

BACHELOR OF APPLIED SCIENCE IN TEACHING & EARLY LEARNING

PROGRAM PROPOSAL

JANUARY, 2017



HIGHLINE
COLLEGE

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COVER SHEET
NEW DEGREE PROGRAM PROPOSAL

Program Information

Institution

Name: Highline College

Degree Name: 13.1210(ECE)

13.1015(ECSE)

Bachelor of Applied Science in Teaching

13.1202(El.Ed.)

& Early Learning CIP Code: 13.1017(SP.Ed.)

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

Degree: AAS in Early Childhood Ed CIP Code: 13.1210 Year Began: 1972

Degree: AAS in Para-Education CIP Code: 13.1501 Year Began: 1996

Degree: AAS in Human Services CIP Code: 15.1593 Year Began: 2000

Proposed Start Implementation Date (e.g. Fall 2014): Fall 2017

Proposal Criteria:

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

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Date

PROPOSAL

Introduction

Highline College proposes to develop a Bachelor of Applied Science in Teaching and Early Learning (BAS in T&EL) with preparation for teacher certification and endorsements in early childhood education, elementary education, early childhood special education, special education, English language learners, and bi-lingual endorsements as well as a non-certification option with a specialization in Early Childhood Education. The first students would enroll in Fall 2017. The importance of quality early childhood education continues to be in the national spotlight. Furthermore, this area is experiencing a significant teacher shortage. The proposed degree gives Highline College and other South King County graduates with AAS degrees in early childhood education, para-education, or human services a clear pathway to a baccalaureate degree in their community with the potential for teacher certification.

Highline College has intentionally chosen to create a blended program that combines outcomes for the core endorsements of early childhood general education and elementary education with supplemental endorsements of early childhood special education, special education, English language learners, and bi-lingual education to ensure that graduates are prepared to work with the diversity in children they will encounter. The increasing diversity in our population insures that all teachers working in schools or as early childhood educators will be teaching students whose first language is not English and who have a great variance in ability. Thus all coursework and fieldwork in this program will prepare graduates to work with children and families who are culturally, linguistically, and ability diverse. Most of the courses were given a general EDUC prefix to allow for the blending of outcomes to support all endorsement competencies required. Since most of the endorsement competencies for ELL, Bi-Lingual, SPED, and ECSE endorsements will be addressed in core courses that all students take, few additional courses will be necessary to address the remaining competencies. (A full description of how these competencies are addressed will be part of the proposal sent to the Professional Educator Standards Board.) Philosophically, this provides all graduates with a more holistic view of children and ensures that they have the knowledge, skills, and dispositions to work in programs serving children representing the diverse population of South King County.

The proposed BAS in T&EL degree will prepare graduates to work across the spectrum of early childhood education from community-based early intervention programs to Head Start

and Early Childhood Education and Assistance Programs (ECEAP), or as an Elementary School Teacher. The Statement of Need clearly outlines the need for this program. The Office for the Superintendent of Public Instruction is projecting large gaps between K-3 teacher production and K-3 teacher demand for at least the next three years. Head Start and ECEAP are expanding so that by 2018, no age and income eligible child is turned away. Additionally, the National Association for the Education of Young Children (NAEYC) has increased requirements for bachelor degree prepared lead teachers in child care programs seeking accreditation. Furthermore, various policy decisions are shrinking the size of elementary classrooms and thus, increasing the number of teachers needed. The need is large; the time for this program is now.

Conceptual Framework:

The BAS in T&EL program proposed is 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:



Department Mission: We support learners in becoming effective practitioners through coursework rooted in equity pedagogy, the social construction of knowledge, critical thinking, and research based teaching strategies.

Wrapping around our framework is the idea of **cultural responsiveness**. We see this as having the theory, the desire, and the skills to create relationships and deliver instruction that successfully builds on the diversity they will find in their settings.

Intersecting in the framework are the ideas of **Relationship, Reflective Practice, and Professional Development**. We have high expectations for our candidates and our interactions reflect that. We interact in ways that value them 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. When we engage in deep reflection on our interactions and our teaching, where we need to grow 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.

Baccalaureate Level Rigor

The proposed 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. It also requires 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 BAS in T&EL program.

Program Learning Outcomes

The proposed learning outcomes flow from and assist in defining the conceptual framework noted above. They will be reviewed by our Professional Educator Advisory Board (PEAB) and by statewide early childhood and teacher education faculty. The outcomes are closely related to and aligned with standards from several organizations: The Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, the Washington Teacher Standards-based Benchmarks from the Professional Educator Standards Board (PESB), and the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards. It is assumed that all outcomes consider children and families who are culturally,

linguistically, and ability diverse, and that children refer to those who are birth through third grade and/or those who are preschool through grade eight.

1. Cultural Responsiveness

The candidate examines their own cultural values, beliefs, and biases; articulates and applies an understanding of how people differ in their perspectives and approaches; and creates learning opportunities that are culturally responsive for children and their families.

2. Relationship

The candidate articulates the importance of relationships with children, families, colleagues, and community agencies and is able to create and maintain those relationships to support children's learning and development.

3. Reflective Practice

The candidate, in collaboration with colleagues, develops plans based on theory, regularly analyzes, evaluates, and synthesizes results of his/her teaching practice and makes appropriate changes that more fully serve each and every infant and/or young child and their family.

4. Professional Development

The candidate demonstrates professionalism by accessing professional organizations and publications and other resources to insure their continued professional development and ensure that their practices are consistent with the NAEYC, CEC, and Washington State (WAC 181-87) Code of Ethics and applicable laws, policies, and regulations.

5. Child Development Knowledge

The candidate applies child development theory, including knowledge of typical and atypical development, to plan and implement lessons that support each and every child's growth across all developmental domains.

6. Content Knowledge

The candidate recognizes and applies the central concepts of the arts, English language arts, health and fitness, mathematics, science, and social studies, and can identify resources to support personal and children's growth across disciplines.

7. Pedagogical Skills

The candidate incorporates a variety of evidence-based instructional strategies that are individually, culturally, and developmentally appropriate into his/her teaching practices, within and across disciplines.

8. Assessment & Planning Skills

The candidate utilizes a variety of assessment, diagnosis, and evaluation practices in collaboration with colleagues and families to guide the learning and holistic development of each and every child and uses that data in individual and aggregate form to inform decisions about instruction, services, programs, interventions, and practices.

9. Inclusive Disposition

The candidate creates a welcoming, supportive, challenging environment for each and every child and his/her family and advocates for services and supports to be received in the least restrictive environment or within natural leaning environments.

10. Guidance Disposition The candidate analyzes children's' behavior and effectively chooses strategies to maximize each child's success in the learning community.

In addition to these program-specific outcomes, in 2002 Highline College adopted a set of college-wide student learning outcomes (CWOs) 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. Our college outcomes reflect the 21st century competencies, which as the Partnership for 21st Century Skills (2008) asserts, are crucial.

