



**SEATTLE CENTRAL
COLLEGE**



ARE

Program Proposal

**Bachelor of Applied Science – Teacher Education-
Academy for Rising Educators**

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COVER SHEET NEW DEGREE PROGRAM PROPOSAL

Program Name: BAS Teacher Education – Academy for Rising Educators (BAS-TE-ARE)
Institution Name: Seattle Central College
Degree: Bachelor of Applied Science **CIP:** 13.1202

Name of the existing technical associates Degree that will serve as the foundation:
AAS-T in Education **CIP:** 13.1501 (2018)

Planned Implementation date: Fall 2023
Projected Enrollments: 20 in Year 1; 40 in Years 2 and beyond
Funding Source(s): State funding; local funding for internal supports
Mode of Delivery: Single campus
Distance Learning: Virtual Hybrid/Hybrid

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Nov 3, 2022

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Nov 4, 2022

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Introduction

Seattle Central College seeks approval to offer a Bachelor of Applied Science Degree in Teacher Education for the Academy for Rising Educators (BAS-TE-ARE) beginning in fall 2023. The proposed BAS-TE-ARE degree prepares graduates to be Elementary School Teachers (SOC Code 25-2021) and includes residency Teacher Certification. The program intends to produce diverse, homegrown practitioners who are culturally responsive, employ antiracist, relationship-based, student-centered pedagogy, and engage in critical community discourse. In February 2022 the Statement of Need was approved by the State Board for Community and Technical Colleges (SBCTC).

The proposed BAS-TE-ARE addresses both the need for skilled teachers in public schools and the importance of increasing the number of elementary school educators who identify as Black, Indigenous, and People of Color (BIPOC). The BAS-TE-ARE provides a pathway for students who complete a unique degree at SCC. The two-year para-education degree is designated as a dual degree, whereby students who complete the program earn a traditional Associate of Arts-Direct Transfer Agreement (AA/DTA) degree that can transfer to four-year universities, while at the same time, earn an Associate of Applied Science-Transfer (AAS-T) degree, providing opportunities to enter BAS degrees at regional two-year institutions.

According to EMSI, the field of Elementary Education will grow nationally by nearly 4% by 2025. U.S. Department of Labor data record that the Elementary Education teaching profession in Washington state will grow by nearly 17% by 2028. However, of the potential 1,200 annual openings, only half that number are completing degrees and entering the field in the state. In fact, a Seattle Times article reported, "Principals in Washington are scrambling to fill a growing number of open classroom jobs, they're relying more and more on partially trained teachers."

While new state legislation addressed the overall teacher shortage and added measures to assist in removing barriers that prevent teachers of color from entering the teaching profession, only 1% of elementary school teachers in King, Pierce and Snohomish Counties identify as Black/African American, while over 85% identify as white. Additionally, nearly 80% of elementary teachers in these counties are female.

The BAS-TE-ARE supports teachers of color that model three program goals:

BAS-TE-ARE Teachers Are Rooted in Our Communities

ARE's program is highly collaborative and community-rooted, while providing intensive support for recruiting, preparing, placing, and retaining diverse classroom teachers who dismantle institutional racism and work towards educational equity. We recognize that growing one's own must include placement and retention efforts for teachers of record, with an explicit focus on addressing institutional racial hostility and structural barriers, while providing culturally responsive development along the lifetime trajectory of educators. ARE's operating assumption is that teacher candidates have experienced oppression as K-12 students and must navigate racially exclusive higher education systems in order to then be placed (and retained) as teachers within racially disparate schools. ARE's program envisions teachers as culturally responsive and community-rooted change agents with valuable insider knowledge. These teachers already have a cultural, linguistic, and

geographic foundation as insiders within local communities; they intentionally bridge the school/home divide while providing culturally responsive education and advanced academic opportunities for students.

BAS-TE-ARE Teachers Are Dedicated to Long-Term Teaching

ARE recruits individuals who are local and represent target populations. While they are undergraduates at local colleges, candidates will participate in ARE's parallel curriculum, Teach For Liberation (T4L), which allows candidates to engage in anti-racist educational context designed to strengthen authentic educational presence for teachers of color. Once ARE teachers are prepared, the focus shifts to placement of community educators within schools where cultural isolation can be mitigated (Rogers-Ard, 2015). Advocacy with site-based leaders and SPS Human Resources is a critical component to ensure educators of color are well-supported once at the site (Knaus, 2014). In return, candidates are asked to commit to teaching at least three years. The intentional goal of providing quarterly support as a retention strategy during pre-service years and through to the first three years of teaching will lead to many teachers remaining either in the classroom or within the school district beyond their initial commitment because they already live in the area and have extensive local community ties. In this way, ARE intends to diversify the teacher workforce, increase retention, and improve the quality of preparation efforts through a combination of district partnerships with community colleges, universities, and community organizations.

BAS-TE-ARE Teachers Are Committed to Anti-Racist Pedagogy

ARE Teachers are prepared and committed to using anti-racist methodology, strategies and techniques to create safe learning spaces for all students, employees, and community members. Anti-racist pedagogy includes examining the theory, structure and practice of racism and power relations embedded throughout history, the structure of schools, pedagogy, curriculum, and educational preparation. Ongoing practice raises self-awareness and empowers students by validating and acknowledging the toxicity and impact of everyday experiences, while fostering critical thinking and equipping students with anti-racist language and discussion skills. This goal requires teachers to commit to a lifelong developmental understanding of, and ability to interrupt, individual and systemic behaviors, and an orientation towards abolitionist teaching that challenges historic and contemporary intersectional oppression.

SCC Mission and Vision

The BAS-TE-ARE program aligns to the mission stating, "As an open-access learning institution, Seattle Colleges prepares each student for success in life and work, fostering a diverse, engaged, and dynamic community... Seattle Colleges is recognized as an exemplary learning institution that transforms lives, promotes equity, and enriches the community."

SCC Values

- **Accessibility** for all learners and partners
- **Collaboration** through open communication and commitment to working together
- **Diversity, Inclusion, and Equity** for all individuals, particularly the underserved in our community

- **Fiscal Sustainability** for long-term viability and excellence in service and operations
- **Growth and Engagement** of faculty and staff through professional development
- **Innovation** in instruction, student services, operations, and organizational culture
- **Integrity** by adhering to the highest standards of ethics and public stewardship

“Seattle Central College is recognized for its high level of commitment to social and economic inclusion. This is evidenced by the establishment of an office of equity, diversity, and inclusion, the ongoing work toward a diversity action plan, and their commitment to access to education, providing flexible pathways for students from all situations and backgrounds to be prepared for careers and lives as active and engaged citizens. This result of this work has been the establishment of a wide variety of programs in partnership with local schools and community-based organizations, including the Seattle Promise Program and the Academy for Rising Educators. These programs have already demonstrated a measurable impact on Seattle Central College students and the local community.”

Curriculum Demonstrates Baccalaureate Rigor

The BAS-TE-ARE curriculum was developed with input from external industry representatives, along with content experts within the Seattle Colleges District. Program outcomes and course-level outcomes were a result of studying similar curricula at four-year institutions across the region. The approved Statement of Need was reviewed by members of the Education Center for Excellence, who also gave input on program outcomes. Additionally, we continue to work closely with the Public Educators Standards Board (PESB)

Building on both the mission statement and the goals, the BAS-TE-ARE is committed to ensuring the education of BIPOC teachers by using Pillars of Success in developing the curriculum.

Pillar I: ARE Acknowledges Academic Trauma in BIPOC Students

While working with the first cohort of ARE students, faculty and staff began to recognize behavioral patterns that the students were exhibiting. Dr. Abe, the faculty coordinator had recognized these behavioral patterns while completing his Ph. D. and coined the term Academic Trauma to describe a set of behaviors caused by past traumatic educational experiences.

Academic trauma comes from the impact of adverse, violent, ostracizing, and stigmatizing events experienced by individuals in a classroom setting. These events leave lasting impacts on students that they carry forward into their post-secondary education. It is experienced by Black students due to systemic racism. It is exacerbated by historical & intergenerational trauma as well as the ongoing trauma of being Black/BIPOC in America.

By acknowledging academic trauma in our students, we can begin to address it. Much like any other form of trauma, we cannot heal until we acknowledge its existence. ARE understands that we cannot create a healthy teacher base until we address this trauma. ARE understands that behavior that has been labeled as defiant, needy, oppositional, uncooperative, and/or privileged are in fact the manifestations of academic trauma.

Mental health professionals and educators who are unaware of a child's trauma history or its impact may aggravate the situation by holding a child to unrealistic expectations or misinterpreting the child's symptoms as indicative of bad conduct or another disorder, (Levine & Kline, 2007; van der Kolk, 2005 as cited in Goodman & West-Olatunji, p. 252, 2012)).

Much like intergenerational and historical trauma were misinterpreted until recently (Mohatt, Thompson, Thai, & Tebes 2014), academic trauma has also been misinterpreted and individuals have been treated as though they were flawed, exacerbating the symptoms and creating a vicious cycle that we believe has led to the dismal numbers of college completion rates in BIPOC individuals.

