



New Program Proposal for a
Bachelor of Applied Science in Teaching Degree

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**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Wenatchee Valley College

Degree: Bachelor of Applied Science in Teaching CIP Code: _____

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

Degree: Associate of Technical Science Degree CIP Code: 13.1210402 Year Began: 1991

Degree: _____ CIP Code: _____ Year Began: _____

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

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

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Chief Academic Officer

8-8-18

Date

Introduction

The proposed Bachelor of Applied Science in Teaching (BAS-T) aligns with Wenatchee Valley College's (WVC) mission.

Wenatchee Valley College's Mission Statement:

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

In Winter 2018, Wenatchee Valley College (WVC) submitted a Statement of Need for a Bachelor of Applied Science (BAS-T) in Teaching to the State Board for Community and Technical Colleges (SBCTC). The college was granted permission to proceed with the new degree program proposal, which follows.

WVC plays an essential role providing educational and cultural opportunities to the 149,000 residents of North Central Washington in Chelan, Douglas and Okanogan counties, an area covering over 10,000 square miles. North Central Washington has multiple school districts, Head Start[®] centers, and Early Childhood Education and Assistance Programs (ECEAP)[®] program centers, who are all in need of staff that meet the Washington State education requirements. Due to this shortage in North Central Washington, this program will be located at the WVC-Omak campus.

A Bachelor of Applied Science in Teaching (BAS-T) offered through Wenatchee Valley College will be beneficial in the following ways:

- Build upon WVC's Associate of Technical Science Degree in Early Childhood Education, allowing students more educational opportunities in North Central Washington.
- Provide an educational pathway for an applied baccalaureate degree to those place-bound individuals already employed in the K-12 system.
- Alleviate the burden placed on school districts, Head Start[®] centers and ECEAP[®] programs by producing more qualified employee candidates and lowering the overall teacher shortage in the State.
- Giving graduates of this degree access to living-wage careers.
- Giving students in North Central Washington access to the only degree program to offer endorsements to graduates in both P-3 general education and P-3 special education.

WVC is known throughout North Central Washington for the opportunities it provides for residents of its three-county district. From dual enrollment programs with our K-12 partner institutions to highly sought-after workforce education programs, WVC serves this predominately rural region of Washington State. As the only comprehensive community college for 100 miles in any direction, WVC provides opportunities for people to pursue numerous pathways, needs, and wants, through its basic education, community education, workforce education, and transfer programs. WVC is also well equipped to meet the large geographic reaches of its district. The Omak extension site, located 100 miles north of Wenatchee, provides basic education, workforce education, and transfer programs on a smaller scale to serve the needs of the northern reach of the district. In addition, WVC provides a very strong online education experience through Canvas and the Teaching and Learning Center (which also addresses "beaming classes" through an interactive television network).

WVC is serving an increasingly diverse student body. Approximately one-quarter of the population in WVC's district identifies as Hispanic/Latino, and about five percent is Native American. WVC met the criteria to be designated as a Hispanic-Serving Institution (HSI) in 2012, with Hispanic students exceeding 25% of the degree or certificate-seeking undergraduate enrollment. In Fall 2014, 48% of WVC's total enrollment were students of color.

WVC now offers two BAS degrees: BAS-Engineering Technology (BAS-ET) and BSN–Nursing (RNB). Both the BAS-ET and BSN degrees evolved out of a community need to meet external educational credentialing demands of nurses in the workforce, while being place-bound in North Central Washington. Similar to the history of the BAS in Engineering Technology and BSN degree development, the evolution of the BAS-T grew out of the demand in the district for more educational programs in Early Childhood Education.

After consulting with neighboring higher education partners, surveying employers, and receiving encouragement from WVC President Richardson and our Board of Trustees, the college determined that adding a Baccalaureate in Applied Science in Teaching (BAS-T) was essential to serve the educational and workforce needs of the region. The new degree program will be for students who have completed a related technical associate degree. Through a combination of face-to-face, hybrid, and online classes, this full-time program will take students approximately seven quarters to earn the BAS-T degree, and then be prepared for internships and/or student teaching.

The BAS-T degree will focus on teacher education to help alleviate the critical need for teachers in North Central Washington. According to the United States Department of Labor – Bureau of Labor Statistics, the need for teachers is expected to grow nationally 7.6% (https://www.bls.gov/emp/ep_table_101.htm) by the year 2024. But, the teacher outlook in Washington State is more critical. The proposal of this degree is specifically in response to the teacher and substitute teacher shortage in Washington State. According to the State of Washington Office of Superintendent of Public Instruction (OSPI):

School district human resource directors and principals across Washington report that it is becoming increasingly difficult to find K–12 certificated teachers not only in areas that have experienced shortages for many years (e.g., special education, mathematics, science), but also teachers with elementary education (Grades K–8) and Early Childhood (Birth–Grade 3) endorsements.

Retrieved November, 2017 from <http://k12.wa.us/LegisGov/TeacherShortage.aspx>

In an effort to determine local interest in the Baccalaureate in Applied Science in Teaching (BAS-T) program, WVC sent out a survey to all local school districts, Head Start® centers and ECEAP® programs centers. After affirming the need for this program in North Central Washington through these surveys, the teacher shortage is expected to continue. By adding the Baccalaureate in Applied Science in Teaching (BAS-T), WVC will aid this issue by providing an educational pathway to students in North Central Washington.

The BAS-T degree at WVC has its program outcomes to produce graduates who, after completing the program, will aid in alleviating the teacher shortage, increase retention at WVC's service district and lead to the completion of more qualified para-professionals and teachers in North Central Washington. WVC has created a blended program that will give graduates teacher preparation in both early childhood general education and early childhood special education. This program will give WVC BAS-T graduates the necessary preparation to work with all children from the ages of birth to third grade.

Curriculum

The Wenatchee Valley College BAS-T Degree Program will prepare students to enter the workforce with a Bachelor of Applied Science Degree in Teaching. Graduates will be prepared to obtain the certification in either preschool through grade three (P-3) or Early Childhood Special Education (ECESE), for those students who want to teach in a Special Education environment. This program will be an extension of the existing Early Childhood Education (ECE) Program at WVC. WVC offers an Associate of Technical Science Degree (ATS), an Associate in Applied Science-Transfer Degree (AAS-T) and seven Certificates of Accomplishment in ECE (listed below):

- State Initial ECE Certificate
- State Short ECE Certificate of Specialization - General
- State Short ECE Certificate of Specialization – Infant and Toddlers
- State Short ECE Certificate of Specialization - School Age Care
- State Short Certificate of Specialization - Family Child Care
- State Short Certificate of Specialization - Administration
- State Early Childhood Education Certificate of Completion

For the planning of this program, WVC proposes to build upon their existing ECE AAS-T program (see Appendix B) to prepare graduates to gain certification in areas that are desperately needed in WVC's service district. This degree will provide a seamless pathway for students who have graduated with their ECE AAS-T either through WVC or another college or university to gain their Bachelors of Applied Science in Teaching with potential for teacher certification. It also provides an option for those with ECE ATA degrees to obtain a BAS-T with a few additional general education requirements.

WVC proposed BAS-T degree is designed to include general education requirements, which include communications, natural sciences, humanities, and social sciences to ensure graduates are prepared to teach across all disciplines. It also includes depth in the 300 and 400 level classes that build off the foundation of the professional-technical associate degrees earned prior to entry. The courses at the 300 and 400 level will require a higher level of reflection and the demonstration of more advanced skills than what is required at the AAS-T level.

In the spring of 2015, the WVC ECE Coordinator participated in a gap analysis in conjunction with early childhood education faculty across the state. The common courses which make up the first year of the AAS-T were cross-walked with the endorsement competencies required by the PESB for both the ECE and ECSE. The statewide Early Childhood Teacher Preparation Council (ECTCP) has plans to continue this work and has included a focus on developing supports for ECE BAS-T programs; this has led to the development of one 300 level common course.

The proposed learning outcomes for the BAS-T have been reviewed by WVC faculty from the English, Math, Library and Early Childhood departments. Review and recommendations have also been made by the AAS-T advisory board and local educational professionals: Janel Bersch Early Learning Coordinator, ESD 171 for the Birth to 3 program. Kelly Kronbauer, Special Education Director, Chelan School District, Bill Eagle, Associate Director of Student Success & Learning, ESD 171, Sheila Crowder, Special Education Director and Preschool principal, Omak School District, Christy Walt, Executive Director, Chelan Douglas Child Services Association Head Start/ECEAP®. The outcomes are based on standards and criteria from several organizations: The Interstate Teacher assessment and Support Consortium

(InTASC) Model Core Teaching Standards, the Washington Teacher Standards-based Benchmarks from the Professional Educator Standards Board (PESB), the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards, and the Council for Exceptional Children (CEC) (see Appendix J)– Division Early Childhood (DEC) Initial Preparation Standards. The WVC ECE Coordinator and the ECE BAS-T consultant have also reviewed the standards and criteria for the NES (see Appendix L), West-E Early Childhood and Early Childhood Special Education and the edTPS assessment. As course outcomes and curriculum are being developed, additional in-depth crosswalks will be completed to ensure that the skills and knowledge recommended by these professional organizations and required assessment criteria will be reflected in the broader courses content and program outcomes.

Through ITV, online, and hybrid formats WVC offers all of the core ECE AA courses on both the Wenatchee and Omak Campuses. In some of the remote rural areas of Okanogan County it is difficult to travel to campus for class, especially during the winter months. WVC has developed several unique partnerships to accommodate students in these areas. Face to face ECE AA courses are offered in a cohort model in Bridgeport in partnership with the Bridgeport school district. The instructors who teach the classes in Bridgeport are from the community and are both bilingual English/Spanish instructors.

On the Colville reservation in Nespelem, WVC has partnered with the Colville tribal Head Start® and Child Care programs to provide face to face ECE core classes. This program partnership has worked to prioritize some of the goals of the tribal leadership by including the “Since Time Immemorial” (see Appendix M) early childhood curriculum modules and two summer courses offered during Summer 2018 incorporated a native language immersion component. The goal of the WVC ECE partnership with the Colville tribe is to ensure that the Tribal Head Start® and Child Care staff have access to meet the educational requirements of their work settings. The future goal is to move the students toward completion of ECE AA degrees and to potentially transition on to Early Childhood baccalaureate programs

The WVC Omak Campus is 100 miles north of WVC’s main campus in Wenatchee. Recruitment of teachers and personal for the schools in this area can be difficult. WVC is well equipped to meet the large geographic reaches of its district. Okanogan County school districts have shared their struggles with recruiting and retaining qualified teachers who understand the cultural needs of students who live in small rural communities and on tribal lands. For this reason, WVC has decided to house the BAS-T program in Okanogan County at the WVC-Omak campus to better serve this region. By providing this program, potential teachers in Okanogan County will have access to education that otherwise would be impossible for them. Many students in this region are place-bound, meaning that they do not have the ability to travel for postsecondary education. Graduates of this program will become prepared with vast educational knowledge in order to serve early childhood education students in a variety of environments. This includes special education or general education programs such as: Head Start®, the Early Childhood Education and Assistance Program (ECEAP®), Early Intervention programs and K-3rd grade classrooms.

There are approximately nineteen rural school districts in Chelan, Douglas and Okanogan counties. Although Okanogan County is the most geographically isolated it is not the only county that is struggling with teacher shortage. WVC has designed the BAS-T program so that students from all counties can participate. The program will deliver course content through online instruction, ITV and zoom formats.

WVC administration and faculty strongly believe that education is a field where students do need face time with their instructor and their peers. For this reason, courses will be designed to include weekend face-to-face sessions. In each cohort students will work with the instructor to identify the best location for the weekend sessions.

WVC has chosen to create a blended program that combines outcomes for early childhood general education and early childhood special education to ensure that graduates are prepared to work with each and every child from birth to third grade. All core ECE course at the AA and BA level are designed to prepare graduates to work with children and families who are culturally, linguistically and ability diverse. To allow for the blending of course outcomes to support both the ECE and ECSE endorsement competencies required for teacher certification WVC courses have been assigned the ECED prefix. Graduates of the BAS-T program will have the educational knowledge, skills and ability to meet the demands for teachers in both the general education and special education environments, thus alleviating issues that school districts face in terms of staffing.

WVC presented the pre-proposal to The Professional Educators Standards Board (PESB) on March 15th, 2018 and were approved to move forward with the implementation of the full proposal.

The WVC Early Childhood Education BAS-T program consists of three components: foundational course preparation in the first and second years, specialized and in-depth coursework in the third and fourth years, and supervised residency as a capstone experience. All student admitted to the BAS-T program must have earned an AAS-T in ECE or an equivalent degree from an approved professional technical program. Student who have earned the AAS-T degree at WVC will have completed the following courses comprising 91 credits in the first and second years.

Year One and Two Courses

(Course Descriptions are found in Appendix C.)

Requirements	AAS-T	Credits
Communications	English 101	5
Quantitative	Math 171 Math for Educators I	5
Humanities	CMST 200 Public Speaking	5
	HIST 230 History/First People of the Plateau Region	5
Natural Sciences	Lab Science	5
Social Sciences	Psy 100 General Psychology	5
	Diversity Elective	5
	Sociology 101 or Family	5
ECED/EDUC	ECED&105 Introduction to Early Childhood Education	5
	ECED&107 Health, Safety and Nutrition	5
	EDUC&115 Child Development	5
	EDUC&204 Exceptional Child	5
	ECED&160 Curriculum Development	5
	ECED (200 level) Math and Science in Early Childhood	5
	EDUC&130 Guiding Behavior	3
	EDUC&150 Child/Family/Community	3
	ECED&170 Environments	3
	ECED&180 Language and Literacy	3
ECED&190 Observation and Assessment	3	
Field Experience	ECED&120 Field Experience	2
	ECED (200 level) Practicum/Capstone	4
Total credits for year one and year two		91
Total General Education (in bold above) credits for year one and year two		40

Students with AAS or ATA degrees in ECE or approved related field who wish to enter must have completed college level Math and college level English. These students must have a total of 60 general Education credits by the time they graduate with a BAS-T which may mean some additional general education courses must be taken prior to or while enrolled in the BAS-T program. A total of 98 credits are required to fulfill the specialized learning required in year three and four of the program:

Requirements	BAS-T	Credits
Communications	English 201 or 235 Advanced Essay or Technical Writing	5
Quantitative	Math 173 Math for Educators III	5
Humanities		0
Natural Sciences	EDUC 301 Inquiry Based Science for Teachers	5
Social Sciences	EDUC 300 Social Studies for Teachers	5
ECED	ECED 307 Health & Fitness	2
	ECED 325 Advanced Math Methods	3
	ECED& 355 Social/Political context/ABE	3
	ECED 340 Assessment & Evaluation	5
	ECED 365 Observation, Documentation & Monitoring	3
	ECED 370 Adaptations, Modifications, & Planning	5
	ECED 385 Advanced Language & Literacy Methods	3

	ECED 395 Collaboration & Supervision	3
	ECED (300 level) Early Childhood Curriculum and Intervention Practices	3
	ECED 335 Law & Ethics	3
Field Experience	ECED 479 Fall Residency (General Education Setting)	15
	ECED 489 Winter Residency (Special Education Setting)	15
	ECED 499 Spring Residency (Data/Improvement)	15
Total credits for year three and year four		98
Total General Education (in bold above) credits for year three and year four		23
Total credits for year one through year four		189
Total General Education credits for year one through year four		60

Admission note: Students applying for the BAS-T who have not completed the AAS-T in ECE can demonstrate that they have the prerequisite foundation by the meeting the following qualifications:

- 90 quarter credits total (60 semester credits)
- 40 quarter credits (24 semester credits) of general education requirements
- Communications 5 credits - English 101
- Quantitative 5 credits – Math 100 or higher
- Humanities 10 credits
- Social Science 10 credits
- Natural Science 5 credits
- SS/NS/HM/Q 5 credits

Early Childhood Education Foundation

- ECED&105 Introduction to Early Childhood
- EDUC&115 Child Development
- EDUC&130 Guiding Behavior
- EDUC&150 Child/Family/Community
- ECED&160 Curriculum Development
- ECED&190 Observation and Assessment

Or

If the applicant has been working with children ages 0-8 for at least two years and has been engaged in professional development in early childhood education, the applicant can submit a portfolio demonstrating they have met the program outcomes for an AAS-T in ECE. The portfolio will be assessed by the ECE Lead faculty (see Appendix H).

Two different cohort schedules have been created to best address the needs of the population being served. Students will have the option of a full-time cohort. This route will most likely be taken by those who are not yet working or who work part-time. For those who are working full-time, the option of a part-time cohort will be available.

Full Time Program

Fall	Winter	Spring	Summer	Fall	Winter	Spring
Eng. 201/235 Math 173 EDUC 300	EDUC 301 ECED&355 ECED 335 ECED 385	ECED 340 ECED 365 ECED 325 ECED 395	ECED 370 ECED 307 300 level	ECED 479	ECED 489	ECED 499
15 Credits	14 credits	14 credits	10 credits	15 credits	15 credits	15 credits

Part-Time Program

Fall	Winter	Spring	Summer	Fall	Winter	Spring
Eng. 201/235 Math 173	EDUC 301 ECED&355	ECED 340 ECED 365	ECED 370 ECED 307 300 level	EDUC 300	ECED 335 ECED 385	ECED 325 ECED 395
10 credits	8 credits	8 credits	10 credits	3 credits	6 credits	6 credits

Fall	Winter	Spring
ECED 479	ECED 489	ECED 499
15 credits	15 credits	15 credits

*Beginning in Fall 2018, WVC graduates will be required to complete the Diversity requirement. The following classes satisfy this requirement: ANTH 100 – Survey of Anthropology, ANTH 206 - Cultural Anthropology, ANTH 220 - Cross-Cultural Studies, CHST 112 – Chicano/a History: An American Journey, CHST 115 – La Chicana: Gender, History and Intellectualism, CHST 120 – Identity, Art and Culture, ENGL 247 – Multicultural Literature, GEOG 100 – Introduction to Geography, GEOG 102 – World Regional Geography, GEOG 150 – Introduction to Sustainability, POLS 203 – International Relations, POLS 205 – Contemporary World Problems, SOC 151 – Sociology of Race & Ethnicity
 **Study Abroad Courses – Italy, Japan, Costa Rica, Germany etc. Students must individually petition to have study abroad courses meet the diversity requirement.

Student Learning Outcomes:

WVC promotes a climate of ongoing improvement through a variety of methods, including Student Learning Outcomes. These Student Learning Outcomes cover four areas: Problem Solving, Communication, Social Interaction and Inquiry and WVC graduates are equipped with knowledge of each of these areas. In addition, BAS-T graduates will also gain specific skills and knowledge of core content and pedagogy to design instruction that is based on state and national learning goals and standards in teaching.

1. Problem Solving: WVC BAS-T Graduates will be prepared to assess and analyze student learning and create learning experiences that reflect an understanding of how children learn and develop. Graduates will also have knowledge of pedagogical skills that include classroom management, teaching experiential learning and effective planning.
2. Communication: BAS-T graduates will have knowledge of effective and appropriate oral and written communication skills in their teaching interactions with students. They will also learn how to utilize these skills with their professional collaboration and interactions with colleagues, parents, administration and community members.

3. **Social Interaction:** BAS-T graduates will understand the importance of culturally responsive teaching practices and demonstrate ability to embrace and integrate cultural, linguistic, ethnic and socio-economic diversity into the daily curriculum.
4. **Inquiry:** BAS-T graduates will demonstrate knowledge of how to design curriculum based on current theories of language use and language acquisition with a specific focus on language demand of academic content.

In addition to Student Learning Outcomes, Course Learning Outcomes define what will be expected of students in each required class. Course Learning Outcomes for the BAS-T are outlined in Appendix D.

Program Evaluation Criteria and Process:

Assessment for the proposed BAS-T degree program is based on the comprehensive student achievement and program assessment processes used for all programs at Wenatchee Valley College. Program review occurs every three years and provides a thorough and comprehensive assessment of every aspect of the program. It includes strategic planning program enrollment data, such as student headcount, full-time equivalent student (FTES), and schedule trend analysis; program enrollment data, including student-faculty ratios, and analysis of full-time and part-time faculty ratios; student performance evaluation; review of curriculum coherency and currency, including an evaluation by the workforce advisory committee; program viability, including employment placement data and market analysis; and analysis of student demographics, program costs and revenues, retention and advising, articulation agreements, course delivery methods, and other pertinent data.

Until the first three-year program review occurs, staff will annually evaluate the BAS-T degree program's effectiveness by collecting and analyzing trending data on student satisfaction, preparedness, and retention; and faculty assessment of student preparedness and effectiveness of courses to meet the program outcomes. Table I below summarizes the assessment mechanisms that will be measured to make appropriate changes to the degree program, indicated by the data collected.

Industry representatives will engage in review and recommendation of the curriculum and program elements through the Early Childhood Education Advisory Committee. Committee members include representatives from K-12 partners, Head Start® employees, an Early Learning business owner and North Central Education Service District members. The Advisory Committee's role will be to advise the program on recommended curriculum improvements, help keep the program abreast of changes in the field, assist in student recruitment and placement, and make recommendations for additional changes that will keep the program current. Experts from primary and higher education will be engaged throughout the full curriculum development and implementation phase to ensure rigor of content and learning methodologies. External experts with experience in primary education have assessed the overall curriculum and the courses to ensure rigor, consistency, and quality.

Table I: Program Assessment

Effectiveness of curriculum/program – continuously refine curriculum and program design (including discipline-based, general education, and electives) keeping the program current.	
Course evaluations by students	<ul style="list-style-type: none"> • Effectiveness of curriculum and teaching methodology within courses • Effectiveness of program in skills and knowledge progression

	<ul style="list-style-type: none"> • Effectiveness of program in meeting course learning outcomes
Industry/work experience evaluation by students and by employers	<ul style="list-style-type: none"> • Adequate balance of knowledge and skills, theory and practice • Effectiveness of program in meeting students' expectations • Effectiveness of program in meeting employers' expectations
Student survey mid-point through the program and at graduation	<ul style="list-style-type: none"> • Effectiveness of the program in skills and knowledge progression • Adequate balance of knowledge and skills, theory and practice • Effectiveness of program in meeting students' expectations • Effectiveness of institutional and program resources and support • Preparedness of faculty • Preparedness of students upon entering individual courses
Program statistics	<ul style="list-style-type: none"> • Student retention • Student course success • Student progression through program • Correlation of student success and training/job experience prior to entry into the program
Survey of BAS-T program faculty	<ul style="list-style-type: none"> • Preparedness of students upon entering individual courses • Preparedness of students upon entering the program
Graduate follow-up and industry feedback – assesses effectiveness of program in meeting career goals and employer expectations and employs findings to refine curriculum and teaching methodologies.	
Survey of program graduates six months after graduation	<ul style="list-style-type: none"> • Effect of program completion on career • Effectiveness of program in meeting job expectations • Wage and career progression
Survey of employers of program graduates six months after graduation	<ul style="list-style-type: none"> • Effectiveness of program in meeting job expectations • Observed increased skills and performance • Perceived strengths and weaknesses of current program
Oversight by BAS-T Advisory Committee – provides ongoing support and program review	
	<ul style="list-style-type: none"> • Completeness and relevance of curriculum to employer needs • Trends in field, technologies, practices, and job markets
Survey of faculty satisfaction – assesses adequacy of program support and faculty training	
Survey of BAS-T program faculty	<ul style="list-style-type: none"> • Effectiveness of institutional and program resources and support • Preparedness to teach the curriculum

Note: the new lead faculty for the BAS-T program will be a tenure-track position. This process includes a faculty mentor, tenure committee of current, tenured WVC faculty, one student and an administrator. Also included in the tenure process is student evaluations. These evaluations are monitored by each tenure

committee member and the administrator. WVC’s tenure process begins during the first quarter of the new faculty member’s appointment and continues through year three of the new faculty member’s appointment. WVC also relies on Advisory Committee input regarding all elements of the program, including curriculum. These Advisory Committees meet a minimum of twice per year. If necessary, the new faculty member will attend and/or plan other meetings as necessary.

