



Bachelor of Applied Science  
Teacher Education:  
Teacher Certification (K-8) Track  
Early Childhood Education Track  
ECE Endorsement

Program Proposal

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**COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL**

**Program Information**

Institution

Name: Lower Columbia College

Degree: Bachelor of Applied Science Teacher

Education:

Teacher Certification (K-8) Track

Early Childhood Education Track

ECE Endorsement

CIP Code: 13.1210

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

Degree: AAS (ECE)

CIP Code: 13.1210

Year Began: 1974

Degree: AAS-T (ECE)

CIP Code: 13.1210

Year Began: 2007

Planned Implementation Date ( i.e. Fall 2014): Fall 2019

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

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\_\_\_\_\_  
Chief Academic Officer

\_\_\_\_\_  
Date

## Introduction

Lower Columbia College (LCC) proposes to develop a Bachelor of Applied Science in Teacher Education (BAS-TE) with K-8 teacher Certification and an Early Childhood (P-3) endorsement. This proposal is informed by active consultation and collaboration between the College, Educational Service District 112 (ESD 112), and local school districts in response to the teacher and substitute teacher shortages in the College's service district. The proposed Bachelor of Applied Science in Teacher Education degree program is designed to target place-bound working adults and responds to the specific needs of the school districts located within the boundaries of the College's service district. Lower Columbia College is working with the Professional Educators Standards Board (PESB) to become an approved teacher certification program in Washington State.

Potential elementary education teachers who would be served by the Bachelor of Applied Science in Teacher Education (BAS-TE) program are currently employed by the school districts in other capacities. Consequently, the traditional teacher certification programs offered by 4-year institutions are not readily accessible to these working adults, who are often place-bound and already hold an associate of applied science degree. The proposed BAS-TE degree will create a pathway for these AAS degree holders to attain the education and certification required to become an elementary education certificated teacher without the burden of having to disrupt their families and current employment.

Lower Columbia College deliberately chose to create a blended program that combines outcomes for early childhood education and K-8 education to prepare graduates to work with children from birth through eighth grade. The curriculum will prepare graduates to work with children and families who are culturally, linguistically, and ability diverse. Course outcomes will support both the ECE endorsement and the K-8 certification, meeting competencies required for teacher education. This provides graduates with a 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 Cowlitz County.

The proposed BAS-TE degree will prepare graduates to work across the spectrum of early childhood education from birth through eighth grade in a variety of programs such as early intervention, Head Start, the Early Childhood Education and Assistance Program (ECEAP), and primary schools. The proposed program is desperately needed to enhance the educational achievement of children in our community. The Office for the Superintendent of Public Instruction is projecting a gap between the current production and anticipated demand of almost 8,000 K-3 teachers in 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.

## Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

### Courses needed by students transferring with technical associate degrees

At a minimum, students must either have completed a professional-technical associate degree and/or have more than 90 college level credits from a regionally accredited institution prior to applying for admission to the program. Other potential students may be considered who have an AA in general education with the following ECED/EDUC courses: EDUC& 115, EDUC& 150 and EDUC& 205.

Students will be required to meet the 60 credit General Education Requirement as outlined in the SBCTC's minimum general education requirements for [Applied Baccalaureate Degrees](#) prior to graduation. These credits can be earned at the associate degree and/or applied bachelor's degree level.

LCC expects students primarily from the following academic degree programs:

- AAS-Early Childhood Education
- AAS-T -Early Childhood Education
- AA-Paraeducator

### General education component

Students will need to complete 60 credits of general education as specified prior to graduation from the BAS-TE program. Based on individual transcripts, students will have ample opportunities and flexibility to meet this requirement throughout the BAS-TE program. Program and faculty advisors will work with each student to determine the best academic schedule to meet this requirement.

Table 1: General Education Requirements

BAS-TE Recommended General Education Courses			
Course No	Course Description	GED	Credits
<b>Communication Skills</b>			
ENG& 101	ENGLISH COMPOSITION I	CM	5
CMST& 220	INTRO TO PUBLIC SPEAKING	CM	5
	<b>Total Communication Skills credits</b>		<b>10</b>
<b>Quantitative/Symbolic Reasoning Skills</b>			
MATH& 132	MATH FOR ELEMENTARY TEACHERS II	QU	5
	<b>Total Quantitative/Symbolic Skills credits</b>		<b>5</b>
<b>Humanities</b>			
CMST& 210	INTERPERSONAL COMMUNICATIONS	HM	5
ENGL 270	CHILDREN'S LITERATURE	HM	5
	<b>Total Humanities credits</b>		<b>10</b>
<b>Social Sciences</b>			
EDUC& 115	CHILD DEVELOPMENT	SS	5
HIST& 137	US HISTORY II	SS	5
	<b>Total Social Sciences credits</b>		<b>10</b>

<b>Natural Sciences</b>			
PHSC 109	ENERGY AND MATTER	NS (L)	5
NUTR& 101	NUTRITION	NS	5
	<b>Total Natural Sciences credits</b>		<b>10</b>
<b>Additional General Education Courses (Gen ED's)</b>			
PSYC& 100	GENERAL PSYCHOLOGY	GEN	5
SOC& 101	INTRO TO SOCIOLOGY	GEN	5
ENG& 102	ENGLISH COMPOSITION II	GEN	5
	<b>Total Additional Gen Ed credits</b>		<b>15</b>
	<b>Total General Education credits</b>		<b>60</b>

Students with AAS or ATA degrees in ECE or approved related field who wish to enter must have completed college level math and college level English. These students must have a total of 60 general education credits by the time they graduate with a BAS-TE which may require additional general education courses to be completed prior to or while enrolled in the BAS-TE program. A total of 90 credits are required to fulfill the specialized learning elements in year three and year four of the program:

**Table 2: 300 and 400 level courses**

<b>Requirements</b>	<b>BAS-TE</b>	<b>Credits</b>
EDUC	EDUC 319 Anti-Bias Education	4
	EDUC 320 Literacy & Language Acquisition	4
	EDUC 325 Intro to Special Education	5
	EDUC 330 Math Methods	5
	EDUC 335 Collaboration & Classroom Leadership	5
	EDUC 345 Curriculum Development & Design	4
	EDUC 410 Science Methods for Teachers	4
	EDUC 414 Guidance Techniques	5
	EDUC 420 Social Studies for Teachers	4
	EDUC 429 Assessment	5
	EDUC 430 Advanced Language & Literacy Methods	3
	EDUC 434 Professionalism in Education	2
	EDUC 439 Professional Assessment/Portfolio or ECED	4
	439 Issues and Trends	

Field experience	ECED 301 or EDUC 301 Field Experience I Theory	2
	ECED 311 or EDUC 311 Field Experience I	4
	ECED 302 or EDUC 302 Field Experience II Theory	2
	ECED 312 or EDUC 312 Field Experience II	4
	ECED 303 or EDUC 303 Field Experience III Theory	2
	ECED 313 or EDUC 313 Field Experience III	4
	ECED 401 or EDUC 401 Field Experience IV Theory	2
	ECED 411 or EDUC 411 Field Experience IV	4
	ECED 402 or EDUC 402 Field Experience V Theory	2
	ECED 412 or EDUC 412 Field Experience V (autonomous)	4
	ECED 403 or EDUC 403 Field Experience VI Theory	2
	ECED 413 or EDUC 413 Field Experience VI (autonomous)	4
<b>Total Years 3&amp;4</b>		<b>90</b>
<b>Total Credits</b>		<b>180</b>
<b>Total General Education Credits</b>		<b>60</b>

#### Junior and Senior Level coursework: Course Overviews

The upper level curriculum is designed with baccalaureate level course outcomes, using Bloom's taxonomy level of "analysis" or higher as a guide.

#### **ECED 301 ECED Practicum I Theory (non-cert option) (2 credits)**

Provides content to support and enhance ECED 311 Practicum I. Topics include anti-bias education, reflective practice, state standards, effective instructional strategies, and implementing learning experiences across disciplines. Additional topics may be presented as needed. Taken concurrently with ECED 311.

##### **Course Outcomes:**

- Examine the Washington State Early Learning Guidelines as a tool for guiding practice.
- Evaluate potential bias' found in educational settings.
- Compare and contrast various research based early childhood curricula.
- Design interdisciplinary lesson plans based on classroom observations.

#### **ECED 311 Practicum I (non-certificate option) (4 credits)**

Provides the first of six experiences working in an educational setting with children and their families who are culturally, linguistically and ability diverse, under the guidance of a program-selected teacher. Emphasizes developing a classroom community through an anti-bias approach. Incorporates the standards for professional teacher behavior as outlined by NAEYC. First course in a series of six ECED courses for the **non-certificate option**, taken concurrently with ECED 301.

##### **Course Outcomes:**

- Utilize terminology pertaining to lesson planning and assessment related to Washington State Early Learning Guidelines.
- Develop reciprocal relationships with families and community to support children's learning and development.



- Design basic positive, equitable learning environments and experiences that reflect and respect culturally, linguistically, and ability diverse children and support home language preservation.
- Implement developmentally appropriate learning experiences that integrate within and across disciplines, and uses effective instructional strategies
- Incorporate the standards for professional teacher behavior in the classroom as outlined by NAEYC.

#### **EDUC 301 Practicum I Theory (certificate option) (2 credits)**

Provides content to support and enhance EDUC 311 Practicum I. Topics include anti-bias education, reflective practice, state standards, effective instructional strategies, and implementing learning experiences across disciplines. Additional topics may be presented as needed. Taken concurrently with EDUC 311.

- Analyze collaborative methods that can be used in professional learning communities.
- Research effective instructional strategies.
- Assess learning environments for unintended biases.
- Compare and contrast methods for reflective practice.

#### **EDUC 311 Practicum I (certificate option) (4 credits)**

Provides the first of six field experiences for the certificate option, working in an educational setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected certificated teacher. Emphasizes building a classroom community through an anti-bias approach to engage learners, families and colleagues. Presents initial skills in developing and understanding local and global learning communities. Incorporates the standards for professional teacher behavior as outlined by the Professional Teacher Standards Board. Taken concurrently with EDUC 301.

##### **Course Outcomes:**

- Evaluate the application of teacher competencies through reflective practice.
- Identify terminology pertaining to lesson planning and assessment related to Washington State Common Core State Standards and the Early Learning Guidelines.
- Develop reciprocal relationships with families and community to support children's learning and development.
- Design basic positive, equitable learning environments and experiences that reflect and respect culturally, linguistically, and ability diverse children and support home language preservation.
- Implement simple developmentally appropriate learning experiences that integrate within and across disciplines, and use effective instructional strategies.
- Examine strategies to engage learners, families and colleagues in building local and global learning communities.
- Integrate the creative arts into academic content areas to create an anti-bias, culturally inclusive classroom community.

#### **ECED 302 Practicum II Theory (non-cert option) (2 credits)**

Provides content to support and enhance ECED 312 Practicum II. Topics include: Supporting Language and Literacy development, designing interdisciplinary learning opportunities, NAEYC Professional Code of Ethics, and school to family connections. Additional topics may be presented as needed. Taken concurrently with ECED 312.

##### **Course Outcomes:**

- Analyze one's teaching practice to develop strategies to more fully serve families and children.
- Evaluate the NAEYC Code of Professional Ethics and how it informs practice.

- Assess strategies to support family engagement.
- Compare and contrast strategies for literacy and language development.

**ECED 312 Practicum II (non-cert option) (4 credits)**

Continues the field experience in an educational setting with children and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected teacher. Emphasizes literacy and language acquisition, family engagement, and professional ethics. Second of six field experience courses for the **non-certificate option**, taken concurrently with ECED 302.

**Course Outcomes:**

- Assess early learning environments for the presence of materials and practices that support language and literacy development.
- Integrate learning opportunities in daily routines and planned activities.
- Create activities that families can use at home to support children's language and literacy development.
- Implement developmentally appropriate learning experiences that integrate within and across disciplines, using effective instructional strategies.
- Utilize terminology pertaining to lesson planning related to Washington State Early Learning Guidelines with increasing skill.
- Build reciprocal relationships with families and community to support children's learning and development.
- Design more complex equitable learning environments and experiences that reflect and respect culturally, linguistically, and ability diverse children and support home language preservation.
- Implement developmentally appropriate learning experiences that integrate within and across disciplines, using effective instructional strategies with increasing skill.
- Display the standards for professional teacher behavior as outlines by NAEYC in the classroom.

**EDUC 302 Practicum II Theory (certificate option) (2 credits)**

Provides content to support and enhance EDUC 312 Practicum II. Topics include dual language learners, Language Arts Common Core Standards and Early Learning Guidelines, effective teaching strategies, IEPs, IFSPs and 504 plans. Additional topics may be presented as needed. Taken concurrently with EDUC 312.

**Course Outcomes:**

- Analyze teaching methods for dual language learners.
- Research Language Arts Common Core Standards and Early Learning Guidelines.
- Assess effective teaching strategies.
- Compare and contrast IEPs, IFSPs and 504 plans.

**EDUC 312 Practicum II (certificate option) (4 credits)**

Provides the second of six field experiences for the certificate option in an educational setting with children and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected certificated teacher. Emphasizes literacy and language acquisition. Taken concurrently with EDUC 302.

**Course Outcomes:**

- Assess learning environments for the presence of materials and practices that support language and literacy development.
- Integrate learning opportunities in daily routines and planned activities.

- Create activities that families can use at home to support children's language and literacy development.
- Implement developmentally appropriate learning experiences that integrate within and across disciplines, using effective instructional strategies.
- Analyze one's teaching practice to develop strategies to more fully serve families and children.
- Build reciprocal relationships with families and community to support children's learning and development.
- Design more complex positive, equitable learning environments and experiences that reflect and respect culturally, linguistically, and ability diverse children and support home language preservation.
- Implement basic developmentally appropriate learning experiences that integrate within and across disciplines, using effective instructional strategies with increasing skill.
- Evaluate the application of teacher competencies through reflective practice.
- Integrate the creative arts into academic content areas to create an anti-bias, culturally inclusive classroom community.

#### **ECED 303 Practicum III Theory (non-certificate option) (2 credits)**

Provides content to support and enhance ECED 313 Practicum III. Topics include: math acquisition and classroom management. Additional topics may be presented as needed. Taken concurrently with ECED 313.

##### **Course Outcomes:**

- Analyze key environmental factors that support math acquisition.
- Examine the developmental stages of math acquisition.
- Compare and contrast various classroom management strategies.
- Examine the characteristics of positive collaborative professional relationships.

#### **ECED 313 Practicum III (non-certificate option) (4 credits)**

Continues the field experience working in an educational setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected teacher.

Emphasizes math acquisition and classroom management strategies. Third of six field experiences for the **non-certificate option**, taken concurrently with ECED 303.

##### **Course Outcomes:**

- Create an environment that supports early math acquisition.
- Design developmentally appropriate learning experiences using effective instructional strategies that support math acquisition.
- Demonstrate positive, collaborative relationships with colleagues, other professionals, and families as an effective member of a professional team.
- Choose behavioral support and management strategies that are research-based, individualized to the child's and/or group's needs, and least intrusive.
- Promote cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate the development and learning of the whole child.

Formulate and implement lessons using research-based strategies and the essential concepts of content areas including mathematics, the arts, health and fitness.

#### **EDUC 303 Practicum III Theory (certificate option) (2 credits)**

Provides content to support and enhance EDUC 313 Practicum III. Topics include building and maintaining collaborative professional relationships, classroom management strategies, and instructional strategies in the areas of mathematics, the arts, and health and fitness. Taken concurrently with EDUC 313.

**Course Outcomes:**

- Examine the characteristics of positive collaborative professional relationships.
- Compare and contrast various classroom management strategies.
- Design interdisciplinary lesson plans integrating fitness.
- Explore methods of inquiry that engage learners in applying standards of evidence used in math.

**EDUC 313 Practicum III Theory (certificate option) (2 credits)**

Continues the field experience working in an educational setting with children and families who are culturally, linguistically, and ability diverse under the guidance of a program-selected certificated teacher. Emphasizes math acquisition and classroom management strategies. Third of six field experiences for the **certificate option**, taken concurrently with EDUC 303.

**Course Outcomes:**

- Create an environment that supports early math acquisition.
- Design developmentally appropriate learning experiences using effective instructional strategies that support math acquisition.
- Maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team.
- Examine and implement behavioral support and management strategies that are research-based, individualized to the child's and/or group's needs, and least intrusive.
- Promote cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate holistic development and learning.
- Plan and implement lessons using research-based strategies and the essential concepts of content areas including mathematics, the arts, health and fitness.
- Analyze one's teaching practice to develop strategies to more fully serve families and children.
- Integrate the creative arts into academic content areas to create an anti-bias, culturally inclusive classroom community.

**EDUC 319 Anti-bias Education (4 credits)**

Examines equity issues in education. Presents strategies to apply the principles of anti-bias education to instruction. Explores how imbedded bias can impact identity development. Assists in deconstruction of one's biases and reflection on biases present in the communities of practice and societal systems. Examines the characteristics of culturally and linguistically relevant teachers. Provides opportunities for peer and instructor coaching in order to access resources and to improve responsiveness to cultural, linguistic and ability diversity. Discusses culturally relevant pedagogy and its importance to the transmitting of culture from generation to generation.

**Course Outcomes:**

- Analyze the impact of bias on identity development.
- Examine equity issues in education including the systems that are in place to perpetuate inequality.
- Compare and contrast the assets (abilities, language, culture, family etc.) each learner brings to the classroom.
- Evaluate strategies to apply the principles of anti-bias education to instruction and assessment.

- Select the characteristics of culturally and linguistically relevant teachers.
- Illustrate how teachers can involve and create partnerships with parents and community and how this is central to developing culturally relevant teaching strategies.
- Support the use of culturally relevant pedagogy to contribute to the transmitting of culture from one generation to the next.
- Examine strategies for incorporating culturally responsive practices into early learning and education to address equity issues.
- Integrate feedback to improve one's own responsiveness to cultural, linguistic and ability diversity
- Design a narrative writing assignment for children that incorporates family and culture.

#### **EDUC 320 Language Arts for Teachers (4 credits)**

Focuses on applying Washington State's English Language Arts Common Core Standards and Early Learning Guidelines P-3 through 8th grade. Continues application of the use of data to set goals, individualize instruction and group students according to common reading, writing, speaking and listening goals. Students will design lesson plans, deliver instruction, assess student progress, and use technology to support instruction, management of student documents and records.

##### **Course Outcomes:**

- Teach language arts and literacy skills using the Cycle for Effective Teaching.
- Apply foundational literacy components including but not exclusive to phonemic awareness, phonics, fluency, comprehension and vocabulary.
- Choose P-3 through 8th grade literacy strategies to design lessons at an intermediate level.
- Evaluate student progress and lesson effectiveness at an intermediate level of competency.
- Select technology supports to track learner progress.
- Interpret assessment data to group students and identify specific needs of the learner.
- Examine research related to the most effective PreK-3rd teaching strategies and philosophies of reading and liberal arts instruction.
- Examine developmentally and culturally responsive teaching that minimizes power and status issues and nurtures a positive, culturally responsive language acquisition.
- Compare and contrast the four types of writing.
- Construct methods to apply the four types of writing into instruction.
- Integrate the concepts of print into interdisciplinary lesson plans.

#### **EDUC 325 Intro to SPED (5 credits)**

Provides an overview of special education and the characteristics and needs of children with disabilities. Reviews the historical roots of special education, provides perspective into special education with general education, and discuss specific types of disabilities. Covers the impact of children with disabilities on families, schools and communities.

##### **Course Outcomes:**

- Examine the social and historical context of special education.
- Compare and contrast characteristics of disabilities.
- Evaluate math and literacy skill deficits.
- Compare evidence-based instructional practices in special education.
- Examine course concepts using case studies, scenarios and/or observations.
- Distinguish professional and community organizations, publications and other relevant resources that provide support for students with disabilities and their families.



- Integrate assessment results from the student support team as an active participant in the development and implementation of Individual Education Plans (IEP), Individual Family Service Plans (IFSP), and 504 plans for children with special developmental and learning needs

### **EDUC 330 Math Methods (5 credits)**

Introduces the initial competencies of the Washington State's Mathematics Common Core Standards and Early Learning Guidelines-for P-3 through 8th grade students. Presents the use of data to set goals, individualize instruction and group students according to Common Core Mathematics Standards and Early Learning Guidelines. Covers designing lesson plans, delivering instruction, and assessing students' progress at an initial level of competency. Introduces technologies to support instruction and manage individual students' documents and instructional records.

