

**South Seattle Community College Bachelor of
Applied Science in
Professional Technical Teacher Education**

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Form D: South Seattle Community College Bachelor of Applied Science in Professional Technical Teacher Education

Criteria 1. Curriculum Demonstrates Baccalaureate Level Rigor

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

Baccalaureate level rigor. South Seattle Community College was one of the four original pilot colleges selected to offer an applied baccalaureate degree in Washington State. The program received a Commendation from the NWCCU after South's baccalaureate accreditation visit in 2009. South began offering classes in 2007, and the program has achieved a completion rate of over 90 percent in program coursework and over 90 percent in job placement. We have incorporated much of what we learned in developing and implementing our first baccalaureate level degree into this new program.

The program proposal and curriculum have been reviewed by experts in the field from the University of Washington and Western Washington University and received endorsements from both reviewers. Dr. Stanford Goto, faculty from Western Washington University, reviewed the curriculum from 9 other universities offering similar programs and stated that, "Teach Tech exceeds programmatic norms in the field" (Goto, S. & Martin, C). Similarly Dr. Thomas Halverson, Director of the Master's in Education Policy at the University of Washington, "critically reviewed the very thorough proposal and find[s] the program presented to be thoughtfully conceptualized, clearly articulated and exceptionally well-designed."

"Teach Tech" development was based on the Professional Technical Teacher Skill Standards developed by the State Board for Community and Technical Colleges in conjunction with many of the community and technical colleges. Each one of the standards was adopted as a program outcome as noted in Dr. Goto's report, and incorporated into the curriculum.

Boeing has indicated the demand of over 150 trained individuals from Teach Tech and has granted \$25,000 to help launch the program, further demonstrating significant employer demand beyond the community college system. The notice of intent (Form A & B) received no concerns from the universities in terms of competition or other potential issues.

BAS Teach Tech program goals. The BAS Teach Tech program provides formal education to enhance strategies for career development and advancement. The program goals are to:

- Create an affordable educational pathway for individuals currently working in industry or at community and technical colleges to complete a bachelor degree program without having to leave the state or resign from a job
- Provide an avenue for individuals currently working in industry or at community and technical colleges to gain skills that will allow them to become more effective teachers

- Offer the opportunity for people working within community and technical colleges to broaden and advance their skills
- Prepare employees who can fill the critical unmet demand for professional technical teachers in various areas of heavy duty industry; including Diesel Maintenance, Aviation Maintenance, Welding, and Automotive Technology
- Develop a well-regarded bachelor degree program that will create a conduit for graduates who wish to enter a master's degree program
- Contribute to the attainment of the state's higher education and regional economic development goals in a high-growth industry by creating a better career ladder for individuals that are currently working as an educator with the likelihood of earning higher lifelong wages

(1) Program learning outcomes. Program learning outcomes for the BAS Teach Tech degree are based on the Professional-Technical Instructors Resource and Assessment Guide (skill standards).¹ South Seattle Community College has “incorporated best practices found in university-based degree programs in professional-technical education” (Goto, S. & Martin, C.). Table 1 indicates which program outcomes will be taught in each course.

Teach Tech program learning outcomes.

- 1) Manage learning environments
- 2) Develop outcomes, assessments, and curricula
- 3) Develop and review programs
- 4) Provide student instruction
- 5) Provide support and guidance to students
- 6) Perform administrative functions
- 7) Create and maintain a professional environment
- 8) Promote the program and recruit students
- 9) Learn and adapt new technologies
- 10) Perform management functions

¹ See <http://www.learningconnections.org/ss/vocinst.html>

Table 1

Program Learning Outcomes

		Program Learning Outcomes									
		Manage learning environments	Develop outcomes, assessments, & curricula	Develop and review programs	Provide student instruction	Provide support & guidance to students	Perform administrative functions	Create & maintain a professional environment	Promote the program & recruit students	Lean & adapt new technologies	Perform management functions
Course	PTE 301 - Workforce Instructional Methods & Materials	X	X		X			X		X	
	PTE 302 - Course Development & Design	X	X		X			X		X	
	PTE 310 - Managing the Learning Environment	X	X					X		X	X
	PTE 311 - Technology in Learning	X	X		X			X		X	
	PTE 312 - American Community College			X		X	X				X
	PTE 314 - Professional Portfolio	Portfolio Class									
	PTE 315 - Workforce Experience Practicum		X	X			X	X	X	X	X
	PTE 325 - Organizational leadership	X					X	X	X	X	X
	PTE 345 - Adult Learning	X	X	X	X	X				X	X
	PTE 401 - Student Support & Guidance	X				X		X		X	
	PTE 402 - Assessment of Learning Performance	X	X					X		X	
	PTE 420 - Legal Issues & Ethics in Education	X	X	X	X		X	X	X		X
	PTE 460 - Diversity & Globalism in Education	X	X	X	X		X	X	X	X	X
	PTE 468 - Program Management & Recruitment	X	X				X		X	X	X
	PTE 489 - Professional Development Certification	X	X	X	X	X	X	X	X	X	X
	PTE 490 - Teaching Internship	Internship Class									
	PTE 495 - Capstone	X	X	X	X		X	X	X	X	X

Each one of the program outcomes are addressed in multiple courses as demonstrated by the above matrix. In addition, the capstone course will provide an opportunity for students to self-identify the level of each program outcome attained. Further opportunities for program outcome attainment will come during the internship where students will identify program outcomes they plan to develop (see Appendix A). Additionally, the portfolio class will give students a chance to identify program outcomes that they may have already achieved. We believe basing the program on Washington State's Professional Technical Teacher Skill Standards will ensure the program curriculum meets the needs of both employers and teachers.

Student learning outcomes. South Seattle Community College's mission to help students meet their life-long goals, understand how students learn, and document how well students are learning infuses all aspects of assessment, instruction, and student interaction throughout the college community. South has a rich history of connecting program outcomes to its ongoing evaluation system. Since 1992, South has assessed the effectiveness of educational programs as part of a campus-wide institutional effectiveness effort to improve teaching and learning by setting goals/outcomes, developing assessment measures, and measuring progress toward these goals/outcomes. To complement the college-wide improvement process, all instructional programs are based on college-wide Student Learning Outcomes (SLOs) and program outcomes.

Student Learning Outcomes represent the knowledge and abilities every student graduating with a certificate or degree from South will have. Students will achieve these outcomes as well as specific program outcomes for their academic or technical area of study.

- **Communication**
 - Read and listen actively to learn and communicate
 - Speak and write effectively for personal, academic, and career purposes

- **Computation**
 - Use arithmetic and other basic mathematical operations as required by the program of study
 - Apply quantitative skills for personal, academic, and career purposes
 - Identify, interpret, and utilize higher level mathematical and cognitive skills (for those students who choose to move beyond the minimum requirements as stated above)

- **Human Relations**
 - Use social interactive skills to work in groups effectively
 - Recognize the diversity of cultural influences and values

- **Critical Thinking and Problem-Solving**
 - Think critically in evaluating information, solving problems and making decisions

- **Technology**
 - Select and use appropriate technological tools for personal, academic, and career tasks

- **Personal Responsibility**
 - Be motivated and able to continue learning and adapt to change
 - Value one's own skills, abilities, ideas, and art

- Take pride in one's work
- Manage personal health and safety
- Be aware of civic and environmental issues
- **Information Literacy**
 - Access and evaluate information from a variety of sources and contexts, including technology
 - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

Table 2

Student Learning Outcomes

		Student Learning Outcomes						
		Communication	Computation	Human Relations	Critical Thinking / Prob. Solving	Technology	Personal Responsibility	Information Literacy
Course	PTE 301 - Workforce Instructional Methods & Materials	X		X	X	X	X	X
	PTE 302 - Course Development & Design	X		X	X	X	X	X
	PTE 310 - Managing the Learning Environment	X		X	X	X	X	X
	PTE 311 - Technology in Learning	X	X		X	X	X	X
	PTE 312 - American Community College	X		X	X		X	X
	PTE 314 - Professional Portfolio	X			X			X
	PTE 315 - Workforce Experience Practicum	X		X		X	X	
	PTE 325 - Organizational leadership	X		X	X	X	X	X
	PTE 345 - Adult Learning	X	X	X	X	X	X	X
	PTE 401 - Student Support & Guidance	X		X	X	X	X	X
	PTE 402 - Assessment of Learning Performance	X	X		X	X	X	X
	PTE 420 - Legal Issues & Ethics in Education	X		X	X	X	X	X
	PTE 460 - Diversity & Globalism in Education	X		X	X		X	X
	PTE 468 - Program Management & Recruitment	X	X	X	X		X	X
	PTE 489 - Professional Development Certification	X		X	X	X	X	X
	PTE 490 - Teaching Internship	X		X	X	X	X	X
	PTE 495 - Capstone	X	X	X	X	X	X	X

(2) Program evaluation criteria and process.

Program evaluation criteria. The BAS in Professional Technical Teacher Education program evaluates the knowledge, skills and abilities of a successful workforce education instructor in Washington based on the Professional Technical Instructors Resource and Assessment Guide (Skill Standards)². These standards were developed through extensive DACUM work involving a wide range of subject matter experts.

The Skill Standards work connects the dots between critical learning outcomes and key activities that a workforce education instructor performs on a daily basis. They provide the core foundation for the Teach Tech BAS curriculum.

Program evaluation process. Every three years each professional technical program engages in an occupational program review that is conducted by an external evaluation team of industry professionals. The Vice President for Instruction appoints the external consultant to analyze data and serve as facilitator of the program review team. The program review team consists of the consultant, the department dean, the director of planning and research, program faculty, former students from the program being reviewed, industry professionals and a member of the technical advisory committee. The team studies extensive information on program outcomes, course outlines, certificate and degree requirements as well as research and statistical data from the office of planning and research. The review team produces an Occupational Program Review report. The results of the review, which includes an improvement plan, are shared with the dean and faculty who have the opportunity to analyze the research data and to respond to the recommendations and observations made by the review team. The entire program review is then shared with the Vice President for Instruction, who makes recommendations, as appropriate.

For the BAS Teach Tech degree, South will use its very successful existing BAS assessment tools and strategies, including the ACT survey for students receiving a four-year degree. South will use the occupational program review process and include other four-year institutions, to enhance the BAS assessment with faculty and administrators by selecting three to five appropriate program outcomes and measures. South will survey employers and internship site supervisors to ensure its SLOs and program outcomes help students develop the skills and knowledge needed by industry. Students will also have the opportunity to evaluate the program outcomes during their capstone course during their senior year (see Appendix B). In addition to these evaluation processes, the BAS program will also create and maintain a comprehensive advisory board of industry professionals to ensure the program is meeting workforce demands. Job placement and advancement are also important measures of program success. The program will provide job search and placement support through our on-site WorkSource center, and will track graduate employment status with a database.

(3) Course Preparation Needed by Students Transferring with a Technical Associate Degree. All applicants to the BAS Teach Tech program must have acquired an AAS-T degree with a minimum of 25 quarterly general education credits, which includes college-level: algebra (5 credits), English composition (5 credits), general psychology (5 credits), arts & humanities electives (5 credits), and natural world electives (5 credits).

² See <http://www.learningconnections.org/ss/vocinst.html>

(4) General education components. In addition to the preparatory courses needed by students transferring with a technical associate degree, the general education components of the BAS in Professional Technical Teacher Education program will ensure that Washington State DTA requirements are met by all students. These classes include:

ENGL&	102	Composition II.....	5
PHIL&	101	Introduction to Philosophy.....	5
CMST&	220	Public Speaking.....	5
SOC&	101	Introduction to Sociology.....	5
LIB	180	Research for the 21 st Century.....	5
Lab Science Elective.....			5

(5) Coursework needed at junior and senior levels in BAS.

PTE	301	Workforce Instructional Methods and Materials	3
PTE	302	Course Development and Design	3
PTE	310	Managing the Learning Environment	3
PTE	311	Technology in Learning	3
PTE	312	American Community College	3
PTE	314	Professional Portfolio.....	1
PTE	315	Workforce Experience Practicum.....	10
PTE	325	Organizational Leadership	2
PTE	345	Adult Learning	5
PTE	401	Student Support and Guidance.....	3
PTE	402	Assessment of Learning Performance	3
PTE	420	Legal Issues and Ethics in Education.....	3
PTE	460	Diversity and Globalism in Education.....	3
PTE	468	Program Management and Recruitment	3
PTE	489	Professional Development Certification	1
PTE	495	Capstone	1
PTE	490	Teaching Internship	10

Program sequence. When designing the program sequence for BAS Teach Tech, external reviewer recommendations were taken into consideration. In order to provide students with the opportunity to better understand practice, it “seems logical to have the students begin with some of the broader conceptual issues...and then have them consider how these concepts might influence/impact decisions teachers make in terms of classroom management or instructional methods” (Halverson, T.). Furthermore, “instructors in the more applied PTE classes [should] refer back to the foundations classes, reminding student instructors of the connections between theory and practice (Goto, S. & Martin, C.). As a result of these suggestions, foundational courses such as Organizational Leadership and Adult Learning will be taught toward the beginning of the program so that instructors can easily reference back to theory within applied courses.

Students enrolling in the BAS Teach Tech program will have the option to follow a 1 year sequence or an extended 18 month sequence. These program completion options provide students with flexible schedules allowing them to complete the program in a timely manner yet at their preferred pace. Since this program is intended to be structured using a cohort model, it is important to note that all students regardless of whether they select the 1 year or 18 month

sequence will take PTE classes together. The following program sequence tables reflect this model. See appendix C for detailed course information.

Table 3

1 Year Sequence

QUARTER 1		
PTE 301	Workforce Instructional Methods and Materials	3
PTE 314	Professional Portfolio	1
PTE 325	Organizational Leadership	2
PTE 345	Adult Learning	5
SOC& 101	Introduction to Sociology	5
ENGL& 102	Composition II	5
	Total Credits	21

PTE 315	Workforce Experience Practicum *	10
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(*Credits earned by work experience documentation)

QUARTER 2		
PTE 312	American Community College	3
PTE 420	Legal Issues and Ethics in Education	3
PTE 490 A	Teaching Internship	5
PHIL& 101	Introduction to Philosophy	5
LIB 180	Research for the 21 st Century	5
	Total Credits	21

QUARTER 3		
PTE 302	Course Development and Design	3
PTE 310	Managing the Learning Environment	3
PTE 460	Diversity and Globalism in Education	3
PTE 402	Assessment of Learning Performance	3
PTE 489	Professional Development Certification	1
PTE 490 B	Teaching Internship	5

	Total Credits	18
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QUARTER 4		
PTE 311	Technology in Learning	3
PTE 401	Student Support and Guidance	3
PTE 468	Program Management and Recruitment	3
PTE 495	Capstone	1
CMST& 220	Public Speaking	5
	Lab Science Elective	5
	Total Credits	20

Summary of Credits 12 month

Credits for Work Experience	10
Quarter 1	21
Quarter 2	21
Quarter 3	18
Quarter 4	20
Total Credits	90

Table 4

18 Month Sequence

QUARTER 1		
PTE 301	Workforce Instructional Methods and Materials	3
PTE 314	Professional Portfolio	1
PTE 325	Organizational leadership	2
PTE 345	Adult Learning	5
	Total Credits	11

PTE 315	Workforce Experience Practicum *	10
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(*Credits earned by work experience documentation)

QUARTER 2		
PTE 312	American Community College	3
PTE 420	Legal Issues and Ethics in Education	3
PTE 490 A	Teaching Internship	5
Total Credits		11

QUARTER 3		
PTE 302	Course Development and Design	3
PTE 310	Managing the Learning Environment	3
PTE 402	Assessment of Learning Performance	3
PTE 460	Diversity and Globalism in Education	3
PTE 489	Professional Development Certification	1
Total Credits		13

QUARTER 4		
PTE 311	Technology in Learning	3
PTE 401	Student Support and Guidance	3
PTE 468	Program Management and Recruitment	3
PTE 495	Capstone	1
ENGL& 102	English Composition II	5
Total Credits		15

QUARTER 5		
SOC& 101	Introduction to Sociology	5
LIB 180	Research for the 21 st Century	5
PTE 490 B	Teaching Internship	5
Total Credits		15

QUARTER 6: FALL		
PHIL& 101	Introduction to Philosophy	5
CMST& 220	Public Speaking	5
	Lab Science Elective	5
Total Credits		15

Summary of Credits 18 Month

Credits for Work Experience	10
Quarter 1	11
Quarter 2	11
Quarter 3	13
Quarter 4	15
Quarter 5	15
Quarter 6	15
Total Credits	90

Criteria 2. Qualified Faculty

Provide a profile, including education credentials, of anticipated faculty that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.

Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

(1) Credentials of anticipated faculty that will support the program for each year.

The Teach Tech program is designed to accommodate approximately 21 students per year for upper division courses. South has budgeted 1.33 faculty FTE for this program and plans to offer on average 10 upper division credits per quarter including summer. One full time faculty with a 15 credit load and 5 credits per quarter of release time will be required to deliver all upper division courses during the academic year. In addition, 10 credits will be offered in the summer that may be taught by a part time faculty or the full time faculty as an overload. The full time faculty will need to have the skills to teach all of the classes, and will have the ability to use adjuncts and current full time faculty to teach some of the classes. The following is a sample job description:

POSTION RESPONCIBILITIES

- Teaching upper division professional technical teacher education courses. Some of the courses may include: Workforce instructional methods, Course Design and development, Adult learning, Assessment of learning performance, Student support and guidance, Technology in learning
- Curriculum development
- Student advising
- Connect with business partners to help students find jobs and keep the curriculum current with industry standards
- Recruiting students from high schools, colleges, industry and the general public
- Using on-line learning to develop and deliver classes
- Support student internships

MINIMUM QUALIFICATIONS, SKILLS & ABILITIES

- Masters degree in Technical Education or related field
- Two years recent experience in Technical Education
- Able to attain vocational certification
- Applicants must also have at least three years teaching experience and the ability communicate knowledge and skills both in written and oral form to a diverse group of students
- Experience using on-line and instructional technology to deliver courses
- Experience developing curriculum

PREFERRED QUALIFICATIONS

- Doctoral degree in related field
- Experience working in a diverse environment
- Experience with Industry teaching and administration
- Experience at a four year institution

Table 5

Faculty Credential Requirements

Name	Degree	Rank	Status	Effort In Program	Potential Courses Taught
TBD (recruiting to begin once program is approved)	Ph.D or Ed.D or M.A/S	Faculty/Coordinator	Full Time	66% / Teaching 33%/ Coordination	All 300 and 400 level PTE Courses
Existing Instructors in AA transfer Area	Ph.D/Ed.D or M.A/S	Faculty (General Education)	Full Time	50%	All General Education Courses
TBD	Ph.D/Ed.D or M.A/S	Part Time Faculty or Full Time overload	Part Time/Full Time	23%	300 and 400 level PTE Courses as appropriate to technical expertise
David Krull	J.D.	FT Faculty (Teaches upper division Legal Issues and Leadership courses in current BAS program)	Full Time	5%	PTE 420 Legal Issues PTE 325 Organizational Leadership
Hana Gala	Ph.D.	FT Faculty (Teaches Globalism and Diversity in current BAS program)	Full Time	5%	PTE 460 Diversity and Globalism

(2) Faculty needed to cover technical coursework, general education courses and electives. Additionally, the 100 and 200 level general education courses will be taught by our existing transfer faculty and budgeted in that division. This is the same general education delivery process as our hospitality management bachelors program. Furthermore, we have two full time faculty in our current bachelors program who will be available to teach courses as needed (see Appendix D). All faculty in the program will meet or surpass the following requirements:

- Scholarship and technical skill that represents appropriate study, training, and skills necessary to deliver postsecondary professional technical teaching curriculum at the baccalaureate level
- Expertise as a practitioner as evidenced by reports of former associates and supervisors

- A demonstrable understanding and acceptance of the role to be played as a partner in an educational enterprise serving the best interests of the students
- A demonstrable understanding and acceptance of the mission, role, and character of the college
- The ability to perform assigned duties in a manner consistent with the goals of South Seattle Community College and the community and technical college system
- Personal characteristics that contribute to the ability to promote the welfare of the students, the college the Seattle District, and the state of Washington. In addition faculty will need to demonstrate a commitment to working with South's diverse student body

(3) Faculty and administrators will meet certification requirements for Washington Administrative Code. All faculty and administrators will meet certification requirements for WAC 131-16-80 and WAC 131-16-91. All faculty will have access to the Seattle District faculty development grants as well as a host of professional development activities.

Faculty in this program will need to be well versed in all types of teaching including on-line, hybrid, face to face, classroom, shop, and labs. They will need to be able to model appropriate teaching practices while providing immediate feedback. The instructor will also have a significant internship component, to manage and will be expected to visit each site, talk with mentors, and review teaching, facilities and on-line capabilities. A significant stipend and travel allowance has been budgeted for this activity.

The new full time faculty will be recruited from a wide range of sources including national scholarly publications, local and regional newspapers, our on-site K-12 teacher certification program and diversity-oriented media.

Criteria 3. Student Enrollment

Provide enrollment projections for each year over the next five years. Describe how the program will serve place-bound working adults. Describe how you will recruit and facilitate student articulation and transition from regional community and technical colleges with similar programs.

(1) Enrollment projections for each year over the next five years:

Table 6

Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-13	2013-14	2014-15	2015-16	2016-17
Students Enrolled (Headcount)	21	21	21	21	21

(2) Serving place-bound working adults. The BAS in Professional Technical Teacher Education degree is targeted at students who might not otherwise have the opportunity to attend a four-year college. Barriers to a four-year education are common to place-bound community college students. Community college students frequently have jobs that provide limited flexibility for educational advancement, and they may face family circumstances or transportation challenges that limit their educational options. These factors create a unique need for this program in King County, an urban metropolitan area that serves a diverse community of adults.

Additionally, “keeping students “local” would capture and cultivate local talent and increase the chances that these students would seek positions within our local community and technical colleges or private industry [thereby] further strengthening our State’s economy” (Halverson, T.). The BAS in Teach Tech program will therefore both serve place-bound adults and provide training for a stronger workforce in Washington State. South Seattle is located within driving distance of nearly half of the State’s population and is part of the largest community college district in Washington. The program will be oriented in a hybrid model in order to reduce commute time while ensuring appropriate face-to-face time for students and faculty.

Furthermore, as outlined in Criteria 1, the BAS Teach Tech program will provide flexible options for completing the program by offering a 1 year sequence and an 18 month sequence for students to choose from. Students will utilize online LMS programs to actively engage with the instructor and their peers while taking part in distance learning. These same technologies will also be implemented in the classroom during monthly face-to-face meetings thereby reinforcing the importance technology in education.

(3) Articulations. South Seattle Community College will work with all of the community and technical colleges across the state to ensure proper articulation of technical programs. Virtually any technical program is a potential candidate for articulation. South will continue work to increase AAS-T options for students which are better suited for articulation and reduce unnecessary repeating of general education courses. Agreements from several higher education institutions and local businesses have been developed in preparation for this proposal. These agreements will form the foundation for formal articulation agreements once the BAS degree program in Teach Tech is approved. Faculty and administrators will evaluate potential additional agreements on an annual basis. Every three years, faculty members and administrators will evaluate all articulation agreements to ensure students will have appropriate skills to be successful in the program.

Criteria 4. Selective Admissions Process, if used for the Program, Consistent with an Open Door Institution

Describe the selection and admission process. Explain efforts that will be used to assure that the program serves as diverse a population as possible.

(1) Selection and admissions process.

Admissions requirements. To be eligible for admission into the BAS program, each student must meet the following requirements:

- Washington state AAS-T degree with a minimum of 25 quarterly general education credits, which includes college-level: math (5 credits), English composition (5 credits), general psychology (5 credits), arts & humanities electives (5 credits), and natural world electives (5 credits)

Example of Relevant AAS-T Degree Areas:

- Auto Body Repair
- Automotive Maintenance Technology
- Aviation Maintenance Technology
- Computer Technology
- Culinary Arts
- Heavy Duty Diesel
- Welding Fabrication Technology
- Multi-occupational Trades
- Other related areas of study may be reviewed and accepted by the BAS committee

Priority will be given to students with a Washington state AAS-T degree. Students with a Washington state Associate of Arts-Transfer or Associate of Science-Transfer degree may also be admitted to the program permitting that they meet the 3-year minimum work experience requirement. Students entering under these degrees will still need to complete all upper-division courses, earn a minimum of 180 college-level credits, and will be required to work with the BAS Committee to develop appropriate substitutions for lower-division general education requirements.

The cumulative Grade Point Average (GPA) requirement is 2.5 for full and provisional admission into the program and must be maintained while in the program. The student must also be registered for a minimum of 10 Teach Tech (PTE) credits each quarter to be considered as active.

Admissions process. Admission to the program is competitive. Meeting the minimum requirements does not guarantee admission as the number of qualified applicants may exceed the number of enrollment spaces available. Applications must be postmarked by a specific deadline during each academic year in order to receive priority consideration for enrollment.

The application includes the following:

- A completed application form (see Appendix E)
- A non-refundable application fee of \$35.00. Checks should be made payable to "South Seattle Community College – Teach Tech"
- Official (sealed) transcripts from a regionally accredited college demonstrating completion of an Associate of Applied Science-Transfer (AAS-T) degree or equivalent
- A completed "Prior Work Experience Petition" demonstrating a minimum of 3 years of work experience in a professional industry
- Two letters of recommendation on appropriate letterhead from individuals who personally know your work (such as your current or past supervisor), that discusses your contributions to your workplace and how he/she believes you will benefit from completion of the BAS program. If you currently work as an instructor at a community or technical college, at least one letter should be from your employer. If you are

applying for this program immediately after completing an associate degree program, the letters of recommendation may be from your instructors. **All letters of recommendation should be on appropriate company letterhead (if possible) and include contact information*

- A personal statement (minimum of 400 words, maximum of 600 words) discussing your work experience; your personal and professional goals; advanced certifications you already possess; any specific or unique attributes that you will bring to the program; any personal or imposed challenges or hardships you have overcome in pursuing your educational or work goals; or any other special considerations that you believe will make you a good candidate for the program

Admissions status. Students may who have not met all of the requirements to be fully admitted may also be admitted to the BAS, Teach Tech program under one of the following conditions:

- **Provisional Admission:** Students who are within 25 quarter credits of completing their two-year degree including the program entry requirements may be admitted provisionally into the program if space is available. Once students have completed their two-year degree including the program entry requirements, they will be granted full admission into the program
- **Probationary Admission:** Students with a cumulative GPA below 2.5 may be admitted under probationary status. Students must maintain a cumulative GPA of 2.5 or higher for the first 30 quarter credits and then petition to the BAS committee for full admittance
- **Non-Matriculated:** Students not officially accepted into the program may take up to 15 PTE credits with prior faculty approval. Once admitted to the program, those classes will be applied towards the individual's degree

Admissions criteria.

