



**STATE BOARD FOR COMMUNITY  
AND TECHNICAL COLLEGES  
OCTOBER 2021  
PROGRAM PROPOSAL  
BACHELOR OF APPLIED SCIENCE  
EARLY CHILDHOOD EDUCATION  
*HIGHLINE COLLEGE***

# TABLE OF CONTENTS

Cover Page – Program Proposal.....	3
Program Information .....	3
Mode of Delivery.....	3
Program Proposal.....	3
Contact Information (Academic Department Representative) .....	4
Chief Academic Officer signature .....	4
Introduction .....	5
Criteria 1 .....	7
Curriculum demonstrates baccalaureate level rigor.....	7
Criteria 2.....	14
Qualified faculty.....	14
Criteria 3.....	15
Selective admissions process, if used for the program, consistent with an open-door institution.....	15
Criteria 4 .....	17
Appropriate student services plan. ....	17
Criteria 5.....	21
Commitment to build and sustain a high-quality program. ....	21
Criteria 6.....	22
Program specific accreditation.....	22
Criteria 7 .....	23
Pathway options beyond baccalaureate degree. ....	23
Criteria 8.....	23
External expert evaluation of program.....	23
Conclusion.....	25
Appendix A: Program Standards .....	26
Appendix B: External Reviews and Responses .....	27
Appendix C: Bachelor of Applied Science Courses and Faculty Qualifications .....	40

# Cover Page — Program Proposal

## Program Information

Institution Name: Highline College

Degree Name: Bachelor of Applied Science in Early Childhood Education

CIP Code: 13.1210

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

Degree: Associate of Applied Science in Early Childhood Education

CIP Code: 13.1210

Year Began: 1972

Degree: Associate of Applied Science in Para-Education

CIP Code: 13.1501

Year Began: 1996

Degree: Associate of Applied Science in Human Services

CIP Code: 15.1593

Year Began: 2000

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

Projected Enrollment (FTE) in Year One: 20

Projected Enrollment (FTE) by Year: 24

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Instruction will be delivered on campus or within service region.

Off-site: Some classes may be offered at partnering agencies within our service district.

Distance Learning: Hybrid and online courses may be offered as part of this program.

## Program Proposal

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

## Contact Information (Academic Department Representative)

Name: Jodi White

Title: Department Coordinator, Early Childhood Education Department

Address: 2400 S 240th St, MS 29-2, Des Moines, WA 98198-9800

Telephone: 206-592-3780

Email: [jwhite@highline.edu](mailto:jwhite@highline.edu)

## Chief Academic Officer signature

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

10/4/2021

X 

Chief Academic Officer  
Signed by: \*.highline.edu

# Introduction

Since 2017, Highline College has offered an approved Bachelor of Applied Science in Teaching and Early Learning (BAS T&EL) with two pathways of study, one for elementary teacher certification and the other for early childhood education professionals. If approved, this proposal would formally separate the pathway for early childhood education professionals into a stand-alone degree, the Bachelor of Applied Science in Early Childhood Education (BAS ECE). Separating the two pathways offers clarity for students, advisers, and employers. The separation of this track into a degree pathway would also enable the college to collect more accurate program data to inform modifications and improvement.

Highline College conducted a survey with local employers, and the data indicated an increased need for practitioners with bachelor degrees. The proposed degree gives Highline College and other South King County graduates with associates of applied science (AAS) degrees in early childhood education, in para-education, or in human services a clear pathway to a bachelor degree. The curriculum for the early learning pathway of the approved Bachelor of Applied Science in Teaching and Early Learning was developed by a diverse group of faculty, local employers, and members of the Education Department professional-technical advisory committee. The curriculum is designed to prepare students with the knowledge, skills, and dispositions necessary to advance equitable programming that meets the needs of the local community.

In the proposed program, students will be trained to work as educational professionals with the ability to work successfully and authentically with children, families, and colleagues. The curriculum which has been built exposes students to diverse cultural, linguistic, and developmental knowledge, experience, strengths, and needs. Learning outcomes focus on:

- Use knowledge of individual children and child development theory to promote learning.
- Engaging families and communities in the education of young children.
- Observe, document, and assess learning to support development.
- Use a wide array of developmentally, culturally, and linguistically sustaining approaches, strategies and tools to connect with children and families.
- Use content knowledge to build a meaningful curriculum.
- Identifying with the profession and conduct themselves professionally.

## Conceptual Framework

The Bachelor of Applied Science in Early Childhood Education degree pathway will be built on research-based practices and constructivist theory for both young learners and adults. The Conceptual Framework for the Highline College Department of Education is illustrated as follows:

Figure 1: Education Department - Conceptual Framework



Highline College's Education Department supports learners in becoming effective practitioners through coursework rooted in equity pedagogy, the social construction of knowledge, critical thinking, and research-based teaching strategies.

Cultural responsiveness envelops the framework in which instruction is designed and applied. Through this concept, the desire, and the skills to create relationships and deliver instruction to students in all program offerings successfully builds on the diversity students will encounter in professional settings in south King County.

Intersecting in the framework are the ideas of Relationship, Reflective Practice, and Professional Development. The department has high expectations for students and interactions reflect that practice. This framework supports interactions in ways that value students and their development, providing a high level of support and respect. Reflective practice is best summed up by Paulo Freire's idea of Praxis, or the never-ending cycle of theory, action and reflection. Engaging in deep reflection focused on interactions and teaching, growth becomes evident. This is represented by Professional Development.

At the intersection of these are the ideas of knowledge, skills, and dispositions. Placing these at the center recognizes the importance of cultivating each of these ideas within the overlapping contexts.

## Department Mission, Vision, and Core Values:

### Mission

The Highline College Education Department collaborates with the community to develop highly effective educators using coursework rooted in equity pedagogy, critical thinking, and research-based learning and teaching strategies. The college actively engages in the identification and elimination of inequities in schools and communities as a strategy to promote the health of children, families, and educators.

By inequities, the college means unfairness or injustice related to group identities. This includes individual, cultural, or structural limits based on race, language, gender/gender identification, class, citizenship or veteran status, sexual orientation, age, ability, and religion.

### Vision

The Highline College Education Department acts as part of an inclusive community where all children, families, and educators are valued and respected and offered engaging opportunities to succeed.

### Core values

- Justice – elimination of equity gaps; education that nurtures community emotionally, intellectually, physically, and academically
- Respect – for each person’s unique worth, dignity, and culture
- Humanity – education promotes a fulfilling life, as well as future employment
- Reflection – the cyclical process of praxis (theory-action-reflection) as an essential teaching strategy
- Universal Design for Learning – classroom experiences that offer learners multiple ways to engage with the content and multiple ways to demonstrate what they know
- Professionalism – adherence to community, state, and national standards of professionalism, ethics, and best practices in teacher education

### Accreditation

The Associate of Applied Science in Early Childhood Education degree offered through the Education Department at Highline College is the first in Washington to be accredited by the National Association for the Education of Young Children (NAEYC).

## Criteria 1

### Curriculum demonstrates baccalaureate level rigor.

The proposed Bachelor of Applied Science in Early Childhood Education degree requires a breadth of classes in communications, quantitative studies, humanities, social sciences, and natural sciences as well as core education classes to ensure graduates are prepared to teach across all disciplines. The degree also includes the depth of the 300 and 400 level courses, which build off the foundation of the professional-technical associate degrees earned prior to entry into the Bachelor of Applied Science in Early Childhood Education program.

## Program Learning Outcomes

The program learning outcomes flow from and assist in defining the conceptual framework, as well as the department mission, vision, and values. They were created by a group of faculty, professional-technical advisory committee members, and local employers. They are based on the accreditation standards set by the National Association for the Education of Young Children and infused with the values of the department and what the college knows about the needs of local community.

- Use knowledge of individual children and child development theory to promote learning
- Evaluate and make decisions about program practices that build resilience in children, inclusivity, and that push back against systems that may harm children (racism, classism, trauma, poverty, etc.)
- Evaluate the limitations of child development theories and research based primarily on a normative perspective of white, middle-class children

Engage families and communities in the education of young children

- Value diverse family structures, languages, cultures, and norms articulating a strengths-based approach to differences
- Independently and collaboratively engage families as partners for insight into their children for curriculum, program development, assessment, and planning for transitions into new programs

Observe, document, and assess learning to support development

- Use observations for the purpose of curriculum planning, assessment, and/or program improvement
- Articulate the developmental, cultural, and linguistic limitations of various assessment tools, when tools may be inappropriate, and advocate for appropriate and ethical use of assessment
- Advocate for families, partnering with other early childhood experts as needed, to connect families to culturally and developmentally appropriate resources

Use a wide array of developmentally, culturally, and linguistically sustaining approaches, strategies and tools to connect with children and families.