The Journal of Blacks in Higher Education (JBHE) says that there are wide discrepancies when races are compared with African Americans having the lowest graduation rate of 48% over a 5-year period. This is 13 percentage points lower than Hispanics, 22 points lower than Whites, and 31 points lower than Asian Americans. (<https://www.jbhe.com/2020/11/the-nationwide-racial-gap-in-college-graduation-rates-4/>)

Examples of past academic traumatic events that the ARE faculty & staff have identified (Russell, 2020) include shaming, ignoring, punishing, and not seeing oneself reflected in teachers and/or administrative staff.

Sometimes students fail to understand the complex academic system and personalize events that all or many students experience; this is one way that systemic racism in education continually retraumatizes these students. The ARE Program firmly believes that until academic trauma is acknowledged it cannot be addressed in a healthy, healing manner. Without acknowledgement secondary institutions will continue to perpetuate the trauma.

Pillar II: ARE Addresses Academic Trauma through a Healing Curriculum

A Social Justice Framework that includes the foundational concepts of Cultural Responsiveness, Diversity & Inclusion, Educational Justice and Trauma-informed Care is the most effective strategy to combat and dismantle institutional racism and advance social justice. This approach increases the probability that the negative effects of the intersectionality of racism, classism, and trauma can be diminished (McIntosh, 2019).

The second ARE Pillar builds on the first. Once academic trauma is recognized it must be addressed. Beginning with the recognition that those who experienced academic trauma must first be healed; once the trauma has been addressed who better to return to the institutions that traumatized them to break the cycle.

While trauma-informed curriculum for post-secondary education is well recognized (Davidson, S. n.d.), it is only a beginning. The core values of trauma informed practice are the foundation for building ARE's healing curriculum.

Core values of trauma-informed practice (Fallot & Harris, 2009)

Core Values	Questions to guide the development of trauma-informed practices
Safety (physical & emotional)	How safe is the building or environment? Are there signs and other visual materials welcoming, clear, and legible? Are first contacts or introductions welcoming, respectful, and engaging?

Trustworthiness	Do students receive clear explanations and information about tasks and procedures? Are specific goals and objectives made clear? How does the program handle challenges between role clarity and personal/professional boundaries?
Choice & Control	Is each student informed about the available choices and options? Do students get a clear and appropriate message about their rights & responsibilities? Are there negative consequences for making particular choices? Are these necessary or arbitrary consequences? Do students choose how contact is made (e.g., by phone, or mail to their home or other address?)
Collaboration	Is student input and preference given substantial weight in service planning, goal setting, and the development of priorities? Do educators identify tasks on which they and students can work simultaneously?
Empowerment	How are each student's strengths & skills recognized? Do educators communicate a sense of realistic optimism about students' capacity to achieve their goals? How can each class, contact, or service be focused on skill development or enhancement?

Building on these core values, BAS-TE-ARE will go beyond addressing academic trauma to healing through curriculum, support and relationships.

Several interventions can help to increase adult African American male success. Peer interactions provide needed social integration into the academic experience. Facilitative learning environments with faculty who nurture accumulated learning, contribute to knowledge acquisition, and encourage the application of learning to improve social surroundings are also critical to success. Being aware of the distinctive extra-curricular experiences that enrich learning and provide application opportunities is important for faculty. Lastly, providing insightful information to educators on best practices in adult learning, including the obstacles adults encounter on numerous levels (i.e., interpersonal, personal, organizational) is a key step toward inclusive educational transformation. (Spradley, P. p. 4, 2001)

In addition to providing the very basic core values of trauma informed practice, ARE recognizes that healing begins with relationships. In order to heal, one needs to trust the instructors as well as the material that is being presented. Students need to see themselves as well as their experiences represented. Instructors also need to mirror the demographics of their students.

Students need to be recognized holistically as well. When they come to class, instructors and administrators need to acknowledge the wholeness of their students. Not only is it imperative to understand their lives outside of the classroom, but their experiences as well. These experiences need to be voiced, acknowledged and incorporated into the curriculum.

Using our understanding of academic trauma, along with the Umoja Practices the required courses will each be reviewed and infused with the ARE philosophy, social justice, and healing approaches, while ensuring rigor, and that all learning objectives will be met ~ this will mean working closely with faculty. Universal design will be employed, along with utilizing best practices and praxis.

Pillar Three: ARE Utilizes a Relational Approach

In addition to developing and utilizing a healing curriculum ARE also acknowledges the critical implementation of a relational approach.

Relational learning is a way of being with students from a social constructionist perspective where those involved in education—students, mentors, and professors—learn from each other through the sharing of ideas and together create the learning/teaching world. Relational learning are practices that invite both students and teachers/professors to enter into a dialogue about learning. The involvement of multiple parties in the task of learning deconstructs the hierarchy within the traditional teaching relationship and opens space for more collaborative experiences. Most students come to the classroom or university with the traditional model in mind, as this is the way in which they have been taught to interact within a classroom their entire lives. While there may be a place and time for a teacher-centered model, the relational approach lends itself to the active process of co-constructing knowledge not only in the classroom but outside in the world. (The Taos Institute, accessed January 20, 2022 from: <https://www.taosinstitute.net/resources/relational-learning-in-education>)

Similar to relational learning, ARE understands the importance of creating and maintaining interpersonal relationships with students. Using best practices such as “othermothering”, and weekend support groups ARE faculty, and administration will support the whole student.

BAS-TE-ARE Learning Outcomes

Faculty and education experts identified the following Program Learning Outcomes as essential for graduates upon completion:

- Apply empirical research to design and implement culturally relevant programs and solutions.
- Demonstrate an understanding the effects of historical, intergenerational, and academic trauma for all students, and to be able to design effective healing interventions in the classroom.
- Actively collaborate with members of the education profession and the communities in which they teach.
- Apply critical thinking skills to all education activities they engage in.
- Demonstrate understanding of a variety of teaching strategies grounded in theory, including (but not limited to) asset-oriented pedagogy, culturally responsive/sustainable and anti-racist teaching practices, use of technology, cross-discipline connections, and other student-centered techniques.
- Demonstrate an appreciation for the diverse cultural, linguistics, and learning abilities of students.

In addition to the program learning outcomes, SCC students will achieve college-wide student learning outcomes in diverse and multicultural settings, because they are able to:

- Think, Collaborate, Communicate, Connect, and Continue Learning

Course Preparation

All students admitted to the BAS-TE-ARE program must have earned an AAS-T in Education, Early Childhood Education or another approved professional technical program such as para-education. Students who have earned the AAS-T in education at SCC will have completed the following courses their freshman and sophomore years. Courses highlighted in green are required courses, while those highlighted in orange are recommended courses, but can be substituted with other general education courses that meet distribution requirements.

Seattle Central College BAS Teacher Education Pathway Yrs. 1-2		
Basic Requirements		
Course #	Course Name	Cr
ENGL& 101	English Composition	5
ENGL& 102	English Composition II	5
MATH& 107	Math in Society	5
	Or College Level MATH&	
Individuals, Cultures& Societies (ICS)		
Course #	Course Name	Cr
PSYC& 100	Intro to Psychology	5
AME 201	Diversity and Social Justice	5
SOC 240	Sociology of Education	5
Visual, Literary & Performing Arts (VLPA)		
Course #	Course Name	Cr
HUM& 105	Intercultural Communication	5
ART 101	Introduction to Design	5
CMST& 220	Public Speaking	5
Natural World (NW)		
Course #	Course Name	Cr
BIO& 100	Survey of Biology	5
ANTH 275	Medical Anthropology	5
ENVS& 101	Intro to Environmental Science	5
Electives		
Course #	Course Name	Cr
HDC 101	Orientation to College Success**	2
EDUC& 115	Child Development	5
EDUC& 130	Guiding Behavior	3
ECED& 160	Curriculum Development	5
EDUC& 202	Introduction to Education	5
EDUC& 205	Introduction to the Education Field	5
EDUC& 230	The Democratic Classroom	5
	Total Credits	90

Students who wish to enter the BAS-TE-ARE must have completed a total of 60 general education credits by the time they enter the BAS-TE-ARE program, which may mean some additional general education courses must be taken prior to or while enrolled in the BAS-E program. In addition, students must also have completed the (6) EDUC/ECED courses listed above prior to entering the BAS-TE-ARE.

BAS-TE-ARE Course List

Listed below are the courses that comprise the junior and senior years of the BAS-TE-ARE. These courses meet the requirements of PESB to be considered a PESB approved preparation program for educators. State Board General education requirements for BAS degrees will be met prior to entry. However, much of the content within the BAS-TE-ARE involves learning how to teach general education content to elementary school youth.