Course Preparation:

The BAS-T degree is planned for two student pathways—through a transfer intent route (earning an AAS-DTA with specific course guidance) or through an applied pathway (Associate of Technical Science in Early Childhood Education). The degree focus is on teaching, allowing graduates to choose a pathway in one of two areas: preschool through grade three (P-3) or Early Childhood Special Education (ECESE), for those students who want to teach children with disabilities.

General Education Components:

The BAS ET degree meets SBCTC’s BAS requirements to include sixty general education credits in the subject areas identified in Table II. However, the Ad Hoc Advisory Board for the program encouraged additional foundational coursework in mathematics. Table II does note the general education requirements, but it also emphasizes the skills students need in the workplace to be successful.

Table II: General Education Requirements in the BAS-T Program

- I. Students must earn a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. The general education courses will include courses earned at either/both the associate degree and/or applied bachelor’s degree level, based on the total required 180 quarter hours of credit.
- III. A minimum of 60 quarter hours of general education courses will be required, to include the following distribution areas:

Distribution:	Class:	Credits:
Communication Skills (10 credits):	ENGL&101: General Composition	5
	ENGL 201 or 235 Technical Writing	5
Quantitative Skills/Symbolic Reasoning (5 credits):	MATH& 173: Math for Elementary Educators III	5
Humanities (10 credits):	CMST&220: Public Speaking	5
	Humanities Distribution Elective	5
Social Sciences (10 credits):	PSY 100: Introduction to Psychology	5
	Social Sciences Distribution Elective	5
Natural Sciences (10 credits):	Natural Sciences Distribution Elective	5
	Natural Sciences Distribution Elective (Lab)	5
Additional general education courses (if needed to achieve the required 60 credits; 15 credits):	EDUC 300: Social Studies for Teachers (new course)	5
	EDUC 301: Inquiry-based Science for Teachers (new course)	5
	Math 173: Math for Elementary Educators III	5

Qualified Faculty:

WVC projects an enrollment of 15 full-time equivalent students (FTEs) during the first year of the BAS-T program, with full capacity at 25 FTEs and a total headcount of 35 by 2022.

Full-time faculty who will teach in the program will hold an Ed.D., PhD, or a master's degree in education or a related field. Ideally, the faculty will have work experience in curriculum development in addition to several years of early childhood education classroom experience. The college currently employs several full-time and adjunct (part-time) faculty, all of whom have their educational background and training in education who support the Early Childhood Education program (Appendix N).

To offer the BAS-T degree, WVC will hire a full-time BAS-T Program Director and a full-time faculty member with the appropriate credentials for upper division education courses. WVC will seek a doctorally trained Director and faculty member who can enhance the faculty talent noted above and provide leadership over the BAS-T. The BAS-T Program Director will govern the new BAS-T program, while teaching a 2/3 load. The new faculty member will govern the current ECE program while teaching a 2/3 load. WVC will begin this hiring process beginning Spring 2019. In addition, part-time faculty members will be hired from education with Ed.D., Ph.D. or MS credentials to teach the remaining 300-400 level courses. There are several credentialed educators within WVC's service district that are eager to teach. Additional release time will be granted to the BAS-T faculty in the initial year for curriculum development. Additional release time will be granted to BAS-T faculty in the initial year for curriculum development.

Specialized Credentials

In addition to requiring a minimum of a Master's Degree to teach in the BAS-T core courses, additional industry preferred credentials may be required to teach courses the BAS-T (Table III). Mentoring experience is preferred. Supervisors are required to visit placement schools; observe student teachers; provide seminars related to current trends in education; and be available as a mentor to student teachers and cooperating teachers. Supervisors are assigned particular regions and may mentor student teachers from the following programs: early childhood, elementary, elementary bilingual and middle level. We are currently seeking to build pools in the Chicago and surrounding areas, and Central Illinois. Supervisors may be asked to observe in locations up to an hour's drive from their home for the duration of a semester.). WVC will seek to meet these preferred credentials in its two new hires for the BAS-T program: the Program Director and full-time faculty positions.

TABLE III: Preferred Credentials for BAS-T Courses

ECED (300 level) Early Childhood Curriculum and Intervention Practices	MA/MS in Education, Teaching Exp in Discipline in K-12 Contexts
ECED 307 Health & Fitness	MA/MS in Education, Teaching Exp in Discipline in K-12 Contexts
ECED 325 Advanced Math Methods	MA/MS in Education, Teaching Exp in Discipline in K-12 Contexts
ECED 335 Law & Ethics	Doctorate in Education or Law, Knowledge of state and federal laws and guidelines related to K-12 education
ECED 340 Assessment & Evaluation	Doctorate in Education, Exp with assessment & evaluation in educational settings

<p>ECED& 355 Social/Political context/ABE ECED 365 Observation, Documentation & Monitoring ECED 370 Adaptations, Modifications, & Planning ECED 385 Advanced Language & Literacy Methods ECED 395 Collaboration & Supervision</p>	<p>Doctorate in Education, Familiarity with sociological and political analysis</p> <p>Doctorate in Education, Exp in assessment, Family Service Plans, educational record keeping, and student performance monitoring MA/MS in Education, Exp with lesson planning, technology use in K-12 contexts</p> <p>Doctorate in Education, Exp with language instruction, assessment, and effective early reading methods MA/MS in Education, Experience working in community partnerships and supervision of teachers in K-12 contexts.</p>
<p>ECED 479 Fall Residency (General Education Setting) ECED 489 Winter Residency (Special Education Setting) ECED 499 Spring Residency (Data/Improvement)</p>	<p>Preferred Clinical Supervisor Credentials.</p> <ul style="list-style-type: none"> • Experience teaching and supervising in Washington K-12 Context. • Mentoring experience is preferred. • Ability to visit placement schools; observe student teachers; provide seminars related to current trends in education; and be available as a mentor to student teachers and cooperating teachers.

Selective Admission Process:

In keeping with its mission to serve the educational and cultural needs of North Central Washington, WVC will clearly define minimum qualifications and prerequisites for admission to the degree program that will help ensure student success.

Students applying for this program will successfully meet these admission requirements:

- Earned associate (or higher) degree from a regionally accredited institution
- A scaled score of 240 or higher on the West-B or an equivalent score on the SAT or ACT exams
- Criminal background check which includes running their fingerprints through the Office of the Superintendent of Public Instruction (OSPI)
- Cumulative GPA of 2.5 before entering the program
- Interview with ECE lead faculty (see Appendix I).
- The program will conduct an annual review of student composition to ensure that WVC is a designated Hispanic-serving institution (and native serving institution) in this as in all programs.

In addition, each student must have the following documentation included in their respective application packet:

- Resume
- Three professional references
- Official Transcripts

The applications will be reviewed and scored by a team of faculty, staff and school district partners.

If there are more applicants than available seats in the program, first consideration will be given to qualified applicants who meet the priority deadline which is the first week of Spring Quarter preceding Fall enrollment. From there, priority consideration will be given to graduates of the (College Assistance Migrant Program) CAMP program, a grant-funded student retention program at WVC. In our second five-year grant cycle, students in CAMP are being retained at a higher level and therefore completing at a higher level than their non-CAMP counterparts. The success of this program is its strong scaffolding of student support services and a case management approach to advising. The CAMP program maintains a STEM specialist on their staff who works alongside faculty, students, and transfer institutions to best

assist students and their goals. Prioritization will additionally include, relevant work experience, GPA, candidate interview, and references. The interview with ECE lead faculty will be a point-based rubric (see Appendix I). The goal of the BAS-T admission process is to maintain a diverse student population in the program, thus leading to a diverse group of future teachers in North Central Washington.

Students who are accepted into the program will attend an orientation which will explain the Student Handbook that outlines procedures, expectations, requirements for continuation in good standing in the program, and the process for meeting the requirements for teacher certification.

Recruitment efforts will be held throughout WVC's service district and will include visits to secondary schools, outreach to education partners – including school districts, Head Start® Centers and ECEAP® programs. WVC already has a strong outreach effort throughout its service district and efforts to recruit for BAS-T will benefit from these established relationships.

Student Services

WVC will provide strong academic support for its BAS-T students to facilitate their success. The college anticipates the majority of students enrolled in this program will be working adults. These students will be taking hybrid, online, face-to-face, and weekend/evening courses. In order to ensure access to program advising, the Early Childhood program director will be available for face-to-face meetings on a regular basis and through email/phone. The program director will be the primary point of contact for the students before admission, through the program, and into transition to master's degrees for those who wish to progress academically.

WVC anticipates hiring a BAS Navigator, who will provide student readiness, admissions, progress, and educational planning support. Deans and Lead Faculty for each BAS program will coordinate duties with this BAS Navigator. The BAS Navigator will be the first contact for anyone with questions or concerns related to the BAS-T program.

WVC faculty are committed to the success of every student throughout the BAS-T program. To facilitate success, the college has a director/navigator/retention specialist, who currently works with numerous Workforce Education students and who will expand to assist BAS-T students. The navigator will provide educational planning and support services to prospective BAS-T students. These services include: providing assistance with the application process and applying for financial aid; help with selecting and registering for classes; and referrals to Student Support Services as needed.

Student Services and Instruction personnel have been instrumental in the launch of WVC's first two BAS degrees. Monthly meetings have helped the college maintain a dialogue to get this underway—especially focusing on Curriculum, Financial Aid, Advising, and Admissions. The BAS-T Program Director will serve as the program advisor. As the program grows, additional faculty will help support student advising.

Library and Technology Services: Library resources extend beyond the book collection to include Ebrary's Academic Complete, a collection of 100,000+ undergraduate e-books. Academic journals are provided with core academic collections from ProQuest and Gale and specialized databases from other vendors. Articles not covered by WVC databases are easily accessible through the InterLibrary Loan service. The library makes available 85 databases, 49 of which are paid with the balance being free resources vetted by library staff.

WVC librarians are available to help find, evaluate and document resources in person including evenings and Saturdays. The WVC 24x7 online "Ask a Librarian" service is available to all students.

The library's study rooms can be reserved online, and two computer labs and plentiful wireless access support students' needs. WVC's Virtual Desktop service allows students to access their WVC desktop wherever they have internet access.

The library has an E-Resources Librarian currently on staff, who acquires, evaluates and supports the online library services and databases offered to faculty, staff and students. This position supports expanding the services offered to BAS students with the introduction of this degree by dialoguing with WVC faculty and other librarians at schools in similar transitions and identifying the best resources to add.

In anticipation of the first baccalaureate degree, the Dean of Library and Technology Services has begun conversations with WVC's faculty librarians and staff about how to scale support for 300/400 level courses. Budgets for the 2018-19 academic year have been identified for securing materials for this

coursework. When the faculty director is hired, additional materials will need to be purchased based on their areas of expertise and analyzation of the collection.

The WVC library system is well positioned to support this degree. While the library does maintain a current print collection supporting the curriculum, the majority of resources are electronic and are easily discoverable using Primo, a search tool that simultaneously searches the college catalog and all of its electronic databases. Current electronic resources include two core academic databases; access to over eight hundred academic journals on education; 3,800 books in the EBook Central; comprehensive coverage of education in the core online reference collection (Credo); and 600 online videos on education.

The library's Dean and staff are in a unique position to support this degree by virtue of the fact that the Dean's department includes the district's library system, information technology unit, distance learning and content production unit and the core tutoring services. The Dean is an equal partner with the district's academic deans in ensuring the success of the district's academic programs. The department can respond quickly and cohesively to teaching and learning needs and can leverage budget as well as revenue from distance learning and technology fees. Also, the Dean and key staff are leaders in the community and technical college system's new library consortium. That group's first project was to migrate to a common library software platform (Ex Libris' Alma and Primo). The new platform will increase access to education materials held in libraries across the Northwest, by virtue of the fact that SBCTC libraries will be on the same platform as four-year colleges in the Orbis-Cascade and WIN networks.

New support will include assigning a librarian to liaise with the Dean responsible for this degree to ensure that course syllabi are analyzed to ensure they can be supported with library resources, to design appropriate library instruction for these students, to identify new library resources needed to support the degree and to liaise with peers at other institutions offering the same degree. The library has a demonstrated ability to devote resources to new courses and programs, and has significant flexibility with its budget to support both the implementation and maintenance of programs. In addition, the district has a year of Title III grant funds remaining, which include funds aimed at acquiring library materials in support of new programs. Close to \$70,000 was allotted for new materials for transitions to existing or new programs in this grant period, and much of that was used to support BAS degrees in general. The Title III grant (awarded in 2013) has helped WVC change its culture with online resources and support, thus positioning the college well to take on a four year degree programs.

WVC's library has also been granted additional resources from the Title III grant, which allowed the purchase of: Education in Video: Volume II - \$1,398.15 and Education Collection - \$4,423.80, which contains journal articles, books and book chapters, theses and dissertations. The library's other specific education product, SIRS Discover is aimed at a higher grade level, perfect for BAS-Teaching students. WVC will fund the library annually in the amount of \$3,000.00 to continually replace aging materials and grow the education collection for BAS programs.

Financial Aid: The WVC Financial Aid Office assists students in finding and applying for financial assistance, including grants, work study opportunities, veteran benefits, scholarships and student loans. Programs available include the Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal Direct Student Loans, Federal Direct Parent Loan to Undergraduate Students, Veteran Administration Benefits, Federal Work Study, Washington State Need Grant, Washington State Opportunity Grant, Washington State Work-Study Program, Wenatchee Valley College Institutional Grant, Wenatchee Valley College Tuition Waiver, and Wenatchee Valley College Tuition Payment Plan. The Financial Aid Director has been involved with the planning for offering a BAS at WVC and is creating training for all Financial Aid personnel.

Career Center: The WVC Career Center can support BAS-T students with all aspects of the career development process, including résumé and cover letter reviews, interview preparation, job hunting strategies, and overall career and life planning targeted towards the student’s individual career goals. In addition, the Career Center can help prepare students for their required internships. The Career Center has been instrumental in finding internship partners for other BAS programs. This service will continue with BAS-T students and helping them secure the residency requirement.

Child Care: Through a partnership with WVC and Wenatchee School District affordable child care services are available to WVC students at the Westside Early Learning Center. The program provides quality, licensed childcare for children from one month to five years of age while their parents(s) attend class, study or work.

Counseling: Counselors provide academic, career and personal counseling. The services are free, voluntary, and confidential for WVC students. Student services/counseling is dedicated to supporting students in their pursuit of academic and personal growth.

Computer Labs: There are over a dozen computer labs and learning labs available for students in Wenatchi Hall, Wells Hall, and in the Brown Library. In addition, the Library lends Chromebooks and other technology to students for short-term and long-term use.

Disability Resource Center: The Disability Resource Center provides assessment and accommodations for students with documented disabilities. They provide special course materials, coordinate testing for disabled students and assist faculty to provide appropriate accommodations.

The Tutor Center and Write Lab: Tutoring services are available free of charge to all currently enrolled students, regardless of number of credits being sought. The goal of tutoring is to provide supplemental support that will enhance the educational experience at WVC. The Write Lab provides help to all WVC students who have writing assignments. The Tutor Center and Write Lab are available on campus, and the eTutoring service is available online 24x7. In January 2016, a new coordinator for tutoring services was hired. She comes to WVC with a wealth of experience from the WSU tutoring center in Pullman, where she was university trained to provide specific tutoring services. WVC Tutoring Center is also offering an evening schedule to bring industry partners into the center to assist with upper level coursework.

Academic Supports: WVC will begin student support services from the initial interest in the BAS-T program. Students must pass the Washington Educator Skills Test-Basic (WEST-B) to be admitted into the teacher preparation program in the state of Washington. The WEST-B is a series of three exams that assess students’ skills in reading, writing, and math. .

WVC is aware that passing the WEST-B can be a significant challenge specifically for students whose first language is not English. Along with supports from ECE faculty, the WVC write lab, and the WVC tutor center the WVC Early Childhood program has partnered with the WVC Continuing Education department to develop a community course focusing on successful completion of this exam.

There are several extra hurdles that students pursuing teacher certification will have to navigate. For example, prior to residency, each student must take the Washington Educator Skills Test Endorsement (WEST-E) in Early Childhood Special Education and the National Evaluation Series (NES) test in Early Childhood Education. These tests must be passed in order to obtain certification.

During residency, students must pass the edTPS which is “a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need from Day 1 in the

classroom” According to the edTPA website. Student will have the option of completing the edTPS in either special education or early childhood education.

Veterans Administration Programs: The Veterans Affairs Office assists all eligible veterans, reservists, dependents and VA chapter 31 students. A Veterans Study Lounge is also available in the Brown Library. Over \$20,000 is made available to veteran students for work study opportunities throughout WVC each academic year. Veterans Affairs Coordinator, Laura Murphy-Belser, works with veteran students to address challenges in veteran benefits and non-face-to-face course-work.

Commitment to a Sustainable High-Quality Program

Although tuition will be set at the same level as bachelor’s degree state-support programs, the BAS-T degree program will rely on State funding. Tuition for 2017-18 is \$205.36 per credit (Table IV). A three-year financial plan showing expenses and income is shown in Table V below. Wenatchee Valley College is fully committed to build and sustain a successful BAS-T degree program. The college will provide financial support until the program is completely self-sufficient, which is expected by year two. As demonstrated in the Statement of Need, community partners in the North Central Region are extremely supportive of the degree program. K-12 schools, Head Start® and ECEAP® centers support and need this new program to begin as soon as possible. The college fully expects to achieve full enrollment of 35 FTES by year three. All BAS programs at WVC are counted as state-funded and not self-funded programs.

WVC anticipates little equipment will be needed for the BAS-T program. However, plans are underway to add to the college’s ITV system, allowing students to connect to classrooms via technology in Bridgeport, Nespelem and Wenatchee to the program home in Omak. The WVC Omak campus has appropriate and sufficient ECE labs and facilities to house the BAS-T program and students. All student services are available to all students on both campuses. The WVC Omak campus also holds adequate office space for the new faculty when hired.

The cost of the new full-time, tenure track faculty position will be introduced into the 2019-20 budget planning process in Spring 2019. Additional adjunct faculty will be hired as the program develops. Faculty salaries and benefits are budgeted to increase by 3% each year each year.

Table IV: Wenatchee Valley College tuition costs

Number of Credits	Washington Resident	Non-State Resident	Non-US Resident
1	205.36	219.08	603.91
5	1026.80	1095.40	3019.55
10	2053.60	2190.80	6039.10
15	2104.75	2245.55	6093.85
18	2135.44	2278.40	6126.70
19+ credits	194.55/credit	194.55/credit	593.10/credit

Upper division courses are offered for bachelor's degree programs in engineering and nursing. Upper division (300- and 400-level classes) are charged a fee equal to the approved upper division per-credit tuition rate. It is a higher per-credit rate than lower division (100- and 200-level) classes. The fee is attached to each class.

Table V: Financial Plan for BAS-T Degree Program

Estimated Program Expenses				
Cost	Year 0 (FY 19)	Year 1 (FY20)	Year 2 (FY 21)	Year 3 (FY 22)
Full Time Faculty	\$57,724	\$59,456	\$61,239	\$63,077
Part Time Faculty		\$17,800	\$18,334	\$18,884
Curriculum Development Stipends	\$11,200	\$6,800	\$2,000	\$2,000
Benefits	\$23,090	\$30,902	\$31,829	\$32,784
Goods and Services	\$2,000	\$3,000	\$3,000	\$3,000
Travel	\$5,000	\$5,000	\$5,000	\$5,000
Equipment	\$ -	\$5,000	\$5,000	\$5,000
Faculty Professional Development	\$1,500	\$1,500	\$1,500	\$1,500
Library resources for BAS-T students	\$3,000	\$3,000	\$3,000	\$3,000
Marketing	\$5,000	\$5,000	\$5,000	\$5,000
NAEYC accreditation cost	Step 1- Enroll: \$495	Step 2- Apply: \$250	Step 3- Candidacy: \$825	
Total Costs	\$109,009	\$137,708	\$136,727	\$139,245
Estimated Program Income				
FTEs	\$ -	15	25	35
Annual BAS Tuition (3 quarters)	\$ -	\$9,449	\$9,449	\$9,449
Tuition and Fees:	\$ -	\$141,735	\$236,225	\$330,715

Note: Annual BAS tuition: 300 and 400 level course tuition is \$1,049.90/5 credit course or \$209.98/credit; x 2 years (98 credits) = \$20,578.04, with annual tuition of approximately 45 credits = \$9,449.

Program-specific accreditation

One of the first tasks for the PEAB is to develop a path to achieving program accreditation from the Council for the Accreditation of Educator Preparation (CAEP) (See Appendix K). Due to the proposed endorsements, CAEP will utilize two other Specialized Professional Organizations (SPAs) for the accreditation process: the National Association for the Education of Young Children (NAEYC) (See Appendix L) and the Division for Early Childhood (DEC), which is the division responsible for programs working with young children through the Council for Exceptional Children (CEC). These three organizations work in partnership to ensure quality early childhood baccalaureate and graduate degree programs at colleges and universities. There is a process through NAEYC for blended early childhood general education and special education to submit a blended report that addresses both NAEYC and CEC standards. Peer reviewers, who are faculty in early childhood programs, determine whether programs meet the standards. If a program meets the standards and receives National Recognition, and if the institution is subsequently accredited by CAEP, the program receives a nationally known mark of quality. Currently, there are approximately 256 institutions with NAEYC recognized baccalaureate and graduate degree programs in 37 states/territories, and two international recognized programs. While program accreditation is not something that can be pursued in the start-up phase, all operations and curriculum will be developed in alignment with CAEP/NAEYC/CEC/DEC accreditation standards. The NAEYC program standards and the CEC standards were used to develop the BAS program outcomes and the curriculum scope and sequence, with program accreditation in mind. Once the BAS-T program has achieved a “steady state” of operations, typically in Year 3, and the initial curriculum development process is completed, the program can begin the initial review process in preparation for program accreditation.

WVC is currently authorized through the Northwest Commission on Colleges and Universities (NWCCU) to offer a BAS in Nursing. Once the BAS -T program is approved by the SBCTC, the PESB, and the WVC Board of Trustees, a substantive change will be submitted to NWCCU for their approval of this degree.

The NAEYC has very high standards; this is why WVC will seek accreditation through this organization. A list of these standards are listed in Appendix A.

Pathway options beyond baccalaureate degree

WVC prepares students in the early childhood education (ECE) program for careers that focus on children from birth to five years and their families. This program provides an understanding of a child's social, emotional, physical and cognitive development. It emphasizes practices that are developmentally appropriate and embrace both family and community.

The ECE program is designed to develop skilled professionals who understand and apply the principles of early childhood development to a broad spectrum of careers, advocate the early childhood education profession, and respond to community and workplace needs. Students and community members will also find the courses useful in helping them to become knowledgeable and confident parents.