- Develop a variety of culturally sensitive strategies to create and sustain relationships with young children and families
- Evaluate and advocate for the use of research-based strategies, tools, and approaches that support the cultural, linguistic, and individual development of the children
- Coach others in developing a habit of reflective practice

Use content knowledge to build a meaningful curriculum.

- Analyze models of engaging children in learning about foundational concepts in all areas of the curriculum with particular emphasis on culturally sustaining practices

Identify with the profession and conduct themselves professionally

- Critically analyze ethical dilemmas through an equity lens
- Advocate for resources and policies that support young children, families, and educators
- Practice research-base and theoretical perspectives related to continuous and collaborative learning and leadership



In addition to these program-specific outcomes, Highline College assesses a set of core competencies that represent an integrated set of foundational knowledge, skills, and attitudes preparing Highline College learners for future academic and career success. These competencies create a foundation for a lifetime of self-directed learning, effective communication, and citizenship. In a more recent change, the college-wide outcomes have been adapted to core competencies keeping equity in mind. Highline College students, upon successfully completing their courses of study, will demonstrate abilities listed in the core competencies below. In achieving these abilities, students' lives will be improved academically, professionally, and personally. Additionally, core competency assessment is a vital way of evaluating overall student success and our institutional promise to students and our community.

Core competency assessment has gotten off the ground with more than 30 part-time and full-time faculty and a number of students participating Winter and Spring of 2020. The first workshop, titled "VALUE Rubrics 101" introduced how to use the Association of American Colleges and Universities' nationally-vetted rubrics to score actual student work. And in the spring, Highline College will hold our schools first assignment charrettes, borrowing from NILOA's collaborative assignment design process, where faculty and students will work together develop and refine assignments to be used with the VALUE rubrics with the goal of scoring our own student work by the end of this academic year. In fact, the work thus far proved to be innovative enough in higher education that the Assessment Committee had the honor of presenting it at the Annual Association of American Colleges and Universities Conference in January 2021, with a session titled "The Critical Role of Messaging in Implementing an Effective Student Learning Outcomes Process."

## **Highline College's Core Competencies:**

### **Think Critically.**

Demonstrate the ability to analyze and summarize complex information, create an argument that acknowledges multiple perspectives, and use reasoning and evidence to draw conclusions.

### **Reason Quantitatively.**

Demonstrate the ability to apply numerical, logical, and analytical techniques to analyze, evaluate, and explain quantitative information.

### **Communicate Effectively.**

Demonstrate the ability to communicate ideas through written, oral, and/or visual formats by utilizing their own voice to address various audiences and consider the perspectives of others.

### **Develop Information and Visual Literacy.**

Demonstrate the ability to interpret, evaluate, synthesize, and organize selected textual, visual, or electronic resources for a given situation, maintaining strict adherence to legal and ethical guidelines governing information access.

### **Develop Community and Social Responsibility.**

Demonstrate the ability to interact productively and equitably with others in diverse local, national, and global communities; address social justice issues based on awareness of historical and contemporary systemic inequalities; proactively engage in their physical and mental health.

**Develop Globalism Perspectives.**

Demonstrate the ability to evaluate how environmental, relational and cultural processes and interactions impact the world, people's lives, and their own views.

In addition to Bachelor of Applied Science in Teaching and Early Learning program outcomes and the core competencies, the curriculum also incorporates a distribution of courses across fundamental areas of knowledge. The learning outcomes for the proposed program are outlined below in italics. Graduates of the proposed Bachelor of Applied Science in Early Childhood Education will:

**Communication**

Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing to communicate effectively.

**Humanities**

Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

**Social Sciences**

Graduates use social science research methods and/or theory to analyze and interpret social phenomena.

**Natural Sciences**

Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

**Quantitative & Symbolic Reasoning**

Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.

**Program Evaluation Criteria and Process**

In addition to the program-specific outcomes, Highline College assesses course-level outcomes, which are mapped to the degree outcomes. Course-level student learning is evaluated by individual faculty on an on-going basis and is reported to the department and the college annually. The outcomes from courses and the degree are mapped to the Highline core competencies. Continuous assessment of student learning at the course or program level ensures that the core competencies are also assessed regularly, providing the college with data for continuous improvement in all areas. In addition to the assessment of outcomes at the course and college level, all students complete EDUC 499 Early Childhood Education Capstone as their final course. In this class, students build a portfolio, demonstrating how their knowledge, skills, and dispositions meet the Bachelor of Applied Science in Early Childhood Education program outcomes.

Student outcome data from individual courses as well as the capstone experience is evaluated by faculty each fall quarter to improve teaching and learning. This process ensures a cycle of continuous improvement and that students are holistically prepared with the breadth of learning necessary to be successful.

Coursework for both the Associates of Applied Science in Early Childhood Education and the proposed Bachelor of Applied Science in Early Childhood Education programs are shared in the tables below. Highline College's Associates of Applied Science in Early Childhood Education includes the courses listed in Table 1.

Table 1: Freshman and Sophomore Level Classes Associates of Applied Science in Early Childhood Education

Course Requirements AAS-ECE		Credits	
Communications	ENGL& 101 English Composition	5	
Quantitative	MATH& 107 Math in Society	5	
Humanities	DGS 152 Critical Thinking for Equity	5	
	Elective*	5	
Natural Science	ENVS& 101 Introduction to Environmental Science	5	
Social Science	SOC& 101 Introduction to Sociology	5	
ECED&/EDUC/&	ECED& 105 Intro to ECE	5	
	ECED& 107 Health Safety Nutrition	5	
	EDUC& 115 Child Development	5	
	EDUC& 130 Guiding Behavior	3	
	ECED& 160 Curriculum Development	5	
	EDUC& 150 Child, Family Community	3	
	ECED& 170 Environments	3	
	ECED& 180 Language and Literacy Development	3	
	ECED& 190 Observation and Assessment	3	
	EDUC& 204 The Exceptional Child	5	
	EDUC 230 The Democratic Classroom	5	
	EDUC 258 Integrated Curriculum	5	
	EDUC 281 Professional Development	3	
	Field Experience	ECED& 120 Practicum	2
		EDUC 240 Education Practicum	5
Total Credits		90	

\*Electives are selected with guidance from the student's advisor and are directly related to student's specific goals. Humanities selection is recommended but not required.

Students entering the proposed Bachelor of Applied Science in Early Childhood Education with an AAS in Early Childhood Education will have a seamless transition. Students entering the program from other disciplines must demonstrate competencies from the following courses: EDUC& 115 Child Development; EDUC& 130 Guiding Behavior; ECED 160 Curriculum Development; EDUC& 204 Exceptional Child; and EDUC 240 Education Practicum. Prior Learning Assessment (PLA) will also help to ensure that students for the proposed degree have the knowledge and skills to be successful.

## General Education Courses

Students in the proposed Bachelor of Applied Science in Early Childhood Education degree program will take 60 credits of general education courses spread across both the Associate of Applied Science and Bachelor of Applied Science in Early Childhood Education programs. These requirements are designed, along with the program concentrations, to provide the necessary depth and breadth of knowledge needed to work successfully with children, families, and colleagues. These requirements are also an opportunity for the student, with faculty advising in certain elective choices, to deepen knowledge of content. The elective selection will be carefully monitored to make sure that

the coursework aligns certification and industry standards, so that graduates are prepared to enter the workforce.

Coursework in Ethnic and Gender Studies (EGS), Sociology (SOC), and Diversity and Global Studies (DGS) are of particular assistance in addressing the conceptual framework, mission, and values, as well as the knowledge, skills, and dispositions that have been identified by the professional-technical advisory committee and local community. These courses will fulfill the Humanities, Social Science, and General Education Distribution areas. Table 2 shows the course distribution.

Table 2: Distribution of General Education Courses

General Ed. Course AAS in ECE	Comm	Quant	Hum	Social Sci	Nat Sci	Gen Ed
ENG& 101 Composition	5					
MATH 107 Math in Society		5				
DGS 152 Critical Thinking for Equity			5			
SOC& 101 Introduction to Sociology				5		
ENVS& 101 Intro Environmental Science					5	
<b>General Ed. Course BAS ECE</b>						
CMST 220 Public Speaking	5					
DGS 120 Global Studies - Native American Story Telling			5			
EGS 352 Global Studies for Educators				5		
SOC 130 American Diversity				5		
ENVS 301 Global Environmental Issues (lab)					5	
EGS, SOC, or DGS elective (HUM or SS)						5
EGS, SOC, or DGS elective (HUM or SS)						5
Total Credits by area	10	5	10	15	10	10

### Junior and Senior Courses

Upper-division courses of the proposed Bachelor of Applied Science in Early Childhood Education have been designed to provide a rigorous set of studies preparing students to work in leadership roles in early learning settings. Similar to other professional and technical programs at Highline College, the proposed Bachelor of Applied Science in Early Childhood Education program builds on

the practice of including professional experience in the form of observations, fieldwork, and practicums. Table 3 shows the distribution of courses.