Highline's CWOs are:

Think Critically

The ability to identify and summarize assumptions, issues, and salient arguments, as well as to draw logically valid conclusions from statements, images, data, and other forms of evidence relevant to discipline- or occupation-specific content, and to assess the implications and consequences of conclusions.

Reason Quantitatively

The ability to comprehend, analyze, estimate, use, and evaluate quantitative information arising in a variety of situations and involving a combination of words, data sets, graphs, diagrams, and symbols.

Communicate Effectively

The ability to read, write, listen, speak and use visual and other nonverbal means of communication with clarity and purpose while being mindful of audience characteristics; to express original thought, to take a position and defend it using solid evidence and sound reasoning; and to recognize and consider the perspectives and contributions of others.

Demonstrate Civic Responsibility in Diverse and Multifaceted Environments

The ability to understand and interact productively and ethically with others in diverse local, national, and global communities with an informed awareness of contemporary issues, their historical contexts, and their personal relevance.

Develop Information and Visual Literacy

The ability to assess the information requirements of complex projects, to identify potential textual, visual and electronic resources, to obtain the needed information, to interpret, evaluate, synthesize, organize, and use that information, regardless of format, while adhering strictly to the legal and ethical guidelines governing information access in today's society.

In addition to the CWO's, each of the BAS program also incorporates a distribution of courses across fundamental areas of knowledge that insures a breadth of knowledge as part of the general education requirement.

The Fundamental Areas of Knowledge are:

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

There are two levels of assessment built into the BAS in T&EL. The broadest is an assessment of Highline's CWO's. They are directly linked to course level student learning outcomes across the curriculum. Further, program-level outcomes are mapped to both course-level and college-wide outcomes. Continuous assessment of student learning at the course or program level ensures that the CWOs are also assessed regularly, providing the college with data for continuous improvement in all areas. These two sets of learning outcomes ensure that students are holistically prepared and have the breadth of learning necessary to be successful.

In addition to the assessment of the CWO's, all programs in the State of Washington that prepare students for teacher certification are approved by the Professional Educator Standards Board (PESB). There are currently five program approval standards:

- Standard 1-Professional Education Advisory Board
- Standard 2-Accountability and Program Improvement
- Standard 3-Program Resources and Governance
- Standard 4-Program Design
- Standard 5-Knowledge and Skills (Residency Teacher)

The program is required as part of Standard 2-Accountability and Program Improvement, to gather (and report) outcome related data annually. Individual candidate data are aggregated and are submitted to faculty who examine them to develop information about program performance. This cycle of evaluation is guided by the data reporting requirements of the PESB which include extremely detailed information about all aspects of the program as well as follow-up data from candidates and employers. More information about the history and intent of the PESB data collection process, specific data manuals delineating the exact data collection requirement, and the annual data cycle may be found at <http://program.pesb.wa.gov/da>.

As part of Standard 1, each program must have a Professional Educators Advisory Board (PEAB) in place. When fully constituted, the Highline College PEAB will consist of five teachers, one principal, one administrator, one speech/language pathologist, and two highline faculty as voting members. There will be an additional five early childhood educators who will serve as non-voting members. The purpose of the PEAB is to assist in assessment of the program

using the five standards from the PESB and to make recommendations for improvement. While the entire program will be reviewed annually, one of the standards will be an area of focus each year as follows: 2017/18 Standard 1; 2018/19, Standard 4; 2019/20, Standard 5; 2020/21, Standard 3; 2021/22, Standard 2. Thus, over the five-year period, the PEAB will review each of the five standards. The PEAB must meet at least three times per year and each recommendation must be addressed in writing by the program. Approved programs are required to share their data and seek input from various stakeholders.

Starting in the Fall of 2018, the PESB will review the annual data submissions of each program. Follow-up inquiries will be made as necessary. If the program does not correct the problem it will eventually be removed from the list of approved programs.

Thus, the BAS in T&EL will have four levels of program evaluation. Evaluation of candidate’s achievements of the CWO’s will be reviewed through processes internal to HC. The program outcomes will be measured and reviewed by program faculty. The PEAB members will also evaluate the program outcomes. The PESB will review the program’s performance annually in relationship to the five standards.

Coursework

The courses in the program along with brief explanations and descriptions are listed next. First the courses in the AAS in ECE are listed, and then the distribution of the general education courses is noted. Finally, junior and senior level courses are listed first by area and then by program and year. For the junior and senior level courses, course descriptions are provided. The junior and senior level course descriptions have been carefully worded to include higher-level and critical thinking skills.

Freshman and Sophomore Classes

Highline College AAS in ECE includes the courses listed in Table 1:

Table 1: Freshman and Sophomore Level Classes AAS in Early Childhood Education

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	Elective*	5
Social Science	Elective*	5
EDEC/EDUC	ECED& 105 Intro to ECE	5
	ECED& 107 Health Safety Nutrition	5
	EDUC& 115 Child Development	5
	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	2
Specialization Elective-Choose One	EDUC& 130 Guiding Behavior ECED& 132 Infants and Toddlers ECED& 134 Family Care EDUC& 136 School Age Care ECED& 139 Administration	3
Field Experience	ECED& 120 Practicum EDUC 240 Education Practicum	2 6
Total Credits		90

*Electives are selected with guidance from the student's advisor and are directly related to student's specific goals.

Candidates entering the BAS in T&EL with an AAS in Early Childhood Education will enter seamlessly. Those from other programs must demonstrate competencies from the following courses: EDUC& 150, Child, Family, Community; ECED 160, Curriculum Development; ECED& 190, Observation and Assessment; EDUC 258, Integrated Curriculum; EDUC 281, Professional Development. Candidates entering from the AAS in Para-Education will have had three of these courses, i.e., EDUC& 150, Child, Family, Community; EDUC 258, Integrated Curriculum; EDUC 281, Professional Development. The Prior Learning Assessment (PLA) process can be used to assist in providing a seamless transition into the BAS in T&EL while making sure that candidates have the knowledge and skills to be successful.

General Education Courses

Candidates in the BAS in T&EL will take 60 credits of general education courses spread across the AAS and BAS in T&EL programs. These requirements are designed, along with the program concentrations, to provide the necessary depth and breadth of knowledge needed to be a successful educator. These requirements are also an opportunity for the candidate, with faculty advice in certain elective choices, to deepen their knowledge of certain areas. The elective selection will be carefully monitored to make sure that the electives contribute to the career goals of the candidates. The Diversity and Globalism Studies (DGS) courses are of particular assistance in addressing our conceptual framework which has a strong focus on cultural responsiveness. Some of the DGS courses will fulfill the Humanities Distribution requirement and others the Social Science Distribution requirement. DGS courses are fully transferable to other institutions. Table 2 shows the course distribution:

Table 2: Distribution of General Education Courses

General Ed. Course AAS in ECE	Comm	Quant	Hum	Social Science	Natural Science
ENG& 101, Composition	5				
MATH 107, Math in Society		5			
DGS 152, Critical Thinking for Equity			10		
Social Science elective (with advisor approval)				5	
Natural Science elective (with advisor approval)					5
General Ed. Course BAS in T&EL					
CMST 220, Public Speaking	5				
ART 300, Art for Educators*			5		
MUS 300, Music for Educators*			5		
DGS 310, Global Studies for Educators*				5	
DGS elective (with advisor approval)				5	
ENVS 301, Global Environmental Issues (lab)					5
Total Credits by area	10	5	20	15	10

*New Courses

Junior and Senior Courses

The upper division courses are designed to provide a rigorous set of studies preparing candidates for either the non-certification and certification paths. The junior year is the same for both threads of the program except for one course. The junior year can also be taken either part-time or full-time. However, the senior year for both tracks, must be taken full-time. As noted earlier, endorsement competencies for early childhood education and elementary education as well as Early Childhood Special Education, Special Education, English Language Learners and Bilingual Education endorsements are embedded in these courses. Table 3 shows the distribution of courses. Course descriptions follow.