To be fully admitted into the program, in addition to the 2.5 GPA requirement and the 2 year technical degree with the noted 25 credits of general education courses potential students must also successfully complete the admissions application. In addition potential students will be evaluated by the admissions committee using the following criteria:

South Seattle Community College believes a quality education requires a student body that has a diversity of experiences, cultures, and talents. Faculty, staff, and students all contribute to the college environment and experience therefore admissions cannot only be about the grades and test scores. The BAS, Teach Tech program strives to create a student body in which being a member would be an education in itself.

Admission to the program is competitive. Meeting the minimum requirements does not guarantee admission as the number of qualified applicants may exceed the number of enrollment spaces available each year. Applications must be postmarked by the posted due date in order to receive priority consideration for enrollment.

Additionally, priority will be given to students with a Washington state AAS-T degree and that have a minimum of 25 quarterly general education, college-level credits in: math (5 credits), English composition (5 credits), general psychology (5 credits), arts & humanities electives (5 credits), and natural world electives (5 credits)

Admission will be offered to as many highly qualified students as space allows. When an application is reviewed, the admissions team as an example may considers the following factors:

- Currently teaching
- Course preparation for the program
- Well-defined career goals
- Plan for timely completion of the program
- Level of academic achievement including cumulative GPA
- Academic or artistic awards and achievements, community service, or work experience
- Improved grades after an extended absence from college or evidence of a new maturity in approaching college work
- Cultural Awareness
- Perseverance in attaining higher education in spite of personal adversity, disability, or economic disadvantage

The final weighting process will be reviewed by the Seattle Community College's Assistant Attorney General.

(2) Efforts to assure that the program is serving a diverse population. South is well-placed to provide baccalaureate-level education to those who need it most. Reflecting national trends, Seattle's workforce is becoming more diverse and the racial and ethnic groups that are the least educated are the fastest growing. In South King County, minority populations have increased in number over the last decade at a faster rate than the general population. In the nearby White Center neighborhood, 48 foreign languages are spoken in the public schools. At Evergreen High School, 50 percent of students speak a language other than English at home. This unprecedented wave of immigrants and refugees has greatly increased the demand for ESL programs and services at South. The number of South's students whose primary language is not English (35 languages in all) has more than doubled in recent years.

The composition of South's student body reflects local demographics. The proportion of South's students that are members of ethnic minorities, 47 percent, makes South one of the most diverse community colleges in Washington State. Nearly 50 percent of South's students are first-generation college students; 36 percent are low-income, and five percent are disabled.

The college has made it a priority to achieve excellence in its ability to serve its diverse population, and these efforts have led to successful outcomes, especially in completion and retention rates. South Seattle Community College has the highest proportion of students of color (50.9%) who graduate with degrees or certificates in Washington State. Improving the retention of African American students is a priority. In 2008, the College was also designated as a federally recognized Asian American and Native American Pacific Islander Serving Institution. According to the Washington State Board for Community and Technical Colleges' report, "Introduction to Personnel Fall 2006 Through Fall 2010" (p. 89), the percentage of state wide full time faculty of colour has dropped over the past two years from 14.7% to 14.5%, clearly going the wrong direction. In addition, part time faculty of colour are only at 11.1%. South's expertise in serving diverse populations and our location in the community will contribute to expanded professional technical faculty of colour in our state's two-year college system.

South is strongly engaged with surrounding communities and businesses, and is a leader in regional initiatives associated with education, community improvement and economic development. For example, the College is the convener of the Puget Sound Industrial Excellence Center, an innovative partnership that provides extensive educational and training services for businesses, serves as a small business incubator, and teaches individuals entrepreneurship skills.

The College's connections with industry and the community are especially relevant to the proposed BAS Professional Technical Teacher Education program. The institution is poised to draw on its many relationships and its reputation for success to build broad industry and community engagement in support of the BAS degree program. The college will connect with the Workforce Education Committee faculty professional development group and the SBCTC faculty development area to recruit faculty from colleges.

See Appendix F to view a comprehensive outreach plan created to ensure that the BAS, Teach Tech program is marketed to diverse populations.

Criteria 5. Appropriate Student Services Plan

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

South's expertise is in enabling students with varied backgrounds to be successful. We will apply many of the same approaches we have used with success in other successful programs, such as our BAS in Hospitality Management degree. Much of the student support will take place through classroom-based strategies. We will organize the program using a cohort model and will encourage students to work together as a group. A cornerstone approach will be to encourage students to use their varied backgrounds as resources for their classmates. Furthermore, we will encourage study groups and will assign work to teams. All classes will involve strong elements of group participation. South will also offer support services including academic advising, drop-in tutoring, one-on-one tutoring and ESL instruction (see Appendix G).

In addition to classroom strategies, South will implement an adequate and appropriate student services plan to meet the needs of students enrolled in the new BAS program. The program has budget for a 50% program manager to provide online and face-to-face student support. In addition the plan builds on South's existing comprehensive Student Services Department and E-Learning Departments. South has continually demonstrated our commitment to significantly increasing the achievement and success of our students. Recent student support initiatives have included the development of the Asian American and Pacific Islander Higher Education Resource Center³ and a revised pre-advising website⁴. A new Pathway to Completion initiative will institute intrusive advising and an early alert system. These initiatives are focused on increasing retention, completion, placement, and transfer rates and are critical to supporting South's student services plan.

³ See <http://aapiherc.southseattle.edu/>

⁴ See <http://www.southseattle.edu/pre-advising/>

Concurrently, the BAS Teach Tech program will also create and maintain a robust website that provides students with one-stop access to important information including the student handbook. Because students may need technological assistance during non-traditional hours, a .1 FTE distance learning staff member will be hired to assist them as issues arise. This position will be in addition to the current computer and technology-based support currently offered through the campus library.

Students will receive additional assistance from a faculty advisor whom will be assigned to them at the beginning of the program. Each faculty advisor will work individually with each student to provide them with the tools they need to be successful. Furthermore, students will be able to improve their academic skills by accessing campus resources such as the writing center as well.

(1) Student financial aid services. South will offer comprehensive financial aid services to students in the Professional Technical Teacher Education program which will be outlined in the student handbook. The Financial Aid Department will continue to ensure that 3rd and 4th year students will receive equitable treatment in determining Federal and State aid eligibility.

In addition, the BAS, Teach Tech program intends to hire a .25 FTE to the financial aid staff to support this program. This staff member will specifically be assigned to helping students navigate VA requirements, process FASFA paperwork in a timely manner, and assist students in completing scholarship applications offered both internally and through external agencies.

Furthermore, the South Seattle Community College Foundation will make its existing scholarships, emergency grants and childcare grants available to students in the Teach Tech program, and also proposes to raise additional endowed funds to support scholarships that are dedicated to the program. The board has indicated its willingness to establish preferences for underserved minorities if needed to assist with recruitment and retention. The Foundation currently awards over \$200,000 a year in scholarships, \$15,000 in emergency grants, and \$3,000 in childcare grants.

(2) Academic advising. Each student will meet with program faculty and program support staff to ensure appropriate advising. As mentioned, the program has been developed in a cohort model so students will know their schedule well in advance.

Currently, South's academic advisors use disciplinary expertise to counsel students wanting to transfer to the BAS in Hospitality Management degree program. Designated academic advisors will work closely with faculty members and the Dean of Teach Tech to ensure that they are meeting with each student individually. It should be noted that current department staff have extensive experience advising students in two-year programs and ensuring their successful transfer to four-year programs throughout the State. South has a strong tutoring program with dedicated writing and math labs students with these needs will be directed to the appropriate support program.

Criteria 6. Appropriate Staff and Administration

Describe the administrative and staff FTEs allocated to the program.

(1) Administrative and staff FTE allocation. This program will have just under 1.75 FTE for administration and student support. With the low number of students in the program (21) this achieves a very high ratio for direct support. Our current BAS program as shown in the table below has approximately the same FTE (1.6) to serve twice as many students.

Table 7

Administrative and Staff FTE Allocation

Administrative Activity (21 Students)	Percent of full time	In Current HMG BAS program (42 FTE)
Exempt Administrator/Student Support Administrator	.5	.5
Faculty Coordination (Release time)	.33	.66
Internship Support	.3	.1
Financial Aid Support	.25	0
Library	.125	.25
Distance Learning	.125	0
Clerical Support	.1	.1
Total	1.73	1.61

(2) Description of program administrators and staff. South Seattle Community College “is a logical location to house a program in Professional Technical Teacher Education...as SSCC has experienced faculty and administrators capable of building a solid program” (Tingelstad, E.).

Exempt administrator/student support administrator. The primary administrator for this program will be Katie Frazier. Katie has been the primary administrator for the current bachelors program for the past three years. She has supported the Hospitality Management BAS program as 50% and the campus internship coordinator as 50% but will now be 100% program support for the two BAS programs. Katie has done an outstanding job in her role as the Hospitality program administrator and will be able to extend her high quality processes to the Teach Tech program. Katie is the primary person for the admissions process, helps students with financial aid issues, helps to organize student clubs, coordinates with the faculty for program scheduling, budgeting and provides general support for students. A recent program review noted that Katie’s student support was one of the strongest parts of the program.

Katie is currently working on her Ed.D. at Pepperdine University in Educational Technology which provides an excellent resource for her to evaluate and implement technological resources for baccalaureate level programs. Katie’s comprehensive knowledge of internships will help with the significant portion of this new degree that is dependent on a strong internship experience. Katie has also taught classes at the lower division level and is well versed in pedagogy.

Dean. The Dean of the program will be Malcolm Grothe. Malcolm holds a Ph.D. in Community College leadership from Oregon State University and has a bachelor's degree in occupational teaching. Prior to coming to South Seattle he worked at Boeing as a training manager and an instructor. For the past two years he has taught adult learning at the graduate level for Seattle University. He has also taught prior learning assessment at Oregon Institute of Technology. Dr Grothe was responsible for the implementation of South's first baccalaureate degree and has a wealth of knowledge in this area.

The full time program faculty will have a one third release time to coordinate the program, set schedules, advise students, recruit students, identify potential part time faculty, facilitate cohort development, support advisory committees and work with the foundation.

Internship support staff. One of the most important administrative functions will be facilitation of the internship. Many current research studies indicate that high quality internships are key to student learning and job placement. This body of work is amply budgeted and may be conducted by the faculty or someone selected by the Dean that has the skills to assess learning, set up mentors at the intern site, is familiar with technologies, understands learning facilities (e.g. classroom, shop, and lab layout), and safety.

Financial aid support staff. A key element with the high tuition rate will be financial aid support. We have added a significant 10 hours per week to support students financial aid and processes.

Distance learning support staff. We have also added five hours a week for distance learning support. As many of these students will be utilizing various types of distance learning technologies we believe additional support for our teaching a learning centers distance learning activity is important to the success of the program.

Library support staff. Library support is also key for high quality baccalaureate level education. In addition to the 10 hours a week of library support for our current program we have added 5 more hours for a total of 15 hours per week to support the 2 BAS programs at South Seattle Community College. In addition to providing direct support for baccalaureate level students these hours will be used to identify, purchase, and maintain appropriate library resources for the program.

Clerical support staff. Clerical support will be provided by the Technical Education division support staff. This will include producing payroll documentation, room scheduling, minutes at meetings and budget support.

Criteria 7. Commitment to Build and Sustain a High Quality Program

Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be used; (4) equipment, technology, and instructional resources needed for the program.

Document the college's ability to sustain the program over time.

(1) Types of funds to be used to support the program. South has a demonstrated capacity to make a long-term commitment of resources to build and sustain a high quality program. Provided below is financial plan for the Professional Technical Teacher Education Program proposal, including projections of all costs, expenditures, and revenue streams to

support the proposal. The proposed budget is sufficient to fund the activities necessary to build and sustain an outstanding program.

Teaching STEM at the postsecondary level and in businesses is a high priority for funders. Boeing provided an initial startup fund of \$25,000 and the Aerospace Joint Apprentice Committee provided an additional \$200,000 to develop the program. In addition, the recent National STEM Consortium grant from the Department of Labor added another \$20,000 for development of on-line curriculum for Teach Tech. Commitment for support for student scholarships came from several sources including, Aerospace Futures Alliance, Aerospace Joint Apprenticeship Committee, South Seattle Community College Foundation, and several colleges that indicated that they had resources for faculty to attend the Teach Tech program.

Long term support for the program will come from two primary sources, student tuition and fees, and campus support. Over the past five years tuition has increased an average of 10%, based on the history of tuition increases we have forecasted a conservative 7% annual increase along with a 5% projected annual increase in all salaries. Our projected enrollment is for 20 in-state students and 1 non-resident who will pay non-resident tuition. Most of the initial startup costs have been covered by grants as mentioned above.

Table 8

Funding Sources

	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-13	2013-14	2014-15	2015-16	2016-17
Campus support	43,741	26,702	12,168	1,006	(5,805)
Tuition \$2,242 *. Per quarter with 7% increase per year	179,432	191,993	215,032	230,084	246,190
Student Lab Fee (\$5 per Credit up to \$50 Max per quarter)	4,200	4,200	4,200	4,200	4,200
Out of state students (1 per year with 7% increase)	25,278	27,048	28,941	30,967	33,135
Grants (Department of Labor)	20,000		-	-	-
Other Fund Sources	-	-	-	-	-
Total	272,651	249,943	260,341	266,257	277,720

* Estimate based on Washington State Community Colleges FY2012-2013 Tuition Schedule for Upper Division Courses in Applied Baccalaureate Degree programs "Applied Baccalaureate Operating Fee" at \$2,242 per student calculation for 20 students per quarter taking 10 upper division credits per quarter times four quarters.

**These funds are based on students attending classes summer quarter

(2) Projected program expenses. South Seattle Community College has taken a conservative approach to enrollment and budgetary projections (Tinglestad, E.) in order to ensure the program's success. While conservative, this program is designed to provide significant student support; this enhanced student support comes with a slightly higher price point to achieve the program goals. Direct costs for year one of program delivery to 21 students will be at \$272.651 and moving to \$277,720 at year five. The increase is due primarily to a forecasted 5% annual increase in salaries. Our intent is to offer a high quality program that

meets the needs of the students and the college by providing robust funding in all necessary categories. This program will be in the same division as our current Bachelor's degree offering many opportunities to synergize in areas such as marketing and student development. Our experience with offering one of the first BAS degrees at a community college in Washington has helped us determine a realistic budget.

Faculty. A full time faculty will be hired to teach and manage the program. This person will be given a 1/3 load release to help manage the program. In addition we will have funding for part time faculty support during the year and in the summer.

Coordination. This fund is to provide additional funding for program coordination, including scheduling, on-line course setup, student recruiting, advisory committee support, industry connection and the majority of the time will be providing a significant student intern experience. This is represented in the high travel budget as the faculty will be traveling to the different intern sites across the state to observe and connect with mentors, review labs and equipment and review advisory committees and other related documents.

Exempt administrator. For the past five years our current bachelors program has had a .5 administrator with over 40-50 FTE's. We will add an additional .5 capacity for a combined 1 FTE to manage student support services for both programs (.5 each). We believe this will create a synergy of processes such as admissions, student advising, program review and scheduling. This position provides the majority of student support services.

Clerical support staff. Offering additional clerical support will minimize the impact on the current support staff.

Library support staff. We added similar amount of library faculty support for our first BAS degree and found it very helpful. We believe that with the on-line component of this degree support from the library faculty will be critical.

Financial aid support staff. Financial aid is an important part of the process and currently is completed manually as the SMS system does not appropriately support baccalaureate level financial aid processes. The support will begin at .25 FTE initially to set up appropriate processes and drop to and remain at .125 FTE from year 2 forward.

Distance learning support staff. Distance learning support from the campus will be very important for a high quality delivery experience providing dedicated support will ensure program supports is not compromised with budget reductions.

Goods and services. Goods and services will include expenses such as, marketing materials, program review costs, curriculum development, copying and printing, and faculty professional development.

Travel. See coordination above for primary expense. In addition to this, travel will include participation in statewide meetings such as WEC and faculty development workshops.

Equipment. Equipment will include items such as faculty lap top, on-line software, video equipment and consumables.

Library resources. Library materials will be primarily for the purchase of on-line journals and educational related databases as well as books for the stacks.

Course development. This is a one-time grant from the Department of Labor to develop out the courses in on-line format. We anticipate additional grants in this area but have not added that to the budget.

Table 9

Expenses***

	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-13	2013-14	2014-15	2015-16	2016-17
Students enrolled	21	21	21	21	21
Full Time Faculty Salary (1 FTE) + 35.62% Benefits	84,084	88,288	92,703	97,338	102,205
Part Time Faculty Salary (.33 FTE) + 32.45% Benefits	26,490	27,814	29,205	30,665	32,198
Coordination Stipend + 14.60% Benefits	22,920	24,066	25,269	26,532	27,859
Exempt Administrator/Student Support Administrator Salary (.5 FTE) + 34.26% Benefits	33,565	35,243	37,005	38,855	40,798
Clerical Support Salary (.10 FTE) 40.38% Benefits	5,732	6,018	6,319	6,635	6,967
Financial Aid Support Year 1 (.25 FTE) Year 2-5 (.125 FTE) + 34.26% Benefits	15,217	7,989	8,388	8,808	9,248
Library Faculty Salary (.125 FTE) + 35.62% Benefits	9,252	9,715	10,201	10,711	11,246
Distance Learning Adm. (.125 FTE) + 34.26 Benefits	8,391	8,810	9,251	9,713	10,199
Goods and Services	10,000	10,000	10,000	10,000	10,000
Travel	12,000	12,000	12,000	12,000	12,000
Equipment	5,000	5,000	5,000	5,000	5,000
Library Materials	20,000	15,000	15,000	10,000	10,000
Course Development	20,000				
Total	272,651	249,943	260,341	266,257	277,720

*** All Salaries include 5% per year increase

(3) Appropriate facilities to be used. The Teach Tech program is designed for working adults and delivery will be structured to meet the needs of people who are not available during the high volume 8 am- 2 pm class times. The ITV and hybrid nature of this program is designed to reduce the demand for students to be on campus thus reducing the facility demands. Teach Tech program will be offered at non-traditional times further reducing peak demand for facility space. South Seattle has significant experience in offering distance bachelors completion degrees with Eastern Washington University for several years using ITV. We have an ITV room set up as a classroom that can both broadcast and receive. In addition South has a teaching and learning classroom with the most current software for distance group interaction. The Seattle District also has a world class television studio that will be utilized to make high quality demonstration videos and support instruction. In addition South opened a

new **University Center** in 2006, with 16,000 square-feet which houses some of our other University partners such as Eastern Washington University. Finally our Georgetown campus has experienced a complete renovation over the past several years and is located close to SeaTac Airport and I-5 making it very easy for commuter students to attend class in that location.

(4) Equipment, technology, and instructional resources needed. The South Seattle Community College is part of the Seattle Community College District which is the second largest higher education entity in the State of Washington only the University of Washington is larger. We have a vast array of instructional resources including curriculum development grants, on-line course development grants, a \$10,000 instructional research fund a full time faculty development coordinator, TV Studio, multiple teaching and learning centers as well as access to Washington On-line and a host of Web based lecture capture and conferencing software, ITV rooms, and distance learning coordinators. In addition an equipment budget of \$5,000 per year has been established for this program. In addition \$20,000 has been allocated to the library for student resources.

Criteria 8. Program Specific Accreditation

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

The college will not seek specialized program accreditation.

Criteria 9. Pathway Options beyond Baccalaureate Degree

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

“We believe that instructors who earn the Teach Tech BAS degree will be prepared to continue their education into our master’s degree.” This is a quote from a letter of support by Sue Schmitt, Ed.D. Dean of the College of Education, Seattle University. We also believe that Seattle University will be an excellent option for graduates from the Teach Tech program. The University is close and offers graduate level program in education at night catering to working professionals.

In addition two of the external evaluations are being conducted from the Graduate programs at the University of Washington and Western Washington University. We will be working with both of these departments once the reviews are completed to develop articulation agreements. In addition we have contacted Western Governors University and City University to begin developing articulation agreements.

Criteria 10. External Expert Evaluation of Program

The Institution will select two external experts to review the program. In a separate document, provide copies of external evaluators' reports or letters. Summarize the institution's responses and subsequent modifications to the proposal based upon evaluator's recommendations. Attach a short bio of the evaluators.

South Seattle Community College selected three external experts to review the program. The two primary reviewers are Dr. Stanford Goto, a professor from Western Washington University who has been responsible for running the Community College Teacher program, and Dr. Thomas Halverson, from the University of Washington, Director of the Educational Policy Master's Program. In addition we requested a review from the Executive Director of Center of Excellence for Careers in Education at Green River Community College, Dr Erik Tingelstad. Dr. Tingelstad's position does not fit the criteria as a reviewer, however the college thought it prudent to receive feedback from the program that provides most of the professional development for community and technical college faculty and we incorporated his suggestions into our report (see Appendix H and Appendix I).

Stanford T. Goto, PhD. Dr. Stanford Goto is an Associate Professor in the Educational Leadership program at Western Washington University. His current teaching load includes courses in adult learning theory, philosophies and histories of continuing education, college teaching methods, adult literacy, research methods, and community colleges. In addition to his recent teaching experiences, Dr. Goto has been coordinating a certificate program in Community and Technical College Teaching at Western Washington University since 2004.

Thomas J. Halverson, PhD. Dr. Thomas Halverson is the Director of the Master's in Educational Policy program and as well as a Senior Lecturer and a Senior Researcher in the College of Education at the University of Washington. During the past nine years he has been at the University of Washington, Dr. Halverson as worked with the Center for the Study of Teaching and Policy focusing on organizational policy inside and outside of higher education. Dr. Halverson's current teaching load includes classes in the sociology of education, international and comparative education, and perspectives on policy and policy making, just to name a few.

Erik Karl Tingelstad, EdD. Dr. Erik Tingelstad is the Executive Director of the Center of Excellence, Careers in Education program at Green River Community College. His role is to manage and provide statewide resources for education careers within the community and technical college system. Dr. Tingelstad leads professional development initiatives for faculty and Deans and collaborates on statewide projects such as I-BEST Practices Conference, STEM Summit, and Skill Standards. Prior to his current work at Green River Community College, Dr. Tingelstad served as the Director of Workforce Development Services at Highline Community College.

Responses and program modifications based on evaluators recommendations

Each of the reviews was thorough and insightful. Some of the reviews had similar recommendations and these were combined in our response. The seven recommendations and subsequent modifications are listed below.

- Offer flexible completion times:

This suggestion came from two of the reviews, making it a high priority to examine. The planned requirement for this cohort based program is that students will be required to take a minimum of 10 credits per quarter for four quarters including summer. This is similar to our current BAS program which also requires 10 credits per quarter and has a completion rate in core courses of over 90%. Students in Teach Tech will be allowed to “stop out” and reenter the program. The program will track student completion and identify additional modifications as appropriate.

- Provide professional development for program faculty:

The college agrees that continuing professional development is important to maintaining a vibrant program. The Seattle Community College District has a full time faculty development person who is responsible for helping faculty attain resources and provide in house training. In addition South Seattle has a \$10,000 fund for faculty to conduct research. The teaching and learning center on South’s campus also offers opportunities for additional workshops and coursework. The Teach Tech program has added additional funds for library and goods and services which will allow faculty to purchase subscriptions to journals and other appropriate publications. Finally, a substantial travel budget will also be made available for faculty participation in conferences and other professional development activities.

- Maintain a strong core of foundation coursework:

A strong core of foundational courses will be important to ensure baccalaureate level education. The program will be mindful of the need to produce curriculum that builds on concepts and conception as well as concrete application. The program will use adult learning theory models such as Kolb’s learning styles to ensure all facets of curriculum are connected.

- Make explicit connection between theory and practice:

This recommendation also came from two of the reviewers, we followed the recommendation of Dr. Halverson to move the foundational theory classes to the beginning of the program and then refer back to these classes when continuing on to the more applied coursework. We believe this was an excellent solution to help make the connection between theory and practice as well as strengthening the foundational course work as requested in recommendation number three.

- Create procedures to ensure that all program outcomes are documented:

As the skill standards and the program outcomes are one in the same, it is critical to ensure all of these outcomes are attained by the students. We have made several changes to the proposal to help document the program outcomes. First we added the matrix in section one identifying which courses address the different program outcomes, secondly we updated the internship documentation (see Appendix A) to have students identify what program outcomes they will be working on in their internship and once they have completed their internship, how well they achieved the program outcomes. The

practicum will have a similar set of questions for the students. In addition, the Capstone course will have a student self-analysis to gauge the level of attainment for each program outcome. This suggestion was so on target that we also updated our internship documentation for our current BAS degree in Hospitality Management to include program outcomes as well as the capstone class.

- Increase the experience level requirement

Dr. Halverson's suggestion to increase the experience level for admitting students to the program was well founded and we have modified the proposal to change the entrance requirement to three years of experience.

- Financing a baccalaureate degree may be a challenge for college faculty:

The college agrees that financing their degree may be difficult for some students. We have modified the proposal by adding a .25 FTE in the financial aid area to help students find the financial support they will need to complete the program. The college will also work to find more scholarships for students and work with business and colleges to provide tuition assistance.

- Faculty credential level:

Dr. Halverson's report discussed faculty credential level and mentioned that a properly trained and experienced Master's degree level faculty may be appropriate to teach in the program. The college agrees that requiring a doctorate level faculty may limit the field of candidates and having an instructor who can both teach and manage the program (internships for example) is an appropriate strategy. The faculty credential matrix in the proposal was updated to include Master's level credential as a minimum requirement for the full time faculty position. In addition this information will be used in developing the job description.