Table 3: Junior and Senior Level Courses, Bachelor of Applied Science in Early Childhood Education

Distribution Area	Course Number	Course Title	Cr
<b>Junior Level Coursework – 46 credits</b>			
Communication	CMST& 220	Public Speaking	5
Humanities	DGS 120	Native American Storytelling	5
Natural Sciences	ENVS& 301	Enviro Sustainability	5
Social Sciences	SOC 130	American Diversity	5
Gen Ed Electives	EGS, SOC, DGS	Elective with advisor approval	5
	EGS, SOC, DGS	Elective with advisor approval	5
Upper Division	EDUC 303	BAS Early Learning New Student Orientation	1
	EGS 352	Global Studies for Educators (also SS distribution)	5
	EDUC 332	Reflective Practice with Infants & Toddlers	5
	EDUC 391	Cultivating Creativity	5
<b>Senior Level Coursework – 45 credits</b>			
	EDUC 401	BAS ECE : Senior Seminar	2
	EDUC 433	Family & Community Partnerships	5
	EDUC 403	Authentic Assessment	5
	EDUC 431	Emerging Literacy/ELL Methods	5
	EDUC 381	Leadership, Advocacy, and Resilience	5
	EDUC 421	ECE Special Ed Methods	5
	EDUC 441	Emerging Math & Science Methods	5
	EDUC 481	ECE : Practicum I	5
	EDUC 491	ECE : Practicum II	5
	EDUC 499	BAS ECE Capstone	3
Total Credits			91

With the 90 credits from the Associates of Applied Science in Early Childhood Education, this yields a total of 181 credits for the proposed Bachelor of Applied Science in Early Childhood Education program. The proposed degree program has a mandatory Early Childhood Education orientation which puts the total one credit above 180 credits usually associated with bachelor of applied science degree course development.

### Program Schedules

In a recent survey, data indicated that almost 90 percent of Associates of Applied Science in Early Childhood Education students reported that currently working in a setting with young children. To meet the needs of students who also work to support themselves and their families, all courses in the proposed Bachelor of Applied Science in Early Childhood Education program will be offered in a variety of formats - online, hybrid, virtual, evenings, and weekends.

## Criteria 2

### Qualified faculty.

The Education Department at Highline College currently has three full-time faculty who teach in both the AAS program and in the Bachelor of Applied Science in Teaching & Early Learning degree (Early Learning track).

There are also five adjunct professors who teach in the early childhood education program at Highline College. All faculty (full and part-time) have master's degrees in subjects related to early childhood education. One full-time faculty is currently an Ed.D. candidate. All full-time professors and adjuncts who teach two-thirds or more meet the certification requirements for professional-technical instructors in the Washington Administrative Code. Highline College also provides generous professional development funds for faculty.

The College encourages and expects professional development from the faculty. To facilitate professional development, the College will budget each year an amount sufficient to allow each full-time faculty member \$1500 and each one year faculty member \$750 per year to be used in the pursuit of professional development.

All faculty have extensive experience in industry, with the majority of adjunct faculty currently employed in leadership positions serving young children and families. In addition to up-to-date expertise, these faculty offer an opportunity for students to build bridges to future networking and employment opportunities. Of the eight faculty serving in the current Bachelor of Applied Science in Teaching and Early Learning – Early Learning track (the proposed BAS ECE), three are bilingual, enabling optimal support of Somali and Latinx students. This combination offers students a solid understanding of child development and education theory, current and practical Early Childhood Education methods, and engages diverse students with a cultural congruence that supports persistence and success.

Highline College is one of the most diverse campuses in the system in regards to faculty. The recruitment process includes working closely with the professional-technical advisory board to identify experts in the field who work to ensure sustained representation of systemically non-dominant populations. Highline faculty are highly diverse, representing the community in the service area. Of the eight faculty who teach early childhood education content, seven are people of color including educators from Black, Latinx, Somali, and Indigenous communities.

Assuming 25 FTE of students per year, total faculty FTE dedicated to this program is 1.3 FTE faculty. Currently, coursework is being covered by full-time faculty who teach both lower and upper division level coursework. Adjunct faculty also bring in expertise to cover other coursework. As enrollment is anticipated to grow, conversations will be held regularly at the college to discuss staffing. General education coursework is shared with other programs.

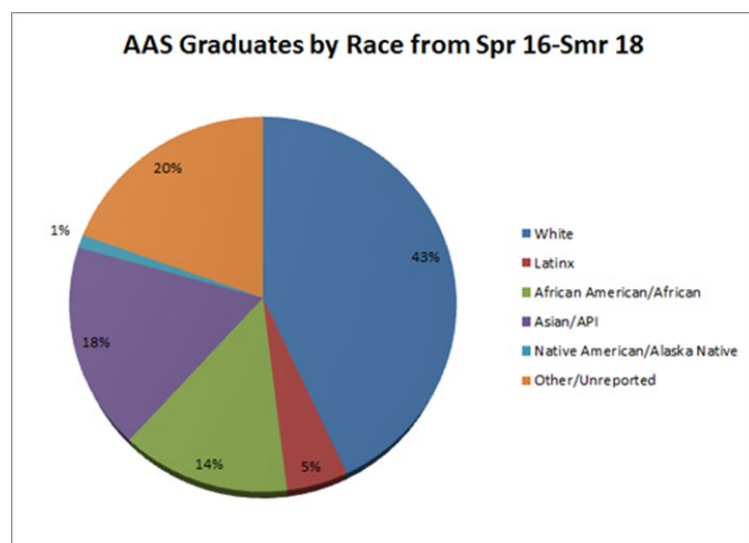
Faculty qualifications can be found in Appendix C.

## Criteria 3

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

Highline College is committed to open-door general admission, a policy that provides increased access to higher education for those that have been disenfranchised. Highline College is the most racially diverse community college in the state — almost twice as diverse as the system average — with 77 percent of the college’s students reporting their race or ethnicity as other than white. Almost all students at Highline College are first-generation students, and the college serves a community that is economically challenged. As Figure 1 shows, the diversity of students who have completed Associate of Applied Sciences degrees at Highline are 38 percent students of color.

Figure 1: Associate of Applied Science Graduates by Race



To qualify for admission to Highline’s Bachelor of Applied Science in Early Learning, eligible applicants must:

Have completed (or be within 30 credits of completion of) a regionally accredited AAS or AA degree in one of the following: Early Childhood Education, Paraeducation, Human Services, or related field. Other associate degrees will be considered on a case-by-case basis and may require prerequisite coursework. Associate degrees and the following courses (or equivalents) must be completed before beginning senior level bachelor of applied science coursework.

- EDUC& 115 Child Development
- ECED& 160 Curriculum Development
- EDUC& 130 Guiding Behavior
- EDUC& 204 Exceptional Child
- EDUC 240 Education Practicum

Students will additionally be required to provide evidence of clearance or ability to clear a criminal history background check through the state of Washington. Fingerprinting is typically required.

A college grade point average of 2.5 or better with no class lower than a 2.0 (preferred) is preferred. For students below a grade point average of 2.5 or for students who have classes lower than a 2.0, will be considered on a case by case basis provided applicants do not outnumber available slots. The following table provides junior year admissions requirements and senior year continuing requirements.

Table 4: Admissions Requirements:

Junior and Senior Year Requirements
<p><b>Option #1: BAS in Early Childhood Education Without Teacher Certification</b>            Current MERIT Background Check            Minimum college level GPA of 2.5 (no class lower than 2.0) (preferred)</p> <p><b>Option #2: Admissions Students with an Associates of Applied Science in Early Childhood Education within last 5 years</b>            Direct entry            Pre-Requirements for others:            Pre-requisite of 115, 160, 130, 204 and 240            Pre- requisite may be challenged through PLA program (experience within 5 years)</p> <p>To Continue into Senior Year - Residency            Current MERIT Portable Background Check</p>

The students will attend an orientation, and have a Student Handbook that outlines procedures, expectations, requirements for continuation in good standing in the program, and the process through which the requirements for degree completion can be met.