Seattle Central College BAS Teacher Education Pathway Yrs 3-4		
Course #	Course Name	Cr
EDCU 300	Orientation to ARE in BAS Ed Cert	1
EDCU 302	Practicum I	1
EDCU 304	Practicum II	1
EDCU 306	Practicum III	1
EDCU 308	Practicum VI	1
EDCU 310	Child Development	5
EDCU 340	Assessment	5
EDCU 346	English Language Assessment	3
EDCU 348	Teaching with Technology	2
EDCU 354	Reading Methods	5
EDCU 380	Understanding Learning	5
EDCU 400	SEL & Classroom Management	5
EDCU 404	Curriculum Planning and Instruction	5
EDCU 420	Special Education Methods	5
EDCU 428	Language & Culture	5
EDCU 430	Advanced Language & Literacy/ELL	5
EDCU 433	Mathematics I	5
EDCU 439	Mathematics II	5
EDCU 450	Social & Legal Foundations of Education	5
EDCU 470	Teacher Residency I	5
EDCU 480	Teacher Residency II	10
EDCU 490	Teacher Residency III	5

EDCU 300: Orientation to ARE in BAS Ed Cert - 1 Credit

This course will provide an overview of the field of education and the BAS of Education in the Academy of Rising Education. It includes a variety of topics in education, along with the ARE program history, values, and philosophy in K-12 education. It will also cover the requirements for the BAS and Washington State Certification.

EDCU 302: Practicum I - 1 Credit

In this first field experience, candidates complete the required number of days in a school classroom with guidance of a cooperating teacher and field supervisor. Completion of this introductory internship provides candidates field-based perspectives and reflection skills needed to improve performance in this and following field experiences.

EDCU 304: Practicum II - 1 Credit

In this second developmental field experience, candidates complete the required number of days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. To build capacity regarding residency endorsement competencies, candidates plan and teach lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

EDCU 306: Practicum III - 1 Credit

In this course, candidates complete the required number of days in a school classroom with guidance from a cooperating mentor teacher and field supervisor. Completion of this field experience provides candidates the perspective and reflection skills needed to understand the tasks a teacher completes prior to students starting school and during the first weeks of the school year.

EDCU 308: Practicum VI - 1 Credit

The fourth developmental field experience, candidates complete the required number of days of internship in a school classroom with guidance of a cooperating teacher and a field supervisor. To build capacity regarding residency endorsement competencies, candidates plan and teach lessons or activities, journal reflectively about teaching and learning, pursue a professional development goal based in field performance, and reflect on practice.

EDCU 310: Child Development – 5 Credits

This course addresses major theories of human growth and development and application of the theories to the classroom. The course examines major theories of early childhood, middle childhood, and adolescence development. Candidates apply the knowledge of the developmental stages of human growth and development to their instructional decisions.

EDCU 340: Assessment – 5 Credits

This course explores assessment concepts and classroom techniques, focusing on issues of equity and social justice. It reviews concepts of reliability and validity, analyzes common assessment and grading techniques used on individual, classroom, school, and district levels through an equity lens including standard-based grading, Response to Intervention, and Individualized Educational Plans. Teacher assessment including TPEP and edTPA will also be introduced. Emphasis is placed on the skills necessary to align assessments with standards and learning targets, to inform future instructional decisions, and how to provide effective feedback to students and families. Candidates will use self-reflection to analyze and inform their own assessment practices.

EDCU 346: English Language Assessment – 3 Credits

This course is designed to facilitate candidate understanding of the English language, language development, and its diversity by focusing on: integrating reading, writing, speaking, listening, viewing and thinking; the grammar of Standard American English including semantics, syntax, morphology, and phonology; understanding the fundamentals of first and second language acquisition and development, and the ways that linguistic/rhetorical patterns of other languages affect the written and oral expression of diverse learners; diversity in language use (grammar, patterns, and dialects across cultures, ethnic groups, geographic regions, gender, and social roles, and how that can effect student learning). The course also is designed to assist students in developing an understanding of writing processes and purposes, and practical aspects of teaching writing.

EDCU 348: Teaching with Technology – 2 Credits

This course will focus on safe, effective use of various education technology such as learning platforms, video conferencing, and social media. Educational technologies covered will range from classroom equipment to online learn management systems.

EDCU 354: Reading Methods – 5 Credits

This course is designed to extend candidates' understanding of the processes, purposes, and practical aspects of teaching reading. Topics will include reading and writing as developmental processes; the interrelationships of reading, writing, listening and speaking as well as the role of metacognition; the interrelationship between first and second language and literacy acquisition; constructing meaning from a variety of culturally relevant literary and expository texts; selecting reading assessment tools to match instructional purposes; understanding the variability in reading levels among children in the same grade and within a child across the essential components of reading; and instructional interventions for individuals and flexible groups. Emphasis will be placed on developing strategy lessons that encompass the major components of reading (awareness, phonics, fluency, vocabulary, and comprehension) to use with students.

EDCU 380: Understanding Learning – 5 Credits

The focus of this course is on how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. Based on understanding how learning occurs-how learners construct knowledge, acquire skills, and develop disciplined thinking processes, participants will consider how to use instructional strategies that promote student learning. Participants will explore how to design and implement developmentally appropriate and challenging learning experiences, identify readiness for learning, and consider how development in one area (cognitive, linguistic, social, emotional, physical) may affect performance in others. Students will recognize the importance of fostering social-emotional learning (SEL) for themselves and for students.

EDCU 400: SEL & Classroom Management – 5 Credits

This course presents best practices in classroom and behavior management. Students will learn to organize time, materials, and classroom space, as well as strategies for managing individual and large group student behaviors. There will be an emphasis on positive guidance techniques and culturally responsive practices. This course aligns with Social Emotional Learning standards, benchmarks, and indicators provided by PESB.

EDCU 404: Curriculum Planning and Instruction – 5 Credits

Students will plan and/or adapt standards-based and learner-centered curricula with a particular focus on: recognizing what students know and can do, and are learning to do; prioritizing the most important understandings and core concepts informed by state and national standards; using their knowledge of students' assets to inform planning; and designing instructional strategies, learning tasks, and assessments to support students' learning and language use in line with academic and developmental standards. Students will explore strategies for collaborating with families, neighborhoods, and/or communities in support of student learning.

EDCU 420: Special Education Methods – 5 Credits

Students with disabilities in the Resident Teacher's class will be used as case studies to help Resident Teacher learn the application of theoretical concepts and tools in the provision of services to students with disabilities in school settings. IEP's, RTI, assessment, intervention tools, and special educational techniques will be analyzed, evaluated, and developed with particular emphasis to cultural sensitivity and potential bias.

EDCU 428: Language & Culture – 5 Credits

The focus of this course is on how language and culture are interconnected. The course explores language development as a socio-cultural activity and its implications for the English language learner. Students will be encouraged to critically analyze language in the context of education. The students will be expected to explore current debates in language and culture and examine the issues which arise for the ELL teacher and for teachers working with students from diverse linguistic backgrounds.

EDCU 430: Advanced Language & Literacy/ELL – 5 Credits

The experiences of students in the Resident's placement will be used as case studies to help Residents understand how reading and writing skills emerge. The focus will be on interpreting and understanding the experience of the students as they build their ability to understand and produce written English language. Candidates will develop strategies that address diversity through differentiated instruction and supporting English Language Learners.

EDCU 433: Mathematics I – 5 Credits

Mathematics I is the first of two courses that examine theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary and middle school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-8. In this course, candidates investigate various teaching strategies to motivate children, explore what it means to know and do mathematics, to solve problems, to use assessment to inform instruction, and to teach math equitably to all children.

EDCU 439: Mathematics II – 5 Credits

Mathematics II is the second of two math methods courses that examine theoretical perspectives on mathematics education and methods of teaching and learning mathematics at the elementary and middle school levels. Candidates acquire and demonstrate practical experience in the understanding of the mathematics concepts and methods taught in grades K-8. In this second course, candidates investigate various teaching strategies to motivate students, explore what it means to know and do mathematics, to solve problems, to use assessment to inform instruction, and to teach math equitably to all children.

EDCU 450: Social & Legal Foundations of Education – 5 Credits

Part I deals with the historical and social foundations of education. Part II will examine the current legalities federal and local that impact teachers and their students.

This two-part course introduces participants to the relevant historical and current legal and social issues concerning the education of students including those with disabilities, recent immigrants, and other marginalized populations in the state of Washington and the United States. In Part I the course examines the historical, philosophical, political, and cultural foundation of the U.S. education system and the impacts on contemporary teaching and learning with an emphasis on the rights and responsibilities of students and teachers.

In Part II candidates learn professional boundaries, procedures, and resources to maintain a safe environment for teaching and learning. Candidates will analyze current issues and case studies specific to public education, special education, the education of recent immigrants, and other marginalized populations for positive inclusion.

EDCU 470: Teacher Residency I – 5 Credits

Candidates will be placed in a school internship related to their desired certification endorsement(s) where they will have the opportunity to practice and develop skills related to teaching. Emphasis will be placed on establishing a healthy learning atmosphere and assisting students to understand their learning.

EDCU 480: Teacher Residency II – 10 Credits

Candidates will continue their placement in a school internship related to their desired endorsement(s) where they will have the opportunity to practice and develop skills related to teaching. Candidates will increase responsibility for instruction in their placement. Emphasis will be placed on developing facility in planning and instructional skills through practice. In addition, assessment, incorporating student voice, and academic language into lessons will become a focus.

