students have paid any fees associated with those services. Students will pay all course fees associated with courses in which they enroll at their home college regardless of which college is offering the course.

SECTION VI: FINANCIAL

- A. The home college will charge for the credits of the course and will pay \$70 per student, per credit, taken by a student at the partner college. This amount is subject to change at future review or renewal of this MOU. This fee may be different for a course that utilizes a remote lab or field technician.
- B. Joint program responsibilities costs and time will be shared 50/50 by both colleges unless otherwise negotiated, including items such as industry assessments, data gathering, and development of curriculum.
- C. Home college will be responsible for their own contingency fund addressing home college problems in a timely manner.
- D. Fees will be transferred using the quarter's 10th day enrollment numbers, paid on a quarterly basis.
- E. Home college pays for their own instructors' travel, mileage and per diem.

SECTION VI: AGREEMENT CHANGES, MODIFICATIONS AND AMENDMENTS

Issues of alignment will be discussed in the program collaboration meetings that have been discussed previously. As a joint program, there will be elements that need to be discussed and negotiated. Final decisions regarding each program will be made by the Vice President for Instruction of each institution.

This Agreement may be changed, modified, or amended by written agreement executed by both parties. This Memorandum of Understanding will be reviewed by both colleges once per calendar year, and it will be adapted to meet any changes in colleges' needs. If this document is not reviewed within a year, the most recent document will be upheld until such meeting can occur, unless it is terminated.

TERMINATION

Either party may terminate this Agreement, but both parties agree to continue the program fully-funded, in good faith, until all students registered at time of termination have completed the program, within a two year period (not to include students taking one class at a time). Both colleges agree to honor credits earned at the partner college toward a degree at the home college in the case that one program must terminate.

TERMINATION FOR CAUSE

If, for any cause, either party does not fulfill its obligations in a timely and proper manner under this Agreement, or if either party violates any of these terms and conditions, the aggrieved party will give the other party written notice of such failure or violation. The responsible party will be given the opportunity to correct the violation or failure within 30 working days, or submit a mutually acceptable plan for correction within 15 days. If failure or violation is not corrected, this Agreement may be terminated immediately by written notice of the aggrieved party to the other.

DISPUTES

In the event that a dispute arises under this Agreement, it shall be determined by a Dispute Board in the following manner: Each party to this Agreement shall appoint one member to the Dispute Board. The members so appointed shall jointly appoint an additional member to the Dispute Board. The Dispute Board shall review the facts, agreement terms, and applicable statutes and rules, and make a determination of the dispute. The determination of the Dispute Board shall be final and binding on the parties hereto.

LIABILITY

Each partner college's faculty and students will not be employees, agents, or officers of the other college as a result of this agreement. Each college will each be responsible for damage to persons or property resulting from negligence on the part of their respective employees, agents, or officers. Neither college assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement.

GOVERNANCE

This Agreement is entered into pursuant to and under the authority granted by the laws of the State of Washington and any applicable Federal laws. The provisions of this Agreement shall be construed to conform to those laws.

In the event of an inconsistency in the terms of this Agreement, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:

- a. Applicable State and Federal statutes and rules;
- b. Terms and Conditions as contained in this basic contract instrument;
- d. Any other provision, term, or material incorporated herein by reference or otherwise incorporated.

HOLD HARMLESS

Both parties agree that each college partner shall be responsible for the consequences of any act or failure to act on the part of itself, its employees, and agents. Each college partner shall be responsible for the consequences of any act, or failure to act, on the part of itself, its employees, and agents. Accordingly, each party shall be held responsible for its own negligence, and each party shall indemnify and hold the

other party harmless for any loss, which results therefrom. Neither party shall assume any responsibility of the other party for the consequences of any act or failure to act of any person, firm, or corporation not a part to this agreement.

ASSIGNMENT

The work to be provided under this Agreement, and any claim arising thereunder, is not assignable or delegable by either party in whole or in part, without the express prior written consent of the other party, which consent shall not be unreasonably withheld.

WAIVER

A failure by either party to exercise its rights under this Agreement shall not preclude that party from subsequent exercise of such rights, and shall not constitute a waiver of any other rights under this Agreement, unless stated to be such in a writing signed by an authorized representative of the party and attached to the original Agreement.

SEVERABILITY

If any provision of this Agreement, or any provision of any document incorporated by reference, shall be held invalid, such invalidity shall not affect the other provisions of this Agreement which can be given effect without the invalid provision, if such remainder conforms to the requirements of applicable law and the fundamental purpose of this agreement, and to this end the provisions of this Agreement are declared to be severable.