Table 3: Junior and Senior Level Courses, BAS in T&EL

Requirements	BAS in T&EL	Credits
Communications	CMST& 220 Public Speaking	5
Humanities	ART 300 Art for Educators	5
	MUS 305 Music for Educators	5
Natural Sciences	ENVS 301 Environmental Science (lab)	5
Social Sciences	DGS 310 Global Studies for Teachers	5
	DGS Elective (Advisor's Approval Required)	5

Education	EDUC 320 Math Methods*	3
	EDUC 330 Science Methods*	3
	EDUC 340 Assessment*	3
	EDUC 345 Development and Methods Birth-3 years**	3
	EDUC 400 Seminar: Guiding Behavior*	2
	EDUC 401 Seminar: Guiding Behavior**	2
	EDUC 405 Seminar: Assessment/Portfolio*	2
	EDUC 406 Seminar: Assessment/Portfolio**	2
	EDUC 410 Seminar: Capstone/Professionalism*	2
	EDUC 411 Seminar: Capstone/Professionalism**	2
	EDUC 420 Special Education Methods*	5
	EDUC 421 Early Childhood Special Education Methods**	5
	EDUC 430 Advanced Language and Literacy/ELL Methods *	5
	EDUC 431 Emerging Literacy/ELL Methods**	5
EDUC 440 STEM Math/Science Methods*	5	
EDUC 441 Emerging Numeracy and Science Methods**	5	
Field experience	EDUC 470 Fall Residency: Certification*	10
	EDUC 471 Fall Residency: Non-Certification**	10
	ECED 480 Winter Residency: Certification*	10
	EDUC 481 Winter Residency: Non-Certification**	10
	ECED 490 Spring Residency: Certification*	10
	EDUC 491 Spring Residency: Non-Certification**	10
Total	Certification Path	90
Total	Non-Certification Path	90

All courses serve both certification and non-certification paths except as noted.

* Required for certification path ** Required for non-certification path

Table 4 shows the Junior and Senior year courses with certification and non-certification tracks noted and total hours per year:

Table 4, BAS in T&EL Junior and Senior Year Courses

Junior Year Courses	Senior Year: Certification	Senior Year: Non-Certification
CMST 220, Public Speaking (5)	EDUC 470 Fall Residency (10)	EDUC 471 Fall Residency (10)
ART 300, Art for Educators (5)	EDUC 400 Guiding behavior (2)	EDUC 401 Guiding behavior (2)
MUS 300, Music for Educators (5)	EDUC 420 Special Education Methods (5)	EDUC 421 Early Childhood Special Education Methods (5)
DGS 352 Global Studies for Educators (5)	EDUC 480 Winter Residency (10)	EDUC 481 Winter Residency (10)
DGS Elective (with advisor approval) (5)	EDUC 405, Assessment/Grading (2)	EDUC 406, Assessment/Portfolio (2)
ENVS 301, Global Environmental Issues (lab) (5)	EDUC 430 Advanced Language and Literacy/ELL Methods (5)	EDUC 431 Methods: Advanced Language and Literacy/ELL (5)
EDUC 320, Math Methods (3)	EDUC 490 Spring Residency (10)	EDUC 491 Spring Residency (10)
EDUC 330, Science Methods (3)	EDUC 410 Capstone Professionalism/Advocacy (2)	EDUC 411 Capstone Professionalism/Advocacy (2)
EDUC 340, Assessment (cert option) (3)	EDUC 440 STEM Math/Science Methods (5)	EDUC 441 Emerging Numeracy and Science Methods (5)
ECED 332, Infants and Toddlers-2 (B-3) (non-cert option) (3)		
39 Credits	51 Credits	51 Credits

With the 90 credits from the AAS in ECE, this yields a total of 180 credits for the BAS in T&EL.

Course descriptions:

CMST& 220 Public Speaking (5 credits)

Practical presentation skills in which students develop and deliver a variety of speeches suitable for many settings: job, community and school. Speaking competence is developed including use of audio-visual materials.

ART 300 Art for Educators (5 credits)

A review of basic visual art concepts with emphasis on application in school settings.

MUS 305 Music for Educators (5 credits)

A review of basic musical concepts with emphasis on application in school settings.

ENVS 301 Environmental Science (5 credits)

With over 7 billion people on a finite world, humans can already see the impact of our consumer lifestyle. By analyzing environmental problems and examining socioeconomic concerns with creating policy, Environmental Sustainability: An exploration of current issues will use a scientific approach to explore many of these global issues impacting our lives. Students will through hands-on activities collect, analyze, and synthesize real data and use the results to evaluate potential solutions to our current and future conditions.

DGS 310 Global Studies for Educators (5 credits)

This course is designed to provide a gestalt of civics, history, geography, and economics with a social justice and global perspective for educators. It includes personal reflections on these areas.

DGS 100 or 200 Elective (5 credits)

This course will be selected after consultation with the faculty advisor.

EDUC 320 Math Methods (3 credits)

Content-specific pedagogy in mathematics will be the primary focus of this course with content related to the National Council of Teachers of Mathematics (NCTM) standards used as examples. It will include evaluation of curricula based on differentiated needs in the class and application through service learning. Candidates will apply learning by developing lesson plans.

EDUC 330 Science Methods (3 credits)

Content-specific pedagogy in science will be the primary focus of this course with content related to the science content related to the Next Generation Science Standards (NGSS), and a focus on inquiry instructional models. Candidates will apply learning by developing lesson plans.