South Seattle Community College is grateful to the reviewers, Dr. Goto, Dr. Halverson, and Dr. Tingelstad, for their thorough and thoughtful reports. The program has been greatly improved as a result of modifications made from their suggestions.

APPENDIX

Appendix A: Internship Agreement



Internship Training Agreement & Learning Objectives Contract

Student Information

Name: _____ Student I.D. Number: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

I agree to work as shown below and to uphold the commitment of hours and service I establish in my partnership with the sponsoring employer. I will work toward the established learning objectives as outlined in this contract and I will keep the Program Administrator informed of any changes in my work or school status. I realize that if placed in a paid internship position by the college, I am not able to file an unemployment claim against my employer at the end of the placement.

In addition, I hereby release the Seattle District of Community Colleges, its officers, employees, and agents from and against any and all claims or damages arising out of or in connection with the Internship Program and participation therein.

Student Signature: _____ Date: _____

Employer Information

Company Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Supervisor Name: _____ Title: _____

Phone: _____ Fax: _____ Email: _____

Wages per Hour (if applicable): \$ _____ Hours per Week: _____

Internship Start Date: _____ Internship End Date: _____

The employer is responsible for determining the student's eligibility to participate in an internship which includes background verification. The employer reserves the right to discharge the student for just cause. However, if a problem arises after the student secures an internship, the college requests that the employer consults with the Program Administrator and student prior to such action. The school may also terminate the agreement if the training site no longer accommodates educational requirements after due consultation with the employer and student. Appropriate safety instruction will be provided by the employer. The employer shall evaluate the student in writing on a form provided by the college at the end of the student's internship. The employer will comply with Federal and State Labor and Industry regulations and will not reduce or replace the hours of any regular employee at the worksite. The above employer does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, marital status, or disability.

In addition, the employer indicated above agrees to waive any and all claims that may arise against the Seattle District of Community Colleges, its officers, agents, or employees in connection with the Internship Program and participation therein.

Employer Signature: _____ Date: _____

Faculty Approval

I give the above student permission to participate in an internship. I will work with the student and employer to define appropriate learning objectives. I will contact or visit the internship site at least 1 time per quarter to determine the student's progress and address any questions or concerns as they arise.

Faculty Signature: _____ **Date:** _____

Learning Objectives

Work with your internship site supervisor and faculty mentor to complete a minimum of 4 learning objectives in the worksheet below. These objectives should be relevant to your internship position and tied to the program learning outcomes listed below.

Program Learning Outcomes:

- 1) Manage Learning Environments
- 2) Develop outcomes, assessments, and curricula
- 3) Develop and review programs
- 4) Provide student instruction
- 5) Provide support and guidance to students
- 6) Perform administrative functions
- 7) Create and maintain a professional environment
- 8) Promote the program and recruit students
- 9) Learn and adapt new technologies
- 10) Perform management functions

OBJECTIVE #1

- 1) **What would you specifically like to know or be able to do by the end of your internship?**

- 2) **What will you do to accomplish this goal? (provide 2 specific actions)**

- _____
- _____

- 3) **How will you and others know you've accomplished your goal? Be specific.**

- 4) **Describe why this objective is important to you and what program learning outcome(s) it achieves?**

OBJECTIVE #2

1) What would you specifically like to know or be able to do by the end of your internship?

2) What will you do to accomplish this goal? (provide 2 specific actions)

- _____
- _____

3) How will you and others know you've accomplished your goal? Be specific.

4) Describe why this objective is important to you and what program learning outcome(s) it achieves?

OBJECTIVE #3

1) What would you specifically like to know or be able to do by the end of your internship?

2) What will you do to accomplish this goal? (provide 2 specific actions)

- _____
- _____

3) How will you and others know you've accomplished your goal? Be specific.

4) Describe why this objective is important to you and what program learning outcome(s) it achieves?

OBJECTIVE #4

1) What would you specifically like to know or be able to do by the end of your internship?

2) What will you do to accomplish this goal? (provide 2 specific actions)

- ---

- ---

3) How will you and others know you've accomplished your goal? Be specific.

4) Describe why this objective is important to you and what program learning outcome(s) it achieves?

Appendix B: Outcomes Survey

BAS Professional Technical Teacher Education Program Learning Outcomes Survey

The core education requirements of the BAS degree in Professional Technical Teacher Education are designed to fulfill a set of desired 21st century learning outcomes for the education of professional technical teachers in the United States. Please take a few minutes to respond to the survey regarding the degree to which the BAS Professional Technical Teacher Education program has satisfied these learning outcomes using the following Likert-type scale:

- 1 – Strongly Disagree**
- 2 – Disagree**
- 3 – Neither Agree or Disagree**
- 4 – Agree**
- 5 – Strongly Agree**

**Survey
Response**

- | | |
|---|-------|
| 1) Manage learning environments | _____ |
| 2) Develop outcomes, assessments, and curricula | _____ |
| 3) Develop and review programs | _____ |
| 4) Provide student instruction | _____ |
| 5) Provide support and guidance to students | _____ |
| 6) Perform administrative functions | _____ |
| 7) Create and maintain a professional environment | _____ |
| 8) Promote the program and recruit students | _____ |
| 9) Learn and adapt new technologies | _____ |
| 10) Perform management functions | _____ |

Appendix C: Course Outlines

SOUTH SEATTLE COMMUNITY COLLEGE

Technical Education Division

COURSE OUTLINE

Malcolm Grothe
June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Workforce Instructional Methods and Materials
COURSE NUMBER:	PTE 301
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

Provides an overview of established training principles and practices including adult learning theory. Students will learn information literacy through library, internet and other resources. This course is intended for aspiring instructors and will focus on five delivery methods including lecture, discussion, demonstration, small group work and on-line learning.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through classroom, on-line and written communication. Demonstrate reading and listening skills necessary for curriculum development and interacting with students and colleagues.
2. Human Relations – Students will use social interactive skills to work and teach in groups effectively. Recognize the diversity of cultural influences and values in the classroom and workplace.

3. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to develop course syllabi and student assessments.
4. Technology – Students will select and use appropriate technological tools to deliver educational materials.
5. Personal Responsibility – Students will demonstrate the value of life-long learning. Be motivated and able to continue learning and adapt to change. Take pride in well developed course work and incorporate civic and environmental into curriculum as appropriate.
6. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Develop outcomes, assessments and curricula
3. Provide student instruction
4. Create and maintain a professional environment
5. Learn to adapt new technologies

GENERAL COURSE OBJECTIVES:

The student will:

1. Model appropriate attitudes, behaviors and technical skills that maximize student learning and meet current workplace requirements and industry skill standards.
2. Design, deliver and/or facilitate well-organized learner-centered instructional activities and lessons that actively engage students and promote achievement of student learning outcomes.
3. Implement at least four instructional strategies, (such as: lecture, demonstration, discussion, small group cooperative learning) that provide student regular opportunities to actively engage with course content to achieve course objectives.
4. Develop and write an instructional activity or lesson plan using technology that facilitates learning with active learner involvement and aligns with stated student learning outcomes.
5. Teach or facilitate a lesson incorporating group and/or individual requirements that meet industry standards.
6. Produce a course syllabus that utilizes a variety of instructional strategies that meet the needs of diverse learners and provides opportunities for students to practice, perform, and receive feedback on required knowledge and abilities.
7. Design, evaluate, and revise instructional materials in support of learner-centered activities such as self-assessment, self-directed learning, and other life-long learning skills.
8. Self-assess their own application and effectiveness of all steps in the learning process and provide/receive peer feedback on the delivery of learner-centered instruction.
9. Implement a variety of creative and original instructional strategies that provide students regular opportunities to actively engage with course content to achieve course objectives.
10. Demonstrate facilitation-based teaching skills that support and sustain a learning community in higher education.
11. Align assessments with program outcomes and diverse learning styles.
12. Apply Bloom's Taxonomy to instructional methods and assessments.
13. Identify adult learning theories and attributes.

TOPICAL OUTLINE

APPROX HOURS

1. Basic learning premises for facilitating learning	2
2. Facilitating students to think critically	2
3. Student centered learning	2
4. Environments for effective adult learning	2
5. Learning Communities	2
6. Processing information	2
7. Designing assignments	2
8. Course syllabus development	2
9. Incorporating the universal learning cycle	2
10. The constructivist classroom	3
11. Conduct of the experienced instructor	2
12. Using library resources	3
13. Delivery processes including on-line	3
14. Adult learning theories overview	3
15. Research in Technical Education	1

APPROX. HOURS:

33

Originated by: Malcolm Grothe
4/26/11

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Course Development and Design
COURSE NUMBER:	PTE 302
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

Presents models and processes for course design appropriate to the adult setting. Content includes scope and sequence, thematic development, competency-based models of instruction, syllabus development, and assignment of class requirements. Will cover program planning, advisory committee work, industry standards and accreditation standards.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through state-wide groups relating to education and area specific organizations. Demonstrate reading and listening skills necessary for development of advisory committees.
2. Human Relations – Students will use social interactive skills to work and teach in groups effectively. Recognize the diversity of cultural influences and values in the classroom and workplace.
3. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to develop course syllabi and student assessments and program outcomes.

4. Technology – Students will select and use appropriate technological tools to deliver educational materials.
5. Personal Responsibility – Students will demonstrate the value of life-long learning. Be motivated and able to continue learning and adapt to change. Take pride in well developed course work and incorporate civic and environmental into curriculum as appropriate.
6. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Develop outcomes, assessments and curricula
3. Provide student instruction
4. Create and maintain a professional environment
5. Perform administrative functions
6. Learn to adapt new technologies

GENERAL COURSE OBJECTIVES:

The student will:

1. Apply industry standards in the development of program goals and objectives, core and support courses, and assignments.
2. Develop a program plan using DACUM and/or other processes as applicable in accordance with program advisory committee guidelines.
3. Integrate curriculum across disciplines within their learning institution.
4. Communicate with a variety of state-wide community and technical colleges and universities with similar programs
5. Learn how to maintain and recruit an active and diverse advisory committee to meet the changing needs of industry for on-going program development

TOPICAL OUTLINE

APPROX HOURS

1. Program Planning	2
2. Identify core and support courses	2
3. DACUM/Job Analysis	3
4. Industry Skill Standards	2
5. Curriculum integration	2
6. Basic Consideration of Planning a lesson	2
7. Lesson Plan format	2
8. Writing measurable student learning outcomes	3
9. Lesson introduction	2
10. Chaining courses	2
11. Teaching Context and involving learners	2
12. Metacognition	3
13. Lesson assignment	3
14. Research in course development	3

APPROX. HOURS:

33

Originated by: Malcolm Grothe
4/26/11

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Managing the Learning Environment
COURSE NUMBER:	PTE 310
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course is designed to help students develop a management plan for determining, obtaining, and maintaining instructional equipment, tools, supplies, and materials. Emphasis is on shop, laboratory, and classroom safety practices.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through advisory committees, state agencies, local businesses using verbal, on-line and written communication. Demonstrate reading and listening skills necessary for equipment procurement, safety standards and shop/lab oversight.
2. Human Relations – Students will use social interactive skills to work and teach in groups effectively. Recognize the diversity of cultural influences and values in the classroom and workplace.
3. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to develop safe shop/lab practices and efficient use of space and material..

4. Technology – Students will select and use appropriate technological tools to deliver safe educational materials.
5. Personal Responsibility – Students will demonstrate the value of life-long learning. Be motivated and able to continue learning and adapt to change. Take pride in well developed course work and incorporate civic and environmental into curriculum as appropriate.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Develop outcomes, assessments and curricula
3. Create and maintain a professional environment
4. Learn to adapt new technologies
5. Perform management functions

GENERAL COURSE OBJECTIVES:

The student will:

1. Evaluate and monitor the safety of instructional areas and practices to provide a safe learning environment for others.
2. Identify essential safety issues in the curriculum.
3. Obtain, set up and maintain instructional equipment, systems, tools, supplies, and materials.
4. Supervise and asses offsite learning environments to maximize student learning.

TOPICAL OUTLINE

APPROX HOURS

1. Assessing the Learning Environment	3
2. Institutional Procurement requirements	3
3. Funding Sources and budget considerations	3
4. Maintenance Needs	3
5. Ergonomics	3
6. OSHA/WISHA Requirements	3
7. Hazardous Materials	3
8. Shop Processes and Safety	3
9. Sustainable practices	3
10. Research in Learning Environment	3
11. Offsite Learning environments	3

APPROX. HOURS:

33

Originated by: Malcolm Grothe
4/27/11

COURSE OUTLINE
Malcolm Grothe
June 3, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Technology in Learning
COURSE NUMBER:	PTE 311
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course is designed to identify, evaluate and implement new and emerging technologies according to industry needs. On-line, hybrid, and other emerging technology-based modes of communication will be examined to understand current curriculum development practices.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through classroom, on-line and written communication. Demonstrate reading and listening skills necessary to utilize a variety of technological tools.
2. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to identify appropriate technology to deliver subject matter.
3. Technology – Students will select and use appropriate technological tools to deliver educational materials.
4. Personal Responsibility – Students will demonstrate the value of life-long learning. Be motivated and able to continue learning and adapt to change. Take pride in well

developed course work and incorporate civic and environmental into curriculum as appropriate.

5. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Develop outcomes, assessments and curricula
3. Provide student instruction
4. Create and maintain a professional environment
5. Learn to adapt new technologies

GENERAL COURSE OBJECTIVES:

The student will:

1. Identify and evaluate new and emerging technologies relevant to their technical program and industry and demonstrate proficiency in applying and teaching these skills in the classroom/online.
2. Incorporate new and emerging technologies into existing curriculum, outcomes and assessment and implement new technology in program according to its relevance, effectiveness and long-term implications.
3. Adopt instructional activities and the learning environment by utilizing current instructional technology to maximize learning.
4. Successfully manage the process of obtaining, maintaining and upgrading program specific technology skills and maintaining current industry certifications.
5. Develop new communications systems and processes, including email, online material, course delivery systems, and a website.

TOPICAL OUTLINE	APPROX. HOURS
1. Introduction	3
a. Meeting the Needs of Today's Student	
b. Student Engagement Theory	
c. Accommodating Diverse Learning Styles	
d. Supporting Students with Disabilities	
e. Utilizing your Technical Advisory Committee	
2. Basic Fluency in Technology	5
a. Word, Excel, PowerPoint, Outlook	
b. USB Drive, CD-RW	
c. Projectors	
3. Web-Based Courses	5
a. Vocabulary	
b. Online Course Development and Delivery	
c. Angel	
d. Ethics and Copyright Issues	
e. Online Resources	
4. Enriching the Academic Experience	5
a. Web Conferencing	

- b. Recording Lectures
 - c. Google Apps for Education
- 5. Electronic Resources for Faculty 5
 - a. Grade Tracking
 - b. Submitting Grades in the Instructor Briefcase (IBC)
 - c. Student Management System (SMS)
- 6. Multimedia Portfolios 10

APPROX. HOURS:
33

Originated by: Malcolm Grothe
5/3/11

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	American Community College
COURSE NUMBER:	PTE 312
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course explores the history, present status, student diversity, student services, ethical issues and future directions of the American community college. Grant proposals, procedures and processes will be evaluated. Students will research and develop at least one grant proposal.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through classroom, on-line and written communication.
2. Human Relations – Students will use social interactive skills to work and teach in groups effectively. Recognize the diversity of cultural influences and values in the community college system.
3. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to describe the goals of the community college system.
4. Personal Responsibility – Students will demonstrate the value of life-long learning. Be motivated and able to continue learning and adapt to change.

- Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

- Create and maintain a professional environment
- Develop and review programs
- Perform administrative functions
- Provide program management functions

GENERAL COURSE OBJECTIVES:

The student will:

- Develop a framework that demonstrates the mission, role and function of the community college system.
- Analyze the ways in which inclusion, diversity, and equity are addressed at the community college.
- Analyze the strengths and weaknesses of the community college system.
- Examine persistence and completion rates.
- Describe the four major components of the community college: transfer, technical/workforce, adult basic education and community/continuing education.
- Examine related instruction embedded in technical curriculum.
- Develop grant finding and writing experience with local, state, and national funders.
- Engage with campus fundraising through college foundations.
- Develop recruiting plan for international students.

TOPICAL OUTLINE

APPROX HOURS

1. Introduction to the American Community College	3
2. The mission of community colleges	2.5
3. Apprenticeships and community colleges	2
4. Adult Basic Education and English Language Learners	2
5. Professional Technical Education	2.5
6. Transfer programs	3
7. Bachelor's Degrees offered at Community Colleges	2
8. Students and diversity	3
9. Leadership and student services	2
10. Emerging issues in community colleges	2
11. Working with the college foundation	2
12. Grant writing in the community college	2
13. Embedded instruction	3
14. Research issues in community colleges	2

APPROX. HOURS:

33

Originated by: Malcolm Grothe
5/9/11

COURSE OUTLINE
Malcolm Grothe
June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Professional Portfolio
COURSE NUMBER:	PTE 314
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	1
LECTURE HOURS:	11
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course will require students to document prior work experience by developing an E-portfolio and will culminate in receiving Workforce Experience Practicum credit.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability writing skill through the development of a work experience portfolio.
2. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving necessary to document prior learning including theory and practical application.
3. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Develop outcomes, assessments and curricula
2. Develop and review programs

3. Perform administrative functions
4. Create and maintain a professional environment
5. Promote programs and recruit students
6. Learn to adapt new technologies
7. Perform management functions

GENERAL COURSE OBJECTIVES:

The student will:

1. Articulate their educational goals.
2. Identify Program Outcomes attained.
3. Recognize college-level learning.
4. Identify and document prior learning experiences.
5. Categorize experiences into college disciplines.
6. Determine if prior learning is of a creditable nature.
7. Compile a portfolio to determine the awarding of credit (Maximum of 25% of the degree sought).
8. Submit portfolio to appropriate campus personnel for evaluation.

TOPICAL OVERVIEW	APPROX HOURS
1. Course Overview	1
2. Review Portfolio Development Process	4
3. Document Prior Learning Experiences	2
4. Create Portfolio Outline	3
5. Finalize and Review Portfolio	1

APPROX. HOURS:

11

Originated by: Malcolm Grothe
5/5/11

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Work Experience Practicum
COURSE NUMBER:	PTE 315
TYPE OF COURSE:	Vocational
COURSE LENGTH:	Variable
CREDIT HOURS:	Non-Variable 10
LECTURE HOURS:	0
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	Variable
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

Credits earned will be based on the successful completion of the Professional Portfolio course (PTE 314). Students must have demonstrated 2-5 years of relevant work experience in their area of interest.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Personal Responsibility – Demonstrate the ability to be timely, responsible for tasks assigned as well as working independently, value one's own skills and abilities and value intellectual inquiry and ethical behavior.
2. Human Relations – Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values of peers and colleagues.
3. Communication – Demonstrate effective oral and written communication between co-workers and supervisors in the work setting.

PTE 315 – Work Experience Practicum
1/26/11

STUDENT LEARNING OUTCOMES ADDRESSED (Cont.):

4. Technology – Students will select and use appropriate technological tools to demonstrate knowledge within their field of interest.

GENERAL COURSE OBJECTIVES:

1. To evaluate prior work experience and how it relates to the BAS Professional Teacher Education program and the student's future career goals.

TOPICAL OUTLINE:

1. Work with South Seattle Community College BAS Professional Teacher Education faculty/staff to identify an appropriate Work Experience Practicum
2. Complete the Prior Work Experience Credit Petition
3. Provide 2-5 years of approved and documented work experience

APPROX. HOURS:

Variable

Originated by: Malcolm Grothe
1/26/11

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Organizational Leadership
COURSE NUMBER:	PTE 325
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	2
LECTURE HOURS:	22
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course is designed to help students develop leadership skills in a technical environment. Students will evaluate various leadership theories and models.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through classroom, on-line and written communication. Demonstrate communication through team work.
2. Human Relations – Students will demonstrate human relation skills through leadership activities.
3. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to develop program leadership.
4. Technology – Students will select and use appropriate technological tools to lead program.
5. Personal Responsibility – Students will identify the value of life-long learning through program leadership.
6. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Perform administrative functions
3. Create and maintain a professional environment
4. Promote programs and recruit students
5. Learn to adapt new technologies
6. Perform management functions

GENERAL COURSE OBJECTIVES:

The student will:

1. Trace and explain the development of management styles and examine current management practices.
2. List and discuss leadership styles used in business and education, and the theory underlying these various styles.
3. Explain the traditional functions of management (planning, organizing, directing, and controlling), and explain why a gap exists between theory and practice.
4. Describe the types and sources of organizational and personal power, the typical responses to each type of power, and methods that enhance power and build alliances.
5. Explain the four fundamental steps of a continuous-improvement process, and identify and describe tools commonly used in the process.
6. Understand the importance and nature of goal-setting in an organization. Describe the need for coaching in current technical education practices and list guidelines that can help managers handle organizational conflict.
7. Identify forces of change that have made team-building a high priority for many educational organizations, and describe the stages a work-team goes through during its development.
8. Explain the ways in which the workforce is changing and how it is becoming more diverse.

TOPICAL OUTLINE

APPROX. HOURS

1. Changing Nature of Leadership	2.5
2. Quality and Improvement	2
3. Leading Organizational Changes	2
4. Power and Empowerment	3.5
5. Communication Skills	2
6. Conflict Management	2
7. Leading High Performance Teams	2
8. Challenges of Diversity	2
9. Ethical Leadership	4

APPROX. HOURS:

22

Originated by: Malcolm Grothe
5/6/11

COURSE OUTLINE

Malcolm Grothe

May 9, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Adult Learning
COURSE NUMBER:	PTE 345
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	5
LECTURE HOURS:	55
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course will cover adult learning theory, learning styles, learning processes, context, motivation and development.

STUDENT LEARNING OUTCOMES ADDRESSED:

7. Communication – Students will demonstrate the ability to converse through classroom, on-line and written communication. Demonstrate reading and listening skills necessary for describing outcomes attained through the PTE program.
8. Computation – Students will identify computation skills attained in the PTE program.
9. Human Relations – Students will identify human relation skills learned in the PTE program.
10. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to develop program synopsis.

11. Technology – Students will select and use appropriate technological tools to deliver program synopsis.
12. Personal Responsibility – Students will identify the value of life-long learning through program synopsis.
13. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Develop outcomes, assessments and curricula
3. Develop and review programs
4. Provide student instruction
5. Provide support and guidance to students
6. Perform administrative functions
7. Create and maintain a professional environment
8. Promote programs and recruit students
9. Learn to adapt new technologies
10. Perform management functions

GENERAL COURSE OBJECTIVES:

The student will:

1. Recognize diverse intellect and learning styles, modeling a positive attitude, while respecting and encouraging successful learning communities.
2. Create a learning environment that is conducive to optimal learning and implement learning strategies that engage a variety of styles for instructional success.
3. Demonstrate sensitivity to individual learning needs and the learning environment and show flexibility and spontaneity in meeting the needs of diverse learning styles.
4. Using current research to describe learning as an adult.
5. Describe the influence of contextual elements, process of learning, and timeline for an adult learner.
6. Describe the new trends in adult education using demographics, globalization, and technology.
7. Identify characteristics of adult learners to design effective instruction.
8. Align, apply, and coordinate adult learner principles to lesson plans and instructional activities to meet the needs of diverse adult learners.
9. Identify and demonstrate various strategies/teaching techniques that can engage adult learners in the education process.

APPROX. HOURS:

55

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Student Support and Guidance
COURSE NUMBER:	PTE 401
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course will evaluate student completion theories and develop the skills necessary to respond to student needs including scheduling and holding office hours, providing multiple modes of communication, and understanding professional obligations in regard to student contact.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through classroom, on-line and written communication. Demonstrate reading and listening skills necessary for interacting with students and colleagues.
2. Human Relations – Students will use social interactive skills to work and teach in groups effectively. Recognize the diversity of cultural influences and values in the classroom and workplace.
3. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to develop provide student support and guidance.
4. Technology – Students will select and use appropriate technological tools to deliver educational materials.

5. Personal Responsibility – Students will demonstrate the value of life-long learning. Be motivated and able to continue learning and adapt to change. Take pride in well developed course work and incorporate civic and environmental into curriculum as appropriate.
6. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Provide Support and Guidance to Students
3. Create and maintain a professional environment
4. Learn to adapt new technologies

GENERAL COURSE OBJECTIVES:

The student will:

1. Courteously and respectfully respond to diverse student needs using a variety of acceptable communication modes.
2. Manage time effectively in responding to group and individual student requests for assistance.
3. Maintain professional boundaries in accordance with college policies and procedures while working with students.
4. Demonstrate knowledge of college degree and certificate requirements, including general education and related instruction, to inform students of academic options and college resources.
5. Assist student in assessing their strengths and interests, understanding and interpreting their placement test scores and creating an educational plan.
6. Explain ADA and what are considered to be “reasonable accommodations” in the workplace and in the classroom.
7. Assess student employability qualities, skills and interests and advise on the culture of the workplace to make appropriate student referrals for job placement.

TOPICAL OUTLINE

APPROX. HOURS

- | | |
|--|-------------------|
| <ol style="list-style-type: none"> 1. Campus Policies and Procedures <ol style="list-style-type: none"> a. Designing Student-Centered Schedules b. Student Contact <ol style="list-style-type: none"> i. Office Hours ii. Email and Face-to-Face c. FERPA d. American Disabilities Act (ADA) e. Maintaining Professional Boundaries 2. Campus Resources <ol style="list-style-type: none"> a. Registration b. Financial Aid and Scholarships c. Advising and Counseling d. TRIO / SSS e. Tutoring f. Writing Center / Math Lab | <p>8</p> <p>7</p> |
|--|-------------------|

3. Working with Diverse Student Populations	3
4. Academic Advising	5
a. Student Progress Reports	
b. Grade Justification	
5. Career Advising	5
a. Working with your Technical Advisory Committee	
b. Internships	
c. Job Placement Support	
6. Conflict Management	5

APPROX. HOURS:

33

Originated by: Malcolm Grothe
4/26/11

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Assessment of Learning Performance
COURSE NUMBER:	PTE 402
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course will inform the process of curriculum evaluation and revision by examining existing research in assessment. Students will learn how to design and develop evaluation processes to be integrated into classroom learning. Course content will include prior learning assessment, formative assessment, summative assessment, and will be linked to learning outcomes. Accreditation standards and processes will be addressed.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through classroom, on-line and written communication. Demonstrate reading and listening skills necessary for curriculum, outcome, and student assessment.
2. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to develop assessments.
3. Technology – Students will select and use appropriate technological tools to deliver assessments.