CONTRACT MANAGEMENT

The program manager for each of the parties shall be responsible for and shall be the contact person for all communications and billings regarding the performance of this Agreement.

| | |
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| <p>The Program Director for CC is: Cristi Heitschmidt Dean of Child and Family Studies Centralia College 600 Centralia College Blvd, Centralia, WA 98531 (P) (360) 736-9391 Ext 654 Email -</p> | <p>The Program Director for the GHC is: JEB Thornton Assistant Dean of Baccalaureate Programs Grays Harbor College 1620 Edward P. Smith Dr. Aberdeen, WA 98520 (P) 360-538-4022 (F) 360-538-4299 Email – jthornto@ghc.edu</p> |
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YEARLY REVIEW

GHC and CC agree to meet a minimum of once per year to discuss issues related to the continued relationship between the two colleges. Substantive changes will be mutually agreed upon and published pursuant to this agreement.

ALL WRITINGS CONTAINED HEREIN

This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Agreement.

STATE OF WASHINGTON
Centralia College

STATE OF WASHINGTON
Grays Harbor College

Dr. James Walton
Interim President

Dr. Ed Brewster
President

APPROVED AS TO FORM: By: _____, Asst. Attorney General

Applied Baccalaureate External Review Rubric

Appendix C

Applied Baccalaureate External Review Rubric

The purpose of document is to capture the external review of BAS proposals. Please complete and return this document as part of the review process. This document will be submitted to SBCTC in conjunction with the proposal. Please do not feel limited in your review by only answering the prompts asked. Please include in your comments any information that you feel is relevant to this review. We are looking for both things that are really good and things that could be improved. Thank you for your time and providing your expertise and insight.

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| College Name: | Saint Martin's University | BAS Degree Title: | Bachelor of Applied Science in Teacher Education: Special Education & Elementary Education Endorsements |
| Reviewer Name/ Team Name: | Steve Siera, Interim Dean Carla Jacobs, Program Manager | Institutional or Professional Affiliation: | College of Education and Counseling Psychology |
| Professional License or Qualification, if any: | | Relationship to Program, if any: | No direct relationship, currently we offer elementary education satellite program at Centralia College |
| Please evaluate the following Specific Elements | | | |
| 1. Concept and overview | Overall concept, appropriateness, and placement. | | |
| | <p>Comment</p> <p>There is an existing need for additional teachers, especially special education teachers, with a projected need for additional elementary teachers, so the concept of providing preparation of individuals for these endorsements is sound.</p> <p>Focusing on those with an associate degree, especially the AAS-T, which often does not transfer seamlessly into most BA or BS programs seems beneficial. However, the fourth paragraph of the introduction does not appear to support this application. It refers to the decline in the numbers obtaining the AAS-T as a result of use of the WEST-B as a qualifying measure for paraprofessionals. Since the WEST-B or an equivalent is a requirement for entry into an education program, it is unclear what is being argued. Perhaps this can be rewritten to clarify the intended argument.</p> <p>If the introduction is intended to represent the statement of need, the area of market for graduates and the availability of other opportunities for prospective students has not been addressed. Addressing need from this viewpoint would strengthen the proposal. The proposal focuses on the provision of a pathway for those with an AAS-T, but does not address how it provides a unique or needed option for potential students whose background reflects one of the other populations mentioned.</p> | | |
| 2. Curriculum and Learning Outcomes | Is the curriculum and learning outcomes for program overall and for individual courses, particularly 300-400 level/upper division appropriate? | | |
| | <p>Comment</p> <p>Based on course titles and the proposed catalog descriptions, the curriculum appears to be appropriate. However, although there is a presentation of the global goals for the two colleges and general objectives for the program, there is a lack of learning outcomes specifically keyed to courses, and the reader must infer what those might be. Making explicit the connections</p> | | |