EDUC 340 Assessment (3 credits)

Assessment and grading techniques commonly used in education at individual, classroom, school, and district levels including standard-based grading, Response to Intervention, and Individualized Educational Plans will be analyzed. Teacher assessment including TPEP and edTPA will also be introduced. *(required for certification)*

EDUC 345 Development and Methods B-3 (3 credits)

Typical and atypical development along with methods for nurture and education with a focus on birth through three years is the focus of this class. Candidates will develop plans for specific individuals based on assessment results. *(required for non-certification)*

EDUC 400 Seminar: Guiding Behavior (2 credits)

Designed to complement the fall residency, this course will provide support and guidance in the application of general theory to the structure of a particular class and development of a positive learning atmosphere for individuals (3-13), and classes (P-3). *(required for certification, concurrent enrollment in EDUC 420)*

EDUC 401 Seminar: Guiding Behavior (2 credits)

Designed to complement the fall residency, this course will provide support and guidance in the application of general theory to the structure of preschool settings and leading young children (B-8), especially those with disabilities into appropriate learning. *(required for non-certification, concurrent enrollment in EDUC 421)*

EDUC 405 Seminar: Assessment/Grading/Portfolio (2 credits)

Designed to complement the winter residency, the course provides support and guidance in the development of individual and classroom assessments, reflection on the results, developing plans from the results, and construction of the edTPA and Capstone portfolios. *(required for certification, concurrent enrollment in EDUC 430)*

EDUC 406 Seminar: Assessment/Portfolio (2 credits)

Complementing the winter residency, this course provides support in the application of assessment theory to individual and classroom assessments. It also supports assembly of Capstone portfolios. *(required for non-certification, concurrent enrollment in EDUC 431)*

EDUC 410 Seminar: Capstone/Professionalism/Advocacy (2 credits)

Designed to complement the spring residency, this course will provide support and guidance in finalizing the capstone portfolio and preparing a Draft Professional Growth Plan. *(required for certification, concurrent enrollment in EDUC 440)*

EDUC 411 Seminar: Capstone/Professionalism/Advocacy (2 credits)

Designed to complement the spring residency, this course will provide support and guidance in finalizing the capstone portfolio and creating a Draft Professional Growth Plan. *(required for non-certification, concurrent enrollment in EDUC 441)*

EDUC 420 Methods: Special Education Methods (5 credits)

Students with disabilities in the interns' classes will be used as case studies to help interns apply theoretical concepts and tools in the provision of services to children with disabilities in school settings. IEP's, RTI, assessment, intervention tools, and special educational techniques will be analyzed, evaluated, and developed. *(required for certification, concurrent enrollment in EDUC 470)*

EDUC 421 Methods: Early Childhood Special Education (5 credits)

Students with disabilities in the interns' classes will be case studies to help interns apply theoretical concepts and tools in the provision of services to children with disabilities in pre-school settings. IFSP's assessment, intervention tools, and special educational methods will be studied. *(required for non-certification, concurrent enrollment in EDUC 471)*

EDUC 430 Advanced Language and Literacy/ELL Methods (5 credits)

The reading instruction of students in the interns' classes will be used as case studies to help interns understand how language is learned in both oral and written formats. The focus will be on interpreting and understanding the experience of the students as they increase their ability to understand written and spoken English language. *(required for certification, concurrent enrollment in EDUC 480)*

EDUC 431 Methods: Advanced Language and Literacy/ELL (5 credits)

The experiences of children in the interns' placements will be used as case studies to help interns understand how language skills emerge in both oral and written formats. The focus will be on interpreting and understanding the experience of the students as they their ability to understand spoken and written English language begins to emerge. *(required for non-certification, concurrent enrollment in EDUC 481)*

EDUC 440 STEM Math/Science Methods (5 credits)

The instruction in mathematics and science of the students in the interns' classes will be used as a case study to apply and interpret principles of inquiry and project-based methods. *(required for certification, concurrent enrollment in EDUC 490)*

EDUC 441 Emerging Numeracy and Science Methods (5 credits)

The experiences of children in the interns' placements will be used as case studies to help interns understand how number concepts and inquiry emerge. *(required for non-certification, concurrent enrollment in EDUC 491)*

EDUC 470 Fall Residency: Certification (10 credits)

Candidates will be placed in an internship related to their desired job. Emphasis will be placed on establishing a healthy learning atmosphere and assisting students to understand their learning. *(required for certification)*

EDUC 471 Fall Residency: Non-Certification (10 credits)

Candidates will be placed in an internship related to their desired job. Emphasis will be placed on establishing a healthy learning atmosphere and guiding students into learning and pro-social behavior. *(required for non-certification)*

EDUC 480 Winter Residency: Certification (10 Credits) Candidates will be placed in an internship related to their desired job. Emphasis will be placed on development and application of developmentally appropriate instruction in a variety of content areas. *(required for certification)*

EDUC 481 Winter Residency: Non-Certification (10 Credits) Candidates will be placed in an internship related to their desired job. Emphasis will be placed on development and use of developmentally appropriate instruction for the children being served. *(required for non-certification)*

EDUC 490 Spring Residency: Certification (10 Credits) Candidates will be placed in an internship related to their desired job. Attention will be placed on analysis and reflection on individual and group assessment data to better understand the impact of earlier choices and make decisions about instruction. *(required for certification)*

EDUC 491 Spring Residency: Non-Certification (10 Credits) Candidates will be placed in an internship related to their desired job. Attention will be placed on analysis and reflection on individual and group assessment data to better understand the impact of earlier choices and make decisions about instruction. *(required for non-certification path)*

Residency

The capstone experience for this degree is a year-long residency in a setting related to their area of specialization. At this point the groups split and those seeking Residency Teaching Certification will be placed in a setting that provides them with the opportunity to confirm through application that they meet the competencies required for a Residency Certification with the desired endorsement(s). Those seeking a BAS in Early Childhood Education will be placed in a setting that provides them with the opportunity to show that they meet the NAEYC standards. The content of the year-long residency in the field experience, the methods course, and the seminar is similar for both certification and non-certification paths. Candidates in the certification path will be placed in school settings with children from 3 through 13 years (P-8). Candidates in the non-certification path will be placed in early childhood education settings serving children from Birth through 8 years.

Candidates will be placed in groups of four to eight in professional learning communities (PLCs) composed of other residents seeking the same endorsements and their mentor teachers. They will have frequent opportunities to observe both mentor teachers and peers teaching. There will be time to debrief their observations and experiences in their PLCs and within their larger cohort through a two-credit seminar.

Candidates will take a five-credit methods class together and will apply learning from that course in their field experience. Whether in a certification or non-certification path, this model provides adequate time to develop and demonstrate their skills while engaging in deep

reflect on their teaching and learning. It also increases the possibility of enhanced learning outcomes for the children, since the interns will be co-teaching with their supervising teachers who have been identified as highly skilled by their districts.

Thus, the school-residency semester consists of 17 credits each quarter—10 in a field experience, 2 in a seminar, and 5 in a methods course. The 10-credit field experience will yield 30 contact hours per week, or 900 hours for the full year, of contact time with children. The seminar and methods courses will assist in shaping and mediating that experience.

Program Schedules:

Junior-level courses will be offered on evenings or weekends, allowing students to continue their work-week employment. When students matriculate into their senior year, however, they must plan to attend full-time to successfully complete their in-school residency requirement. The college will work actively with ECE providers, schools, and third-party funders to secure internship pay, scholarships and grants, loan-forgiveness options, and other financial resources to offset income losses for participants during their final year of study.