Research shows that interactions between caregivers/educators and children are one of the most important indicators of a high-quality program. Caregivers and educators need the training and education

opportunities that support high-quality interactions with children. Additionally, caregivers need clear and accessible pathways to attain professional goals, from local training opportunities to higher education.

The WVC Early Childhood Education program is in the process of renewing and expanding articulation agreements with four-year universities in the State of Washington. WVC has an agreement with Eastern Washington University (EWU) to transfer the Associate in Applied Science-Transfer (AAS-T) degree students directly into the EWU Bachelor of Arts in Children's Studies program. WVC and EWU are in the process of expanding this articulation to include EWU's Bachelor of Arts in Early Childhood Education program. WVC is also in the process of developing a new articulation with Washington State University (WSU) for their Bachelor of Arts in Human Development.

WVC is currently in discussion with EWU and WSU to explore an articulation agreement for graduates from the WVC ECE BAS-T into relevant master's degree programs. There are also a wide variety of online options students could choose from to continue their formal education including those at Western Governors' University, Walden University, Erikson Institute, and Pacific Oaks College.

External expert evaluation of the program

For this project, WVC followed SBCTC guidelines for external evaluation of this potential program. WVC asked Dr. Allison Wilson, Assistant Professor of Early Childhood Education at Eastern Washington University, Sheila Crowder, Omak School District Special Services Director and Preschool Principal and Dr. Mary Garguile, Vice President of Instruction at Olympic College to evaluate this program proposal based on their expertise in early childhood education. WVC asked three individuals to review the proposal due to the fact that one of the reviewers asked us to get another opinion in addition to her review. The evaluators' feedback is summarized below and their full comments are utilized in Appendices C – E.

Reviewer #1:

Allison Wilson, PhD | Assistant Professor
EWU Department of Education
Early Childhood Education
315B Williamson Hall ▪ Cheney, WA 99004
[Phone] (509) 359-7021
awilson28@ewu.edu ▪ www.ewu.edu

Wenatchee Valley College contacted Dr. Allison Wilson, Assistant Professor at Eastern Washington University for an external review of WVC's proposed BAS-T program due to Dr. Wilson's knowledge and expertise in Early Childhood Education. Dr. Wilson sent her feedback directly to WVC. Her main concerns were related to the proposed Special Education curriculum and the proposed residency requirement:

“In general yes, I feel that the program would prepare students to work in inclusive classroom environments. I believe the program could be strengthened by more applied experiences and connected coursework that prepares students to work in self-contained classrooms and with low-incidence disabilities. Additionally, I believe the program could be strengthened by having coursework that specifically focuses on special education competencies in isolation, then in

follow-up courses in a more blended/applied context. My concern is that special education competencies are blended within some general early childhood education courses (which is great), however I believe there is a need for these skills to be taught in isolation for mastery.”

“My only concern is regarding the residency component. I believe it would be beneficial for students to be placed in multiple age groups across early childhood/early childhood special education (0-3, 3-5, 5-8). Additionally, I believe having the placements include both inclusive and self-contained would be not only beneficial but mirror the potential job placements that students would be eligible for after graduating.”

Overall, Dr. Wilson’s overall assessment of the proposal is positive:

“Overall, I believe the program has great intent and potential for preparing quality early educators. I believe early childhood special education competencies need more emphasis in SPED specific coursework. This would be in addition to the competencies being blended into general coursework. My concern is that this is too heavy a load for one quarter.”

Reviewer #2:

Sheila Crowder
Omak School District
Special Services Director
Preschool Principal
scrowder@omaksd.org
[Phone] (509) 826-8342

Wenatchee Valley College contacted Sheila Crowder, Special Services Director and Preschool Principal at Omak School District. Ms. Crowder was asked to complete an external review of WVC’s proposed BAS-T program due to her knowledge and expertise in Early Childhood Education and also because of her knowledge of the Okanogan County, where this program will be located. Ms. Crowder sent her feedback on this proposal directly to WVC. Ms. Crowder approves WVC’s proposed BAS-T program and provided feedback on if this program is relevant, will meet employer demands and help in job placement:

“Yes. The BAS-T program addresses the pervasive staffing shortages that North Central Washington districts continue to struggle with each year. Although the staffing crisis touches all areas of school district staffing, special education teacher shortages are most often greater in number than those in general education.

Yes. Academic standards require a solid foundation established through an understanding of the basics of early childhood, special education and the governing laws as they relate to best design practices and instructional techniques.

Yes. The BAS-T program will assuredly lead to job placement. Once school positions are filled, staff retention in our rural districts becomes the next problem. The unfilled demand has been documented repeatedly and continues to be identified by districts, ESDs, and placement contractors as a growing deficit. The opportunity to train our own community-based individuals is a positive predictor for retaining the professionals our schools need now and for the future.”

Ms. Crowder suggested additions to the curriculum:

“Course descriptions and course outcomes for those listed, do have content appropriate for baccalaureate degree rigor from a special education perspective. Sequentially, courses progress in content complexity from a broad introduction; over view of disabilities with introduction to associated plans; assessment tools and processes; IEP, IFSP, 504 plan writing; instructional strategies and content; to data gathering for program modification and progress monitoring.

-Adding a course with substantial focus on IDEA and the WACs pertaining to the delivery of specially designed instruction, the policies and procedures for the provision of special education, and the rights of parents would be beneficial. This focus may already be embedded in existing courses but not included in descriptions.

-Suggestion: #223- the description all disabilities may be too ambitious to be functional for a school application. Our special education teachers may benefit from an overview of the disabilities most often encountered in schools within each category such as (genetic, SLP, neurological, ID, syndromes, psychiatric, medical, etc.), etiology, characteristics and implications for teaching.

-An area that has been identified by those entering special education is acronym listing and definition which is not always as simple as a letter word correlation. There are so many in special education and additional used in early childhood especially for ages B-4 years old. Not only would an explanation, but reference sheets be functional for teachers in the future.”

Comments regarding coursework alignment with industry needs: Most of the special education, B-3, and preschool relevant content has been included. Since in-depth course content is not specific the following statements will address the importance of including these focus points. Again, this information may already be embedded and not apparent to the reader.

-As we know our students come to us with increasingly greater challenges than in the past. Teachers are adapting interactions and instructional delivery to address student’s significantly decreased attending abilities, using negotiation techniques to avoid perceived confrontation, and repeated and consistent demonstrations of value for students. The need to implement a new set of instructional tools and techniques goes beyond best practices. Upper level courses should contain specific instruction to teach instructional and classroom management techniques that incorporate dedicated training in trauma informed, ACEs, and PBIS.

-Some suggestions for additional course work were given in section b). #300 courses with special education content: 340, 355, 365, and 370. Much emphasis is dedicated to observation, assessment and data collection.

-ECED 370 is well lined out covering the finer points of adaptation in general including progress monitoring using technology.

Courses are industry relevant and appropriately rigorous as indicated by those with course outcomes detailed.”

Ms. Crowder also mentioned that this program will help alleviate the teacher shortage in WVC's service district:

“References in the body of the proposal speak to the documented teacher shortages specifically in North Central Washington. The offered curriculum will prepare local students to fill those needs P-3 in our schools and other child care/educational settings.”

Reviewer #3:

Mary Garguile, Ed.D.
Olympic College
Vice President Instruction
mgarguile@olympic.edu
[Phone] (360) 475-7401

Wenatchee Valley College contacted Dr. Mary Garguile, Vice President of Instruction at Olympic College for an external review of WVC's proposed BAS-T program due to her knowledge and expertise in all areas of education. Dr. Garguile sent her feedback directly to WVC.

Dr. Garguile's main concern was related to employer demand in the North Central Washington region. However, she is supportive of the program and feels it is necessary in the region:

“Yes. The overall concept of the degree program is relevant and appropriate to current employer demands as well as to accepted academic standards. One suggestion I have is that the proposal could benefit from more specific information about the current status of employer need in the North Central WA region.

The teacher shortage in critical areas (Special Education, P-3, Bilingual/multilingual, Math and Science, etc.) in Washington (and elsewhere), is well-documented. WVC serves a vast area, and access to teacher education programs is limited. The proposal seeks to address this need. Additionally, required educational levels in some early education settings, such as Head Start®, has increased demand for baccalaureate prepared personnel. The proposal could be enhanced with more specific detail about job demand/job openings in the region.

Yes, the degree learning outcomes demonstrate appropriate baccalaureate rigor. The opportunity for students to participate in professional learning communities in residency is a program strength. One concern I have is whether students will experience a variety of preschool to grade three settings for residency, since that is a large age span. There are three residency focus areas: building relationships and guiding behavior, pedagogy, and using data to improve practices. Will students be required to rotate through preschool, kindergarten, first, second, and third grades? This would be important in order to be adequately prepared for P-3 settings. Given the rural nature of the district, will there be enough diversity in program settings and available placements in the region, across preschool to grade three, to provide good experiences for students in special education?”

Dr. Garguile gave specific input on her suggested changes to the curriculum:

“The overall degree seems somewhat heavy in math courses. This is an important area, so isn’t a bad thing, but may be somewhat excessive, and it looks like Math& 171 could be a “hidden prerequisite” as both Math&171 and &172 are needed before 173, but only &172 is listed in degree information. (Did I miss it?). Students also need Math 325, so that’s 20 credits, at minimum, in Math. If you could get that down by 5 credits, those credits could move to other content areas in ECED, SPED, or Education as there is so much to cover.

It will be essential to hire a content expert at the doctoral level to support the BAS-T – someone in Education, ECED or EC SPED. According to the proposal, WVC intends to hire a faculty/program director in year 1.

Without seeing the course offerings charted out for both the associate degree and baccalaureate degree, it is difficult to know if additional full-time faculty will be needed when the second cohort admits an additional 25 students. A second full-time faculty is not included in the budget, but there are funds to support adjunct faculty, and there are reports of professionals in the community interested in teaching in the program. Those currently working as classroom teachers or administrators will help ensure the program’s currency and relevancy, and this will be a program strength. It would be good to re-evaluate the staffing plan prior to program year 2.

Many faculty teaching in the ECED and EDUC program have Master’s level preparation, although a few have only baccalaureate level preparation. Will there be access to professional development funds to support existing faculty in educational advancement?

The faculty in the various disciplines listed appear to be well-qualified, and are of sufficient number.”

Dr. Garguile commented specifically on WVC student support services:

“The written plan for student support services, including library services, seem adequate to support the new program. The section on library and technology services is well done. Funding for library resources are not specifically identified in the budget plan, so it is difficult to tell for sure (assumed to be included in goods and services). It would be helpful to show a line item for library resources annually. Assigning a specific librarian for support for baccalaureate programs is an excellent idea.

One question I have is whether there is specific support for bi- or multi-lingual students for whom English is not their native language, or whether any program content will be supported in Spanish if such a need exists.

The amount included in the budget for ITV upgrade looks low (\$5,000).”

Dr. Garguile also commented on WVC ECE Advisory Committee input:

“I did not find this specifically stated in the proposal, but may have missed it. If there was specific feedback from the advisory committee, it would be good to include this information prior to SBCTC submission.”

In summary, Dr. Garguile gave a positive overall assessment of WVC’s proposed program:

“I do have a few suggestions that may strengthen the overall proposal:

Summary: There is a large need for well-qualified, certificated teachers (P-3) in early childhood education and special education. The region is under-served in terms of access to teaching certification programs, so access is a critical issue for the community. The College serves a vast district, as the only community college in 100 square miles in any direction. The College has a history of serving the outer reaches of the district using distance technologies such as online and interactive tele video. Development of a BAS-T will serve the district well. The College has launched, or has plans to launch two other BAS degrees. The College plans to hire a BAS Director to support these growing programs.

1. On page 4, include a summary of the name and number of school districts, Head Start[®] and ECEAP[®] programs in the region. Include names and titles of individuals who contributed information on the key shortage areas, and more specifics on anticipated openings. Provide through a simple table – to include names, contact information, and number of anticipated openings.
2. Provide any data and/or results from the survey described on page 5. (Or, include the survey results in an appendix).
3. Related to number 1 here above, on p. 5, describe which regional industry partners were consulted on the proposal. Also on page 5, it is important to show conversations with other baccalaureate institutions/ other colleges. Describe which ‘neighboring higher education partners’ were consulted on the proposal. It is especially important to provide as much specifics as possible on potential educational pathways or possible articulation agreements. Is there a pathway for students earning the BAS-T to a Master’s program, even if conversations are preliminary? The section on p. 41 entitled ‘Pathway options beyond baccalaureate degree’, does not really address options beyond baccalaureate, rather describe the current option for AAS-T students to transfer to the BA at EWU, and working on the same with WSU.
4. The last paragraph on p. 6 seems to be a repeat from earlier.
5. There is a program advisory committee and it would be helpful to know who they are – names and titles, affiliations. It looks like the advisory committee for the associate degree program is the same as for the baccalaureate program. Is this correct? How has the composition of the committee changed now that a BAS is proposed? Are additional K-12 partners included?
6. Small detail – the pagination seems to be off from what is in the Table of Contents.

These proposals for BAS degrees represent a great deal of hard work! The WVC team has put together a well-thought- out proposal. Thank you for the opportunity to give feedback.”

All evaluator feedback was carefully considered in the development of this proposal. Most of the comments related to this Program Proposal were addressed in the BAS-T Statement of Need. Dr. Garguile’s suggestion of incorporating more Special Education in to the curriculum was addressed by enhancing the residency requirement. WVC is eager to hear SBCTC feedback related to the proposed curriculum.

Appendix A: National Association for the Education of Young Children (NAEYC)

2010 Standards for Initial Early Childhood Professional Preparation:

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field.

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines.

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education.

6e: Engaging in informed advocacy for young children and the early childhood profession.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start® programs).

Key elements of Standard 7

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start® programs)

Note: The Initial Standards are used in NAEYC Accreditation and Recognition of undergraduate and graduate programs providing initial early childhood studies. Advanced Standards include advanced key elements and are used in NAEYC Recognition of graduate programs preparing accomplished teachers, administrators, policy specialists, professional development specialists, teacher educators, and researchers. For associate degree programs seeking accreditation from the NAEYC Commission on Early Childhood Associate Degree Accreditation, Standard 7 is addressed in Accreditation Criterion 5. See full standards here <http://www.naeyc.org/ecada/standards>.

Appendix B: Suggested Course Sequence WVC Associate of Technical Science Degree - Early Childhood Education:

To be eligible for either of the associate degrees or the certificate, students must earn at least a “C” grade (2.0) in all ECE core courses and a cumulative 2.0 grade point average.

First Year

Fall Quarter Credits

ECED& 105 Intro. To Early Childhood Education.....	5
ECED& 120 Practicum-Nurturing Relationships.....	2
ECED& 107 Health, Safety and Nutrition.....	5
ECE 119 Cornerstone.....	1

Note: students completing ECED& 105, ECED& 120 and ECED& 107 and who have received training in CPR/first aid and blood borne pathogens may be eligible to test for the Child Development Associate national certification. Contact ECE program adviser at 509.682.6633 for further information.

Winter Quarter

OCED 102* Writing in the Workplace/ Technical English or higher.....	5
EDUC& 115 Child Development.....	5
EDUC& 130 Guiding Behavior.....	3

Spring Quarter

CMST& 101 Intro. To Communication <i>–or–</i> CMST& 210 Interpersonal Communication <i>–or–</i> CMST& 220 Public Speaking.....	5
ECED& 170 Environments for Young Children.....	3
ECED& 190 Observation and Assessment.....	3
ECE 132 Field Experience II.....	2

Note: concurrent enrollment in ECED& 190 and ECE 132 required

Summer Quarter

ECED& 160 Curriculum Development.....	5
ECED& 180 Language and Literacy Develop.....	3
EDUC& 150 Child, Family and Community.....	3

Total **50**

Second Year

Fall Quarter Credits

ECE 117 Diversity.....	3
ECE 222 Arts and the Creative Process.....	3
ECE 220 Math and Science in Early Childhood.....	3
MATH& 171* Math for Elementary Educators I.....	5

Winter Quarter

ECED& 132 Infant & Toddlers.....	3
EDUC& 136 School Age Care Management <i>–or–</i> ECED& 134 Family Child Care.....	3
ECED& 139 Administration of Early Learning Prog.....	3
ECE 219 Language and Literacy Develop. II.....	5

Spring Quarter

EDUC& 204 Exceptional Child.....	5
ECE 221 Movement/Motor Development.....	3
ECE 290 ECE Practicum.....	4
ECE 260 ECE Capstone.....	1

Total **41**

Total Credits for Degree
**Placement score required.*

91

Appendix C. BAS-Teaching Course Descriptions:

ENGL& 101 – Composition: General: Develops college-level reading, writing and critical thinking abilities. Develops writing skills by focusing on strategies and techniques to develop, organize and articulate ideas effectively, including the use of documented source material. Emphasizes writing process. Students must earn a minimum grade of “C” (2.0) or better in this course to progress to a 200-level composition course. Prerequisites: Appropriate assessment scores in language usage and reading or a grade of “C” or higher in ENGL 097 or a grade of “B-” or higher in ABE 019 or a grade of “B” or higher in the Bridge-to-College English Language Arts course or a grade of “3” or higher on the Smarter Balanced exam. Keyboard/word-processing skills recommended.

ENGL 201 – Composition: Advanced Essay: Refines writing process skills begun in ENGL& 101. Writing expository/argumentative essays for a variety of applications. Learning research methods and appropriate documentation. Students must earn a grade of "C" (2.0) or better to apply this course to the Writing Skills requirement for AAS or AST degree. Prerequisites: ENGL& 101 with a grade of "C" (2.0) or better.

ENGL& 235 – Technical Writing: Refines the writing process from ENGL& 101 through technical and professional writing. Emphasizes print and electronic sources, logic, avoiding plagiarism, documentation, addressing multiple audiences, oral presentation. Students must earn a grade of "C" (2.0) or better to apply this course to the Writing Skills requirement for AAS, AST or DTA. Prerequisites: ENGL& 101 with a grade of "C" (2.0) or better.

HIST 230 – History/First Peoples of the Plateau Region: Survey of the political, economic, social and spiritual changes affecting the 12 diverse nations of the Confederated Tribes on the Colville Reservation.

MATH& 172 – Math for Elementary Educators II: Second of three math courses intended for elementary educators. Topics include two dimensional geometric shapes and their properties, angle measures, areas and perimeters, three dimensional figures, geometric construction, similar triangles, graphing in the coordinate system, trigonometric functions and tessellations. Hands-on activities are incorporated. Prerequisites: MATH& 171 with a grade of "C" (2.0) or better.

MATH& 173 – Math for Elementary Educators III: Third of three math courses intended for elementary educators. Topics include arithmetic operations on real numbers as decimals and rational numbers; proportions; percents and their applications; probability; counting; data analysis and descriptive statistics. Hands-on activities are incorporated. Prerequisites: MATH& 171 with a grade of "C" (2.0) or better or instructor permission.

MATH 325 – Advanced Math Methods: This course develops a deep understanding of development of mathematical learning across all strands: number & operations, algebra, geometry, measurement, and data analysis & probability. Students will develop and deliver mathematics lessons and assessments for diverse classrooms aligned with PreK-3 state and national standards for mathematics. Special emphasis will be placed on how mathematics should be taught and how students learn math in accordance with current cognitive research in addition to contemplating the nature of mathematics.

ECE 290 – Early Childhood Education Practicum/Capstone: Student completes 90 hours of field experience in an approved early childhood setting. Under the direct supervision of a qualified early childhood professional, student takes on the role of lead teacher to demonstrate skills in curriculum planning and implementation, child guidance, environmental design, and communication with families

and program staff. Students will meet once a week with course instructor to discuss practicum experiences. Prerequisites: ENGL 097, ECE 117, 119, 132, 219, 220, 222, ECED&105, 107, 120, 132, 160, 170, 180, 190, EDUC&115, 130, 150.

CMST& 220 - Public Speaking: Preparation and delivery of speeches to a public audience. Focus is on the improvement of one's communication skills through topic choice, research, organization and outlining of content; use of voice, body and self-confidence. Other areas covered are audience listening skills and speaker evaluations. Prerequisites: ENGL 097 equivalency or higher.

PSY 100 - Intro to Psychology: Offers an overview of psychology as a scientific study. Theories and research findings concerning many major branches of psychology will be examined. Application of psychology concepts to school, family, work and other life settings will be taught and discussed. Critical thinking about psychology concepts will be emphasized. Prerequisites: College-level reading, writing and study skills.

EDUC& 115 - Child Development: Build a functional understanding of the foundation of child development, prenatal to early adolescence. Observe and document physical, social, emotional and cognitive development of children, reflective of cross cultural and global perspectives.

ECE 220 - Math and Science in Early Childhood: Methods, materials and vocabulary to use in individualized and developmentally appropriate math and science experiences in early childhood and family environments. Role of technology will be explored. Prerequisites: ECED& 105 (formerly ECE 101), EDUC& 115.

EDUC 300 - Social Studies for Teachers: Explores methods, resources, multicultural literature, objectives, and planning in social studies for early childhood teachers. Includes topics in history, civics, geography, economics, and global issues.

EDUC 301 - Inquiry-based Science for Teachers: Methods for teaching classroom and laboratory science in P-3 educational settings. Emphasis will be placed on the development of scientific activities and thinking, including investigation, collection and analysis of evidence, logical reasoning, and academic language within the context of national and Washington state standards in science.

ECED 307 - Health and Fitness: Plan for comprehensive health and fitness education in early learning programs serving children birth to third grade who are culturally, linguistically, and ability diverse and their families, including the dimension of wellness such as physical, emotional, and social well-being.

ECED 395 Collaboration & Supervision: Develop skills needed to effectively collaborate with others including other school personnel, community agency personnel, and families to support children birth to third grade who are culturally, linguistically, and ability diverse and their families. Supervision of assistants and paraprofessionals will also be addressed.

ECED 335 Law & Ethics: An overview of current laws concerning special education in particular, and education in general. Professional ethics and advocacy will also be addressed as it relates to early learning programs and working with children birth to third grade who are culturally, linguistically, and ability diverse and their families.

ECED& 105 - Introduction to Early Childhood Education: Explore the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Observe children, professionals and programs in action. Formerly ECE 101.

EDUC 200 – Introduction to Education: Introduction to education as a professional career. Explore both the benefits and challenges of teaching. Study the history, philosophies, cultural diversity and ethics of education in America. Learn and practice the components of effective lesson planning including current trends in education such as the Common Core State Standards (CCSS). Prerequisites: ENGL&101, or equivalent, or instructor’s signature.

ECED& 107 – Health, Safety and Nutrition: Develop knowledge and skills to ensure good health, nutrition and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources. Formerly ECE 108.

ECED& 170 – Environments: Design, evaluate, and improve indoor and outdoor environments which ensure quality learning, nurturing experiences, and optimize the development of young children.

EDUC& 130 – Guiding Behavior: Examine the principles and theories promoting social competence in young children and creating safe learning environments. Develop skills promoting effective interactions, providing positive individual guidance, and enhancing group experiences.

EDUC& 150 – Child, Family and Community: Integrate the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication. Formerly ECE 116.

ECED& 160 – Curriculum Development: Investigate learning theory, program planning, and tools for curriculum development promoting language, fine/gross motor, social-emotional, cognitive and creative skills and growth in young children (birth-age 8). Prerequisites: ECED& 105 (formerly ECE 101), EDUC& 115.

