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ABSTRACT

Three institutions of higher education in central Washington State designed a collaborative venture to meet the needs of placebound students working toward Bachelors degrees in early childhood education. Placebound students are defined as students who, because of time, work, and/or family commitments, are unable to enroll in college courses taught during traditional time periods on a typical college campus. The collaborative program was initiated when a state-supported four-year branch campus was proposed for a rural area underserved by state-supported institutions of higher education but served by a private, nonprofit college (Heritage College). The demography of the rural Yakima Valley; the demography of the institutions (Yakima Valley Community College, Central Washington University, and Heritage College); and the history and development of the collaborative program are described. Six major areas of concern are addressed, including: integration of curricula and academic calendars; faculty assignments; awarding of degrees and certification; application process; tuition differences; and financial aid. By sharing facilities, faculties, expertise, and programs, each institution has been able to deliver instruction to underserved students at a lower cost and over a larger geographical area. An appendix provides institutional profiles and course requirements. (JDD)

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A THREE COLLEGE COLLABORATIVE
TEACHER PREPARATION PROGRAM

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A THREE COLLEGE COLLABORATIVE TEACHER PREPARATION PROGRAM

In a time when there is a scarcity of funds for higher education, it is advantageous for higher education leaders to take a look at collaboration. Three institutions of higher education in the central section of Washington state have designed a collaborative venture to meet the needs of students who live and will teach in the elementary schools of the Yakima Valley. These three colleges work together to deliver a Bachelors Degree in Early Childhood Education (ECE) to placebound students. Placebound students are defined as students who, because of time, work and/or family commitments, are unable to enroll in college courses taught during traditional time periods on a typical college campus. The institutions are Yakima Valley Community College (YVCC), Central Washington University (CWU), and Heritage College. Each of these institutions brings unique contributions to this joint venture.

This paper will discuss the uniqueness of this venture, the demographics of the three colleges and the Yakima Valley. It will then describe how these three institutions developed a collaborative Early Childhood Education teaching degree to deliver to placebound students. The problems and solutions will be addressed as well as the statistics covering the five years the program has been in existence.

While many collaborations between higher education and public schools are being developed around the nation, this partnership of three separate institutions is unique, as far as can be determined. Guyton, Paille, Rainer (1993) stated while the development of

collaboration with others in education is sometimes a difficult task, it is also very rewarding. The partnership to be described has been both for the involved institutions and students.

DEMOGRAPHY

Demography of the Yakima Valley

Yakima County comprises 4,300 square miles in the central portion of Washington state. Large tracts of land in the county are devoted to agriculture. A sizable segment of land contains the Yakima Indian Nation Reservation. The economy is built largely on crop cultivation and orchards. Food processing and related manufacturing activities support more than fifty percent of the non-agricultural employment. Agricultural and related value added production activities account for more than thirty-two percent of all employment in the county. Yakima County is the lowest among the eleven metropolitan and secondary cities in Washington state for educational attainment. The county also ranks among the lowest in average annual pay.

Yakima County is ethnically and racially diverse. Caucasian is the highest population group followed by Hispanics. Hispanics now comprise over thirty percent of the students in valley schools. It was a goal to this partnership to bring higher education to segments of the population not normally reached by traditionally on campus programs.

Demography of the Institutions

Yakima Valley Community College, a public two year institution, provides liberal arts and vocational/technical programs to the culturally diverse population of the Yakima Valley. Founded in 1928, YVCC is one of the oldest community colleges in the state of Washington. The College is fully accredited by the Northwest Association of Schools and

Colleges. Its mission states that YVCC is a learning community of individuals seeking knowledge, skills, and personal enrichment. The institution seeks to provide access, initiative, and opportunity for an environment conducive to student success. YVCC's goal is to assist those who use their services to become competent in the performance of their chosen tasks, functional in their communities, and confident in their worth and dignity. There are 100 full-time members of the faculty, plus many part-time associate instructors. The student body is composed of approximately 6,000 students each quarter. In a recent quarter, forty-seven percent were full-time and fifty-three percent were part-time students. The average age of the student body is twenty-eight. Twenty-seven percent of the student body are enrolled in vocational programs and thirty-three percent are academic transfer students.