#### **Course Outcomes:**

- Demonstrate initial competency in Washington State's Common Core Mathematics Standards and Early Learning Guidelines for P-3 through 8th grade.
- Select appropriate technology and mathematical models to develop and construct mathematical concepts.
- Apply math standards to effective teaching and monitoring of math instruction.
- Examine developmentally and culturally responsive teaching that minimizes power and status issues and nurtures a positive, culturally responsive mathematical dispositions
- Select various math and cognitive approaches to design lessons at a beginning level.
- Assess student progress and lesson effectiveness at an initial level of competency.
- Evaluate ways professional organizations support math education.
- Compare best practices in P-3 through 8th grade math education.
- Examine early numeracy foundations and number sense.

### **EDUC 335 Collaboration & Classroom Leadership (5 credits)**

Develops skills needed to effectively collaborate with others including school personnel, community agencies, and families to support children who are culturally, linguistically, and ability diverse. Supervision of assistants and paraprofessionals will be addressed. Reviews and explores classroom organization, management styles and philosophies. Assists in the development of a repertoire of skills to support success for every member of the classroom.

#### **Course Outcomes:**

- Evaluate the effect of an individual's approach on student behavior and learning.
- Examine the impact of empathizing with students' experiences.
- Create a safe environment where visible teaching and learning is occurring (student to student, teacher to student, and student to teacher.)
- Provide developmentally appropriate, meaningful and challenging experiences for students so each student is progressive in his/her development.
- Build an appropriate mind frame relating to the impact of classroom design and patterning on student achievement.
- Command a range of behavioral learning strategies and techniques that keep everyone actively engaged in learning.
- Compare and contrast the roles and responsibilities of the paraeducator, teacher, counselor, support staff and administrator.
- Evaluate effective communication practices between paraeducator and teacher regarding student performance, goals and expectations.
- Analyze the impact of positive and negative interactions between and among learners, between teacher and learner, and between teacher and parent.

**EDUC 345 Curriculum Development & Design (4 credits)**

Examines pedagogical approaches for teaching in educational settings. Emphasizes-curriculum theory, design, practice, evaluation, as well as approaches to learning and dispositions. Integrates Washington State Common Core Standards and Developmental Guidelines.

**Course Outcomes:**

- Evaluate a variety of educational planning approaches including Understanding by Design.
- Apply curriculum development and design concepts to the planning, implementing, and assessing of instruction in settings that include diverse cultural populations and special needs students.
- Evaluate the ways in which the specific curricular/instructional areas have the potential to be responsive to classroom diversity, enhance literacy development and support physical and emotional health.
- Modify instructional plans and promote alternative goals and strategies in response to assessment results.
- Integrate the creative arts to support student growth in communication, Habits of Mind, social/emotional and academic skills.
- Validate sensory needs in curriculum design.
- Compare and contrast methods of authentic assessment and strategies to evaluate student learning progress in relation to Washington State Common Core Standards and district standards.
- Examine the use of effective questioning techniques to engage learners, foster innovation, and strengthen communication skills
- Summarize current interdisciplinary themes to connect core subject content to meaningful learning experience.
- Compare and contrast strategies to incorporate writing across the curriculum.
- Create local and global learning communities that engage learners, families, and colleagues through the use of technology and communication methods.

**ECED 401 Field Experience I Theory (non-certificate option) (2 Credits)**

Provides content to support and enhance ECED 411 Field Experience I. Topics include science inquiry, professional collaboration and positive guidance techniques in the early childhood setting. Additional topics may be presented as needed. Taken concurrently with ECED 411.

**Course Outcomes:**

- Analyze positive guidance techniques to teach children the social skills necessary for success in their immediate environments.
- Adapt instructional and environmental strategies to ensure the success of each learner
- Examine the relationship between engineering and science in order to plan and implement a comprehensive science curriculum (STEM).
- Evaluate effective communication techniques that facilitate collaboration in a team environment.

**ECED 411 Field Experience I (4 credits)**

Advances the field experience working in an educational setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected teacher.

Emphasizes science inquiry, professional collaboration and positive guidance techniques. Fourth of six field experiences for the non-certificate option. Taken concurrently with ECED 401.

**Course Outcomes:**

- Design developmentally appropriate learning experiences using effective instructional strategies that support science inquiry.
- Create, plan and implement lessons using research-based strategies and the essential concepts of content areas including English language arts, health and fitness, mathematics, science, social studies, and the arts.
- Integrate science-inquiry learning opportunities in daily routines and planned activities.
- Conduct investigations to answer scientific questions or solve engineering problems using the scientific method in earth sciences, life sciences, physical science, and engineering.
- Justify behavioral support and management strategies that are research-based, individualized to the child's and/or group's needs, and least intrusive.
- Facilitate positive, collaborative relationships with colleagues, other professionals, and families, working effectively as a member of a professional team.

**EDUC 401 Field Experience I Theory (certificate option) (2 credits)**

Provides content to support and enhance EDUC 411 Field Experience I. Topics include science inquiry, professional collaboration and positive guidance techniques. This course is taken concurrently with EDUC 411.

**Course Outcomes:**

- Compare and contrast the developmental and social foundations of learning, specifically as they relate to science and engineering practices, mathematical thinking, and language.
- Analyze positive guidance techniques to teach children the social skills necessary for success in their immediate environments.
- Adapt instructional and environmental strategies to ensure the success of each learner
- Examine the relationship between engineering and science in order to plan and implement a comprehensive science curriculum (STEM).
- Evaluate effective communication techniques that facilitate collaboration in a team environment.

**EDUC 411 Field Experience I (Certificate option) (4 credits)**

Advances the field experience working in an educational setting with children who are culturally, linguistically, and ability diverse and their families under the guidance of a program-selected certificated teacher. Emphasizes science inquiry and positive guidance techniques. Taken concurrently with EDUC 401.

**Course Outcomes:**

- Design developmentally appropriate learning experiences using effective instructional strategies that support science inquiry.
- Create, plan and implement lessons using research-based strategies and the essential concepts of content areas including English language arts, health and fitness, mathematics, science, social studies, and the arts.
- Integrate science-inquiry learning opportunities in daily routines and planned activities.
- Examine the relationship between engineering and science in order to plan and implement a comprehensive science curriculum (STEM).



- Conduct investigations to answer scientific questions or solve engineering problems using the scientific method in earth sciences, life sciences, physical science, and engineering.
- Analyze positive guidance techniques to teach children the social skills necessary for success in their immediate environments.
- Justify behavioral support and management strategies that are research-based, individualized to the child's and/or group's needs, and least intrusive.
- Facilitate positive, collaborative relationships with colleagues, other professionals, and families, working effectively as a member of a professional team.
- Integrate the creative arts into academic content areas to create an anti-bias, culturally inclusive classroom community.

#### **ECED 402 Field Experience II Theory (non-cert option) (2 credits)**

Provides content to support and enhance ECED 412 Field Experience II. Topics include social studies, assessing children's progress and differentiating instruction in the early childhood setting. Additional topics may be presented as needed. Taken concurrently with ECED 412.

##### **Course Outcomes:**

- Examine how geographic features and human cultures shape and impact environments.
- Analyze how neighborhoods, communities, and societies have changed over time.
- Select reliable assessment methods and developmentally appropriate responses of infants and young children to document progress and determine services and supports.
- Compare and contrast methods to differentiate instructional strategies to accommodate learner needs.

#### **ECED 412 Field Experience II (non-cert option) (4 credits)**

Advances the field experience to autonomous student teaching in an educational setting with children and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected teacher. Emphasizes social studies, assessing children's progress and differentiating instruction in the early childhood setting. Fifth of six field experience courses for the non-certificate option. Taken concurrently with ECED 402.

##### **Course Outcomes:**

- Collaborate with the student/family support team to assess children's progress, design and implement interventions, and report results.
- Create a lesson plan for children birth through grade three using the content knowledge learned in this course and the state standards.
- Create social studies investigations using disciplinary concepts and tools.
- Integrate the concepts of learning and development to provide educational opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of children.
- Design individualized accommodations, modifications, and alternatives for children.
- Select reliable assessment methods and developmentally appropriate responses of infants and young children to document progress and determine services and supports.
- Assess eligibility of children referred for special education services.

#### **EDUC 402 Field Experience II Theory (certificate option) (2 Credits)**

Provides content to support and enhance EDUC 412 Field Experience II. Topics include social studies, assessing children's progress and differentiating instruction. This course is taken concurrently with EDUC 412.

**Course Outcomes:**

- Examine how geographic features and human cultures shape and impact environments.
- Analyze how neighborhoods, communities, and societies have changed over time.
- Select reliable assessment methods and developmentally appropriate responses of students to document progress and determine services and supports.
- Compare and contrast methods to differentiate instructional strategies to accommodate learner needs.

**EDUC 412 Field Experience II (certificate option) (4 credits)**

Advances the field experience to autonomous student teaching in an educational setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected certificated teacher. Emphasizes social studies and assessing children's progress. Fifth of six field experience courses for the certificate option. Taken concurrently with EDUC 402.

**Course Outcomes:**

- Analyze teaching practice to develop strategies to improve effectiveness in serving children and their families.
- Collaborate with the student/family support team to assess children's progress, design and implement the intervention, and report results.
- Create a lesson plan for children birth through grade three using the content knowledge learned in this course and the state standards.
- Examine how geographic features and human cultures shape and impact environments.
- Analyze how neighborhoods, communities, and societies have changed over time.
- Develop questions and plan social studies investigations using disciplinary concepts and tools.
- Integrate the concepts of learning and development to provide educational opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of children.
- Select reliable assessment methods and developmentally appropriate responses of children to document progress and determine services and support.
- Assess eligibility of children referred for special education services.
- Integrate the creative arts into academic content areas to create an anti-bias, culturally inclusive classroom community.

**ECED 403 Field Experience III (non-cert option) (2 credits)**

Provides content to support and enhance ECED 413 Field Experience III. Topics include: literacy, professionalism and issues and trends in the early childhood setting. Additional topics may be presented as needed. Taken concurrently with ECED 413.

**Course Outcomes:**

- Evaluate professional literature, organizations, resources, and experiences to inform and improve practice.
- Create a professional development plan, using analysis of one's teaching practice.
- Examine matters and controversies regarding the care and education of young children.

- Analyze the stages of language development and second language acquisition, and how to provide learning experiences that promote the acquisition of language skills in young children, including providing a language and literacy rich environment.

#### **ECED 413 Field Experience III (non-cert option) (4 credits)**

Culminates the field experience with autonomous student teaching in an educational setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected teacher. Emphasizes literacy, professionalism and issues and trends in early childhood education. Sixth of six field experience courses for the non-certificate-option. Taken concurrently with EDUC 403.

##### **Course Outcomes:**

- Manage positive, collaborative relationships with colleagues, other professionals, and families, working effectively as a member of a professional team.
- Propose a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children.
- Uphold the NAEYC professional code of ethical conduct and applicable laws, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Individuals with Disabilities Education Act (IDEA), and mandated reporting during field experience.
- Choose developmentally appropriate technological tools for use when working with children
- Create activities that families can use at home to support their children's knowledge and development.
- Incorporate the major components of reading and writing in creating lesson plans to support children who are culturally, linguistically, and ability diverse.
- Create advanced developmentally appropriate learning experiences that integrate within and across disciplines, using effective instructional strategies.

#### **EDUC 403 Field Experience III Theory (certificate option) (2 credits)**

Provides content to support and enhance EDUC 413 Field Experience III. Topics include literacy, professionalism, portfolio development and teacher evaluation. Taken concurrently with EDUC 413.

##### **Course Outcomes:**

- Evaluate professional literature, organizations, resources, and experiences to inform and improve practice.
- Examine professional codes of ethical conduct and applicable laws, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Individuals with Disabilities Education Act (IDEA), and mandated reporting throughout the field experience.
- Analyze the stages of language development and second language acquisition, and how to provide learning experiences that promote the acquisition of language skills in young children, including providing a language and literacy rich environment.
- Design a professional portfolio as outlined by EdTPA requirements.

#### **EDUC 413 Field Experience III (certificate option) (4 credits)**

Culminates the field experience with autonomous student teaching in an educational setting with children who are culturally, linguistically, and ability diverse and their families under the guidance of a

program-selected certificated teacher. Emphasizes literacy, professionalism and professional assessment and portfolio development.

**Course Outcomes:**

- Propose a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children.
- Manage positive, collaborative relationships with colleagues, other professionals, and families, working effectively as a member of a professional team.
- Uphold professional code of ethical conduct and applicable laws, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Individuals with Disabilities Education Act (IDEA), and mandated reporting throughout the field experience.
- Articulate how media and technology influence young children's language and literacy development.
- Choose developmentally appropriate technological tools for use when working with children.
- Create activities that families can use at home to support their children's knowledge development.
- Incorporate the major components of reading and writing in creating lesson plans to support children who are culturally, linguistically, and ability diverse.
- Create advanced developmentally appropriate learning experiences that integrate within and across disciplines, using effective instructional strategies.
- Submit all required documents and materials for the edTPA.
- Synthesize the results of the TPEP to create a Professional Growth and Development Plan for the first year of teaching.
- Integrate the creative arts into academic content areas to create an anti-bias, culturally inclusive classroom community.

**EDUC 410 Science Methods for Teachers (4 credits)**

Examines how science and technology have affected individuals, cultures, and society. Presents the Washington State Next Generation Science Standards for P-3 through 8th grade. Discusses the use of technologies which support scientific inquiry and exploration. Discusses assessment, planning, designing, delivering, and evaluating inquiry-based instruction in the sciences.

**Course Outcomes:**

- Examine how science and technology have affected individuals, cultures, and societies throughout human history.
- Evaluate evidence of competency achievement in science content.
- Distinguish basic concepts of life science, physical science, and earth science needed to support the scientific exploration of children.  
Choose processes, skills, technologies and resources to explore and encourage comprehension of science content and phenomena.
- Conduct investigations using the scientific principles to answer questions or solve problems in earth science, life science, physical science, and engineering.
- Analyze the relationship between science and engineering as it applies to a comprehensive science curriculum.
- Create an inquiry-based lesson plan for children birth through grade three using the state early learning guidelines.
- Apply Washington State's Next Generation Science Standards and Disciplinary Core Ideas into lesson planning and instruction.

- Design a lesson plan that integrates descriptive and expository writing components with the Washington State's Next Generation Science Standards.

#### **EDUC 414 Guidance Techniques (5 credits)**

Provides a broad theoretical foundation of behavioral intervention strategies to support children with emotional, behavioral and social challenges. Explores child guidance techniques in depth. Examines strategies to support the development of a positive, supportive and respectful classroom environment, including teaching social and interpersonal competencies that facilitate responsible student behavior. Presents theories and research related to approaches to classroom management and guidance. Addresses specific behavioral challenges and issues.

##### **Course Outcomes:**

- Critique classroom management tools such as Multi-Tiered System of Supports (MTSS) framework, Conscious Discipline, and Positive Behavioral Supports.
- Deduce how Adverse Childhood Experiences (ACEs) may be communicated through behavior.
- Support theoretical foundations of behavioral intervention strategies.
- Compare and contrast child guidance techniques.
- Justify best practices from research related to classroom culture, order, and management.
- Develop a plan to address specific behavioral challenges and issues.
- Compare and contrast theories related to approaches to classroom management and guidance.
- Debate strategies to support the development of a positive, supportive and respectful classroom environment.

#### **EDUC 420 Social Studies for Teachers (4 credits)**

Presents methods, techniques, content, and materials for the various grade levels with an emphasis on history, geography, economics, civics, political science, Washington State Social Studies Learning Standards, social studies skills, through the use of inquiry, primary source documents, and integration of content within the elementary school curriculum. Students will be instructed in the *Since Time Immemorial* curriculum.

##### **Course Outcomes:**

- Justify the steps involved in historical investigation/reasoning.
- Examine the OSPI-Developed Social Studies Assessment.
- Compose a thesis based on several data sets that have been examined in an inquiry lesson.
- Construct effective arguments using persuasive writing.
- Integrate the use of maps, geographic tools and other technologies to extend learning.
- Discriminate economic concepts (i.e., supply, demand, scarcity, money, etc.).
- Explore the use of the creative arts to reflect culture, family, community and history.
- Design a lesson plan using narrative writing techniques to support the topic.
- Differentiate key ideals and principles of the United States, including the Declaration of Independence, Constitution, and Bill of Rights
- Create a mini-unit of instruction around the *Since Time Immemorial* curriculum
- Design learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

#### **EDUC 429 Assessment (5 credits)**

Covers the selection, administration, scoring, and interpreting of formal and informal assessment tools for the purpose of setting goals and planning appropriate instruction. Refines skills and strategies for observing, documenting, and monitoring children birth to grade eight who are culturally, linguistically, and ability diverse and their families.



**Course Outcomes:**

- Critique various developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning.
- Evaluate various progress monitoring tools and formative and summative assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences.
- Evaluate methods to involve families in the assessment process. .
- Choose strategies for engaging children in developmentally appropriate self-assessment and goal setting.
- Explore equity issues in education, including existing systems which perpetuate inequality.
- Develop strategies to address equity issues in early learning and education that include responsive practices.
- Develop strategies for communicating effective feedback to learners in a timely manner

**EDUC 430 Advanced Language & Literacy Methods (3 credits)**

Refines teaching strategies for language acquisition and literacy skill development for children who are culturally, linguistically, and ability diverse at each developmental stage (birth-eighth grade) through the four interrelated areas of speaking, listening, writing, and reading. Emphasizes strategies for teaching reading and how to supporting each stage of literacy development across genres and purposes.

Addresses strategies for supporting families as they assist their children in language and literacy skill development.

**Course Outcomes:**

- Examine the developmental progression of language, communication, and literacy skills in children.
- Analyze various theories and techniques of language and literacy learning, instruction and assessment for young children, which encompass cross-cultural and individual needs.
- Assess literacy curriculum and plan lessons to support the literacy development of children who are culturally, linguistically, and ability diverse.
- Assess early learning environments for the presence of materials and practices that support language and literacy development.
- Develop formative and summative assessments for children's language and literacy skills.
- Create activities that families can use at home to support their children's language and literacy development.
- Incorporate the major components of reading and writing in creating lesson plans to support children who are culturally, linguistically, and ability diverse.
- Develop strategies to address achievement gaps in local schools.
- Compare the four types of writing.
- Justify the 5 steps of the writing process from prewrite to publishing.
- Design a strategy to encourage narrative writing across the curriculum.

**EDUC 434 Professionalism in Education (2 credits)**

Emphasizes behaviors that demonstrate professionalism. Includes developing a teaching philosophy and examining leadership in the field of education and early learning. Emphasizes the importance of professional development in growing and improving knowledge and skills. Considers the meaning of being a member of a community of professionals, working with others to improve schools, communities and the teaching profession.

**Course Outcomes:**

- Critique the current laws around being a mandated reporter of child abuse and neglect.

- Compare and contrast educational philosophies.
- Justify professional ethics and advocacy as they relate to early learning programs and working with families and children, birth through grade three, who are culturally, linguistically, and ability diverse.
- Defend early childhood professional guidelines, including ethics.
- Validate continuous, collaborative learning to inform practice.
- Utilize technology effectively with young children, peers, and as a professional resource.
- Critique the Power to the Profession, Every Student Succeeds Act and other initiatives designed to define the education and early childhood professions.
- Summarize Adverse Childhood Experiences (ACEs) and how they may manifest through behavior in the classroom.
- Analyze current trends in early childhood education.
- Examine topics and controversies regarding the care and education of young children.
- Examine the research and theoretical frameworks that supports optimal teaching and development of young children.
- Construct an informed perspective on trends and issues in the field, including influential historical, cultural and political processes.

#### **ECED 439 Issues and Trends in Early Childhood Education (4 credits)**

Explores current issues and interests in the field of early childhood. Includes Early Childhood perspectives on contemporary issues and deeper investigation of topics covered in previous core courses, such as adverse childhood experiences (ACEs). Topics may include are health care, war and political instability, poverty, geographic displacement, access to education and additional current issues.