4. Personal Responsibility – Students will demonstrate the value of life-long learning. Be motivated and able to continue learning and adapt to change. Take pride in well developed, ethical program, course, and student evaluations.
5. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely to use current assessment techniques.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Develop outcomes, assessments and curricula
3. Create and maintain a professional environment
4. Learn to adapt new technologies

GENERAL COURSE OBJECTIVES:

The student will:

1. Design, integrate and evaluate authentic, appropriate assessment tools as part of the learning process.
2. Develop assessments linked to student learning outcomes.
3. Design pre-assessment, formative assessment, and summative assessments.
4. Develop strategies to revise curriculum and/or pedagogy based on analysis of assessment results.
5. Correlate the grading policy published in a course syllabus with specified classroom assessment and evaluation strategies and published student learning outcomes.
6. Develop student, course, and program assessments designed to meet the needs of outside accrediting agencies.

TOPICAL OUTLINE

APPROX HOURS

- | | |
|--|-----|
| 1. Overview of curriculum evaluation | 3 |
| 2. Prior Learning assessment | 2 |
| 3. Student placement/assessment | 5 |
| 4. Formative and summative assessment | 4 |
| 5. Assessment for learning outcomes | 3.5 |
| 6. Assessment for accreditation agencies | 4 |
| 7. Program assessment | 3 |
| 8. Test development, statistics and grading | 3.5 |
| 9. Research issues in community college assessment | 5 |

APPROX. HOURS:

33

Originated by: Malcolm Grothe
5/02/11

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Legal Issues and Ethics in Education
COURSE NUMBER:	PTE 420
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course is designed to explain how legal implications from local, state and federal sources guide professional practice. Students will evaluate social, economic and political issues that influence professional ethics and practice.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate legal and ethical communication skills, contract development and dissemination of legal requirements in the classroom.
2. Human Relations – Students will develop ethical human relation skills.
3. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to locate and clarify local, state, and national laws pertaining to education.
4. Personal Responsibility – Students will identify the value of ethical behavior through classroom management, budgets, staff, and equipment.
5. Technology – Students will evaluate laws and ethics associated with the use of technology.

6. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Develop outcomes, assessments and curricula
3. Develop and review programs
4. Provide student instruction
5. Perform administrative functions
6. Create and maintain a professional environment
7. Promote programs and recruit students
8. Perform management functions

GENERAL COURSE OBJECTIVES:

The student will:

1. Identify and apply principles of education law (local, state and federal) to specific contexts.
2. Identify and apply the Revised Code of Washington and Washington Administrative Code to specific educational contexts.
3. Analyze his/her own education situation and establish a plan to ensure he/she engages in practices consistent with local, state and federal law.
4. Identify ethical use of copyright laws in writing and online.
5. Analyze ethical issues associated with, teaching, colleagues, students, union, administration, and community.

TOPICAL OUTLINE

APPROX. HOURS

1. Education and the American Legal System	5
a. History of Educational Law	
b. Constitutional Law	
c. Statutory Law	
d. Washington Administrative Code (WAC)	
e. Religion	
2. Public Education and the Law	3
a. Attendance	
b. Student Services	
3. General Principals and Liability	5
4. Employee Rights and Obligations	5
a. Certification / Tenure	
b. Discipline	
c. Unions and Collective Bargaining	
5. Civil Rights and Academic Freedom	3
6. Student Rights and Discipline	5
a. Procedural Rights	
b. Safety	
c. FERPA / ADA	
7. Discrimination	2
8. Copyright Laws for Educational Use	5
a. "Fair Use" Policies	
b. Contacting Publishers	

APPROX. HOURS:

33

Originated by: Malcolm Grothe
5/5/11

COURSE OUTLINE

Malcolm Grothe

June 3, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Diversity and Globalism in Education
COURSE NUMBER:	PTE 460
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course will examine cultural competence in the classroom and the effects of globalism in the educational setting.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse respectfully through classroom, on-line and written communication.
2. Human Relations – Students will develop culturally competent human relation skills.
3. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving necessary to teach and work in a culturally diverse society. .
4. Personal Responsibility – Students will identify the value of global and cultural learning.
5. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Develop outcomes, assessments and curricula

3. Develop and review programs
4. Provide student instruction
5. Perform administrative functions
6. Create and maintain a professional environment
7. Promote programs and recruit students
8. Learn to adapt new technologies
9. Perform management functions

GENERAL COURSE OBJECTIVES:

The student will:

1. Develop cross-cultural skills necessary to manage diverse student populations.
2. Examine biases and prejudices related to culture competency in the classroom.
3. Describe how globalism affects student learning.
4. Discuss how the workplace is affected by culture and globalism.
5. Describe how international programs and travel abroad connect to technical programs.
6. Develop specific activities that facilitate students and others to support and respect individual differences.

TOPICAL OUTLINE

APPROX HOURS

1. Overview	4
2. Concepts of Oppression	3
3. Biases in the classroom	4
4. Globalism and international students	5
5. Concepts of micro-aggression	3
6. Research topics in Diversity and Globalism	5
7. Current issues and cultural competency	4
8. Diversity in the workplace	5

APPROX. HOURS:

33

Originated by: Malcolm Grothe
5/5/11

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Program Management and Recruitment
COURSE NUMBER:	PTE 468
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	3
LECTURE HOURS:	33
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This course is designed to inform students about all aspects of program management and leadership, including student recruitment. Students will learn about program budgets, staffing, facilities, scheduling, and forecasting. In addition students will develop a recruiting plan for their current program or intended area of instruction.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse respectfully through classroom, on-line and written communication.
2. Computation – Students will develop and manage accurate budgets
3. Human Relations – Students will work with committees and individuals to promote and manage their program.
4. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving necessary to promote and manage their technical program.
5. Personal Responsibility – Students will take ownership of their program promotional and management activities.

6. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Develop outcomes, assessments and curricula
2. Develop and review programs
3. Perform administrative functions
4. Create and maintain a professional environment
5. Promote programs and recruit students
6. Learn to adapt to new technologies
7. Perform management functions

GENERAL COURSE OBJECTIVES:

The student will:

1. Develop program promotional plans, including web, social media, print and face-to-face interactions.
2. Develop and participate in campus and community events.
3. Serve on committees, such as diversity, transfer, community, and college to recruit students and identify funding.
4. Perform recruiting activities.
5. Provide information to perspective students.
6. Develop and maintain public relations information.
7. Perform documentation and record keeping duties.
8. Mentor, orient and support new and part-time faculty.
9. Develop criteria, recruit, and make recommendations regarding hiring of faculty.
10. Manage instructional and program assistants.
11. Develop and manage budgets.

TOPICAL OUTLINE	APPROX. HOURS
1. Creating an Advisory Committee	7
a. Purpose	
b. Cultivating and Maintaining Industry Relationships	
c. Student Involvement	
2. Program Review and Updates	7
a. Implementing Current Industry Standards	
b. Program Review Requirements	
c. Addressing Program Changes	
d. Integrating Curriculum Changes	
e. Recruiting Students	
3. Curriculum Development	5
a. DACUM	
b. Experiential Learning	
c. Meeting Industry Skill Standards	
4. Program Assessment	7
a. Developing Assessment Tools	
b. Student Learning Outcomes	

- 5. Accreditation 7
 - a. Purpose
 - b. Requirements
 - c. Documenting Program Successes

APPROX. HOURS:
33

Originated by: Malcolm Grothe
5/5/11

COURSE OUTLINE

Malcolm Grothe

June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Professional Development Certification
COURSE NUMBER:	PTE 489
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	1
LECTURE HOURS:	11
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

Students completing this course will have a professional development plan per WAC 131-16-92 and attain an Initial Washington State Professional Technical Teacher Certification (Additional requirements for certification include CPR and First Aid).

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through the creation of a professional development plan with faculty/supervisor.
2. Human Relations – Students will evaluate their own human relation skills and develop appropriate strategies to enhance in terms of professional development plan.
3. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to develop conduct a self evaluation and professional development plan.
4. Technology – Students will select and use appropriate technological tools to deliver educational materials.
5. Personal Responsibility – Students will demonstrate the value of life-long learning by developing a three year professional development plan.

6. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage Learning Environments
2. Develop outcomes, assessments, and curricula
3. Develop and review programs
4. Provide Student instruction
5. Provide support and guidance to students
6. Perform administrative functions
7. Create and maintain a professional environment
8. Promote the program and recruit students
9. Learn and adapt new technologies
10. Perform program management functions

GENERAL COURSE OBJECTIVES:

The student will:

1. Attain Washington State Professional Technical Faculty Certification
2. Conduct self-evaluations of Professional Technical Skill Standards
3. Review self-evaluation with faculty and/or supervisor
4. Create a professional development plan
5. Complete CPR/First Aid Certification

TOPICAL OUTLINE

APPROX HOURS

- | | |
|---|---|
| 1. Review WAC 131-16-92 | 2 |
| 2. Self Evaluation | 2 |
| 3. Analysis of self evaluation | 2 |
| 4. Create Professional Development plan | 2 |
| 5. Review and approve plan | 3 |

APPROX. HOURS:

11

Originated by: Malcolm Grothe
5/9/11

COURSE OUTLINE

Malcolm Grothe

January 26, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Teaching Internship
COURSE NUMBER:	PTE 490
TYPE OF COURSE:	Vocational
COURSE LENGTH:	Variable
CREDIT HOURS:	Variable 1 to 10
LECTURE HOURS:	0
LAB HOURS:	0
OTHER HOURS:	300 (in Classroom)
CLASS SIZE:	Variable
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

The Teaching Internship provides students with the opportunity to observe, reflect and practice teaching adult learners in a technical, post-secondary environment. Each student will find a technical teaching placement in their field of interest and work with an adult educator (site supervisor) to develop and deliver relevant curriculum. The student's site supervisor and college faculty advisor will evaluate the internship.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Personal Responsibility – Demonstrate the ability to be timely, responsible for tasks assigned as well as working independently, value one's own skills and abilities and value intellectual inquiry and ethical behavior.
2. Human Relations – Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values of peers, colleagues, and students overall.

STUDENT LEARNING OUTCOMES ADDRESSED (Cont.):

3. Communication – Demonstrate effective oral and written communication between co-workers and supervisors in the work setting.
4. Critical Thinking and Problem Solving – Demonstrate the ability to analyze and interpret technical and other industry related data and information related to the Professional Teacher Education field.
5. Technology – Students will select and use appropriate technological tools to investigate different segments of the field.
6. Information Literacy – Access and evaluate information from a variety of resources, including research in the library, various websites searches, reading textbooks, and peer discussion. Students will be sharing their information through formal and informal class discussion.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. Apply those theories, concepts and skills acquired in the classroom in an actual work environment
2. Interact effectively with individuals and groups
3. Learn work related success strategies
4. Adapt to work place practices and exhibit appropriate professional comportment, including attitude and appearance.
5. Develop specific goals and four types of learning objectives:
 - a. Career orientation objectives
 - b. Skills application and development objectives
 - c. Human relations objectives
 - d. Critical thinking and problem solving objectives

TOPICAL OUTLINE:

1. Work with South Seattle Community College Career Center staff and BAS Professional Teacher Education faculty/staff to identify an appropriate internship site
2. Clarify career and educational goals
3. Attend seminars as required by internship site personnel
4. Develop good work habits
5. Provide 300 (in Classroom) hours of approved and documented internship experience

APPROX. HOURS:
300 (in Classroom)

Originated by: Malcolm Grothe
1/26/11

COURSE OUTLINE
Malcolm Grothe
June 2, 2011

DEPARTMENT:	Professional Technical Education
CURRICULUM:	Professional Teacher Education
COURSE TITLE:	Capstone
COURSE NUMBER:	PTE 495
TYPE OF COURSE:	Hybrid
COURSE LENGTH:	Variable
CREDIT HOURS:	1
LECTURE HOURS:	11
LAB HOURS:	0
OTHER HOURS:	0
CLASS SIZE:	30
PREREQUISITES:	Student must be enrolled in the BAS Professional Teacher Education program or have instructor approval.

COURSE DESCRIPTION:

This project-based course will be offered during the student's last quarter of study and will draw on all previous classes and internship experiences.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Students will demonstrate the ability to converse through classroom, on-line and written communication. Demonstrate reading and listening skills necessary for describing outcomes attained through the PTE program.
2. Computation – Students will identify computation skills attained in the PTE program.
3. Human Relations – Students will identify human relation skills learned in the PTE program.
4. Critical Thinking and Problem-Solving – Students will adapt critical thinking skills and problem solving to develop program synopsis.
5. Technology – Students will select and use appropriate technological tools to deliver program synopsis.
6. Personal Responsibility – Students will identify the value of life-long learning through program synopsis.

7. Information Literacy – Students will access and evaluate information from a variety of sources and contexts, and will demonstrate how to access Information Literacy remotely.

PROGRAM OUTCOMES:

1. Manage learning environments
2. Develop outcomes, assessments and curricula
3. Develop and review programs
4. Provide student instruction
5. Perform administrative functions
6. Create and maintain a professional environment
7. Promote programs and recruit students
8. Learn to adapt new technologies
9. Perform management functions

GENERAL COURSE OBJECTIVES:

The student will:

1. Develop a final project report that describes how all program outcomes and student learning outcomes have been achieved and how they will be applied in future endeavors.
2. Evaluate the PTE program and program outcomes.
3. Create a curriculum vita.

TOPICAL OUTLINE

APPROX HOURS

- | | |
|-------------------------------------|---|
| 1. Course Overview | 1 |
| 2. Review program outcomes | 3 |
| 3. Review student learning outcomes | 3 |
| 4. Develop Resume/Curriculum Vita | 3 |
| 5. Evaluate program | 1 |

APPROX. HOURS:

11

Originated by: Malcolm Grothe
5/5/11

Appendix D: Faculty Resumes

David J. Krull, J.D.

Office: (206) 934-6726

Email: David.Krull@SeattleColleges.edu

RECENT EMPLOYMENT

South Seattle Community College

January 2011 – Present

Instructor, BAS Hospitality Management

- Develop and present instruction in the areas of management theory, human resources, cost controls, risk management, accounting and operations
- Maintain relationships with industry professionals and Board of Advisors

Medelae, Inc.

November 2010 - Present

Co-Founder

- Developed universal and secure communication platform for physicians to consult with specialist physicians across multiple networks
- Train physicians and administrators on system

Process International

October 2008 to September 2011

General Counsel

- Developed management training programs relating to risk management and new business development
- Trained Company's clients on methods for managing risks associated with employees, vendors, customers and government contracting

American Management Services LLC

March 2001 to June, 2008

General Counsel, Corporate Secretary

- Supported Human Resources through the creation and enforcement of policies and training programs
- Developed national safety training programs for 5500 employee company
- Created materials and trained all employees on corporate compliance and business ethics
- Trained staff on fair housing for 200,000 residential units of multi-family portfolio of managed properties

EDUCATION

Jurist Doctorate, Seattle University School of Law, December 1992

B.A., University of Washington Business Administration, December 1985

COMMUNITY ACTIVITIES

Better Business Bureau - Volunteer Arbitrator 18 years

Boy Scouts, Chief Seattle Council – Volunteer Leader 7 years

Hana K. Gala, Ph.D.

Office: (206) 934-5197
Email: Hana.Gala@SeattleColleges.edu

RECENT EMPLOYMENT

South Seattle Community College

March 2011 - Present

Instructor, BAS Hospitality Management

- Lecturing 5 credit course, "Services Operations Management"
- Lecturing 5 credit course, "Diversity and Culture in Global Travel and Tourism"
- Lecturing 3 credit course, "Lodging Operations"

Everyday Engagement, Axelrod Group

December 2010 - Present

Consultant

- Coaching senior executives and managers to gain higher engagement from their teams and increase productivity

LoanHD

October 2010 - July 2011

Director of Operations

- Designed daily operations structure for a financial startup, including employee handbooks, procedural materials and forms
- Created training plans for all employees
- Managed subcontractors, daily operations, and oversaw payroll

Grand Hyatt Seattle

April 2008 - July 2010

Operations Assistant Manager, Rooms Division

- Managed divers team of 86 and daily operations and customer service in high-end hotel of 425 rooms
- Trained and inspired employees to increase guests' satisfaction by 17%
- Trained staff in Service Essentials, Customer Service and Hospitality Trainings

EDUCATION

Ph.D. International Relations, Charles University, 2005

M.A. Political Science, Charles University, 1999

M.A. Certificate, Hospitality Management, Cornell University, 2006

Certified Trainer, Everyday Engagement

BACHELOR OF APPLIED SCIENCE IN PROFESSIONAL TECHNICAL TEACHER EDUCATION

APPLICATION PACKET

This is an application for admission to the Bachelor of Applied Science (BAS) in Professional Technical Teacher Education program. If you have questions or concerns, please contact us at any time.

Contact Name: Katie Frazier
Phone: (206) 934-6783
Fax: (206) 934-5156
Email: Katie.Frazier@SeattleColleges.edu

APPLICATION CHECKLIST

Admission to the program is competitive. Meeting minimum requirements does not guarantee admission as the number of qualified applicants may exceed the number of available enrollment spaces.

- **Student Identification (SID) Number** – If you have never attended South Seattle Community College (SSCC), North Seattle Community College (NSCC), or Seattle Central Community College (SCCC):
 - Go to <http://tinyurl.com/sscc-online-app> and apply to South Seattle Community College online. Once you apply to the College, you will be given a SID number to use on your BAS application form
 - *You can skip this step if you already have a SID number from SSCC, NSCC, or SCCC*
- **A completed application form** (enclosed)
- **A completed “Prior Work Experience Petition”** (enclosed)
- **A non-refundable check for \$35.00**, payable to “South Seattle Community College BAS, PTE” (*This fee covers your application to SSCC, transcript evaluation and your individualized program plan*). Include your SID number on the check.
- **Official transcripts** from a regionally accredited college demonstrating completion of an Associate - Transfer degree **AND** an “Incoming Academic Transcript Evaluation Request” form (enclosed).
 - *Note: unofficial transcripts including opened official transcripts will not be accepted. Students who have attended SSCC, NSCC, or SCCC do not need to order official transcripts but a “Transcript Evaluation Request” form is still required*
- **Two letters of recommendation** from individuals who personally know your work (such as your current or past supervisor), that discuss your contributions to your workplace and how he/she believes you will benefit from completion of the BAS program. If you are applying for this program immediately after completing an associate degree program, the letters of recommendation may be from your instructors on college letterhead. *All letters of recommendation must include the recommender’s name and contact information.*
- **A personal statement** (minimum of 400 words, maximum of 600 words) discussing your work experience; your personal and professional goals; advanced certifications you already possess; any specific or unique attributes that you will bring to the program; any personal or imposed challenges or hardships you have overcome in pursuing your educational or work goals; or any other special considerations that you believe will make you a good candidate for the program.
- **Review the financial aid website** at <http://southseattle.edu/finaid/forms.htm> and submit your FASFA at <http://www.fafsa.ed.gov>. Financial aid applications are typically due 4-6 months prior to your start date.

All application materials must be addressed to:

South Seattle Community College
6000 16th Ave SW – TEC140
Seattle, Washington 98106-1499

BAS, TEACH TECH APPLICATION FORM

IMPORTANT NOTES:

1. Please type or print legibly with a black or blue pen
2. Enclose the application fee of \$35.00. Checks should be made payable to “South Seattle Community College, BAS-PTE” (do not mail cash)

SECTION 1 - PERSONAL INFORMATION

First Name	Middle Initial	Last Name		
Address, including apartment number		City	State	Zip Code
Day Phone	Cell Phone		Evening Phone	
Date of Birth (mm/dd/yyyy)		Gender <input type="checkbox"/> Male <input type="checkbox"/> Female		
E-mail Address		Previous Names 1. _____ 2. _____		
Social Security Number --- ---	Note: Your social security number is confidential and, under a federal law called the Family Educational Rights & Privacy Act, the college will protect it from unauthorized use and/or disclosure. In compliance with state/federal requirements, disclosure may be required for the purposes of state and federal financial aid, Hope/Lifetime Learning tax credits, academic transcripts, assessment or accountability research.			
Student Identification Number (SID) --- ---	If you do not already have an SID number, go to http://tinyurl.com/sscc-online-app and apply online. Once you finish the online application, you will be given an SID number.			

SECTION 2 - COLLEGE ENROLLMENT HISTORY, COURSE PLANS, WORK EXPERIENCE

Year and quarter you plan to start? ____ QUARTER, 20____	Are you the first generation in your family to attend college? <input type="checkbox"/> Yes <input type="checkbox"/> No		
College, vocational, or technical school attended	City and State	Years attended (YY) From: _____ To: _____	Did you graduate? <input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No
College, vocational, or technical school attended	City and State	Years attended (YY) From: _____ To: _____	Did you graduate? <input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No
College, vocational, or technical school attended	City and State	Years attended (YY) From: _____ To: _____	Did you graduate? <input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No

List any additional colleges and vocational/technical schools on a separate sheet of paper and attach. Please have official transcripts sent to SSCC as directed in the application checklist.

**Current degree(s) held, certification(s), and briefly list work experience
List any additional degrees, certificates, or positions on a separate sheet of paper and attach.**

Degree / Certificate / Position	Granting institution or organization / Place of employment	Date degree or certificate received / Dates of employment

SECTION 3 - RESIDENCY INFORMATION

Please read this notice before responding to the questions in this section:

Effective July 1, 2003, Washington State law changed the definition of "resident student." The law makes certain students, who are not permanent residents or citizens of the United States, eligible for resident student status - and eligible to pay resident tuition rates - when they attend public colleges and universities in this state. *The law does not make these students eligible to receive need-based state or federal financial aid.* To qualify for resident status, students must complete an affidavit/declaration/certification if they are not permanent residents or citizens of the United States but have met one of the following conditions:

Condition One: (a.) Resided in Washington State for three years immediately prior to receiving a high school diploma, and (b.) Completed the full senior year at a Washington high school, and (c.) Continuously resided in the state since earning the high school diploma.

Condition Two: (a.) Completed the equivalent of a high school diploma, and (b.) Resided in Washington State for the three years immediately before receiving the equivalent of the diploma, and (c.) Continuously resided in the State since earning the equivalent of a high school diploma.

NOTE: If you meet one of the above conditions and would like to pay resident tuition rates, contact South Seattle Community College and request a copy of the 1079 residency form.

Residency Questions for Tuition Purposes:

<p>1. Have you lived continuously in the State of Washington for the past 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, how long have you lived continuously in the state of Washington? _____ months</p>	<p>2. Were you claimed for federal income tax purposes by your mother, father, or your legal guardian in the current calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>In the past calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, has your parent or legal guardian lived continuously in the Washington State for the past 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3. Will a public or private non-federal agency/institution outside the state of Washington provide you with financial assistance to attend college? (answer yes only if your eligibility for this assistance is based on being a resident of that state)</p> <p align="center"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>4. Are you active duty military stationed in Washington or an active member of the Washington National Guard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are you the spouse or dependent of either (a) an active duty military person stationed in Washington, or (b) an active member of the Washington National Guard?</p> <p><input type="checkbox"/> Yes (COPY OF ORDERS TO WASHINGTON & MILITARY ID REQUIRED) <input type="checkbox"/> No</p>

SECTION 4 - RACE AND CITIZENSHIP INFORMATION

Providing this information is voluntary

<p>1. Which race do you consider yourself to be? Check all that apply:</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> African American (872)</td> <td><input type="checkbox"/> Alaska Native (015)</td> </tr> <tr> <td><input type="checkbox"/> American Indian (597)</td> <td><input type="checkbox"/> Native Hawaiian (653)</td> </tr> <tr> <td><input type="checkbox"/> Chinese (605)</td> <td><input type="checkbox"/> Filipino (608)</td> </tr> <tr> <td><input type="checkbox"/> Japanese (611)</td> <td><input type="checkbox"/> Vietnamese (619)</td> </tr> <tr> <td><input type="checkbox"/> White (800)</td> <td><input type="checkbox"/> Other Pacific Islander</td> </tr> <tr> <td><input type="checkbox"/> Other Asian (621)</td> <td><input type="checkbox"/> Other Race (specify): _____</td> </tr> </table>	<input type="checkbox"/> African American (872)	<input type="checkbox"/> Alaska Native (015)	<input type="checkbox"/> American Indian (597)	<input type="checkbox"/> Native Hawaiian (653)	<input type="checkbox"/> Chinese (605)	<input type="checkbox"/> Filipino (608)	<input type="checkbox"/> Japanese (611)	<input type="checkbox"/> Vietnamese (619)	<input type="checkbox"/> White (800)	<input type="checkbox"/> Other Pacific Islander	<input type="checkbox"/> Other Asian (621)	<input type="checkbox"/> Other Race (specify): _____	<p>2. Are you of Spanish/Hispanic/Latino ethnicity? <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, Mexican, Mexican American, Chicano (722)</p> <p><input type="checkbox"/> Yes, Puerto Rican (727)</p> <p><input type="checkbox"/> Yes, Cuban (709)</p> <p><input type="checkbox"/> Yes, other Spanish, Hispanic, or Latino (Please specify): _____</p>
<input type="checkbox"/> African American (872)	<input type="checkbox"/> Alaska Native (015)												
<input type="checkbox"/> American Indian (597)	<input type="checkbox"/> Native Hawaiian (653)												
<input type="checkbox"/> Chinese (605)	<input type="checkbox"/> Filipino (608)												
<input type="checkbox"/> Japanese (611)	<input type="checkbox"/> Vietnamese (619)												
<input type="checkbox"/> White (800)	<input type="checkbox"/> Other Pacific Islander												
<input type="checkbox"/> Other Asian (621)	<input type="checkbox"/> Other Race (specify): _____												
<p>3. Are you a U.S. citizen? <input type="checkbox"/> Yes <input type="checkbox"/> No - If not U.S. citizen, what is your country of citizenship _____</p> <p>If not a U.S. citizen, what is your visa status? (SUBMIT A COPY OF YOUR DOCUMENTATION WITH APPLICATION)</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> International student (with F or M visa)</td> <td><input type="checkbox"/> Visitor</td> </tr> <tr> <td><input type="checkbox"/> Temporary Resident. Alien Number: _____</td> <td><input type="checkbox"/> Immigrant/Permanent Resident. Alien Number: _____</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Refugee/Parolee or Conditional Entrant. Alien Number: _____</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other – Explain: _____</td> </tr> </table>		<input type="checkbox"/> International student (with F or M visa)	<input type="checkbox"/> Visitor	<input type="checkbox"/> Temporary Resident. Alien Number: _____	<input type="checkbox"/> Immigrant/Permanent Resident. Alien Number: _____	<input type="checkbox"/> Refugee/Parolee or Conditional Entrant. Alien Number: _____		<input type="checkbox"/> Other – Explain: _____					
<input type="checkbox"/> International student (with F or M visa)	<input type="checkbox"/> Visitor												
<input type="checkbox"/> Temporary Resident. Alien Number: _____	<input type="checkbox"/> Immigrant/Permanent Resident. Alien Number: _____												
<input type="checkbox"/> Refugee/Parolee or Conditional Entrant. Alien Number: _____													
<input type="checkbox"/> Other – Explain: _____													

SECTION 5 - OTHER

Check all that apply

How did you hear about the Bachelor of Applied Science in Hospitality Management program at South Seattle Community College?