If there are more applicants who meet all the qualifications than there are slots available and it is not feasible to set up additional classes, the college will admit students based on a lottery system, similar to other bachelor of applied science programs that may have applicants that outnumber available spots. A wait list will be formed for the remaining qualified students. For students who do not move off the waitlist, they will be encouraged to re-apply for a following quarter. Admissions processes will be evaluated by Highline College faculty and the advisory board on a regular basis. Key factors for evaluating the process include student diversity, retention, and academic achievement. Admissions information is posted both on the bachelor of applied science admissions web site and the academic catalog. Student services staff assist with admissions into the college and transcript evaluation.



## Criteria 4

### Appropriate student services plan.

Highline College has been recognized as an Achieving the Dream Leader College. This status not only signifies its commitment to student success, but its ability to increase retention and graduation rates through wide scale, data-based interventions. Highline College has been selected for the Working Families Success Network Strategy which helps low-income individuals and families achieve financial stability by promoting postsecondary completion.

Conceptually, the student services plan is shaped around an institutional commitment to integrate bachelor of applied science programming fully into existing governance structures, services, and academic department roles. Highline College currently has six bachelor of applied science programs. The proposed degree would be the seventh bachelor of applied science degree, although this track is part of an already approved degree. The college has built capacity in student services to serve a total of six modestly-sized bachelor of applied science degree programs. As programs grow, student services will be carefully monitored and adjusted to maintain a high-quality service to students. The bachelor of applied science programs has a full-time staff position in student services funded to provide support in student services as needed. In addition to position, at full capacity the college will fund two additional full-time positions in Student Services to provide support for bachelor of applied science students.

Normal Student Services hours are 8:00 am to 7:00 PM. Additionally the full-time bachelor of applied science Admissions advisor and the full-time bachelor of applied science associate dean have flexible hours and can be available to prospective and/ or current bachelor of applied science students at other times. As part of the network of coordinated services that the director will facilitate for bachelor of applied science students, the college has enlisted help from a variety of campus resources to support bachelor of applied science student success.

#### **Academic Advising**

Advising availability and accuracy are critical to bachelor of applied science student success. During the academic year, there will be information sessions for prospective bachelor of applied science students. These faculty-led sessions will cover the admissions requirements for each bachelor of applied science program, application deadlines, learning format, funding sources, and other pertinent program information.

Students in the proposed Bachelor of Applied Science in Early Childhood Education program will be assigned a faculty advisor who will be the primary source for advising. Faculty advisors in the education department will review and approve initial applications for graduation. The students will also have the seamless support made possible by the Educational Planning and Advising Center (EPAC). While faculty and staff will handle in-program student advising as described above, Educational Planning and Advising Center will work closely with the instructional department in order to offer advising to students in the few times when neither faculty or staff are available as well as support students who are seeking admission into the program.

## **Career Advising**

Highline College is prepared to serve future Bachelor of Applied Science in Early Childhood Education students with resources and guidance to support their transition:

- To successfully assist program graduates with placement, the counseling center is acquiring resources about placement opportunities relevant to these new career pathways. These resources will be available in individual sessions and in curriculum for career exploration courses.

Practicum experiences and relationships with faculty offer opportunities for professional networking. For all Bachelor of Applied Science in Early Childhood Education, students, faculty play a key role in helping them assess strengths and find jobs that best match the skill sets they have developed in their education.

Bachelor of Applied Science in Early Childhood Education students may be older students with more challenges and needs than traditional student populations. Along with the general services for bachelor of applied science support, the program will provide care for students in the Bachelor of Applied Science in Early Childhood Education program who are struggling and for special populations that might need additional attention. If necessary, the associate dean will set follow-up appointments with faculty, counseling, access services and veteran's services or other sources of support on and off campus. Along with the associate dean's response to students in need, the program has designated several services to address retention and success for bachelor of applied science cohorts:

## **Academic Support Center**

The Highline College tutoring center will assist Bachelor of Applied Science in Early Childhood Education students in both general education courses and core courses through a variety of tutoring techniques, addressing individual needs in a constructive environment. The Education Department will work closely with the Academic Support Center to have peer tutors available for students in the program as the college does with many existing programs. Bachelor of Applied Science in Early Childhood Education students may use the Highline College Writing Center for help with writing in any class or see one of the math support tutors for assistance with quantitative literacy in any of their courses.

## **Veteran's Services**

In Enrollment Services, Veterans Services is the liaison between the federal Veterans Affairs (VA) and veterans and dependents, helping veterans use their VA benefits for their education at Highline. This office connects students with on and off-campus resources to meet needs that may be affecting their academic performance. Students can also access one-on-one counseling or support in a group setting through Dropzone, which is an informal social gathering of veterans, dependents, and allies to discuss anything of concern or interest to the students. A veterans' club through Student Leadership will provide more opportunities for advocacy and community-building. Counseling Services supports veterans by providing ongoing counseling for issues related to adjustment to college, PTSD symptoms, stress management, and symptom management. The counseling department also provides referrals to appropriate long term services such as VA, counseling for serious impairments and other specialized support.

Veteran's services also provide support to bachelor of applied science students. The current staff person is also a graduate of one of Highline College's bachelor of applied science programs.

### **Financial Aid**

Highline will provide a comprehensive financial aid package to all admitted and eligible bachelor of applied science students. Financial Aid will work to ensure that students have access to as wide a variety of funding options as possible and will consider the unique needs of special populations, such as veterans. Required documents and deadlines will be consistent for all Highline students. Aid will be packaged based on eligibility and availability of funds. The Financial Aid Office will make available orientations, workshops and advisor appointments. The Financial Aid Director and her staff are committed to helping all Highline College students understand the financial aid application process and guidelines. The Financial Aid office is preparing for the unique needs, experiences and situations of the Bachelor of Applied Science in Early Childhood Education students. The Financial Aid Office has been in contact with the Department of Education and Department of Veterans' Affairs. The college will submit the required program updates to those entities as soon the college receives approval from the Northwest Commission on Colleges and Universities.

### **Library**

Highline College librarians are tenured or tenure-track faculty with advanced degrees and the practice and skills to work with Bachelor of Applied Science in Early Childhood Education students on high level research projects. In addition to working with individual students and providing classes in information literacy, librarians routinely assist faculty members on research projects or in their studies for advanced degrees. The Highline College Library has a reference librarian on duty whenever the library is open. In addition to the usual services the Library provides (study rooms, interlibrary loan, a quiet floor for study), the library has over 70 computers available to students, with full search capabilities and Microsoft Office software (Word, Excel, PowerPoint, etc.). Regarding information resources, the Library is using additional collection development funds allocated by the college administration to actively select and acquire materials directly related to the Bachelor of Applied Science in Early Childhood Education, with the intent to build a collection to support study and research at the undergraduate level. A reference librarian has been appointed to act as a liaison to the Education Department faculty, collaborating with them to select relevant titles. These selections are based on the curriculum that has been developed for the degree as well as curricular materials commonly used in the Early Childhood Education settings of the target area.

In addition, the Library has databases that directly supporting the Bachelor of Applied Science in Early Childhood Education. These databases include: Ebscohost, which is strong in the education and social sciences and also includes access to ERIC, the premier source for information on education, and a Professional Development Collection which, designed for practicing professionals, includes a comprehensive collection of more than 520 high-quality education journals; PsychArticles, a database offering complete access to the full text of more than 90 landmark journals in the behavioral sciences; Primary Search, a database commonly used by elementary school librarians and public library children's rooms including graded materials from more than 70 popular elementary school magazines. In addition to these, the Library has approximately 30 other databases, many of which will supplement the above mentioned databases. The Library is also a Federal Depository for government documents, which means the library has available a great deal of

print and online information published by the U.S. Government on a wide range of topics that are relevant to Bachelor of Applied Science in Early Childhood Education studies and research. The library also has a fully-orbed interlibrary loan service that allows for access to any materials not directly available through the Highline College library.

### **Instructional Computing**

Recognizing that the right tools are critical for academic success, Highline College has invested significant resources in technology. The college has a dedicated instructional computing department. Separate from the administrative technology department, the focus of instructional computing department is centered on the needs of the student. This department ensures that the college has quality facilities, technical support, equipment, systems and resources adequate for the high-demand technology needs required for student success. Open extended hours and featuring 15 classroom labs and 3 drop-in labs areas, the Instructional Computing Center (ICC) makes both computing resources and human expertise readily available to all students. This ICC is in addition to 13 classroom or open labs throughout campus and other satellites both on- and off-campus. Coupled with the eLearning platform, the integrated myHCC system gives students the mobility they need to work in any location. From financial aid status to educational progress, online services provide transparency and protected access to student record information. Specifically, in anticipation of the Bachelor of Applied Science in Early Childhood Education students and their needs, Highline College is preparing by adding additional equipment and resources, including staffing. Bachelor of Applied Science in Early Childhood Education students will receive comprehensive and extensive technology access and support services from Highline College.