ECED& 180 - Language/Literacy Methods: Develop teaching strategies for language acquisition and literacy skill development at each developmental stage (birth-age 8) through the four interrelated areas of speaking, listening, writing and reading. Formerly ECE 206.

ECED& 190 - Observation and Assessment: Collect and record observation of and assessment data in order to plan for and support the child, the family, the group and the community. Practice reflection techniques, summarizing conclusions and communicating findings. Prerequisites: concurrent enrollment in ECED& 132.

ECED& 120 – Practicum: Nurturing Relationships: In an early learning setting, apply best practice for engaging in nurturing relationships with children. Focus on keeping children healthy and safe while promoting growth and development. Prerequisites: concurrent enrollment in ECED& 105.

ECED 340 – Assessment and Evaluation: Select, administer, score, and interpret formal and informal assessment tools. Evaluate students for eligibility for special education services and supports. Develop

IEPs and IFSPs for children birth to third grade who are culturally, linguistically, and ability diverse and their families.

ECED& 355 - Anti-bias Education/Social & Political Context of Early Childhood Education: Students will deconstruct their own biases and reflect on biases present in the communities of practice and the system in which our children live. Students will apply the principles of anti-bias education to their instruction, and receive peer and instructor coaching to improve their responsiveness to cultural, linguistic and ability diversity. Students will discuss how embedded bias can impact identity development.

*Common Course with Seattle BAS in ECE program.

ECED 365 - Observation, Documentation, & Monitoring: Refine skills and strategies for observing, documenting, and monitoring children birth to third grade who are culturally, linguistically, and ability diverse and their families as they progress towards meeting IFSP outcomes and IEP goals or 504 plans.

ECED 370 - Adaptations, Modifications, & Planning: Use evidence based strategies to adapt and modify curriculum and environments for individual children birth to third grade who are culturally, linguistically, and ability diverse and their families. Universal Design for Learning (UDL) principles and practices will be used to create home visiting or lesson plans for children and their families based on their IFSP outcomes and children based on their IEP goals or 504 plans.

ECED 385 - Advanced Language & Literacy Methods: Refine teaching strategies for language acquisition and literacy skill development for children who are culturally, linguistically, and ability diverse at each developmental stage (birth-third grade) through the four interrelated areas of speaking, listening, writing, and reading. There will be an emphasis on strategies for teaching reading and how to support each stage of literacy development across genres and purposes. Strategies for supporting families as they assist their children in learning language and literacy will also be addressed.

ECED (300 level) Early Childhood Curriculum and Intervention Practices: Develop an understanding of Early Childhood Special Education intervention methods and strategies for young children aged birth through 3rd grade and their families.

ECED 479 Fall Residency: Experience working in an education setting with children who are culturally, linguistically, and ability diverse and their families under the supervision of a certificated teacher with an emphasis on building relationships and guiding behavior.

ECED 489 Winter Residency: Experience working in an education setting with children who are culturally, linguistically, and ability diverse and their families under the supervision of a certificated teacher with an emphasis on pedagogy.

ECED 499 Spring Residency: Experience working in an education setting with children who are culturally, linguistically, and ability diverse and their families under the supervision of a certificated teacher with an emphasis on using data to improve practices.

Residency:

The capstone experience for this degree is a nine month residency in an early learning setting that provides students the opportunity to demonstrate that they meet all the endorsement competencies.

Students will be placed in groups of three or four in mini-professional learning communities (PLCs) along with an early childhood education teacher and an early childhood special education teacher. They will rotate between the teachers, offering opportunities to watch both the master teachers and peers in action. There will be time to debrief their observations and experiences in their PLCs and within their larger cohort. This model gives them sufficient time and support to develop their skills, as well as to reflect on their teaching and learning. It also minimizes the risk of reduced learning outcomes for the children as the new teachers are honing their craft, since they will be co-teaching with their supervising teachers who have been identified as highly skilled by their districts. This residency model is influenced by the ideas surrounding professional development schools, the literature supporting learning to teach while teaching, and the recommendations for teacher preparation reform. Cooperating teachers will be recommended by their building principals. Once selected, they will receive training on mentoring and will attend an orientation for cooperating teachers at Wenatchee Valley College. Additional support will be provided by the field experience supervisor, a professor who is assigned to each cohort and will conduct on site observations. Finally, all students in residency will participate in a weekly seminar led by another member of the Wenatchee Valley College faculty.

Appendix D: BAS-T Course Outcomes

Note: Green denotes new course (below) not yet developed at WVC.

MATH& 173 – Math for Elementary Educators III:

Upon completion of this course, successful students will be able to:

1. Perform arithmetic operations on rational numbers: fractions, decimals, percents.
2. Solving application problems involving ratios, proportions, and percentages.
3. Compute probabilities using tree diagrams, the basic rules of probability, and experimental data.
4. Compute probabilities involving permutations and combinations.
5. Display data, choosing the most appropriate representation from a variety of graphs, including the frequency distribution, histogram, bar graph, and pie chart.
6. Compute measures of central tendency and variation and determine when each measure is most appropriate and meaningful.
7. Apply the concepts of this class to Pre-K – 8 Common Core math standards.

MATH 325 – Advanced Math Methods:

Upon completion of this course, successful students will be able to:

1. Define the role of the teacher in facilitating mathematical classroom discourse through findings from research on student learning in mathematics.
2. Utilize previously mastered problem solving skills in the mathematical content areas of numbers and operations, geometry, algebra, data analysis and probability, and measurement.
3. Plan and deliver problem-based mathematics lessons that includes elements of differentiation and assessment, and require students to engage in sense making and mathematical communication while adhering to state and national standards.
4. Develop assessments that give a teacher insight into student thinking about mathematics content and create plans to implement adjustments from the results.

5. Demonstrate mastery of methods for teaching mathematics in diverse classrooms.
6. Research and examine complexities of the nature of mathematics, how mathematics should be taught, and how students learn mathematics, and use the research in planning and delivering lessons.

Humanities Learning Outcomes:

Students who complete the humanities requirement will be able to:

1. Distinguish and use multiple forms of expression.
2. Exercise skills in interpretation, analysis and critique.
3. Demonstrate the understanding of creative faculties and processes.
4. Express and produce work which demonstrates empathy for the human condition.
5. Confidently and competently practice and exhibit performance skills.

Natural Science Outcomes:

Students who complete the natural sciences requirement for the AAS or AST degree will be able to:

1. Meet transfer requirements for 4-year institutions and be prepared to major in science, technology, engineering, or mathematics.
2. Possess basic skills in the use of laboratory equipment, making experimental measurements, and making scientific observations. They also will be able to keep proper records of scientific observations and measurements, and be able to report experimental findings in a comprehensive lab report.
3. Recognize, explain, and communicate mathematical relationships in measurements and observations and the science disciplines in general.
4. Explain their experimental and observational results in terms of scientific theory.
5. Use scientific methods to determine the validity of claims about nature, explain their experimental and observational results in terms of scientific theory, and tell the difference between speculation, hypothesis, and theory.
6. Use their scientific literacy to better understand news reports about scientific topics. Students will apply scientific principles beyond the lab and classroom.

EDUC 300 - Social Studies for Teachers:

Upon completion of this course, successful students will be able to:

1. Develop a framework for thoughtful and reflective participatory citizenship and civic decision-making by applying an understanding of local (mayors, city councils, and school boards), state, and national government, law, and politics.
2. Outline economic concepts and systems and explain the interactions among economy and individuals, households, businesses, governments, and societies.
3. Explain how geographic features and human cultures shape and impact environments.
4. Analyze how neighborhoods, communities, and societies have changed over time.
5. Develop questions and plan social studies investigations using disciplinary concepts and tools.
6. Evaluate sources, integrate multiple perspectives, and use evidence to understand social phenomena.
7. Create a lesson plan for children birth through grade three using the content knowledge learned in this course and the state standards.

EDUC 301 - Inquiry Based Science for Teachers:

Upon completion of this course, successful students will be able to:

1. Use the Crosscutting Concepts as an organizational framework for connecting core ideas across the earth and space sciences, the life sciences, physical sciences, and engineering design.
2. Demonstrate knowledge of basic concepts of life science, physical sciences, and Earth sciences needed to support the scientific exploration of children from birth through grade three.
3. Apply knowledge of processes, skills, technologies, and resources to explore and understand science content and phenomena.
4. Conduct investigations to answer scientific questions or solve engineering problems using the scientific method in earth sciences, life sciences, physical science, and engineering.
5. Describe the relationship between engineering and science in order to plan and implement a comprehensive science curriculum.
6. Explain the interactions between culture and science, and identify the contributions of diverse individuals to the development of science and technology, and describe how science and technology have affected individuals, cultures, and societies throughout human history.
7. Create an inquiry based lesson plan for children birth through grade three using the content knowledge learned in this course and the state early learning guidelines or NGSS.

ECED (300 level) Early Childhood Curriculum and Intervention Practices:

Upon completion of this course, successful students will be able to:

1. Demonstrate understanding of the methods for intervening with young children with disabilities, this includes basic behavioral principles, naturalistic instructional strategies, adapting curricula and environments, facilitating communication, and promoting independence.
2. Develop skills necessary to implement a variety of interventions in a number of settings and activities.
3. Demonstrate an ability to evaluate intervention effectiveness and to make educational decisions based on those data.
4. Facilitate development in the areas of language, cognition, motor, social interaction, adaptive behavior, and challenging behavior.
5. Describe the educational roles and responsibilities of para-educators and other support staff in providing educational services to students with developmental disabilities.
6. Articulate the protective and risk factors associated with challenging behavior
7. Students will be able to recognize strategies proven to assist in the prevention of challenging behavior.

ECED 307 Health and Fitness:

Upon completion of this course, successful students will be able to:

1. Explain the effect of health and fitness choices and habits on quality of life.

2. Adapt health and fitness curriculum to individual student needs such as developmentally appropriate motor skills.
3. Plan for health and fitness instruction in various settings such as classroom, gymnasium, and playground.
4. Utilize resources to plan health and fitness lessons in compliance with state learning standards.
5. Develop a comprehensive, culturally-relevant, health and fitness education program that incorporates the principles of safety, legal issues, and risk management.

ECED 335 Law and Ethics:

Upon completion of this course, successful students will be able to:

1. Identify and explain the federal and state legislation that affects children, families, and programs for young children with disabilities.
2. Know, use and comply with the Washington Administrative Codes (WACs) as they apply to the design and implementation of early intervention, special education and related services.
3. Explain the documentation, development, implementation, and monitoring of comprehensive Individual Family Service Plan (IFSP), Individualized Education Program (IEP), and 504 plans as they are constructed based on Federal Law in collaboration with team members and families.
4. Apply the laws, policies/regulations, and ethical principles regarding positive behavior management in the construction of disciplinary planning and aversive intervention for infants and young children.
5. Describe and differentiate the legal, judicial, health, and educational systems that assist families with infants and young children who are ability diverse, in order to advocate for, and refer children appropriately.
6. Discuss the advocacy provided through professional organizations and publications that support infants and young children with disabilities, their families, and colleagues.
7. Define and discuss the characteristics that comprise high standards of competence and integrity in order to exercise sound judgment in practices consistent with the Council for Exceptional Children Code of Ethics.

ECED 340 - Assessment and Evaluation:

Upon completion of this course, successful students will be able to:

1. Define and discuss various types of assessments and the legal and ethical principles that apply to the steps in the assessment process.
2. Identify and discuss reliable and valid assessment methods and developmentally appropriate responses of infants and young children.
3. Explain the evaluation related to child-find screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, extended school year, and transition procedures.
4. Select and use a variety of formal assessments to inform decisions regarding appropriate placement and services to infants and young children with disabilities, and students from culturally and linguistically diverse backgrounds.
5. Explain concepts of measurement, reliability and validity.
6. Correctly administer, score and interpret data from formal assessments in order to collaboratively construct Individual Educational Programs (IEP) and Individual Family Service Plans (IFSP) for children with disabilities.
7. Communicate and integrate assessment and ongoing evaluation results from others in eligibility decisions and the development and implementation of the IEP and IFSP while implementing best practices.

8. Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services for infants and young children.

ECED& 355 – Social and Political Context of Early Childhood Education:

Upon completion of this course, successful students will be able to:

1. Deconstruct own biases and reflect on biases present in the communities of practice and the system in which we live and work.
2. Reflect on one's own personal, social, and cultural contexts, and identify on how these contexts affect teaching practice.
3. Explain how embedded bias can impact identity development.
4. Seek out people, experiences, research, and classroom resources to understand the strengths, accomplishments, and values of children's families and neighborhoods and the history and values that form the context in which their children grow.
5. Articulate how family structure, culture, social, emotional, and political contexts may impact children's and families' participation in the educational setting.
6. Identify how systemic power, privilege, and oppression impacts early childhood educational systems and the individuals within those systems.
7. Identify inequalities in early learning settings and develop strategies for addressing them.

ECED 365 - Observation, Documentation, and Monitoring:

Upon completion of this course, successful students will be able to:

1. Identify and use various developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning.
2. Evaluate various progress monitoring tools and formative and summative assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences.
3. Evaluate and use standardized assessment tools, and integrate standardized data with other assessment data in order to make informed decisions about adaptations and modifications to instruction. Articulate strategies on how to engage children in developmentally appropriate self- assessment and goal setting.
4. Evaluate the processes of involving families in the assessment process and communicate assessment information with families.
5. Integrate assessment results from the student support team as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.

ECED 370 - Adaptations, Modifications, and Planning:

Upon completion of this course, successful students will be able to:

1. Select, adapt and modify individualized assessment strategies including accommodations, technology and alternative assessment for infants and young children.
2. Develop, implement, and monitor comprehensive, IFSP/IEPs, and 504 plans in collaboration with team members, families, and as appropriate, infants and young children.

3. Develop and select instructional content, resources, and strategies that are aligned with the IEP or IFSP goals and respond to cultural and linguistic differences.
4. Utilize and adapt instructional strategies and materials according to characteristics of infants and young children including social, emotional, adaptive, cognitive, academic and behavioral needs.
5. Prepare lesson plans, organize materials, and monitor implementation of early intervention services and specially designed instruction for self, Para educators, and general educators.
6. Use research-based strategies and interventions to facilitate inclusion within a continuum of service including appropriate accommodations, curriculum modifications, and alternatives.
7. Use technology to implement progress monitoring and use data to develop and modify instructional plans.
8. Evaluate the need for assistive technologies and incorporate when appropriate in order to ensure all students are included in the classroom community.

ECED 385 - Advanced Language and Literacy Methods:

Upon completion of this course, successful students will be able to:

1. Describe the developmental progression of language, communication, and literacy skills in children from birth through grade three.
2. Analyze and apply various theories and techniques of language and literacy learning and instruction for young children, which encompass cross-cultural and individual needs.
3. Assess literacy curriculum and plan lessons to support the literacy development of children from birth through grade three who are culturally, linguistically, and ability diverse.
4. Assess early learning environments for the presence of materials and practices that support language and literacy development.
5. Identify or develop formative and summative assessments for children's language and literacy skills.
6. Articulate how media and technology influence young children's language and literacy development and choose developmentally appropriate technological tools for use when working with children.
7. Create activities that families can use at home to support their children's language and literacy development.
8. Incorporate the major components of reading and writing in creating lesson plans to support children who are culturally, linguistically, and ability diverse.
9. Identify achievement gaps in local schools, articulate factors that may contribute to them, and develop strategies to address them.

ECED 395 Collaboration and Supervision:

Upon completion of this course, successful students will be able to:

1. Plan collaborative strategies to use with local, community, state and federal personnel in order to provide support and services to infants and young children with disabilities.
2. Create and utilize a plan for communication with school personnel, families and community members regarding the characteristics and needs of infants and young children with disabilities and how to accommodate and include them.

3. Identify and define the roles and responsibilities of family members and school personnel as they collaborate to meet the needs and plan programming for the child with diverse abilities.
4. Collaborate in the assessment of infants and young children's cognitive, social-emotional, behavioral, sensory, motor, communication, and adaptive domains in order to create a safe, equitable, positive, and supportive learning environment for infants and young children.
5. Use collaborative strategies with families and other agencies to facilitate all transitions for infants and young children with disabilities:
 - *early intervention to preschool;
 - *preschool to elementary;
 - *individualized alternative settings to school;
 - *extended school year;
 - *to and from general education
6. Describe and analyze strategies for appropriate program and instructional supervision and training including management of classroom volunteers, para educators, and peer tutors in order to meet student needs.

ECED 479 - Fall Residency – General Education Setting:

Upon completion of this course, successful students will be able to:

1. Apply the concepts of how individuals grow, develop, and learn to provide learning opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of all children from birth through grade three.
2. Create positive, equitable learning environments and experiences that reflect and respect culturally, linguistically, and ability diverse children and support home language preservation.
3. Build reciprocal relationships with families and community to support children's learning and development.
4. Develop nurturing relationships with children to support their development and learning.
5. Upholds the professional code of ethical conduct and applicable laws, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Individuals with Disabilities Education Act (IDEA), and mandated reporting during residency.
6. Establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team.
7. Research the specific disabilities affecting children assigned to your mini-professional learning community (mini-PLC) to inform practice.
8. Select and implement behavioral support and management strategies that are research-based, individualized to the child's and/or group's needs, and least intrusive.
9. Teach children the social skills necessary for success in their immediate environments.

ECED 489 -Winter Residency – Special Education Setting:

Upon completion of this course, successful students will be able to:

1. Promote children's cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate the development and learning of the whole child.
2. Design and implements developmentally appropriate learning experiences that

- integrate within and across disciplines, and uses effective instructional strategies.
3. Utilize appropriate professional resources to learn about exceptionalities in infants, young children and families as well as special family/learning needs in order to implement appropriate instructional strategies.
 4. Analyze, evaluate, and synthesize his/her teaching practice to make appropriate changes that more fully serve families and children birth through grade three.
 5. Plan and implement lessons using research-based strategies and the essential concepts of content areas including English language arts, health and fitness, mathematics, science, social studies, and the arts.
 6. Create and employ individualized accommodations, modifications, and alternatives for children assigned to mini-professional learning community (mini-PLC).
 7. Integrate learning opportunities in daily routines and planned activities.
 8. Develop, implement, and monitor Individual Family Service Plans (IFSPs), Individualized Education Programs (IEPs), 504 plans, and lesson plans which align with general curriculum including state learning standards, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and early childhood learning guidelines.
 9. Prepare and submit all required documents and materials for the edTPA.

ECED 499 - Spring Residency:

Upon completion of this course, successful students will be able to:

1. Use a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children.
2. Seek out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
3. Analyze, evaluate, and synthesize teaching practice to make appropriate changes that more fully serve children birth through grade three.
4. Determine appropriateness of various instruments and procedures for assessing infants and young children with disabilities including children who are culturally and linguistically diverse and make recommendations for implementation.
5. Utilize reliable assessment methods and developmentally appropriate responses of infants and young children to document progress and determine services and supports.
6. Screen, evaluate, and determine eligibility of children referred for special education services.
7. Use response to intervention (RTI) or multi-tiered systems of support (MTSS) with children assigned to the mini-professional learning community (mini-PLC).
8. Demonstrates skills needed to work collaboratively with the student/family support team to assess children's progress, design and implement the intervention, and report results.
9. Use the results of the TPEP to create a PGDP for the first year of teaching.

Appendix E: External Review - Dr. Allison Williams, Eastern Washington University

College Name:	Wenatchee Valley	BAS Degree Title:	BAST
Reviewer Name/ Team Name:	Allison Wilson	Institutional or Professional Affiliation:	Eastern Washington University
Professional License or Qualification, if any:	PhD, Early Childhood Special Education, Assistant Professor Early Childhood Education	Relationship to Program, if any:	none
Please evaluate the following Specific Elements			
Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment In general yes, I feel that the program would prepare students to work in inclusive classroom environments. I believe the program could be strengthened by more applied experiences and connected coursework that prepares students to work in self-contained classrooms and with low-incidence disabilities. Additionally, I believe the program could be strengthened by having coursework that specifically focuses on special education competencies in isolation, then in follow-up courses in a more blended/applied context. My concern is that special education competencies are blended within some general early childhood education courses (which is great), however I believe there is a need for these skills to be taught in isolation for mastery.</p>		
Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p>Comment Based on written outcomes yes. I cannot speak to content or methods of teaching to meet these outcomes.</p>		
Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		
	<p>Comment</p>		

	Yes
Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	<p>Comment</p> <p>My only concern is regarding the residency component. I believe it would be beneficial for students to be placed in multiple age groups across early childhood/early childhood special education (0-3, 3-5, 5-8). Additionally, I believe having the placements include both inclusive and self-contained would be not only beneficial but mirror the potential job placements that students would be eligible for after graduating.</p>
General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	<p>Comment</p> <p>I believe so.</p>
a) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	<p>Comment</p> <p>I cannot answer this, as some graduate programs have varying perspective on accepting BAST degrees.</p>
Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	<p>Comment</p> <p>I do not have enough information to answer this question.</p>
Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?