##### **Course Outcomes**

- Evaluate Adverse Childhood Experiences (ACEs) and how they may manifest through behavior in the classroom.
- Analyze current trends in early childhood education.
- Examine matters and controversies regarding the care and education of young children.
- Interpret the research and theoretical frameworks that supports optimal teaching and development of children.
- Construct an informed perspective on trends and issues in the field, including influential historical, cultural and political processes.

#### **EDUC 439 Professional Assessment/Portfolio (4 credits)**

Focuses on the final submission of the edTPA. Examines the edTPA instrument requirements, use of technology, writing requirements, logistics, and scoring. Covers specific academic language used for the submission of the edTPA and knowledge of on-going teacher evaluation adopted by Washington State.

##### **Course Outcomes:**

- Analyze feedback from edTPA rubrics.
- Synthesize all collected evidence for final submission of the edTPA.
- Complete the following edTPA portfolios: Elementary Literacy, Student Voice, and if applicable, Early Childhood.
- Evaluate the specific requirements of the performance-based assessment for submission.
- Summarize teacher evaluation research and Washington's evaluation requirements; CEL 5D+ Teacher Evaluation Rubric 3.0, Charlotte Danielson's Framework for Teaching, Marzano's Teacher evaluation Model.

#### **Field Experience**

This degree requires a two year-long field experience in either an early learning setting or a K-8 classroom that provides students the opportunity to demonstrate that they meet all the endorsement competencies and certification standards. The first three quarters of field experience will be practicum experiences preparing students for the WEST-E requirement. Students seeking teacher certification will be required to complete one quarter in a P-3 setting and one quarter in a middle school setting. This model gives them sufficient time and support to develop their skills, as well as to reflect on their teaching and learning. It also minimizes the risk of reduced learning outcomes for the children as the new teachers are honing their craft, since they will be co-teaching with their supervising teachers who have been identified as highly skilled by their districts. The last two field experience placements students will be autonomous and will stay with the same teacher for the 400 level series. This field experience model is influenced by the ideas surrounding professional development schools, the literature supporting learning to teach while teaching, and the recommendations for teacher preparation reform. Cooperating teachers will be recommended by their building principals. Once selected, they will receive training on mentoring and will attend an orientation for cooperating teachers at Lower Columbia College. Additional support will be provided by the field experience supervisor, a professor who is assigned to each cohort and will conduct on site observations. Finally, all students in field experience will participate in a weekly seminar led by another member of the Lower Columbia faculty.

### Cohort Schedules

Two different cohort schedules were created to best address the needs of the population being served and the results of the workforce survey conducted. Students will have the option of a full-time cohort which begins in the fall to enable them to complete the program more quickly. This route will most likely be taken by those who are not yet working or who work part-time. For those who are working full-time, a part-time cohort will begin in the summer. The proposed cohort schedules are illustrated in the following tables:

**Table 3: Full-Time Cohort**

FALL	WINTER	SPRING	FALL	WINTER	SPRING
EDUC 345 (4)	EDUC 320 (4)	EDUC 330 (5)	EDUC 410 (4)	EDUC 420 (4)	EDUC 430 (3)
EDUC 319 (4)	EDUC 325 (5)	EDUC 335 (5)	EDUC 414 (5)	EDUC 429 (5)	EDUC 434 (2)
ECED 301 or EDUC 301 (4)	ECED 302 or EDUC 302 (4)	ECED 303 or EDUC 303 (4)	ECED 401 or EDUC 401 (4)	ECED 402 or EDUC 402 (4)	EDUC 439 or ECED 439 (4)
ECED 311 or EDUC 311 (2)	ECED 312 or EDUC 312 (2)	ECED 313 or EDUC 313 (2)	ECED 411 or EDUC 411 (2)	ECED 412 or EDUC 412 (2)	ECED 403 or EDUC 403 (2)
					ECED 413 or EDUC 413 (4)
14 credits	15 credits	16 credits	15 credits	15 credits	15 credits

**Table 4: Part-Time Cohort**

Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
EDUC 319(4)	EDUC 320(4)	EDUC 330(5)	EDUC 335(5)	EDUC 325(5)	EDUC 410(4)	EDUC 420(4)	EDUC 414(5)	EDUC 434(2)



EDUC 345(4)	ECED 301 or EDUC 301(4)	ECED 302 or EDUC 302(4)	ECED 303 or EDUC 303(4)	EDUC 429(5)	ECED 401 or EDUC 401(4)	ECED 402 or EDUC 402(4)	ECED 403 or EDUC 403(4)	EDUC 439 or ECED 439(4)
	ECED 311 or EDUC 311(2)	ECED 312 or EDUC 312(2)	ECED 313 or EDUC 312(2)		ECED 411 or EDUC 411(2)	ECED 412 or EDUC 412(2)	ECED 413 or EDUC 413(2)	EDUC 430(3)
8	10	11	11	10	11	10	11	9

The end-of-program student learning outcomes, program outcomes and methods of evaluation are as follows:

Table 5: BAS-TE End-of-program Student Learning Outcomes

Outcome	Expected level of achievement and the evidence	Assessment method	Frequency of assessment	Person responsible
Satisfactory or higher performance on all InTASC standards, which include criteria regarding equity and inclusion.	100% of students completing the program will achieve InTASC standards	Competency rubric for field experience	End of program: final field experience course; ECED/EDUC 411	BAS-TE faculty
Recognize the importance of lifelong learning and professional development.	100% of students completing the program will complete a satisfactory (grade of C or higher) Professional Growth Plan, oriented toward the expectations for the professional certificate.	Professional growth plan	Last quarter of program in EDUC 434	BAS-TE faculty

Complete edTPA (Teacher Performance Assessment) (WAC 181-78A-270 1(d); WAC 181-78A-264; Programs shall administer the teacher performance assessment adopted by the professional educator standards board to all candidates in a residency certificate program).	100% of students will complete the edTPA as evidenced by its submission (required in EDUC 439).	EDUC 439 grading rubric	Last quarter of program in EDUC 439	BAS-TE faculty
Create and implement lessons that support knowledge and skill acquisition and are appropriate for the child's developmental level and needs/characteristics.	100% of students completing the program will achieve satisfactory or higher on the Competency Rubric	Competency rubric for field experience	End of program: final field experience course; ECED/EDUC 411	BAS-TE faculty

Table 6: BAS-TE Program outcomes

Outcome	Expected level of achievement and the evidence	Assessment method	Frequency of assessment	Person responsible
Program completion rate	90% of students who begin the program will complete the program within the defined program timeframe. Full-time is 6 quarters (excluding summer); part-time is 9 quarters (including summer).	Cohort data	yearly (when cohort completes)	BAS-TE manager
Graduates will be employed in the field of education or pursuing higher education in the field within 6-12 months after graduation.	80% employed or pursuing higher education in the field within 6 months after graduation as evidenced by graduate surveys.	Post-graduation survey	6-12 months after cohort completion	BAS-TE manager

Graduates will have their edTPA accepted by OSPI within 6 months after completion.	80% of graduates (certificate track) will have edTPA accepted by OSPI as evidenced by state records.	Record of state certification	6 months after cohort completion	BAS-TE manager
Graduates will be satisfied with the program and their preparation to perform as an entry-level teacher.	80% of graduates will be satisfied as evidenced by a score of 3 or higher (4 point scale) on survey questions related to satisfaction.	Point-of-leaving and post-graduation surveys	At program completion and 6-12 months after graduation	BAS-TE manager
Employers will be satisfied with the graduates' performance at entry-to-teaching level.	80% of employers will be satisfied as evidenced by a score of 3 or higher (4 point scale) on employer survey.	Employer surveys	6-12 months after each cohort completes	BAS-TE manager
Graduates will practice equity and inclusion.	80% of graduates and employers will "agree" or "strongly agree" on respective surveys.	Point-of-leaving surveys Post-graduation surveys Employer surveys	At program completion and 6-12 months after graduation	BAS-TE manager

### Program evaluation criteria and process

The Bachelor of Applied Science in Teacher Education (BAS-TE) – K-8 Teacher Certification and ECE Endorsements evaluation criteria and process aligns with existing program assessment practices at Lower Columbia College.

- The program's Professional Education Advisory Board (PEAB) will provide feedback to the Administrators and faculty of the program three times per year. Requests and recommendations from the PEAB will be incorporated into program revisions.
- The program will adhere to the standards for professional teacher preparation established and monitored by the Professional Education Standards Board (PESB). Responding to the PESB also includes annual submission of data tables which track candidates, jobs, mentor teachers, faculty, and school placements.

The program evaluation process involves program faculty and staff, the Vice President of Instruction, the respective Deans of Instructional Programs including the Dean of Workforce Education, and the Office of Institutional Effectiveness (the institutional research office of the college). Program evaluation addresses program philosophy, mission and goals, curriculum, enrollment, staffing, student learning outcomes, program outcomes, and workforce demands.

Table 7: Program Assessment Tools

Assessment Tool	Used to Assess	When Assessed
Student course evaluations	<ul style="list-style-type: none"> <li>Satisfaction with balance of knowledge, skills, and practice in the course</li> </ul>	Every other quarter that a course is offered
Student program evaluations	<ul style="list-style-type: none"> <li>Satisfaction with program's curriculum, access to resources, feedback from faculty, and student services</li> </ul>	Last quarter of the program prior to graduating
Institution program statistics	<ul style="list-style-type: none"> <li>Student demographics</li> <li>Student enrollment trends</li> <li>Student retention</li> <li>Student persistence</li> <li>Student success/completion by course</li> <li>Student progression through the program</li> <li>Student persistence from year to year</li> </ul>	Quarterly and annually
Post-graduation student survey	<ul style="list-style-type: none"> <li>Effect of program completion on career</li> <li>Effectiveness of the program in meeting job expectations</li> <li>Effect of the program on career progression</li> <li>Effect of the program on wage progression</li> </ul>	Six months after graduating
Post-graduation employer survey	<ul style="list-style-type: none"> <li>Graduates possess the skills and knowledge required for entry into the profession</li> <li>The extent to which the graduates' skill and knowledge meet employers' needs and expectations</li> </ul>	Six months after graduating
Faculty feedback	<ul style="list-style-type: none"> <li>Observed increase in student skills and performance</li> <li>Student preparedness upon entering individual courses</li> </ul>	Annually
PEAB feedback	<ul style="list-style-type: none"> <li>Perceived strengths and weaknesses of the program</li> <li>Relevance of curriculum to employer needs</li> </ul>	Annually
Cost Analysis of Program	<ul style="list-style-type: none"> <li>Program viability</li> <li>Alignment with strategic planning goals of the institution</li> </ul>	Annually
Curriculum Review	<ul style="list-style-type: none"> <li>Relevance of curriculum to employer needs</li> <li>Perceived strengths and weaknesses of the program</li> </ul>	Every three years

## Criteria 2: Qualified Faculty

Lower Columbia College is committed to hiring a full time BAS-TE faculty member who will oversee student field experiences as well as teach program courses. In addition, working collaboratively with the regional school districts, LCC will hire ten to eleven additional adjunct faculty who are respected among the elementary/middle school community and are highly qualified to teach in the BAS-TE program. The expected faculty FTE dedicated specifically to the BAS-TE program is 1 Full-time and .083 to 2.14 Adjunct FTE.

Budgetary allocations have been made to ensure the BAS-TE program is staffed with high quality, diverse faculty to reflect the population of students served. Currently, LCC has qualified full-time faculty who may teach in the BAS-TE program. These faculty meet the qualifications to teach at a bachelor's level. **Please see Appendix II.** The full-time faculty position that LCC intends to hire will be designated for Teacher Education courses and will supervise/evaluate field experiences as a primary part of their workload. Additional adjunct faculty will be hired to supervise/evaluate field experiences as needed to maintain a 15:1 student/instructor ratio for field experiences.

The recommended general education courses are delivered by LCC faculty in their respective discipline. Depending on need, course scheduling practices, and faculty workload, the specific teaching assignments may vary quarter-to-quarter within the discipline.

All current and future Lower Columbia College instructors in the BAS-TE program will meet the Washington Administrative Code requirements regarding advanced degrees. In addition, most of the instructors have field experience in the discipline they will be teaching.

Table 8: BAS-TE full-time faculty workload

<b>BAS-TE Full-time Faculty Workload</b>					
<b>Full Time Cohort</b>					
<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>
EDUC 345 (4) (Full-time Faculty)	EDUC 320 (4)	EDUC 330 (5)	EDUC 410 (4)	EDUC 420 (4)	EDUC 430 (3)
EDUC 319 (4)	EDUC 325 (5)	EDUC 335 (5) (Full-time Faculty)	EDUC 414 (5) (Full-time Faculty)	EDUC 429 (5)	EDUC 434 (2) (Full-time Faculty)
ECED 301 or EDUC 301 (4) (Full-time Faculty)	ECED 302 or EDUC 302 (4) (Full-time Faculty)	ECED 303 or EDUC 303 (4) (Full-time Faculty)	ECED 401 or EDUC 401 (4) (Full-time Faculty)	ECED 402 or EDUC 402 (4)	EDUC 439 (4) or ECED 439 (Full-time Faculty)
ECED 311 or EDUC 311 (2) (Full-time Faculty)	ECED 312 or EDUC 312 (2) (Full-time Faculty)	ECED 313 or EDUC 313 (2) (Full-time Faculty)	ECED 411 or EDUC 411 (2) (Full-time Faculty)	ECED 412 or EDUC 412 (2)	ECED 403 or EDUC 403 (2) (Full-time Faculty)
					ECED 413 or EDUC 413 (4)
14 credits	15 credits	16 credits	15 credits	15 credits	15 credits

Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer
EDUC 319(4)	EDUC 320(4)	EDUC 330(5)	EDUC 335(5)	EDUC 325(5)	EDUC 410(4)	EDUC 420(4)	EDUC 414(5)	EDUC 434(2)
EDUC 345(4)	ECED 301 or EDUC 301(4)	ECED 302 or EDUC 302(4)	ECED 303 or EDUC 303(4)	EDUC 429(5)	ECED 401 or EDUC 401(4)	ECED 402 or EDUC 402(4)	ECED 403 or EDUC 403(4)	EDUC 439 or ECED 439(4)
	ECED 311 or EDUC 311(2) (Full-time Faculty)	ECED 312 or EDUC 312(2) (Full-time Faculty)	ECED 313 or EDUC 312(2) (Full-time Faculty)		ECED 411 or EDUC 411(2) (Full-time Faculty)	ECED 412 or EDUC 412(2)	ECED 413 or EDUC 413(2) (Full-time Faculty)	EDUC 430(3)
8	10	11	11	10	11	10	11	9

Full-time faculty workload is 36 credits annually per LCC's faculty contract. The full-time BAS-TE faculty member will teach in both the full-time and part-time cohorts.

**Year 1:** 26 credits plus an additional 10 credits release time to support program start-up efforts.

Teaching load is less Year 1 as the part-time cohort begins Year 2.

**Year 2:** 40 credits (36 credits are part of workload/4 credits are overload and reflected in the budget for part-time faculty/adjunct credit calculations)

**Year 3:** 36 credits

**Year 4:** 40 credits

**Year 5:** 36 credits

Table 9: BAS-TE adjunct faculty workload

BAS-TE Adjunct Faculty (Credits by Year in FT&PT Cohorts Combined)								
BAS-TE Cohorts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
BAS-TE 1-1 (FT)	30	29						



BAS-TE 2-1 (PT)		41	47	11				
BAS-TE 1-2 (FT)			30	29				
BAS-TE 2-2 (PT)				41	47	11		
BAS-TE 1-3 (FT)					30	29		
BAS-TE 1-4 (PT)						41	47	11
BAS-TE 2-3 (FT)							30	29
BAS-TE 1-5 (PT)								41
Total (credits)	30	70	77	81	77	81	77	81

Adjunct faculty FTE are calculated by the following:

Full-time credit load (36 credits = 1 FTE)

Table 10: Credit Load

Year	Credits	FTE
Year 1	30	0.83
Year 2	70	1.94
Year 3	77	2.14
Year 4	81	2.25
Year 5	77	2.14

### Criteria 3: Selective Admissions Policy

#### Admission

The admission process for the Lower Columbia College BAS-TE program is designed to create opportunities for students to obtain a bachelor's degree while maintaining the required standards for student success. To be considered for admission, students must complete the online application for Lower Columbia College as well as submit a fully-completed application packet to the BAS-TE program

(see Attachment III). The application will indicate if students have met the following minimum qualifications:

1. Completed (or be in the final term of) an Associate's Degree
2. Completed (or are currently enrolled in) the following courses:
 

<b>ENGL&amp; 101</b>	English Composition
<b>CMST&amp; 220</b>	Intro to Public Speaking
<b>MATH&amp; 132</b>	Math for Elementary School Teachers II
<b>ENGL 270</b>	Children's Literature
<b>EDUC 115</b>	Child Development
<b>HIST&amp; 137</b>	US History II
<b>PHSC 109</b>	Energy and Matter
<b>NUTR&amp; 101</b>	Nutrition
<b>PSYC&amp; 100</b>	General Psychology
<b>SOC&amp; 101</b>	Intro to Sociology
<b>ENGL&amp; 102</b>	English Composition II
3. Earned a C or higher in all courses listed above.
4. Earned a minimum cumulative GPA of 2.5 in all EDUC & ECE Coursework
5. Completed the WEST-B placement test with a minimum scaled score of 240.
6. Submitted and passed the OSPI's "Character and Fitness" Supplement found here:  
<http://www.k12.wa.us/certification/certapp/4020B.pdf>

Meeting minimum requirements does not guarantee admission, as the number of qualified applicants may exceed the number of available spaces in the program.

### Selection for Admission

Upon meeting the minimum qualifications, student applications will be scored and ranked using the following criteria:

Table 11: Admission criteria and weight

Application Requirement	Max Points
Degree Relevance	40
GPA in EDUC Coursework	30
Work Experience	20
Personal Statement	10
<b>TOTAL</b>	<b>100</b>

**Degree Relevance (40 points possible):** The BAS-TE program was created with the primary purpose of serving students who have earned an Associate's Degree (AAS-T) or (AAS) in Early Childhood Education. In order to give priority consideration to this targeted group of students, the points are determined as follows:

AAS-T Degree: 40 points

AAS Degree: 30 points

Other degree, program prerequisites completed: 20 points



Other degree, program prerequisites in progress: 10 points

**GPA in EDUC Coursework (30 points possible):** Grades in EDUC 205, EDUC 115, and EDUC 150 are used to calculate GPA. The grade of each course will be converted as follows: A = 10 pts, A- = 9 pts, B+ = 7 pts, B = 6 pts, B- = 5 pts, C+ = 3 pts, C = 2 pts, C- = 1 pt.

*Example:*

Course	Grade	Points
EDUC 115	B-	5
EDUC 150	C+	3
EDUC 205	A	10
		<b>Total: 18/30</b>

**Work Experience:** Students will list experience working with children, paid or volunteer, in a professional setting. This experience will be scored using the following scale: 100+ hours = 20 pts, 80-100 hours = 15 pts, 60-80 hours = 10 pts, 40-60 hours = 5 pts, 0-40 hours = 0 pts.

**Personal Statement:** Students will submit a one page personal statement in answer to a reflective question (to be developed). The scoring rubric is under development, and scoring will be completed by a team including PEAB members, BAS-TE faculty, and the BAS-TE manager. The rubric is being developed in coordination with LCC's Diversity & Equity Committee to develop a scoring system that limits inherent bias.

In the event that there are more applicants who meet all of the qualifications than there are spaces available, and it is not feasible to admit additional students, the College will establish a waitlist for the remaining qualified applicants. If an admitted student withdraws or is unable to begin the program prior to the beginning of the term, the first student on the waitlist will be contacted.

Students on the waitlist will be encouraged to meet with the BAS-TE program manager to discuss strengthening their application. Students will also be given the option to meet with an LCC transfer advisor to explore additional bachelor's degree options.