### **Access Services**

A core value of Highline College is access and that is just what Bachelor of Applied Science in Early Childhood Education students will receive from the skilled staff in this department. Access Services supports and assists students who have disabilities with campus and classroom accommodations. Reasonable accommodations to otherwise qualified students include services like interpreting, transcription, alternate format textbooks and alternative testing.

### **Campus Community**

The college is prepared to offer the Bachelor of Applied Science in Early Childhood Education students an experience that extends beyond the classroom. The co-curricular and extra-curricular activities offered will work in unison with the classroom experience to ensure Bachelor of Applied Science in Early Childhood Education student success and retention. The college is well-regarded among peer institutions and recognized as a leader in the area of student leadership and engagement. In a recent accreditation visit, the college received compliments for innovative and exemplary programming in this area. Opportunities to engage with the wider campus include:

- Service: student governance, advocacy, leadership jobs.
- Engagement: clubs, organizations, Intercultural Center (a physical space with resources to explore and celebrate culture and diversity)
- Formal Learning: First Fridays Leadership Institute, Winter Leadership Retreat, MLK Week, Unity through Diversity Week, Students of Color Conference, Teaching Equity Conference.

# Criteria 5

## Commitment to build and sustain a high-quality program.

### Financial Projections

The following section includes the projected budget of the Bachelor of Applied Science in Early Childhood Education which is a state-supported program and will count toward Highline College's state target.

#### Projected Enrollments

As noted earlier in this application, Highline College has kept sustainability at the center of its bachelor of applied science development. The plans are intentionally conservative, limiting enrollments to manageable numbers and making extensive use of the existing infrastructure, faculty expertise, community connections, and curricular resources of the Education Department.

The proposed Bachelor of Applied Science in Early Childhood Education degree has been operating as an approved track of the existing Bachelor of Applied Science in Teaching and Early Learning degree. Historic data has been provided using the last two years. The pandemic has impacted enrollment with a slight decrease in the 2020-2021 year. Enrollment projections are provided for the upcoming three years. Because new cohorts will be accepted annually, and the pandemic has created challenges with forecasting enrollment, the program expects 5 percent increases in enrollment in years 3 and 4 and a 10 percent increase in the fifth year. At each admission cycle, the program will set a target of 30 qualified applicants, offering admission to 24 and referring the others to a waitlist. Given typical attrition among pre-admission applicant groups, the program believes that this formula will yield a consistent 24-student cohort size. When the cohort size increases to 30, these formulas will be adjusted, accordingly.

#### Projected Revenue

In addition to its current planning-year investments, the college has set aside \$55,000 in local reserves to underwrite the program's 2021-2022 transition. Longer-term, the financial model is built on a projected revenue of roughly \$5,500 per FTE student in the operating portion of the tuition (i. e., \$6,260/FTE minus 3.5 percent institutional financial aid, and 3.0 innovation fund) and fees (\$300/FTE). Highline College believes that the local-fund investment is important in maintaining a low student-faculty ratio and in buffering enrollment fluctuations. Within an institutional budget of over \$40 million, the college's contribution can be covered through reallocations of state support, general tuition fund, or contract enrollment income. The long-term budgetary implications for the institution are, therefore, expected to be minimal.

#### Projected Expenses

The program can utilize the existing faculty, staff, facilities and instructional technologies associated with the existing AAS-level curriculum – and because the organizational home for the degree will remain within Highline College's established departmental and administrative structures – the projected, new expenditures for the proposed Bachelor of Applied Science in Early Childhood Education option are almost entirely in direct-service personnel. The bulk of this new investment will

be in faculty positions, adjunct faculty salaries, and a modest investment (0.2 FTE) to offset impacts on bachelor of applied science Admissions staff. The remainder of the program's expenditures will primarily be in library resources, supplies and materials, marketing, and professional development.

Because the planning effort has been integrated with routine processes and governance structures of the college, no other significant expenditures have been associated with the development of the new degree. Table 6 provides a detailed three-year projection of expenditures and revenues for the bachelor of applied science start-up phase.

Table 5: Five-Year Budget Projection

			Year 1	Year 2	Year 3	Year 4	Year 5	
	Projected FTE enrollment:	New enrollments	19/20	20/21	21/22	23/24	24/25	Projected growth YOY
		Agregated	20	18	19	20	21	10%
	Per FTE		20	28	29	30	31	
<b>Gross Tuition Revenue/FTE</b>	\$ 6,262.20		\$125,244	\$175,342	\$182,230	\$188,492	\$194,754	
Less Building	-\$406		-\$8,124	-\$7,312	-\$7,758	-\$8,165	-\$8,571	
Less S&A	-\$428		-\$8,565	-\$7,709	-\$8,180	-\$8,608	-\$9,036	
Less institutional financial aid (3.5%)	-\$190		-\$3,799	-\$5,611	-\$5,820	-\$6,010	-\$6,200	
Less innovation fund (3.0%)	-\$163		-\$3,257	-\$4,810	-\$4,989	-\$5,152	-\$5,314	
<b>Net Operating Revenue</b>	\$5,075		\$101,499	\$149,901	\$155,483	\$160,558	\$165,634	
Plus Fees (@\$300/FTE)	\$300		\$6,000	\$5,400	\$5,730	\$6,030	\$6,330	
Plus Local support			\$19,207	\$17,461	\$15,874	\$14,431	\$13,119	
<b>Total Revenue</b>			\$126,706	\$172,761	\$177,087	\$181,018	\$185,082	
<b>Expenditures</b>								
BAS Faculty Lead (0.5 FTE)			\$ 42,330	\$ 43,177	\$ 44,040	\$ 44,921	\$ 45,819	
Full time ECE Faculty (.25 FTE)			\$ 18,500	\$ 18,870	\$ 19,247	\$ 19,632	\$ 20,025	
Part-time faculty (0.55 FTE)			\$ 8,250	\$ 8,415	\$ 8,583	\$ 8,755	\$ 8,930	
ECE Faculty (.5FTE starting year 3)					\$ 37,500	\$ 38,250	\$ 39,015	
Student services support (0.2 FTE)			\$ 8,100	\$ 8,262	\$ 8,427	\$ 8,596	\$ 8,768	
Benefits (@ 31%)			\$ 23,926	\$ 24,404	\$ 24,882	\$ 25,360	\$ 25,838	
Professional development			\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	
Library materials			\$ 8,000	\$ 4,375	\$ 4,375	\$ 4,375	\$ 4,375	
Supplies			\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	
Equipment			\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	
Local travel			\$ 600	\$ 1,000	\$ 1,200	\$ 1,200	\$ 1,200	
Marketing			\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
<b>Total Expenditures</b>			\$126,706	\$125,503	\$176,890	\$179,977	\$183,125	

### Appropriate Facilities, Equipment, and Technology

The Highline College Early Childhood Education Department is primarily housed in the south part of the Higher Education Building on the Des Moines campus. Highline College has assigned appropriate office space for faculty, staff, and administrators. Classrooms are generous in size with adequate storage for courses which require significant materials. Coursework will be completed using a variety of delivery models including face to face, hybrid, and online. Highline College intends to utilize these existing facilities for the Bachelor of Applied Science in Early Childhood Education.

## Criteria 6

### Program specific accreditation.

There are no accreditation bodies required for this specific field and program at this time. To ensure that curriculum is relevant and current, the department is fully collaborating with the advisory board and aligning curriculum and course-level outcomes with standards developed by the National

Association for the Education of Young Children (NAEYC). The AAS degree has National Association for the Education of Young Children accreditation. National Association for the Education of Young Children accreditation at the bachelor of applied science level hasn't been deemed necessary at this time. The program will continue to monitor circumstances if the situation changes based on advisory board and employer feedback. Highline College will, of course, continue to work with Northwest Commission on Colleges and Universities (NWCCU), the regional accrediting organization.

## Criteria 7

### Pathway options beyond baccalaureate degree.

There are several options for graduates of the proposed Bachelor of Applied Science in Early Childhood Education to take to enroll in a master's program. Antioch College, Evergreen State College, and City University have all indicated that graduates of the proposed program would be eligible to apply for enrollment into master's programs at the respective institutions. In June 2021, a representative from Antioch visited the Bachelor of Applied Science in Teaching and Early Learning capstone class for the Early Learning pathway to share information and answer questions from students. Students learned that graduates of the proposed Bachelor of Applied Science in Early Childhood Education would be able to continue studies in a variety of programs at both private and public institutions including:

- Master's in Education or Teaching (Antioch College)
- Master's of Education for Practicing Educators (UWT)
- Master's in Teaching (Evergreen)
- Master's in Education in Curriculum and Instruction or Leadership (City U)

There are also a wide variety of online options students could choose from to continue their formal education including those at Western Governor's University, Walden University, the Erikson Institute, and Pacific Oaks College.