EDCU 490: Teacher Residency III – 5 Credits

Candidates will continue their placement in a school internship related to their desired endorsement(s) where they will have the opportunity to practice and develop skills related to teaching. Candidates will continue to increase responsibility for instruction in their placement eventually assuming full responsibility. In addition, candidates will analyze their own profile of strengths and challenges as a professional educator.

Potential Pool of BAS-TE-ARE Students

SCC, in partnership with regional school districts, is developing dual-credit options for high school students that align the high school curricula with the appropriate on-ramp competencies at SCC, establishing a pathway into AAS-T degrees at SCC

These same students expressed the hope of becoming future educators, stating, “Families and students need to feel welcome at their school ... I want to develop deep relationships with students and their families.” (See Appendix A for a summary of responses from accepted applications.)

As stated earlier, currently, students of color have been historically underrepresented in education. In 2020, only 2% of colleges and universities in Washington state graduated Black/African American students. The BAS-TE-ARE is not limited to BIPOC students.

Qualified Faculty

SCC Commitment

SCC is committed to its values and, more importantly, for empowering its students by cultivating a sense of belonging and reflecting the diversity of our entire student body—especially students of color—in prominent positions as faculty, staff, and administration. In addition to the new tenure-track and adjunct faculty, a professional staff to assist with data management, academic advising, admissions and to serve as the Certification Officer will be added.

ARE Teachers Are Experienced and Highly Educated

SCC faculty have significant experience working in a variety of programs related to the education field. Of the faculty who are currently teaching in the two-year education degree pathway, five have earned doctorate degrees with a focus in Sociology, English, inter-cultural communications, Black Child Development, Early Childhood Education, Psychology, Economics and Educational Policy. Many of them speak two or more languages and have taught in both K-12 and postsecondary systems. The combination of formal education and experience teaching across academic systems provides graduates a solid understanding of child development and educational theory, as well as current and practical teaching methods.

To teach any of the proposed 300 and 400 level courses, at least a master’s degree in a relevant subject will be required and the preferred qualification is a doctorate. Potential faculty must also have teaching experience at an accredited higher education institution.

SCC Faculty	
Dr. Daudi Abe	Dr. Abe holds an MA in human development and earned a PhD in education from the University of Washington. He is a professor, writer, and historian who has delivered curriculum covering topics such as culture, race, gender, education, hip-hop, and sports

Dr. Kayleen Oka	Dr. Kayleen U. Oka has her Ph.D. in Sociology and Equity Studies in Education from the University of Toronto and has been a full-time tenured faculty member of Sociology at Seattle Central since 2007.
Dr. Chelsia Berry	Dr. Chelsia Berry, Dean for STEM & Business at Seattle Central College, earned both her master's and doctorate degrees from Howard University in Washington, DC. In addition to her Dean role, she is also faculty in the ARE program.
KO Wilson, MS	Mr. Wilson is currently working towards his Doctorate of Educational Leadership from the University of Washington. In addition, he has earned degrees from Birmingham Southern College with a B.S. in Economics and Math and earned an M.S. in Educational Policy from University of Washington. Mr. Wilson worked closely with SCC staff to implement the initial ARE AAS/AA-DTA in 2018.

We anticipate hiring one new full-time faculty member the first year. This full-time faculty member will have an advanced degree in an education related field. Additionally, existing adjunct faculty who currently teach in the first two years of the program will also teach upper-level coursework. We expect 1.0-1.3 total Faculty FTE in year one and as many as 2.0 FTE in year two and beyond, depending on enrollment and demand.

In many cases, faculty with doctoral degrees will teach most coursework. However, a candidate with a master's degree in an education-related field and extensive professional and higher education teaching experience would be considered equally qualified. Every effort will be made to find the most qualified candidate who has the credentials, classroom experience, and work experience to be effective. The allocation of teaching assignments between full-time and part-time faculty will depend on the knowledge and expertise of each instructor.

Selective Admissions Process

The BAS-TE-ARE(ARE) is an intentional extension of the Academy for Rising Educators program at SCC. ARE was created in 2018 as a two-year education degree program to support local teaching candidates of color to teach in Seattle Public Schools.

ARE was designed as a systemic approach to building a local, low-barrier pathway to teaching that reflects Seattle's rich historic communities of color and recent immigrants, with an approach to preparing teachers to navigate racial barriers so they can, in turn, help transform schools. While enrolled in the two-year degree, students will be guaranteed employment (supervised, paid work-based learning) with the sponsoring school district as instructional assistants/ para-educators.

Currently, students who graduate from SCC's AA-DTA/AAS-T in Education are able to transfer to City University, Central Washington University, or North Seattle College to complete the bachelor's degree and mandatory certification – required for teaching in Washington state. Graduates who pass the Washington Educator Skills Test (WEST) certification exam(s), will be guaranteed employment within their sponsoring district.

Students interested in enrolling in the two-year ARE program work with a school district partner to complete an online application comprised of basic information and essay questions. Applications are reviewed, and

candidates are chosen by both college and school district staff. Although the program originated with SPS, the program has expanded into other school districts with the same intentionality, structure and employment benefits for students.

Due to the elaborate application process to enroll in the two-year degree along with the careful vetting process, SCC intends to accept into the BAS-TE-ARE(ARE) all graduates of the AA-DTA/AAS-T in Education during the initial year of the bachelor program. Beginning year two, students who have completed coursework from another accredited institution and meet the entrance requirements may apply to the program for consideration. These students would complete an application for the BAS-TE-ARE(ARE) program that is similar to the two-year degree application. All applications will be reviewed by members of school districts and the college.

In the even that there are more applicants than available slots, and the college is unable to support additional cohorts, students who meet the entrance requirements will be placed on a waitlist and given priority to enroll in the subsequent cohort. The college is committed to evaluating the application and acceptance process regularly.

All students must have completed the AAD-T or AAS Paraeducator with Social Justice Emphasis offered by ARE.

- For the first year of the BAS only individual who have completed the ARE AAS/AA-DTA two-year degree should be accepted into the program
- Beginning year two other AAS/AA-DTA degrees will be accepted
- This will the BAS time to stabilize, along with determining which courses are necessary pre-requisites for the degree
- Upon enrollment, ARE AAS/AA-DTA students will be given a letter of conditional admit to the BAS program
- Mentoring: ARE two-year graduates would also act as mentors to the incoming ARE two-year class
- Mentors from SPS will be paired with the BAS students

Appropriate Student Services Plan

SCC staff is in a very strong position to accommodate the changes that will occur with the new BAS-TE-ARE degree. Program staff are currently working collaboratively on policies and procedures to prepare for the students who are pursuing the new degree.

Planned Enrollments for the BAS-TE-ARE

Academic Year	2022-23	2023-24	2024-25	2025-26
Headcount	0	20	40	40
FTE	0	20	40	40

Advising, Enrollment, and Navigation

BAS-TE-ARE students will have the advantage of program-specific support from BAS-TE-ARE dedicated program managers assigned to the program at SCC and the partner school district. These specialists work together to provide: program application assistance, navigation services, FAFSA completion assistance, informal credential evaluation, course registration, and other student services that may be needed. The managers will work closely with existing Student Services departments that already support multiple BAS degrees, and who will provide overload support for the specialist.

Additionally, based on Guided Pathways, newly hired area of study advisor positions have been added to provide ongoing student support, career navigation, and completion coaching to meet the level of need of our students.

While meaningful upfront advising and orientation are essential to student success, the program managers, BAS-TE-ARE faculty and student support staff will focus on retention and graduation as well. The specialist will consult with, and provide information to program counselors who have access to an advisor dashboard will help develop an early warning process. Information within the dashboard provides a mechanism for Academic Early Warnings modeled on the program offered to associate degree students. At the same time, full-time and part-time faculty will alert the managers and program advisors of BAS-TE-ARE. Students who are experiencing difficulty can access our Student Support Programs, that provides connections to mental health services, and childcare, while also providing food and clothing when necessary.

Library

The Seattle Central library will ensure that students and faculty in the baccalaureate program have the appropriate information resources, access to subject matter experts, and facilities to support the currency, depth, and breadth of the degree. The college's full-time librarians are each assigned as liaisons to specific instructional divisions. The librarians work closely with program faculty to build relevant library collections and integrate information literacy instruction into the curriculum to meet student learning outcomes.

The college has accessible databases, periodicals, and book collections for lower-division Education courses, and additional allocated funds will allow library faculty and staff to acquire the necessary reference materials to meet the needs of junior and senior level Education students. Similarly, the periodicals and serials will be improved and upgraded to reflect the depth necessary for exploration and research.

Academic Services

Through its Learning Support Network (LSN), SCC provides subject matter tutoring in general education areas, including math, writing, language and communications. Tutoring is available for all students both face to face and virtually. Additionally, LSN can provide embedded tutors within programs. SCC intends to embed tutors in both the AA-DTA/AAS-T and the BAS-TE-ARE(ARE) program, especially to assist with WEST exam preparation.

Students who complete the classroom coursework and the WEST exams, will be connected with both an SCC internal Field Placement Coordinator, the Program Managers, and the partner District for residency placement with their partner school district.