### **Diversity & Recruitment**

Lower Columbia College's mission of diversity, equity, and inclusion is to celebrate and embrace diversity of all kinds, including differing beliefs, cultures, people, and experiences. LCC and the BAS-TE program commits to institutional and individual changes that recognize, understand, and challenge patterns of social inequity and systemic disparities within our ever-changing world. As part of this commitment, LCC strives to strengthen practices involving student success, cultural enrichment, diversity education, curricular transformation, and employee development. LCC is dedicated to promoting an accessible, inclusive, and safe environment that fosters cultural competency, educational equity, and social justice for all students, staff, faculty, and our local and global communities.

LCC's BAS-TE program will make every effort to attract a diverse applicant pool. The program manager will work with a variety of agencies and service providers with the goal of targeting recruitment efforts towards underrepresented groups. A key campus partner will be TRiO Student Support Services, which provides support services to low-income, first-generation, and disabled students who are currently enrolled at LCC for an Associate's degree and wish to continue their education afterwards. Recruitment efforts will focus on strengthening existing relationships with local school districts to promote both pipeline Associate degree programs and the BAS-TE program to high school students, especially those in CTE dual credit early childhood education courses. Initial recruitment efforts will include paraeducators who are currently employed and seeking to further their education. Recruiting and marketing efforts will also have a special emphasis on schools with underrepresented populations, and/or schools participating in the Recruiting Washington Teachers program.

The BAS-TE program manager will also work closely with campus Admissions, Outreach, & Retention Coordinators, and IBEST Coordinators to plan and to attend outreach programs at various school districts and other functions that may be conducive to the promotion of the BAS-TE program. LCC will partner with various outside agencies, including the Ethnic Support Council of Cowlitz County and the Cowlitz Indian Tribe.

#### **Evaluation of the BAS-TE Selective Admissions Process and Application**

The BAS-TE program application, admissions and waitlist processes will be evaluated annually by team consisting of BAS-TE faculty, deans, a representative from LCC's Diversity and Equity Committee and the PEAB. The following criteria will be evaluated annually: application and selection assets and deficiencies as defined by OSPI, candidate GPA and overall program demographics. A review of BAS-TE applicant data and demographics will be compared with LCC's service region data and demographics to evaluate if the applicant pool represents the diversity of the service district.

LCC's selective admission process was developed using an equity lens to ensure that the process is inclusionary to underrepresented populations. As an example, LCC decided not to weight a student's standardized test score (West B and alternatives) as part of the applicant ranking process, as the standardized tests may have inherent bias. To support students, results on the West B or alternative test will be used to develop a student success plan.

#### **Criteria 4: Appropriate Student Services Plan**

The College will hire the following personnel to manage and oversee the BAS-TE program: a Program Manager (position implemented September 2018; duties include data certification and data tracking/reporting to OSPI), a full-time Tenure-Track Faculty, ten to eleven highly qualified adjunct faculty to teach specialized educational content areas such as anti-bias, special education, language and literacy, science, math, and to support a 15:1 student/instructor ratio for field placements, and professional tutors for approximately 100 hours per quarter/10 hours per week. The program manager will be responsible for the day-to-day management of the program details and will be the primary contact with BAS-TE students and manage all aspects of advising, selection, admission, registration, retention, student teaching placement, graduation, and record keeping as required by PESB. To fulfill their responsibilities, the program manager and faculty will receive support from the Office of Institutional Effectiveness, the Dean of Workforce Education, the Vice President for Instruction, and the Vice President of Student Services as needed.

### **New Student & Program Orientations**

All students new to LCC are required to attend a New Student Orientation (NSO). Additionally, students must attend an orientation to the BAS-TE program upon acceptance into the program.

**NSO:** This is led by Entry Advisors and Student Services staff. The BAS-TE advising team (BAS-TE manager and full-time faculty member) will provide Entry Advisors with informative degree/program information materials that can be given to new prospective BAS-TE students. Entry Advisors will direct students to the AAS-T degree path and assist with first quarter class registration. Online and on-campus orientation offerings are available each week during open registration. Campus resources, campus life, financial aid, student accounts, registration services, advising, degree options, and first quarter registration are covered. Detailed degree program planners and advising instructions are provided to students during New Student Orientation. Students who have attended Lower Columbia College previously are required to participate in a New Student Orientation if they have not taken classes in 2 years or more.

**BAS-TE Program Orientation:** Students who have been accepted into the BAS-TE program will be required to participate in a Program Orientation. This orientation will be led by the Program Manager and provide an overview of the BAS-TE Student Handbook (currently under development) that outlines procedures, expectations, policies, and requirements for continuation in good standing in the program. The orientation will present the process for meeting the requirements for teacher certification. The BAS-TE advising team will assume the advising responsibilities for program participants.

### **Academic Advising**

The purpose of advising at Lower Columbia College is to assist students in making appropriate choices that will help them reach their academic and career goals. Advising is the shared responsibility of the student and the academic advisor.

In consideration of the unique program expectations and the specific requirements set forth by PESB, students applying for and admitted into the BAS-TE program will need individualized and personalized academic advising services. LCC has hired a Program Manager who will work closely with the full-time faculty member designated for the BAS-TE program. These new positions will comprise the core of the Advising Team for the BAS-TE program. This team will be responsible for helping applicants navigate the entrance, registration, class scheduling, field experience, and graduation processes. The full-time faculty will serve as the academic advisor to students in the BAS-TE cohort. LCC's faculty contract includes academic advising as part of workload. The BAS-TE Manager will serve as an additional advisor helping students learn about and access other campus support services as needed for success.

Additionally, the Advising Team will monitor students' progression throughout the program, providing feedback to the student and the faculty about any areas of concern. The Advising Team will also work closely with the Practicum Supervisor and the pre-assigned school districts to implement field experience program requirements.

The BAS-TE Advising Team will work closely and collaboratively with Entry Advisors and Associate degree Faculty Advisors to advise students who are in their freshman & sophomore years and are considering applying for admission to the BAS-TE program once they complete an Associate degree. Entry advisors and Faculty Advisors are the primary advisors for all prospective BAS-TE students. The BAS-TE Advising Team will hold quarterly advising/program information sessions for prospective students to promote awareness of both program admission requirements and program involvement expectations. The BAS-

TE Advising Team will meet regularly with Entry Advising and Faculty Advisors to maintain communication and collaboration.

### **Certification Support**

In Washington, educators must obtain a Washington certificate in order to serve in the public schools. LCC's BAS-TE Program Manager will serve as the Certification Officer and direct the operations of the certification process for BAS-TE students; serves as liaison to the State Office of Superintendent of Public Instruction (OSPI) and Professional Educator Standards Board (PESB) regarding educator certification; and consults with appropriate departments and administrative units regarding certification and related curricular issues. Primary responsibilities are: advising teacher candidates on BAS-TE endorsement programs and academic preparation relative to BAS-TE endorsement program requirements, identifying and interpreting State regulations governing educator certification, and coordinating the development of annual and periodic reports to external agencies.

The BAS-TE Manager will provide certification information and resources for both interested and enrolled students. The BAS-TE Manager will guide candidates through the steps for Office of Superintendent of Public Instruction (OSPI) qualifications for a Teacher field experience certificate. These steps will include BAS-TE program completion verification, supporting documentation for successful completion of basic skills testing requirement and content knowledge area testing. The testing requirements must be successfully completed within one calendar year of issuance of the first field experience teacher temporary permit for first-time candidates.

The BAS-TE Manager will support the candidate in initiating the background check process in the context of the BAS-TE application for admission and will maintain the following documents; fingerprint background check completed and verified at one of the Washington Education Service District Offices, character and fitness disclosure, completion of required field experiences and clinical practice hours, and submission of the EdTPA.

The BAS-TE Manager will maintain all documentation that verifies passed exams and will send results to the Professional Certification Office at Office of Superintendent of Public Instruction. Upon completion of the BAS-TE program, the Program Manager will submit teacher field experience application to the online E-Certification system with all supporting documents.

All Washington educator preparation programs operating field experiences in Washington State shall establish and maintain field placement agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement, per WAC 18178A-125. The BAS-TE Field Supervisor will be the full-time faculty member plus one additional adjunct faculty to maintain a 15:1 student/instructor ratio for field supervision. The Field Supervisor's role in the field experience is to serve as a liaison between the classroom and the College to supervise the teacher candidate, to communicate with the mentor, and to provide a final evaluation of the student teaching experience. Information gathered from the teacher candidate and mentor teacher will aid in accurate reporting in accordance with certification requirements. The Field Supervisor will conduct a minimum of four (4) Field Supervisor Evaluations of each candidate, complete and submit Student Disposition Assessments, conduct site visits for Candidate Assessment with concurrent mentor, candidate and Master Teacher, and convene post-observation meetings. The BAS-TE Manager will maintain all placement agreements.

### **Student Services, Counseling, Advising and Career Centers**

The Counseling, Advising and Career Centers offer various resources designed to assist students to achieve academic success, acquire skills for employment, improve personal well-being, and develop effective skills for interacting in a diverse environment. Counseling services are available at no cost to registered LCC students.

Services available through the Counseling & Advising Center include:

- Short-term personal counseling
- Transfer information
- Decision-making regarding career and life goals
- Strategies for dealing with the fear of testing and new situations
- Academic advising
- College survival and study skills
- Student advocacy
- Degree path mapping
- Career and employment services
- Degree audit

The BAS-TE Program Manager will meet with Student Services departments regularly at the monthly Student Services Council meeting. During this meeting the Program Manager can share important BAS-TE Program information and maintain communication with Financial Aid, Disability Support Services, Career Services, Advising, Registration, Counseling, and Student Programs (TRiO, WorkFirst, Opportunity Grant, Worker Retraining, etc). LCC has the capacity to serve the additional students in the BAS-TE program. Staffing in Advising, Counseling and Career Services includes: two full-time faculty Counselors, one full time and two part-time Career Specialists as well as four Educational Planners, and one Full-time Retention Specialist. LCC's Career Services is also open to the community. Current staff have experience supporting individuals with career research and job placement assistance at multiple degree levels.

#### **Disability Support Services (DSS)**

LCC is committed to providing access for all students to instructional, technological, and support services to promote student success. LCC allocates budgetary support for these services annually. As part of this commitment, DSS provides appropriate accommodations to individual students, access to adaptive technology, and barrier-free facilities. Available accommodations include, but are not limited to: Alternative exam format/time, taped texts/lectures, ASL interpreters, note takers, accessible parking, and registration assistance. DSS facilitators work with instructors, departments, and the students to ensure accommodation needs are met. With a full-time director, full-time coordinator, and several part-time support staff, LCC anticipates that current staffing levels will be sufficient to support the BAS-TE cohorts.

#### **Registration and Records**

Once students apply and are accepted into the BAS-TE program, the BAS-TE Manager will help streamline processes and ensure accurate registration for BAS-TE students by providing advising, class scheduling, and registration access codes. The Registration Office will support these efforts by offering online and in-person registration services. Current staffing in the LCC Registration office includes a full-time Registrar, a full-time Research Analyst, two Program Coordinators (credential evaluators), and two Program Assistants. One of the two credential evaluators will be assigned to the BAS-TE program admissions process to streamline official degree evaluations. Additionally, staff members will assist



students with enrollment verification and official transcript requests. The BAS-TE Manager will meet with Registration staff on a quarterly basis to review and refine program processes.

### **Financial Aid**

The Financial Aid Office prepares and disburses federal, state, and institutional aid for all LCC students. Students can monitor the progress of their applications online. All students admitted to the BAS-TE program will be able to apply for financial aid in the same manner as all other students. The Advising Team in collaboration with the ESD 112 and the various area school district, and LCC's Financial Aid office will assist and support students to obtain as much financial aid as possible. The BAS-TE Manager will help students navigate financial aid, including access to scholarships, grants, and other funding opportunities. LCC's Financial Aid staffing levels consist of one full-time director, two full-time assistant directors, one full-time program coordinator, three full-time program assistants, and several part-time and work-study support staff. It is anticipated that current staffing levels will be adequate to serve the initial cohort of 30 BAS-TE students. A current financial aid staff member will be assigned to support the BAS-TE program and process financial aid awards to students. As a part of Guided Pathways efforts, the College will be assessing staffing levels in Financial Aid and explore converting part-time staff to full-time. LCC's administration is committed to ongoing assessment of staffing needs related to BAS-TE implementation to ensure both program and student success.

### **Veterans Administration Programs**

LCC's Veterans Program provides outstanding veteran support services and encouragement to our student Veterans to ensure program completion. The Veterans Affairs Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students. It is anticipated that the BAS-TE Degree will be eligible for VA-approved funds.

### **Tutoring**

The Tutoring Center offers tutoring to currently enrolled students. All tutors are enrolled LCC students. Students are limited to one appointment per day per subject. Tutors are available for a variety of classes and subjects. Students can meet one-on-one with a tutor or do small group sessions. Appointments can be scheduled ahead of time, or walk-in appointments can be made if a tutor has an opening. All tutors go through CRLA (College Reading & Learning Association) training. Training topics include beginning and ending a session, definition of tutor responsibilities, goal setting, note taking, and many more. All LCC students qualify for free tutoring services for Accounting, American Sign Language, Anthropology, Biology, Chemistry, Economics, Mathematics, Physics, Spanish and other courses as indicated by need on a quarter-by-quarter basis. In order to provide support to students at the baccalaureate level, LCC will hire professional part-time tutors for approximately 10 hours per week. LCC Tutoring Center staff will meet with the BAS-TE Manager and BAS-TE faculty to discuss tutoring needs and make recommendations for adjustments as needed to support students.

### **eTutoring**

LCC is partnering with the Western eTutoring Consortium to provide online tutoring assistance to students. All currently enrolled LCC students will have access to eTutoring's free online peer tutoring services in the following areas: Accounting, American Sign Language, Anatomy & Physiology, Biology, Calculus, Chemistry, Computer Science (Java & C++ only), Economics, Intro to Psychology, Math (Developmental through Trigonometry), Microsoft Office, Physics, Spanish Statistics, Web Development (xHTML, CSS, and Adobe Dreamweaver), Writing (Synchronous and Asynchronous)-- Now accepting graduate student submissions!

### **eLearning Support for CANVAS**

The eLearning department supports instructional technology, including the Canvas learning management system, Panopto, MyMathLab, Google Apps for Education, and Microsoft 365. eLearning staff, consisting of two full-time and one part-time employee, provide support in-person, online, and over the phone. eLearning also provides tutorials on technical topics to assist students, faculty, and staff, and they support the training, conversion, and maintenance of accessible online content. Students are introduced to CANVAS through the New Student Orientation for bachelor program students. CANVAS technical support is provided on an ongoing basis. LCC faculty are equipped to answer basic questions regarding CANVAS. Additional support can be accessed through the eLearning Coordinator who is available by phone, email, or in person to support student and faculty needs.

### **Computers and Technology**

LCC has a variety of instructional technologies, computer labs and equipment to serve students in the BAS-TE program, including:

- Smart Top tables and reservable SmartBoard areas.
- 1,250 desktop & laptop computers among 34 lab settings, 47 classrooms, offices & remote sites
- Systems are replaced on a 4-5 year cycle
- All students are provided an email with Google Apps.
- 9 instructional computing labs are available, 8 of which have teaching stations equipped with projectors, whiteboards, and sound equipment
- the Learning Commons houses the Learning Resource center, where students can access tutoring and computers
- workspaces are available to students to practice working with audio-visual & multi-media technology available in the classrooms
- ECED/EDUC program has 27 Chromebooks for classroom use and 8 laptops for student check out.
- LCC classrooms are equipped with instructor technology stations, which include a computer, projector, and screen at a minimum. Most also have a document camera; many have Mondo Pads or Smart Boards.
- A dedicated computer lab currently utilized by LCC nursing students will be expanded to serve BAS-TE program students.
- Dedicated times in the LCC Regional University classroom will be established for study-tables for BAS-TE students.

### **Internet Access**

The college provides free Wi-Fi campus wide, which covers every building on campus as well as most outdoor spaces.

### **Library and Media Services**

The mission of Lower Columbia College Library and Learning Commons is to provide the instructional support, resources, and environment that students need to become accomplished, independent learners. Our vision is to be an empowering information hub where users have access to cutting edge academic support services in a single location.

The library provides many services for students, faculty, and staff including reference and research services, information literacy instruction, reservable study spaces with technology, a recording booth, computer lab, circulation services, course reserves, interlibrary loan, an on-site tutoring center, and an on-site eLearning office for Canvas support.

The library's collection consists of physical and online resources. The print collection includes 23,000 books, 1,300 periodicals, 600 DVDs, 29 chromebooks for student checkout, two chromebooks for staff checkout, and three 12-chromebook classroom sets for faculty checkout. Library, in conjunction with eLearning, also offers a digital camera and tripod, a GoPro, a mini portable projector, a large cart projector, and a snowball microphone for faculty checkout. Online resources include [22 research databases](#), [24/7 Chat With a Librarian service](#), [video tutorials](#), [citation guides](#), [research guides](#), [technology guides](#), [OER](#), and [copyright compliance](#) information. The library's research databases offer over 150,000 academic eBooks (EBSCO), 91 e-Encyclopedias (Gale), over 280,000 streaming video segments (Films on Demand), audiobooks and eBooks (RBDigital), test preparation and career resources (PrepSTEP), online world maps (A - Z Maps), and subject-specific content via EBSCO and ProQuest. Since July 2017, the library has used [Alma](#), a cloud-based library services platform, with [Primo](#) as its front-end discovery interface.

The library offers 515 print books with "children" as a subject heading, 60 print books with "young adult" as a subject heading, and 563 print books with "education" as a subject heading. We offer 441 EBSCO eBooks for children & young adults and 7,281 EBSCO eBooks for education. Our EBSCO research databases contain about 30 full-text publications on children and childcare, two full-text publications specifically covering early childhood education, and 6,060 full-text articles containing the subject "early childhood education." Our ProQuest research databases contain 113 publications using the subject heading "children," and 502 publications using the subject heading "education." The library's RBDigital database offers 1,248 audiobooks in the K-8th grade collection, 600 audiobooks in the 9-12th grade collection, and 1,870 audiobooks in the young adult collection. Sixty-seven of these audiobooks are classified as "young adult" and over 1,500 are classified as "juvenile."

The library consists of two stories of stacks, study space, and technology. There are two reservable quiet study rooms with technology for student groups and a reservable WhisperRoom recording booth. Two reservable areas with Smart Boards are available for faculty and librarians to instruct classes. There are 52 student computers in the library, two black and white printer/copiers, one color printer, and one scanner.

Faculty librarians are available to provide tailored, ad hoc information literacy instruction to courses in any discipline, both in person and online through our Canvas LMS. Librarians also provide reference services to students and faculty and are responsible for collection development. LCC employs one full-time faculty Librarian and two part-time Librarians. Library staffing is being evaluated to explore the feasibility of converting at least one of the two part-time positions into a ¾ time faculty Librarian. This position would be supported by LCC's operating budget. The ¾ time faculty Librarian position would have the following duties related to BAS-TE:

- Design, maintain, and teach specialized information literacy curriculum to BAS-TE program students through online, classroom, and one-on-one instruction.
- Provide research assistance to faculty and students
  - Responsible for cultivating strong partnerships with researchers, instructors, students, and staff to provide research assistance and promote library services that engage new methods of research and scholarship.
- Act as a liaison and early childhood/elementary education subject specialist for BAS-TE program faculty by providing them with resources, training, and support for online courses, instructional technology, instructional design, and adoption of Open Educational Resources.



- Actively cultivate and promote interactions with faculty in assigned subject areas to develop and communicate the availability of library resources and services.
- Assist and support faculty scholarly communication processes.
- Lead initiatives for Open Educational Resources and copyright compliance.
- Develop and/or manage online resources and services for BAS-TE such as tutorials, videos, screencasts, instructional modules, the library's website, and library databases.
- Develop tools for assessment of upper division (junior/senior level) competencies in information literacy.
- Participate in assessment activities, and evaluate and document achievement of student learning outcomes.
- Keep current with emerging education and technology trends, particularly BAS level and/or pertaining to early childhood and elementary education, and assess their use for teaching and learning as well as student & faculty research.
  - Maintain and continuously develop subject expertise in order to provide faculty, students, and staff with specialized professional support.
- Actively develop and maintain print and online collections to support BAS program/s.
- Establish regular communication and outreach with BAS faculty.
- Work closely with professional BAS-TE level tutor/s to collaborate on specialized instructional support services for BAS students.