YVCC Home Economics and Family Life Department has been involved in Early Childhood Education since 1973 when the Child Development Associate Credential (CDA) was established to train Head Start teachers. The department's focus before the collaborative degree program was CDA training, child care provider training and college transfer into ECE programs.

Central Washington University is one of six Washington state-supported comprehensive regional institutions offering baccalaureate and graduate degrees. CWU is fully accredited by the Northwest Association of Schools and Colleges and NCATE. The mission of CWU is to provide the highest possible quality education to all persons admitted with particular attention to the residents of central Washington counties. CWU is dedicated to providing the best qualified faculty, knowledgeable and imaginative administrators and staff, excellent library resources, appropriate facilities and instructional equipment. CWU

has an enrollment of 8,425 with 302 full-time faculty. The average age of the student body is twenty-four years.

Heritage College, founded in 1982, is a private, non-profit, independent, fully accredited college with its main campus in a rural area of the Yakima Valley. Its mission is to provide quality, accessible, higher education at the graduate and undergraduate levels to a multi-cultural population which has been educationally isolated. Heritage, in 1993, had an enrollment of approximately 1000 students in its undergraduate and graduate programs. The average age of students is thirty-five years. The college employs 70 full-time faculty and 100 part-time faculty. Heritage, which offers four graduate degree majors, twenty-one undergraduate degree programs, and five associate of arts degree programs, is fully accredited by the Northwest Association of Schools and Colleges.

Demographics of each institutions student population

	YVCC	CWU	HER
Asian & African Am.	2%	5.6%	4%
American Indian	5%	1.5%	20%
Hispanic	25%	3.3%	28%
Caucasian	68%	89.6%	48%

HISTORY AND DEVELOPMENT OF THE COLLABORATIVE PROGRAM

The Program Beginnings

In 1987, the Higher Education Coordinating (HEC) Board for the state of Washington developed a new comprehensive plan for providing greater access to higher education across the state. The plan included the development of five branch campuses (extensions of the state's four-year institutions) which would offer upper division and

graduate level courses. The branches, funded by the state legislature in 1989, were located in western and eastern Washington and were designed to serve the needs of non-traditional, placebound students. However, before the end of 1987, citizens and legislators from south-central Washington pointed out what appeared to be an oversight. No branch campus was slated for the Yakima Valley. Concerned citizens demanded through the HEC Board and CWU, the closest state supported institution, that a branch campus be located in Yakima. At that time (1987-88), Heritage College had been in existence for 5 years. After enjoying fairly steady growth for its first few years, enrollment seemed to have reached a plateau. It was a critical period in the development of this institution. Officials at the college, aware of the proposal to locate a CWU Center in Yakima, 20 miles away, feared that state supported programs would duplicate many of Heritage's own programs and would erode enrollment.

Dr. Kathleen Ross, President of Heritage College, met with the HEC Board, along with representatives from CWU and YVCC, to discuss the proposed Yakima Center. She explained Heritage's philosophy of collaboration with public K-12 institutions and institutions of higher education and argued that duplication of programs would not best serve the public. Though two institutions were supported by tax dollars and the other by private donations (corporate and individual) all essentially relied on funds from the public. Duplication of programs would be an inefficient use of the public's resources. Heritage's growing reputation as an institution that successfully provided a quality education for groups of people traditionally under represented in higher education was also a factor to involve it with CWU. Heritage had already developed a partnership with the Yakima Public Schools to train paraprofessionals who were people of color and who wanted to

work toward a degree in education. This Futures Program had already brought Heritage and the school district national acclaim. In addition, Heritage administrators, faculty, and staff had, of necessity, learned to stretch their sometimes meager financial resources most efficiently. Over the years, the HEC Board had come to respect Heritage College and what it had been able to accomplish with a relatively low rate of cost per student.