Highline College's proposed Bachelor of Applied Science in Early Childhood Education graduates will be able to enter the programs listed with no additional coursework. In fact, in September 2021, the advisor for the Bachelor of Applied Science in Teaching and Early Learning - Early Childhood Education track received this message from a graduate. "...so much has happened ever since our 2020 bachelor of applied science graduation. I have officially graduated with my master's degree in education policy as of August 2021...at UW. It was a wonderful experience for me."

## Criteria 8

### External expert evaluation of program.

Highline College selected two external experts to review the program. These experts represent the University of Washington and Antioch College and both have extensive experience in teacher education. Their reports along with the institution's responses and subsequent modification to the proposal are included as an appendix.

Overall, the evaluators had positive feedback about the quality of the proposed Bachelor of Applied Science in Early Childhood Education degree. Both experts shared that Highline College will address systemic equity issues by providing a pipeline for BIPOC educators into early childhood education professions. One evaluator shared, "The specific EDUC courses reflect the dispositions, knowledge, and skill set that anti-racist and culturally responsive Early Childhood Education teachers will need to succeed in their roles."

One concern that was brought up in the evaluation of the process was with writing skills. The program responded noting this was also a point of discussion at the Spring Quarter faculty meeting. As a result, the program is reviewing writing across the curriculum, not only throughout the bachelor of applied science but also the Associates of Applied Science in Early Childhood Education, the primary feeder program. Specific writing assignments are being identified and scaffolded, to increase in complexity as students' progress through their program. In addition, these assignments require that students visit the writing center on campus for feedback and support, and will integrate media literacy and research skills instruction.

An evaluator shared the following concluding thought about the proposed Bachelor of Applied Science in Early Childhood Education program with, "Overall, this is a promising program that is responding to a need for two separate bachelor of applied science degrees, and that was designed thoughtfully and thoroughly. It was developed with stakeholder input and clearly demonstrates a strong focus on culturally sustaining pedagogy, anti-racist practices, and partnerships with families and communities."

The proposed Bachelor of Applied Science in Early Childhood Education program at Highline College will continue to build on strengths and consistently review feedback from students, the advisory board and employers to ensure that students are prepared to enter the workplace and can serve diverse communities effectively. Highline College remains committed to increasing the diversity of this workforce. Following the reviews, Highline College would like to continue conversations with Antioch and University of Washington-Tacoma to develop articulation agreements.



## Conclusion

The proposed Bachelor of Applied Science in Early Childhood Education degree is an already approved track of the Bachelor of Applied Science in Teaching and Early Learning degree at Highline College. The college simply wants to separate out the two tracks into two formal degrees to more effectively serve current and future students. The proposed Bachelor of Applied Science in Early Childhood Education degree will help to eliminate confusion for both students and employers in the region. Students will be clear about which courses to take to earn early childhood education training and credentials, and employers will know, per coursework, curriculum and transcript notations, that graduates of the program have the appropriate credentials to work in the early childhood education field. Additionally, Highline College faculty and staff will be able to spend less time manually tracking data for students enrolled in education programs, because both tracks will be readily identifiable in databases. Highline College is excited to move toward full implementation of the proposed Bachelor of Applied Science in Early Childhood Education.

# Appendix A: Program Standards

National Association for the Education of Young Children (NAEYC) Standards

<https://drive.google.com/file/d/1KKWSuYgEPMoEyTcgrjlibC43xDkSU4Lo/view?usp=sharing>

(This document is 72 pages long.)

# Appendix B: External Reviews and Responses

Rachel Endo, Dean of School of Education, University of Washington-Tacoma

Rachel Oppenheim, Director, Teacher Education Programs, Antioch University

College Name:	Highline College	BAS Degree Title:	Early Childhood Education
Reviewer Name/ Team Name:	Rachel Endo	Institutional or Professional Affiliation:	UW Tacoma
Professional License or Qualification, if any:	PhD in Education, University of IL at Urbana-Champaign; Certificates in Secondary Education & K-12 Instructional Technology, University of NE at Omaha	Relationship to Program, if any:	N/A
Please evaluate the following Specific Elements			
Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment</p> <p>The program administration has closely collaborated with its advisory committee and local employers to develop this dynamic program. The program's structure aligns with NAEYC standards to ensure that candidates are prepared to meet the increasingly complex demands of serving and teaching young children and their families/guardians in a compliance-based environment.</p> <p>There is also a shortage of early-childhood educators in the state, especially those who are Black, Indigenous, and People of Color or BIPOC. This program thus fulfills multiple demands (diversifying the teacher workforce in a high-demand area, and also, preparing equity-minded educators) that should lead to job placements in surrounding communities.</p>		
Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>Yes, the DLOs demonstrate rigor appropriate for the baccalaureate level, requiring candidates to take a range of courses in communication, humanities, quantitative reasoning, natural sciences,</p>		

	<p>and social sciences, as well as foundational courses in the major area. There is a solid balance between lower-division and upper-division coursework.</p> <p>My only question is whether a 3-credit capstone is sufficient, given that most of the other standard courses in the program are 5 units. Ordinarily, culminating projects at the BS level are around 6 credits (same for BA theses). However, I recognize there are also potential problems with requiring students to pay for additional credits. One suggestion is for the program to consider embedding/scaffolding aspects of the capstone project into the existing EDUC coursework suite, finding ways to designate a few signature experiences that would build up to and prepare them for this cumulating experience.</p> <p>This was a point of discussion at the department's Spring Quarter faculty meeting. The solution was exactly as Rachel as suggested here, in terms of embedding aspects of the capstone project into senior level bachelor of applied science coursework. In the capstone, students identify artifacts and write reflections to demonstrate competency in relation to the program outcomes. They address knowledge, skills, and dispositions in relation to the outcome as well as linking it to the NAEYC standards. Beginning in Fall 2021, students are assigned a draft of an applicable learning objectives throughout the academic year so they can arrive prepared for the capstone experience.</p>
Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment</p> <p>The program team did an excellent job aligning and mapping the program-level outcomes to those of the college-wide student learning outcomes, as well as the NAEYC standards. There is also a clear program evaluation plan, including a robust model of continuous improvement, where program faculty make data-informed decisions as appropriate to adjust, for example, course-level or program-wide outcomes or requirements.</p>
Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>Yes, these courses, at all levels, align with employer demands. The specific EDUC courses reflect the dispositions, knowledge, and skill set that anti-racist and culturally responsive Early Childhood Education teachers will need to succeed in their roles. The EDUC 381 course is</p>

	distinguishing in its foci on advocacy, leadership, and resilience, which will resonate with BIPOC educators who plan on running their own centers or taking on leadership roles in their current sites.
General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment Yes, the requirements are suitable for the baccalaureate level.</p> <p>One observation, based on my experience working across 5 different institutions of higher education over the years in 4 different states, is that often, Early Childhood Education or K-8 candidates at the baccalaureate level are asked to take 2 writing-intensive courses. The reason is PK-12 teachers are required to generate, among other things, IEPs, newsletters, and various reports. For this specific program, many candidates may plan to open their own Early Childhood Education centers or take on leadership roles at existing sites, which will require specific skills in written communication to generate, for instance, marketing materials and professional development plans, in addition to the above items.</p> <p>Currently, the program distribution requirements require 1 course in ENG 101. I recognize it is difficult to ask students to spend more money and time to take extra coursework. A possible solution: integrate writing-intensive requirements in some of the core EDUC or upper-division courses to provide candidates with this experience. e.g., Specific disciplinary-specific writing outcomes related to IEPs and lesson planning could be included in the existing structures of EDUC 130 and EDUC 160.</p> <p>This was also a point of discussion at the Spring Quarter faculty meeting. As a result, the program is reviewing writing across the curriculum, not only throughout the BAS, but also the Associates of Applied Science in Early Childhood Education, the primary feeder program. Specific writing assignments are being identified and scaffolded, to increase in complexity as students progress through their program. In addition, these assignments require that students visit the writing center on campus for feedback and support, and will integrate media literacy and research skills instruction.</p>
Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?