Qualified Faculty

The Education Department at Highline College currently has three members. There are also seven adjunct professors who teach in the early childhood education program at Highline College. All faculty have master's degrees in subjects related to early childhood education; one full-time faculty has a Ph.D. in Special Education. One adjunct faculty is a candidate for an Ed.D. The academic faculty in the early childhood education program make up approximately 4.2 full-time equivalent (FTE) faculty. In addition, Highline College is adding a new tenure track position and the Program Manager will also teach a .25 load. This will provide a total of 5.45 FTE of faculty effort once the program is fully engaged.

As an applied degree program, all our faculty have significant experience working in a variety of programs with children as early childhood or elementary educators. Many of them speak two or more languages allowing HC to offer the first 20 credits of the AAS in ECE program in Somali and Spanish as well as English. This combination of formal education and workforce skills is intended to provide graduates a solid understanding of child development and educational theory, as well as current and practical teaching methods. All full-time professors and adjuncts who teach two-thirds or more of a full-time load meet the certification requirements for professional-technical instructors in the Washington Administrative Code.

Highline College is committed to diversifying its faculty to better reflect the population of students served. Progress has been made and as part of the Achieving the Dream Equity Committee, the Human Resources department has made changes in the recruiting, screening, and hiring protocols to help ensure that quality applicants make it through the process. The following table shows the faculty who are participating in the AAS in ECE, the coursework they are teaching, their education, and additional qualifications.

Table 5: Faculty by Courses and Qualifications—AAS in ECE

Name	Ft/Pt	Courses	Degrees/Credentials	Professional Experience
Patricia McDonald	FT	ECED& 120 EDUC& 115 ECED& 180 EDUC& 150 EDUC 258 EDUC 240 EDUC 281	BA, Elementary Ed; MA, Human Development; Endorsements: Elementary Education, History, Social Studies; Specialization—Bicultural Studies	14 years as college faculty, Highline College; 15 years as cultural competency trainer; 15 years as middle level leadership camp assistant director; 4 years as elementary teacher in private African American school; 3 years as middle school history teacher.
Jodi White	FT	ECED& 105 ECED& 107 ECED& 120 ECED& 132 ECED& 134 ECED& 139 ECED& 160 ECED& 170 ECED& 190 EDUC& 115 EDUC& 136 EDUC 240	BS, Psychology; MA, Human Development; Specializations—Early Childhood Education, Leadership in Education	10 years as college faculty; 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
Luz Casio	PT	ECED& 105 ECED& 107 ECED& 120 ECED& 139 EDUC& 115	BA, Human Development and Early Childhood Education, Focus on Multicultural Approaches; MA, Education; Specializations—Dual Language Pedagogy, Ed. Leadership, Organizational Change	8 years college faculty; 13 years as a preschool teacher, program supervisor, center director; 9 years coach, mentor teacher/director, trainer, curriculum developer in bilingual programs
Cynthia Davis-Vanloo	PT	ECED& 160 ECED& 170	BS, Speech and Hearing; MA, Deafness Rehabilitation; EdD (All But Dissertation), Curriculum, Teaching, Learning and Leadership	4 years as adjunct college faculty; 15 years community based trainer in ECE; 4 years assistant special ed teacher; 4 years as a counselor, family support/advocate, and parent educator families with parents or children who were deaf; 9 years in early learning licensing
Kimberly Early	PT	ECED& 160 EDUC& 130 EDUC 230	BA, History; MA, Human Development; Specialization—Early Childhood Education; Teaching Certification—Early Childhood Education, Elementary Education, English As A Second Language, History, English, Political Science, Social Studies	10 years as an Adjunct College Faculty; 7 years as a Child Care Licensor & Family Child Care Licensor; 6 years as a trainer and coach; 4 years as a teacher in the public and private sector; 4 years as a program coordinator; 2 years as a preschool teacher
Theresa Lenear	PT	ECED& 180 ECED& 190 EDUC& 150	BA, Human Development; MA, in Human Development; Specialization—Bicultural Development	15 years Highline College faculty; 9 years Half-time Goddard College faculty; 20 years Teacher; 5 years Family Child Care Provider; 4 years Director; 34 years Trainer
Vanessa Mareki	PT	EDUC 204	BA, Liberal Studies, Emphasis in Child Development; M.Ed, Literacy for Special Needs; Professional Teacher Certification, Endorsements—Reading, Elementary Ed, and Special Education	2 years college faculty; 10 years Special Education teacher Seattle Public Schools; 1 year Inclusion Specialist Ravenswood School District

Karina Rojas-Rodriguez	PT	ECED& 105 ECED& 107 ECED& 120 ECED& 132 EDUC& 115	BA, Human Development—Minor, Spanish; Specialization—Early Childhood Education; MA, Education; Specializations—Early Childhood Education, Adult Child Interactions	2 years college faculty; 8 years preschool teacher; 3 years program supervisor, mentor teacher, and center director
Shariffa Sabrie	PT	ECED& 105 ECED& 107 ECED& 120 ECED& 132 EDUC& 115	BA Sociology M.Ed Professional Studies in Teaching and Learning	15 years college faculty—8 years Lecturer at Banadir University, Mogadishu, 7 years as Instructor at Highline College; 6 years as ECE coach and mentor. 13 years as Family Support Specialist at PSESD Head Start, 4 Years as Program Manager at PSESD Head Start, 8 years as Executive Director and founder of Somali Women Skills for Change

Table 6 shows the BAS in T&EL courses, the faculty who will be teaching them, their credentials, and professional experience. While we plan on having many of the AAS in ECE professors teach in the BAS in T&EL, those assignments have not yet been made. In addition, we are searching for a new full-time tenure-track faculty. Consequentially, most of the courses have not been assigned. For that reason, this table is formatted by course rather than by faculty.

Table 6: Courses by Faculty and Qualifications—BAS in T&EL

BAS in T&EL	Faculty	Degrees	Professional Experience
CMST& 220 Public Speaking	Ellen Bremen	Masters in Communication	Tenured member of the Communications Studies Department,
ART 300 Art for Educators	Tamara Hilton	Masters in Art Education (pending)	Program Manager for Art and Design, Masters in Art Education
MUS 305 Music for Educators	TBD		
ENVS 301 Environmental Science (lab)	Rus Higley	Masters in Oceanography	Manager of MaST, the marine lab and aquarium, faculty in Life, Ocean and General Sciences
DGS 310 Global Studies for Teachers	TBD		
DGS Elective (Advisor’s Approval Required)	Varies		
EDUC 320 Math Methods	TBD		
EDUC 330 Science Methods	TBD		
EDUC 340 Assessment	TBD		
EDUC 345 Development and Methods Birth-3 years	TBD		
EDUC 400 Seminar: Guiding Behavior	TBD		
EDUC 401 Seminar: Guiding Behavior	TBD		
EDUC 405 Seminar: Assessment/Portfolio	TBD		
EDUC 406 Seminar: Assessment/Portfolio	TBD		
EDUC 410 Seminar: Capstone/Professionalism	TBD		
EDUC 411 Seminar: Capstone/Professionalism	TBD		
EDUC 420 Special Education Methods	Frank Kline	Ph.D. in Special Education	20+ years as professor of education
EDUC 421 Early Childhood Special Education Methods	TBD		
EDUC 430 Advanced Language and Literacy/ELL Methods	TBD		
EDUC 431 Emerging Literacy/ELL Methods	TBD		
EDUC 440 STEM Math/Science Methods	TBD		
EDUC 441 Emerging Numeracy and Science Methods	TBD		
EDUC 470 Fall Residency: Certification	TBD		
EDUC 471 Fall Residency: Non-Certification	TBD		
ECED 480 Winter Residency: Certification	TBD		
EDUC 481 Winter Residency: Non-Certification	TBD		
ECED 490 Spring Residency: Certification	TBD		
EDUC 491 Spring Residency: Non-Certification	TBD		