	<p>Comment</p> <p>I do not have enough information to answer this question.</p>
Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment</p> <p>I do not have this information.</p>
Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>Overall I believe the program has great intent and potential for preparing quality early educators. I believe early childhood special education competencies need more emphasis in SPED specific coursework. This would be in addition to the competencies being blended into general coursework. My concern is that this is too heavy a load for one quarter.</p>
<p>Reviewer Bio or Resume Evaluator, please insert a short bio here:</p> <p>Allison Wilson, is an Assistant Professor of Early Childhood Education at Eastern Washington University. Allison received her BS Degree in Child Development and Family Relations from the University of Idaho, her MEd in Curriculum and Instruction with an emphasis in Early Childhood Special Education from the University of Montana, and her PhD in Special Education and Early Intervention from the University of Oregon in 2015. She teaches coursework in the Early Childhood Education/Early Childhood Special Education P-3 teacher certification program in the Department of Education.</p>	

Appendix F: External Review - Sheila Crowder, Omak School District

College Name:	Wenatchee Valley College	BAS Degree Title:	Bachelor of Applied Science in Teaching 13.1210402
Reviewer Name/ Team Name:	Sheila Crowder	Institutional or Professional Affiliation:	Special Education Director and Preschool Principal for Omak School District
Professional License or Qualification, if any:	B.A. SLP, 4-12 Gen Ed, P-12 Special Education; M.A. Admin. Principal Cert 208632J	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
Concept and overview-	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment: Yes. The BAS-T program addresses the pervasive staffing shortages that North Central Washington districts continue to struggle with each year. Although the staffing crisis touches all areas of school district staffing, special education teacher shortages are most often greater in number than those in general education. Yes. Academic standards require a solid foundation established through an understanding of the basics of early childhood, special education and the governing laws as they relate to best design practices and instructional techniques. The BAS-T program will assuredly lead to job placement. Once school positions are filled, staff retention in our rural districts becomes the next problem. The unfilled demand has been documented repeatedly and continues to be identified by districts, ESDs, and placement contractors as a growing deficit. The opportunity to train our own community-based individuals is a positive predictor for retaining the professionals our schools need now and for the future.</p>		
Degree Learning Outcomes-	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p>Comment Yes, for the most part. Course descriptions and course outcomes for those listed, do have content appropriate for baccalaureate degree rigor from a special education perspective. Sequentially, courses progress in content complexity from a broad introduction; over view of disabilities with introduction to associated plans; assessment tools and processes; IEP, IFSP, 504 plan writing; instructional strategies and content; to data gathering for program modification and progress monitoring.</p>		

	<p>-Adding a course with substantial focus on IDEA and the WACs pertaining to the delivery of specially designed instruction, the policies and procedures for the provision of special education, and the rights of parents would be beneficial. This focus may already be embedded in existing courses but not included in descriptions.</p> <p>-Suggestion: #223- the description <u>all disabilities</u> may be too ambitious to be functional for a school application. Our special education teachers may benefit from an overview of the disabilities most often encountered in schools within each category such as (genetic, SLP, neurological, ID, syndromes, psychiatric, medical, etc.), etiology, characteristics and implications for teaching.</p> <p>-An area that has been identified by those entering special education is acronym listing and definition which is not always as simple as a letter word correlation. There are so many in special education and additional used in early childhood especially for ages B-4 years old. Not only an explanation but reference sheets would be functional for teachers in the future.</p>
<p>Curriculum Alignment -</p>	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p>Comment References in the body of the proposal speak to the documented teacher shortages specifically in North Central Washington. The offered curriculum will prepare local students to fill those needs P-3 in our schools and other child care/educational settings.</p>
<p>Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment Comments regarding coursework alignment with industry needs: Most of the special education, B-3, and preschool relevant content has been included. Since in-depth course content is not specific the following statements will address the importance of including these focus points. Again, this information may already be embedded and not apparent to the reader.</p> <p>- As we know our students come to us with increasingly greater challenges than in the past. Teachers are adapting interactions and instructional delivery to address student’s significantly decreased attending abilities, using negotiation techniques to avoid perceived confrontation, and repeated and consistent demonstrations of value for students. The need to implement a new set of instructional tools and techniques goes beyond best practices. Upper level courses should contain specific instruction to teach instructional and classroom management techniques that incorporate dedicated training in trauma informed, ACEs, and PBIS.</p> <p>-Some suggestions for additional course work were given in section b).</p> <p>#300 courses with special education content: 340, 355, 365, and 370 Much emphasis is dedicated to observation, assessment and data collection.</p> <p>-ECED 370 is well lined out covering the finer points of adaptation in general including progress monitoring using technology.</p> <p>Courses are industry relevant and appropriately rigorous as indicated by those with course outcomes detailed.</p>

General Education Requirements-	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment Specialty areas are special education and early childhood special education. Do not have expertise in general education courses.
a) Preparation for Graduate Program Acceptance-	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Comment No experience in aligning undergraduate programs to graduate programs
Faculty-	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment The currently selected faculty are appropriately credentialed, but this is an area better addressed by those who have direct experience in faculty vetting and selection.
Resources-	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment The college is long established and has served Omak and the surrounding communities successfully by providing levels of degree opportunities. However, I have no specific knowledge in this area.
Membership and Advisory Committee-	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
	Comment No information
Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment Please feel free to ask clarifying questions about any of my comments. The information provided speaks to current essential areas of need in the schools due to our changing student populations. Prospective students will benefit from

	<p>specific instruction in practices that address trauma informed regarding instructional practices, behavioral control (classroom management), cognitive ability (brain development) and student self-concept. Without substantial preparedness in these disciplines success and survival in the teaching profession is less likely.</p> <p>As to general rigor the pace is challenging and appropriately ambitious. With limited addition of either content or courses as specified, the program will adequately meet the needs of our schools by thoroughly preparing college students to teach in our communities.</p> <p>WVC in creating this pathway from AA to BAS-T is an exciting an encouraging project for our community as well as one that has been sorely needed for many years. Clearly a great deal of intention and work has already been invested.</p>
<p>Reviewer Bio or Resume Evaluator, please insert a short bio here Sheila Crowder has been a practitioner, administrator and advocate for special education and early childhood special education since 1996. She began as a long term SLP substitute, then SLP, next preschool principal in 2005, and finally added special education director to her administrative assignment in 2010 until present.</p> <p>Early childhood education and staff development have been long standing special interest and focus for Ms. Crowder. Working with DEL (now DCYF) and OSPI she has advocated for teacher considerations and encouraged the examination of assessments and prescribed practices while maintaining fidelity with compliance and program consistency.</p> <p>This last school year the EWU program “Alternative Pathways” was a special advocacy project. Ms. Crowder worked diligently to coordinate EWU and Omak school district. She was able to guide and encourage district para educators having AA transfer degrees through the initial testing and first steps of the program toward certification. Although slots were limited two Omak candidates are now enrolled and attending EWU Summer Academy and will be moving forward in the program.</p> <p>Credentials: Continuing Teacher Certification (P-3 early childhood special education/4-12 psychology/K-12 special education, 4-12 speech), Continuing Educational Staff Associate (school speech language pathologist/audiologist), Continuing Administrator (Principal)</p>	

Appendix G: External Review - Mary Garguile, Vice President of Instruction, Olympic College

College Name:	Wenatchee Valley College	BAS Degree Title:	Bachelor of Applied Science in Teaching
Reviewer Name/ Team Name:	Mary J. Garguile	Institutional or Professional Affiliation:	Olympic College, Bremerton, WA 98337-1699
Professional License or Qualification, if any:	Ed. D. – Educational Leadership, and M.A. Child Development	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			

<p>Concept and overview</p>	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment Yes. The overall concept of the degree program is relevant and appropriate to current employer demands as well as to accepted academic standards. One suggestion I have is that the proposal could benefit from more specific information about the current status of employer need in the North Central WA region.</p> <p>The teacher shortage in critical areas (Special Education, P-3, Bilingual/multilingual, Math and Science, etc.) in Washington (and elsewhere), is well-documented. WVC serves a vast area, and access to teacher education programs is limited. The proposal seeks to address this need. Additionally, required educational levels in some early education settings, such as Head Start®, has increased demand for baccalaureate prepared personnel. The proposal could be enhanced with more specific detail about job demand/job openings in the region.</p>
<p>Degree Learning Outcomes</p>	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment Yes, the degree learning outcomes demonstrate appropriate baccalaureate rigor. The opportunity for students to participate in professional learning communities in residency is a program strength. One concern I have is whether students will experience a variety of preschool to grade three settings for residency, since that is a large age span. There are three residency focus areas: building relationships and guiding behavior, pedagogy, and using data to improve practices. Will students be required to rotate through preschool, kindergarten, first, second, and third grades? This would be important in order to be adequately prepared for P-3 settings. Given the rural nature of the district, will there be enough diversity in program settings and available placements in the region, across preschool to grade three, to provide good experiences for students in special education?</p>
<p>Curriculum Alignment</p>	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment</p>
<p>Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p>

General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment The overall degree seems somewhat heavy in math courses. This is an important area, so isn't a bad thing, but may be somewhat excessive, and it looks like Math& 171 could be a "hidden prerequisite" as both Math&171 and &172 are needed before 173, but only &172 is listed in degree information. (Did I miss it?). Students also need Math 325, so that's 20 credits, at minimum, in Math. If you could get that down by 5 credits, those credits could move to other content areas in ECED, SPED, or Education as there is so much to cover.</p>
b) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment</p>
Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p>Comment It will be essential to hire a content expert at the doctoral level to support the BAS-T – someone in Education, ECED or EC SPED. According to the proposal, WVC intends to hire a faculty/program director in year 1.</p> <p>Without seeing the course offerings charted out for both the associate degree and baccalaureate degree, it is difficult to know if additional full-time faculty will be needed when the second cohort admits an additional 25 students. A second full-time faculty is not included in the budget, but there are funds to support adjunct faculty, and there are reports of professionals in the community interested in teaching in the program. Those currently working as classroom teachers or administrators will help ensure the program's currency and relevancy, and this will be a program strength. It would be good to re-evaluate the staffing plan prior to program year 2.</p> <p>Many faculty teaching in the ECED and EDUC program have Master's level preparation, although a few have only baccalaureate level preparation. Will there be access to professional development funds to support existing faculty in educational advancement?</p> <p>The faculty in the various disciplines listed appear to be well-qualified, and are of sufficient number.</p>
Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p>

	<p>Comment The written plan for student support services, including library services, seem adequate to support the new program. The section on library and technology services is well done. Funding for library resources are not specifically identified in the budget plan, so it is difficult to tell for sure (assumed to be included in goods and services). It would be helpful to show a line item for library resources annually. Assigning a specific librarian for support for baccalaureate programs is an excellent idea.</p> <p>One question I have is whether there is specific support for bi- or multi-lingual students for whom English is not their native language, or whether any program content will be supported in Spanish if such a need exists.</p> <p>The amount included in the budget for ITV upgrade looks low (\$5,000).</p>
Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment I did not find this specifically stated in the proposal, but may have missed it. If there was specific feedback from the advisory committee, it would be good to include this information prior to SBCTC submission.</p>
Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p>Comment Summary: There is a large need for well-qualified, certificated teachers (P-3) in early childhood education and special education. The region is under-served in terms of access to teaching certification programs, so access is a critical issue for the community. The College serves a vast district, as the only community college in 100 square miles in any direction. The College has a history of serving the outer reaches of the district using distance technologies such as online and interactive tele video. Development of a BAS-T will serve the district well. The College has launched, or has plans to launch two other BAS degrees. The College plans to hire a BAS Director to support these growing programs.</p> <p>I do have a few suggestions that may strengthen the overall proposal:</p> <ol style="list-style-type: none"> 1. On page 4, include a summary of the name and number of school districts, Head Start® and ECEAP® programs in the region. Include names and titles of individuals who contributed information on the key shortage areas, and more specifics on anticipated openings. Provide through a simple table – to include names, contact information, and number of anticipated openings. 2. Provide any data and/or results from the survey described on page 5. (Or, include the survey results in an appendix).

3. Related to number 1 here above, on p. 5, describe which regional industry partners were consulted on the proposal. Also on page 5, it is important to show conversations with other baccalaureate institutions/ other colleges. Describe which ‘neighboring higher education partners’ were consulted on the proposal. It is especially important to provide as much specifics as possible on potential educational pathways or possible articulation agreements. Is there a pathway for students earning the BAS-T to a Master’s program, even if conversations are preliminary? The section on p. 41 entitled ‘Pathway options beyond baccalaureate degree’, does not really address options beyond baccalaureate, rather describe the current option for AAS-T students to transfer to the BA at EWU, and working on the same with WSU.
4. The last paragraph on p. 6 seems to be a repeat from earlier.
5. There is a program advisory committee and it would be helpful to know who they are – names and titles, affiliations. It looks like the advisory committee for the associate degree program is the same as for the baccalaureate program. Is this correct? How has the composition of the committee changed now that a BAS is proposed? Are additional K-12 partners included?
6. Small detail – the pagination seems to be off from what is in the Table of Contents.

These proposals for BAS degrees represent a great deal of hard work! The WVC team has put together a well-thought- out proposal. Thank you for the opportunity to give feedback.

Reviewer Bio or Resume

Evaluator, please insert a short bio here

Mary J. Garguile, Ed.D. is the Vice President for Instruction at Olympic College, in Bremerton, WA. During her tenure at Olympic College she has held a variety of positions such as Director of the Child Development Center; Tenured Professor/Coordinator, Early Childhood Education Program; Dean for Workforce Development; and Vice President for Instruction (since October of 2008). Ms. Garguile holds both an M.A. in Child Development as well as a B.S. in Psychology with a minor in Child and Family Studies from Washington State University. She also earned an AA from Olympic College. Ms. Garguile served as the president of ACCESS (Associate Degree Early Childhood Teacher Educators), a national organization. Ms. Garguile also serves as the Vice Chair of the CHI Harrison Medical Center Board, and is a board member of Bremerton Central Lions.

Appendix H: WVC - AAS-T Equivalency Portfolio Assessment

Outcome 1: Promoting Child Development and Learning

Students use their understanding of child development – including young children's unique characteristics and needs, and the multiple interacting influences on children's development and learning – to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Outcome 1

Describe young children's diverse characteristics and needs, from birth through age 8.

Explain the multiple influences on early development and learning.

Use knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for young children.

Courses

EDUC&115, ECED&170

Possible Artifacts

Observation of child, focusing on one or more specific domains of development: physical, cognitive, social, emotional

Case study of child

Article review on current research topic in child development

Research paper on a specific aspect of child development, behavior, play, or learning

PowerPoint presentation on a specific theory and how it relates to classroom practice

Presentation on a specific toy or material and how it can be used to promote development

In-depth observation of early childhood learning environment

Plan for a learning center which targets specific developmental objectives.

Design of an environment

Other:

Outcome 1 Criteria and Artifact Feedback

Meets Expectations	Does Not Yet Meet Expectations
Candidates' work shows a thorough grounding in theories and current research in all areas of child development and learning.	There is insufficient evidence that the environments created by these candidates support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.
Candidates' work shows that they understand interrelationships among developmental areas, as seen in their rich examples of these interrelationships.	Candidates' work displays a limited knowledge base, insufficiently grounded in theory and research.
Evidence is convincing that the environments created by candidates support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.	

Evaluation

Key Elements	Met	Unmet
1a) Describe young children's diverse characteristics and needs, from birth through age 8.		
1b) Explain the multiple influences on early development and learning.		
1c) Use knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for young children.		

Outcome 2: Building Family and Community Relationships

Students articulate the complex characteristics of children's families and communities and use this understanding to create respectful, reciprocal relationships that support and empower families, and to engage all families in their children's development and learning.

Key elements of Outcome 2

2a) Describe diverse family and community characteristics.

2b) Develop and implement strategies to support and engage families and communities through respectful, reciprocal relationships.

2c) Develop and implement plans to engage families and communities in young children's development and learning.

Courses

EDUC&150

Possible Artifacts

__ Reflection of a home visit, parent meeting or parent interview. Written reflection demonstrates cultural competency.

__ Create a community resource file of agencies within community that may be helpful for families

__ Newsletter or introductory letter written for families

__ Notations on lesson plans describing how lessons involve families and community

__ Summary and rationale of a family event that was carried out by the candidate

__ Candidate provides evidence of community engagement

__ Family Diversity Cards

__ Other:

Outcome 2 Criteria and Artifact Feedback

Meets Expectations	Does Not Yet Meet Expectations
Candidate demonstrates an ability to engage the community and families through an in-depth understanding of family theory and research, and shows the candidate can identify a diverse variety of family and community factors as they impact young children's lives.	Candidates' work shows limited or stereotyped knowledge of characteristics that affect early childhood practice
Candidates' work displays extensive knowledge of families' goals, language, culture, and individual characteristics as tools to build these relationships. Work reflects skilled, varied family communication strategies including the use of technology. Evidence shows that candidate can link families with multiple community resources appropriate for specific purposes.	Candidates' work shows limited knowledge of families' goals, language, culture and individual characteristics; a limited repertoire of communication strategies; and limited knowledge of community resources to support families.
Knowledge is shown in use of a wide range of approaches to family and community with in-depth self-evaluation and modification of approaches when first attempts were not successful	Candidates' work shows limited knowledge of theory and research related to family and community involvement, and a limited repertoire of approaches to family and community involvement
	Candidate's work shows lack of multiple attempts at making connections to build family and community relationships.
Meets Expectations	Does Not Yet Meet Expectations
Candidate demonstrates an ability to engage the community and families through an in-depth understanding of family theory and research, and shows the candidate can identify a diverse variety of family and community factors as they impact young children's lives.	Candidates' work shows limited or stereotyped knowledge of characteristics that affect early childhood practice
Candidates' work displays extensive knowledge of families' goals, language, culture, and individual characteristics as tools to build these relationships. Work reflects skilled, varied family communication strategies including the use of technology. Evidence shows that candidate can link families with multiple community resources appropriate for specific purposes.	Candidates' work shows limited knowledge of families' goals, language, culture and individual characteristics; a limited repertoire of communication strategies; and limited knowledge of community resources to support families.

<p>Knowledge is shown in use of a wide range of approaches to family and community with in-depth self-evaluation and modification of approaches when first attempts were not successful</p>	<p>Candidates' work shows limited knowledge of theory and research related to family and community involvement, and a limited repertoire of approaches to family and community involvement</p>
	<p>Candidate's work shows lack of multiple attempts at making connections to build family and community relationships.</p>

Evaluation

Key Elements	Met	Unmet
2a) Describe diverse family and community characteristics.		
2b) Develop and implement strategies to support and engage families and communities through respectful, reciprocal relationships.		
2c) Develop and implement plans to engage families and communities in young children's development and learning.		

Outcome 3: Observing, Documenting, and Assessing to Support Young Children and Families
Students articulate the goals, benefits, and purposes of assessment and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Outcome 3

- 3a) State the goals, benefits, and purposes of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- 3b) Use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c) Practice responsible assessment to promote positive outcomes for each child, including an awareness of assistive technology for children with ability differences.
- 3d) Describe how assessment partnerships with families and with professional colleagues can be used to build effective learning environments.

Courses

ECED&190

Possible Artifacts

- __ Research and summarize findings of a specific assessment tool.
- __ Compare/contrast authentic vs. standardized assessments.
- __ Use observation findings to prescribe an activity for a child.
- __ Write a paper on the use of documentation panels in early childhood.
- __ Conduct and compare conservation task assessment with diverse children.
- __ Reflection on observation of family conference.
- __ Documentation panel that makes learning visible to families.
- __ Observation and planning of children in a social play event.
- __ Developmental Portfolio assembled for a specific child.
- __ Observation and planning of a child focusing on one or more specific domains of development; physical, cognitive, socio-emotional.
- __ Pro/con chart that compares and contrasts assessment tools, e.g. checklist, anecdotal observation.
- __ Environmental assessment using a rating scale, e.g. ECERS, ITERS.
- __ Other:

Outcome 3 Criteria and Artifact Feedback

Meets Expectations	Does Not Yet Meet Expectations
Candidates' work shows research-based knowledge and basic competence in observation, documentation, and other assessment tools.	Candidates' work shows little evidence of knowledge of assessment essential goals, positive uses, and potential risks.
Work reflects essential knowledge of the characteristics, strengths, limitations, and appropriate uses of the most frequently used assessment tools and approaches, including approaches for children with disabilities and culturally and linguistically diverse children.	Candidates' work shows insufficient knowledge of the research and legal basis of partnerships with families and other professionals, and shows limited skills in team building, and communication with families and other professionals around assessment issues.
Candidates demonstrate essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice.	Work reflects a lack of essential knowledge of the most frequently used assessment tools and approaches.
Candidates demonstrate that they can achieve partnerships with families and other professionals in designing, interpreting, communicating, making referrals, and acting upon assessment information.	Work reflects lack of essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice and contribute to partnerships with families and other professionals.
Candidates' work shows that they can identify current educational, legal, and ethical issues with respect to assessment practices. Candidates can provide examples of responsible and irresponsible assessment.	Candidates' work shows insufficient knowledge of current educational, legal, and ethical issues with respect to assessment practices, and their practice shows limited application of principles of responsible assessment.
Candidates apply responsible assessment practices when working with diverse children in their practice.	

Evaluation

Key Elements	Met	Unmet
3a) State the goals, benefits, and purposes of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.		
3b) Use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.		
3c) Practice responsible assessment to promote positive outcomes for each child, including an awareness of assistive technology for children with ability differences.		

3d) Describe how assessment partnerships with families and with professional colleagues can be used to build effective learning environments.		
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Outcome 4: Using Developmentally Effective Approaches

Students will implement a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning, which will vary depending on children's ages, characteristics, and the early childhood setting.

Key elements of Outcome 4

- 4a) Discuss how supportive relationships and positive interactions are the foundation of their work with young children.
- 4b) List and implement effective instructional and guidance strategies and tools for early education, including appropriate uses of technology.
- 4c) Use a broad repertoire of developmentally appropriate teaching/learning and guidance approaches.
- 4d) Reflect on their own practice to promote positive outcomes for each child.

Courses

EDUC&130, ECED&160

Possible Artifacts

- __ Documentation and reflection on constructive personal engagement with a child.
- __ Research paper on attachment, parental interaction styles, the effects of culture on learning preferences, child guidance strategies etc.
- __ Design of an environment that supports free play with justification and rationale.
- __ Design of an individualized lesson that promotes literacy and utilizes the WA State Early Learning and Development Guidelines.
- __ Documentation and reflection on a hands-on art, science, math etc. experience documenting the rationale behind specific developmentally effective approaches for supporting young children's learning.
- __ Collection of transition activities that promote learning with justification and rationale.
- __ Curriculum web and integrated unit.
- __ Written description of the development, implementation and evaluation process of a learning experience.
- __ Case study analysis that reflects on how personal bias influences practice.
- __ Personal narrative describing own beliefs about child guidance and reflection on how this impacts practice.
- __ Written reflection on one curriculum model, its implementation and influence on practice.
- __ Teacher Interview with reflection: Grades 1, 2, 3: Impact of the Standards movement on curriculum.
- __ Other

Outcome 4 Criteria and Artifact Feedback

Meets Expectations	Does Not Yet Meet Expectations
<p>Candidates' work shows essential knowledge of theory and research underlying the early childhood field's focus on relationships and interactions. They know the importance of creating relationships with all children, as seen in their competent, beginning skills in relationship building with diverse children and families.</p>	<p>Candidates' work shows minimal knowledge of theory and research underlying the early childhood field's focus on relationships and interactions. Their skills in relationship-building are evident to only a limited extent.</p>
<p>Candidates' work demonstrates each of the following approaches and strategies with competence and with knowledge of the underlying theory and research:</p> <ul style="list-style-type: none"> • Fostering oral language and communication • Drawing from a continuum of teaching strategies • Making the most of environments and routines • Capitalizing on incidental teaching • Focusing on children's characteristics, needs, and interests • Linking children's language and culture to the early childhood program • Teaching through social interactions • Creating support for play • Addressing children's challenging behaviors • Supporting learning through technology • Using integrative approaches to curriculum. 	<p>Candidates' work shows limited knowledge and skills, in at least some of the following areas:</p> <ul style="list-style-type: none"> • Fostering oral language and communication • Drawing from a continuum of teaching strategies • Making the most of environments and routines • Capitalizing on incidental teaching • Focusing on children's characteristics, needs, and interests • Linking children's language and culture to the early childhood program • Teaching through social interactions • Creating support for play • Addressing children's challenging behaviors • Supporting learning through technology • Using integrative approaches to curriculum.
<p>Candidates' work shows understanding of the theories and research underlying the early childhood field's focus on DAP. Candidates' work shows that they use this knowledge to implement meaningful experiences in each content area, with desired outcomes for children through developmental, cultural and individual differences.</p>	<p>Candidates' work shows that they lack knowledge of the theories and research underlying the early childhood field's focus on DAP, and that they have limited ability to identify and use a variety of high quality, meaningful strategies in each content area.</p>
<p>Candidates' make some use of authoritative resources to supplement their own pedagogical practice.</p>	<p>Candidate makes limited use of authoritative resources to supplement their own pedagogical practice.</p>
<p>Candidate clearly and specifically articulates personal biases, strengths, and areas of development as they relate to the planning, implementation and evaluation of culturally and developmentally appropriate teaching and learning strategies for all children.</p>	<p>Candidate describes only superficially how personal biases, strengths, and areas of development may impact the planning, implementation and evaluation of culturally and developmentally appropriate teaching and learning strategies for all children.</p>

Evaluation

Key Elements	Met	Unmet
4a) Discuss how supportive relationships and positive interactions are the foundation of their work with young children.		
4b) List and implement effective instructional and guidance strategies and tools for early education, including appropriate uses of technology.		
4c) Use a broad repertoire of developmentally appropriate teaching/learning and guidance approaches.		
4d) Reflect on their own practice to promote positive outcomes for each child.		