Multicultural Services

The Office of Multicultural Services promotes institutional responsiveness to the needs of students of color students of diverse cultural backgrounds, and other underserved and marginalized demographics, as well as providing leadership for the development and implementation of services, programs, projects, and curriculum that promote diversity, equality, and social justice at Seattle Central College.

The office collaborates with other college departments and divisions on retention and student success projects and activities, supports the teaching and learning of diversity in the classroom, presents professional development activities on multiculturalism and diversity and disseminates information on diversity resources for students, faculty, and staff.

Financial Support

The BAS-TE-ARE is truly a no-cost program for students.

All students entering the degree will complete a FAFSA/WAFSA application. In addition, students are also encouraged to apply for the Washington State Opportunity Scholarship, Seattle Colleges Foundation scholarships and Workforce Funding. Regardless of award eligibility, The City of Seattle, in collaboration with partner school districts will cover any residual program expenses for students, as long as students commit to teaching in the partner school district upon graduation.

Upon entering the AA-DTA/AAS-T program students will also be guaranteed employment (supervised, paid work-based learning) with the sponsoring school district as instructional assistants/ para-educators. Ultimately, students who graduate from SCC's BAS in Teacher Education, pass the Washington Educator Skills Test (WEST) certification exam(s), will be guaranteed employment within their sponsoring district.

Computing Support

While on campus, students will have a 1:1 access for computing needs, along with available IT support within the computer lab setting. Computer labs are open daily (with the exception of Sundays) with additional evening hours. Students who do not have access to technology at home, will be provided necessary technology by their partner school district. However, in the event that the partner district is unable to provide, students may request the loan of a laptop and wi-fi hotspot from SCC.

Commitment to Build and Sustain a High-quality Program

With both funding from a Career Connect Washington Grant, and funds from the City of Seattle, SCC was able to hire a lead faculty member, a faculty coordinator, and a program coordinator, as well as some start-up expenses, the program should be fiscally sustainable from the outset, depending on student enrollment.

The recurring program revenue sources will include funds collected from student tuition and fees, along with sustained funding from the City of Seattle, who is committed to the 4-year ARE pathway. Due to the structure of the degree and its requirement to focus on curriculum vetted through PESB, unlike traditional BAS degrees, there are no lower division general education courses. Thus, students will be required to pay the upper division tuition rate for the entirety of the BAS-TE-ARE program. We expect that students will pay \$7,500 per year while enrolled in the BAS-TE-ARE program. The net tuition revenue figure is held constant in future budget years, though it may actually increase as tuition rates increase.

The Seattle District has demonstrated the capacity and resources to build and sustain quality baccalaureate programs of study. This will be Seattle Central's third BAS degree. However, it should be noted that the BAS in Allied Health includes (4) separate tracks, including Dental Hygiene, Respiratory Care, Community Health and Education and Healthcare Services Management. It marks the fifteenth baccalaureate degree for the District. This record of accomplishment demonstrates that the college will ensure that adequate financial and human resources are available to make the program a success. The financial plan for the BAS-TE-ARE program proposal is provided below, including projections of all the costs, expenditures, and revenue streams to support the proposal. Moreover, the proposed budget is sufficient to fund the necessary activities to build and sustain an outstanding program that will meet or exceed accreditation standards.

Proposed Budget for BAS-TE-ARE

<i>Personnel Expenses</i>				
Personnel	<i>Year 0 (2021-2023)</i>	<i>Year 1 (2023-24)</i>	<i>Year 2 (2024-25)</i>	<i>Year 3 (2025-26)</i>
PT Faculty per Year AAS-T/AA-DTA Level (~\$9,058) per section, incl benefits: (6) Faculty per quarter * 3 quarters for Year 0 & 1; increase to nine (9) PT faculty in Year 2 to support 60 2-year program students	\$134,640.00	\$163,037.00	\$244,555.00	\$244,555.00
Leveraged WF Funding: WF puts ~\$200,000 into the general AH fund. I used 10% of that amount as a placeholder	(\$20,000.00)	(\$20,000.00)	(\$20,000.00)	(\$20,000.00)
PT Faculty Instruction for BAS Level only (\$9,058 per section). One (1) faculty per quarter * 3 quarters in Year 1; and two (2) faculty per quarter * 3 quarters in Year 2 and beyond	\$0.00	\$27,173.00	\$54,346.00	\$54,346.00

FT Lead Faculty BAS Level (instruction), incl benefits. During Year 0, will facilitate the development of the curriculum, state and PESB approval, articulation with 4-years. In Year 1 and beyond, will teach 2 FT sections + 1/3 release	\$102,000.00	\$102,200.00	\$102,200.00	\$102,200.00
Leveraged Resources from Career Connect Washington Grant for Faculty Lead	(\$102,000.00)	\$0.00	\$0.00	\$0.00
PT Faculty Curriculum Development + Benefits: Stipends for assisting FT faculty with curricular development and revisions at both the AAS-T/AA-DTA and BAS Levels	\$22,932.00	\$3,000.00	\$3,000.00	\$3,000.00
Leveraged Resources from Career Connect Washington Grant for Curriculum Stipends	(\$22,932.00)	\$0.00	\$0.00	\$0.00
Professional Development Stipends and Learning Community Participation. Six (6) faculty, 25 hours each in Year 0; seven (7) faculty in Year 1 and eleven (11) Faculty in Year 2	\$6,000	\$7,000	\$11,000	\$11,000
Leveraged WF Funding for Professional Development; Curricular Changes and Learning Community Participation		(\$10,000)	(\$14,000)	(\$14,000)
Faculty Coordinator (non-instruction - as defined in City of Seattle contract: Recruit faculty for all levels of degree pathway, classroom issues, facilitate meetings with faculty, organize activities. This will need to change to a FT position when adding the BAS program (~72K + Benefits)	\$38,962.00	\$38,962.00	\$97,920.00	\$97,920.00
City of Seattle Leveraged Funds for Faculty Coordination	(\$38,962.00)	(\$38,962.00)	(\$38,962.00)	(\$38,962.00)
Office Support (0.25): Leveraged funds				
Library Faculty (.1): Purchase books & consult on curriculum; OER consultation	\$8,840.00	\$11,152.00	\$11,152.00	\$11,152.00
ARE Program Manager (1.0 FTE - Imani), incl benefits: Collaborate with SPS staff; navigation and student program support; referrals to on-campus/off-campus services.	\$97,262.00	\$97,262.00	\$97,262.00	\$97,262.00
City of Seattle Leveraged Funds for Program Manager	(\$80,718.00)	(\$80,718.00)	(\$80,718.00)	(\$80,718.00)
Financial Aid Assistant (0.25): Leveraged funds		\$11,250.00	\$11,362.00	\$11,362.00
Total of Personnel Expenses	\$146,024.00	\$311,356.00	\$479,117.00	\$479,117.00
Other Expenses				
Item	Year 0	Year 1	Year 2	Year 3
Goods & Services	\$0.00	\$5,500.00	\$5,500.00	\$5,500.00
Conferences and Additional Professional Development (inc. Travel)	\$5,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Marketing	\$0.00	\$7,000.00	\$5,000.00	\$5,000.00
Software: TBD	\$0.00	\$4,500.00	\$4,500.00	\$4,500.00
Library Materials: Books, electronic resources	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Total of Non-Personnel Expenses	\$10,000.00	\$32,000.00	\$30,000.00	\$30,000.00
Grand Total of Expenses	\$156,024.00	\$343,356.00	\$509,117.00	\$509,117.00

Revenues				
Item	Year 0	Year 1	Year 2	Year 3
Projected Enrollments per Year	50 AAS-T /0 BAS	50 AAS-T /20 BAS	75 AAS-T /40 BAS	75 AAS-T /40 BAS
Projected Tuition AAS-T @ \$4,794/yr. incl fees, books, supplies	\$239,700.00	\$239,700.00	\$359,550.00	\$359,550.00
Projected Tuition BAS @ \$7,563/yr. incl fees, books, supplies	\$0.00	\$151,260.00	\$302,520.00	\$302,520.00
Leveraged Performance Funding from City of Seattle	\$22,500.00	\$22,500.00	\$22,500.00	\$22,500.00
Revenue Totals	\$262,200.00	\$413,460.00	\$684,570.00	\$684,570.00
Grand Total of Expenses (from above)	\$156,024.00	\$343,356.00	\$509,117.00	\$509,117.00
Difference	\$106,176.00	\$70,104.00	\$175,453.00	\$175,453.00

Expenditures

- \$128,932 will be allocated to staff and faculty, curriculum and pathway development, attendance at advisory committee meetings, etc. during the planning period (Year 0).
- Additional personnel in Year 0 is allocated to faculty coordination, library material collection, faculty and staff professional development and student navigation for the freshman and sophomore students.
- Personnel for instruction include salary and benefits full-time and Part-time faculty and program coordinator in Year 1 of operation. Additional stipends for curriculum development and advisory committee coordination are included in this budget. An additional part-time instructors will be utilized beginning in Year 2. Full-time faculty members may teach up to three courses and the remaining course sections will be taught by part-time faculty.
- The current library staff will facilitate materials selection and acquisition associated with expansion of the library to support the baccalaureate degree as well work directly with the BAS-TE-ARE students. Funding for additional library materials is included in Year 0. A student fee is in place for supporting recurring subscription costs. Library materials include the acquisition of databases and magazines and other trade publications to support the increased emphasis on research.
- The college will continue to utilize a program coordinator to manage the program under the direction of the Dean for Health and Human Services. This role advises students, coordinates outreach and program application and enrollment. In addition to the FT Faculty Lead, the BAS-TE-ARE program will continue to utilize a faculty coordinator to promote faculty learning communities and to implement best practices.
- Benefits rates vary by position, 34% for FT faculty, 40% for classified staff, and 17% for PT faculty and stipends.
- Goods and services include desk supplies, and teaching and learning materials for the program.
- Travel includes registration, hotel and travel expenses to conferences for faculty/staff professional development and local travel for the program coordinator.
- Marketing and outreach costs include brochures, college fairs, online advertising, etc.