Adjuncts will be recruited from partner districts and our cooperating ECE providers, thus strengthening ties. By Year 4, the department plans to appoint another tenure-track instructor. To teach any of the proposed 300 and 400 level courses, at least a master’s degree in a relevant subject will be required and the preferred qualification is a doctorate. In addition to the new tenure-track and adjunct faculty, a professional staff to assist with data management, academic advising, admissions and to serve as the Certification Officer will be added.

Admission

A strong program starts by identifying and recruiting candidates who will be successful. The BAS in T&EL seeks to recruit from three pools: students in the CTE class, “Careers in Education”, classified staff in the target school districts, and graduates of our AAS in Early Childhood Education and Paraeducation. These groups are all highly diverse, which will help to assure that we get a highly diverse group of candidates.

The application process has clearly-defined minimum qualifications and prerequisites. If a student comes with an AAS in Early Childhood, the process is seamless. If they come with an AAS in Para-education, or Human Services, many of the pre-requisite courses are completed, and they may be able to use the PLA process to meet some of them.

Students seeking a Residency Teaching Certificate must complete a criminal background check which include fingerprinting through the Office for the Superintendent of Public Instruction (OSPI). In addition, they must have a scaled score of 240 or higher on the West- B or an equivalent score on the SAT or ACT exams. Candidates seeking a BAS in T&EL without certification must have a current MERIT Portable Background check. Application packets for all students include: a preferred 2.5 cumulative GPA, an entry interview conducted by faculty/staff who have extensive training in equity education, a personal statement/philosophy of education, three letters of recommendation, and official transcripts. The following Table provides junior year admissions requirements and senior year continuing requirements.

Table 7: Admissions Requirements:

Junior Year	
BAS in Early Childhood Education Without Teacher Certification	BAS With Teacher Certification in Elementary or Early Childhood
<ul style="list-style-type: none"> ● Entry Interview/Orientation ● Current MERIT Background Check ● Cum GPA 2.5 (no class lower than 2.0) (preferred) ● Personal Statement/Philosophy of Education ● Three Letters of Recommendation 	<ul style="list-style-type: none"> ● Entry Interview/Orientation ● Current Criminal History Clearance ● Cum GPA 2.5 (no class lower than 2.0) (preferred) ● Personal Statement/Philosophy of Education ● Three Letters of Recommendation

Admissions Candidates with an AAS in ECE within last 5 years <ul style="list-style-type: none"> • Direct entry 	Admissions Candidates with an AAS in Para or ECE within last 5 years <ul style="list-style-type: none"> • Basic skills assessment (state requirement for certification)
Pre-Requirements for others: <ul style="list-style-type: none"> • Pre-requisite of 150, 160, 190, 258, 281 (NAEYC Key Assessment Courses) • Pre- requisite may be challenged through PLA program (experience within 5 years) 	Pre-Requirements for others: <ul style="list-style-type: none"> • Pre- requisite of 150, 160, 190, 258, 281 (NAEYC Key Assessment Courses) • Pre- requisite may be challenged through PLA program (experience within 5 years)
To Continue into Senior Year - Residency	
<ul style="list-style-type: none"> • Current MERIT Portable Background Check 	<ul style="list-style-type: none"> • Pass Applicable WEST E/NES • Current Criminal History Clearance

The applications will be reviewed and scored by a team of faculty, staff, and school district partners who know the program and have significant diversity (about 33%) represented in the team. A draft application will be developed and criteria will be set by the Highline College Education Department and its Professional Education Advisory Board (PEAB). 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 teacher certification 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 ranking system that considers: relevant work experience, GPA, interview results, student philosophy statement, and references. A wait list will be formed for the remaining qualified candidates. Admissions processes will be evaluated annually by Highline college faculty and the PEAB on a regular basis. Key factors for evaluating the process include student diversity, retention, academic achievement, and retention/evaluation of new teachers by school districts.

Student Services

Highline College (HC) 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. It has also been selected for the Working Families Success Network Strategy which help low-income individuals and families achieve financial stability by promoting postsecondary completion.

Conceptually, our student services plan is shaped around an institutional commitment to integrate our BAS programming fully into our existing governance structures, services, and academic department roles. Highline College currently has four BAS programs. This would be

the fifth. We have built capacity in our student services to serve a total of five modestly-sized BAS degree programs. As programs grow, student services will be carefully monitored and adjusted to maintain a high-quality service to our students. The BAS programs have 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 BAS students.

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

- *Academic Advising:* Advising availability and accuracy are critical to BAS student success:
 - During the academic year, there will be information sessions for prospective BAS students. These faculty-led sessions will cover the admissions requirements for each BAS program, application deadlines, learning format, funding sources, and other pertinent program information.
 - BAS in T&EL students 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. In addition, BAS in T&EL students will be assigned to a staff advisor in the Education Department and thus will consistently receive the most complete, accurate and current technical information on certification and endorsement requirements. The staff advisor will assure that the required competencies are appropriately addressed. This dual pronged advising model leverages classroom relationships between students and their instructors, providing yet another avenue for engagement and retention, and also provides access to the technical skills related to issues of certification and endorsements that the staff advisor will.
 - BAS in T&EL 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, EPAC 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.
- *Internship support:* BAS in T&EL students will gain valuable work experience through required internships. Students will meet with the staff internship coordinator (also the advisor) to review the requirements and processes. Internship placements will be developed in cooperation with the school district personnel and site supervisors. Learning outcomes will be carefully described in the course syllabi and aligned with appropriate program competencies. The nine-month internship designed around the schedule of the institution where the intern is placed will provide a work-like experience so that our students—whether in the teacher certification or the ECE without certification track—will be provided with a realistic view of the work.