A survey was conducted by YVCC, CWU, and Heritage College in early 1988 (Kaufman, 1988). One of the questions asked was "If you wanted to continue your education, while remaining in the Yakima area, which of the following schools would you MOST LIKELY attend? A significant number responding chose Heritage. This documentation helped the HEC Board with the decision to have all three institutions involved in the degree granting. This same survey also showed that ECE teacher certification was a degree desired by residents of the valley.

The HEC Board decided CWU should provide programs for the south central portion of the state. CWU developed a proposal to open the Yakima Center on the campus of YVCC. The HEC Board recommended approval of the CWU proposal to the state legislature which funded the Yakima Center during the 1989 legislative session. When the HEC Board agreed to locate a Center on the campus of YVCC, one major condition was that programs offered at the Center would have to be developed and delivered in collaboration with YVCC and Heritage College. Representatives of the three institutions began meeting in the fall of 1988 to discuss development of the cooperative program.

Major Areas of Concern

There were six major areas of concern which needed to be addressed:

1. How could the curricula & academic calendars of the three institutions be integrated?

2. How would faculty be assigned and paid?
3. Who would award the degree/certification?
4. How would admissions be handled?
5. How would tuition differences be handled?
6. How would financial aid be determined and awarded?

Curriculum Integration-Course and Academic Calendars

Beginning in the fall of 1988 and throughout the following academic year, representatives from the faculty of all three institutions met on a regular basis to decide how the curriculum could be integrated. Since YVCC has a strong freshman and sophomore program leading to an Associate of Arts and Science Degree with an emphasis in early childhood education (ECE), the three institutions agreed that this degree would be the easiest to build upon for the three-school collaboration. After lengthy discussions and careful scrutiny of the curriculum offered at each institution, the YVCC two year program (freshman and sophomore years) would remain relatively unchanged while upper division courses would be shared by Heritage College and CWU.

The course schedule negotiated between Central and Heritage looked at state regulations and a comparison of each college's requirements for graduation in elementary education. The type of teachers needed in Yakima Valley schools was also considered in laying out the required courses. In some cases, courses to be taught by each college were decided by strengths of that college. The entire four year curriculum was formed during early 1989 and was ready for approval by the HEC Board in late spring. When students enter the program, they move through the schedule as a core group.

The difference in academic calendars of YVCC and CWU are quarter and Heritage is semester, was resolved by Heritage agreeing to teach program classes on the quarter system. The original schedule required students to take sixteen hours of classes a quarter from 3:00 in the afternoon until 10:00 in the evening four days a week. It was determined that some students needed to take the twenty hours of lower division ECE classes during their junior year. Most students also had outside responsibilities such as jobs, families, parenting, and travel time, so it became more desirable to add a quarter to the program and decrease the load to twelve or thirteen hours a quarter. The minimum number of twelve hours was chosen because financial aid requires 12 hours for a student to receive aid.

The enclosed schedule (see Appendix) shows how the classes are now shared. Because Heritage is on the semester system, it was convenient for them to teach the winter and spring sessions. This assists their administrative computer programming. Heritage teaches juniors in the spring and seniors in the winter, just prior to their practicum. Central is responsible for the supervision of both the practicum and student teaching.

The coordinator from Central and the department chair from Heritage schedule instructors through consultation with each other. Each instructor is evaluated by the students. These evaluations are used to determine the continued use of an instructor in the program.

Faculty Assignment

Each institution provides its own faculty to teach the courses assigned to that college. Faculty salaries are paid by their own institution. In some instances, travel money for commuting from the home campus to the Yakima campus is awarded. CWU hired a

full time faculty member to be the Program Director and to teach some of the upper division education courses. Since all courses are taught at the Yakima Center, CWU provides office space and secretarial support services for the Heritage faculty.