Applied Baccalaureate External Review Rubric

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| | <p>among the overall objectives and specific courses and experiences will allow the program to be assured that adequate provision has been made to have confidence that graduates have had a strong preparation.</p> <p>In examining the proposed draft yearly schedule, there are a few potential concerns. For example, there are specific methods courses scheduled before the students will have taken Curriculum and Instruction, but the course description of Curriculum and Instruction appears to be an overview of instructional strategies that would normally precede specific methods such as teaching music and arts or teaching reading. Having an intentional sequence of courses with foundational courses as a prerequisite for more advanced courses would likely strengthen the program. This is not to say that the sequencing needs to be extreme, but efficiency in promoting learning and greater depth of learning can be obtained with intentional sequencing.</p> |
| 3. Curriculum Alignment | <p>Does the curriculum align with the positions listed in the statement of needs?</p> <p>Comment The curriculum does show reasonable alignment with the typical preparation of the individuals in the expected populations to be served. Further, the curriculum would prepare students for the two endorsements that are being proposed.</p> |
| 4. Academic Relevance | <p>Does the curriculum demonstrate academic relevance and alignment with upper division standards; baccalaureate rigor?</p> <p>Comment The curriculum is relevant. It is difficult to discern alignment with upper division standards. Content appears consistent with typical upper division offerings. There are some suggested elements that would seem to be possible areas of concern. It is not clear what the duration of the student teaching experience is. Is it intended to be a full year? (10 credits are indicated in the course description –suggesting it is a one quarter experience.) The Draft Yearly schedule shows classes as being taken during student teaching. This would be appropriate if student teaching is intended to be repeated over multiple quarters, and the coursework lends itself to applications and reflections on applications. However if student teaching is a one quarter experience, time commitments make doing concurrent coursework unwise. It would help if this were clarified with greater detail.</p> |
| 5. Graduate Preparation and Graduate Program Acceptance | <p>With this BAS degree, would students have the foundation needed to gain acceptance into a graduate programs?</p> <p>Comment It would appear to be appropriate for most graduate programs.</p> <p>However, the list shows the MIT at Saint Martin’s as an appropriate graduate program. That does not reflect understanding that the MIT at Saint Martin’s leads to residency certification and would therefore not meet graduates’ needs. The MED is the graduate degree at Saint Martin’s that provides advanced educational opportunities for those with residency certification.</p> |
| 6. General Education Requirements | <p>Are the general education requirements appropriate/relevant?</p> <p>Comment They are appropriate and relevant. We would encourage the program to closely monitor performance of candidates on basic skills entry tests and content exams for certification to verify that the requirements are adequately preparing the candidates.</p> <p>Regarding entry requirements, the stated GPA requirement of 2.70, may result in a challenge in meeting the threshold for the new indicator based program re-approval adopted by the PESB.</p> |

Applied Baccalaureate External Review Rubric

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| | This will bear close monitoring. |
| 7. Faculty | <p>Are the qualifications of faculty appropriate/relevant?</p> <p>Comment There appears to be an appropriate blend of experience and academic preparation of the faculty members listed.</p> |
| 8. Resources | <p>Are there appropriate and relevant resources, including library, student support, and facilities to support the program/students?</p> <p>Comment Resources seem to be appropriate.</p> |
| 9. Overall assessment and recommendations | <p>Overall assessment</p> <p>Comment Overall, the proposed program seems well designed. There are some areas that would be well served with clarification, as noted in the sections above.</p> <p>The proposed program appears to meet a need and is recommended for further consideration as it proceeds through the approval process.</p> |
| <p>Reviewer Bio or Resume</p> <p>Steve Siera became Interim Dean of the College of Education and Counseling Psychology at Saint Martin’s University in December, 2014. He joined the faculty in the fall of 2003, teaching in educational foundations and serving as the Director of the Master of Education program. He has fulfilled several roles, including Director of Graduate Programs, Director of the Masters in Teaching, Director of Professional Certification, and founding Director of the School Administration program. In July 2007, he was appointed as Associate Dean of the College of Education. He served in that role, in addition to assuming responsibility as the chief administrator for graduate programs for the university. Previously he served as Director of Research and Assessment for the Kent (WA) SD, and in faculty/administrative appointments at University of the Pacific, Northeastern (OK) State University, University of Science and Arts of Oklahoma, Northern (SD) State University, and UCLA. His public school experience was as an elementary teacher, middle school social studies teacher and counselor.</p> <p>Carla Jacobs started in the College of Education at Saint Martin’s University under Dr. Joyce Westgard, 18 years ago, as an Administrative Assistant. She became the Program Manager/Certification Officer of the Saint Martin’s University Centralia College campus, Bachelor of Elementary Education 2 year cohort in 2010. She is a 1992 graduate of Centralia College with an ATA in Management and in 1993, started work as Shelley Bannish’s Office Assistant III until 1996 where she then moved to Saint Martin’s University as the Information Coordinator. In 1998, she was hired to the College of Education as the Administrative Assistant III. Carla now covers Centralia, Tacoma and JBLM campuses plus works at the Lacey campus 2 days a week.</p> | |