Family / Friend Radio College Schedule Mobile Advertisement College Advisor Instructor Other: _____

I certify to the best of my knowledge that all statements on this form are true.

Signature: _____ Date: _____

PRIOR WORK EXPERIENCE PETITION

This petition for prior work experience is only valid for perspective students applying to the Bachelor of Applied Science in Professional Technical Teacher Education program at South Seattle Community College.

APPLICANT INFORMATION

Name:			
Address:		City, State, Zip:	
Phone:		Email:	
Name of Program:	BAS, Professional Technical Teacher Education		
Total Years of Industry Experience:			

EMPLOYMENT INFORMATION

Please provide all requested information below for each company you have worked at over the past 3-5 years. If your supervisor at the time of employment is no longer with the company, please indicate the current Human Resources contact. If you have worked for more than 4 companies over the past 2-5 years, please attach a separate piece of paper and include it in your application.

1) SITE SUPERVISOR INFORMATION

Company Name:			
Address:		City, State, Zip:	
Supervisor Name:		Title:	
Supervisor Phone:		Email:	

EMPLOYMENT INFORMATION CONTINUED

2) SITE SUPERVISOR INFORMATION

Company Name:			
Address:		City, State, Zip:	
Supervisor Name:		Title:	
Supervisor Phone:		Email:	

3) SITE SUPERVISOR INFORMATION

Company Name:			
Address:		City, State, Zip:	
Supervisor Name:		Title:	
Supervisor Phone:		Email:	

4) SITE SUPERVISOR INFORMATION

Company Name:			
Address:		City, State, Zip:	
Supervisor Name:		Title:	
Supervisor Phone:		Email:	

PROOF OF EXPERIENCE

In order to verify your prior work experience, you must provide proof of hours worked. To do this, you can (1) provide original timesheets, (2) provide original paystubs, (3) provide Federal tax forms, or (4) provide a letter on company letterhead from Human Resources indicating your dates of employment.

SITE SUPERVISOR VERIFICATION

Each supervisor listed in section 2 must sign below unless a written letter on company letterhead is provided.

I certify that the above applicant has represented their years of employment accurately and honestly.

As a result of their experience, I recommend that the applicant be considered for admission to the Bachelor of Applied Science in Professional Technical Teacher Education program at South Seattle Community College.

I understand that if necessary, I may need to provide additional verification of the applicant's work experience to the program administrator at South Seattle Community College.

1) Supervisor Name (print): _____

Site Supervisor Signature: _____ **Date:** _____

2) Supervisor Name (print): _____

Site Supervisor Signature: _____ **Date:** _____

3) Supervisor Name (print): _____

Site Supervisor Signature: _____ **Date:** _____

4) Supervisor Name (print): _____

Site Supervisor Signature: _____ **Date:** _____

APPLICANT VERIFICATION

I certify that the information provided on this application is true and complete to the best of my knowledge. I understand that in order to be eligible for acceptance into the program, proof of prior work experience must be a minimum of 3-5 years within the same industry.

I authorize investigation of all statements contained herein as may be necessary in arriving at a decision of admission to the program. If needed, I grant the above employer/site supervisor permission to release information regarding proof of my work experience to South Seattle Community College.

I hereby understand and acknowledge that South Seattle Community College reserves the right to not admit me into the Bachelor of Applied Science in Professional Technical Teacher Education program if I do not meet the minimum requirements for eligibility and/or I cannot provide the necessary documentation for proof of experience.

In the event that I am admitted into the program, I understand that false or misleading information given in this Prior Work Experience Petition will be disclosed to the administration in

my program of study and disciplinary action will be taken, which may include but not be limited to termination from the program. I understand, also, that I am required to abide by all rules and regulations of the Bachelor of Applied Science in Professional Technical Teacher Education program and South Seattle Community College.

Student Name (print): _____

Student Signature: _____ **Date:** _____

*******OFFICE USE ONLY*******

The above applicant has provided sufficient documentation of 3-5 years of work experience in their field.

Date of verification: _____

Authorized Signature: _____

INCOMING ACADEMIC TRANSCRIPT EVALUATION REQUEST

1. SECTION A –Program of Study

- Associate of Arts Degree (AA) Associate of Science Degree (AS)
- Bachelor of Applied Science Hospitality Management (BAS-HMG)
- Bachelor of Applied Science Professional Technical Teacher Education (BAS-PTE)
- Two Year Professional/Technical Program (includes Associate of Applied Science)
Indicate specific program (DO NOT LEAVE BLANK) _____
- Professional/Technical Certificate
Indicate specific program (DO NOT LEAVE BLANK) _____



2. SECTION B

YOUR NAME: _____ TODAY'S DATE: _____

PREVIOUS NAME
(if applicable): _____

YOUR E-MAIL
ADDRESS: _____

ADDRESS: _____

Number and Street	Apt. #	
City	State	Zip

DAYTIME TELEPHONE: _____ STUDENT ID NUMBER: _____

Request is for evaluation from the following schools:

1. _____
2. _____
3. _____
4. _____

Are these transcripts on file at SSCC? Yes No If no, date ordered: _____
Are you, or have you ever been a student at SSCC? Yes No

Appendix F: Marketing Plan

Major Target Markets	Outreach Tactics
Currently Enrolled South Seattle Community College Students	Utilize Postcards, campus website, program website, faculty, advisors, job fairs, and transfer fairs
Previously enrolled students and graduates of South Seattle Community College	Utilize Postcards, WorkSource Center, Job fairs, and direct emails
Current faculty in Washington State	Engage WEC list serve, Faculty Unions, AFT, AJAC program website, SBCTC Faculty Development
Asian American, Native American, Pacific Islanders	Collaborate with AANAPISI (Asian American, Native American, Pacific Islander Serving Institution) Grant program, scholarships awarded through the Foundation at South Seattle Community College
Other traditionally underserved populations including gender diversity	Collaborate with WorkSource centers on South and North Campus, campus Cultural Centers and Diversity Offices across the State, Seattle King County Workforce Development Center, Washington State Labor Council Diversity Committee, Dislocated Homemaker programs Women’s Centers, AJAC, targeted scholarships, Seattle Colleges ABE, Career Link, and Continuing Education programs
People employed in business and industry	Engage with Association of Washington Businesses, Seattle Chamber of Commerce, Boeing, Microsoft, Port of Seattle, Department of Corrections, standard web and media recruiting, AJAC
Veterans	Collaborate with WorkSource centers at South and North campus, Joint Base Lewis McCord, Everett, Bangor, Puget Sound Navel Shipyards, AJAC
African Community	Engage with African American Community Health Network, BABES – YWCA, CAIR-Washington, Center for Multicultural Health, Center for Wellbeing for Africans in America, Center Park (for physically/mentally challenged & their caregivers), East African Community Services, Eastside Multiethnic Center (refugee services), Eritrean Community Center, Eritrean Community in Seattle & Vicinity (ESL and citizenship classes), Ethiopian Community Mutual Association, Ethiopian Muslims Association of Seattle, Gondar Mutual Association of Seattle, Horn of Africa Services (HOAS) New Holly, Jefferson

	Terrace, Neighborhood House-Highpoint, New Vision Recovery Program - men's shelter, NW Immigrant Rights Project (law), Oromo Community Organization, POCAAN, Refugee Women's Alliance, Beacon Hill, Refugee Women's Alliance, Rainier Vista, and Riverton Place - men's shelter
--	---

Bachelor of Applied Science in Professional Technical Teacher Education (Teach Tech)

Student Handbook



For more information about the Bachelor of Applied Science (BAS) degree in Professional Technical Teacher Education, please contact the BAS program office at (206) 934-6783, or visit us at <http://www.ajactraining.org/AJAC-programs-teach-tech.html>

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Introduction

Welcome to South Seattle Community College (South) and the Bachelor of Applied Science (BAS) in Professional Technical Teacher Education (Teach Tech) program. This program prepares students who have completed a two-year technical degree or approved associate degree and have 2-5 years of related work experience for technical teaching positions at Community and Technical Colleges.

This 90-credit degree program offers industry professionals a pathway to becoming a skilled Technical Education Teacher. The program emphasizes upper-division coursework that focuses on the complexities of the adult learner, the role of community colleges in society, and issues of equity. Students will learn how to shift their focus from teaching purely for content mastery to student-centered learning and leadership.

Importance of your student handbook

Your success is important to us. We have developed this handbook to guide you by providing you with specific information on curriculum, policies, and expectations of the program. ***Each student is responsible for studying this handbook and understanding its contents.*** In general, the BAS program follows policies and rules established by South. As this is a unique program offered by the College, please note that some BAS policies may differ from standard College policies. You are responsible for complying with instructor syllabi and this handbook.

About the Bachelor of Applied Science Programs

History

In late 2005, the Washington State Legislature approved the development of applied baccalaureate degree programs to be offered at Washington Community and Technical Colleges. The purpose of this initiative was to expand access to bachelor degree education in order to better serve the State's workforce needs. By April 2006, the State Board for Community and Technical Colleges selected South to be one of four colleges that would pilot the development of BAS programs.

Due to South's reputation in providing excellent training programs in numerous professional industries, the College determined that it was best suited start this new endeavor by offering a Bachelor of Applied Science degree in the area of Hospitality Management. Enrollment in South's first BAS program began in fall 2007 and in fall 2009 South received accreditation as a four-year degree granting institution from the Northwest Commission on Colleges and Universities (NCCU).

Since receiving accreditation from NCCU, South's staff has been working closely with community members and local businesses to create a second BAS degree in Professional Technical Teacher Education (Teach Tech). The Teach Tech program is a unique baccalaureate degree designed to meet the needs of postsecondary, industry specific, education. To date, no other bachelor level program exists in the State of Washington that targets professional technical instructors in heavy duty industries such as Diesel Maintenance, Aviation Maintenance, Welding, and Automotive Technology.

South Seattle Community College - Student Learning Outcomes

Student Learning Outcomes represent the knowledge and abilities every student graduating with a certificate or degree from South will have. Students will achieve these outcomes as well as specific program outcomes for their academic or technical area of study.

- **Communication**
 - Read and listen actively to learn and communicate
 - Speak and write effectively for personal, academic, and career purposes
- **Computation**
 - Use arithmetic and other basic mathematical operations as required by the program of study
 - Apply quantitative skills for personal, academic, and career purposes
 - Identify, interpret, and utilize higher level mathematical and cognitive skills (for those students who choose to move beyond the minimum requirements as stated above)
- **Human Relations**
 - Use social interactive skills to work in groups effectively
 - Recognize the diversity of cultural influences and values
- **Critical Thinking and Problem-Solving**
 - Think critically in evaluating information, solving problems and making decisions
- **Technology**
 - Select and use appropriate technological tools for personal, academic, and career tasks
- **Personal Responsibility**
 - Be motivated and able to continue learning and adapt to change
 - Value one's own skills, abilities, ideas, and art
 - Take pride in one's work
 - Manage personal health and safety
 - Be aware of civic and environmental issues
- **Information Literacy**
 - Access and evaluate information from a variety of sources and contexts, including technology
 - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

BAS, Teach Tech - Program Goals

The BAS, Teach Tech program provides formal education to enhance strategies for career development and advancement. The program goals are to:

- Create an affordable educational pathway for individuals currently working in industry or at community and technical colleges to complete a bachelor degree program without having to leave the state or resign from a job
- Provide an avenue for individuals currently working in industry or at community and technical colleges to gain skills that will allow them to become more effective teachers
- Offer the opportunity for people working within community and technical colleges to broaden and advance their skills
- Prepare employees who can fill the critical unmet demand for professional technical teachers in various areas of heavy duty industry; including Diesel Maintenance, Aviation Maintenance, Welding, and Automotive Technology

- Develop a well-regarded bachelor degree program that will create a conduit for graduates who wish to enter a master’s degree program
- Contribute to the attainment of the state’s higher education and regional economic development goals in a high-growth industry by creating a better career ladder for individuals that are currently working as an educator with the likelihood of earning higher lifelong wages

Curriculum to support the above goals will utilize the following instructional areas:

1. General education courses with the breadth, depth and rigor typical of programs at the four-year level
2. Upper division management and adult education coursework in both general organizational and management theory and applications of student-centered classroom learning
3. A Capstone course that will emphasize the practical application of theory in the working environment

People to Contact

The BAS program office is located in the Technical Education Building (TEC). The Program Manager can be reached at the number below. Each classroom instructor will provide their contact information at the beginning of each quarter.

Program Manager: (206) 934-6783

Accreditation Status

South Seattle Community College is accredited to offer two-year and four-year degrees by the Northwest Commission on Colleges and Universities.

Getting Started (and Finished)

Application Process

Admission to the program is competitive. Meeting the minimum requirements does not guarantee admission as the number of qualified applicants may exceed the number of enrollment spaces available. Applications must be postmarked by a specific date of each academic year in order to receive priority consideration. The application includes the following:

- A completed application form. (Students may obtain an application form by contacting the BAS office at (206) 934-6783)
- A non-refundable application fee of \$35.00. Checks should be made payable to “South Seattle Community College – Teach Tech”
- Official (sealed) transcripts from a regionally accredited college demonstrating completion of an Associate of Applied Science-Transfer (AAS-T) degree or equivalent
- A completed “Prior Work Experience Petition” demonstrating a minimum of 2 years of work experience in a professional industry
- Two letters of recommendation on appropriate letterhead from individuals who personally know your work (such as your current or past supervisor), that discusses your contributions to your workplace and how he/she believes you will benefit from completion of the BAS program. If you currently work as an instructor at a community or technical college, at least one letter should be from your employer. If you are applying

for this program immediately after completing an associate degree program, the letters of recommendation may be from your instructors. ***All letters of recommendation should be on appropriate company letterhead (if possible) and include contact information***

- A personal statement (minimum of 400 words, maximum of 600 words) discussing your work experience; your personal and professional goals; advanced certifications you already possess; any specific or unique attributes that you will bring to the program; any personal or imposed challenges or hardships you have overcome in pursuing your educational or work goals; or any other special considerations that you believe will make you a good candidate for the program

Please mail all completed application materials to:

**BAS, Teach Tech Program
South Seattle Community College
6000 16th Avenue SW – TEC140
Seattle, WA 98106-1499**

Admissions Requirements

To be eligible for full admission into the BAS program, each student must meet the following requirements:

- Washington state AAS-T degree with a minimum of 25 quarterly general education credits, which includes college-level: math (5 credits), English composition (5 credits), general psychology (5 credits), arts & humanities electives (5 credits), and natural world electives (5 credits)

Relevant AAS-T Degree areas:

- Auto Body Repair
- Automotive Maintenance Technology
- Aviation Maintenance Technology
- Computer Technology
- Culinary Arts
- Heavy Duty Diesel
- Welding Fabrication Technology
- Wine Technology
- Other related areas of study may be reviewed and accepted by the BAS committee

Priority will be given to students with a Washington state AAS-T degree. Students with a Washington state Associate of Arts-Transfer or Associate of Science-Transfer degree may also be admitted to the program permitting that they meet the 2-year minimum work experience requirement. Students entering under these degrees will still need to complete all upper-division courses, earn a minimum of 180 college-level credits, and will be required to work with the BAS Committee to develop appropriate substitutions for lower-division general education requirements.

The cumulative Grade Point Average (GPA) requirement is 2.5 for full and provisional admission into the program and must be maintained while in the program. The student must also be registered for a minimum of 10 Teach Tech (PTE) credits each quarter to be considered as active.

Admissions Status

Students may be admitted to the BAS, Teach Tech program under one of the following conditions:

1. **Full Admission:** Students will be fully admitted to the program when all admission requirements have been completed and accepted by the BAS Committee
2. **Provisional Admission:** Students who are within 25 quarter credits of completing their two-year degree including the program entry requirements may be admitted provisionally into the program if space is available
3. **Probationary Admission:** Students with a cumulative GPA below 2.5 may be admitted under probationary status. Students must maintain a cumulative GPA of 2.5 or higher for the first 30 quarter credits and then petition to the BAS committee for full admittance

Non-matriculated students: Students not officially accepted into the program may take up to 15 PTE credits with prior faculty approval. Once admitted to the program, those classes will be applied towards the individual's degree

Cohort/Course Delivery

The BAS, Teach Tech program is cohort oriented and begins each fall quarter. This means that all BAS students will be in the same peer group for the duration of the program. All program specific PTE classes will be delivered in a hybrid, online and face-to-face format. Students must be able to meet the BAS course delivery schedule in order to participate (see pages 9-10).

Advising and Registration

All BAS, Teach Tech students will be automatically registered for their PTE classes each quarter. Students are responsible for registering for any remaining general education coursework necessary for graduation. If students have questions about what general education classes they need to take, call the BAS program office at (206) 934-6783.

Each student must develop an educational plan with the Division Chair or Program Manager to ensure that they can complete the program in a timely manner.

Financial Aid

Financial aid is available to all eligible students, including Federal, State and institutional grant funds, such as the Pell Grant, WA State Need Grant or Work Study. To determine whether you are eligible for financial aid, you will need to complete the Free Application for Federal Student Aid (FAFSA).

To find out more information about financial aid, please visit the South financial aid website at <http://www.southseattle.edu/finaid/> and check with the Financial Aid office in the Robert-Smith Building (RSB), room 53 or at (206) 934-5317.

Scholarships

There are thousands of scholarships available for current and prospective teachers to further their education. Visit <http://bit.ly/scholarships4teachers> for more information on the types of scholarships available.

The Foundation Office at South also offers scholarships to current students. For more information, visit their website at <http://southseattle.edu/foundation/foumain.htm> or call (206) 934-5393. The Foundation Office is located in the Robert-Smith Building (RSB), room 101.

Veteran Affairs

The Veteran Affairs Office offers assistance regarding veteran-entitled benefits, such as, preparing VA application forms and documentation required by the Department of Veterans Affairs. We also provide assistance in documenting military training for college credit. More information on Veteran Educational Benefits please visit <http://www.gibill.va.gov/> or call (206) 934-5811. The Veteran Affairs Office at South is located in the Robert-Smith Building (RSB), room 53.

Tuition Waivers

Students enrolled in the BAS, Teach Tech program are not eligible to receive a Washington State tuition waiver.

Program Costs

Tuition and fees for courses offered in the BAS program have the same tuition structure as other Washington state regional baccalaureate degree granting colleges. A current tuition and fees schedule can be found online at <http://southseattle.edu/services/tuition.htm>

Opportunity for Study Abroad

Study abroad opportunities may be available for interested students.

Graduation Requirements

Any student in the BAS program who has met the following criteria may apply for graduation by meeting with the Division Chair or Program Manager. The Division Chair or Program Manager will sign your application for graduation. You must apply for graduation at least **one quarter** before you graduate. In order to participate in the commencement ceremony you must submit your graduation attendance form before the third Friday in May. You may obtain a graduation packet in the Registration Office located in the Robert-Smith building. For more information regarding graduation go to: <http://www.southseattle.edu/resources/grad.htm>.

Graduation Criteria

- Completion of 60 upper-division quarter credits in the BAS, Teach Tech program with a 2.0 grade or better in each course
- A minimum total of 180 college-level credits earned from transfer and BAS degree programs
- A minimum South cumulative GPA of 2.0

Policies

Leave of Absence

Our goal is to have you complete your bachelor degree in a timely and efficient manner. Every admitted student is required to progress through Teach Tech (PTE) classes as illustrated in the Curriculum Map (*page 10*) in order to maintain active status in the program.

If there is an extenuating circumstance that prohibits you from meeting this obligation, you must submit a written request to the Division Chair or Program Manager to apply for a one quarter leave. Please contact the Division Chair or Program Manager at least one month before you plan to return in order to maintain priority registration status.

If you are unable to resume your studies after one quarter, you will lose your status as a matriculated student. If you are in danger of being dropped from the program, it is recommended that you meet with the Division Chair or Program Manager immediately. On a space available basis, it may be possible to gain readmission to the program by petitioning for re-enrollment.

Satisfactory Progress and Grading

Students must receive a grade point of 2.0 or higher in order to successfully pass all PTE classes. If a grade point of 2.0 or higher is not achieved, the student will be required to re-take the class. In addition, students must maintain an overall cumulative GPA of 2.0 to remain in the program. Each instructor will identify his/her grading procedure in the syllabus presented at the start of every course. If you have questions about the instructor's grading policy, please speak directly with the instructor.

Probation and Dismissal

Students that do not adhere to academic and conduct related expectations may be placed on probation, dismissed from the program or dismissed from the College. For a full description of student misconduct, refer to the Washington Administrative Code, WAC 132F-121-110. More information regarding student discipline, probation and dismissal can be found in the South student handbook.

Grievances

The following departments at South are available to support students with grievances:

- **Dean of Student Life** – Available to talk about concerns or issues
Jerry M. Brockey Student Center (JMB), room 122 ▪ (206) 934-6749
- **Counseling & Advising Services** – Provides academic, career and personal counseling
RSB, room 43 ▪ (206) 934-5387
- **Diversity & Retention Office** – Provides guidance and advice for all students
RSB, room 158 ▪ (206) 934-6455
- **Student Success Services** – Provides academic support services for students who are first generation, low-income (per Federal guidelines), or physically disabled
RSB, room 67 ▪ (206) 934-5326
- **Educational Support Services** – Provides academic support, community resources and physical accommodations for eligible students
RSB, room 12 ▪ (206) 934-5137

Equal Opportunity Statement and Accommodations

South Seattle Community College is committed to the concept and practice of equal opportunity for all its students, employees, and applicants in education, employment, services and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, disabled veteran status, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. Reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

Course of Study Information

A complete list of the courses offered can be found on the South website at **xxx**.

As the program continues to grow, there may be changes made to courses offered; check the program website to see what new courses have been added. If you would like to suggest a course to be developed, please speak with the Division Chair or Program Manager.

BAS, Teach Tech Program Outcomes

1. Manage learning environments
2. Develop outcomes, assessments and curricula
3. Develop and review programs
4. Provide student instruction
5. Provide support and guidance to students
6. Perform administrative functions
7. Create and maintain a professional environment
8. Promote the program and recruit students
9. Learn and adapt new technologies
10. Perform program management functions

Curriculum Sequence

The curriculum sequence on the following pages outlines an approximate schedule for course offerings. However, as the program grows, courses may be added to meet student needs. Please check with the program office for the most current curriculum map.

1 Year Sequence

QUARTER 1		
PTE 301	Workforce Instructional Methods and Materials	3
PTE 314	Professional Portfolio	1
PTE 325	Organizational Leadership	2
PTE 345	Adult Learning	5
SOC& 101	Introduction to Sociology	5
ENGL& 102	Composition II	5
	Total Credits	21

PTE 315	Workforce Experience Practicum *	10
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(*Credits earned by work experience documentation)

QUARTER 2		
PTE 312	American Community College	3
PTE 420	Legal Issues and Ethics in Education	3
PTE 490 A	Teaching Internship	5
PHIL& 101	Introduction to Philosophy	5
LIB 180	Research for the 21 st Century	5
Total Credits		21

QUARTER 3		
PTE 302	Course Development and Design	3
PTE 310	Managing the Learning Environment	3
PTE 460	Diversity and Globalism in Education	3
PTE 402	Assessment of Learning Performance	3
PTE 489	Professional Development Certification	1
PTE 490 B	Teaching Internship	5
Total Credits		18

QUARTER 4		
PTE 311	Technology in Learning	3
PTE 401	Student Support and Guidance	3
PTE 468	Program Management and Recruitment	3
PTE 495	Capstone	1
CMST& 220	Public Speaking	5
	Lab Science Elective	5
Total Credits		20

Summary of Credits

Credits for Work Experience	10
Quarter 1	21
Quarter 2	21

Quarter 3	18
Quarter 4	20
Total Credits	90

18 Month Sequence

QUARTER 1		
PTE 301	Workforce Instructional Methods and Materials	3
PTE 314	Professional Portfolio	1
PTE 325	Organizational leadership	2
PTE 345	Adult Learning	5
	Total Credits	11

PTE 315	Workforce Experience Practicum *	10
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(*Credits earned by work experience documentation)

QUARTER 2		
PTE 312	American Community College	3
PTE 420	Legal Issues and Ethics in Education	3
PTE 490 A	Teaching Internship	5
	Total Credits	11

QUARTER 3		
PTE 302	Course Development and Design	3
PTE 310	Managing the Learning Environment	3
PTE 402	Assessment of Learning Performance	3
PTE 460	Diversity and Globalism in Education	3
PTE 489	Professional Development Certification	1
	Total Credits	13

QUARTER 4		
PTE 311	Technology in Learning	3
PTE 401	Student Support and Guidance	3
PTE 468	Program Management and Recruitment	3
PTE 495	Capstone	1
ENGL& 102	English Composition II	5
Total Credits		15

QUARTER 5		
SOC& 101	Introduction to Sociology	5
LIB 180	Research for the 21 st Century	5
PTE 490 B	Teaching Internship	5
Total Credits		15

QUARTER 6: FALL		
PHIL& 101	Introduction to Philosophy	5
CMST& 220	Public Speaking	5
	Lab Science Elective	5
Total Credits		15

Summary of Credits

Credits for Work Experience	10
Quarter 1	11
Quarter 2	11
Quarter 3	13
Quarter 4	15

Quarter 5	15
Quarter 6	15
Total Credits	90

Internships

Students are required to complete and document 500 hours of teaching experience.