#### **Educational Databases & Print Collection**

In order to support the BAS-TE program and ensure students have access to BAS level learning resources, LCC will purchase print materials to establish an initial collection. LCC will annually subscribe to the following databases as necessary to support the BAS-TE program students: ERIC (Education Resources Information Center), Credo InfoLit Modules, Education Week, SAGE Journals Education Collection database, ATLAS Case Studies video database.

#### **Criteria 5: Commitment to Build and Sustain a High-Quality Program**

Lower Columbia College has the full support of the local school districts in the region to offer the BAS-TE. This support will ensure that the BAS-TE program will effectively respond to the very urgent need for well-qualified certificated teachers in the LCC service area.

Lower Columbia College's Executive Leadership Team with support from the LCC Board of Trustees is committed to building and sustaining a high-quality teacher education program. LCC has received Board approval to utilize college reserves to cover start-up costs for the BAS-TE program. The Lower Columbia College Foundation is strongly supportive of LCC's development of the first BAS degree and is actively working on implementing a fundraising campaign to supplement start-up expenses. As this is LCC's first BAS degree, unforeseen expenses will be covered by program revenue.

Table 12: Start-up budget

Budgeted Start-up Costs		
Costs	Start-up 2018-2019	Year 1 2019-2020

BAS-TE Manager (Advising, intake, coordinate field placement, data and certification officer) (FT)	29,330.42	70,393.00
Library: Part-time Tutors (Classified Instruction & Classroom Support Technician 2)		8,893.00
Faculty (BAS-TE) (FT)		80,346.00
Adjunct Faculty (BAS-TE) (Most adjunct will be current LCC faculty teaching as an overload contract for the BAS-TE program)		45,898.00
Curriculum Development (90 credits at \$550 per credit)	57,666.00	
<b>Salary &amp; Benefits Total</b>	<b>86,996.42</b>	<b>205,530.00</b>
Equipment		3,000.00
Marketing	4,000.00	2,000.00
Library Databases & Print Collection	3,000.00	15,000.00
Goods/Services		4,000.00
Travel	4,000.00	4,000.00
Professional Development	1,000.00	2,000.00
NWCCU Accreditation	5,000.00	
External Review (2@ \$1,500)	3,000.00	
<b>Other Expenditures Total</b>	<b>20,000.00</b>	<b>30,000.00</b>
<b>Total BAS-TE Expenditures</b>	<b>106,996.42</b>	<b>235,530.00</b>

Upon approval, LCC will launch the BAS-TE program fall 2019. Projected enrollment for the 2019-20 academic year is 30 students. Enrollment projections starting 2020-21 academic year and subsequent years are 54 students (30 full-time/24 part-time with 78 students attending during quarters where there are overlapping cohort start/end dates).

Table 13: Anticipated enrollment

BAS-TE Anticipated Enrollment								
BAS-TE Cohorts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
BAS-TE 1-1 (FT)	30	30						
BAS-TE 2-1 (PT)		24	24	24				
BAS-TE 1-2 (FT)			30	30				
BAS-TE 2-2 (PT)				24	24	24		

BAS-TE 1-3 (FT)					30	30		
BAS-TE 1-4 (PT)						24	24	24
BAS-TE 2-3 (FT)							30	30
BAS-TE 1-5 (PT)								24
Totals	30	54	54	78	54	78	54	78

Five-year projections of revenue and expenditures will support faculty, staff salaries, equipment, marketing, goods and services, library, travel, and national accreditation(s). **See Attachment I.**

Lower Columbia College has budgeted the following positions:

- BAS-TE Program Manager (duties include Certification and Data Officer) - This position has been filled. The BAS-TE Manager was hired September 2018.
- One full-time faculty - to be hired for Fall of the 2019
- Ten to eleven adjunct faculty - to be hired for Fall 2019
  - Identified adjunct are primarily currently employed full-time faculty at LCC who will teach on overload contracts for the BAS-TE program
- Part-time Professional tutors-to be hired for Fall 2019

The BAS-TE degree is LCC's first BAS. LCC's Executive Leadership is committed to ongoing assessment of staffing needs to support the BAS-TE program. The following efforts are currently underway:

- Evaluation of staffing levels for Library Services. The college will explore the feasibility of converting at least one existing part-time Librarian position into a  $\frac{3}{4}$  faculty librarian from the operating budget - effective fall 2019.
- Evaluation of staffing levels in Financial Aid. Efforts include possibly converting some part-time staff to full-time. A staff member will be assigned to support the BAS-TE program, effective fall 2019.

To comply with Standard 3 WAC 181-78A-261(2) (a) personnel workloads will be closely evaluated during the first three years of the program to ensure "...program personnel [can] effectively perform their assigned responsibilities within the program."

#### **Appropriate facilities to be used and equipment, technology, and instructional resources needed for the program**

The BAS-TE classes will be held in LCC's Health & Science Building (HSB). Each classroom in the building is equipped with a multimedia teaching station. Classroom capacity ranges from 24-140. The HSB has student lounge areas, vending machines, small conversation areas, & a patio for student use. LCC has a dedicated classroom for Early Childhood Education/Education classes with a multimedia teaching station. This will serve as an additional classroom option for the BAS-TE program if needed.

All full-time faculty at LCC have an assigned private office, equipped with a computer, phone, printer, and relevant office supplies. Adjunct faculty have shared office space available, generally equipped with a computer, phone, printer, and supplies. The BAS-TE full-time faculty will have an office in the Health Science Building. The LCC University Center will provide office space for BAS-TE administrative staff. LCC has a variety of resources available to faculty and students. Many of these are housed in the Library/Learning Commons, including:

- The Learning Resource center, where students can access tutoring and computers
- 24/7 chat with a librarian service via AskWa
- EBSCO academic e-book collection, with over 150, 000 in collection.
- Access to 21 online databases which include a variety of multi-disciplinary resources such as full-text-peer-reviewed articles, full-text scholarly journals and periodicals, streaming video, downloadable audio books, digital images, eBooks, eEncyclopedias, and WorldCat for interlibrary loans
- Approximately 30,000 print materials covering a wide variety of academic disciplines and genres
- 41 children's books and 75 young adult books
- 52 student use computers plus 2 Macintosh computers with Adobe creative suite
- Whisper room recording booth.
- eLearning office for eLearning support
- 2 quiet rooms equipped with technology to support group work, such as Mondo Pads and whiteboards
- Smarttop tables and reservable SmartBoard areas.
- Approximately 50 Chromebooks for faculty/student use

In addition, plans are in place to expand the library collection and database subscriptions to support 300 and 400 level courses in education. LCC currently has the following resources and services available:

- Free wireless on campus
- Test proctoring center with computers for online testing student use Mac computer lab.
- Assistance with Canvas
- 1,250 desktop & laptop computers among 34 lab settings, 47 classrooms, offices & remote sites
- Students are provided an email with Google Apps.
- 9 instructional computing labs are available 8 of which have teaching stations equipped with projectors, white whiteboards, and sound equipment.
- ECED/EDUC program has 27 Chromebooks for classroom use and 8 laptops for student check out.
- LCC classrooms are equipped with instructor technology stations which include computer, projector and may include document cameras and Mondo Pads.

LCC will purchase the following databases to support the BAS-TE program. Subscription costs for these four databases range between \$10,000-\$15,000 annually. Student use of these databases will be assessed annually.

- ERIC (Education Resources Information Center)
- Credo InfoLit Modules, Education Week
- SAGE Journals Education Collection database
- ATLAS Case Studies video database

LCC will invest \$3,000 for print materials to build the initial collection of resources to ensure BAS-TE students will have access to bachelor degree-appropriate educational materials. LCC will seek to hire part-time hourly and adjunct professional tutors to support BAS-TE students beginning fall 2019.

LCC's Information Technology (IT) Services provides multiple ways to support faculty: desktop support, classroom support (audio-visual & multimedia services, telecommunications, messaging, storage, backup & recovery, printing, security, & development services. IT support is available M-F 8:00-5:00 and offer an online help desk. IT provides formal & informal training sessions, personal visits from IT staff, remote assistance, FAQ guides, and hands on sessions to experience emerging technologies. LCC has free open-access wireless available throughout campus.

The eLearning department, housed in the Learning Commons, provides individual or group instruction and assistance with Canvas, Camtasia, and Panopto and other educational technology. LCC has a full time e-Learning director, an elearning coordinator and a part-time support position to address faculty and candidate e-Learning needs and provide online course support. LCC offers an online Canvas Boot Camp as well as face-to-face orientations to Canvas for students.

The LCC eLearning Committee has developed an online course rubric to assist with online course quality and best practices. All LCC faculty who desire to use Canvas in their courses are required to complete the SBCTC Introduction to Canvas course, at no charge, or prove the equivalence. LCC requires regular and substantive interaction between faculty and students in all online courses. Online courses must meet the rigor and quality of face-to-face offerings.

## **Criteria 6: Program Specific Accreditation**

Following state approval, Lower Columbia College will submit a major change proposal to the Northwest Commission on Colleges and Universities (NWCCU), seeking accreditation at a new degree level. The college is currently accredited at the associate degree level, and has been continuously accredited at that level since 1948. The major change proposal will involve a panel review, with a site-visit following initial program implementation. Per NWCCU requirements, Lower Columbia College must file major change proposals for the first three degrees proposed at the baccalaureate degree level. Because this is the first proposed degree at the new level, a full review including site visit is required. Once the BAS-TE program has been fully implemented in year 3, the program will begin the initial review process in preparation for program accreditation through both National Association for the Education of Young Children (NAEYC) and Council for the Accreditation of Educators (CAEP).

## **Criteria 7: Pathway Options beyond Baccalaureate Degree**

Four-year partners, including City University (CityU), Warner Pacific University (WPU) and Washington State University-Vancouver (WSU-V), have all confirmed that their institutions accept BAS degrees into their graduate programs. These three universities are partners in LCC's Regional University Center. Both City University and Warner Pacific currently have cohorts that are held on the LCC campus and are interested in adding additional Master's program cohorts to strengthen pathways and diversify options available for students within LCC's service area.



Effective April, 2017, Western Governors University (WGU) has established a statewide articulation agreement with Washington community colleges to accept BAS degrees into their master's programs (Attachment II). Portland State University (PSU) and Saint Martin's University (SMU) have all welcomed BAS degrees and are open to additional meetings to discuss the details of transfer pathways and articulation into graduate programs following LCC's completion and approval of the accreditation process.

Central Washington University (CWU) is in the process of bringing the topic of BAS degrees to their graduate council. CWU has expressed a desire to meet with LCC for further discussion but this is contingent upon the decision of an upcoming graduate council meeting to be held October 2018. Below are the contacts from each school who provided information from their institutions including a brief summary of LCC's plans for next steps.

Table 14: Pathways options

Pathway Options Beyond Baccalaureate Degree (BAS-TE) Discussions and Follow-up	
School:	Central Washington University
Contact:	Dr. Kevin Archer, Dean, Graduate Studies and Research
Degrees Explored:	M.Ed.
Interest/Conversation:	Dr. Archer was in favor of BAS degrees being accepted by the education department at CWU. CWU's graduate council is meeting early October 2018 to decide protocols for BAS admissions in graduate programs. CWU already has several articulation agreements with other community colleges.
Follow-up/Action Plan:	LCC will follow up with Dr. Archer late October to discuss the graduate council decision and potential next steps for articulation.
School:	City University
Contact:	Steve Brown, Associate Professor-Education
Degrees Explored:	MIT
Interest/Conversation:	Confirmed that BAS degrees are accepted into their graduate programs for education. Received confirmation email from Registrar. As City U is a current LC University Partner, there is additional interest in exploring the feasibility of offering an onsite cohort for MIT on the LCC campus.
Follow-up/Action Plan:	LCC will schedule initial meetings in February/March 2019, following final curriculum and NWCCU approval, to discuss next steps toward formalizing articulation agreements and discuss any anticipated contract revisions (current LCC Regional University Center Partner).
School:	Concordia University
Contact:	Sheryl Reinisch, Dean, College of Education, Professor of Education
Degrees Explored:	M.ED, MAT for non-cert graduates
Interest/Conversation:	Confirmed that BAS degrees are accepted into their programs for education, more specifically the M.Ed. and MAT



Follow-up/Action Plan:	LCC will schedule additional conversations following final curriculum and NWCCU approval to discuss next steps towards formalizing articulation agreement.
School:	Eastern Washington
Contact:	Dr. Tara Haskins, Education Department Chair
Degrees Explored:	Master of Education
Interest/Conversation:	According to Dr. Haskins EWU will NOT accept BAS degrees into their graduate program
Follow-up/Action Plan:	No follow up scheduled
School:	Portland State University
Contact:	Ingrid Anderson Co-coordinator of Master of Early Childhood: Inclusive Education Program
Degrees Explored:	M.Ed.
Interest/Conversation:	PSU is interested in partnership and articulation opportunities for their online M.Ed program. An early assessment of PSU's curriculum compared to LCC's BAS-TE program looks to be in alignment. Minimum requirements for PSU graduate programs include: Early childhood coursework and a practicum requirement.
Follow-up/Action Plan:	LCC will schedule initial meetings in February/March 2019, following final curriculum and NWCCU approval, to discuss next steps toward formalizing articulation agreements.
School:	Saint Martin's University
Contact:	Dr. Fumie Hashimoto, Interim Dean, Professor-Education
Degrees Explored:	MIT, M.Ed.
Interest/Conversation:	Dr. Fumie confirmed that BAS degrees are accepted into graduate programs in the education department.
Follow-up/Action Plan:	LCC has a follow-up meeting via phone scheduled for Wednesday, October 3rd 2018 to further discuss LCC's BAS-TE program. LCC will request a formal meeting in February/March 2019, following final curriculum and NWCCU approval, to discuss next steps toward formalizing an articulation agreement.
School:	Warner Pacific University
Contact:	Gustavo Olevera, Acting Dean of Education
Degrees Explored:	MAT, M.Ed.
Interest/Conversation:	Confirmed that BAS degrees are accepted into their graduate programs for education. WPU as an existing LC University Center Partners is enthusiastic about expanding their MAT/M.Ed to the LCC Longview location.
Follow-up/Action Plan:	LCC will schedule initial meetings in February/March 2019, following final curriculum and NWCCU approval, to discuss next steps toward formalizing articulation agreements and discuss logistics and a possible

	start date for a MAT/M.Ed. cohort as well as any anticipated contract revisions. (Current LCC Regional University Center Partner).
School:	Washington State University-Vancouver
Contact:	Kelly McGovern, Director, Graduate Student Services
Degrees Explored:	MIT, MA-Education, special education
Interest/Conversation:	Confirmed that BAS degrees are accepted into WSU-V Master of Education programs. There are some contingencies with the SPED degree (additional courses in special education at the 300-400 level are required for entry into MA-ED from BAS.)
Follow-up/Action Plan:	LCC will schedule initial meetings in approximately February/March 2019, following final curriculum and NWCCU approval, to discuss next steps toward formalizing articulation agreements (current LCC Regional University Center Partner)

## Criteria 8: External expert evaluation of program

Lower Columbia College has retained the services of three subject-matter experts to perform an external evaluation of this program proposal, based on 10 criteria. These criteria covered the seven criteria discussed in this proposal. Please refer to Appendix IV for external evaluators' short bios, proposal evaluation criteria (Attachment V), and evaluation results.

### Conclusion

"Children's learning experiences across the early childhood years (birth to age 8) need to be far better integrated and aligned, particularly between prekindergarten and K-3. Education quality and outcomes would improve substantially if elementary teachers incorporated the best of preschool's emphases and practices (e.g., attention to the whole child; integrated, meaningful learning; parent engagement) and if preschool teachers made more use of those elementary-grade practices that are valuable for younger children, as well (e.g., robust content, attention to learning progressions in curriculum and teaching)".

It is with these words that we have based the curriculum design for LCC's BAS degree program in teacher education. It is imperative that we bridge the gap between the field of early childhood education and the K-12 system with a common language and understanding of the important role each play in the educational success of children and their family support systems. It is with this common understanding and education that programs such as WaKIDS will be more meaningful, the data more relevant, and the transition more successful.

"NAEYC." Reconciling Leadership and Partnership: Strategies to Empower Professionals and Families | NAEYC, [www.naeyc.org/resources/topics/dap/position-statement](http://www.naeyc.org/resources/topics/dap/position-statement).

## Appendix I: Advisory Committee/Board Members

### Early Childhood/Education Advisory Board

<b>Name</b>	<b>Title</b>	<b>Program/Agency</b>
Kimberly Nunn	Paraeducator	Kelso School District
Jennifer King	Children's Librarian	Longview Public Library
Kathy Gundlach		ESD 112
Nikki Hembery	Director/Teacher	Smart Start Early Learning Center
Sara Hegnes	Director	Wee Care Day Care
Carmen McClain	Early Achievers Coach	ESD 112
Gabriella Rivas	Therapist	The Progress Center
Kara Harris	Director	The Progress Center
Angie Green	Director	Rose Valley Child Care
Irene Higgins	State Licensor	Department of Early Learning

#### Professional Educators Advisory Board

<b>Membership Role</b>	<b>Board Member</b>	<b>Facilitated Association</b>
<b>Voting Member: School counselor</b>	<b>Jill Whitright</b> Counselor, Longview School District Robert Gray Elementary 4622 Ohio Street Longview, WA 98632 360-575-7302 jwhitright@longview.k12.wa.us	Washington School Counselor Association
<b>Voting Member: Principal</b>	<b>Tim Yore- Chair</b> Principal, Kelso School District Catlin Elementary 404 Long Street, Kelso, WA 98626 (360) 501-1550 tim.yore@kelsosd.org	Association of Washington School Principals
<b>Voting Member: School administrator</b>	<b>Dr. Dan Zorn</b> Superintendent, Longview School District 2715 Lilac Street, Longview, WA 98632 (360) 575-7000 dzorn@longview.k12.wa.us	Washington Association of School Administrators

<b>Voting Members: Public school classroom teachers</b>	<b>Taryn Morgan</b> 4th/5th Grade Teacher, Longview School District Olympic Elementary 1324 30th Ave, Longview, WA 98632 (360) 575-7084 <a href="mailto:tmorgan@longview.k12.wa.us">tmorgan@longview.k12.wa.us</a>	Washington Education Association
<b>Voting Members: Public school classroom teachers</b>	<b>Andrea Edwards</b> 1st Grade Teacher, Woodland School District Woodland Primary School 600 Bozarth Ave, Woodland, Washington 98674 (360)841-2900 <a href="mailto:edwardsa@woodlandschools.org">edwardsa@woodlandschools.org</a>	Washington Education Association
<b>Voting Members: Public school classroom teachers</b>	<b>Becky Richards</b> 1st Grade, Kelso School District Wallace Elementary School 410 Elm Street, Kelso, Wa 98626 (360) 501-1650	Washington Education Association
<b>Voting Member: State-approved private school teacher</b>	<b>Jessica Carroll</b> Kindergarten Teacher, Three Rivers Christian 2610 Ocean Beach Hwy Longview, WA 98632 360-423-4510 <a href="mailto:jcarroll@3riversschool.net">jcarroll@3riversschool.net</a>	Washington Federation of Independent Schools (WFIS)
<b>Representative</b>	<b>Samantha Stevens</b> RBPB Manager, Early Care and Education ESD 112 2500 NE 65 <sup>th</sup> Avenue, Vancouver, WA 98661 (360) 952-3361 <a href="mailto:Samantha.stevens@esd112.org">Samantha.stevens@esd112.org</a>	Educational Service District 112
<b>Representative</b>	<b>Jeanne Nortness</b> Principal Three Rivers Elementary School 2610 Ocean Beach Hwy, Longview, WA 98632 (360) 423-4510 <a href="mailto:jnortness@3riversschool.net">jnortness@3riversschool.net</a>	<b>LCC-Appointed</b> Washington Federation of Independent Schools (WFIS)