	<p>Comment Yes, the program does generally prepare candidates for acceptance into graduate-level programs.</p> <p>One area for consideration is GPA- the program currently notes that a cumulative GPA of 2.5 or higher is required, at least for entry; however, it is not clear what the program-completion requirements are (if they are different or the same than admissions requirement). Some 4-year universities, such as UW, require a 3.0 baseline undergraduate GPA for admissions into all of its graduate-level programs, although applicants with lower GPAs are able to have their files reviewed for special consideration.</p> <p>I fully recognize the problems with institutions like UW using cumulative GPAs to measure a student's readiness for graduate school. I believe the Career Advising plan as stated starting on p. 16 could provide many avenues to guide enrolled students on ways to prepare for graduate school, including connecting them with the universities of their choosing to support their longer-term plans. University partners could offer early guidance and support to applicants who may not fully meet all published baseline requirements.</p> <p>The bachelor of applied science programs require a 2.0 cumulative college level GPA for graduation. Highline College does provide advising by faculty in which students who express interest in graduate schools are advised to research GPA requirements and prerequisites.</p>
Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment Yes, instructors, especially those teaching methods and specialty courses, are well-qualified to teach in the program, as they bring both Early Childhood Education and higher education teaching experience. Most have supervisory experience in Early Childhood Education settings as well. Many are also bilingual and multilingual. Other affiliate faculty hold their advanced degrees and have many years of experience teaching in higher education.</p>
Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p>

	<p>The program team laid out a detailed budget that shows a sustainable model that supports academic excellence and a high level of student support. The program builds on an existing administrative structure and curriculum (Early Learning track) that reduces startup costs ordinarily associated with new programs. The planned cohort model is reasonable, balancing the financial constraints of the college and supporting the needs of candidates through smaller class sizes.</p> <p>One question is if a 0.2 FTE support staff is sufficient, given the growth plans and projected enrollments. While there is faculty advising, staff advisors often provide essential Level-1 support that is essential to retain and support students. Given limited resources, is it possible to consider group advising or other innovative methods to reduce workload to this staff member?</p> <p>Currently, the Education Department Coordinator is the primary academic advisor and first point of navigation and ongoing support for students in the Bachelor of Applied Science in Teaching &amp; Early Learning – Early Childhood Education track. The program anticipates continuing this model if the proposal to separate the two tracks is approved.</p> <p>Another question is regarding field placements- will candidates be placed in Early Childhood Education settings, along with coursework? Field placements in certain settings appear to be an NAEYC requirement per Standard 7. If so, will the program assign mentor teachers and university supervisors; if so, will they be compensated for mileage and serving in these roles? Ordinarily, university supervisors are hired to serve as liaisons between the institution and site, as well as observe candidates in the field, offering them feedback and troubleshooting challenges that may arise. The program team may want to add in these costs into the budget projections if they are applicable.</p> <p>Across Highline College, Department Coordinators organize and supervise practicums. This includes placement support, observing and offering feedback, and trouble shooting. Coordinators are compensated for mileage and with a stipend. These are paid from the bachelor of applied science Education department budget.</p>
Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?



	<p>Comment</p> <p>The program has vetted this plan with key stakeholders, including its advisory committee. I do not see detailed recommendations from the advisory committee in the proposal, and thus, am unable to fully answer the second part of the question.</p>
<p>Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>I agree with the program administrators that having this pathway will offer clarity to current and prospective candidates, as well as will ease various data-gathering efforts. The program has a strong focus on anti-racist, culturally responsive practice, equity, and inclusion, and moreover, demonstrates a commitment to fulfilling a significant shortage area in the county, region, and state. The blend of adult-friendly course formats, including hybrid, evening, and online, is responsive to the needs and realities of working adults from diverse backgrounds.</p> <p>My main question (also above) is around field-based requirements- if these will be required, and if so, how these will connect to coursework and other program requirements. Since many candidates are already working in Early Childhood Education settings, will the program offer some competency-based options for these individuals to complete certain requirements, either connected to course assignment waivers or reduction of field hours? If field placements will be required, the program may want to add in all of the costs, direct and indirect, to support successful candidate completion of requirements. Moreover, if field placements will be required, it may be helpful to articulate a partner-site collaboration plan about ways to merge practice (field-based learning) with theory (university coursework).</p> <p>There are two quarters of field placement (practicum) included in the degree. Each quarter is linked to another class, providing an opportunity for discussion and reflection. The practicums are an opportunity for students to develop their own learning objectives, with support and approval of the Department Coordinator. The process encourages reflection on their passions as well as areas for growth in context of the program learning outcomes.</p> <p>If a student is currently employed in an Early Childhood Education setting, up to 75 percent of the required hours can be completed at their worksite. The other hours are negotiated, based on their learning goals. The program has well developed material for field sites and the faculty advisor acts as an active liaison during the quarter.</p>

In summary, this program is one that I would enthusiastically recommend to community members and students at UW Tacoma (and elsewhere) who would like to pursue an Early Childhood Education career. Highline College and the professional programs at the institution have an excellent reputation in the community, especially in terms of promoting access, equity, and inclusion to fulfill critical industry shortage areas.

Reviewer Bio or Resume

Evaluator, please insert a short bio here:

Rachel Endo has been Founding Dean and a Professor in the School of Education at the University of Washington Tacoma since 2017. In her various leadership roles connected to educator preparation over the past 14 years, Endo has led academic units through CAEP (formerly NCATE), NASP, and other state-level accreditation reviews, including collaborating with faculty to successfully remove adverse-action warnings or probationary designations that were inherited prior to her hire. She has also served as an external reviewer for the Minnesota Board of Teaching and the Professional Educators Standards Board, evaluating existing and new educator preparation programs to ensure alignment between program policies, practices, and structures with content-area, grade-level, industry, and state standards of effective practice.

An award-winning and nationally recognized scholar of Asian/American education, bilingual education, critical approaches to multicultural education, immigrant/refugee education, transnational studies, and urban teacher education, Endo is the author of multiple publications, including numerous academic books, articles, book chapters, and monographs. Her PhD in Language and Literacy Education with a cognate in Comparative Ethnic Studies is from the University of Illinois at Urbana-Champaign, where she was also a University of Illinois Pre-Doctoral Fellow. More information may be found here: <https://directory.tacoma.uw.edu/employee/rendo>

College Name:	Highline College	BAS Degree Title:	BAS ECE
Reviewer Name: Team Name:	Rachel Oppenheim	Institutional or Professional Affiliation:	Antioch University Seattle
Professional License or Qualification, if any:		Relationship to Program, if any:	Professional Colleague
Please evaluate the following Specific Elements			
Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment</p> <p>The overall concept is strong, and is based on feedback from program participants, faculty, and graduates. The proposal makes a convincing argument that it makes sense to separate bachelor of applied science program into two separate degrees, and that this would create a clearer path for students. It was especially encouraging to read that a number of stakeholders were involved in developing the curriculum.</p> <p>In the section on the conceptual framework, I hoped to see a bit more detail about each of the key terms (cultural responsiveness, relationship, reflective practice), and how they would be integrated throughout the program. For example, I hoped to read more about how Culturally Responsive Pedagogy is threaded throughout the program, and which scholars/ frameworks you are relying on as they you CRP in the program.</p> <p>The Statement of Need document clearly describes the ways in which the separate Bachelor of Applied Science in Early Childhood Education degree program will lead to specific professional opportunities and job placement for graduates. The program was designed in consultation with local stakeholders, and was based on survey results that indicated the need for workers with Early Childhood Education baccalaureate degrees.</p>		
Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p>Comment</p> <p>The degree learning outcomes and program learning outcomes demonstrate appropriate baccalaureate degree rigor—although without</p>		

	<p>seeing the course syllabi, I can't make a strong determination in that regard. The program learning outcomes demonstrate a strong focus on culturally sustaining pedagogy, anti-racist practices, and advocating for families and communities.</p> <p>It appeared that there were a sufficient number of credits at each of the different levels, including general education courses and Early Childhood Education -specific courses. The courses themselves seemed relevant and applicable to the Bachelor of Applied Science in Early Childhood Education degree, and offered a breadth of knowledge and skill areas. I appreciated the number of courses that specifically focused on educational equity and supporting the needs and assets of diverse students and communities.</p>
Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment  Yes, the curriculum is well aligned with the Statement of Needs Document. This document clearly demonstrates the need for an Early Childhood Education Baccalaureate degree, as well as the need for a variety of workers in local settings who have earned such a degree. The curriculum—and particularly the Early Childhood Education courses in the latter part of the degree—are very well aligned with the needs outlined in that document.</p>
Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment  The courses seemed quite relevant to the Early Childhood Education industry, and include a number of content areas and skills that are important for Early Childhood Educators to develop. The upper level courses in particular are incredibly relevant to the field of Early Childhood Education and appear to offer an important breadth and depth of knowledge and skill for students. The upper level courses also appear to demonstrate rigor for a baccalaureate degree—although without seeing the syllabi, I can't make a definitive assessment in that regard.</p> <p>The Statement of Needs document makes it clear that this degree (and its courses) would enable graduates to have access to a specific set of career paths, and that professional doors would be opened with this</p>