Student Services

As a student at South Seattle Community College, you are eligible for all services offered by the college. The fees you pay entitle you access to student computer labs, the library, disability resource center, student clubs and programs, reading and writing labs, the career center, and all other South services. Please refer to the online South Student Handbook at <http://www.southseattle.edu/resources/> for a complete list of services and activities.

Disability Support Services

RSB, Room 12 ▪ (206) 934-5137 ▪ TDD (206) 934-5845

<http://southseattle.edu/campus/facility/Department.asp?number=43>

South Seattle Community College believes in the inclusion of persons from a wide variety of cultural and ethnic backgrounds, persons of varying ages, and persons who have disabilities. With the passage of the Rehabilitation Act of 1973 and the American Disabilities Act in 1990, an increasing number of individuals with disabilities are graduating from college, becoming employed, and fulfilling their career goals. The college is committed to making each student's time at South a successful and rewarding experience.

South complies with all Federal and Washington state laws related to disability access and does not discriminate in service or employment. The president of the college has assigned authority to the Educational Support Services office for reviewing student's documentation and determining what, if any, reasonable and appropriate accommodations will be provided by the college to ensure equal access for all students.

All college programs and buildings are accessible. METRO buses serve the campus and are equipped with wheelchair lifts.

Additional Resources

Washington State Relay Service:

Voice: 1-800-833-6384

TDD: 1-800-833-6388

Telebraille: 1-800-833-6385

Bookstore

JMB ▪ (206) 934-5338

<http://southscc1.bkstore.com>

The bookstore carries required and recommended textbooks and supplies for courses. In addition, the bookstore sells basic school and art supplies, greeting cards, stationery, and a

wide variety of other books including children's books and books in Spanish, a wide array of reference books, South clothing, backpacks, candy, magazines, beauty aids, and educational-priced software.

Help With Your Studies

Tutoring

RSB, Room 12 ▪ (206) 934-5137

<http://southseattle.edu/campus/facility/Department.asp?number=72>

We offer informal tutoring services to students who request additional aid in mastering a subject area, the tutoring program goal is to help students be successful in their courses. Students who wish to apply for a tutor must fill out a "Request for Tutor" form (available in the Tutor Center), have their instructor sign the form, and return it to the Center; however, the tutoring center cannot guarantee that a tutor will be available for every subject area. Tutors are assigned to students on a first-come, first-serve basis. All tutorial appointments take place on campus.

Math and Science Tutoring Center (MAST)

RSB, Room 18 ▪ (206) 934-5137

<http://southseattle.edu/campus/facility/Department.asp?number=45>

This is a warm, friendly place where course assistance is available for anyone having difficulties in math, at no charge; MAST is also a quiet place to study. Credit is available for students who use MAST on a regular basis.

Collaborative Learning & Instruction Center (C.L.I.C.)

RSB, Room 66 ▪ (206) 934-5326

<http://southseattle.edu/campus/facility/Department.asp?number=16>

Student Success Services' Collaborative Learning and Instruction Center (CLIC) is a friendly place where you can get help with all aspects of your studies. Come in and work with our experienced teaching staff in English, Math, Writing and other coursework. New computers and a variety of resources are available. Students are welcome to use CLIC anytime, for specific help, or as a regular place to study.

Writing Center

Library (LIB), Room 205 ▪ (206) 934-5137

<http://southseattle.edu/campus/facility/Department.asp?number=82>

Writing assistance is provided to all students. The Writing Center is staffed with peer writing assistants and instructors who are available for half-hour conferences. Students are encouraged to come to the Writing Center if they are having difficulty understanding writing assignments, brainstorming, focusing, organizing, editing and other problems. As many of the BAS classes include a research component, it is *highly* recommended that students utilize this resource. Computers are available for student use and are equipped with software for word processing, grammar skills, reading comprehension, and vocabulary development.

Computer Labs

<http://southseattle.edu/campus/facility/Department.asp?number=30>

All users must have a login and password (updated quarterly) to use the computers in the computer labs on campus. Users are required to show their current student ID at the Computer Lab in the Informational Commons, and read and sign the Acceptable Use of Information

Technology document prior to being given a login and password. This initiative is funded in part by the Student Universal Technology Fee (UTF). Computers in all our labs and classrooms run on a PC platform.

Open Labs (hours vary by lab):

- Library Commons (LIB), (206) 934-5394
- MAST (RSB 18), (206) 934-5137
- CLIC (RSB 66), (206) 934-5326
- Student Lounge (JMB 135), (206) 934-5332
- Computer Lab (TEC 125)

Library/Instructional Resource Center

LIB ▪ (206) 934-5395

<http://dept.sccd.ctc.edu/sslib/>

The library houses a collection of appropriate books, pamphlets, periodicals, and audiovisual materials and subscribes to a number of Internet-accessible electronic databases. All databases may be accessed from campus; remote access is also available using your last name and SID. The library staff provides assistance and information to students to help them locate needed materials. In addition to library services, the Instruction Resource Center offers group study rooms, a pay-per-use copy machine, film previewing, non-graphic calculator check out, access to the Internet, as well as to library collections from North Seattle and Seattle Central Community Colleges. The library also houses the Information Commons (open computer lab) and the Copy Center.

**Teach Tech: A Comparative Evaluation of the Proposed
Baccalaureate Degree in Professional Technical Teacher
Education at South Seattle Community College**

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May 2012

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Background

Community colleges have long been recognized as teaching/learning colleges, distinguished by excellence in instruction. It is not sufficient for community college instructors to be experts in their respective disciplinary areas. They must also be accomplished educators, with a deep knowledge of how to promote learning. Instructors need to know more than how to design and deliver instruction. As Olson and Spidell put it, “they need to know how adults learn. Effective teaching is dependent upon the instructor’s ability to adapt a range of teaching methods to meet a variety of needs and ends” (2008, p. 43). Developing such proficiency is a challenge for faculty in any field. This is particularly true for professional-technical instructors, who oftentimes come from industry with little or no preparation in how to teach (Bartlett, 2002; Wonacott, 2001).

Washington State has addressed this need proactively. In 2004, the State Legislature mandated that professional-technical faculty undergo a certification process. Instructors in professional-technical areas must periodically create a plan for professional growth. At a minimum, the plan addresses the instructor’s “ability to provide student instruction, supervise learning environments and implement curriculum, outcomes, and assessments” (WAC 131-16-094). In consultation with a supervising administrator, each faculty member identifies professional development activities (e.g., courses, workshops, conferences, industry experiences) and measurable outcomes.

South Seattle Community College (SSCC) is taking an additional step. The proposed BAS Degree in Professional Technical Teacher Education (hereafter referred to as the Teach Tech program) seeks to satisfy state certification requirements and to enable professional-technical faculty to earn a baccalaureate degree if they do not already have one. Additionally, the program will provide a degree pathway in Workforce Leadership, training future industry leaders for work in a technical field. Most faculty in professional-technical areas have a baccalaureate degree or higher, but a significant minority does not. One national study found that 11 percent of professional-technical instructors in public two-year colleges have less than a four-year degree (Levesque, Laird, Hensley, Choy & Cataldi, 2008).

This report offers evaluative commentary on the design and content of the Teach Tech program. Our review is informed by: (1) interviews with program directors of similar programs, (2) online information on similar programs, (3) the Washington State Skill Standards for Professional-Technical College Instructors, and (4) a review of research on professional-technical teaching programs. Altogether, we considered program information from nine institutions offering baccalaureate degrees in career and technical education (Eastern New Mexico University, University of Minnesota – Twin Cities, Buffalo State College, Wright State University, University of Wisconsin – Stout, Western Michigan University, Wilmington University, California State University – Sacramento, Northern Kentucky University). This was a non-random convenience sample of baccalaureate programs. While our sample is not exhaustive, it is probably a fair representation. A national study found only ten professional-technical baccalaureate programs in 2006 (Olson & Spidell, 2008).

Institutional Base and Target Populations

Teach Tech organizers claim that this will be the first degree of its kind in the nation. This, in fact, is true. Our review of existing programs found none based in a community college. Other institutions offer similar baccalaureate degrees, but these are all based at universities. This distinction is not incidental. Unlike university-administered programs, Teach Tech will be designed and administered by community college educators, which should ensure that the curriculum will focus on subject matter that is most relevant to community/technical college instructors and students.

Teach Tech’s uniqueness is further evident in the populations it will serve. While it has a workforce leadership component, the SSCC program is designed primarily for community/technical college faculty who are currently teaching in professional-technical programs. This focus is considerably more specialized than that of most other degree programs (see Table 1).

Table 1. Institutional Level and Employment Status of Students in Career and Technical Education Programs

	Predominantly Postsecondary	Multiple Levels
Predominantly In-Service	SSCC Teach Tech Eastern NM Univ	(none in sample)
Predominantly Pre-Service	Univ of Minnesota	Buffalo State Wright State Univ Wisconsin – Stout Wilmington Univ Cal State – Sacramento Northern Kentucky Univ

In general, the target populations of existing programs tend to fall into three categories:

Pre-service instructors, multiple levels. Most of the programs in our sample fall into this category. The primary characteristic of these programs is that they cater to multiple populations and levels. Graduates typically seek employment in a variety of institutions, such as high schools, technical institutes, trade schools, corrections facilities, community colleges, and technical colleges. Some of the programs (e.g., University of Minnesota, Buffalo State, Eastern NM University) are allied with secondary teacher education. The bachelor’s degree comes with a high school teaching certificate. A secondary characteristic of these programs is that they are designed for individuals who want to make the transition from industry to classroom teaching. While this might include current professional-technical faculty who are early in their teaching careers, pre-service instructors are the main target.

Pre-service instructors, predominantly postsecondary. This category is much less common. Only one institution in our sample, the University of Minnesota, targets pre-service instructors at the college level. Like some other programs, the UM degree comes with secondary teaching certification, which presumably is an artifact of the K-16 organization of this program's department. Despite the certification process, the curricular emphasis is indeed on community and technical college teaching, particularly in the areas of agricultural education, business, family/consumer science, health education, and trade education.

In-service instructors, predominantly postsecondary. This, too, is an uncommon category, which includes Teach Tech and Eastern New Mexico University. These programs are designed primarily for college instructors who currently teach in professional-technical programs. The course content and modes of delivery are tailored to working professionals who are already in the classroom.

We suspect that marketing issues have at least some bearing on the positioning of multi-level programs, which typically are self-supporting. These programs cast a wide net to bring in the greatest number of students. This creates multiple dimensions of diversity among student constituencies. Students are horizontally diverse, coming from disparate fields such as automotive technology, early childhood education, and hospitality. This type of diversity is welcome and, indeed, unavoidable in professional-technical education. Additionally, multi-level programs incorporate vertical diversity, attracting students from institutions ranging from middle schools to community colleges. We find this type of distribution potentially problematic, particularly among programs that are tied to K-12 education. In providing secondary teacher certification, multi-level programs must follow the guidelines of the National Council for Accreditation of Teacher Education (NCATE), which has no connection with postsecondary/adult education. We agree with Olson and Spidell, who observe that "there continues to be confusion between secondary career-technical education and postsecondary (two-year college) technical education when it comes to the examination of credential requirements and teacher preparation" (2008, p. 56). Consequently, we endorse SSCC's decision to keep Teach Tech independent of K-12 teacher certification.

The distinction between pre-service and in-service training is less crucial but significant, nonetheless. We suspect that most programs have chosen to focus on pre-service preparation due to logistics. It is simply easier to get students to come to a university (or to take classes online) if they are between jobs or if they haven't yet started on a career path. Teach Tech, on the other hand, will focus on an in-service population – a wise choice, in our opinion. As a community college, SSCC has credibility among peer institutions in Washington State. Moreover, SSCC is located within driving distance of numerous community and technical colleges. We suspect that local community/technical college administrators are more likely to direct their faculty to Teach Tech than they are to recommend an out-of-state distance program offered by a university.

Curricular Overview

The Bachelor of Applied Science (BAS) Degree will be a 180-credit program. Students will take 90 credits of teaching-related coursework along with other 100- and 200- level classes (e.g., composition, public speaking, sociology) that support effective teaching. There are an additional 90 credits that constitute the AAS-T degree plus general education prerequisites.

The total number of credits for the Teach Tech degree is comparable to that of other professional-technical education degrees in our sample (see Table 2). Wright State, the only other quarter-based system, requires 185 credits for their Career and Technical Baccalaureate Degree. The semester-based programs in our sample generally require 120 semester credits (e.g., University of Minnesota – Twin Cities, Buffalo State, Wilmington University, CSU Sacramento). Some require a few additional credits (e.g., University of Wisconsin – Stout, Western Michigan).

Table 2. Number of Credits in Degree Programs

	Total Number of Credits	Number of Education Credits	Ratio of Education Credits to Total of Credits
Wilmington Univ	120 sem credits	51 credits min	43%
SSCC Teach Tech	180 quarter credits	75 credits	42%
CSU Sacramento	120 sem credits	39 credits	33%
Univ Wisconsin – Stout	124 sem credits	40 credits	32%
Buffalo State	120 sem credits	36 credits	30%
W. Michigan Univ	122 sem credits	33 credits	27%
Univ Minnesota – Twin Cities	120 sem credits	25 credits	21%
Wright State	185 quarter credits	37 credits min	20%

A more revealing statistic is the ratio of education credits to the total number of degree credits. The SSCC Teach Tech degree will require approximately 75 credits of Professional-Technical Education (PTE) classes including internships, practicum, special topics, and other classes related to teaching and administering professional-technical classes. That coursework represents approximately 42 percent of the 180 credit program (see Table 2). In our sample, only Wilmington University offers a comparable proportion of teaching-related coursework (43 percent). In other programs, the ratio is closer to one-third. Wright State and the University of Wisconsin come in substantially lower, around 20 percent. This is not so say that students in those programs necessarily get less training in how to teach classes and administer programs. Wright State, for instance, requires 12-45 hours of electives, which include courses such as “Understanding and Teaching At-Risk Students” and “Laws and Regulations for Vocational Education.” It is likely that more than 20 percent of coursework ends up being education-related. Furthermore, programs that place more emphasis on general education courses tend to require courses that are closely allied with professional-technical education (e.g., adolescent psychology, communication). We feel that SSCC is justified in requiring a relatively large number of teaching-related courses. These are needed to meet the state Skill Standards, as we will discuss shortly. We also agree with SSCC that those in Workforce Leadership should have somewhat different requirements.

Teach Tech organizers estimate that individuals who already have an AAS degree can complete the BAS degree in about four quarters. This expectation may be unrealistic. The Career and Technical Education (CTE) degree at UM-Twin Cities, for example, assumes that students will complete the 120 credit program in about four years, at 11-14 credits per semester. Students in the CTE degree at Buffalo State typically take five years to complete. Eastern New Mexico University has found that students take an average of three years to complete their 128 credit program, depending on how many credits individuals bring to the degree. Granted, some of these estimates assume that students start with few or no college credits. Additionally, some programs limit the number of credits that students can take per semester. Still, we believe that these examples provide a reasonable glimpse into the time it typically takes for professional-technical instructors to complete a bachelor's degree. Even if we were to assume that someone had completed half of their credits before they started the Teach Tech program, we would estimate that they would take about two years to complete it. The timeline might be even more drawn out for new faculty who are trying to get their bearings in college teaching. We strongly recommend that the Teach Tech program allow for variable timelines for degree completion. Additionally, we suggest that Teach Tech advisors give students a clear idea of the amount and quality of work expected in the program. This is particularly important for tenure-track instructors or anyone else who teaches full-time.

Courses and Skill Standards

Teach Tech proposes ten program outcomes, which draw verbatim from Washington Skill Standards. Some PTE courses relate widely and abstractly to multiple outcomes/standards, while other courses align directly in a one-to-one fashion with individual outcomes/standards.

The courses that aren't linked to specific outcomes/standards might be described as foundations classes that provide a conceptual framework for more applied coursework. These include PTE 345 Adult Learning, PTE 325 Organizational Leadership, PTE 312 American Community College, PTE 420 Legal Issues and Ethics in Education, and PTE 460 Diversity and Globalism in Education. Unlike other PTE classes, these are not practical "how-to" classes. Rather, they offer broader theoretical, philosophical, historical, and institutional perspectives on teaching and leadership. These courses provide the intellectual meat that distinguishes this bachelor's degree from most teaching certificates or in-service trainings. Although they do not address program outcomes/state standards directly, these classes will give student instructors the means to make informed decisions about how to approach the applied subject matter found in other PTE courses. For these reasons, we strongly endorse the inclusion of these foundational courses. To optimize their effectiveness, we would encourage instructors in the more applied PTE classes to refer back to the foundations classes, reminding student instructors of the connections between theory and practice.

Table 3. Frequency of Courses among CTE Baccalaureate Programs

Course	1990 (n=16)	1998 (n=9)	2006 (n=10)
Instructional Techniques	100.0%	100.0%	100.0%
Instructional Technology Applications	64.7	88.9	90.0
Adult Development & Learning	41.2	66.7	80.0
Assessment/Evaluation	55.6	70.6	70.0
Curriculum Development	94.1	100.0	70.0
Practicum	82.4	100.0	40.0
Training and Development	23.5	77.8	30.0
Occupational Employment Experience	52.9	22.2	0.0
Two-Year College	17.7	0.0	0.0

Source: Olson & Spidell, 2008

In the following sections, we consider how other PTE classes align with particular outcomes/standards.

Manage learning environments. This outcome involves planning, setting up, and maintaining instructional systems, among other things. The Teach Tech course PTE 310 Managing the Learning Environment directly addresses these skills. According to the course description, PTE 310 “help(s) students develop a management plan for determining, obtaining, and maintaining instructional equipment, tools, supplies, and materials” (Teach Tech Course Descriptions). Similar course titles are offered at Wilmington University (EDC 412 Career and Technical Education Management), CSU Sacramento (EDS 102 Characteristics and Management of Career Technical Education), and Northern Kentucky University (CTE 380 Organization and Management of Career/Technical Education). The actual content of these courses differs from the Teach Tech class. The Wilmington class, for example, addresses strategies to avoid discipline problems, and the CSU class examines affective issues such as motivation and self-esteem. Teach Tech PTE 310 focuses more on course administration, which is consistent with the state Skill Standard.

Develop outcomes, assessments, and curricula. To satisfy this outcome, student instructors must be able to create, modify, and implement assessments to measure learning outcomes. Teach Tech’s PTE 402 Assessment of Learning Performance promotes these skills. A national study of CTE degrees found that 70% of programs offered assessment/evaluation courses in 2006 (Olson & Spidell, 2008; see Table 3). A similar proportion of degree programs in our sample offer at least one course in assessment (e.g., CTE 402 Assessment Techniques in Career and Technical Subjects at Buffalo State, CTE 3480 Student Assessment and Management at Western Michigan). These titles suggest that assessment is sometimes lumped together with teaching methods or other course content. We would argue that the topic of assessment is sufficiently complicated and important to warrant a stand-alone course, as SSCC has proposed.

Provide student instruction. Student instructors are expected to prepare instructional materials and employ various types of instructional strategies. Much of this training will occur in PTE 301 Workforce Instructional Methods, which will “provid(e) an overview of established principles and practices including adult learning theory” (Teach Tech Course Descriptions). We strongly endorse the use of adult learning theory to inform an instructional methods course. Similar courses at other institutions (e.g., Eastern New Mexico University) place more theoretical emphasis on adolescent psychology and human development, reflecting their programmatic ties with secondary teacher certification. For a program that prepares community and technical college educators, we would agree with Barlett (2002), who argues that adult learning theory is more appropriate. In addition to PTE 301, Teach Tech will offer PTE 302 Course Development and Design, which focuses on curriculum design. Where Teach Tech differentiates curricular planning and implementation, other programs (e.g., CSU Sacramento, Wilmington University) co-mingle these proficiencies in a two-course sequence of methods classes. Either approach, we suspect, will serve students well. We recognize that devoting more than one class to teaching methods is a tall order in a degree program that has many target outcomes. Nevertheless, we believe this is an effective use of credits.

Provide support and guidance to students. This involves responding to student needs, assisting students with job placement, providing academic advising, and offering other forms of guidance. Teach Tech’s PTE 301 Workforce Instructional Methods addresses these skills directly. Comparable courses are somewhat uncommon among peer programs. Wilmington University offers two courses: EDC 404 Career and Technical Education Guidance Practices and EPY 303 Advising, Mentoring, and Counseling Techniques. We are puzzled that the topics of advising and support are not featured more prominently in programs other than Wilmington and Teach Tech. We applaud SSCC for taking these issues seriously.

Promote the program and recruit students. Student instructors are expected to develop a promotional plan and perform various recruitment activities. Presumably, these skills will be developed in PTE 468 Program Management and Recruitment. Teach Tech appears to be unique in making recruitment an explicit part of the professional-technical education curriculum. At least one program in our sample (Buffalo State) offers a class in business/marketing education, but this is a content course for business /marketing instructors, not a how-to class for faculty in all professional-technical fields. Since program promotion is specified in state Skill Standards, we feel it is appropriate for Teach Tech to build this into the curriculum.

Perform program management functions. This outcome involves a variety of duties ranging from record keeping to budgeting to grant writing. PTE 468 Program Management and Recruitment is designed to promote these skills. According to the course description, “students will learn about program budgets, staffing, facilities, scheduling, and forecasting” (Teach Tech Course Descriptions). This course will address many disparate proficiencies. We wonder if the content will be cohesive enough to hold together under one course title.

Learn and adapt new technologies. The need for technology training is well- documented in the professional-technical education literature (Brown, 2000). A national study found that 90 percent of CTE degree programs offer at least one class in instructional technology (see Table 3). Programs in our sample offer such courses as EDC 401 Career and Technical Education Instructional Technology (Wilmington University) and EDS 113 Introduction to Technology Based Teaching Strategies in Career and Technical Education (CSU – Sacramento). Typically these courses introduce faculty to common e-tools. Teach Tech’s PTE 311 Technology in Learning will do that and more. Presumably the goal is “to understand current curriculum

development practices” (Teach Tech Course Descriptions). We would encourage SSCC to approach this class as an instructional methods class that happens to focus on e-learning, as opposed to a technology class that focuses on how to use software.

There are some program outcomes that do not match up obviously with individual Teach Tech courses. These are:

- **Develop and review programs.** Student instructors will develop a program course plan, work with employers, develop program outcomes, maintain accreditation, etc.
- **Create and maintain a professional environment.** Student instructors will collaborate with others, serve on committees, maintain subject-area knowledge, develop a professional development plan, etc.
- **Perform administrative functions.** Student instructors will keep records, submit grades, provide program input, write grants, etc.

One challenge for Teach Tech organizers is that these are not three discrete sets of proficiencies. Instead, they are broad and porous categories that overlap to some degree. Moreover, many of the individual proficiencies (e.g., serving on committees, working with employers) are best accomplished by doing rather than by studying in the classroom. We suspect that these three outcomes/standards will be satisfied through guided work experience. The Teach Tech program will require student instructors to do a Teaching Internship (10 credits) or Workforce Experience Practicum (10 credits), plus a Professional Portfolio (1 credit) and a Capstone project (1 credit) – all of which involve teaching or administrative work. In addition, students may take 1-10 credits of Special Topic work relating to teaching or leadership. These components will present ample opportunities for student instructors to “develop and review programs,” “create and maintain a professional environment,” and “perform administrative functions.” The supervisors of this work will need to remind student instructors that they must demonstrate progress in all three areas.

Discussion

The Teach Tech program at SSCC is ambitious and well-conceived. In many ways, the program incorporates best practices found in university-based degree programs in professional- technical education. In some respects, Teach Tech exceeds programmatic norms in the field.

The program is as rigorous as any that we reviewed. To establish and maintain the quality of the program, we would make the following recommendations:

1. **Offer flexible completion times.** Student instructors are likely to come to the program with a wide range of circumstances that influence completion time. Program organizers should be prepared to accommodate individuals within reason to maximize chances for faculty success and retention. This is particularly crucial for new instructors and tenure-track faculty, both of whom have their hands full getting acclimated to their positions.

2. **Provide professional development for program faculty.** To keep the program vibrant, SSCC should encourage Teach Tech faculty to stay current with teaching-related content.

This might involve attending teaching conferences, buying books or professional journals, or engaging in scholarship of teaching and learning. Teach Tech faculty should be regional leaders in professional development for community college faculty.

3. Maintain a strong core of foundations coursework. Highly applied programs often face pressures to provide skills that practitioners can use immediately. The value of abstract, conceptual coursework is not always apparent to students. We would encourage Teach Tech organizers to resist any impulse to cut such coursework as this provides the conceptual foundation for instructional practice.

4. Make explicit connections between theory and practice. Having highly conceptual courses in the curriculum may not be sufficient to get student instructors to see connections between theory and practice. It would be beneficial if instructors in the applied courses refer back to the conceptual courses, including general education courses (e.g., composition, general psychology).

5. Create procedures to ensure that all program outcomes are documented. Currently, some program outcomes are not automatically addressed in the coursework. Without careful oversight, student instructors might go through the program without achieving one or more of those proficiencies. We would suggest that Teach Tech organizers create procedures for how outcomes will be identified and documented, particularly in internships, practicums, and other field-based work.