<b>Institution or organization representative</b>	<b>Tamra Bell</b> Dean of Workforce Education Lower Columbia College 1600 Maple Street, Longview, WA 98632 <a href="mailto:tbell@lowercolumbia.edu">tbell@lowercolumbia.edu</a>	Lower Columbia College
<b>ECED/EDUC Faculty Representative</b>	<b>Ann Williamson</b> Education and Early Childhood Faculty Lower Columbia College 1600 Maple Street, Longview, WA 98632 (360)442-2892 <a href="mailto:awilliamson@lowercolumbia.edu">awilliamson@lowercolumbia.edu</a>	Lower Columbia College
<b>ECED faculty Representative</b>	<b>Josie Zbaeren</b> Early Childhood Faculty Lower Columbia College 1600 Maple Street, Longview, WA 98632 (360) 442-2891 <a href="mailto:jzbaeren@lowercolumbia.edu">jzbaeren@lowercolumbia.edu</a>	Lower Columbia College
<b>Representative</b>	<b>Karen Joiner</b> Executive Dean of Instructional Programs & Nursing Program Director Lower Columbia College 1600 Maple Street, Longview, WA 98632 (360) 442-2861 <a href="mailto:kjoiner@lowercolumbia.edu">kjoiner@lowercolumbia.edu</a>	Lower Columbia College
<b>Representative</b>	<b>Michaela Jackson</b> Early Learning Center Lab School, Director Lower Columbia College 1600 Maple Street, Longview WA 98632 (360) 442-2890 <a href="mailto:mjackson@lowercolumbia.edu">mjackson@lowercolumbia.edu</a>	Lower Columbia College

## Appendix II: BAS-TE faculty

Faculty Name	Credentials	Experience in Field	Status	Tentative Teaching Assignment
<b>Amy Armstrong-Johnson</b>	<ul style="list-style-type: none"> <li>• MS Literacy and Learning</li> <li>• BA Elementary Ed/Special Ed</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School History Teacher</li> <li>• Developed Teen Mentoring Program</li> <li>• Awarded 2 Library of Congress Teaching Grants</li> <li>• Adjunct EDUC Faculty</li> <li>• Elementary Teacher</li> <li>• Elementary SPED Teacher</li> <li>• Washington State History Teacher of the Year</li> </ul>	BAS-TE Adjunct  (currently LCC adjunct)	EDUC 420 Social Studies for Teachers
<b>Josie Zbaeren</b>	<ul style="list-style-type: none"> <li>• MS Early Childhood Studies</li> <li>• BS Psychology/Child Development</li> <li>• AAS ECED</li> </ul>	<ul style="list-style-type: none"> <li>• Tenured LCC ECED Faculty</li> <li>• Early Learning Center Director</li> <li>• Preschool Teacher</li> <li>• Parent -Child Coordinator/Director-Even Start Literacy Program</li> </ul>	BAS-TE Adjunct  (LCC Tenured Faculty)	ECED Field Experience: ECED 401 ECED 402 ECED 403 ECED 411 ECED 412 ECED 413
<b>Adam Wolfer</b>	<ul style="list-style-type: none"> <li>• Ph.D. Science Education</li> <li>• MS Chemistry/Science Education</li> <li>• MS Student Affairs in Higher Ed.</li> <li>• BS Science Education</li> </ul>	<ul style="list-style-type: none"> <li>• Tenured Science Faculty</li> <li>• Faculty Coordinator of Technology and Learning Center</li> <li>• Project Manager/Curriculum Coordinator- Paradigm Lab Project</li> <li>• Published</li> </ul>	BAS-TE Adjunct  (LCC Tenured Faculty)	EDUC 410 Science Methods for Teachers



<b>Ann Williamson</b>	<ul style="list-style-type: none"> <li>● M.Ed. Curriculum &amp; Instruction</li> <li>● BS Social and Behavioral Sciences</li> <li>● AAS ECED</li> <li>● Voc/Tech Certification</li> </ul>	<ul style="list-style-type: none"> <li>● Tenured ECED Faculty</li> <li>● Preschool Teacher</li> <li>● Outstanding Faculty Award</li> <li>● Crystal Apple Award for Higher Education</li> <li>● Co-Author Course for Concordia University</li> <li>● Master's Program Action Research Advisor</li> </ul>	BAS-TE Adjunct  (LCC Tenured Faculty)	EDUC 319 Anti-Bias Education
<b>Lynsey Kemplin</b>	<ul style="list-style-type: none"> <li>● Ph.D. Early Childhood Education</li> <li>● MIT</li> <li>● BS Applied Developmental Psychology</li> </ul>	<ul style="list-style-type: none"> <li>● Childcare Aware Specialist</li> <li>● Lead Teacher/Director Childcare</li> <li>● Pre-K Teacher</li> <li>● Toddler Teacher</li> <li>● STARS Trainer</li> </ul>	BAS-TE Adjunct Faculty	ECED 439 Issues and Trends  EDUC 434 Professionalism in Education  ECED Field Experience: ECED 301 ECED 302 ECED 303 ECED 311 ECED 312 ECED 313
<b>Shari Samuels</b>	<ul style="list-style-type: none"> <li>● Ph.D. Mathematics Education</li> <li>● MA Education-Math Emphasis</li> <li>● BS Education</li> </ul>	<ul style="list-style-type: none"> <li>● Tenure-Track Math Faculty</li> <li>● Graduate Assistant</li> <li>● Designer and Instructor STEM</li> </ul>	BAS-TE Adjunct Faculty  (LCC tenured faculty)	EDUC 330 Math Methods
<b>Deborah Gribkov</b>	<ul style="list-style-type: none"> <li>● MS Math Education</li> <li>● BS Mathematics Education</li> <li>● National Board Certification Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>● K-12 Math Teacher</li> <li>● Design &amp; Created "3 tiered classroom"</li> <li>● Interdisciplinary Team</li> <li>● District Math Specialist</li> </ul>	BAS-TE Adjunct Faculty	EDUC 330 Math Methods  EDUC 414 Guidance Techniques

	<ul style="list-style-type: none"> <li>• Career and Technical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics for Early Learning (PreK-2)</li> <li>• First Steps in Mathematics (PreK-8)</li> <li>• Adjunct EDUC Faculty</li> <li>• National Council Teachers of Mathematics and Toyota award/grant</li> <li>• Crystal Apple Award</li> <li>• National Middle School Association Award/grant</li> </ul>	(LCC adjunct faculty)	
<b>Sara Paul</b>	<ul style="list-style-type: none"> <li>• Ed.D. Educational Administration and Supervision</li> <li>• M.E. SPED/Literacy</li> <li>• BA Elementary ED</li> </ul>	<ul style="list-style-type: none"> <li>• Director Therapeutic Day School ESD 112</li> <li>• Principal Therapeutic Day School</li> <li>• District Assistant Director Special Services</li> <li>• SPED Teacher (2-5 grades)</li> <li>• Title I Reading Specialist</li> <li>• Grade 2 Teacher</li> <li>• Structured Learning Center Teacher</li> <li>• WSU Appointed Lecturer</li> <li>• Love and Logic Facilitator</li> <li>• Published</li> </ul>	BAS-TE Adjunct Faculty	EDUC 335 Collaboration and Classroom Management
<b>Megan Shea-Bates</b>	<p>Master's in Educational Supervision and Admin</p> <p>Bachelor's of Arts in Education</p> <p>Endorsements</p> <p>Administrative Supervision Credential in WA state</p> <p>Elementary Education K – 8th grade ~ ESL K – Adult ~ Reading Specialist K – 12th grade</p>	<ul style="list-style-type: none"> <li>• Early Learning Coordinator/SPED Principal</li> <li>• K-5 Principal</li> <li>• Assistant Principal</li> <li>• 5th grade, general education classroom</li> <li>• 4th grade</li> <li>• 3rd grade ESL</li> <li>• YMCA Child Care Center Assistant Teacher in the 1 – 2 ½ year old classroom</li> </ul>	BAS-TE Adjunct Faculty	<p>EDUC 320 Literacy and Language Acquisition</p> <p>EDUC 430 Advanced Language and Literacy Methods</p>

		<ul style="list-style-type: none"> <li>• Assistant Teacher and Lead teacher in the 2 ½ - 5 year old classroom</li> </ul>		
<b>Elizabeth West</b>	<ul style="list-style-type: none"> <li>• Ph. D. Philosophy in Special Education</li> <li>• M. Ed. SPED</li> <li>• BS Developmental Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Special Education</li> <li>• Affiliated Faculty UW</li> <li>• Co-Director ECSEL</li> <li>• Co-Founder/Director Native Certificate Program- UW</li> <li>• Convener/Interim Director SPED-UW</li> <li>• Associate Professor-UW</li> <li>• Practicum Supervisor</li> <li>• Staff Development</li> <li>• Teacher Training Program Mentor</li> <li>• SPED Teacher</li> <li>• SPED Consultant</li> <li>• STARS trainer</li> <li>• Professional Education Certificate</li> <li>• Published</li> </ul>	BAS-TE Adjunct Faculty	EDUC 325 Introduction to Special Education  EDUC 429 Assessment
<b>TBD BAS-TE Faculty</b>		In addition to meeting the minimum requirements set by the State of Washington (WAC) this instructor will have knowledge of diverse adult learners with a high level of cultural competency.	Full-time BAS-TE	Field Experience courses: EDUC 301 EDUC 302 EDUC 303 EDUC 311 EDUC 312 EDUC 313 EDUC 401 EDUC 402 EDUC 403 EDUC 411 EDUC 412 EDUC 413

				EDUC 345 Curriculum Development & Design ECED 439 Issues and Trends Other courses as needed based on qualifications
<b>TBD BAS-TE            Adjunct Faculty</b>			<b>BAS-TE            Adjunct            Faculty</b>	as needed

### Appendix III: External expert short bio's and evaluations

**Marilyn Melville-Irvine, M.E.,** is currently working as a Hi-Cap (Gifted/Talented) Coordinator for Kelso School District in Kelso, WA. She also works as an ELA Coordinator for ESD 112 in Vancouver, WA, and as a Field Supervisor for City University and for WGU. In addition, she is an Independent Education Consultant to several school districts in Southwest Washington. Having taught classes for Education programs at City University and Lower Columbia Community College, she has long been an advocate for providing more educational opportunities for students in the Longview/Kelso area who wish to seek teacher certification but have difficulty commuting to higher education opportunities out of the local area.

She began her career as a high school English teacher but spent most of her career as a middle school English teacher. She retired after 25 years in Longview and has since spent many years providing professional development extensively in our area. She has been an instructional coach for many years and has worked with new teacher programs in both Longview and Kelso school districts. She has presented at numerous state and national conferences over the past 20 years: CEC, NCCE, NMSA, etc. She has helped design college classes for CityU, LCC, and ESD-U. Her work next year will be to lead the implementation of a new ELA adoption for Kelso School District.

**Tony Vandermaas, M.Ed., Superintendent Certificate** is currently working as the Executive Director of Leadership and Learning for the Longview School District in Longview, Washington. In this role he oversees all district principals along with three district directors. He has also served as adjunct staff for City University and currently teaches for Concordia University in their Educational Administrative Licensure Program. He has over fifteen years experience as a public school administrator in multiple districts.

He began his career as a Nuclear Engineer before transitioning into public education as a high school math and physics teacher. After five years of teaching, Tony moved into school administration. He holds a Masters of Education and Superintendent Certificate from Washington State University, Pullman, Washington, along with a Bachelors of Science from Iowa University in Ames, Iowa.

**Tamara Holmlund, Ph.D.,** is currently a professor of science education at WSU Vancouver, where she has worked since 2002. She received a Ph.D. in 2002 from the University of Washington in Curriculum & Instruction, with a specialization in Science Education. Her research agenda reflects multiple questions related to the current call for STEM education, the inclusion of students typically underrepresented in STEM courses and careers, and the role of leadership in affording and constraining STEM education implementation. Her past research focused on collaborative teacher inquiry in professional learning communities, the dialogic interactions associated with teachers' use of student learning data, and the meanings and instructional transformations teachers made as result of their collaborative work. Dr. Holmlund is Program Coordinator for the WSU Vancouver Masters in Teaching-Elementary program. She is co-PI on an NSF-funded, statewide collaborative project called The Next Generation of STEM Teacher Preparation. Her CV can be obtained here: <https://education.wsu.edu/tnelson1/>

## Appendix IV: External Expert Review Responses

**Bachelor of Applied Science in Teacher Education  
Teacher Certification and ECE/K-8 Endorsements (BAS-TE)  
Lower Columbia College Response to External Review Feedback  
From Tony VanderMaas M.Ed.**

Mr. VanderMaas completed his BAS-TE program review on June 26, 2018.

His full program review is attached to this document.

Below is LCC's response to Mr. VanderMaas' comments and or recommendations.

### **b) Degree Learning Outcomes**

Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

#### **Comment:**

The only suggestion that I can offer is to consider a program outcome tied more specific to literacy. The research is clear that for early childhood development and even throughout the primary years, a student's ability to read is paramount to all other learning. Locally, it appears that a large portion of our student population is coming to the school district with many barriers to their reading ability. The local effects of poverty and drug impacts appear to make this issue more imperative. The ability of our new teachers to understand and teach reading development is crucial.

#### **Lower Columbia College Response to item b):**

LCC is in full agreement with Mr. VanderMaas' critique of the lack of depth in the area of literacy. We have added a program outcome tied to literacy on pages 5-6.

### **e) General Education Requirements**

Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?

**Comment:** The general education courses appear to be relevant to a base knowledge, with the possible exception of US History II. This course in particular appears to be more specific in content than the other courses. If a more broad based understanding of the social sciences is intended, I would recommend this course to be reconsidered.

#### **Lower Columbia College's Response to item e):**



The selection of US History II was made specifically to meet the revised Teacher Preparation requirements. This course meets all outcomes except the "Since Time Immemorial" curriculum. This will be included in EDUC 420, Social Studies for Teachers.

**g) Faculty**

Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

**Comment:** The only suggestions I would make is to provide a staff member that can provide expertise in a well-grounded reading program. In my overview of the staff, this emphasis was not observed in any of the teaching candidates. Based upon my comments above, this area is essential to future teacher development and absolutely imperative for student learning.

**Lower Columbia College Response to item g):**

The faculty list provided in Appendix II is not exhaustive and LCC has full intention to recruit and hire faculty that meet the learning needs and outcomes of the BAS-TE program.

**Bachelor of Applied Science in Teacher Education  
Teacher Certification and ECE/K-8 Endorsements (BAS-TE)  
Lower Columbia College Response to External Review Feedback  
From Marilyn Melville-Irvine M.E.**

Mrs. Melville-Irvine completed her BAS-TE program review on July 3, 2018.

Her full program review is attached to this document.

Below is LCC's response to Mrs. Melville-Irvine's comments and or recommendations.

**d) Academic Relevance and Rigor**

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?

**Comment:**

Comment – Overall, the core and elective courses provide the knowledge and skills necessary for success in education. It's difficult to know for sure about academic rigor just from the description provided, but it appears to be sufficient.

Re: Upper level courses: One of the current weaknesses in local education is a lack of depth in understanding of the foundational skills for reading and writing. I do not see, from the descriptions, where this is addressed in the proposal. See below:

EDUC 320 Literacy & Language Acquisition:

The standards are mentioned in the description, but not in the Course Outcomes, unlike Science and Math. The course outcomes refer to literacy strategies, but not to knowledge of phonemic awareness, phonics, and fluency. These foundational components of reading are essential to understand in order to teach. I also don't see these foundational skills deliberately addressed in EDUC 430. Foundational skill development may be addressed in these courses, but they are so essential that I believe they should be listed in bulleted items under course Outcomes. Learning to read is so critical to every content area that I believe the total number of credits for Literacy should be greater than the other content areas.

I noted that there is nothing in any of the courses that specifically addresses middle school understandings. Perhaps their needs are addressed in child development courses, but I would like to see the unique needs of middle school students specifically noted in a bulleted item.

I don't see specific mention of what level of students participants will be working with during their field service. Since the certificate is P-3 and K-8, I would hope that student interns would experience P-3, K-2, 3-5, and 6-8 during their field experience. If this is the intent, it would be good to have that stated in Field Experience descriptions.

**Lower Columbia College Response to item d):**

Re: Upper level courses:

An outcome has been added to EDUC 320 Literacy & Language Acquisition regarding phonemic awareness, phonics and fluency (page 10).

Re: Middle school understanding:

Child Development covers birth through adolescents and Exceptional Child covers birth – 21. Students will be required to do at least 1 quarter field experience in middle school.

Re: Field experience grade levels:

See response above.

**e) General Education Requirements**

Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?

**Comment:**

I have a couple of concerns, not about academic relevance and rigor of courses offered, but about absence of some content.

For example, I notice that there are 10 Social Science credits for General Ed requirements, one of which is Child Development. It's not clear to me how Child Development would count as social science credits. It would be nice to have a current events or civics class available for social science credits.

Participants will take two English Composition classes as part of general ed requirements. I would like to know that the composition classes would be taking into account the Washington State Writing Standards so that students themselves would know what it is that their students will have to know. i.e. 3 modes: opinion, informative, narrative writing which is based on text they have read.

**Lower Columbia College's Response to item e):**

Re: Child Development:

Child Development falls under Social Science distribution list. It is a strong belief of the faculty that a strong understanding of child development is imperative for developmentally appropriate teaching. Decisions around instructional design and interventions need to be based on child development.

Re: English Comp Classes:

Washington State writing standards will be covered in EDUC 430 Advanced Language and Literacy Methods and is included in the course outcomes (page 13).

**g) Faculty**

Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

**Comment:**

\*Paragraph #1 mentions hiring 3-5 adjunct faculty “who are highly respected among elementary school community”. I’d like mention made of “highly respected among middle school community” since degree will be for K-8.

\*Hopefully full time LCC instructors would be in communication with local school districts to know what the standards and expectations are.

\*I would like to see someone who is currently working as a Science teacher in elementary or middle school who is familiar with STEM expectations and Next Gen Science Standards.

\*I would like to see a primary teacher strongly grounded in foundational reading skills as part of faculty listing.

**Lower Columbia College Response to item g):**

Re: Adjunct Faculty

Wording has been changed to include middle school (p. 21).

Re: Communication with local school districts

LCC has a Professional Educators Advisory Board (PEAB) that consists of members from local school districts that meets three times a year. Collaboration and communication with local school districts is also written into the job description for the BAS-TE manager. Additionally, LCC will administer yearly surveys.

Re: STEM and Next Gen Science Standards

These criteria will be part of the portfolio of the anticipated instructor.

Re: Literacy Instructor

The faculty list provided in appendix II is not exhaustive and LCC has full intention to recruit and hire faculty that meet the learning needs and outcomes of the BAS-TE program.

**j) Overall Assessment and Recommendations**

Please summarize your overall assessment of the program.

**Comment:**

Overall, I am very pleased with this proposal. It has clearly been well thought out, carefully presented, and responsive to community need. It will be important, as the program unrolls, to keep an eye on how it develops. Hopefully there is enough flexibility to make improvements. The field service courses will depend on careful selection of mentor teachers so that participants receive the variety of experiences they need for certification. On-going collaboration with school districts, ESD 112, colleges offering graduate level courses will be imperative to keep communication open. Mentor teachers in school districts will need to have clear understandings of the goals of the program in order to be supportive of their mentees.

I hope that some attention will ultimately be given to recruiting high school students to be a part of the program. It is important to keep in mind that highly skilled paraeducators or educational assistants do not automatically become highly skilled teachers. Skills that make paraeducators good at what they do are not the same as the skills that make teachers good at what they do. Faculty will need to be sensitive to the differences in these skill-sets in order for participants to be successful.

**Lower Columbia College's Response to item j):**

Re: Recruiting high school students:

LCC is excited about the opportunity to partner with local high schools in recruitment for this program. Currently, LCC has tech prep articulations with a couple area high schools and is looking into the Recruiting Washington Teachers program.

**Bachelor of Applied Science in Teacher Education  
Teacher Certification and ECE/K-8 Endorsements (BAS-TE)  
Lower Columbia College Response to External Review Feedback  
From Tamara Holmlund Ph. D. Curriculum & Instruction**

Tamara Holmlund completed her BAS-TE program review on August 9, 2018.

Her full program review is attached to this document.

Below is LCC's response to Ms. Holmlund's comments and or recommendations.

**a) 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?

**Comment:**

Short answer: Yes to the above. The program will serve a pressing local need for elementary teachers, especially in the service of younger children and children from diverse backgrounds and abilities.

Note: Much of the language in the proposal specifically calls out K-3 and preschool teaching and learning, although the certification is for K-8. This is something to pay attention to in courses; e.g., will those who hope to teach in grades 4-8 be as prepared as those focused on early childhood education?