Revenues

- The college forecasts enrollment to start at 20 students per cohort for a total of 40 students in the program beginning in year 2. Additional student cohorts may be considered. Tuition revenue figure of \$7,563 per matriculated student in the budget is based on current tuition rates and is inclusive of fees, books and supplies.
- The development of the BAS curriculum was funded by Career Connect Washington funding. The two-year ARE program is currently endorsed (as will the BAS degree).
- SCC expects funding from the City of Seattle to continue. These funds pay for costs associated with program management, navigation, and faculty coordination.
- SCC expects to contribute Workforce Funds as stipends to faculty for curricular development and revision.

Program Specific Accreditation

In 2012, the Northwest Commission on Colleges and Universities (NWCCU) granted initial accreditation to Seattle Central at the baccalaureate level to include the BAS program in Applied Behavioral Science, effective September 1, 2011. Since that time, SCC has offered several BAS programs in Healthcare and IT. SCC will be submitting a Prospectus for Minor Change upon approval of the BAS-TE-ARE.

Additionally, any institution wishing to offer an educator preparation or endorsement program in Washington State must be approved by the Professional Educator Standards Board (PESB). PESB oversees educator preparation programs like the BAS-TE-ARE.

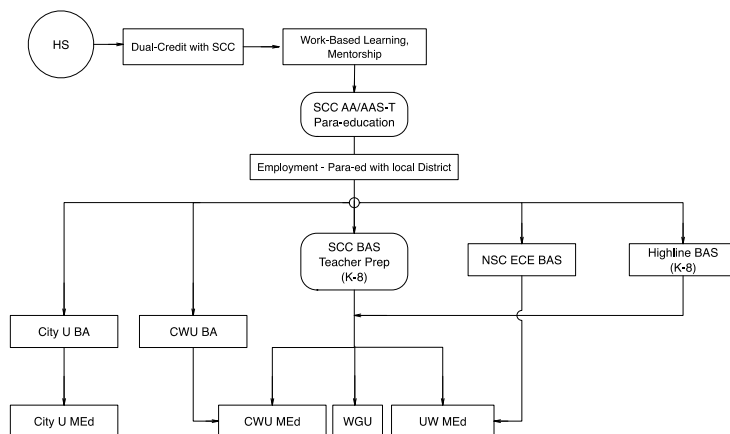
SCC has submitted the Notice of Intent to PESB and will be submitting the Pre-proposal by mid-November 2022, with a full-proposal submitted upon approval of this document by the State Board.

Students who complete the BAS-TE-ARE coursework, must also receive a residency teacher certificate to teach in Washington State. BAS-TE-ARE students enroll in a traditional route to teaching, by completing their teacher preparation program as part of a bachelor's degree in education. These students would be certified as an Elementary Teacher (K-8) endorsement upon passing the Washington Educator Skills Test Basic (WEST-B) and a WEST-E test based on specific content areas.

Pathways Options Beyond Baccalaureate Degree

There are multiple potential pathways for students who have completed the BAS-TE-ARE degree, including earning a master's degree with a specialized endorsement from the University of Washington, Seattle University, City University or Central Washington University. This is also true for those students who only complete the two-year degree in Education and choose to transfer to a bachelor's program other than the BAS-TE-ARE.

The chart below demonstrates educational opportunities for students from enrollment in the two-year education program, through their master's degree:



Several years ago, the Seattle Colleges signed a memorandum of understanding and a program-specific articulation agreement with City University (City U) to help move students seamlessly between BAS programs and master's level programs at City U.

Similarly, a master partnership agreement has been signed recently with Western Governors University–Washington stating that graduates of all Seattle Colleges BAS degree programs meet the entry requirements for all of WGU-W's Master's-level programs, except the Master's in Nursing program which requires a BSN for entry. The agreement also covers efforts to jointly market the articulated pathways.

Program Evaluation and Conclusion

Seattle Central College two expert external evaluators for the BAS-TE-ARE program in accordance with Program Proposal Guidelines.

John Pizzaro is a Full-time tenured faculty member at Highline College. Mr. Pizzaro has an earned Master's in Teaching degree. He is currently the program coordinator, program lead, and residency lead for the BAS Elementary Education/Teacher Certification Program at Highline College. As noted, the curriculum designed within the BAS-TE-ARE is similar to the program at Highline College.

Dr. Vicki Butler is the Dean for City University's School of Education and Leadership; and comes with a wealth of experience and expertise. She has over 35 years of classroom experience, primarily in middle schools with literature, history, science, and environment education. She has also taken on administrative leadership roles by directing academic technology initiatives and by innovating the integration of instructional technologies at various institutions. She holds Washington state certificates in teaching (K-12) and school administration. She has a Certificate in Pastoral Leadership from Seattle University and a Certificate in Teaching, Learning and Technology from University of Washington. Vicki received her Doctor of Education from Seattle University

with the dissertation focus on “21st Century Schools and School Leadership: Creating and Sustaining Innovation.”

Program evaluations support Seattle Central’s proposal for the BAS-TE-ARE and affirm the imperative to increase the number of BIPOC faculty in our regional K-12 Districts. With only 13% of all educators; and nearly 50% of all students in Washington state who identify as BIPOC. The BAS-TE-ARE program leads with racial equity; and aligns the commitment from state and local agencies for becoming anti-racist, multi-cultural organization.

Based on its history of equity and social justice, and an established pathway built on foundations of anti-racist pedagogy, SCC is well positioned to offer a degree that strives to address the need for BIPOC educators.

Appendix A – Letter of Support, Seattle Public Schools



August 17th, 2020

To Whom It May Concern:

Seattle Central College (SCC) students who complete their two-year degree, earn endorsements in English Language Learning or Special Education, and graduate with their teaching credential are guaranteed job placement as certified teachers within Seattle Public Schools (SPS). Students who enroll in the two-year SCC program may be high school graduates with no college experience, while others may have earned college credits and are currently working as an instructional assistant (para-educator). Thus, the benefits of the two-year degree pathway are two-fold. First, high school graduates are guaranteed employment as an instructional assistant within SPS upon enrollment at SCC. Last, current para-educators are guaranteed a wage increase upon program completion. In addition, SCC coursework will count toward professional development incentives offered by SPS.

Regardless of the pathway, students will remain employed as an instructional assistant with SPS while completing their degree. They will also earn salary increases based on SPS salary schedules (which range from ~\$29,000-~\$60,000) and professional development incentives, in addition to the wage increase for completing the SCC program. In total, increases of approximately \$15,000 can be realized. However, this is based on completing the SCC program.

SCC is an essential partner in creating a pathway for Seattle's rich historic communities of color and recent immigrants. Their internal supports are vital, and include faculty learning communities, dedicated advising and counseling, and mentorship. Leaders within SPS agree that a BAS degree from SCC needs to be developed to further support SPS candidates. To allow for this 2 + 2 model, SCC also needs the approval of an AAS-T in para-education (that has been submitted to the state).

Kenderick O. Wilson, Ph.C. (K.O.)
Program Director- Academy for Rising Educators

**Human
Resources**

John Stanford Center for Educational Excellence * 2445 3rd Avenue South * 98134 * www.seattleschools.org
Mailing Address: MS 33 – 157 * PO BOX 34165 * Seattle, WA * 98124 * 206-252-0015

Appendix B - Articulation Agreements

Seattle Colleges Articulation to City University of Seattle Graduate Degrees

The following Seattle Colleges Bachelor of Applied Science degrees may directly articulate to meet admissions requirements as specified to City University of Seattle's (CityU) Graduate degrees.

All Seattle Colleges students must meet the bachelor degree completion requirements of a 2.0 minimum GPA and completed any required authorizations/fees for the program completion at the bachelor awarding school. Students must formally apply to City University of Seattle and send an official transcript showing the conferred bachelor's degree, which will meet admission requirements for the CityU plans specified below.

Some programs require subject matter specific prerequisites or credentials/GPA requirements, interviews with the program, and supplementary admission documents. Please see current admission requirements by visiting www.cityu.edu current catalog for additional information.