Outcome 5: Using Content Knowledge to Build Meaningful Curriculum

Students apply their knowledge of developmental domains and academic (or content) disciplines to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for each child.

Key elements of Outcome 5

- 5a) Explain content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical education – physical activity, health, and safety; and social studies.
- 5b) Recognize and apply the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 5c) Use their own knowledge, appropriate early learning outcomes, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Courses

ECED&180, ECED 160

Possible Artifacts

- __ Written and/or pictorial description of theme-based prop box
- __ Documentation and reflection on a hands-on, process-oriented art experience
- __ Documentation of a creative movement activity
- __ Description/documentation of a discovery/Science/Nature center and how to facilitate child's use
- __ Documentation of storytelling, using flannel board or other props
- __ Original lesson plans and activities that introduce math concepts (one -to -one correspondence, classifying and sorting, patterning, spatial relationships, etc.)
- __ Integrated Curriculum Unit or Project Plan
- __ Description of how curriculum has been adapted to be individually appropriate, age – appropriate, and socially and culturally appropriate
- __ Anecdotal notation that assesses room arrangement, aesthetics, and the use of learning centers, activities and materials
- __ Evaluation of a variety of genres of children's books/literature for classroom use Curriculum review with gaps identified and supplemental instruction areas suggested
- __ Other:

Outcome 5 Criteria and Artifact Feedback

Meets Expectations	Does Not Yet Meet Expectations
<p>Candidate’s work shows understanding of the essential content knowledge and resources in major academic disciplines which include:</p> <ul style="list-style-type: none"> • “big ideas” • Methods of investigation and expression • Organization of the discipline. <p>Taking into consideration the central place in later academic competence, the candidates’ work shows in-depth, research-based understanding and skill in the domain of language, literacy and mathematical foundations.</p>	<p>Candidates’ work shows lack of understanding of the essential content knowledge and resources in major academic disciplines which include</p> <ul style="list-style-type: none"> • “big ideas” • Methods of investigation and expression • Organization of the discipline. <p>Candidates’ work lacks in-depth, research-based understanding and skill in the domain of language, literacy and mathematical foundations.</p>
<p>Candidates’ work shows knowledge of the theories and research underlying the early childhood field’s focus on content, both in general and with respect to each content area, including academic subjects. Candidates’ work indicates the use of this knowledge to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards and resources through developmental, individual, and cultural characteristics.</p>	<p>Candidates’ work shows a lack of knowledge of the theories and research underlying the early childhood field’s focus on content and that they have limited ability to articulate priorities and desired outcomes for high quality, meaningful experiences in each content area.</p>
<p>Candidate is familiar with authoritative resources to supplement their own content knowledge.</p>	<p>Candidate has a limited familiarity with authoritative resources to supplement their own content knowledge.</p>
<p>Candidates’ work shows the ability to integrate multiple areas of knowledge in curriculum design with:</p> <ul style="list-style-type: none"> • Successful focus on building security and self-regulation • Problem-solving and thinking skills • Academic and social competence. 	<p>Candidates’ work shows limited ability to integrate multiple areas of knowledge in curriculum design and limited success in promoting positive outcomes for each child.</p>
<p>Candidates’ curriculum development takes into account children’s developmental, individual, socio-emotional, and cultural characteristics and it makes use of reflective, on-going evaluation.</p>	<p>Curriculum development takes insufficient account of each child’s developmental, socio-emotional, individual and cultural characteristics and makes insufficient use of evaluation.</p>
<p>Candidates’ curriculum is characterized by use of high quality professional resources to supplement and inform their own understanding.</p>	<p>Candidates’ curriculum development is inadequately informed by the use of high quality professional resources.</p>

Evaluation

Key Elements	Met	Unmet
5a) Explain content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical education – physical activity, health, and safety; and social studies.		
5b) Recognize and apply the central concepts, inquiry tools, and structures of content areas or academic disciplines.		
5c) Use their own knowledge, appropriate early learning outcomes, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.		

Outcome 6: Becoming a Professional

Students are collaborative learners who continuously demonstrate knowledgeable, reflective and critical perspectives of their work, make informed decisions that integrate knowledge from a variety of sources, including ethical guidelines, and advocate for sound educational practices and policies.

Key elements of Outcome 6

- 6a) Identify as a member of the early childhood field and become involved in the professional community.
- 6b) Locate and apply ethical guidelines and other early childhood professional guidelines.
- 6c) Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d) Integrate knowledgeable, reflective, and critical perspectives on early education into their work.
- 6e) Engage in informed advocacy for young children and the early childhood profession.

Courses:

ECED&120, ECED&190, ECED&105

Possible Artifacts

- __ Personal professional learning mission statement
- __ Reflective essays about the process of identifying as a member of the Early Childhood field.
- __ Reflections related to ethical dilemmas
- __ Presentations and reports on other professional guidelines
- __ Evidence of professional activities
- __ Teaching philosophy
- __ Educational philosophy paper
- __ Critical theorist paper
- __ Early Childhood Issues/Trends paper (Taking Sides)
- __ Responses and interpretations of NAEYC position papers
- __ Evidence of advocacy efforts on the part of a child, an organization, a college effort, a community effort
- __ Evidence of involvement in local, state, national, or international childhood organizations
- __ Reflections on coaching experience
- __ Other:

Outcome 6 Criteria and Artifact Feedback

Meets Expectations	Does Not Yet Meet Expectations
<p>Candidates' work shows a clear sense of belonging to a distinctive profession with complex historical roots and links to other movements. In their work, candidates describe the multiple roles that early childhood professionals may assume and those they think will suit them best. They articulate well-developed perspectives on the challenges facing the profession. They are already involved in the profession in varied ways, as shown by membership in associations and other activities.</p>	<p>Candidates' work shows limited knowledge of the early childhood field as a distinctive profession, there is little evidence that they have begun to involve themselves in the profession.</p>
<p>Candidates' work shows essential knowledge of NAEYC's Code of Ethical Conduct, as seen in citations of examples of how the Code may be used to analyze and resolve ethical dilemmas. Candidates are familiar with relevant legal standards and other professional guidelines and can apply these in practice.</p>	<p>Candidates' work lacks essential knowledge of NAEYC's Code of Ethical conduct and of other legal standards and professional guidelines.</p>
<p>Candidates' work shows a strong orientation toward inquiry, feedback, and self-motivation, combined with extensive involvement and skill in collaborative learning for self-improvement, including collaboration across disciplines and in inclusive settings. Candidates' work shows notable, positive effects of this learning orientation in their practice and in effects on children.</p>	<p>Candidates' work shows lack of evidence of an orientation toward multiple, developmental opportunities to become continuous, collaborative learners.</p>
<p>Candidates' work shows essential understanding of the field's central issues, standards, and research findings. In their work, candidates analyze and reflect upon their practice and demonstrate critical thinking about the issues in the field and an understanding of the value of dialogue in resolving differences. Candidates' work shows positive effects of these professional perspectives, in their practice and in effects on children.</p>	<p>Candidates' work lacks understanding of the field's central issues, standards, and research findings. Their reflection upon their practice shows limited insight and a limited level of critical thinking. Effects on candidates' practice and on children are absent.</p>
<p>Candidates' work shows essential knowledge of the central policy issues in the field, as seen in their discussions of ethical and societal issues in early education. In their work, candidates can outline how public policies are developed at the state and federal levels.</p>	<p>Candidates' work lacks essential knowledge of the central policy issues in the field, as seen in their limited ability to discuss ethical and societal issues in early education, and their limited ability to outline how public policies are developed at the state and federal levels. Evidence does not show that candidates possess beginning advocacy skills, including written and verbal communication and collaboration.</p>

Candidates' work shows essential knowledge of the central policy issues in the field, as seen in their discussions of ethical and societal issues in early education. In their work, candidates can outline how public policies are developed at the state and federal levels.	Candidates' work lacks essential knowledge of the central policy issues in the field, as seen in their limited ability to discuss ethical and societal issues in early education, and their limited ability to outline how public policies are developed at the state and federal levels. Evidence does not show that candidates possess beginning advocacy skills, including written and verbal communication and collaboration.
Candidates possess beginning advocacy skills, including written and verbal communication and collaboration. Candidates' work shows experience and ability to reflect on coaching conversations with colleagues, and what was learned for the duration of time at the job.	Candidates' work shows lack of experience and ability to reflect on coaching conversations with colleagues, and what was learned for the duration of time at the job.

Evaluation

Key Elements	Met	Unmet
6a) Identify as a member of the early childhood field and become involved in the professional community.		
6b) Locate and apply ethical guidelines and other early childhood professional guidelines.		
6c) Engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.		
6d) Integrate knowledgeable, reflective, and critical perspectives on early education into their work.		
6e) Engage in informed advocacy for young children and the early childhood profession.		

Outcome 7: Early Childhood Field Experience

Students engage in field experience and clinical practice to develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children in a variety of early childhood settings and with multiple age groups.

Key elements of Outcome 7

- 7a) Observe and practice in at least two of the three early childhood age groups (birth-age3, 3-5, 5-8)
- 7b) Observe and practice in at least two of the three main types of early education settings (primary school grades, child care centers and homes, ECEAP/Head Start programs).

Courses

ECED&120, EDUC 223, ECED&190, ECED 270/275

Possible Artifacts

__ Detailed resume indicating previous work or volunteer experience in early learning settings

__ Other:

Outcome 7 Criteria and Artifact Feedback

Meets Expectations	Does Not Yet Meet Expectations
Candidates resume shows work/volunteer experience in two of three early childhood age groups (birth-age3, 3-5, 5-8) in at least two different settings (primary school grades, child care centers and homes, ECEAP/Head Start programs)	No resume
	Resume does not show evidence of work/volunteer experience in two of three early childhood age groups (birth-age3, 3-5, 5-8) or two of the three settings (primary school grades, child care centers and homes, ECEAP/Head Start programs)

Evaluation

Key Elements	Met	Unmet
7a) Observe and practice in at least two of the three early childhood age groups (birth-age3, 3-5, 5-8)		
7b) Observe and practice in at least two of the three main types of early education settings (primary school grades, child care centers and homes, ECEAP/Head Start programs).		

Adapted from the Pennsylvania Department of Education Transfer and Articulation Oversight Committee.

Appendix I: Admissions Interview Rubric

ORAL SKILL - INTERVIEW – LIFE EXPERIENCE

A maximum of 10 points may be added in regards to the criteria outlined below. Decisions may be based on interview, reference letters, and essay

- Candidate articulates a strong passion for learning and growth.
- Candidate has developed leadership skills, volunteered, etc.
- Candidate consistently and accurately uses Standard English conventions and style to communicate information in an organized manner.
- Candidate will contribute professional diversity, reflective of our communities.
- Nonverbal language, including but not limited to affect, eye contact, tone or body language is consistently appropriate.
- Candidate shows commitment to creating childhood educational opportunities.
- Candidate is able to articulate ideas concisely and proficiently.

ORAL SKILL TOTAL: _____

Adapted from West Texas A&M University Graduate Admission Rubric

Appendix J: CEC Standards

CEC Standards:

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. 4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence based instructional strategies to advance learning of individuals with exceptionalities.

6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

ECE Endorsement Competencies- Grades P-3

1.0 Understanding young children. The candidate understands and applies the concepts of how individuals grow, develop and learn, and provides learning opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of all children from birth through grade three (age eight).

1.A Demonstrates understanding of the theoretical and research foundations of how infants and children develop and learn.

1.B Demonstrates understanding and provides theoretical interpretations of how infants and young children differ in their development and approaches to learning.

1.C Demonstrates understanding of the role of attachment and relationships in child development and learning.

1.D Demonstrates understanding of brain development and how brain growth is affected by children's early experiences.

1.E Demonstrates understanding of conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities.

1.F Demonstrates understanding of the signs of emotional distress, child abuse, and neglect in young children and knowledge of appropriate responses.

1.G Demonstrates understanding of cultural and linguistic diversity and the significance of sociocultural and political contexts for development and learning.

2.0 Promoting child development and learning. The candidate promotes children's cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate the development and learning of the whole child.

2.A Demonstrates understanding of the multiple functions of play in early learning for building foundational skills in motor development, cognition, language/communication, interpersonal/intrapersonal knowledge, motivation and curiosity to learn, and regulation of emotions.

2.B Demonstrates understanding of how to plan and engage young children in enriching activities that build upon their prior knowledge and experience to promote cognitive development.

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

2.D Demonstrates understanding of how to establish an environment that promotes social development and supports emotional needs and well-being in young children.

2.E Demonstrates understanding of how to create learning experiences that meet the individual physical needs of young children for movement, rest, play, fine and gross motor development, health, and fitness.

2.F Demonstrates understanding of how to facilitate positive dispositions and approaches toward learning by introducing children to a wide range of resources and opportunities for learning.

2.G Establishes and maintains a physically and psychologically safe, supportive, and healthy learning environment, encouraging good basic health practices, good nutrition, and safety in the context of culturally responsive practice.

2.H Establishes positive, supportive relationships with all children.

3.0 Observing, documenting, and assessing. The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children.

3.A Demonstrates understanding of how to use developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning.

3.B Demonstrates understanding of progress monitoring, informal and formal assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences.

3.C Demonstrates understanding of how to evaluate and use standardized assessment tools, and integrate standardized data with other assessment data.

3.D Demonstrates understanding of how to engage children in developmentally appropriate self assessment and goal setting.

3.E Demonstrates understanding of how to involve families in the assessment process and communicate assessment information with families.

3.F Demonstrates understanding of how to integrate assessment results from student support team as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.

4.0 Equity fairness diversity and cultural competence. The candidate understands how children and families differ in their perspectives and approaches to learning and creates access and opportunities that are culturally responsive for children from birth through grade three.

4.A Demonstrates understanding that children are best understood in the contexts of family, culture, and society.

4.B Demonstrates understanding of the interrelationships among culture, home language, and thought in helping young children develop and learn.

4.C Creates positive, equitable learning environments and experiences that reflect and respect culturally and linguistically diverse children and support home language preservation.

4.D Understands the strengths, accomplishments, and values of children's families and neighborhoods and the history and values that form the context in which their children grow by seeking out people, experiences, research and other resources including culturally relevant literature.

4.E Understands differences in family structures and sociocultural background.

4.F Understands how family structure, culture, social, emotional, and political contexts may impact children's participation in the educational setting.

4.G Views student diversity, including the cognitive, social, emotional, linguistic, creative, and physical variability of children as an opportunity for a richer social and learning environment, not as barriers to overcome.

5.0 Meaningful and integrated curriculum and instruction. The candidate designs and implements developmentally appropriate learning experiences that integrate within and across the discipline, and uses effective instructional strategies.

5.A Demonstrates understanding of how to develop and implement meaningful, integrated learning experiences that focus on the whole child.

5.B Demonstrates understanding of how to create, select, and evaluate developmentally appropriate materials, equipment, and environments aligned with state standards, as well as, state and national early learning guidelines.

5.C Demonstrates understanding of how to evaluate, modify, and adapt instructional materials, strategies, and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.

5.D Demonstrates understanding of the rationale for implementing developmentally appropriate methods (e.g., play, project-based learning, hands-on experiences, a variety of grouping strategies, open-ended questioning, group discussion, problem solving, cooperative learning, inquiry experiences, and direct instruction) to help young children develop intellectual curiosity, solve problems, and make decisions.

5.E Selects, develops and evaluates topics of study that respect the learner's intellectual integrity and emerging interests and builds a broad base of background knowledge.

5.F Uses developmentally appropriate and effective classroom management practices, individual, group guidance, schedules, routines, transitions and problem-solving techniques to build classroom community and encourage positive social interaction among children, promote positive strategies of conflict resolution and techniques to develop personal self-control, self-motivation, and self-esteem.

5.G Incorporates strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrates goals from IEPs and IFSPs into daily activities and routines.

5.H Provides opportunities that support the physical, social, emotional, language, cognitive, and creative development of all young children.

5.I Uses a variety of approaches to differentiate instruction and support the development of learning in individual children.

5.J Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.

6.0 Building family and community relationships and partnerships. The candidate knows and understands the importance of relationships with family and community and is able to create and maintain those relationships to support children's learning and development.

6.A Demonstrates understanding of the central role of families of infants and young children in child development and learning.

6.B Demonstrates understanding of how to establish mutual nurturing relationships with infants and young children and their families.

6.C Demonstrates understanding of how to establish and maintain respectful and collaborative relationships with families.

6.D Demonstrates understanding of strategies for partnering effectively with families to inform and enhance support for children's learning by listening to, observing, and learning from family members, including conferencing, consulting, and home visits.

6.E Demonstrates understanding of how to work effectively with diverse families and community volunteers in learning experiences.

6.F Demonstrates understanding of how to assist families in supporting children's learning and development at home.

6.G Demonstrates understanding of how to work effectively with families in decision-making roles and on policy issues.

6.H Demonstrates understanding of how to assist families in obtaining support and services to help their children.

7.0 Professionalism. The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism.

- 7.A Demonstrates understanding of characteristics of children, families, professionals and environments; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.
- 7.B Demonstrates understanding of early childhood education, and its historical, philosophical, and social foundations to inform teaching practice.
- 7.C Knows and understands the professional code of ethical conduct, including FERPA and HIPPA.
- 7.D Seeks out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- 7.E Demonstrates understanding of how to establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team.
- 7.F Demonstrates understanding of how to advocate on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators.
- 7.G Demonstrates understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.
- 7.H Demonstrate understanding of the laws and terms governing infants and young children with special needs, and the implications for the teacher.
- 7.I Demonstrates understanding of how to collaboratively work with the student/family support team to assess children's progress, design and implement the intervention, and report results.
- 7.J Demonstrates understanding of appropriate resources to learn about exceptionalities in infants, young children, and families, as well as special family/learning needs and appropriate instructional strategies.
- 7.K Demonstrates understanding of the role of the teacher in assessing and referring children and families to appropriate school based, community health or social service agencies when necessary.
- 7.L Demonstrates understanding of the mandatory requirements for teachers in reporting suspected cases of child abuse or neglect to the appropriate authorities and understand reporting protocols in the workplace.

8.0 Reflective practice. The candidate, in collaboration with colleagues, regularly analyzes, evaluates, and synthesizes his/her teaching practice to make appropriate changes that more fully serve infants and young children.

- 8.A Reflects on practice and continually self-assesses and evaluates the effects of the teacher's choices and action on young children, parents, and other professionals as a basis for program planning and modification, and continuing professional development.
- 8.B Considers theory, research, assessment information, and perspectives of others to make informed decisions about instructional strategies and program content.
- 8.C Demonstrates understanding of one's own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice.

9.0 Knowing essential concepts of content areas Candidates understand and apply knowledge of the arts, English language arts, health and fitness, mathematics, science, and social studies.

9.A The Arts (Dance, Music, Theatre, and Visual Arts). The candidate understands the basic content and function and the value of dance, music, theatre, and visual arts as primary media for communication, inquiry, and insight. The candidate promotes the abilities of children from birth through grade three as they learn to express themselves through the arts.

9.A.1. Understands the developmental foundation of learning (birth through eight) in the arts, such as fine motor skills, eye-hand coordination, large motor skills, balance, musical discrimination (rhythm, pitch, and volume), and sensory systems.

9.A.2. Understands the ways that the arts impact and interact with learning and development.

9.A.3. Supports young children in the use of dance, music, theatre, and visual arts to reflect culture, family, community, and history.

9.A.4. Understands the value of and applies basic arts knowledge, elements, and skills used in dance, music, theatre, and visual arts, such as rhythm, beat, expression, character, energy, color, balance, and harmony.

9.A.5. Understands how young children develop and demonstrate thinking skills using artistic processes.

9.A.6. Understands how young children develop and use dance, music, theatre, and visual arts to communicate ideas and feelings for a variety of purposes and audiences.

9.A.7. Understands how young children use the arts (dance, music, theatre, and visual arts) to make connections within and across the arts, to other disciplines and developmental domains.

9.A.8. Understands the value of seeking and accessing dance, music, theatre, and visual arts specialists in the school, district, community, or region.

9.A.9. Understands how learning in and through the arts supports the development of 21st Century Skills such as creativity, communication, collaboration, critical thinking, and Habits of Mind such as persistence, observation, and reflection, and how these capacities support success in and out of school.

9.A.10. Understands how learning in and through the arts supports academic and social/emotional learning for all students, by providing multiple pathways to learning concepts and demonstrating understanding across all subject areas, and by helping students to make deeper and more personally meaningful connections to learning.

9.B Language and Literacy. The candidate demonstrates proficiency in the use of oral and written English and understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening. The teacher promotes the abilities and interests of young children as they develop literacy skills in different genres and for different purposes.

9.B.1 Understands the developmental foundations of language and literacy (birth through eight), such as acquisition of speech, receptive/expressive language, and symbolic and non-symbolic communication, progression in grammar and syntax, use of language for a variety of purposes, acquisition of reading and writing skills.

9.B.2 Understands the ways that language and literacy impact and interact with learning and development.

9.B.3 Understanding of language and language development.

9.B.3.A Understands early language development, such as receptive language (response to familiar sounds and voices, directions, and requests) and expressive language (vocalizations, babbling, single words), use of language, acquisition of vocabulary, and early grammar.

9.B.3.B Understands how to integrate reading, writing, speaking, listening, viewing, and thinking.

9.B.3.C Understands the grammar of Standard American English including semantics, syntax, morphology, and phonology.

9.B.3.D Understands communication theory, language development, and the role of language in learning.

9.B.3.E Understands how the linguistic/rhetorical patterns of other languages affect the development and expression of written and oral language.

9.B.3.F Understands diversity in language use, e.g., grammar, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

9.B.3.G Understands the benefits of bilingualism and the special needs of young English language learners, building on the home language systems that children have already developed.

9.B.4 Understanding of oral, pictorial, gestural, and aural communication.

9.B.4.A Understands that gesture, speaking and listening are developmental processes.

9.B.4.B Understands how infants and young children develop the multiple modes of communication necessary for successful social interaction, including gestural, speaking and listening skills.

9.B.4.C Understands the interrelationship between gesture, speaking and listening.

9.B.4.D Understands the role of metacognition in use of gesture, listening and speaking, and peripheral participation in communication.

9.B.5 Understanding of reading processes.

9.B.5.A Understands the development as precursors of reading, such as imitation of vocalizations and sounds, vocalization of familiar words when read to, and language play (rhyming games and songs).

9.B.5.B Understands the interrelationships of reading and writing.

9.B.5.C Understands the role of metacognition in reading and writing.

9.B.5.D Understands the essential components of reading (phonics, word recognition, fluency, vocabulary, comprehension).

9.B.5.E Understands the instructional progression of concepts of print (e.g., holding a book, understanding that print carries meaning, directionality, tracking of print, letter representation, word, and sentence).

9.B.5.F Demonstrate knowledge of phonemic awareness (e.g., segmentation, blending, substitution); phonics (e.g., sound symbol correspondence, blending, and word families); fluency (e.g., rate, accuracy, prosody); indirect and direct vocabulary instruction (e.g., specific word instruction and word-learning strategies, using resources, word parts, and context clues); comprehension skills and strategies (e.g., monitoring, summarizing, generating and answering questions).

9.B.5.G Demonstrate understanding of the variability in reading levels among children in the same grade and within a child across the essential components of reading.