The proposal states that many who apply for this program will already be working in schools and districts in some capacity; this supports a pathway to job placement. However, one danger related to this is when a teacher candidate does all their field experience in the same school in which they have been working. This can result in the candidate having a constrained vision about teaching and learning, as the "apprenticeship of observation" (Lortie, 1975) and/or pressure from colleagues can cause resistance to what they are learning in the education program, especially innovative approaches based on contemporary research.

**Lower Columbia College Response to item a):**

RE: language regarding K-3:

Courses will be designed to cover a breadth of content and instructional strategies to encompass the P-8th grade developmental stages. In addition, students will experience at least one quarter of field experience in a middle school classroom. This degree does not offer a middle school content specialization.

RE: apprenticeship of observation:



At this time Lower Columbia College is not seeking an Alternate Route program. Students seeking K-8 certification will be required to complete field experience outside their work setting.

**b) Degree Learning Outcomes**

Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

**Comment:**

The program outcomes are appropriate and address critical areas of new teacher development, especially related to cultural responsiveness, collaborative professional learning based on analysis of children's progress toward learning goals, and professionalism.

I am not sure what the following statement (from program learning outcomes, p. 5) means and feel, therefore, it is too vague:

"Mastery of knowledge competencies leading to teaching effectiveness and student success"

I wonder about the lack of mention of the capacity to teach ideas and skills that are interconnected and authentic as opposed to teaching isolated skills and concepts – I see this as related to Understanding by Design / backward planning as well as to STEAM education.

One other consideration: Current research on the core practices for new teachers includes significant focus on teachers' abilities to support productive classroom discourse. There is no attention to this pedagogical practice, which is proving to be quite complex, in any of the course or program descriptions

**Lower Columbia College's Response to item b):**

RE: Program learning outcomes p. 5:

The Program Learning Outcomes, bullet 3 has been changed to read, "Display mastery of InTASC competencies leading to teaching effectiveness and student success".

RE: teach ideas and skills that are interconnected:

A curriculum design course is being created that supports interconnected and authentic teaching strategies. Application of such strategies will be supported during the student's field experience.

RE: Support classroom discourse:

These methods will be incorporated in EDUC 335 Collaboration & Classroom Management and applied throughout all methods coursed and field experience.

**d) Academic Relevance and Rigor**

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?

**Comment:**

\*Paragraph #1 mentions hiring 3-5 adjunct faculty "who are highly respected among elementary school community". I'd like mention made of "highly respected among middle school community" since degree will be for K-8.

\*Hopefully full time LCC instructors would be in communication with local school districts to know what the standards and expectations are.

\*I would like to see someone who is currently working as a Science teacher in elementary or middle school who is familiar with STEM expectations and Next Gen Science Standards.

\*I would like to see a primary teacher strongly grounded in foundational reading skills as part of faculty listing.

**Lower Columbia College Response to item d):**

RE: Math & Science content courses:

EDUC 410 Inquiry Based Science for Teachers presents the Washington State Next Generation Science Standards and Common Core State Standards for PreK-8th grade. EDUC 330 Math Methods will be Changed to reflect the terminology Common Core State Standards and will be a five credit course.

RE: Gen Ed requirements:

LCC followed the General Education requirements of the SBCTC.

RE: additional notes:

1. "math instruction" was a typing error. It has been corrected
2. Language will be modified to align with the NGSS

**i) Overall Assessment and Recommendations**

Please summarize your overall assessment of the program.

**Comment:**

Overall, I am very pleased with this proposal. It has clearly been well thought out, carefully presented, and responsive to community need. It will be important, as the program unrolls, to keep an eye on how it develops. Hopefully there is enough flexibility to make improvements. The field service courses will depend on careful selection of mentor teachers so that participants receive the variety of experiences they need for certification. On-going collaboration with school districts, ESD 112, colleges offering graduate level courses will be imperative to keep communication open. Mentor teachers in school districts will need to have clear understandings of the goals of the program in order to be supportive of their mentees.

I hope that some attention will ultimately be given to recruiting high school students to be a part of the program. It is important to keep in mind that highly skilled paraeducators or educational assistants do not automatically become highly skilled teachers. Skills that make paraeducators good at what they do are not the same as the skills that make teachers good at what they do. Faculty will need to be sensitive to the differences in these skill-sets in order for participants to be successful.

**Lower Columbia College's Response to item i):**

Re: Recruiting high school students:

LCC is excited about the opportunity to partner with local high schools in recruitment for this program. Currently, LCC has tech prep articulations with a couple area high schools and is looking into the Recruiting Washington Teachers program.



**BAS-TE Projected Enrollments to Revenue Table**

# of BAS-TE Students coded to Full-time Cohort  
# of BAS-TE Students coded to Part-time Cohort

**Total Students:**

\*Assumes 5% attrition rate following 1st year of all Co-horts

# of FTE coded to Full-time Cohort

# of FTE coded to Part-time Cohort

\*Assumes 5% attrition rate following 1st year of all Co-horts

\*\*Full-time Cohort: 15 credits Fall, 15 credits Winter, 15 credits Spring

\*\*\*Year 2 Part-time Cohort: 8 credits Summer, 10 credits Fall, 11 credits Winter, 11 credits Spring

\*\*\*Year 3 Part-time Cohort: 10 credits Summer, 11 credits Fall, 10 credits Winter, 11 credits Spring

Year 1 Full-time Cohort Operating Tuition(15 credits = \$1,874):

Year 2 Part-time Cohort Operating Tuition(10 credits = \$1,874; 9 credits = \$1,686; 8 credits = \$1,499):

Year 3 Full-time Cohort Operating Tuition(15 credits = \$1,874):

Year 4 Part-time Cohort Operating Tuition(10 credits = \$1,874; 9 credits = \$1,686; 8 credits = \$1,499):

Year 5 Full-time Cohort Operating Tuition(15 credits = \$1,874):

Projected Revenue From Tuition (Annual):

	Start-up 2018-2019	Year 1 2019-2020	Year 2 2021-2022	Year 3 2023-2024	Year 4 2024-2025	Year 5 2026-2027
	30	28	24	30	28	30
	30	52	52	52	48	54
	30	28	24	30	28	30
	21	20	18	21		
	56,220.00	52,472.00				
	56,220.00	52,472.00				
	168,660.00	157,416.00				
			35,976.00	41,228.00	33,720.00	
			44,976.00	41,228.00		
			44,976.00	41,228.00		
			44,976.00	41,228.00		
			170,904.00	164,912.00	33,720.00	
				56,220.00	52,472.00	
				56,220.00	52,472.00	
				168,660.00	157,416.00	
				29,980.00	44,976.00	
				37,480.00	44,976.00	
				37,480.00	44,976.00	
				37,480.00	44,976.00	
				142,420.00	179,904.00	
					56,220.00	
					56,220.00	
					56,220.00	
					168,660.00	
	\$	168,660.00	328,320.00	333,572.00	333,556.00	348,564.00





## Lower Columbia College BAS-TE

Projections include 3% annual increase

Manager (Advising, intake, Coord Field Placement) EXEMPT

Library Part-time Tutor

PT Instructor (Starting at step 4, add 3 steps at Year 4)

PT Faculty/Adjunct Salaries

Curriculum Development (90 credits @ \$550 per credit)

Salary &amp; Benefits Total

Equipment

Marketing

Library Databases &amp; Print Collection (3% increase year 2 - year 5)

Goods/Services

Travel

Professional Development (3% increase Year 2 - Year 5)

NWCCU Accreditation

External Review (\$@ \$1,000)

National Accreditation (NASYC) BAS-TE

Other Expenditures Total

Total BAS-TE Expenditures

Revenue from BAS-TE Tuition

Total Tuition Revenue &amp; State Allocation

Net Revenue/(Loss)

Start-up 2019-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	
29,310.42	70,393.00	71,800.86	74,136.38	74,701.62	76,193.65	Position filled (Sept 2018)
	8,881.00	9,070.84	9,251.28	9,437.33	9,626.08	100 hours per quarter
	80,346.00	81,952.92	83,591.98	84,987.52	86,187.27	Position Starts Fall (Sept 2019)
	45,888.00	113,766.00	119,132.00	119,922.00	117,046.00	Beginning Fall 2019
57,666.00						
86,996.42	205,510.00	276,590.84	295,513.14	314,047.47	314,855.00	
	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	
4,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	
1,000.00	15,000.00	15,150.00	15,301.50	15,454.52	15,609.07	
	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	
4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	
1,000.00	2,000.00	2,060.00	2,121.80	2,185.45	2,251.01	
5,000.00						
3,000.00						
			2,390.00	9,780.00		National Assoc. for Education of Young Children
29,006.00	30,000.80	30,218.86	32,813.38	40,428.97	30,860.88	
106,996.42	235,530.80	306,809.84	328,326.46	354,477.44	345,715.08	
0.00	172,033.20	134,886.40	146,914.88	151,169.36	160,477.84	Revenue accounts for estimated tuition increases
0.00	172,033.20	134,886.40	146,914.88	151,169.36	160,477.84	(Increase 3% every 2 years beginning Year 1)
(106,996.42)	(163,497.60)	(171,911.44)	(181,401.58)	(193,308.08)	(215,237.24)	





# WGU WASHINGTON®

20435 72<sup>nd</sup> Ave. S. Suite, 301, Kent WA 98032, (206) 673-8560

Marty Brown  
Executive Director  
State Board for Community and Technical Colleges  
Olympia, WA

April 18, 2017

Western Governors University Washington ("WGU WA") offers transfer pathways for students receiving an associate degree from any of the Washington State Community and Technical Colleges ("Colleges") according to the master agreement between the Colleges and WGU WA. WGU WA is delighted to expand the partnership to include students who are transferring with an applied bachelor degree. It is the intention of the Colleges and WGU WA that the partnership outlined in this letter agreement will inform and encourage the College's graduates to earn degrees to advance their personal and professional goals.

WGU WA has found the applied baccalaureate degree programs offer by the Colleges satisfy the general bachelor degree requirement for admission into most of WGU's master's programs, with the exception of career-specialized fields, like the Masters of Science in Nursing (MSN), where students are required to hold a specific degree for admission.

As your partner University, WGU Washington will continue the five percent (5%) tuition discount, offered to College students transferring at the associates level, for up to four (4) academic terms. We will also modify your unique URL ([http://washington.wgu.edu/admissions/cc\\_transfer](http://washington.wgu.edu/admissions/cc_transfer)) for each of your colleges as well as the general URL ([http://washington.wgu.edu/admissions/cc\\_transfer](http://washington.wgu.edu/admissions/cc_transfer)) to include recognition of your bachelor programs as a pathway to our master's program.

In return, we request that all Colleges with eligible bachelor programs promote this opportunity by

- Including WGU WA and its degree programs to your list of active transfer universities,
- Linking the above websites to your advising pages and including them in printed and social-media materials concerning degree pathways,
- Informing your graduating students about the Washington State Community and Technical College/WGU partnership, and
- Highlighting the partnership and education benefits through your standard internal communication channels (such as advising centers, with program faculty, and emails to graduating bachelor's students).

WGU Washington staff will be available to participate in any local education or transfer fairs, prospective student information seminars, and "lunch and learn" presentations that you may desire. We ask for you to inform us of these opportunities.

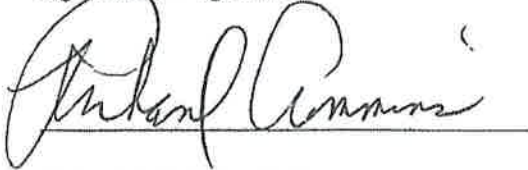
These understandings serve as the basis of the Washington State Community and Technical Colleges/WGU partnership and may be modified by mutual written consent or terminated by either party upon thirty (30) days prior written notice. In the unlikely event the partnership is terminated, we agree that the Colleges' graduates then receiving any educational benefit described in this letter agreement will receive the full value of that benefit towards their studies as long as they remain in good academic standing at WGU.

WGU is pleased to partner with the Washington State Community and Technical Colleges in providing these pathways. If this letter agreement accurately reflects your understanding of the partnership we discussed, please sign below and return a signed copy to me at [rich.cummins@wgu.edu](mailto:rich.cummins@wgu.edu). Your contact person at WGU is Jeanie Belcher, [jeanie.belcher@wgu.edu](mailto:jeanie.belcher@wgu.edu).

Sincerely,

Richard Cummins, Ph.D.  
Chancellor

Signatures of agreement:



Richard Cummins, Ph.D.  
Chancellor, WGU Washington  
Date: April 18, 2017

C: Jeanie Belcher, CRM, WGU Washington



Marty Brown  
Executive director, SBCTC

Date: 4/20/17



## BACHELOR OF APPLIED SCIENCE, TEACHER EDUCATION

### Applicant Information

#### DUE DATE

Applications will be accepted until \_\_\_\_\_. Applications that are incomplete or postmarked after this date will not be processed.

#### I. Minimum Qualifications

To be eligible for admission consideration, the applicant must have:

1. Completed (or be in the final term of earning) an Associate's Degree or higher
2. Completed (or be currently enrolled in) the following courses:

ENGL& 101	English Composition
CMST& 220	Intro to Public Speaking
MATH& 132	Math for Elementary School Teachers II
ENGL 270	Children's Literature
EDUC 115	Child Development
HIST& 137	US History II
PHSC 109	Energy and Matter
NUTR& 101	Nutrition
PSYC& 100	General Psychology
SOC& 101	Intro to Sociology
ENGL& 102	English Composition II

**\*C or higher grade must be achieved in all above courses\***

3. Earned a minimum cumulative GPA of 2.5 in all EDUC & ECE Coursework
4. Completed the WEST-B placement test with a minimum scaled score of 240.
5. Have submitted and passed the OSPI's "Character and Fitness" Supplement, found here:

<http://www.k12.wa.us/certification/certapp/4020B.pdf>

#### II. Selection Process for Admission

Upon meeting the minimum qualifications, applications will be ranked using the following criteria:

Application Requirement	Max Points	Notes
Degree Relevance	40	
GPA in EDUC Coursework	30	
Work Experience	20	



Personal Statement	10	
<b>TOTAL</b>	<b>100</b>	

**Degree Relevance (40 points possible):** This program was created with the primary purpose of serving students who have earned an Associate's Degree (AAS) in Early Childhood Education from LCC. In order to give them priority consideration, the points for this section will break down as such:

AAS-T Degree: 40 points

AAS Degree, prerequisites completed or in progress: 30 points

Other degree, prerequisites completed: 20 points

Other degree, prerequisites in progress: 10 points

**GPA in EDUC Coursework (30 points possible):** To determine how many points each applicant is awarded in this section, students grades in all required EDUC coursework will be considered. These courses are EDUC 205, EDUC 115, and EDUC 150. Each grade will be converted onto a 10 point scale, as follows: A = 10 pts, A- = 9 pts, B+ = 7 pts, B = 6 pts, B- = 5 pts, C+ = 3 pts, C = 2 pts, C- = 1 pt. A Points earned will be added together and added to the weight of their application.

**Example:**

Course	Grade	Points
EDUC 115	B-	5
EDUC 150	C+	3
EDUC 205	A	10
		<b>Total: 18/30</b>

**Work Experience (20 points possible):** Work experience will be afforded weight on the following scale: 100+ hours: 20 pts, 80-100 hours: 15 pts, 60-80 hours: 10 pts, 40-60 hours: 5 pts, 0-40 hours: 0 pts.

**Personal Statement (10 points possible):** Students will attach a one-page, single spaced personal statement that answers the following question:

***"To be determined by BAS-TE staff in collaboration with Diversity & Equity Committee and the PEAB"***

### III. Important Information

Decisions on admissions will be made by \_\_\_\_\_, 2019





If you are admitted to the program, you will be **REQUIRED** to complete and pass an FBI Fingerprint background check within 30 days of being notified. If you do not complete or pass this background check, your spot will be given to someone else.

In the event that there are more applicants than available spots, a **wait list** will be formed for the remaining qualified applicants. In the event that someone who has been admitted to the program withdraws or is removed before the first cohort term begins, the person at the top of the waitlist will be moved into the program should they choose to be enrolled.

## PROGRAM APPLICATION

### SECTION 1- PERSONAL INFORMATION

First Name	Middle Initial	Last Name	
Address, including apartment number	City	State	Zip Code
Day Phone	Cell Phone		
Date of Birth (mm/dd/yyyy)	Evening Phone		
Email Address	Previous Names 1. 2.		
LCC Student Identification Number	If you do not already have an SID number, submit an online application on LCC's website. Once you finish the process, you will be given an SID number.		

### SECTION 2- EDUCATIONAL INFORMATION

Educational History:			
List all colleges, universities, and vocational/technical schools attended.			
List any additional institutions on a separate sheet of paper and attach.			
Please have official transcripts sent to Pierce College as directed in the application checklist.			
College/University/School	Major	Degree or Certificate Earned	Date Earned



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### SECTION 3- PREREQUISITE CHECKLIST

Course	Course Title	Currently Taking?	Final Grade
ENGL& 101	English Composition I	<input type="checkbox"/>	
CMST& 220	Intro to Public Speaking	<input type="checkbox"/>	
MATH7 132	Math for Elementary Teachers II	<input type="checkbox"/>	
CMST& 210	Interpersonal Communications	<input type="checkbox"/>	
ENGL 270	Children's Literature	<input type="checkbox"/>	
EDUC 115	Child Development	<input type="checkbox"/>	
HIST& 137	US History II	<input type="checkbox"/>	
PHSC 109	Energy And Matter	<input type="checkbox"/>	
NUTR& 101	Nutrition	<input type="checkbox"/>	
PSYC& 100	General Psychology	<input type="checkbox"/>	
SOC& 101	Intro to Sociology	<input type="checkbox"/>	
ENGL& 102	English Composition II	<input type="checkbox"/>	

### SECTION 4- EDUCATIONAL EMPLOYMENT HISTORY

Employment History:				
List all employment and volunteer experience working with children birth through eighth grade. List any additional positions on a separate sheet of paper and attach.				
Position	Age Group(s)	Number of Hours	Place of employment	Dates

### SECTION 5 – REFERRAL INFORMATION

*Check all that apply*

1. How did you hear about the Bachelor of Applied Science in Teaching at LCC?

- ☐Employer: \_\_\_\_\_
 ☐Family/Friend: \_\_\_\_\_
 ☐Radio
 ☐College Schedule  
☐Social Media
 ☐College Advisor
 ☐Professor: \_\_\_\_\_
 ☐Pierce College Website



☐ Internet Search   ☐ Bus Advertisements   ☐ Billboard   ☐ Community Survey  
☐ Other: \_\_\_\_\_

Signature: \_\_\_\_\_

## **BACHELOR OF APPLIED SCIENCE IN TEACHING**

### **APPLICATION CHECKLIST**

☐ **Complete LCC's Online Application**

- Intended Major Area of Study: BAS-TE
- Quarter Plan to Start: Fall 2019

☐ **Complete BAS Application Packet**

☐ **Completed OSPI Character and Fitness Supplement**

(<http://www.k12.wa.us/certification/certapp/4020B.pdf>)

☐ **Submit Official Transcripts from Previous Colleges Attended**

If your degree or credits were earned at LCC, you do not need to request a transcript

☐ **Completed WEST-B Placement Test**

☐ **Attach a one-page personal statement**

☐ **Return This Application Packet to:**

**Stephen Tokarski, BAS-TE Program Manager  
Lower Columbia College, University Center  
P.O. Box 3010, 1600 Maple St  
Longview, WA 98632**



# Applied Baccalaureate External Review Rubric

<b>College Name:</b>	Lower Columbia College	<b>BAS Degree Title:</b>	Teacher Education
<b>Reviewer Name/ Team Name:</b>	Tony VanderMaas	<b>Institutional or Professional Affiliation:</b>	Longview School District
<b>Professional License or Qualification, if any:</b>	M. Ed. / Superintendent Certificate	<b>Relationship to Program, if any:</b>	None
<b>Please evaluate the following Specific Elements</b>			
a) 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><b>Comment:</b> The concept of this degree program is well founded. Local school districts are experiencing great difficulties in consistently obtaining highly qualified candidates for teaching positions. This is especially true in the Longview/Kelso area in which we seem to be more dependent on local community members to fill our classroom positions. The course work and framework proposed appear to meet an acceptable academic standard for such professional training.</p> <p>Based upon the projected enrollment, many of the program completers can expect job placement in the local area and throughout the state. With a larger emphasis placed on Pre-K education in our state, many of the program completers will benefit from this trend.</p>		