Programs offered at the Seattle Colleges eligible for entry to CityU graduate programs:

- Bachelor of Applied Science in Workforce and Trades Leadership
- Bachelor of Applied Science in IT Networking
- Bachelor of Science in Nursing
- Bachelor of Applied Science in Property Management
- Bachelor of Applied Science in Allied Health
- Bachelor of Applied Science in Application Development
- Bachelor of Applied Science in Applied Behavior Science
- Bachelor of Applied Science in Early Childhood Education
- Bachelor of Applied Science in Hospitality Management
- Bachelor of Applied Science in International Business
- Bachelor of Applied Science in Professional Technical Teacher Education
- Bachelor of Applied Science in Sustainable Building Science Technology

Master Programs offered at City University of Seattle:

Seattle Colleges students who complete any of the above listed Bachelor of Applied Sciences degrees will be eligible for enrollment in any of the CityU master's degree listed below. In a few cases, the programs have entrance requirements; these are clearly specified where they apply. If no entrance requirements are specified, then only the completion of the BAS degree is necessary for program admission.

School of Applied Leadership

- Master of Arts Leadership (36 qtr credits)
- Master of Arts Leadership Nonprofit Leadership (36 qtr credits)
- Master of Education in Adult Education (36 qtr credits)
- Master of Education in Adult Education TESOL (47 qtr credits)

Division of Arts and Sciences

The Division of Arts and Sciences requires each graduate student to have the bachelor degree final cumulative GPA of 2.75 minimum for program entry.

Both programs below require the candidate to submit writing samples/essays, CV/resume, background check, and an interview with the program director prior to program admission.

- Master of Arts Counseling Clinical Mental Health Counseling (90 qtr credits)
- Master of Arts Counseling Marriage, Couple and Family Counseling (90 qtr credits)

School of Management

- Master of Business Administration (48 qtr credits)
 - Students who do not have an undergraduate degree in a business related topic or who do not have five or more years of business experience will need to complete a prerequisite for this program. The prerequisite of MBA 11 – MBA Common Professional Components covers the depth needed to support continued success in the MBA.
 - This prerequisite is considered met, for Seattle Colleges students who have completed the **Bachelor of Applied Science International Business**, the **Bachelor of Applied Science in Property Management** or a similar program that covers sufficient business skills.
 - Additional available emphasis areas for the Master of Business Administration
 - Accounting
 - Change Leadership
 - Entrepreneurship
 - Finance
 - Global Management
 - Global Marketing
 - Human Resource Management
 - Project Management
 - Sustainable Business
 - Technology Management

- Master of Science Healthcare Administration (45 qtr credits)
- Master of Science Information Security (48 qtr credits)
- Master of Science Project Management (45 qtr credits)
- Master of Science Integrated Supply Chain Management (45 qtr credits)
- Master of Science Technology Management (45 qtr credits)
- Master of Science Computer Science (45 qtr credits)
 - This program requires that the following areas are met prior to graduate level course enrollment: 10 qtr credit hours of intermediate programming (in the same language); 5 qtr credits in networking; 5 qtr credits in database management; 5 qtr credits in operating systems. The candidate must also submit a CV/resume
 - Seattle Colleges students who complete the **Bachelor of Applied Science Degree in Application Development** will have met the following program prerequisites for this program through completion of the bachelor degree:
 - Programming
 - Database management

Gordon Albright School of Education

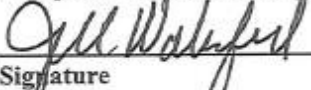
The Gordon Albright School of Education requires each graduate student to have the bachelor degree final cumulative GPA of 2.75 minimum for program entry.

- Master of Education Guidance and Counseling (49 qtr credits)
- Master of Education Guidance and Counseling with ESA (54 qtr credits)
- Master of Education in Curriculum and Instruction (45 qtr credits)
 - Additional available emphasis areas for the Master of Education in Curriculum and Instruction
 - Autism
 - Specialized Study
 - Technology
- Master of Education Leadership (45 qtr credits)
- Master of Education Reading and Literacy (45 qtr credits)
- Master of Education Special Education (48 qtr credits)
- Master of Education Administrator Certification (45 qtr credits)
 - Candidates must also provide proof of ESA certification, "Verification of Prerequisite Teaching or ESA Experience" form, CV/resume, complete the "Educational Leadership program: Writing Assessment" form, provide 3 professional references. Please contact the program for specific reference requirements.

All Master in Teaching program admission requirements in compliance with state regulations, for up-to-date information please visit www.cityu.edu. This information includes required entrance exams (such as the WEST-B or ACT/SAT) and in program required exams:

- Master in Teaching -Elementary Education and Special Education (69 qtr credits) *Washington*
- Master in Teaching Elementary Education (51 qtr credits) *Washington*
- Master in Teaching Elementary Education and English Language Learner (66 qtr credits) *Washington*
- Master in Teaching Elementary Education and Culturally and Linguistic Diverse Learners (49 qtr credits) *Washington Alternative Route program*
- Master in Teaching Elementary Education and Reading (58 qtr credits) *Washington*
- Master in Teaching Elementary Education and Special Education Low Incidence Disabilities (49 qtr credits) *Washington Alternative Route program*


Accepted for Seattle Colleges by:


Signature

Chancellor
Title

6/27/2016
Date

Accepted for City University of Seattle by:


Signature

Praveen
Title

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Date



WGU WASHINGTON®

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

Malcolm Grothe PhD
Associate Vice Chancellor
Seattle Colleges

May 31, 2016

Western Governors University Washington (WGU WA) is delighted to engage in a partnership with the Seattle Colleges (Colleges) to facilitate student transfer at the bachelor's and master's level.

WGU WA offers transfer pathways for students receiving an associate's degree from one of the Seattle Colleges (Seattle Central, North Seattle, and South Seattle colleges) according to the master agreement between the Washington State Board for Community and Technical Colleges and Western Governors University.

In addition, WGU has found the applied baccalaureate degree programs offered by the Colleges satisfy the bachelor degree requirement for admission into any of WGU's master's programs, with the exception of the Masters of Science in Nursing (MSN), where only students with Bachelors of Science in Nursing (BSN) are eligible to apply.

It is the intention of the Colleges and WGU 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.

As your partner University, WGU Washington will offer your graduates a five percent (5%) tuition discount for up to four (4) academic terms. We will also modify your unique URL (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) to include recognition of your bachelor programs as a pathway to our master's program.

In return, we request that you promote this opportunity by

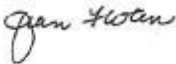
- Including WGU WA and its degree programs to your list of active transfer universities,
- Linking the above websites to your advising pages and including them in printed and social-media materials concerning degree pathways,
- Informing your graduating students about the Seattle Colleges/WGU partnership, 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 Seattle 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.

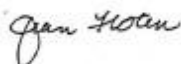
WGU is pleased to partner with the Colleges in providing these pathways. If this letter agreement accurately reflects your understanding of the partnership we discussed, please sign below and return a signed copy to me at jfloten@wgu.edu. Your contact person at WGU is Jeanie Belcher, jeanie.belcher@wgu.edu.

Sincerely,



Jean Floten
Chancellor

Signatures of agreement:



Jean Floten
Chancellor, WGU Washington
Date: June 7, 2016

C: Jeanie Belcher, CRM, WGU Washington



Jill Wakefield
Chancellor, Seattle Colleges
Date: 6/27/2016

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Appendix C – Evaluation Reports

Applied Baccalaureate External Review Rubric

Instructions for colleges submitting a BAS degree proposal:

1. As part of completing a program proposal, colleges must select two external experts to review the program.
2. Reviews should be completed by an independent, third-party person or team with subject/discipline expertise.
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.

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
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

College Name:	Seattle Central College	BAS Degree Title:	Bachelor of Applied Science- Teacher Education- Academy for Rising Educators
Reviewer Name/ Team Name:	John Pizarro	Institutional or Professional Affiliation:	Highline College
Professional License or Qualification, if any:	Master in Teaching degree; Coordinator, program lead, and residency lead for BAS Elementary Education/Teacher Certification Program- Highline College	Relationship to Program, if any:	Highline's BAS EE program outcomes for students is comparable to Seattle Central College
Please evaluate the following Specific Elements			
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? Yes		
	Comment SC College's BAS program concept helps fill the need to diversify the teaching workforce. With an increasing need of teachers every year, and a changing population of students, we now have a higher need to create pathways to support BIPOC college students.		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor? Yes		
	Comment		

Applied Baccalaureate External Review Rubric

c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document? Yes
	Comment The urgency to fill elementary education positions is evident through my work with partnering school districts. Some districts are utilizing students to fill emergency substitute positions prior to graduating. The BAS-TE-ARE program and curriculum aligns to fill this need. It could help fulfill the need for ELL teachers when paired with the proper residency mentor teacher and classroom experience.
d) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Yes Are the upper level courses, in particular, relevant to industry? Yes Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees? Yes
	Comment Elective courses, upper level courses are industry relevant. Core needs are addressed and aligned with industry standards and needs. For example:EDCU 400- Classroom Management and SEL, EDCU 430 Advanced Language and Literacy/ELL, EDCU 420 Special Education Methods address areas of high need.
e) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Yes Do the general education courses meet breadth and depth requirements? Yes
	Comment General education requirements align closely with Highline's requirements and are suitable for a baccalaureate program. They also thoroughly align with industry needs.
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs? Yes
	Comment Yes, the program's rigor, strong faculty, and hours of residency experience provide strong preparation.
g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum? Yes

Applied Baccalaureate External Review Rubric

	Comment
h) Resources	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? Yes
	Comment
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations? Unsure
	Comment Initial accreditation for BAS programs through NWCCU in 2012. SCC has submitted a Notice of Intent and a pre-proposal to PESB in mid November 2022
j) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment I'm excited to see another program created to help fill the high need for teachers in our area. Together, I'm hoping we can support each other in providing a strong network in the future. A few recommendations: <ul style="list-style-type: none"> • EDCU 310 Child Development- I would consider giving this course a slightly different name to avoid confusion with EDCU 115 Child Development. Perhaps EDCU 310 "Child Development II"?