9.B.5.H Understand the reasons for using, and how to use, a wide range of assessment tools and practices (e.g., individual and group standardized tests, individual and group informal classroom assessments, and technology-based tools).

9.B.5.I Demonstrate understanding of instructional interventions for individuals and flexible groups.

9.B.5.J Understand how to interpret assessment data to plan and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

9.B.6 Knowledge and understanding writing processes.

9.B.6.A Understands how young children develop as writers (e.g., marking, scribbling, imitating letters, use of symbols, dictation, use of motor practice, etc.).

9.B.6.B Understands the writing process, its components (prewriting, drafting, revising, editing, publishing), and its recursive, interactive, and collaborative nature.

9.B.6.C Understands the traits of effective writing (e.g., development of ideas, organization, voice, word choice, sentence structure, and conventions).

9.B.6.D Understands that young children write for different purposes and to different audiences.

9.B.7 Knowledge and understanding of children's literature.

9.B.7.A Reads and understands a broad range of literature (nonfiction and fiction, historical and contemporary), including works representing and authored by a range of cultures and ethnicities globally and within the United States; works written specifically for children and young adult readers; and works providing both male and female representation and authorship).

9.B.7.B Understands how to select and use literature based on the developmental, cultural, and linguistic needs and interests of young children.

9.B.7.C Understands the genres of literature.

9.B.8 Knowledge of media and technology.

9.B.8.A Understands how media and technology influence culture and young children's actions and communication.

9.B.8.B Understands how to integrate the use of technological tools to facilitate literacy development.

9.C Health and Fitness. The candidate understands comprehensive health and fitness education of children from birth through grade three which include the dimensions of wellness, such as physical, emotional, and social well-being contributing to a healthy lifestyle.

9.C.1 Demonstrate general understanding of how learners grow and develop kinesthetically birth through age eight.

9.C.1.A Understand basic motor learning development and progressions through age eight.

9.C.2 Demonstrate general understanding of basic motor skills, rhythms, physical activities, and physical fitness.

9.C.2.A Demonstrate general knowledge of the relationship of motor activity to neurological development.

9.C.2.B Demonstrate basic awareness of sensory needs, appropriate integration, and modifications as needed.

9.C.2.C Apply appropriate instructional cues, prompts, and feedback to facilitate the development of basic motor skills, rhythms, physical activities, and physical fitness.

9.C.3 Understand the effects of health and fitness choices and habits on quality of life.

9.C.3.A Demonstrate basic understanding of the relationship of nutrition to cognitive, physical, and emotional well-being.

9.C.3.B Demonstrate general knowledge of the prevention and management of common illnesses, diseases, and injuries.

9.C.4 Demonstrate basic understanding of safety, legal issues, and risk management related to instructional practice in health and fitness.

9.C.4.A Prepare a safe environment to enhance physical and emotional health in physical activity.

9.C.5 Demonstrate understanding of cultural competence in a comprehensive health and fitness education program.

9.C.6 Demonstrate general understanding of the implications for movement, health and fitness instruction, and development of healthy habits of physical, cognitive, and perceptual exceptionalities.

9.C.6.A Demonstrate ability to access resources for adapting curriculum to individual student needs such as developmentally appropriate motor skills.

9.C.6.B Demonstrate ability to access resources for adapting instruction to the setting such as classroom, gymnasium, and playground.

9.C.7 Demonstrate basic knowledge of current trends in technology in the classroom setting (e.g., pedometers, apps, and active gaming trends).

9.C.8 Demonstrate a basic understanding of the Washington Health and Fitness State Learning Standards.

9.C.8.A Recognize strategies to connect Common Core State Standards into health and fitness.

9.C.8.B Identify resources available on the OSPI health and fitness web site.

9.D Mathematics. Candidates possess a deep understanding of children's development and mathematical and spatial learning.

9.D.1 Understand the developmental progression of mathematical learning from birth to eight with the infancy skills of number sense and spatial perception to early childhood skills of pre-numeracy, such as recognition of shapes, visual matching, counting, knowledge of numbers, visual recognition of numbers, ordering, sorting, classifying, sequencing, creation of two- and three-dimensional objects, creating and expanding repeated reasoning, and spatial rotation.

9.D.2 Understand and apply the fundamental principles, concepts, and procedures related to mathematical problem solving, exploration, and reasoning, including processes and skills related to using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive disposition.

9.D.3 Standards for Mathematical Practices: Demonstrate ability to embed CCSS-M Mathematical Practices in the instructional process to deepen conceptual understanding.

9.D.3.A Make sense of problems and persevere in solving them.

9.D.3.B Reason abstractly and quantitatively.

9.D.3.C Construct viable arguments and critique the reasoning of others.

9.D.3.D Model with mathematics.

- 9.D.3.E Use appropriate tools strategically.
- 9.D.3.F Attend to precision.
- 9.D.3.G Look for and make use of structure.
- 9.D.3.H Look for and express regularity in repeated reasoning.
- 9.D.4 Counting and Cardinality / Number and Operations in Base Ten & Fractions: Demonstrate a conceptual understanding of and procedural facility and application of operations, number systems, and properties.
 - 9.D.4.A Demonstrates understanding of the progression of learning that begins with the base-ten number system, place value, and operations thereof, builds into understanding of and operations with fractions and rational numbers, and extends to understanding of and operations with real numbers.
 - 9.D.4.B Understand and apply ratios, proportional thinking, and other methods for representing and solving mathematical and real world problems.
- 9.D.5 Operations and Algebraic Thinking: Demonstrate a conceptual understanding of and procedural facility with arithmetic properties and their application to algebra concepts.
 - 9.D.5.A Understand and apply properties of mathematical operations, strategies for computing and estimating solutions, and methods for modeling mathematical operations.
 - 9.D.5.B Solve and graphically represent real life and mathematical problems using numerical and algebraic expressions, equations, inequalities, and systems of equations and inequalities.
 - 9.D.5.C Understand the connections between proportional relationships, lines, and linear equations and use them to solve real world and mathematical problems.
- 9.D.6 Measurement and Data: Understand measurement systems and units, concepts related to geometric measurement, and tools and techniques used to solve measurement problems.
 - 9.D.6.A Apply standard units of measurement and estimation.
 - 9.D.6.B Understand processes and skills related to collecting, interpreting, and representing data.
- 9.D.7 Geometry: Demonstrate a conceptual understanding of geometric properties and relationships as they apply to congruence, similarity, and geometric figures.
 - 9.D.7.A Solve real life and mathematical problems involving lines, area, surface area, and volume.
 - 9.D.7.B Classify, visualize, and describe two-dimensional figures and threedimensional objects as well as the relationship among them.
 - 9.D.7.C Apply geometric concepts to model real world situations.
- 9.D.8 Modeling and Technology: Connect mathematics with real life problems through the use of mathematical modeling and technology.
 - 9.D.8.A Construct mathematical models in the content strands (e.g., look at a real life situation and transpose it into a mathematical problem, solve the problem, and interpret the solution in real life.
 - 9.D.8.B Use the appropriate technology available to explore conjectures, visualize, and analyze the mathematics, develop concepts and apply them to a context, and use technology to model in the real world.
- 9.D.9 Mathematics Instructional Methodology: Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

9.D.9.A Select, use, and determine suitability of the available mathematics curricula, teaching materials, and other resources including manipulatives for the learning of mathematics for all students.

9.D.9.B Demonstrate ability to present mathematical concepts using multiple representations (e.g., numerical, graphical, analytical, and contextual).

9.D.9.C Demonstrate the ability to guide student discourse in mathematical problem solving, argumentation (creation and critiquing), literacy, and in-depth conceptual understanding.

9.D.9.D Demonstrate knowledge of learning progressions, including conceptual and procedural milestones and common misconceptions, within each content domain and connections to instruction.

9.D.9.D.1 Demonstrate knowledge of major, supporting, and additional clusters for each grade level.

9.D.9.D.2 Demonstrate an understanding of the concept of mathematical rigor including conceptual understanding, procedural skill and fluency, and application.

9.D.9.D.3 Demonstrate an understanding of coherent connections within clusters at a grade level and the progression from grade level to grade level that builds on previous learning.

9.D.9.E Engage in developmentally and culturally responsive teaching of mathematics that minimizes power and status issues, nurtures a positive mathematics disposition, and utilizes students' cultural funds of knowledge and experiences as resources for lessons.

9.E Science. The candidate works with their students to build the interrelationships among science, technology, engineering, mathematics (STEM), and society; by applying fundamental concepts related to Disciplinary Core Ideas (earth and space science, the life sciences, physical sciences, and engineering design); and promotes the scientific abilities of all children (Appendix D, All Standards, All Students) from birth through eight as they acquire new knowledge through the use of Crosscutting Concepts and Science and Engineering Practices in the Next Generation Science Standards (NGSS).

9.E.1 Applies the developmental and social foundations of learning (birth through eight), specifically as they relate to science and engineering practices, mathematical thinking, and language.

9.E.2 Uses the Crosscutting Concepts as an organizational framework for connecting core ideas across the earth and space sciences, the life sciences, physical sciences, and engineering design.

9.E.2.A Patterns.

9.E.2.B Cause and effect.

9.E.2.C Scale, proportion, and quantity.

9.E.2.D Systems and systems models.

9.E.2.E Energy and matter; flows, cycles, and conservation.

9.E.2.F Structure and function.

9.E.2.G Stability and change.

9.E.3 Demonstrates knowledge of and be able to model with grade-/age-appropriate, hands-on experiences the Science and Engineering Practices to help all students (All Standards, All Students) understand the Crosscutting Concepts and Disciplinary Core Ideas of science and the relationship between engineering and science in Engineering Design in the NGSS.

9.E.4 Engages students in Science and Engineering Practices to facilitate learning the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.

9.E.4.A Asking questions (for science) and defining problems (for engineering). 9.E.4.B Developing and using models.

9.E.4.C Planning and carrying out investigations.

9.E.4.D Analyzing and interpreting data.

9.E.4.E Using mathematics and computational thinking.

9.E.4.F Constructing explanations (for science) and designing solutions (for engineering).

9.E.4.G Engaging in argument from evidence.

9.E.4.H Obtaining, evaluating, and communicating information.

9.E.5 Engages in instruction that integrates Disciplinary Core Ideas in Appendix E with Crosscutting Concepts in Appendix G and Science and Engineering Practices in Appendix Fin the NGSS. 9.E.6 Designs instruction that targets grade level standards and reflects the learning progressions identified in the NGSS.

9.E.7 Understands and integrates the use of appropriate tools, including technological tools e.g., e-tools and interactive science notebooks.

9.E.8 Develops knowledge of and applies safety precautions and procedures relative to science investigations e.g., student eye protection, safe storage of chemicals, and equipment care and maintenance. Demonstrates responsible use and disposal of live organisms according to Washington State law.

9.E.9 Develops an understanding of how science, technology, engineering, and mathematics (STEM) disciplines are interrelated to each other, society, the workplace, and the environment in Appendix J, Science, Technology, Society and the Environment of the NGSS; and how they promote equitable learning opportunities for all students in Appendix D, All Standards, All Students in the NGSS.

9.E.10 Knows and understands the interactions between culture and science, and the contributions of diverse individuals to the development of science and technology, and how science and technology have affected individuals, cultures, and societies throughout human history in Appendix H, Nature of Science in the NGSS.

9.F Social Studies. The candidate understands the interrelationships among the social sciences; uses historical, geographical, economic, and political concepts and modes of inquiry; and promotes the abilities of children from birth through grade three as they begin to experience, think about, and make informed decisions as members of a culturally diverse democratic society and interdependent world.

9.F.1 Developmental Foundations: Understands the developmental foundations of social studies learning (birth through eight), including differentiation of past, present, and future, awareness of family characteristics and functions, interdependence of individuals, families, neighborhoods, and communities, awareness of their own and others' culture.

9.F.2 Social Studies and Development: Understands the ways that social studies impacts and interacts with learning and development.

9.F.3 Civics: Establishes a framework for thoughtful and reflective participatory citizenship and civic decision-making by an understanding of government, law, and politics.

- 9.F.3.A Key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and Bill of Rights.
- 9.F.3.B The purposes, functions, and organization of governments and laws, such as local government (mayors, city councils, school boards) and how and why state, tribal, and federal governments make, interpret, and enforce rules and laws.
- 9.F.3.C The rights and responsibilities of thoughtful participatory citizenship and civic involvement.
- 9.F.3.D The nature, functions, and organization of families, neighborhoods and communities.
- 9.F.4 Economics: Comprehends economic concepts and systems and the interactions among economy and individuals, households, businesses, governments, and societies.
- 9.F.4.A The need to make choices among wants and needs and evaluate the outcomes of those choices, as embodied in concepts such as scarcity, decisionmaking, opportunity costs, factors, productive resource, values and beliefs.
- 9.F.4.B Supply and demand, prices, profits, incentives, specialization and trade and globalization.
- 9.F.4.C How the government affects the economy through taxation.
- 9.F.4.D The economic issues and problems that all societies face, such sustainability and the distribution of wealth.
- 9.F.5 Geography: Comprehends how geographic features and human cultures shape and impact environments.
- 9.F.5.A The physical characteristics, cultural characteristics and location of places and regions, including patterns of human settlements.
- 9.F.5.B The use of maps/geographic tools.
- 9.F.5.C The interactions among humans, cultures, environments and global interdependence.
- 9.F.6 History: Comprehends how neighborhoods, communities, and societies have changed over time.
- 9.F.7 Pedagogy to Operationalize the Social Studies and Promote Civic Behaviors: Exhibit necessary social studies-specific pedagogical skills.
- 9.F.7.A Demonstrate the skills to break down social studies concepts for the developmental level of elementary students (e.g., making abstract concepts concrete, examples, use of students' funds of knowledge).
- 9.F.7.B Facilitate a variety of classroom discussion formats.
- 9.F.7.C Model and create classroom environments where students practice skills of inquiry.
- 9.F.7.C.1 Listening to multiple perspectives.
- 9.F.7.C.2 Developing questions and planning investigations.
- 9.F.7.C.3 Applying disciplinary concepts and tools.
- 9.F.7.C.4 Evaluating sources and using evidence.
- 9.F.7.C.5 Communicating conclusions (stating a position supported by evidence).
- 9.F.7.C.6 Taking informed action (participating in and following a discussion).
- 9.F.7.D Employ decision-making processes used in a democratic society.
- 9.F.7.D.1 Modeling, teaching, and leading student reflection on democratic decision-making processes.
- 9.F.7.D.2 Teaching the variety of decision-making strategies used in governments and businesses.
- 9.F.7.E Invite students into the process of civic engagement.

- 9.F.7.E.1 Demonstrating a variety of community involvement skills to enhance social studies instruction.
- 9.F.7.E.2 Involving students as active citizens in community.
- 9.F.7.E.3 Involving the community in civic engagement with students.
- 9.F.7.E.4 Integrating the resources of the community.
- 9.F.7.F Access and develop classroom-based assessments to monitor and assess social studies content knowledge and civic behaviors.
- 9.F.7.G Engage students in activities on global issues (e.g., sustainability, climate, conflict, economic patterns, global health, cause and effect, etc.).

ECSE Endorsement Competencies- Grades P-3

1.0 Common Core: Knowledge of Foundations of Special Education

- 1.1 Models, theories, philosophies, and regulatory history that form the basis for special education early childhood practice
- 1.2 Issues in definition and identification of infants and young children with disabilities, including those from culturally and linguistically diverse backgrounds
- 1.3 Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services
- 1.4 Rights, responsibilities, and advocacy related to infants and young children with disabilities and their families
- 1.5 Definitions and issues related to the identification of individuals with disabilities.
- 1.6 The legal, judicial, health, and educational systems to assist infants and young children with disabilities and their families.
- 1.7 Laws and policies related to provision of specialized health care in educational settings
- 1.8 Factors that influence the over-representation and under-representation of culturally/linguistically diverse students in programs for young children with disabilities
- 1.9 Federal and state legislation that affects children, families, and programs for young children with disabilities
- 1.10 Roles of families, school and community personnel, and individuals with disabilities in identifying, assessing, and providing services to individuals with disabilities

2.0 Common Core: Knowledge of Characteristics Of Learners

- 2.1 Typical and atypical early childhood growth and development
 - Similarities and differences of infants and young children with and without disabilities
 - Developmental and educational implications of characteristics of various disabilities including social, emotional, academic, and behavioral implications
 - Effects a disability(ies) can have on the development of infants and young children and their family
- 2.2 Unique needs of infants and young children who are severely involved or such as positioning, handling, nutrition, feeding, and toileting
- 2.3 Impact of a disability on infants and young children, families and society

- 2.4 Family/community education programs that provide information and resources concerning infants and young children with disabilities
- 2.5 Etiologies and medical aspects of conditions affecting infants and young children with disabilities
- 2.6 Strategies for collaborating with families of and service providers to infants and young children who are chronically or terminally ill
- 2.7 Types and transmission routes of infectious disease associated with disabilities during pregnancy and early childhood

3.0 Common Core: Knowledge of Assessment, Diagnosis, and Evaluation

- 3.1 Basic terminology used in assessment of infants and young children with disabilities and family needs and resources
- 3.2 Legal provisions and ethical principles regarding assessment of infants and young children and family needs and resources
- 3.3 Evaluation related to child-find screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, and extended school year and transition procedures
- 3.4 Appropriateness of various instruments and procedures for assessing infants and young children with disabilities including children who are culturally and linguistically diverse and family needs and resources
- 3.5 Impact of age and development on assessment procedures
- 3.6 Accommodations, modifications, technology and alternatives and when to apply each in classroom, district, and state testing
- 3.7 Curriculum based assessment
- 3.8 Knowledge of reliable assessment methods and developmentally appropriate responses of infants and young children

4.0 Common Core: Knowledge of Planning, Content and Practice

- 4.1 Individualized Education Plan (IEP) and (IFSP) Individual Family Service Plan components, development, implementation, and review process
- 4.2 Characteristics and demands of the continuum of service options and the least restrictive environment
- 4.3 Accommodations, modifications, and alternatives and when to apply each in instruction
- 4.4 Research-based methods for increasing positive impact on early literacy and early mathematics
- 4.5 Research-based methods for increasing early learning in adaptive, social, emotional, behavioral, cognitive, communication, and independent living skills
- 4.6 Pre-referral prevention and intervention strategies including all levels of response to intervention
- 4.7 Strategies for integrating learning opportunities in daily routines and planned activities
- 4.8 Research-based best practices for effective management of teaching and learning in individual, small group and large group settings

- 4.9 Theories and research that form the basis of early childhood special education curriculum and instruction
- 4.10 Roles and responsibilities, of the early childhood special education teacher, Para educator, and other team members
- 4.11 Strategies for appropriate program and instructional supervision and training including management of classroom volunteers, Para educators, and peer tutors
- 4.12 Strategies for coordination of learning programs for general education and special education staff to meet students' needs
- 4.13 Universal precautions for health and safety

5.0 Common Core: Knowledge of Managing Student Behavior and Social Interaction Skills

- 5.1 Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, discipline and aversive intervention for infants and young children
- 5.2 Responsibilities regarding and procedures for Functional Behavior Assessment, manifestation, determination, and behavior intervention planning for infants and young children
- 5.3 Strategies for increasing acceptance and inclusion of infants and young children with disabilities
- 5.4 Social skills needed for early childhood/special education environments
- 5.5 Strategies for crisis prevention and de-escalation of aggressive behavior for infants and young children

6.0 Common Core: Skills and Instructional Methodology Foundations of Special Education

- 6.1.1 Articulate personal philosophy of early childhood special education
- 6.1.2 Know, use and comply with WACs in the design and implementation of early intervention, special education and related services
- 6.1.3 Identify similarities and differences of major provisions of Part B and Part C of IDEA
- 6.1.4 Apply theory and knowledge of family dynamics, roles, and relationships in interactions with families and communities
- 6.1.5 Collaborate with local, community, state and federal personnel to provide services to infants and young children with disabilities
- 6.2.1 Access information, support, and resources on early development and disabilities such as health and safety, challenging behaviors, nutrition, and learning
- 6.2.2 Communicate with school personnel, families and community members about the characteristics and needs of infants and young children with disabilities
- 6.2.3 Observe and record the behaviors of infants and young children who are taking medications and share data/observations with family and other professionals when appropriate
- 6.2.4 Use current information on assessment, evaluation, and development of infants and young children to inform instructional practice
- 6.2.5 Recognize characteristics common to disability areas identified in WACs
- 6.2.6 Select, adapt and use instruction strategies and materials according to characteristics of infants and young children including social, emotional, adaptive, cognitive, academic and behavioral

- 6.2.7 Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity including language differences
- 6.2.8 Identify pre-, peri-, and postnatal development and factors such as biological conditions and environmental conditions that affect children's development and learning
- 6.2.9 Identify aspects of medical care for premature, low birth weight, and other medically fragile babies including methods used in the care of young children dependent upon technology and implications of medical conditions on child development and family resources, concerns, and priorities
- Assessment Diagnosis and Evaluation
- 6.3.1 Collaborate with families, related service personnel and others in assessment of infants and young children with disabilities
- 6.3.2 Maintain confidential communication and documentation about infants and young children with disabilities
- 6.3.3 Use comprehensive assessment procedures □ Include families and service providers to gather relevant background information □ Develop and administer objective informal assessments and observation Select and use a variety of formal assessments including functional behavioral assessment to make decisions about the infants and young children learning and development □ Interpret information from formal and informal assessments including psychometric properties such as reliability and validity
- 6.3.4 Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services for infants and young children and their family
- 6.3.5 Use performance data and information from all team members to inform and evaluate effectiveness of interventions in early learning environments
- 6.3.6 Select, adapt and modify individualized assessment strategies including accommodations, technology and alternative assessment for infants and young children
- 6.3.7 Use technology to implement progress monitoring and use of data to develop and modify instructional plans
- 6.3.8 Develop and implement transition services.
- 6.3.9 Use documentation of response to intervention (RTI) to inform eligibility determination decisions and specially designed instruction
- 6.3.10 Communicate and integrate assessment and ongoing evaluation results from others in eligibility decisions, the development and implementation of the Individual Educational Program (IEP) and Individual Family Service Plan (IFSP)
- 6.3.11 Collaborate in the assessment of infants and young children's cognitive, social-emotional, behavioral, sensory, motor, communication, and adaptive domains
- 6.3.12 Assist in identifying family resources, priorities, and concerns in relation to their child's development
- Planning, Content and Practice
- 6.4.1 Create a safe, equitable, positive, and supportive learning environment for infants and young children
- 6.4.2 Develop and select instructional content, resources, and strategies that are aligned with the IEP or IFSP goals and respond to cultural, and linguistic differences
- 6.4.3 Develop, implement, and monitor comprehensive, IFSP/IEPs in collaboration with team members, families, and as appropriate, infants and young children
- 6.4.4 Evaluate the need for assistive technologies and incorporate when appropriate

- 6.4.5 Develop, implement, and monitor IEPs, IFSPs, and lesson plans which align with general curriculum including state learning goals, EALRs, GLEs and Early childhood learning benchmarks
- 6.4.6 Use and model research-based strategies and interventions to facilitate inclusion within a continuum of service including appropriate accommodations, curriculum modifications, and alternatives
- 6.4.7 Collaborate and communicate with school personnel, family and community members to include and accommodate infants and young children with disabilities into various settings
- 6.4.8 Use research-based strategies to develop early literacy and early mathematical skills.
- 6.4.9 Use research-based strategies for increasing early learning in adaptive, social, emotional, behavioral, cognitive, communication, and independent living skills
- 6.4.10 Use task analysis to prepare lesson plans based on educational needs that are directly connected to measurable components of the IFSP or IEP
- 6.4.11 Plan for the integration of related services' goals into early intervention educational program
- 6.4.12 Sequence, implement, and evaluate individual learning outcomes, including the appropriate use of the EALRs and GLEs
- 6.4.13 Use research-based strategies for facilitating maintenance and generalization of skills across early intervention and early childhood environments
- 6.4.14 Use instructional time to positively impact infants and young children's development and learning by designing and managing effective daily routines
- 6.4.15 Use strategies, including collaboration with families and other agencies to facilitate all transitions for infants and young children with disabilities.
- early intervention to preschool
 - preschool to elementary
 - individualized alternative settings to school
 - extended school year to and from general education
- 6.4.16 Direct, observe, and provide feedback to Para educators, classroom volunteers and peer tutors
- 6.4.17 Prepare lesson plans, organize materials, and monitor implementation of early intervention services and specially designed instruction for self, Para educators, and general educators
- 6.4.18 Design and/or provide instruction in a variety of settings including school and community based
- 6.4.19 Integrate developmentally appropriate and individually appropriate instruction of skills
- 6.4.20 Support and facilitate family and child interactions for early learning and development
- 6.4.21 Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP Managing Student Behavior and Social Interaction Skills
- 6.5.1 Use the least intrusive behavior management strategy consistent with the needs of the young child
- 6.5.2 Modify instructional approaches and the learning environment to manage behaviors
- 6.5.3 Select and implement research-based strategies of behavioral support and management for infants and young children with disabilities Professionalism and Ethical Practice
- 6.6.1 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with Council for Exceptional Children Code of Ethics

6.6.2 Access professional organizations and publications (printed/electronic) that support infants and young children with disabilities, their families, and colleagues

6.6.3 Conduct professional activities in compliance with applicable Early Childhood Special Education laws and policies/regulations

Appendix K: Program Accreditation Standards – CAEP Standards

Program Accreditation Standards-CAEP Standards

1: **CONTENT AND PEDAGOGICAL KNOWLEDGE:** The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career readiness standards.