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Appendix: Websites of CTE Baccalaureate Programs

Buffalo State College, B.S. Career and Technical Education

<http://www.buffalostate.edu/undergradprog.xml?bpid=45>

California State University – Sacramento, B.S. Career and Technical Studies

<http://catalog.csus.edu/12-14/programs/bcts.html>

Eastern New Mexico University, Bachelor of Occupational Education

<http://education.enmu.edu/undergrad/boe/online/>

Northern Kentucky University, B.S. Career and Technical Education

<http://nkuonline.nku.edu/smartcatalog/construction-management-majors.htm>

University of Minnesota – Twin Cities, B.S. Career and Technical Education

<http://www.cehd.umn.edu/olpd/OPDO/>

University of Wisconsin – Stout, B.S. in Career, Technical Education and Training

<http://www.uwstout.edu/programs/bsctet/index.cfm>

Western Michigan University, B.S. Career and Technical Education

<http://www.wmich.edu/consumer/cte/undergrad.htm>

Wilmington University, B.S. Career and Technical Education

<http://www.wilmu.edu/education/technicaledd.aspx>

Wright State University http://www.cehs.wright.edu/academic/educational_leadership/career-tech-ed/index.php

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June 1, 2012

Dr. Malcolm Grothe
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Dean Grothe,

I appreciate the opportunity to review South Seattle Community College's (SSCC) proposal for the development of a Bachelor in Applied Science (BAS) degree in *Professional Technical Teacher Education* ("*Teach Tech*"). I have critically reviewed this very thorough proposal and find the program presented to be thoughtfully conceptualized, clearly articulated, and exceptionally well-designed. One of the most compelling arguments made for the development of this program is the fact that it will ultimately serve, and benefit, multiple constituencies beyond just its students. As these *Teach Tech* students become more efficient and effective teachers through the program, they will train the next generation of students, who will in turn teach their fellow co-workers, apprentices, mentees in their workplaces, and as a result these positive practices will spread across the state, the country, and possibly the globe. The research is clear; you tend most often to teach others in the same way you were taught, so I could not be more enthusiastic about endorsing this program that seeks to begin this cycle of improvement.

I have organized this review into four main sections: 1) A brief summary of my credentials and qualifications as a reviewer, 2) Addressing central questions, 3) Challenges, and 4.) My conclusions. While I have reviewed very carefully all the details within the program, my review is a summary of my analysis and has focused on the central themes contained within the proposal.

Academic and Professional Background

Currently, I am the Director of the Master's in Education Policy (MEP) program within the College of Education at the University of Washington. MEP is a one year, full-time cohort based program that includes both a year of rigorous graduate coursework, as well as 150 hours of internship. I began the conceptualization and development of the MEP program 4 years ago, and so I have a clear understanding of the challenges of designing, developing, and delivering a new academic program.

As a Senior Lecturer, I have taught graduate courses in the College of Education for the past 9 years, and prior to my coming to the UW I was a faculty person at two different community colleges within the Puget Sound area. I have served as a graduate advisor for both doctoral and master's students, as well as the Director of the UW Zesbaugh Program (a scholarship program for under-represented students seeking careers in education). As a result of these professional experiences, I feel I have a solid understanding and appreciation for the needs of a range of students who access the spectrum of higher education opportunities in our State.

My academic training consists of a Bachelor's degree (BA) in Psychology from Western Washington University in Bellingham, Washington, a Master's degree (MEd) in Adult Education Administration from Western Washington University, and a doctorate (PhD) from the College of Education, University of Washington in Seattle, Washington.

Addressing Central Questions

Is there a clear/established need and or demand for the proposed program?

One of the strongest aspects of this proposal may in fact be the establishment of a clear need, and anticipated demand, for this program. Beyond some of the "big picture" statewide or institutional goals it would clearly meet (e.g., increasing the number of bachelor's degrees granted statewide), the proposal establishes with multiple representations of data/evidence that training like this (professional/technical teacher training at a bachelors level), for this profile of student (skilled trades people who exhibit leadership within their field), is just not available in our State—at any level. In fact, there are very few programs in the nation that provide this type of training.

A lack of existing training in our State is coupled with research presented in regard to the increasing demand for postsecondary vocational and technical instructors/trainers in both community and technical colleges, as well as within the private sector. It is projected that there will be 192 openings per year through 2018, and a majority of these positions will require a bachelor's degree at minimum. Rather than have these students leaving Washington State to get their training, this proposal persuasively argues that it would make more sense to leverage and develop the capacity we have at SSCC and provide that training in state. Keeping students "local" would capture and cultivate local talent and increase the chances that these students would seek positions within our local community and technical colleges or private industry, further strengthening our State's economy.

And what do other community and technical colleges in the state think about the possibility of offering such a degree? The proposal cites a recent survey of all 34 community and technical colleges in Washington State which revealed "overwhelming support" for the development of a BAS in *Professional Technical Teacher Education*. Clearly, other community and technical colleges recognize that this program would not only benefit SSCC and the students within the *Teach Tech* program, but it would ultimately strengthen the pool of candidates they would be drawing from to fill their professional and technical faculty positions. Again, as was stated in the introduction of this review, the "multiple benefits" of this program to constituents outside of SSCC is one of its most compelling features; however, coupling this with a clear need (nonexistence of this type of training in the State), and an increasing demand for this type of training/degree (both statewide, as well as nationally), it is clear that a program like *Teach Tech* is long overdue.

Student Supports and Resources

Does South Seattle Community College have the capacity/infrastructure/vision to design, develop, and deliver a program like Teach Tech?

It has been my experience that one of the most reliable measures of future success in the development of education programs in higher education is a track record of past success. If an institution has managed to: 1) successfully get a new program off the ground, 2) been able to maintain (and possibly grow) a program through its first few challenging years, and 3) the administrative infrastructure is largely the same, the chances of them being able to repeat that success with another program is significantly increased.

South Seattle Community College has a very successful track record of success with its BAS degree in Hospitality Management, as well as a number of other bachelor's degrees it offers in conjunction with Eastern Washington University. It is a similar academic and administrative infrastructure that is proposed to support and serve the *Teach Tech* students. Existing student supports include: a tutoring center, math and science tutoring center, collaborative learning & instruction center, writing center, and multiple computer labs. In addition to these existing supports and resources, proposed budgetary investments for the *Teach Tech* program include additional library staff and distance learning support. Both in the existing infrastructure, as well as in the proposed supplemental supports, the proposal clearly establishes a recognition of the increased academic needs of students at a bachelor's level, as well as the institution's commitment to investing in the resources and supports needed to maximize student success.

Faculty

A critical component of the success of any academic program (as this proposal clearly is a testament) is the need for strong teaching and instructional leadership. As there isn't a great deal of detail in the proposal in regard to the professional background and/or academic qualifications of either the full-time (lead) faculty, or part-time (support) faculty for this new program, I am going to offer a few suggestions from my experience.

Full-time Faculty/Program Manager

It is proposed that the full-time faculty will have a reduced teaching load to manage the program, and I couldn't endorse this more enthusiastically. As someone who both teaches in, and directs a graduate program, I can tell you that while these two roles can be done simultaneously, they can at times be all consuming and require a time commitment that borders on two full-time positions. Not unlike what I imagine it might be like to both direct and act in a feature film, managing and directing the work of others, while at the same time focusing on a complex and dynamic task like teaching adults, is sophisticated work. As such, for the full-time faculty/manager position I would recommend seeking out a candidate with a successful track record of **both** teaching, and program development/management. It will not be enough, in my opinion, to have a phenomenal instructor, if the management (e.g., "*traveling to different intern sites across the state to observe and connect mentors, review labs and equipment, and review advisory committees...*") as well as the future development of the program (e.g., marketing and recruiting, part-time faculty recruiting and mentoring, curriculum development and testing, state-wide program advocacy, etc.) is not equally prioritized.

Given these considerations, I would not limit my search (minimum qualifications) for the full-time faculty to only those candidates with a doctorate (EdD or PhD). I believe a master's degree in

Adult Learning, or Adult Education Administration would be more than sufficient to lead the intellectual development of this program. The application of adult learning theory through a number of years of successful teaching would be far more useful to the *Teach Tech* students, the part-time faculty they would be mentoring/managing, and the industry people/mentors/advisory committee members they would be working alongside. Publications in obscure journals, or research projects exploring conceptual abstractions of adults in learning environments, would do little to prepare this person for what I believe would be the actual, day-to-day work of this position. The ideal candidate would have a balance of academic preparation, successful teaching experience (within multiple environments and with a wide array of students), as well as program development and management experience.

Part-time Faculty

I began my teaching career as a part-time community college instructor, so I know how difficult it can be, in this transient, nomadic position, to feel as though you are part of a team, and that your work is making a difference to the students. As a result, I would recommend trying to have fewer part-time faculty teaching multiple classes within the program (rather than multiple part-time faculty, teaching fewer/singular classes). Especially in a cohort program such as this, the more contact time *Teach Tech* students have with an instructor, the more trust and confidence will be established, and the greater progress can be made. In contrast, if students have a revolving door of part-time faculty whom they don't get to know, it will be difficult for the students to establish meaningful contact, and it will be equally difficult for the part-time faculty to feel connected to the students/program.

Curriculum

The proposed curriculum for the program looks very comprehensive and should provide for students a foundational grounding in the essential theoretical, practical, and logistical elements necessary to pursue a career in professional and technical teaching. I am particularly impressed with the inclusion of courses which surround complex issues such as "Diversity and Globalism in Education (PTE 460), and "Research for the 21st Century" (LIB 180). I was also very encouraged to see "Public Speaking" (CMST& 220) as a part of the program, because in professional and technical fields in particular, if you want to be a successful teacher, it is not enough to be technically proficient or physically skilled, you have to be able to communicate what you know to others and most often in teaching that is done through public speaking.

If I were to offer any recommendations for the proposed curriculum, they would be:

- a) Include opportunities for students to explore ("try out") concepts and skills introduced within the courses like PTE 301/302/310 (for an elaboration of this recommendation, see "Challenges" section below).
- b) To consider a (minimal) reorganization of the curriculum, front-loading some of the conceptual/foundational courses ("Adult Learning" PTE 345, "Introduction to Philosophy/Sociology" PHIL& 101/SOC& 101), and leaving toward the end of the program courses that deal with things like "Professional Portfolio" (PTE 314). Perhaps with a deeper understanding of/acquaintance with each of these courses the proposed curriculum organization would make more sense, but with the information I have now... it would seem logical to me to have the students begin with some of the broader conceptual issues that would be introduced in the philosophy/sociology or adult learning classes, and then have them consider how these

broader concepts might influence/impact decisions teachers make in terms of classroom management (PTE 310) or instructional methods (PTE 301).

Challenges

In this section I want to highlight two issues that I believe may be areas of future challenge. The first of these two is in the minimum number of years of work experience in the field before being eligible for the program, and the second is (what appears to be) a potential lack of “hands on” lab type experience in the classes that directly relate to things like pedagogy and classroom management.

Experience counts!

One of the most challenging aspects of successful classroom management for new teachers is often establishing a balance between rapport and respect with their students. Largely this is done through a demonstration of positive communication, and a command for the subject matter. A command for the subject matter is principally a combination of a significant breadth and depth of knowledge in the field, a skill level to utilize this knowledge, as well as a depth of experience applying this knowledge and these skills within the field. As an example, those who teach aspiring elementary school teachers in university teacher education programs are at a significant disadvantage if they have very little experience in an elementary school classroom. They may have a deep understanding of the complexities of teaching and learning at an intellectual level, but if they lack the experience to fully understand and appreciate how this “conceptual” understanding “fits” with what happens in an actual classroom, they often times have a very difficult time gaining the respect (and attention) of their training teachers.

I am concerned that if students enter the *Teach Tech* program with just “*two years of work experience in a professional industry*”, they will lack a depth of experience in their field to be considered by their future students, to be at a level of competency/proficiency that would warrant “mastery” (“*How are you going to teach me this if you’ve only been doing it for two years yourself?*”). Therefore, I wonder if the program would be setting-up some (most) of the students who come into the program with only two years of experience, for a very difficult time trying to establish credibility/legitimacy as an instructor with their students? While it may not be a useful/transferrable example (given my lack of knowledge of professional/technical trades and the time it takes to reach a level of mastery), I think the challenge principal preparation/certification programs face may be applicable. Most programs designed to prepare both elementary and secondary principals (The Danforth program here at the University of Washington being one) require at least three years of teaching before you are eligible to apply to begin a principal certification program (and the Danforth students complete their fourth year of teaching while in the program). Again, not that this is an *apples to apples* comparison, but I believe the reasons underlying why they require three years of teaching experience to begin a principal certification program, may be applicable here as well; to lead others in classroom instruction (or a professional/technical trade) one needs to be seen by those they are leading as having reached a level of sufficient competency/mastery in that field.

Teaching is both a science and an art form

In my fifteen years of teaching in higher education, I have come to recognize that successful teaching is best explained and understood as a “lived” experience. How it works, and why it works in some cases (and not in others), is something that is very difficult to explain in the abstract, apart from the actual live act. My concern is that with a “hybrid” course format (some

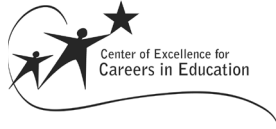
portion of the instruction in-class/some portion online) the opportunity for students to see/experience the “art form” that is teaching could be lost. Please be clear, I’m not suggesting that this **IS** a problem with this proposal/program, but rather, my analytical “radar” is warning me that this may be an area of concern in terms of trying to weigh the balance between in-class instruction versus online instruction. There is always an enticing, persuasive beauty to the efficiency of online instruction (off site/no brick and mortar, can be accessed at the student’s convenience from anywhere on the planet that has internet access, etc.), but when it comes to something like learning to teach, I believe that being introduced to the concepts is a small part of the process, its actually trying out the concepts that leads to learning. So, all of this is to say.... I would err on the side of (invest more resources in) more in-class time for these foundational classes like PTE 301/302/310, because it is in these “lived” experiences that students will see (and feel) the science of teaching, *become art*.

Conclusion

Again, I want to reiterate that I enthusiastically endorse South Seattle Community College’s proposed Bachelor in Applied Science (BAS) degree in *Professional Technical Teacher Education* (“*Teach Tech*”). The proposal offered a clear representation of both a demand for the program, as well as broad-based community support for its development (support from both the public and private sectors). As was stated in the introduction of this review, I believe one of the strongest and most persuasive arguments for creating a program like *Teach Tech*, is the potential that the “best practices” introduced to students in the program will spread well beyond the SSCC campus. Not only will this program provide a reasonably-priced option for students to receive a BAS degree in professional technical teaching (as well as a Washington State Professional Technical Teacher Certification), but it will also provide our State’s community and technical colleges with a better trained pool of potential faculty, and our State’s industries with a better trained professional and technical workforce. It was a pleasure to read and review this very comprehensive and well organized proposal, and I wish all involved the best of luck with its development.

Sincerely,

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May 31, 2012

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Dear Dean Grothe,

I have carefully reviewed South Seattle Community College's proposal for the Bachelor of Applied Science in Professional Technical Teacher Education "Teach Tech." This letter will serve as my written assessment of the proposal, including my professional background, analysis of the curriculum and other program attributes.

My overall evaluation of Teach Tech is very positive. I find ample evidence that underscores a need within higher education instruction for a niche program like Teach Tech. I also am pleased to see that the Skill Standards for Professional Technical Instructors are being used to help ground the curriculum. This will give the program content a sense of relevance to the students and their experience. After reviewing the proposal, budget, course outlines and supporting documentation, I believe that this unique program is well positioned to meet a regional and state workforce need. My strong recommendation is that Teach Tech be approved and allowed to proceed forward.

Personal Background

Since September of 2009 I have been in my current position as Executive Director of the Center of Excellence for Careers in Education, housed at Green River Community College. Previously I spent nine years at Highline Community College as Director of Workforce Education, Career Development and Testing Services.

My education consists of a BS in Business Administration from Central Washington University (1993); an M.Ed in College Student Personnel Administration from Western Washington University (1996) and an Ed.D in Educational Leadership and Policy Studies from the University of Washington (2006). My dissertation focused on the career expectations of graduate students recently accepted into masters level student affairs administration programs. I also wrote the chapter on Career and Student Employment Services for the 2006 Student Services in Community and Technical Colleges: Practitioner's Guide.

General Comments

One of the desirable outcomes of this proposal is that it helps to bridge a career pathway for professional technical faculty that is currently fragmented. Many professional technical faculty begin their college careers with a strong industry background and knowledge base, yet at the same time may have little to no teaching or higher education experience. For faculty members with a two-year degree, this program provides an opportunity to develop their teaching skills and deepen their understanding of community and technical colleges. Possession of a bachelor's degree brings increased opportunities for administrative leadership roles as well as graduate level education. Currently, there are educational opportunities above and below the baccalaureate level; Teach Tech will help to fill this void.

South Seattle Community College is a logical location to house a program in Professional Technical Teacher Education. As recently as 2005 SSCC offered a certificate in Occupational Education. The Center of Excellence has partnered extensively with SSCC on the Boot Camp workshops each summer at their Georgetown Campus. Boot Camp is a week-long training for new professional technical faculty. In short, SSCC has experienced faculty and administrators capable of building a solid program in Professional Technical Teacher Education.

Curriculum

The curriculum for this program is balanced and appropriate for its target audience. As the proposal indicates, the Skill Standards are being utilized as a framework for the program. The standards consist of critical work functions and key activities. When comparing these functions and activities to the course outlines provided, there is considerable overlap across the spectrum.

The Center of Excellence for Careers in Education serves as the repository for skill standards related to education careers, including the Skill Standard for Professional Technical Instructors. This particular Skill Standard was originally created in 2000, over an extensive period of time that included widespread input from Washington State's community and technical college system. In 2011, the standards underwent a "refreshing process" to verify that their validity was still acceptable. This process included a faculty focus group engaged in a two-day review of the original standards followed by statewide verification and SCANS surveys distributed to professional technical faculty. The refreshing process concluded that the original standards were still very relevant. The process resulted in no major additions or deletions to the standards. The Instruction Commission approved the updated standards on May 17, 2012.

Teach Tech's coursework in Workforce Instructional Methods and Materials, Course Development, and Design and Managing the Learning Environment will provide a critical foundation for students. I also applaud the decision to include a course on Diversity and Globalism in Education and Ethics in Education.

Instructional Delivery

Program developers should be commended for embracing a Prior Learning Assessment process that will accommodate the expected high level of experience and knowledge of students. Offering the program in a hybrid format will allow the students to develop the intended connections and support that a cohort model creates, while the online content increases the program's appeal to a geographically diverse population.

Demand

The proposal presents demand indicators from multiple sources including census and industry analyses, and state and local data and most significantly, a survey of all community and

technical colleges in Washington. The data suggests a healthy current and projected demand for postsecondary vocational instructors. Sources also indicate that a bachelor's degree in professional technical education, if not required, would certainly increase the value of a potential candidate.

Although a bachelor's degree is the preferred qualification for a professional technical instructor, national and local data reveals that a "degree gap" exists at many colleges. The American Association of Community Colleges states that only 3% of community college faculty are without a bachelor's degree, yet the figure jumps to 39% when the population is narrowed to professional technical. This pattern of degree attainment is consistent with local populations and my own experience.

A survey of potential students within the system illustrates strong demand on the part of current faculty who are very interested in enrolling. Program developers have made a commendable effort establishing relationships with multiple business and community partners committed to assisting with the recruitment of potential students up to and including financial support. The commitment from the Boeing Company in particular is especially strong with an expected need of 15 instructors per year for the next 10 years.

Potential Areas for Concern

- Given the accelerated class load coupled with students who will likely be teaching full-time, it's conceivable that each cohort will have a small percentage of students who may need to exit the program for a quarter or longer due to family or other unforeseen demands. There will need to be allowances for students who "stop out" to integrate back into the program even if it's not with their original cohort.
- "Sticker shock" is another potential obstacle. Many community and technical college employees have come to expect a tuition waiver when taking classes through a public institution. Professional development funds and other opportunities may lessen the cost per individual but it's difficult to gauge individual reactions when it becomes apparent they must shoulder the expense of the program.

In summary, I believe that a Teach Tech baccalaureate degree offered at South Seattle Community College would be beneficial to both potential students as well as the institutions that will employ its graduates. The curriculum is solid and the projected enrollment and budget are figured conservatively; I predict this program will have a very strong future. Washington has been a consistent national leader in workforce education; this program will further enhance the state's reputation for innovation. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Erik Karl Tingelstad, Ed.D
Executive Director
Washington State Center of Excellence for Careers in Education

Appendix I: External Reviewer Resumes

Stanford T. Goto

Department of Educational Leadership
Woodring College of Education
Western Washington University
516 High Street
Bellingham, WA 98225-9087

Tel: 360-650-3191
Fax: 360-650-7516
Stan.Goto@wwu.edu

EDUCATION

2000. Minority Postdoctoral Fellowship, Teachers College / Columbia University.

Ph.D., Education, University of California, Berkeley (1998)
Areas of study: literacy education, community college policy, qualitative research methodologies.
Dissertation: The Threshold: Basic Writers and the Open-Door College

M.A., Education, University of California, Berkeley (1994)

B.A., English, University of California, Berkeley, summa cum laude (1988)

Attended Sacramento City College (1984)

PROFESSIONAL EXPERIENCE

Associate Professor, Educational Leadership, Western Washington University (2004 – Present). Teach graduate courses in adult learning theory, philosophies and histories of continuing education, college teaching methods, adult literacy, research methods, community colleges.

Assistant Professor / Program Co-Director, Curriculum and Instruction, University of Wisconsin - Madison (2000 – 2004). Co-directed Secondary English Education Program (Elizabeth Hayes, Director). Supervised and trained graduate student instructors. Served as liaison between university and public schools. Reviewed applications to the program. Taught graduate and undergraduate courses: educational transitions, literacy across the curriculum, literacy in the language arts, instructional methods in secondary English.

Postdoctoral Fellow, Teachers College / Columbia University (1999 – 2000). Visiting scholar engaged in teaching, research, and program reform. Reviewed masters degree programs in higher education and arts. Drafted new program description and course requirements. Taught graduate courses on college composition, college teaching methodology. Conducted doctoral seminars on dissertation writing. Supervised graduate students in independent study.

Adjunct Instructor, Vista Community College (1994). Taught first-year composition at a highly heterogeneous, urban community college. Developed a new curriculum. Initiated a staff development project.

Instructor-in-Training, Contra Costa College (1991 – 1992). Team-taught developmental writing courses at an urban community college. Developed course material. Worked with EOP students in class and in the Learning Center.

Project Director, Ty Gurler & Associates Advertising (1986 – 1990). Planned and managed annual advertising budgets for industrial clients. Conducted market research. Supervised office staff. Hired contractors. Negotiated work contracts. Managed print media production.

ADMINISTRATION AND RESEARCH

Coordinator, Certificate in Community and Technical College Teaching (2004 – present). Designed courses for post-baccalaureate certificate. Aligned curricula with program cornerstones. Consulted with Advisory Committee and other community college leaders. Planned course schedule. Designed marketing materials. Designed and implemented admissions procedures.

Designer/Director, Language Arts Discussions Project (2002 – 2003). Designed professional development/ research project documenting how pre-service teachers develop “teaching identities” through electronic discussions. Directed technical staff to create threaded discussion site linked to department’s electronic portfolio. Currently piloting discussion feature in English methods courses for possible use department-wide.

Various Roles, Departmental Reform of Teacher Education Program (2000 – 2003). (1) Chaired committee to review admissions essay used to screen undergraduate applicants. Committee created new essay prompt and scoring rubric, now used in all secondary subject areas in Curriculum & Instruction. (2) Worked with program director and staff to integrate portfolio assessment and state outcomes standards into Secondary English Education Program. Reviewed required coursework in English education; revised curricular structure and content for introductory methods and first practicum. (3) Designed web-based database to allow authorized faculty and staff to create records of student teachers and cooperating teachers in student teaching placements.

Curriculum Observer, California State University, San Diego (1999). Conducted pilot study of remedial policy reform at California State University, San Diego. Compared new and old programs for underprepared students. Reviewed historic records of student persistence.

Research Associate, Teaching in Community Colleges Project (1993 – 1996). Participated in a national study of teaching in community colleges (W. Norton Grubb, Director). Conducted field research in Texas, Massachusetts, Washington, and California. Observed 46 classes in vocational, academic, and developmental areas. Analyzed program structures and course configurations.

Research Consultant, Workplace Literacy Project (1995). Assisted Glynda Hull (Principal Researcher) on a study of literacy practices among line workers and supervisors at electronics assembly plants. Analyzed data from site observations.

Curriculum Consultant, Banking and Finance Program, Laney Community College (1993 – 1995). Worked with Glynda Hull (Principal Researcher) on long-term study of students and teaching in a welfare-to-work program. Documented historic purposes of program. Observed, interviewed students and program chair. Revised instructional materials. Wrote grant proposals and sought corporate sponsorship.

Project Associate, Multicultural Collaborative for Literacy and Secondary Schools (1992 – 1993). Collaborated with university faculty (Sarah W. Freedman and Elizabeth Simons, Directors) and secondary teachers on a large-scale action research / professional development project. Organized a conference, bringing together teachers from Boston, Chicago, San Francisco, and New Orleans.

ORGANIZATIONAL RESPONSIBILITIES

National and Regional

- Submissions Reviewer, Teaching English in the Two Year College (1996 – Present).
- Submissions Reviewer, Research in the Teaching of English (1996 – Present).
- Interim Chair, Diversity Committee (2002). National Conference on Research in Language and Literacy.
- Member, Nominating Committee (2002). Conference on English Education.
- Proposal Reviewer, American Educational Research Association (2001 – 2004).
- Submissions Reviewer, Teachers College Record (2003)
- Submissions Reviewer, Anthropology and Education Quarterly (1998 – 2004).
- Member, Spencer Foundation Review Committee (1993).

Regional

- Member, Basic Academic Skills Advisory Committee, Bellingham Technical College. (2007 – present).
- Organizer, “Basic Writing in a Post-Remedial World” workshops for 2000 Conference on Basic Writing.
- Member, Madison Area Student Teaching Advisory Council (2000 – 2004).

Departmental and Institutional

- Co-Chair, Woodring Diversity Committee (2008).
- Member, Faculty Senate. U.W. Madison (2003).
- Member, Academic Grievance Committee. U.W. Madison, Department of Curriculum & Instruction (2003).
- Member, Graduate Programs Committee. U.W. Madison, Department of Curriculum & Instruction (2002 – 2004).
- Chair, Secondary Admissions Essay Committee. U.W. Madison, Department of Curriculum & Instruction (2001 – 2004).
- Member, Graduate Programs Committee. U.W. Madison, Department of Curriculum & Instruction (2001).
- Member, Ad Hoc Committee on Minority Affairs. U.W. Madison, Department of Curriculum & Instruction (2001).
- Member, Secondary Education Group. U.W. Madison, Department of Curriculum &

- Instruction (2000 – Present).
- Organizer, Committee on Ed.D. in College Teaching, Teachers College (1999).
- Member, Task Force on Interdisciplinary Ed.M. in Arts and Humanities, Teachers College (1999).
- Organizer, Reconceiving Remediation Speaker Series, U.C. Berkeley (1992).