- *Career Advising*

HC is prepared to serve BAS in T&EL students with resources and guidance to support their transition:

- To successfully assist program graduates with placement, our 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.
- The tight pipelines with school districts will provide a natural link to employment opportunities in our target districts where our students have had their internship (student teaching) experiences. Memoranda of Understanding will be developed that will guarantee an interview to all successful completers.
- Students not seeking teacher certification will have similar opportunities through their internship experiences. Opportunities for networking as well as job postings will be provided.
- For all BAS in T&EL students, faculty will play a key role in helping them assess strengths and find jobs that best match the skill sets they have developed in their education.

BAS in T&EL students may be older students with more challenges and needs than traditional student populations. Along with the general services for BAS support, we will provide care for students in the BAS in T&EL program who are struggling and for special populations that might need additional attention. Toward this end, the BAS director will meet one-on-one with students who need special consideration. If needed, he/she 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 our director's response to students in need, we have designated several services to address retention and success for our BAS cohorts:

- *Academic Early Alert*

Our program design emphasizes close contact between the students and their lead instructors, and Education Department staff who act as the students' professional and academic advisors. The full time BAS director will be in weekly contact with all Education faculty and staff to monitor student progress. The BAS director will contact any student identified by faculty as a concern within 24 hours. In the third week of the first quarter, a grade check will go to each student and primary advisor. Students who have earned below a 2.5 in any of their core classes will be required to meet with their faculty advisor. An appropriate plan for additional support will be developed between student and advisor. In addition, regardless of their GPA, all students will also be required to meet with their faculty advisor at the end of their first quarter, as well as at their 45-credit threshold, to assess their progress.

- *Academic Support Center*

The HC tutoring center will assist BAS in T&EL 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 we do with many of our existing programs. BAS in T&EL students may use the HC

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.

- *Assessment Support*

BAS in T&EL students seeking teacher certification have a number of state-mandated assessments that must be passed before they can be recommended for a Residency Teacher Certificate. HC is working with a variety of internal and external groups to develop a continuum of supports for candidates who have had or expect to have problems with the assessments. These will include both online modules as well as face-to-face tutoring supports.

- *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. Our counseling department also provides referrals to appropriate long term services such as VA, counseling for serious impairments and other specialized support.

In addition to the services focused toward creating a robust support system for our BAS students, other student services will change to serve the new BAS cohorts.

- *Financial Aid*

Highline will provide a comprehensive financial aid package to all admitted and eligible BAS 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 HC students understand the financial aid application process and guidelines. Our Financial Aid office is preparing for the unique needs, experiences and situations of the BAS in T&EL student. Our Financial Aid Office has been in contact with the Department of Education and Department of Veterans' Affairs. We will submit the required program updates to those entities as soon we receive approval from the Northwest Commission on Colleges and Universities.

- *Library*

The HC librarians are tenured or tenure-track faculty with advanced degrees and the practice and skills to work with BAS in T&EL 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 HC Library has a reference librarian on duty whenever it is open. In addition to the usual services the Library provides (study rooms, interlibrary loan, a quiet floor for study), it 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 BAS in T&EL, 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 ECE settings and elementary schools of our target area.

In addition, the Library has databases that directly supporting the BAS in T&EL. 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 it 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 BAS in T&EL 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 HC library.

- *Instructional Computing*
Recognizing that the right tools are critical for academic success, HC has invested significant resources in technology. Our college has a dedicated instructional computing department (IC). Separate from our administrative technology department, the focus of IC is centered on the needs of the student. This department ensures that we have 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 BAS in T&EL students and their needs, HC is preparing by adding additional equipment and resources, including staffing. BAS in T&EL students will receive comprehensive and extensive technology access and support services from HC.
- *Access Services*
A core value of HC is *access* and that is just what BAS in T&EL 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.

- *Registration & Records*

BAS in T&EL students will receive attentive registration services and accurate and safe record-keeping from our Registration & Records department. To prepare for our BAS in T&EL programs, course adoption forms will be authored and submitted, and permissions for programs and degrees obtained. All systems will be updated from degree audit to SMS to ensure that BAS in T&EL students are served and included. BAS in T&EL students can go to Registration & Records for any needs related to transcript evaluation, degree posting and transcript generation.

- *Campus Community*

We are prepared to offer the BAS in T&EL student an experience that extends beyond the classroom. The co-curricular and extra-curricular activities we offer will work in unison with the classroom experience to ensure BAS in T&EL student success and retention. Our college is well-regarded among our peer institutions and recognized as a leader in the area of student leadership and engagement. In our most recent accreditation visit, we received compliments for our innovative and exemplary programming in this area. We are excited to provide this experience to our incoming BAS in T&EL students and welcoming them into our campus community through opportunities for the following experiences:

- Education specific clubs: faculty are evaluating how best to develop a club specifically for candidates in our BAS in T&EL
- 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

Financial Projections

The following section includes the projected budget of the BAS in T&EL which is a state-supported program and will count toward Highline College's state target.

Projected Enrollments

As noted earlier in this application, Highline Community College has kept sustainability at the center of its BAS development. Our 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.

Initial cohort admissions have been set conservatively at 24 in Years 1 and 2. Because new cohorts will be accepted annually, by Year 2 the program-wide enrollment is projected at 48 FTE (24 third-year plus 24 fourth-year). Year 3 enrollment will be 54 (30 third-year plus 24 fourth-year). At each admission cycle, we 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, we believe that this formula will yield a consistent 24-student cohort

size. When the cohort size increases to 30, these formulas will be adjusted accordingly. Because the senior year requires full-time daytime participation and because the third-year courses will be offered on evenings and weekends, our expectation is that students will attend full-time throughout the program. If third-year enrollees wish to study part-time, we will adjust the cohort size to maintain the FTE target.

Projected Revenue

In addition to its current planning-year investments, the college has set aside \$100,000 in local reserves to underwrite the program's 2017-18 start-up. Approximately \$90,000 of that figure is committed to funding the first-year's unavoidable shortfall in single-cohort tuition income, with the remainder serving as a contingency fund. Longer-term, our financial model is built on a projected revenue of roughly \$5,500 per FTE student in the operating portion of the tuition (i. e., \$6,180/FTE minus 3.5% institutional financial aid, and 3.0 innovation fund) and fees (\$300/FTE). In Years 2 and 3, at a capacity of two 24-student cohorts (48 FTE total), those figures, along with the local support, yield an annual revenue budget of approximately \$350,000. By Year 4, when the cohort size increases to 30, the income projections rise to roughly \$430,000. At these figures, the program's unmet financial liability is projected to remain consistently within a \$90,000 to \$110,000 annual range. We believe 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

Because 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's established departmental and administrative structures — the projected, new expenditures for the BAS in T&EL option are almost entirely in direct-service personnel. The bulk of this new investment will be in additional full-time faculty positions, a half-time program manager, a field-placement and certification officer, adjunct faculty salaries, and a modest investment (0.2 FTE) to offset impacts on Student Services staff. Another significant cost lies in stipends for cooperating teachers and internship supervisors in the field. 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 8 provides a detailed five-year projection of expenditures and revenues for the BAS start-up phase.