Standard 2: **CLINICAL PARTNERSHIPS AND PRACTICE:** The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: **CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY:** The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4: **PROGRAM IMPACT:** The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: **PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT:** The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Pierce College Fort Steilacoom: Program Proposal Bachelor of Applied Science in Teaching

Program Accreditation Standards-NAEYC NAEYC Standards

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS: Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They a) know about, understand, and value the importance and complex characteristics of children's families and communities. They use this

understanding to b) create respectful, reciprocal relationships that support and empower families, and c) to involve all families in their children's development and learning.

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES: Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES: Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They a) understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates b, c) know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and d) positively influence each child's development and learning.

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM: Candidates prepared in early childhood degree programs a) use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They b) know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates c) use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

STANDARD 6. BECOMING A PROFESSIONAL: Candidates prepared in early childhood degree programs a) identify and conduct themselves as members of the early childhood profession. They b) know and use ethical guidelines and other professional standards related to early childhood practice. They c) are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that d) integrate knowledge from a variety of sources. They are e) informed advocates for sound educational practices and policies.

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES: Candidates have field experiences and clinical practice in a) at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in b) the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Appendix L: National Evaluation Series™ (NES) Framework



National Evaluation Series™
The Advanced System for Educator Certification

EARLY CHILDHOOD EDUCATION

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Child Development and Learning	0001–0003	21%
II.	Language and Literacy Development	0004–0007	29%
III.	Learning Across the Curriculum	0008–0012	36%
IV.	Professional Relationships and Responsibilities	0013–0014	14%

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I. CHILD DEVELOPMENT AND LEARNING

0001 Understand early childhood development from birth through age 8 and factors that influence young children's development and learning.

- ▶ Demonstrate knowledge of theoretical foundations and current scientifically based research regarding the development and learning of children from birth through age 8.
- ▶ Recognize characteristics, progressions, and variations of development in the physical, cognitive, social, emotional, language, sensory, and aesthetic domains and the interrelationships between the various domains.
- ▶ Demonstrate knowledge of appropriate procedures for meeting the health, nutrition, and safety needs of infants, toddlers, and children through age 8.
- ▶ Demonstrate knowledge of exceptionalities and health conditions and their implications on development, safety, and learning.
- ▶ Recognize the role of play in development and learning.
- ▶ Demonstrate knowledge of factors (e.g., family, culture, community) that influence young children's development and learning and how these factors interact with one another.
- ▶ Analyze potential influences of early childhood programs on short- and long-term outcomes for children.

0002 Understand the goals, benefits, types, and uses of assessment.

- ▶ Recognize types, characteristics, goals, uses, and limitations of various formal and informal assessments and their applications in early childhood programs.
- ▶ Apply knowledge of considerations and strategies for selecting, designing, adapting, and modifying assessments in given situations.
- ▶ Apply knowledge of strategies, procedures, and tools for administering assessments and documenting outcomes.
- ▶ Apply knowledge of the interpretation of assessment results and the use of that information to differentiate instruction and to guide practice.
- ▶ Demonstrate knowledge of the rationales and strategies for involving families and other professionals in the assessment, application, and referral processes.
- ▶ Recognize legal and ethical issues related to assessment and responsible assessment practices.

0003 Understand how to create positive indoor and outdoor learning environments for children from birth through age 8.

- ▶ Apply knowledge of the development, characteristics, and needs of young children to create learning environments that are safe and healthy and that promote children's sense of security and independence.
- ▶ Demonstrate knowledge of strategies for creating learning environments that reflect respect for children as individuals and that are respectful of their cultural, family, and community contexts.
- ▶ Apply knowledge of the development, characteristics, and needs of young children to create supportive and challenging learning environments that promote children's sense of competence and motivation to learn.
- ▶ Apply knowledge of how to develop curricula that build on children's individual interests and prior knowledge, respond to children's needs, and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
- ▶ Apply knowledge of how to select appropriate learning resources and materials, including technology, and how to set up the physical environment to meet the needs of all children, including those with exceptionalities.
- ▶ Demonstrate knowledge of the continuum of teaching strategies—from child-initiated to teacher-directed learning—for promoting children's learning, ways to capitalize on incidental and spontaneous opportunities for teaching, and ways of using the environment, daily routines, and personal and social interactions to teach young children.
- ▶ Apply knowledge of how to manage the learning environment by creating schedules and routines, facilitating transitions, and addressing behaviors through scientifically valid, research-based guidance strategies.

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II. LANGUAGE AND LITERACY DEVELOPMENT

0004 Understand oral language development and how to promote listening and speaking skills in children from birth through age 8.

- ▶ Apply knowledge of language development, factors that affect language development, and indicators that a child may be experiencing difficulties or demonstrating exceptional abilities in language development.
- ▶ Apply knowledge of developmentally appropriate strategies for fostering the ability to listen and speak for various purposes (e.g., expressing needs, interacting with others, responding to experiences, developing concepts).
- ▶ Demonstrate knowledge of the relationships between listening, speaking, reading, and writing and of strategies for building on children's oral language to lay the foundations for formal reading and writing instruction.
- ▶ Demonstrate knowledge of the influence of a home language other than standard English on oral language development and of strategies for using English language learners' linguistic and cultural backgrounds to promote their listening and speaking skills.
- ▶ Demonstrate knowledge of how to infuse opportunities for meaningful language and communication into all areas of the early childhood curriculum.

0005 Understand the foundations of literacy development in children from birth through age 8.

- ▶ Demonstrate knowledge of literacy development, factors that affect the development of reading skills, and indicators that a child may be experiencing difficulties or demonstrating exceptional abilities in reading.
- ▶ Apply knowledge of the role of phonological and phonemic awareness in early reading development, methods of assessing phonological and phonemic awareness, and strategies for fostering the development of phonological and phonemic awareness.
- ▶ Demonstrate knowledge of concepts about print, ways to assess children's understanding of concepts about print, and strategies and resources for promoting understanding in this area.
- ▶ Demonstrate knowledge of the alphabetic principle and its significance for reading, ways to assess children's understanding of the alphabetic principle, and strategies for promoting skills and understanding in this area.
- ▶ Demonstrate knowledge of spelling development and its relationship to reading, stages of spelling development, ways to evaluate children's spelling development, and strategies and resources for promoting spelling skills.
- ▶ Apply knowledge of approaches for integrating literacy with other areas of the curriculum and with everyday activities.
- ▶ Demonstrate knowledge of the rationales and strategies for involving families and other professionals in literacy development.

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0006 Understand instruction in reading and reading comprehension for children from birth through age 8.

- ▶ Demonstrate knowledge of phonics and its role in decoding, ways to assess children's phonics skills, and strategies for promoting the development of phonics skills.
- ▶ Demonstrate knowledge of word identification strategies other than phonics (e.g., syllabication, morphology, context cues), ways to assess children's use of word identification strategies, and strategies for promoting word identification skills.
- ▶ Demonstrate knowledge of the role of sight words in reading, ways to assess children's mastery of common irregular sight words, and strategies for promoting sight word recognition.
- ▶ Demonstrate knowledge of the role of fluency in reading comprehension, ways to assess children's reading fluency, and strategies for promoting reading fluency.
- ▶ Demonstrate knowledge of the role of vocabulary development in reading, ways to assess children's vocabulary development, and strategies for promoting vocabulary development.
- ▶ Demonstrate knowledge of various comprehension strategies (e.g., previewing, self-monitoring, self-correcting, rereading), factors that affect reading comprehension, ways to assess children's use of comprehension strategies, and strategies and resources for promoting skills in this area.
- ▶ Demonstrate knowledge of strategies for promoting children's ability to locate, organize, and use information from various sources for purposes such as answering questions, solving problems, communicating ideas, and making connections.
- ▶ Demonstrate knowledge of strategies for promoting children's literary response and analysis and for motivating children to read independently.

0007 Understand writing processes and strategies for developing children's writing competence.

- ▶ Demonstrate knowledge of children's writing development, factors that influence the development of writing skills (e.g., phonemic awareness, fine-motor skills), and indicators that a child may be experiencing difficulties in written language development.
- ▶ Apply knowledge of strategies and resources for promoting children's development and application of skills for communicating through writing (e.g., writing in various formats and for various purposes, applying conventions of standard English, using effective writing processes).
- ▶ Demonstrate knowledge of strategies for integrating writing instruction with the other language arts and other content areas.
- ▶ Demonstrate knowledge of how having a home language other than standard English may affect writing development and instruction and how to use children's linguistic and cultural backgrounds to promote writing competence.

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III. LEARNING ACROSS THE CURRICULUM

0008 Understand music, drama, creative movement, dance, and visual arts and how to facilitate arts learning for children from birth through age 8.

- ▶ Demonstrate knowledge of the elements, characteristics, tools, technologies, and materials of music and approaches for creating developmentally meaningful music experiences.
- ▶ Demonstrate knowledge of the elements, characteristics, tools, technologies, and materials of drama, creative movement, and dance and approaches for creating developmentally meaningful drama, creative movement, and dance experiences.
- ▶ Demonstrate knowledge of the elements, characteristics, tools, technologies, and materials of the visual arts and approaches for creating developmentally meaningful art experiences.
- ▶ Recognize connections between the arts and effective approaches for integrating the arts with other areas of the curriculum and with everyday activities.

0009 Understand health, safety, and physical activity and how to facilitate learning about health and safety and participation in physical activities for children from birth through age 8.

- ▶ Demonstrate knowledge of basic principles and practices of personal, interpersonal, and community health and safety relevant to children.
- ▶ Apply knowledge of strategies and procedures for promoting children's health and safety in the learning environment and strategies for promoting understanding and application of health and safety principles and practices.
- ▶ Demonstrate knowledge of various types of age-appropriate and developmentally appropriate motor skills and physical activities; indicators that a child may be experiencing difficulties in motor skills development; and skills, techniques, and safety practices for leading children in a variety of physical activities.
- ▶ Apply knowledge of how to plan activities for children, including integrating health and safety principles and physical activities with other areas of the curriculum and with everyday activities; strategies for modifying activities to address individual needs; and strategies for promoting social skills, confidence, and enjoyment of movement.

0010 Understand mathematical concepts, processes, and skills and how to facilitate mathematical learning for children from birth through age 8.

- ▶ Demonstrate knowledge of basic concepts, processes, and skills related to the various areas of mathematics (e.g., number sense, operations, algebra, geometry, measurement, data analysis, probability).
- ▶ Identify characteristics of and processes in children's mathematical development and indicators that a child may be experiencing difficulties or demonstrating exceptional abilities in mathematics.
- ▶ Apply knowledge of approaches for determining children's current mathematical knowledge, identifying their individual needs, and providing instruction that follows a logical progression, builds on previous learning, challenges children appropriately, and is well integrated across grades and developmental levels.
- ▶ Demonstrate knowledge of developmentally appropriate learning experiences and resources, including technology, for promoting children's understanding of basic concepts and acquisition of mathematical skills, knowledge, and vocabulary.
- ▶ Apply knowledge of approaches for integrating mathematical content with other areas of the curriculum and with everyday activities.

0011 Understand social studies concepts and skills and how to facilitate social studies learning for children from birth through age 8.

- ▶ Demonstrate knowledge of basic concepts of culture, geography, U.S. and world history, economics, and civics for children and the relationships between the areas of social studies.
- ▶ Demonstrate knowledge of processes, skills, technologies, and resources used in exploring and understanding social studies content and phenomena.
- ▶ Demonstrate knowledge of developmentally appropriate learning experiences and resources for promoting children's understanding of basic social studies concepts and acquisition of social studies skills, knowledge, and vocabulary.
- ▶ Apply knowledge of approaches for integrating social studies content with other areas of the curriculum and with everyday activities.
- ▶ Demonstrate knowledge of human diversity and of strategies for promoting children's appreciation and understanding of and respect for all people.

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0012 Understand science concepts and skills and how to facilitate science learning for children from birth through age 8.

- ▶ Demonstrate knowledge of basic concepts of the life sciences, physical sciences, and Earth and space sciences for children.
- ▶ Demonstrate knowledge of processes, skills, technologies, and resources used in exploring and understanding science content and phenomena.
- ▶ Demonstrate knowledge of developmentally appropriate learning experiences and resources for promoting children's understanding of basic concepts and acquisition of science skills, knowledge, and vocabulary.
- ▶ Apply knowledge of approaches for integrating science content with other areas of the curriculum and with everyday activities.

IV. PROFESSIONAL RELATIONSHIPS AND RESPONSIBILITIES**0013 Understand strategies for building positive, collaborative relationships with children's families, other professionals, and community agencies and organizations.**

- ▶ Demonstrate knowledge of the roles of parents/guardians as primary caregivers and informal teachers of children, of factors in the home and community that may affect children's development and learning, and of strategies for working collaboratively with all families.
- ▶ Apply knowledge of family dynamics and its implications for building positive and supportive relationships with children and their families.
- ▶ Apply knowledge of strategies for initiating and sustaining communication with families to promote children's development and learning and for providing families with information, support, and referrals.
- ▶ Demonstrate knowledge of strategies for creating meaningful, respectful, and reciprocal relationships with all families and for engaging families' and communities' active participation in promoting children's development and learning.
- ▶ Demonstrate knowledge of the roles of other professionals, community agencies, and organizations that provide services to young children and their families and of strategies for working effectively with such entities.
- ▶ Demonstrate knowledge of strategies for building collaborative partnerships with colleagues, supervisors, support staff, and administrators.

0014 Understand the roles and responsibilities of early childhood educators.

- ▶ Demonstrate knowledge of the historical and philosophical foundations of early childhood education and their influence on practices in the field.
- ▶ Recognize the roles and responsibilities of early childhood educators (e.g., promoting children's learning; advocating for children, families, and early childhood programs; reporting suspected abuse and/or neglect).
- ▶ Demonstrate awareness of current issues and trends in programs and services for young children and their significance for early childhood professionals.
- ▶ Demonstrate knowledge of major laws, regulations, guidelines, and ethical standards related to early childhood education.
- ▶ Demonstrate knowledge of the responsibilities and requirements of early childhood educators regarding the development of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- ▶ Demonstrate knowledge of strategies for engaging in ongoing professional development and personal reflection, including developing, implementing, and evaluating professional development plans.
- ▶ Demonstrate knowledge of organizations, publications, and other resources relevant to the field of early childhood education.
- ▶ Demonstrate knowledge of the roles and responsibilities of early childhood educators in regard to organizational skills (e.g., time management; record keeping; stress reduction; and developing, implementing, and evaluating lesson plans).

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Appendix M: Course Outline/Master Syllabi for Pacific NW History

Below is the Course Outline for Pacific NW History, which shows the Native American History curriculum is integrated into this course.

COURSE: HIST &214
REVISION DATE: 4/13/15

COURSE OUTLINE

Please check the appropriate category for the level of revision:

- ROUTINE**
 MAJOR
 NEW COURSE

Department History Number: &214 Credits: 5

Title: Pacific NW History

Abbreviated Title (20 Characters): Pacific NW Hist

Weekly Student Contact Hours x 10-Week Quarter: 50
Typically: 5 hours per week
Lecture Hours Per Quarter: 50
Non-Lecture Hours Quarter: 0
 Lab
 Clinic
 Other
Total Hours Per Quarter (lecture and non-lecture): 50

Intended Use of the Course:

- A. Not Intended for Transfer, Typically Numbered Below 100
- B. Intended for Transfer as Distribution: *(please mark one of the following):*
- | | |
|--|---|
| <input type="checkbox"/> Writing Skills | <input checked="" type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Quantitative Skills | <input type="checkbox"/> Non-lab Natural Science |
| <input type="checkbox"/> Lab Natural Science | <input type="checkbox"/> Humanities w/o Performance |
| <input type="checkbox"/> Humanities with Performance | |
- C. Elective
- D. Restricted Elective – Courses numbered 100 or higher that do not normally transfer to baccalaureate institutions.

Course catalog description:

Survey of the historical, economic and political developments of the Pacific Northwest region. Course meets Washington state requirements for certification of teachers.

Prerequisites: None

Name of Originator: Dustin Clark

Date: 4/13/15

Signature of Administrator: _____

Date: _____

COURSE OBJECTIVES

I. Student Learning Outcomes

STUDENT LEARNING OUTCOMES			
1. Problem Solving:	A. Critical Thinking B. Creative Thinking C. Quantitative Reasoning D. Qualitative Reasoning	3. Social Interaction:	A. Collaboration B. Ethical Conduct C. Professional Conduct D. Cultural Diversity
2. Communication:	A. Oral Expression B. Written Expression C. Artistic Expression	4. Inquiry:	A. Information Literacy B. Research C. Documentation

No.	Upon completion of this course, successful students will (be able to):	Categories
1	Learn critical thinking skills through reading and analyzing historical texts, literature, and sources.	1A, 4A,B
2	Become familiar with the methods, terminology, and perspectives that historians use to approach the study of history	1A,D, 4A
3	Demonstrate knowledge of important historical events, movements, ideas, and concepts.	2A,B, 4A
4	Express and defend historical positions based upon primary or secondary research.	1A,D, 2A,B, 4A,B
5	Show an understanding of the diversity of historical experiences within time periods and regions.	1D, 2A,B, 3D

II. List core topics of this course.

Prehistoric Human Migrations
Prehistoric Cultures
Coastal Indian Tribes and Culture
Plateau Indian Tribes and Culture
The Exploration Era
The Fur Trade Era
The Missionary Era
American expansion and Imperialism
Territorial Government
Treaty and Reservation System
Indian Conflicts
Economic Development
Immigration
The Asian-American Immigration Story
Statehood
The Progressive Era
Impact of World War I

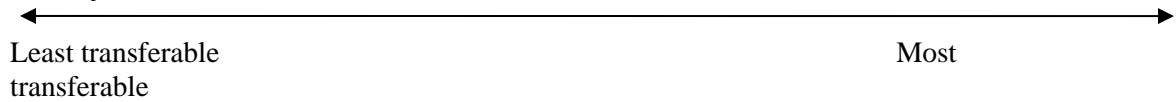
The Great Depression
 The New Deal in the PNW
 The Oakie Migration
 World War II
 Japanese Internment
 Bracero Program
 Impact of the Cold War
 The Civil Rights Movements of the PNW
 Contemporary Movements in Washington

III. Text and Reference Materials:

An appropriate text will be selected by the instructor and approved by a full-time faculty member.

IV. Special Equipment, Supplies and/or Materials Required: None

V. Transferability:



	RESTRICTED CREDIT (as defined by DTA and ICRC)	GER (General Education Requirement) with our degree; Generally does not transfer unless with DTA completed)	GTC (General Transfer Credit) Transfers w/ or w/o the degree; Generally transfers as credit without completing DTA but only as XX or no specific equivalent course	COURSE EQUIVALENT (please list equivalent course descriptor/ number) Transfers w/or w/o degree because it has specific course equivalent
Eastern WU			X	
Central WU		X		
WSU			X	
Western WU			X	HIST 2XX
UW			X	HISTAA 2XX

VI. Lab Fees: Course already has an existing Lab Fee: YES NO
 This is a **NEW** course and needs to establish a Lab Fee: YES NO
 Existing Lab Fee: \$_____ Suggested NEW Lab Fee: \$_____

VII. Course Development Stipend Authorization. For course development stipends the appropriate Dean must COMPLETE this section:

NEW Course development Online or Other (check one)
 Conversion of an existing course for Hybrid or Major online revision (check one)

VIII. Changes: For your **Routine or Major Revision**, please list or briefly describe all changes made to this course outline compared to the previous outline.

Updating Student Learning Outcomes
 Revised core topics

Appendix N. Current Faculty at WVC

NAME	FT/ PT	HIRE DATE	CREDENTIALS	CLASSES TAUGHT
Andrade, J.	PT	7/1/2004	A.A., Early Childhood Education B.A., Human Resource Management	ECE 222, ECE 117, ECED&139, Spanish or IBEST Model – ECED&105, 107, 120, 132 EDUC&115, 130
Coble, C.	PT	3/30/2015	B.A. Elementary Education, M.S. Spec. Ed. Adv. Studies	EDUC& 204
Flatness, H.	PT	8/3/2008	B.A., Elementary Ed M.S., Education	ECED& 107, EDUC& 136
Herrejon, J.	PT	1/2/2014	A.A.S., B.A. Psychology	ECED& 132, 170
Lara, J.	PT	6/26/2013	B.A. Elementary Education	ECED&180, ECE 219, ECE 221, ECED&190
Lopez, L.	PT	12/16/2013	A.A.S.	ECED& 132, 170
M.A.rtinez, H.	PT	3/31/2014	B.S., Psychology	ECE 220, EDUC&130, ECED&170, ECED&160
Nelson, P.	PT	1/4/2017	B.A., Education	ECED&105, ECED&107
Pete, K.	PT	9/18/2006	B.A. Human Development	ECED& 105, 132
Quintasket, V.	PT	1/4/2017	B.A. Human Development	IBEST: ECED&105, ECED&120 and ECED&107
Rider, S.	PT	1/2/2014	B.A Human Development M.A. Human Development	EDUC& 115, 150
Spurgeon, N.	FT	11/10/2008	A.A., Early Childhood B.A., Human Services M.A., Human Development	ECED& 120, 160, ECE 119,132, 260, 290