Awarding of Degrees and Certification

The third problem involved the awarding of degrees and state certification. The ECE degree allows students to teach in the state of Washington with endorsements in Early Childhood Education (P-3) and also confers elementary certification (K-8). After much discussion, the HEC Board decided CWU would award the BA degree. This caused a delay in the announcement of the program in the summer of 1989. It was hoped that the degree could be given collaboratively, but this was not possible in a state funded program. In August, 1989, the program was announced and inquiries began non-stop.

Application Process

The point of entrance into the collaborative program is the Family Life Department at YVCC. An application process was developed for entrance to the program. The application includes a statement of motivation for working in the profession, a report of a two hour observation in an ECE Program, two references, employment, and academic history. A required orientation meeting for all applicants is held to clarify all aspects of the program. The applications are read and rated by a committee. Applicants are then called for an interview before a three member interview team from the YVCC ECE Advisory Committee. The interviews are scored and a final score, including the application packet and interview is confirmed. The students receiving a score above an established level are accepted into the program.

Students, when they reach the junior level, are referred to the CWU Office on the

YVCC campus. They apply to CWU and the Teacher Education Program. This entrance procedure includes academic history and references. The collaborative program committee agreed to use Central's requirements for admission to teacher education. These are a 3.00 GPA for the last 45 credits, pass minimum standards on the California Achievement Test (CAT), and two written recommendations. Central's testing office schedules a day in Yakima for the administration of the CAT. Students needing remediation remediate at YVCC's Learning Assistance Resource Center. Students who fail to meet all the entrance requirements, may apply to CWU's Admissions, Matriculations, and Graduation Committee for admittance on probation. To qualify, the student must be very close to the cut off guidelines or show special needs such as language, learning disabilities, or hardships. Students will also apply to Heritage College through the CWU center office just prior to starting their first quarter with Heritage.

Thirty students may enter the program at the junior level. If there are more students applying than slots, the following criteria are used to determine cut-off points for admittance:

1. Completion of an AA Degree at YVCC in the ECE Program.
2. Pass the Teacher Education Test.
3. Rank applicants by overall G.P.A. for a waiting list.
4. Special consideration for minorities, if all other criteria is met.
5. Transfer students and baccalaureate degree students.
6. Date of application.

Tuition Differences

The original agreement indicated that while students attended YVCC courses the

YVCC tuition would be paid. While attending CWU and Heritage courses, students would pay CWU tuition. By the 1992-3 academic year, it was evident Heritage was suffering financial losses because of the reduced tuition. At Heritage's request, negotiations were undertaken to establish a new tuition rate for the Heritage quarters. It was agreed that a reduced rate of Heritage's on-campus tuition would be charged to students enrolled in the collaborative program.

Financial Aid

Financial aid proved to be the most difficult problem to solve. If the financial aid officers of CWU and Heritage had not been willing to compromise, the entire project might have faltered. Since it was agreed the degree would be awarded by CWU, students in the program were considered CWU students for financial aid, even though they were taking two quarters from Heritage and were officially admitted to both institutions. According to guidelines distributed by the National Association of Student Financial Aid Administrators (NASFA) and the Region X Office of the Department of Education, the institution awarding a degree can provide financial aid even though the student may be taking courses from another institution. The students are considered CWU and Heritage students, so they have full access to all student support services at both colleges including library, counseling, health and other services.

Awards Ceremony

When students enter this program, they stay together in a cohort group. This allows the students to form strong bonds of friendship and support with each other as they progress. This bond is climaxed at the completion of the program by an awards ceremony on the YVCC campus. Dignitaries from each of the colleges participate in the program.