	<p>degree, beyond those that would be opened with an Associates of Applied Science in Early Childhood Education. There is a clear connection between Early Childhood Education industry positions and the courses in the Bachelor of Applied Science in Early Childhood Education program.</p>
General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p>
	<p>Comment</p> <p>The general education requirements are suitable for a baccalaureate level program, and they appear to meet the breadth and depth requirements—although without seeing the syllabi, I can't make a definitive assessment in that regard.</p>
Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p>
	<p>Comment</p> <p>This degree does appear to prepare graduates to enter and undertake suitable graduate degree programs. In particular, graduates would be well-suited to enter teacher preparation programs at the graduate level, or Masters in Education programs at the graduate level. The fact that students will have experience in a bachelor of applied science Capstone course would put them in a good position to undertake a graduate program.</p>
Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p>
	<p>Comment</p> <p>Yes, program faculty qualifications appear adequate to teach and continuously improve the curriculum. I was pleased to see that there are a number of bilingual/ multilingual faculty supporting the program. It would also be helpful if the proposal indicated how many faculty are People of Color, or otherwise represent some of the populations and communities of the students they are serving.</p> <p>Highline faculty are highly diverse, representing the community in the service area. Of the eight faculty who teach early childhood education content, seven are people of color including educators from Black, Latinx, Somali, and Indigenous communities.</p>

Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p> <p>Yes, it does appear that there are adequate services to sustain and advance the program. I was especially pleased to see that there is a great deal of academic support for students, and particularly for students who have been farthest from educational justice, such as first generation college students and multilingual students.</p> <p>I think it would be a wise idea for the program to establish a comprehensive advising/ support system for all students (not just those who need special consideration). I did not see evidence of this from the program specifically, and it would be great to offer this comprehensive support to all students.</p> <p>The Education Department Coordinator is the primary academic advisor and first point of navigation and ongoing support for students in the Bachelor of Applied Science in Teaching &amp; Early Learning – Early Childhood Education track. Currently, students meet with their faculty advisor at admission and then as needed. The advisor reviews enrollments of bachelor of applied science students each quarter to make sure that all students are moving forward. The department anticipates continuing this model if the proposal to separate the two tracks is approved.</p>
Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment</p> <p>As the Statement of Needs document describes, the Education Department convened a group to review the Early Learning Track of the Bachelor of Applied Science in Teaching and Early Learning degree. The group included a number of stakeholders, including local community members, employers, and state policy advocates. The group reviewed the Early Learning Track in depth, including the jobs/roles where a bachelor of applied science degree could be necessary or benefit students, the pathway outcomes, and curriculum. The program clearly responded to the Advisory Committee's recommendations in developing the Bachelor of Applied Science in Early Childhood Education program.</p>
Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>Overall, this is a promising program that is responding to a need for two separate bachelor of applied science degrees, and that was designed</p>

thoughtfully and thoroughly. It was developed with stakeholder input and clearly demonstrates a strong focus on culturally sustaining pedagogy, anti-racist practices, and partnerships with families and communities.

It would wonderful for the program to establish a comprehensive advising/ support system for all students, rather than just those who need special consideration. Or, if such a comprehensive system already exists, it would be helpful to describe more fully in this proposal.

Thank you for the opportunity to review this proposal! This new degree would represent an important and exciting opportunity for those with AAS degrees in areas such as Early Childhood Education and para-education a pathway to a bachelor of applied science degree that is more aligned with their skills, interests, and goals.

Reviewer Bio or Resume

Evaluator, please insert a short bio here

Dr. Rachel Oppenheim is a Core Faculty member and the Director of the School of Education at Antioch University Seattle. She spent several years as a public school teacher, first in Los Angeles and then in New Orleans. Rachel is committed to disrupting legacies of injustice in schools and communities and to facilitating programs that prepare current and emergent teachers to foster responsive, engaging, and culturally sustaining educational experiences for all students. For the past 15 years she has been involved in education in jails and prisons, first in New York City on Rikers Island and now in Washington State prisons with University Beyond Bars.

## Appendix C: Bachelor of Applied Science Courses and Faculty Qualifications

Course Number	Course Title	Faculty/Status/Credentials	Experience
Junior Year			
CMST& 220	Public Speaking	Ellen Bremen, FT faculty MA Communication	Tenured Communications Studies Faculty
DGS 120	Native American Storytelling	Roger Fernandes, PT faculty MA Whole Systems Design	Lower Elwha S'Klallam Artist and Educator and Storyteller Self-employed
ENVS& 301	Enviro Sustainability	Rus Higley, FT Program Manager MS Oceanography	Manager of MaST, the marine lab and aquarium, faculty in Life, Ocean and General Sciences
SOC 130	American Diversity	Darryl Brice, FT Faculty PhD Sociology	25 years college faculty
EGS, SOC, DGS	Elective with advisor approval	Will vary by class but the minimum of an MA in the subject is required	
EDUC 303	BAS Early Learning New Student Orientation	Jodi White, FT Faculty BS Psychology MA Human Development Specializations: Early Childhood Education, Leadership in Education	10 years as Department Coordinator; 17 years as Education Department faculty; 11 years faculty in the Diversity and Global Studies Department; 15 years as a preschool teacher, program supervisor; 8 years as a non-profit executive director; 5 years as a community-based trainer and field instructor, 3 years as a parent educator
EGS 352	Global Studies for Educators (also SS distribution)	Diego Luna, FT Faculty PhD History	Tenured History Faculty
EDUC 332	Reflective Practice with Infants & Toddlers	Karina Rojas-Rodriguez, PT Faculty BA Human Development Minor: Spanish	10 years college faculty; 8 years preschool teacher; 7 years program supervisor,



		Specialization: Early Childhood Education MA Education Specializations: Early Childhood Education, Adult Child Interactions	mentor teacher, and center director
EDUC 391	Cultivating Creativity	Kimberly Early, PT Faculty BA History MA Human Development Specialization: Early Childhood Education Teaching Certification: Early Childhood Education, Elementary Education, ESL, History, English, Political Science, Social Studies	14 years college faculty; 10 years as a trainer and coach; 7 years as a Child Care Licensor & Family Child Care Licensor; 4 years as a teacher in the public and private sector; 4 years as a program coordinator; 2 years as a preschool teacher
<b>Senior Year</b>			
EDUC 433	Family & Community Partnerships	Luckisha Phillips, PT Faculty AA ECE BA Social Work, Social Justice, Non-profit Management MSW in Social Work, Child Welfare, Children, Youth and Family Service	3 years as Director with Federal Way Board of Education; 8 years as college faculty in Early Childhood Education, Education, and Sociology; 10 years as a Director/Manage in Social Service, non-profit, early intervention services; 5 years as a Children's Mental Health Specialist; 12 years in Childcare, Before and After-school care
EDUC 403	Authentic Assessment	Theresa Lenear, PT Faculty BA Human Development MA Human Development Specialization: Bicultural Development	15 years Highline College faculty; 13 years Half-time Goddard College faculty; 20 years Teacher; 5 years Family Child Care Provider; 4 years Director; 34 years Trainer
EDUC 431	Emerging Literacy/ELL Methods	Luz Casio, PT Faculty BA Human Development and Early Childhood Education, Focus: Multicultural Approaches MA Education	12 years college faculty; 13 years as a preschool teacher, program supervisor, center director; 9 years coach, mentor teacher/director, trainer,

		Specializations: Dual Language Pedagogy, Ed. Leadership, Organizational Change	curriculum developer in bilingual programs
EDUC 381	Leadership, Advocacy, and Resilience	Ikran Ismail BA Early Childhood Education MA Curriculum & Instruction EdD Candidate	8 years college faculty; 10 years as an early learning coach; 5 years as a preschool teacher
EDUC 421	ECE Special Ed Methods	Luckisha Phillips (see above)	
EDUC 441	Emerging Math & Science Methods	Kimberly Early (see above)	
EDUC 401/481 (linked)	BAS ECE : Senior Seminar/Practicum I	Jodi White (see above)	
EDUC 499/491 (linked)	BAS ECE Capstone/Practicum II	Patricia McDonald, FT Faculty BA Elementary Ed Endorsements: Elementary Education, History, Social Studies MA Human Development Specialization: Bicultural Studies	18 years college faculty, Highline College; 19 years cultural competency trainer; 15 years middle level leadership camp assistant director; 4 years as elementary teacher in private African American school; 3 years as middle school history teacher