Applied Baccalaureate External Review Rubric

Appendix D

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| College Name: | Centralia College and Grays Harbor College | BAS Degree Title: | BAS-TE |
| Reviewer Name/ Team Name: | J. Patrick Naughton, Ed.D. | Institutional or Professional Affiliation: | Director of Teacher Education Programs, The Evergreen State College |
| Professional License or Qualification, if any: | | Relationship to Program, if any: | None |
| Please evaluate the following Specific Elements | | | |
| 1. Concept and overview | Overall concept, appropriateness, and placement. | | |
| | Comment The desire to “grow your own” is a desirable and worthwhile goal. However, I did not find any market analysis to support the number of applicants anticipated. Both Centralia and Grays Harbor have had relationships with four-year institutions in recent years, but demand has not come close to exceeding available places during that time. The outreach to other community colleges is a good step to increase potential applicants, but a thorough market analysis would be advisable. | | |
| 2. Curriculum and Learning Outcomes | Is the curriculum and learning outcomes for program overall and for individual courses, particularly 300-400 level/upper division appropriate? | | |
| | Comment Overall program learning outcomes are general and cover expected areas. Proposal does not identify specific learning outcomes for individual courses, just a list of course titles and catalog summaries. An example of how the program will incorporate outcomes in individual course offerings would enhance proposal. Also, a listing of outcomes by course as they relate to state standards would also be helpful | | |
| 3. Curriculum Alignment | Does the curriculum align with the positions listed in the statement of needs? | | |
| | Comment The curriculum laid out appears to satisfy the basic state requirements for an initial certification program offering the elementary education and special education endorsements. There is no matrix to show the alignment between specific course outcomes and state requirements. | | |
| 4. Academic Relevance | Does the curriculum demonstrate academic relevance and alignment with upper division standards; baccalaureate rigor? | | |
| | Comment No basis for evaluation. The proposal only lists course titles and catalog summaries. An example for one or two courses would enhance the proposal. | | |
| 5. Graduate Preparation and Graduate Program Acceptance | With this BAS degree, would students have the foundation needed to gain acceptance into a graduate programs? Comment Most graduate programs require an undergraduate degree from any regionally accredited institution for entry. Presuming this program is accredited, completers would have the foundation necessary to enter a graduate program. | | |

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| 6. General Education Requirements | <p>Are the general education requirements appropriate/relevant?</p> <p>Comment Yes.</p> |
| 7. Faculty | <p>Are the qualifications of faculty appropriate/relevant?</p> <p>Comment This is difficult to answer without faculty vitas. The faculty list includes appropriate degrees and K-12 experience. The proposal talks about the close collaboration that will occur with program faculty. However, six of seven Centralia-based faculty appear to be part-time and one of three Grays Harbor faculty. I would expect substantive collaboration at Centralia will be a challenge with so many part-time faculty. At Grays Harbor, this may be less of a problem.</p> |
| 8. Resources | <p>Are there appropriate and relevant resources, including library, student support, and facilities to support the program/students?</p> <p>Comment Resources at both institutions appear to be adequate.</p> |
| 9. Overall assessment and recommendations | <p>Overall assessment</p> <p>Comment I believe this proposal is a good start and I commend your desire to “grow your own” and increase your service to your communities. However, I am concerned I did not see a compelling argument for how your program will prepare new teachers who will be ready to teach on day one, who will engage in high leverage practices during their program. I saw no discussion of how the program will use field experiences to enhance the preparation of candidates. The proposal as written appears to meet minimum state requirements, but would benefit from some explanation of “why” it will be a good program for your communities and serve your communities in the best way possible. In my estimation, location is an insufficient answer to the “why” question.</p> |

Reviewer Bio or Resume

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Pat Naughton is the Director of Teacher Education Programs at The Evergreen State College. At the college, he also represents the graduate programs on the Strategic Enrollment Group. He earned his Doctor of Education degree from Seattle Pacific University, a Master’s degree in Business Administration from Southern Illinois University, and a B.A. in Political Science from Gonzaga University. Prior to his time at Evergreen, he spent 12 years at City University of Seattle, where he worked in a variety of roles in the teacher certification program, including Director of Instruction and Learning and Assessment Director for the University’s Teacher Education Programs and Academic Location Leader in Tacoma. At City U, his primary instructional duties centered on guiding students through action research master projects and teaching mathematics methods. He has also served on the executive board of the Washington Association of Colleges for Teacher Education (WACTE) for the past eight years, including a two-year stint as President. Prior to his time in higher education, he taught mathematics in the University Place School District in Washington state. While there, he had the opportunity to implement and use the Interactive Mathematics Program (IMP) for two years and later used it as a primary resource in his mathematics methods classes. Prior to his education career, Pat served 23 years in the Air Force, including substantial tours as an instructor pilot and flight examiner. He has been married over 44 years to Linda, has three grown children, and six grandchildren.