The students select a class speaker. During the ceremony each student is introduced and anecdotes are shared. Their family and others in their support system are asked to stand and receive a round of applause. This personalized ceremony is a celebration of all the efforts of administration, faculty, staff, students, and their families. It is funded through CWU's Student Activities office. Students may attend the formal graduation the CWU campus in June.

STATISTICS

The make up of the students in the collaborative program has changed since the first cohort group. The average age of that group was 40 and the average of the group that graduated in December was 34.7. The current groups show a further decline in age with each entering class. More males are entering the program as well as more Hispanics each year. The number of students who work, either part time or full time has remained relatively the same through the five years. Married students and students with children has also continued at the approximate same level. The majority of the students are married and or have children. About half are receiving financial aid.

Most of the graduates have contracts in classrooms throughout the valley. Of the students not employed, several have chosen not to work full time at the present due to family situations, pregnancies, or other personal reasons. (See Appendix for table of statistics.

CONCLUSIONS

This collaborative degree program has been a venture undertaken by three colleges to deliver higher education to placebound students in the rural Yakima Valley. By sharing facilities, faculties, expertise, and programs each institution has been able to deliver

instruction to these students at a lower cost, over a larger geographical area, and reach under-served populations. The collaborative program described has been in operation for five years. Everyone associated with it is very positive about the involvement of the three colleges and the caliber of the graduating students. School districts are now approaching the Center to inquire about having students do practicum and student teaching in their schools. The program has a very high employment rate.

Since the beginnings of this program, levels of state funding have decreased. The ability of these three colleges to collaborate in delivering services has allowed many students who would not have access to higher education obtain their teaching degree. It has especially opened doors to previously under served populations.

Over the course of the five years, the average age of students in the program has declined from age forty to age twenty-six. The number of males enrolling has increased and so has the number of Hispanic students. Each new entering class has seen students commuting from farther away as information about the program spreads. YVCC has added an ECE Program to their YVCC Lower Valley Education Center in Grandview, Washington which is located fifty miles south of Yakima. The addition of the Lower Valley Center has greatly increased the number of under-served students becoming eligible because they can remain close to home while they finish their AA Degree.

The program has strong components of field experience at the undergraduate and graduate level. There are three field practicum in addition to student teaching. Also, a high number of the classes are able to use actual classroom involvement because of the closeness to a variety of school districts not normally receiving student help.

YVCC, CWU, and Heritage believe that this program is portable to other institutions. It requires a willingness to work together for student's benefits, but the benefits also come in intrainstitutional savings on duplication of costs. This is a partnership that the three colleges see continuing into the future.

REFERENCES

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APPENDIX

INSTITUTIONAL PROFILES 1989-90 (1993-94)

<p>Central Washington University Ellensburg, Washington</p> <p>Public</p> <p>State Supported</p> <p>Comprehensive 4-year + Masters Degrees</p> <p><u>Enrollment</u> 1989-90 7,500</p> <p>Quarter System</p> <p><u>Tuition 1989/90</u> \$54* Undergraduate</p>	<p>Yakima Valley Community College Yakima, Washington</p> <p>Public</p> <p>State Supported</p> <p>2-year Transfer (AA) Vocational</p> <p><u>Enrollment</u> 1989-90 4,043</p> <p>Quarter System</p> <p><u>Tuition 1989-90</u> \$28.90* Undergraduate</p>	<p>Heritage College Toppenish, Washington</p> <p>Private</p> <p>Private</p> <p>Liberal Arts 4-year + Masters Degrees</p> <p><u>Enrollment</u> 1989-90 900</p> <p>Semester System</p> <p><u>Tuition 1989-90</u> \$147** collab \$120</p>
<p>(1993-94) (8,425)</p> <p>(1993/94) (\$66)*</p>	<p>(1993-94) (5,512)</p> <p>(1993-94) (\$37.50)*</p>	<p>(1993-94) (1000)</p> <p>(1993-94) (\$184)**</p>