Table 8: Five-Year Budget Projection

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Projected FTE enrollment		24	48	54	60	60
Gross Revenue/FTE	\$6,178					
Less Building	\$386					
Less S&A	\$409					
Operating Revenue	\$5,383	\$148,320	\$296,640	\$333,720	\$370,800	\$370,800
Less Institutional financial aid	-3.50% \$(188)					
Less Innovation fund	-3.00% \$(161)					
Net tuition revenue	\$5,033	\$120,795	\$241,589	\$271,788	\$301,986	\$301,986
Fees (@\$300/FTE)	\$300	\$7,200	\$14,400	\$16,200	\$18,000	\$18,000
Local support		\$90,285	\$89,056	\$62,454	\$106,717	\$113,456
Total Revenue		\$218,280	\$345,045	\$350,442	\$426,703	\$433,442
Annual expenditures						
Program manager (0.5 FTE)		\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
Full-time ECE faculty		\$60,000	\$61,200	\$62,424	\$63,672	\$64,946
Full-time K8 faculty					\$60,000	\$61,200
Certification/practicum officer			\$55,000	\$56,100	\$57,222	\$58,366
Part-time faculty (1.0 to 0.5 FTE)		\$31,500	\$32,130	\$32,773	\$16,625	\$16,958
Student services support (0.2 FTE)		\$8,100	\$8,262	\$8,427	\$8,596	\$8,768
Benefits (@.30)		\$44,880	\$62,278	\$63,523	\$77,753	\$79,308
Practicum sprvsr stipends (@1500)		\$-	\$36,000	\$36,000	\$45,000	\$45,000
Coop teacher stipends (@900)		\$-	\$21,600	\$21,600	\$27,000	\$27,000
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		\$7,200	\$7,200	\$7,200	\$7,200	\$7,200
Local travel		\$600	\$1,000	\$1,000	\$1,200	\$1,200
Marketing		\$5,000	\$2,000	\$2,000	\$2,000	\$2,000
Total Expenses		\$218,280	\$345,045	\$350,442	\$426,703	\$433,442

Appropriate Facilities, Equipment and Technology

The HC Early Childhood Education Department is primarily housed in the south part of the Higher Education Building on the Des Moines campus. HC 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. HC intends to utilize these

existing facilities for the BAS in T&EL and to partner with local school districts for the residency part of the program.

Program Specific Accreditation

Approval is being sought from Professional Educators Standards Board (PESB) for the portion of the program that leads to Residency Teacher Certification. This board has rule-making authority to govern teacher certification in the state of Washington. The approval includes two parts. The first is for the general program and includes five different standards: 1) Professional Educators Advisory Board (PEAB), each program must establish an advisory board that provides support and advice to the program and reviews each of the standards over a five-year period. Each program is required to respond to PEAB recommendations; 2) Accountability, each program must establish a data system allows programs to aggregated data and draw conclusions regarding program performance. Aggregated data are shared with faculty, administrators, the PEAB and other interested parties; 3) Program Leadership, Authority and Budget, each program must have a structure that allows for appropriate leadership. Each program must demonstrate that adequate resources are available; 4) Program Design, each program must have a design that includes candidates support for admissions, appropriate field experiences and clinical practice, collaboration within institution as well as with external groups including school districts. As noted above, Highline College is seeking close relationships with five targeted districts; 5) Standards and Skills, each program must show how students have opportunity to acquire and demonstrate competence in the competencies specified by the PESB. These are general skills.

In addition to the general standards, each of the endorsements has competencies that must be addressed. The program is responsible for demonstrating how they will allow candidates to acquire competence in each of the endorsements they seek. Furthermore, the PESB reviews the key assessments for each of the competencies. Core endorsements in the Residency Teacher Certification portion of the program are Elementary Education and Early Childhood Education. Additional endorsements in Special Education (SPED), Early Childhood Special Education (ECSE), English Language Learners (ELL), and Bi-Lingual Education will be available. All endorsement competencies for Elementary Education and Early Childhood Education will be embedded in the core courses along with most of the endorsement competencies for SPED, ECSE, ELL and Bi-Lingual Education. This will equip our candidates in areas crucial to success in this diverse area of the state and will allow them to complete those endorsements with minimal additional coursework if they desire.

Highline College recently concluded our candidacy status for our four other BAS programs and had an onsite review. NWCCU is reviewing our status. We plan to submit substantive change paperwork by February to be reviewed in May, with a goal to start the program in fall of 2018.

Pathways to Master's Degree Programs

There are several options for graduates from the Highline College BAS in T&EL program who want to pursue a master's degree while remaining in the community. The Evergreen State College, the University of Washington Tacoma, City University, Central Washington University, and Pacific Lutheran University have all indicated that should Highline College's BAS in T&EL be approved by the SBCTC, PESB, and NWCCU, graduates would be eligible to apply to their graduate programs. Graduates would be able to continue their studies in a variety of graduate programs at both private and public institutions including:

- Master's of Education for Practicing Educators (UWT)

- Educational Administrator Certification (CWU)

- Master's in Public Administration (Evergreen)

- Master's of Education in Curriculum and Instruction (City U)

- Master's of Education in Leadership (City U)

- Master's in Instructional Leadership (PLU)

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.

External Expert Evaluation

The institution has selected two external experts to review the program. These experts represent the University of Washington and the Evergreen State College. Both of them have extensive experience in teacher education. One of them has recently assisted in building an ECE endorsement program. Their reports along with the institution's responses and subsequent modification to the proposal are included as an appendix.

Conclusion

The proposed BAS in Teaching and Early Learning will serve the South King County community well. It opens up education pathways to diverse professional technical graduates. It will provide a skilled early childhood education workforce and skilled elementary school teachers that will better reflect the population of children in the classrooms. It will open up

higher paying jobs in early childhood education and in school districts as teachers for Highline College graduates. It will enable local school districts to reduce class sizes to comply with the McCleary decision and staff full-day kindergarten programs. It will ensure children who are ability diverse have access to highly skilled teachers who can develop intervention to support their continued growth and development. It will create a pool of teachers for Head Start and ECEAP expansion as well as NAEYC accredited child care programs. Clearly the BAS in T&EL helps Highline College fulfill its mission of promoting student engagement, learning, and achievement; integrating diversity and globalism throughout the college; sustaining relationships within its communities; and practicing sustainability in human resources, operations, and teaching and learning. Furthermore, it helps Highline College to achieve its vision of serving as an educational crossroads where dreams are shaped, communities created and excellence achieved.

Appendix A: Program Standards

Professional Educator Standards Board Residency Teaching Program Standards

Council of Chief State School Officers InTASC Model Core Teaching Standards

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

Appendix B: External Reviews and Responses

J. Patrick Naughton, Director of Teacher Education Program at The Evergreen State College

Patrick G. Sexton, Assistant Dean, Teacher Education Programs, University of Washington

Appendix C: Application

Tentative Student Application form for the Bachelor of Applied Science in Teaching & Early Learning

Tentative Interview/Orientation Guide for Faculty Advisor