Applied Baccalaureate External Review Rubric

	<ul style="list-style-type: none"> ● I didn't see a plan for residency supervision, but this could be something to anticipate. Perhaps a brief description on who will cover residency supervision as the program is growing? Would it be faculty, adjunct faculty, or a combination? We've found this to be a bit tricky if supervision is strictly full-time faculty. . Low enrollment can impact faculty meeting their load. Unusually high enrollment will require additional support as the program is growing. <p>A few measures to protect the program:</p> <ul style="list-style-type: none"> ● Guaranteeing employment to candidates while in the program could pose a problem, especially for a new program (unless this is guaranteed by Seattle Public School partnership). ● Guaranteeing employment to graduates could also pose a problem (unless this is guaranteed by SPS). Although we have a high availability of jobs, we don't know which districts. We also do not know how many candidates are coming from out of state or from other programs. ● Guaranteeing employment based partly on passing the WEST certification could become a barrier for some students, unless there is verbiage pertaining to a PESB case-by-case exception. ● Professional disposition could be a loophole for those who complete the program coursework without demonstrating strong dispositional attributes to be hired for by a district. Unless dispositions are measured throughout every course, this can conflict with the proposed guarantees.
<p>Reviewer Bio or Resume Evaluator, please insert a short bio here</p> <p>John Pizarro</p> <p>Education: Master in Teaching- Heritage University; BS in Business Administration- Central Washington University</p> <p>I currently teach, provide overall program support, maintain district partnerships, and oversee residency for Highline's BAS Elementary Education program. My role supports areas such as:</p> <ul style="list-style-type: none"> ● Program wide recruitment and promotion ● Advising ● Teach courses in teacher performance assessment and orientation to our program and the teacher certification process, drafting of the professional growth plan ● Certification process ● Management of budgets and grants 	

Applied Baccalaureate External Review Rubric

- Maintain program accreditation
- Point of contact for overall program support and residency support (mentor teachers, supervisors, training, orientation...)
- Direct supervision
- Adjunct faculty support
- General support-
 - Scheduling
 - Book orders
 - Onboarding of mentors and adjunct faculty
 - Evaluation of mentors, adjunct faculty, and lectures
 - Conducting program and advisory board meetings,

Experience:

- BAS Elementary Education Program- Faculty/Coordinator (2021-current)
- BAS Elementary Education Program- Tenure-track faculty (2020- current)
- BAS Elementary Education Residency Field Director and supervisor- (2019-current)
 - District partnerships
 - Point of contact for mentor teachers, field supervisors, and direct supervision of students
- BAS Elementary Education Program Manager- Overall program support (2019-2021)
- BAS Elementary Education Higher Education Instructor/Faculty (2019-2020)
- Elementary School Teacher (2013-2018)
- K-12 Substitute Teacher (2008-2012)

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.

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
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

College Name:	Seattle College	BAS Degree Title:	Bachelor of Applied Science Teacher Education
Reviewer Name/ Team Name:	Dr. Vicki Butler	Institutional or Professional Affiliation:	City University of Seattle, School of Education and Leadership
Professional License or Qualification, if any:	Washington certification: K-12, Administration, ESA Reading Resource, BAED, MED Curriculum/Instruction, EDD Educational Leadership,	Relationship to Program, if any:	Dean, School of Education and Leadership,
Please evaluate the following Specific Elements			
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 Yes, there is a demand for diverse, culturally responsive and aware, competent educators in Washington state. The progression from ARE to a full Bachelor of TE with certification has proven to be a extremely relevant and appropriate as experienced with partnership schools. Addition/extension of ARE into Seattle Central as a BAS-TE would further support the current demands.		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	Comment		

Applied Baccalaureate External Review Rubric

	<p>The degree LO are reflective of SC's BAS programs, indicating rigor and value added. Additional alignment with the PESB/OSPI state standards for elementary education should also be noted. This may be more visible in the fuller development of your courses.</p>
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment Yes</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>Comment The documents refer to the development of BAS-TE in Elementary (K-8) Education as the endorsement area. Through out the proposal endorsements in SPED and ELL are also mentioned. These would be separate applications with the state.</p> <p>The courses as outlined are appropriate for Elementary Education candidates, a broad overview for specialized areas and greater emphasis on classroom dynamics, assessments, cultural responsiveness, and the components of the ARE anti-racist curricula. Alignment with state standards will be more evident as courses are further developed. Suicide prevention and abuse awareness will need to be evident in one course, most likely the law class.</p> <p>These demonstrate the overall components needed for elementary ed candidates.</p>

Applied Baccalaureate External Review Rubric

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 ed requirements, as indicated in the course descriptions meet the breadth and depth of a solid program. Inclusion of the Pillars of Success in curriculum development are foundational in the developing a critical awareness much needed in our educational systems.
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Comment Yes they do. I would clarify the state requirements around certification tests. Students take the WEST B – grade inconsequential. Elementary Endorsement Subtests NES Subtests 102/103 WEST E has other specialty endorsements tests. These have required passing scores.
g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment Yes, the plan for faculty and development is detailed, including the support from ARE practices.
h) Resources	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?
	Comment Yes
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
	Comment

Applied Baccalaureate External Review Rubric

	I do not see explicit approval from an advisory committee. Participation in an advisory committee is indicated in the Program proposal.
j) Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment This is an exciting program utilizing the unique resources from Seattle Central, ARE, as well as informed practices that will meet the needs of developing, supporting and sustaining a much needed diverse educational work force in Washington state. All teachers would benefit from inclusion of the practices outlined in the proposal</p>
<p>Reviewer Bio or Resume Evaluator, please insert a short bio here</p> <p>Vicki Butler, EdD City University of Seattle</p> <p>Dr. Vicki Butler is the Dean for City University's School of Education and Leadership. She is honored to work alongside exceptional educator leaders, faculty, graduates, and current students. The school is committed to providing our future teachers with an education supporting inclusion, diversity, and equity for all Washington state students.</p> <p>She comes with a wealth of experience and expertise with over 35 years of classroom experience, primarily in middle schools with literature, history, science, and environment education. She has also taken on administrative leadership roles by directing academic technology initiatives and by innovating the integration of instructional technologies at various institutions. She holds Washington state certificates in teaching (K-12) and school administration. She has a Certificate in Pastoral Leadership from Seattle University and a Certificate in Teaching, Learning and Technology from University of Washington. Vicki received her Doctor of Education from Seattle University with the dissertation focus on "21st Century Schools and School Leadership: Creating and Sustaining Innovation"</p> <p>From the moment she stepped into a classroom, Dr. Vicki Butler realized that the best way to learn and share knowledge is <i>based on interaction</i>. Students – whether in middle school or as post-secondary graduates – benefit from being able to</p>	

Applied Baccalaureate External Review Rubric

have a voice in their learning process and to take ownership of discovering what is valuable to them. She believes that an effective educator continuously asks students, “How do *you* learn best?” It is her ability to listen to students and to innovate from those insights and multifaceted experiences, which are reflected so clearly throughout her educational career.

Her current academic focus is engaging faculty in reviewing and embedding a diversity, equity and inclusivity lens in all courses for undergraduate and graduate teacher and leadership preparation programs. The School of Ed and Leadership supports professional development that engages faculty in courageous conversations, equity awareness and transformational teaching and learning. She is an advocate for collaborative practices that provide students with a voice in the learning experience that can inform their future careers in teaching and leading in K-12 schools.

She is passionate about exploring and supporting best practices in dynamic learning environments, inquiry-based learning and most importantly in giving people a voice in their learning and growth. She loves walking, gardening, reading, music, our eclectic family, and coming alongside those who are exploring new adventures!












SCC_BASTE-ARE_ProgramProposal_112022

Final Audit Report

2022-11-04

Created:	2022-11-03
By:	Chris Sullivan (chris.sullivan@seattlecolleges.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAomK3PtKBE7JUntyE0Y2FATggsb4uETWA

"SCC_BASTE-ARE_ProgramProposal_112022" History

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-  Document e-signed by Chris Sullivan (chris.sullivan@seattlecolleges.edu)
Signature Date: 2022-11-03 - 11:36:48 PM GMT - Time Source: server- IP address: 71.231.70.155
-  Document emailed to wendy.rockhill@seattlecolleges.edu for signature
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✔ Agreement completed.

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