PUBLICATIONS

Goto, S.T., Marshall, P. & Gaule, S. (2010). Assessment of faculty learning communities: Considering social dimensions of participant choice. *Learning Communities Journal*, 2(1), 5-26.

Goto, S. & Davis, A. (2009). Promoting the scholarship of teaching and learning at community colleges: Insights from two learning communities. *To Improve the Academy*. 27, 249-266.

Goto, S. & Martin, C. (2009). Psychology of success: Overcoming barriers to pursuing further education. *Journal of Continuing and Higher Education*, 57(1), 10-21.

Goto, S., Martin, C., Goulet, G., Robinson, B., & Furtado, M. (2009). Identifying and reaching communities in need of GED Instruction. *PAACE Journal of Lifelong Learning*, 18, 17-36.

Goto, S., Spitzer, R., & Sadouk, J. (2009). Outreach to underserved communities: The power of peers. *Adult Basic Education and Literacy Journal*, 3(1), 44-47.

Goto, S. (2002). Basic writing and policy reform: Why we keep talking past each other. *Journal of Basic Writing*, 21(2), 16-32.

Goto, S. (1999). The struggle for mobility in the contact zone of basic writing. In K. Shaw, J. Valadez, and R. Rhoades (Eds.) *Community colleges as cultural texts: Qualitative explorations of organizational and student culture*. New York: SUNY Press.

Goto, S. (1997). Nerds, normal people, and homeboys: Accommodation and resistance among Chinese American students. *Anthropology and Education Quarterly*, 28(1), 70-84.

Goto, S. (1996). School achievement from one Asian American perspective. *English Journal*, 85(5), 74-77.

OTHER WRITINGS

Goto, S., Martin, C., Goulet, G., Furtado, M. & Robinson, B. (2007). *Hand me a shovel: Clearing a path to adult basic education*. Research report to Basic Academic Skills Advisory Committee, Bellingham Technical College, Bellingham WA.

Goto, S., Martin, C., Goulet, G., Furtado, M. & Robinson, B. (2007). *Who's not here? Identifying underserved communities in need of basic skills instruction*. Paper presented at Western Regional Research Conference on the Education of Adults. October 13, 2007. Western Washington University, Bellingham, WA.

Goto, S., Chung, S., Kane, C., Hults, P., & Davis, A. (2007). *Scholarship of teaching and learning: Examining your practice in an age of accountability*. Paper presented at Western Regional Research Conference on the Education of Adults. October 12, 2007. Western Washington University, Bellingham, WA.

PRESENTATIONS AND WORKSHOPS

Scholarship of Teaching and Learning

"Blurring Boundaries: Multiple Perspectives on Scholarly Collaboration"
Presentation at the Festival of Scholarship, Western Washington University (April 10, 2008).

"Learning communities and the scholarship of teaching and learning." Presentation at League for Innovation in Community Colleges. New Orleans, LA. (March 5, 2007)

"Peril and promise: New instructors engaged in the scholarship of teaching and learning." Presentation at Pacific Northwest Higher Education Conference on Teaching and Learning. Vancouver, WA. (May 2, 2007)

"Peril and promise: New instructors engaged in the scholarship of teaching and learning." Workshop at New Faculty Seminar, Washington State Board for Community and Technical Colleges. Poulsbo, WA. (September 6, 2007).

"Creating Spaces for Students to Make Sense of Things." Workshop at Pacific Northwest Higher Education Conference on Teaching and Learning, Vancouver, WA (May 2006).

Adult Basic Education and Developmental Education

"Beyond the Classroom: Identifying and Reaching Adults who Need Basic Skills"
Presentation at Rendezvous Conference on Adult Basic Education, Seattle (July 1, 2008 - conducted with Rosiland Spitzer and Jennifer Sadouk)

"Immigrants and Underserved Adults: Community College Perspectives" Presentation at MLK Human Rights Conference, Whatcom Community College (January 21, 2008 - conducted with Kathi Hiyane-Brown and Patricia Onion).

“Universal or Discipline-Based: Developmental Approaches to Writing Across the Curriculum.” Presentation at the Third National Conference on Research in Developmental Education. Charlotte, NC (October 2001)

“Reconceiving Remediation in the Two-Year College.” Invited full-day workshop for language faculty at Suffolk County Community College, Long Island (May 2000).

“The Remediation Crisis in Socio-Political Perspective.” Presentation at American Educational Research Association. New Orleans, LA (April 2000)

“Basic Writing and the Uncertainty of Access.” Presentation at the Conference on College Composition and Communication. Minneapolis, MN. (April 2000)

“Plurality and Unity in the Composition Classroom (or How I Learned to Love the Bomb).” Invited address, St. Cloud State University. (March 2000).

“Open Spaces and Straight Lines: Where are we Going with Basic Writing?” Invited address, Michigan State University (February 2000)

“What am I Doing Here? Basic Writers Negotiating Literacy in the Community College.” Presentation at the meeting of the American Educational Research Association, Chicago, IL (March 1997)

“In the Contact Zone: Reconsidering Utopian Pedagogies in Basic Writing.” Presentation at the Conference on College Composition and Communication, Phoenix, AZ (March 1997).

“Reconsidering Social Reproduction: The Role of Student Choice in Basic Writing.” Presentation at the World Conference on Literacy, Philadelphia, PA (March 1996).

Community College Instruction and Policy

“Preparing New and Prospective Instructors: Faculty Development and a College Teaching Certificate.” Workshop at League for Innovation in Community Colleges, Atlanta, GA (April 2006)

“Theory, Practice, and Assessment of Experiential Learning in the Classroom.” Workshop at Pacific Northwest Higher Education Conference on Teaching and Learning, Spokane, WA (May 2005).

“Dilemmas of Open-Door Colleges.” Invited address, Florida International University. (May 2000).

“Unlocking Academe: ‘Underprepared’ Students and the Challenge of Access.” Invited workshop for postsecondary educators. New Jersey Project, William Patterson University (October 1999).

“Student Orientation to College: Implications for Composition Instruction.” Invited professional development seminar for composition faculty, Modesto Junior College (May 1998).

“Teaching in Community Colleges: An Empirical Investigation.” Presentation at the American Educational Research Association, Chicago, IL (March 1997 - conducted with Helena Worthen and Elnora Tina Webb).

“Reports from the Field: Patterns of Literacy Practices in over 225 Community College Classrooms.” Presentation at the Conference on College Composition and Communication, Milwaukee, WI (March 1996 – conducted with Helena Worthen and Elnora Tina Webb).

Assessment and Academic Standards

“Standards in Higher Education: Tale of Two Trends” Presentation at Higher Education Conference, Whatcom Community College (September 17, 2008)

“Beyond Documentation: The Electronic Portfolio as a Tool for Inquiry and Professional Identity Development.” Presentation at the meeting of the National Council of Teachers of English, San Francisco, CA (November 2003).

“Position Assumed: High School Composition, Standardized Assessment, and the Construction of Community.” Presentation at the American Educational Research Association. New Orleans, LA (April 2002).

“Literacy Across the Curriculum Meets the High Stakes Essay.” Presentation at the National Council of Teachers of English. Baltimore, MD (November 2001).

Asian Americans in Education

“Asian Community College Students: Beyond the Dualism of Accommodation and Resistance.” Presentation at the 18th Annual Conference of the National Association for Asian and Pacific American Education, Milbrae, CA. (May 1996).

“Accommodation and Resistance Among Chinese American High School Students.” Presentation at the meeting of the American Educational Research Association, New Orleans. LA (April 1994).

“Reconsidering Asian American ‘Success’ in School.” Presentation at the Ethnography in Education Research Forum, Philadelphia, PA (February 1994).

Miscellaneous

“Toward a Contingent Understanding of Cultural-Ecological Theory.” Presentation at the meeting of the American Educational Research Association, Chicago, IL (April 2003).

“Introduction to Ethnographic Inquiry.” Invited workshop for secondary language arts teachers education, U.C. Berkeley (March 1994).

“Poetry Reading and Introduction to Creative Writing.” Invited workshop for undergraduate composition course, U.C. Berkeley (February 1991).

GRANTS AND AWARDS

- WebGrant for Web-Based Learning, U.W. Madison (2002)
- Minority Postdoctoral Fellowship, Teachers College / Columbia University (1999, 2000)
- University Block Grant, U.C. Berkeley (1997)
- National Council of Teachers of English (1996) Grant in Aid for study of developmental writing classes.
- Evelyn Lois Corey Fellowship, U.C. Berkeley (1995, 1997).
- Promising Researcher Award, National Council of Teachers of English (1995).
- Graduate Opportunity Fellowship, U.C. Berkeley (1991, 1996).
- Ned Flanders Fellowship, U.C. Berkeley (1994).
- Ruth M. Gleason Scholarship, U.C. Berkeley (1992).

PROFESSIONAL MEMBERSHIPS

- League of Innovation for Community Colleges
- National Association for Developmental Education
- American Educational Research Association
- Phi Beta Kappa

CURRICULUM VITAE

Thomas J. Halverson

Educational Leadership and Policy Studies
315E Miller Hall
Box 353600, College of Education
University of Washington
Seattle, WA 98195-3600

(206) 543-4014
thalvers@u.washington.edu

EDUCATION

Doctor of Philosophy
Educational Leadership and Policy Studies
University of Washington (1996)

*Dissertation: An examination of the process of educational planning and reform
policymaking in New Zealand during the decade of the 1980s*

Master of Arts
Educational Administration
Western Washington University (1989)

Bachelor of Arts
Department of Psychology
Western Washington University (1981)

Areas of Teaching Specialization/Research Interests

Policy Design/Politics of Policy-Making
Sociology of Education
International and Comparative Education
Access to Higher Education/Parent Expectations & Involvement
Leadership/Organizational Decision-Making

PROFESSIONAL HISTORY

2011-present **Director**, Master's in Education Policy Program
College of Education, University of Washington

Managing the overall operations of a full-time graduate program including:
developing and managing a program budget, program curriculum design,
supervision of support staff, cohort advising, and leading quarterly
program seminar.

2003-present

Senior Lecturer

College of Education, University of Washington.
Full-time teaching within the area of Educational Leadership and Policy Studies.

Courses include:

EDLPS 505 Danforth Masters Culminating Project
EDLPS 531 History of American Higher Education
EDLPS 540 Introduction to Sociology of Education
EDLPS 544 International & Comparative Education
EDLPS 550 Dynamics of Educational Organizations
EDLPS 551 Foundational Studies in Complex Organizations
EDLPS 560 Perspectives on Policy and Policymaking
EDLPS 561 Education Policy and Leadership in a Political Context
EDLPS 565 Power and Politics in Organizational Leadership
EDLPS 570 Critical Views on Educational Leadership
EDLPS 579 Access Issues in Higher Education

EDUC 401A Zesbaugh Scholars Program
EDUC 401M Inner College Access (Pipeline Project)

EDC&I 505 International Topics in Education

EDTEP 551 Schools and Society
EDTEP 571 Topics and Tensions in Education

2008-present

Senior Researcher

Center for the Study of Teaching and Policy,
College of Education, University of Washington

Work as part of a team of contracted researchers within the College of Education, on large scale, mixed- method research projects.

2009-2011

Director

Zesbaugh Scholars Program, College of Education, University of Washington

Manage the academic program for selected scholarship recipients within the College of Education. Design and deliver a 3 quarter sequence of courses preparing Zesbaugh Scholars both for a culminating research presentation, and for careers in education.

2003 –present

Executive Director

The College Access Project, Edmonds, WA.

Responsible for the development and administration of a 501(c)(3) organization, supervision and training of Associate Faculty and program interns, grant writing, data collection, and program evaluation.
www.collegeaccessproject.org

- 1999-2003 **Faculty**
Edmonds Community College, Lynnwood, WA.
- Duties included: full-time teaching, student advising, and program development within the Developmental Education Division. Designed, coordinated, and was the lead faculty of a youth re-engagement program (EdCAP) that served 200+ high school drop outs per year from within the Edmonds School District.
- 1996-1999 **Faculty & Workforce Development Project Coordinator**
Olympic College, Bremerton, WA.
- Duties included: full-time teaching and student advising within the Adult Basic Education Division. Developed and served as the Lead Faculty in a program designed to attract non-traditional workers to vocational fields within construction and the trades.
- 1995-1996 **Post-Doctoral Fellow**
College of Education, University of Washington, Seattle, WA.
- A year long process of evaluation, curriculum design, and program promotion and marketing of the College of Education's graduate programs in the study of higher education.
- 1992-1994 **Teaching Assistant**
College of Education, University of Washington, Seattle, WA.
- Served as the Area of Educational Leadership and Policy Studies Teaching Assistant, which included presentations in graduate classes, grading, student advising, and course logistics and administration.
- 1990-1992 **Supervisor**
Medical Records, Children's Hospital, Seattle WA.
- Duties included: supervision, scheduling, and evaluation of Medical Records staff, records security and maintenance, and departmental liaison to hospital clinics and central administration.

REFEREED CONFERENCE PRESENTATIONS

- Halverson, T., (2011) The Margin of Perceived Competitive Advantage: Exploring the political dimensions of equity-focused educational reforms, Presentation at the Western Social Science Association conference, Salt Lake City, UT.
- Halverson, T. & Plecki, M., (2011) Equality, Equity and the Margin of Perceived Competitive Advantage, Presentation at the American Education Finance and Policy conference, Seattle, WA.

- Halverson, T., (2011) The Social Construction of “Need” within Schools: Labeling theory and equity-focused reforms, Presentation at the Pacific Sociological Association conference, Seattle, WA.
- Halverson, T., (2010) Equity-Focused Reform: An examination of an illustrative case, Presentation at the Western Social Science Association Conference, Reno, NV.
- Plecki, M., Lochmiller, C., Knapp, M., LaSota, R., Castaneda, T. & Halverson, T., (2010) How Leaders Invest Staffing Resources for Learning Improvement, Presentation at University Council for Educational Administration, Austin TX.
- Halverson, T. (2009) The Politics of Access and Opportunity in Higher Education: Exploring the disconnections between admission and retention of under-represented students, Presentation at the Western Social Science Association Conference, Albuquerque, NM.
- Halverson, T. (2007) Parent Expectations, Parent Involvement, and College Access for Latino Students: Exploring the Dimensions of Culture in the Process of Preparing for Post-Secondary Education. Presentation at the Pacific Sociological Association Conference, Oakland CA.
- Halverson, T. (2007) Accelerating College Preparation and Planning for All Families: Exploring the advantages of including parents in the process at the 4th and 5th grade levels. Presentation at the OSPI 14th Annual Conference, Seattle, WA.
- Halverson, T. (2007) College Access for Latino Students: Exploring the Dimensions of Culture in the Process of Preparing for Post-Secondary Education. Presentation at the American Association of Hispanics in Higher Education, Costa Mesa CA.
- Halverson, T. & Harold, B. (2005) [Middle] East versus West: Examining the challenges of international contributions to the process of education reform policymaking in the United Arab Emirates. Presentation at the comparative and International Education Society Conference, Salt Lake City, UT.
- Halverson, T. (2002) Youth Re-Engagement Program Strategies: Exploring the Development of a Community College Program. Presentation at The Commission for Adult Basic Education Association conference, Portland, OR.
- Halverson, T. (1995) Privatization and Nation-State Educational Reform Policymaking through the Decade of the 1980s: Lessons from New Zealand, presentation at the AERA conference in San Francisco, CA.
- Halverson, T. (1993) Nation-State Educational Reform Policymaking in New Zealand through the Decade of the 1980’s. Presentation at the Western Social Science Association Conference, Albuquerque, NM.

SCHOLARY WORKS

Plecki, M., Knapp, M., Castaneda, T., Halverson, T, LaSota, R., & Lochmiller, C.
(2009). *How leaders invest staffing resources in learning improvement*. Research commissioned by the Wallace Foundation. Seattle, WA: University of Washington Center for the Study of Teaching and Policy.

Halverson, T. & Plecki, M. (2011) *Exploring the Politics of Differential Resource Allocation: Implications for Policy Design and Leadership Practice*, in progress.

AWARDS

Outstanding Advisor Award 2010, College of Education, University of Washington (2010)

James I Doi Graduate School Scholarship, College of Education, University of Washington (2005)

Graduate Student Leadership Award, College of Education, University of Washington (2005)

Outstanding Young Men of America, Washington DC. (1985)

GRANTS

Hazel Miller Foundation, 2010	\$5000
Builders Financial Services, 2009	\$36,000
Gratia Anislie Foundation, 2008	\$15,000
Seattle City Homes, 2006	\$35,000
Golf Savings Bank, 2006	\$20,000
Golf Savings Bank, 2005	\$10,000

PROFESSIONAL/COMMUNITY SERVICE

PEAB (Professional Education Advisory Board, University of Washington)
Member, 2009-present

Pipeline Project, University of Washington
Board of Directors, 2010-present

Sparrow Clubs International
President, Board of Directors, 2008-2010
Emeritus Board Member, 2010-present

St. Catherine Catholic School
School Commission (2002-present)
Educational Trends Committee/Chair of the Accreditation Team (2004-present)
CYO Sports Commission (2005-present)

University of Washington
Committee on Student Affairs (1994-1995)
Council on Graduate Studies & Research (1993-1995)

Faculty Council on Instructional Quality (1994-1996)

PROFESSIONAL AFFILIATIONS

Memberships

Association for Education Finance and Policy (AEFP)

American Educational Research Association (AERA)

Western Social Science Association (WSSA)

Pacific Sociological Association (PSA)

Erik Karl Tingelstad

20008 102nd Ct. NE
Bothell, WA 98011
Cell – 206-919-8863
ektingelstad@yahoo.com

PROFESSIONAL EXPERIENCE

Green River Community College

Auburn, WA

Executive Director – Center of Excellence, Careers in Education

Sept. 2009 - Present

Provide leadership for a two-person office charged with being a statewide resource for education careers through the community and technical college system. Manage an annual leadership development program for future workforce deans. Secure and administer grants to help fund professional development opportunities for faculty including Boot Camps, Technology Tools and Soft Skills. Collaborate on statewide projects such as I-BEST Practices Conference, STEM Summit, Skill Standards. Create a program guide for K-12 students highlighting educator pathways in our system. Coordinate annual Teaching Equity Conference for future teachers.

Accomplishments: Created and recruited an active and representative advisory board for the Center. Managed the development of a six minute video highlighting pathways for education careers through community and technical colleges.

Highline Community College

Des Moines, WA

Director of Workforce Development Services

July 2006 – Sept. 2009

Responsible for multiple budgets and service areas. Worked collaboratively on instructional initiatives such as the Center of Excellence and Industry Skill Panel for International Trade Transportation and Logistics, annual Perkins plan and visiting international faculty. Successfully obtained various project funding ranging from 5K to 15K through workforce related grants and allocations. Increased student exposure to employers through job, career, volunteer fairs. Served as liaison to Student Services division, attended monthly cabinet meetings. Served on faculty post tenure review committees. Oversight of eight staff, conducted annual performance reviews. Established employment center as a WorkSource Connection Site. Maintain relationships with Workforce Development Council, Kent Chamber, WorkSource and the SBCTC.

Accomplishments: Initiated Highline's Basic Food Employment and Training Program to fund low income students. Created a shared "career specialist" position by partnering with Central Washington University.

Director of Career & Employment Services

June 2000-June 2006

Provided a comprehensive, integrated career and employment services program. Taught career development and college orientation classes regularly. Oversaw the hiring and timecard process for all student employees (300-400 workers). Advised students and community members in the career management and employment process. Directed outreach related to activities directed to faculty, classes, student organizations and potential students. Developed and administered the Career and Employment Services budget. Supervised a four-person staff team, conducted regular meetings and trainings. Maintained appropriate records concerning services offered to clients. Initiated quarterly career development workshop series and a video-mock interview program for students. Coordinated the development of marketing materials and website to promote services. Ensured services were current, relevant, and presented in a user-friendly, self-service environment.

Accomplishments: Wrote six mini-grants totaling 24K. Increased annual state work-study expenditures from 30K to 150K. Coordinated the acquisition and implementation of an on-line employment database.

Director of Testing Services

August 2003 – June 2006

Responsible for services related to placement, distance education and faculty make-up testing. Supervised a four-person staff team and administered departmental budget. Coordinated placement test activities with Entry Services, Educational Planning and Advising, International Student Programs, and other college departments. Coordinated with faculty Distance Education testing, make-up exams, and Nursing Department Proctored Essay. Oversaw testing activities related to correspondence exams offered by other colleges and institutions. Collaborated with the office of Institutional Research regarding studies and evaluation of placement testing.

Accomplishments: Coordinated implementation of COMPASS-ESL placement testing to better serve non-native speakers.

The Art Institute of Seattle

Seattle, WA

Director of Student Housing

March 1998 – April 2000

Responsible for the leadership and overall administration of a 600-student residential housing program. Developed departmental strategic plans and policies, integrating divisional and Art Institute mission and goals. Supervised professional staff of three and paraprofessional staff of 35. Provided oversight to staff recruitment, selection, training and development, behavioral and crisis intervention, student judicial processes, facilities management and leadership development. Negotiated and secured apartment and furniture leases. Oversaw quarterly housing assignments, preparations for new student orientation and the maintenance of student housing records. Provided support and direction to the residential life program.

Accomplishments: Consolidated housing sites from 11 locations down to two. Initiated a website to assist students in identifying non-school sponsored housing. Re-negotiated furniture leases resulting in a 35% cost savings. Developed and administered departmental budgets exceeding three million.

Central Washington University

Ellensburg, WA

Assistant Director–Special Projects-Residential Services

Oct. 1996 - March 1998

Served as advisor to the Residence Hall Council Executive Committee. Coordinated Fall Orientation (Preview Weekend) for all first-year students. Managed five residential fitness centers and eight computer labs. Oversaw residential academic support program. Supervised approximately 40 student staff members. Served as conduct officer for escalated behavioral issues in apartment complexes. Administered annual paraprofessional staff evaluation and departmental assessment processes. In conjunction with the Admissions Department, participated in numerous high school and community college fairs around the Northwest.

Accomplishments: Served as initial program coordinator for *LeaderShape*, a regional student leadership conference. Responsible for multiple budget lines totaling \$180,000.

PRIVATE SECTOR EXPERIENCE

Team Lead – Telephone Banking/Customer Service - Washington Mutual Bank (1993-1996)

Human Resource Specialist – Holland America Line Westours (1992-1993)

EDUCATION

Doctor of Education - Educational Leadership & Policy Study
University of Washington, Seattle - 2006

Master of Education - College Student Personnel Administration
Western Washington University, Bellingham - 1996

Bachelor of Science - Business Administration/Human Resource Management
Central Washington University, Ellensburg – 1993

TEACHING

Careers 110 (Highline) – Career and Life Planning
Careers 291 (Highline) – Special Topics
College 100 (Highline) – College Success Seminar
Psych 200 (CWU) – Leadership Development in the Residence Halls

ADDITIONAL EDUCATION, TRAINING & CERTIFICATIONS

Leadership Training for Workforce Deans	2007-08
SCID - Systematic Curriculum and Instructional Development	2007
DACUM - Developing a Curriculum - Facilitation	2006
Washington Executive Leadership Academy (WELA)	2006-07
Myers-Briggs Type Indicator	2004
Strong Interest Inventory	2002

PUBLICATIONS

Career and Student Employment Services. Chapter Five – Student Services Manual,
Washington State Student Services Commission, 2008

Career Expectations and Experiences of Beginning Student Affairs Graduate Students.
Dissertation 2006

Money Matters! Don't Neglect Your Fiscal Management Skills. Talking Stick, ACUHO June
1998

SEARCH COMMITTEES

Workforce Director	Green River 2010
Career Specialist (Chair)	Highline 2008
Opportunity Grant Coordinator (Chair)	Highline 2008
Basic Food Coordinator (Chair)	Highline 2008
Financial Aid Advisor	Highline 2005
Outreach/Entry Services Advisor	Highline 2004
Associate Dean of Enrollment (Chair)	Highline 2002

Director of Women's Programs (**Chair**)
 Assistant Director – Women's Programs

Highline 2002
 Highline 2001

INSTITUTIONAL AND DIVISIONAL LEADERSHIP

Presidents Commission on Diversity	Green River 2009-10
Student Housing Committee	Highline 2007-08
Exempt Staff Compensation Task Force	Highline 2005
Critical Moments Committee	Highline 2003-04
Grant Resource Committee	Highline 2002-03
Technology Standards Advisory Committee	Highline 2002-04
Service & Activity (S&A) Fee Budget Committee	Highline 2002-04
Student Services Professional Development Committee	Highline 2000-04
Women's Program Advisory Committee	Highline 2000-02
Professional Development Day Committee	Highline 2001
Campus Safety Committee	AIS 1998-2000
Drug-Alcohol Prevention Task Force	CWU 1997-
1998	
Campus Climate (Diversity) Task Force	CWU 1997-1998
<i>Midnight Madness</i> (Basketball) Organizing Committee	CWU 1997

EXTERNAL LEADERSHIP AND INVOLVEMENT

Auburn Chamber of Commerce - Education Committee	2011
Kent Chamber of Commerce	2006
CWU Alumni Association – Board Member	2005-present
HEC Board's State Work Study Advisory Committee	2004-06
Washington Occupational Information System - Board Member	2003-present
Conference Planning Committee-"Workforce 03"	2002-2003
Olympic College Review Team for Career/Employment Services	2005
Belltown Crime Prevention Council (Steering Committee)	1998-2000
Belltown Business Association - Board Member	1998-2000

PROFESSIONAL ASSOCIATIONS/COUNCILS

NACCTEP	Natl. Assoc of Comm. College Teacher Preparation	2009-present
ECTPC	Early Childhood Teacher Preparation Council	2009-present
WEC	Workforce Education Council	2006-present
CECSC	Career & Employment Services Council	2000-2007
	Past President (2007)	
	President (2004-2006)	
	President Elect (2002-2004)	
NACE	Natl. Assoc. of Colleges and Employers	2000-present
NASPA	Natl. Assoc. of Student Personnel Administrators	1995-2007
ACUHO	Association of College & University Housing Officers	1995-2000
ASJA	Association for Student Judicial Affairs	1997-2000
SHRM	Society for Human Resource Management	1990-1993