## Applied Baccalaureate External Review Rubric

b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p><b>Comment:</b> In review of the program learning outcomes on pages 4 and 5, these expectations cover the broad concepts that teaching candidates should possess after a baccalaureate degree. I believe these within a common expectations from other institutions.</p> <p>The only suggestion that I can offer is to consider a program outcome tied more specific to literacy. The research is clear that for early childhood development and even throughout the primary years, a student's ability to read is paramount to all other learning. Locally, it appears that a large portion of our student population is coming to the school district with many barriers to their reading ability. The local effects of poverty and drug impacts appear to make this issue more imperative. The ability of our new teachers to understand and teach reading development is crucial.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p><b>Comment:</b> I believe the curriculum proposed aligns well with the statement of need and is in the best interest of student's needs.</p>
d) 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><b>Comment:</b> The upper level courses appear to touch upon the required subjects for a beginning teacher. I believe many of these courses are similar to other teacher preparation programs. The field experience approach does offer multiple opportunities for students and prospective teaching candidates to immerse themselves into an actual educational setting to experience the culture and to observe others in practicing the craft of teaching. My experience would suggest that the more opportunities that students have to experience the "real" classroom setting the more prepared they are for the career. The opportunity allows them to study the field from the perspective of the teacher and not just a remembrance of their experience as a student.</p>



## Applied Baccalaureate External Review Rubric

e) 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><b>Comment:</b> The general education courses appear to be relevant to a base knowledge, with the possible exception of US History II. This course in particular appears to be more specific in content than the other courses. If a more broad based understand of the social sciences is intended, I would recommend this course be reconsidered.</p>
f) 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><b>Comment:</b> It appears that other university have expressed positive feedback to explore articulation agreements.</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment:</b> The overall staff presented appears to be well qualified to teach courses in this program.</p> <p>The only suggestions I would make is to provide a staff member that can provide expertise in a well-grounded reading program. In my overview of the staff, this emphasis was not observed in any of the teaching candidates. Based upon my comments above, this area is essential to future teacher development and absolutely imperative for student learning.</p>
h) 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><b>Comment:</b> No comment provided.</p>

Approved February 18, 2016 (Version 1)

## Applied Baccalaureate External Review Rubric

i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it</p> <p>Advisory Committee's recommendations?</p> <p><b>Comment: No comment provided.</b></p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p><b>Comment: This program will be a welcomed opportunity for local community members to obtain their teaching credential. I fully support LCC's development of this program and our districts looks forward to partnering with them in the future.</b></p> <p>The program proposal appears to have been well-developed.</p>
<p><b>Reviewer Bio or Resume</b></p> <p>Tony VanderMaas is currently working as the Executive Director of Leadership and Learning for the Longview School District in Longview, Washington. In this role he oversees all district principals along with three district directors. He has also served as adjunct staff for City University and currently teaches for Concordia University in their Educational Administrative Licensure Program. He has over fifteen years' experience as a public school administrator in multiple districts.</p> <p>He began his career as a Nuclear Engineer before transitioning into public education as a high school math and physics teacher. After five years of teaching, Tony moved into school administration. He holds a Masters of Education and Superintendent Certificate from Washington State University, Pullman, Washington, along with a Bachelor's of Science from Iowa State University in Ames, Iowa.</p>	

# Applied Baccalaureate External Review Rubric

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3. At least one, preferably two, of these external expert reviewers should come from a university level institution, i.e. departmental professor, academic dean or department head.
4. A second external expert reviewer may be a professional/practitioner who works for a private or public organization other than the university.
5. External Expert Reviewers should be instructed by colleges to address the criteria listed in this rubric.

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3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criteria listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

# Applied Baccalaureate External Review Rubric

<b>College Name:</b>	LCC	<b>BAS Degree Title:</b>	BAS-TE
<b>Reviewer Name/ Team Name:</b>	Marilyn Melville-Irvine	<b>Institutional or Professional Affiliation:</b>	Kelso School District, CityU, WGU
<b>Professional License or Qualification, if any:</b>	WA St. Teaching Certificate, K-12	<b>Relationship to Program, if any:</b>	Reviewer
<b>Please evaluate the following Specific Elements</b>			
a) 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><b>Comment – Yes, this program is definitely relevant and appropriate to current employer demands in this community. There has been a shortage of available applicants for many teacher positions for several years. Both Kelso and Longview school districts have had to hire teachers not yet certified to teach in order to fill positions. This program would provide a potential pool of new teachers by making education for people unable to travel to distant programs. I believe the program will lead to job placement. I also believe, that in almost all regards, it is appropriate to accepted academic standards.</b></p>		
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p><b>Comment - Yes, I believe that the degree learning outcomes demonstrate appropriate baccalaureate degree rigor. The outcomes are relevant, appropriate, and rigorous. All courses will need to be aligned with these outcomes to guarantee the appropriate rigor. The requirement of regular analysis, evaluation, synthesis of</b></p>		

## Applied Baccalaureate External Review Rubric

	teaching practice is important in establishing the practice of self-reflection which is so critical for teachers today.
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p><b>Comment</b> - The curriculum aligns with the needs expressed in the "Introduction" of the Program Proposal. The Lower Columbia region desperately needs more well-educated, certified P-8 teachers. The curriculum aligns with expectations for entry level teachers and provides a pathway to post BA education.</p>
d) 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><b>Comment</b> – Overall, the core and elective courses provide the knowledge and skills necessary for success in education. It's difficult to know for sure about academic rigor just from the description provided, but it appears to be sufficient.</p> <p><b>Re: Upper level courses:</b> One of the current weaknesses in local education is a lack of depth in understanding of the foundational skills for reading and writing. I do not see, from the descriptions, where this is addressed in the proposal. See below:</p> <p><b>EDUC 320 Literacy &amp; Language Acquisition:</b> The standards are mentioned in the description, but not in the Course Outcomes, unlike Science and Math. The course outcomes refer to literacy strategies, but not to knowledge of phonemic awareness, phonics, and fluency. These foundational components of reading are essential to understand in order to teach. I also don't see these foundational skills deliberately addressed in EDUC 430. Foundational skill development may be addressed in these courses, but they are so essential that I believe they should be listed in bulleted items under course Outcomes. Learning to read is so critical to every content area that I believe the total number of credits for Literacy should be greater than the other content areas.</p> <p><b>ECED 301, ECED 302, ECED 303, ECED 401, ECED 402, and ECED 403 each have 2 descriptions in the proposal. I would recommend the description listed below.</b></p>

## Applied Baccalaureate External Review Rubric

	<p>ECED 301: Use second description because it mentions “content standards” which is not used in first version.</p> <p>ECED 302: Use first version because it includes differentiation for IEP’s, IFSP’s, and 504 plans, unlike version 2.</p> <p>ECED 303: Both versions are exactly the same.</p> <p>ECED 401: Use second version because it includes STEM which all new students should be familiar with.</p> <p>ECED 402: Use second version because description calls for “certificated” teacher, not just “bachelor” level.</p> <p>ECED 403: Use second version because it includes three bullets not included in version 1.</p> <p>I noted that there is nothing in any of the courses that specifically addresses middle school understandings. Perhaps their needs are addressed in child development courses, but I would like to see the unique needs of middle school students specifically noted in a bulleted item.</p> <p>I don’t see specific mention of what level of students participants will be working with during their field service. Since the certificate is P-3 and K-8, I would hope that student interns would experience P-3, K-2, 3-5, and 6-8 during their field experience. If this is the intent, it would be good to have that stated in Field Experience descriptions.</p>
e) 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><b>Comment</b></p> <p>I have a couple of concerns, not about academic relevance and rigor of courses offered, but about absence of some content.</p> <p>For example, I notice that there are 10 Social Science credits for General Ed requirements, one of which is Child Development. It’s not clear to me how Child Development would count as social science credits. It would be nice to have a current events or civics class available for social science credits.</p> <p>Participants will take two English Composition classes as part of general ed requirements. I would like to know that the composition classes would be taking into account the Washington State Writing Standards so that students themselves would know what it is that their students will have to know. i.e. 3 modes: opinion, informative, narrative writing which is based on text they have read.</p>



## Applied Baccalaureate External Review Rubric

f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	<p><b>Comment</b>  Yes, I believe that graduates will be ready and able to undertake suitable graduate degree programs. LCC will be working with colleges offering graduate programs so everyone will be clear on expectations for graduates.</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b>  *Paragraph #1 mentions hiring 3-5 adjunct faculty “who are highly respected among elementary school community”. I’d like mention made of “highly respected among middle school community” since degree will be for K-8.  *Hopefully full time LCC instructors would be in communication with local school districts to know what the standards and expectations are.  *Faculty listed in proposal seem to be very qualified. Several I know personally and know them to be very well qualified.  *I would like to see someone who is currently working as a Science teacher in elementary or middle school who is familiar with STEM expectations and Next Gen Science Standards.  *Early Learning and SPED are well-represented.  *I would like to see a primary teacher strongly grounded in foundational reading skills as part of faculty listing.</p>
h) 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><b>Comment – LCC has a very impressive list of resources for students in this program. Library services will be expanded to support this project and support services will be very comprehensive for students throughout</b></p>

## Applied Baccalaureate External Review Rubric

	<p>their time in the program. Whether they need tutoring, academic advice, organizational assistance, counseling, library/computer assistance or help with certification process, LCC is ready to help. LCC's support resources are more comprehensive than I have seen anywhere else and should contribute greatly to student success.</p>
i) 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><b>Comment</b> I don't know the answer to these questions.</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p><b>Comment</b></p> <p>Overall, I am very pleased with this proposal. It has clearly been well thought out, carefully presented, and responsive to community need. It will be important, as the program unrolls, to keep an eye on how it develops. Hopefully there is enough flexibility to make improvements. The field service courses will depend on careful selection of mentor teachers so that participants receive the variety of experiences they need for certification. On-going collaboration with school districts, ESD 112, colleges offering graduate level courses will be imperative to keep communication open. Mentor teachers in school districts will need to have clear understandings of the goals of the program in order to be supportive of their mentees.</p> <p>I hope that some attention will ultimately be given to recruiting high school students to be a part of the program. It is important to keep in mind that highly skilled paraeducators or educational assistants do not automatically become highly skilled teachers. Skills that make paraeducators good at what they do are not the same as the skills that make teachers good at what they do. Faculty will need to be sensitive to the differences in these skill-sets in order for participants to be successful.</p>

## Applied Baccalaureate External Review Rubric

**Marilyn Melville-Irvine, M.E.**, is currently working as a Hi-Cap (Gifted/Talented) Coordinator for Kelso School District in Kelso, WA. She also works as an ELA Coordinator for ESD 112 in Vancouver, WA, and as a Field Supervisor for City University and for WGU. In addition, she is an Independent Education Consultant to several school districts in Southwest Washington. Having taught classes for Education programs at City University and Lower Columbia College, she has long been an advocate for providing more educational opportunities for students in the Longview/Kelso area who wish to seek teacher certification but have difficulty commuting to higher education opportunities out of the local area.

She began her career as a high school English teacher but spent most of her career as a middle school English teacher. She retired after 25 years in Longview and has since spent many years providing professional development extensively in our area. She has been an instructional coach for many years and has worked with new teacher programs in both Longview and Kelso school districts. She has presented at numerous state and national conferences over the past 20 years: CEC, NCCE, NMSA, etc. She has helped design college classes for CityU, LCC, and ESD-U. Her work next year will be to lead the implementation of a new ELA adoption for Kelso School District.



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# Applied Baccalaureate External Review Rubric

<b>College Name:</b>	Lower Columbia College	<b>BAS Degree Title:</b>	Bachelor of Applied Science Teacher Education: Teacher Certification (K-8) Track Early Childhood Education Track ECE Endorsement
<b>Reviewer Name/Team Name:</b>	Tamara Holmlund	<b>Institutional or Professional Affiliation:</b>	Washington State University Vancouver
<b>Professional License or Qualification, if any:</b>	Professor of Science Education; Ph.D., Curriculum & Instruction / Science Education	<b>Relationship to Program, if any:</b>	none
<b>Please evaluate the following Specific Elements</b>			
a) 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?		
	<b>Comment</b> Short answer: Yes to the above. The program will serve a pressing local need for elementary teachers, especially in the service of younger children and children from diverse backgrounds and abilities.  Note: Much of the language in the proposal specifically calls out K-3 and preschool teaching and learning, although the certification is for K-8. This is something to pay attention to in courses; e.g., will those who hope to teach in grades 4-8 be as prepared as those focused on early childhood education?		
	The proposal states that many who apply for this program will already be working in schools and districts in some capacity; this supports a pathway to job placement. However, one danger related to this is when a teacher		

## Applied Baccalaureate External Review Rubric

	candidate does all their field experience in the same school in which they have been working. This can result in the candidate having a constrained vision about teaching and learning, as the “apprenticeship of observation” (Lortie, 1975) and/or pressure from colleagues can cause resistance to what they are learning in the education program, especially innovative approaches based on contemporary research.
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p><b>Comment</b></p> <p>The program outcomes are appropriate and address critical areas of new teacher development, especially related to cultural responsiveness, collaborative professional learning based on analysis of children’s progress toward learning goals, and professionalism.</p> <p>I am not sure what the following statement (from program learning outcomes, p. 5) means and feel, therefore, it is too vague:  “Mastery of knowledge competencies leading to teaching effectiveness and student success”</p> <p>I wonder about the lack of mention of the capacity to teach ideas and skills that are interconnected and authentic as opposed to teaching isolated skills and concepts – I see this as related to Understanding by Design / backward planning as well as to STEAM education.</p> <p>One other consideration: Current research on the core practices for new teachers includes significant focus on teachers’ abilities to support productive classroom discourse. There is no attention to this pedagogical practice, which is proving to be quite complex, in any of the course or program descriptions.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p><b>Comment</b></p> <p>Yes, although similar to what I stated above, there is a good case made for the need for preK-3<sup>rd</sup> grade teachers, the narrative in the proposal leans toward preK-3, and potential students are predicted to have early childhood AA degrees. The curriculum attends to the actual degree with a K-8 teaching certification and an early childhood education endorsement. I think it is important to be clear to students as to whether the program is good preparation for the intermediate and middle school grade bands or if it is significantly focused on preK-3.</p>



## Applied Baccalaureate External Review Rubric

d) Academic Relevance and Rigor	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><b>Comment</b></p> <p>I do not think the content courses in mathematics and science are sufficient for students to meet the competencies for K-8 certification. For example, in science the WA State competencies are the NGSS standards and in mathematics, teacher competencies align with the CCSS-Math. I do not see how the recommended Gen ED courses (one in math, two in science) will prepare future teachers to meet these competencies. One might assume a student attains these standards in their own K-12 education, but we have good evidence this is not the case. And if we consider all elementary teachers to be teachers of STEM or STEAM (which begs some definition, but generally people are agreeing that it is an interdisciplinary, real-world problem-solving curricula that engages children in learning and applying 21<sup>st</sup> century skills and disciplinary practices and concepts in authentic contexts), then it is not apparent that the recommended Gen Ed or EDUC courses are going to prepare graduates from this program with the disciplinary knowledge to implement the kind of learning experiences envisioned for 21<sup>st</sup> century learning and problem solving.</p> <p>I appreciate that all programs cannot do all things; however, in Washington State STEM / STEAM education is a major focus.</p> <p>On another note: 36 credits across 2 years of field experience is powerful. Key to this is, of course, the values, practices, beliefs, pedagogical knowledge, and content knowledge for teaching of the mentor teacher and supervisor.</p> <p>The course outcomes for these field-based courses are strong, with an emphasis on the creation of positive, supportive, respectful inquiry-based classroom communities.</p> <p>A few other notes that I am not sure where to put in this report:</p> <ol style="list-style-type: none"> <li>1. On p. 9, under EDUC 410, the first bullet says “math instruction” but I think it is supposed to be science.</li> <li>2. On P. 17, under EDUC 401, there is some mention of STEM, which I think is important. Also mentioned is the “scientific method,” which implies an older model that does not align with the NGSS.</li> <li>3. The assessment course has comprehensive learning outcomes that address both formal and informal, and summative and formative assessments, as well as family involvement and student self-assessment. These are</li> </ol>

## Applied Baccalaureate External Review Rubric

	important for any population, but especially for culturally, linguistically, and ability diverse families who may have trepidations about how assessment is done and used in schools.
e) 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><b>Comment</b></p> <p>Just a note: the BAS-TE table on p. 8-9 is difficult to figure out. I see where the 90 credits for year 3-4 are, and the 60 gen ed credits from the Recommended Gen-Ed courses (p. 6-7). I do not see what the following refers to :  <b>Total General Education (in bold above) Credits Years 3/4 5</b></p> <p>And I assume the other 25 credits are various electives from years 1-2 (?) to get the AA degree.  Will the program recommend specific areas or courses as part of the advising for first and second year students at LCC who are considering getting this degree? See my note above about mathematics and science.  Program developers might want to reconsider which courses are recommended in year 1-2.</p>
f) 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><b>Comment</b></p> <p>This has been addressed in the proposal and it looks like many universities will accept an Applied BAS for graduate school application.</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b></p> <p>Yes.  The commitment to hire diverse faculty will be important to this program, given the local school population. Communication of program goals and philosophies with the Arts and Sciences Division instructors (see p. 21) is critical, as that disciplinary knowledge, including concepts and practices, (and interdisciplinary applications of these) is sometimes not seen as relevant by elementary teachers. When faculty can help make connections</p>

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	between disciplinary content in undergraduate courses and teaching, teacher candidates can better make sense of why they need to develop their own deep understandings.
h) 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><b>Comment</b></p> <p>LCC has adequate resources and programs in place to support these students.</p> <p>Hiring a program manager is a strong decision that can serve to support students from day 1. Also, creating an Advising Team that includes the program manager and a full-time faculty helps with consistency and messaging to adjuncts and students.</p> <p>Incorporating an edTPA class is also very supportive of student progress.</p>
i) Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it?</p> <p><b>Advisory Committee's recommendations?</b></p> <p><b>Comment</b></p> <p>The program has been reviewed by an advisory committee and the proposal states the review was favorable (p. 34).</p>
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p><b>Comment</b></p> <p>This program, with a focus on birth to 3<sup>rd</sup> grade and in the context of the culturally, linguistically, and ability diverse local community and the teacher shortage, serves an important need. It provides opportunities for graduates from LCC (and others) who have an AA degree to get a Bachelor's in education plus an endorsement in ECE. The need to support learning prior to kindergarten is well-established and this program will be an important supplement to the early childhood efforts provided by ESD 112.</p>

## Applied Baccalaureate External Review Rubric

	<p>The program has been well-thought through, and the new or increased services that will be required to support 54 new students/year have been accounted for through personnel, tangible resources, and finances.</p> <p>My major concern is the preparation these teacher candidates will have in the disciplines, especially if they hope to teach 4<sup>th</sup>-8<sup>th</sup> grades. Relatedly, will applicants to this program be aware (if this is true) of the program emphasis on preK-3 teaching and learning?</p>
<b>Reviewer Bio or Resume</b> Evaluator, please insert a short bio here	<p>Tamara Holmlund received a Ph.D. in 2002 from the University of Washington in Curriculum &amp; Instruction, with a specialization in Science Education. She is currently a professor of science education at WSU Vancouver, where she has worked since 2002. Her research agenda reflects multiple questions related to the current call for STEM education, the inclusion of students typically underrepresented in STEM courses and careers, and the role of leadership in affording and constraining STEM education implementation. Her past research focused on collaborative teacher inquiry in professional learning communities, the dialogic interactions associated with teachers' use of student learning data, and the meanings and instructional transformations teachers made as result of their collaborative work. Dr. Holmlund is Program Coordinator for the WSU Vancouver Masters in Teaching-Elementary program. She is co-PI on an NSF-funded, statewide collaborative project called The Next Generation of STEM Teacher Preparation. Her CV can be obtained here: <a href="https://education.wsu.edu/tnelson1/">https://education.wsu.edu/tnelson1/</a></p>