*Quarter hour **Semester hour



LONG TERM STATISTICS YAKIMA ECE COLLABORATIVE PROGRAM

CLASS	STUDENTS ENROLLED		AVERAGE AGE	SEX		ETHNICITY		WORK STATUS DURING SCHOOL		MARITAL STATUS	PARENTS	SINGLE PARENTS	AVERAGE NUMBER OF CHILDREN	FINANCIAL AID	EMPLOYED
	F	M		HISP	CAUS	*FT	*PT	M	S						
1ST GRADUATING CLASS JUNE 91	9	1	40.0	0	10	2	1	8	2	8	1	3.1	2	8	
2ND GRADUATING CLASS JUNE 92	30	0	36.3	1	29	11	6	27	2	21	0	2.6	8	22	
3RD GRADUATING CLASS DEC. 93	23	1	34.7	0	24	11	12	15	9	15	3	2.3	13	2	
SENIORS	24	1	30.7	4	21	11	11	17	8	17	2	2.2	10		
JUNIORS	19	3	32.4	4	18	12	5	13	9	13	2	1.6	12		
SOPHOMORES	38	7	29.5	10	35	23	11	22	23	27	9	2.9	23		
FRESHMAN	24	3	26.7	3	24	7	17	14	13	13	2	2.2	13		

Early Childhood Education Collaborative Degree
Yakima Valley Community College - AA Degree

COMMUNICATIONS

ENGL 101	5.0 CR
ENGL 102	5.0 CR
SPEECH 100	<u>3.0 CR</u>
	13.0 CR

QUANTITATIVE

MATH 101	5.0 CR
PHIL 120 <u>or</u>	
MATH 110	<u>5.0 CR</u>
	10.0 CR

HUMANITIES

MUS 118	5.0 CR
ART 100	5.0 CR
SPAN 101	5.0 CR
SPAN 102	<u>5.0 CR</u>
	20.0 CR

NATURAL SCIENCE

BIO 101	5.0 CR
ANTHR 104	5.0 CR
HOME EC 101	<u>5.0 CR</u>
	15.0 CR

SOCIAL SCIENCE

HIST 101, 102, 103, 104, OR 105	5.0 CR
PSYCH 101	5.0 CR
SOC 101	5.0 CR
ANTHR 101 or 102	<u>5.0 CR</u>
	20.0 CR

ELECTIVES

ECE 100	4.0 CR
ECE 101	5.0 CR
ECE 150	5.0 CR
ECE 202	<u>6.0 CR</u>
	20.0 CR

98 Total Credits

Course substitutions for distribution credits may be made only with department approval.



CENTRAL WASHINGTON UNIVERSITY

Extended Degree Center
Yakima

EARLY CHILDHOOD EDUCATION CURRICULUM SEQUENCE

FALL QUARTER - CWU

<u>COURSE</u>		<u>CR</u>
ED 308	READING I	3
SPED 301	INTRO EXCEPT. STUDENTS	4
ECE 448	PARENT INVOLVEMENT	3
ED 444	ED. ISSUES	<u>3</u>
		13

WINTER QUARTER - CWU

<u>COURSE</u>		<u>CR</u>
ED 309	READING II	5
ECE 318	CULTURE & CURRICULUM	3
ED 420	LANG. ARTS	<u>4</u>
		12

SPRING QUARTER-HERITAGE

<u>COURSE</u>		<u>CR</u>
ED 344	EQUITY ISSUES	3
ED 315	FOUND. CLSROOM MANAGEMENT	3
ED 332	SCIENCE	3
ED 328	FINE ARTS	<u>3</u>
		12

FALL QUARTER - CWU

<u>COURSE</u>		<u>CR</u>
SOSC420	METH/MAT SOCIAL SCI.	3
ECE 334	CURR. K-3	3
ED 316	MEDIA/METHODS MATERIALS	3
PSY 314	HUMAN DEV.	<u>4</u>
		13

WINTER QUARTER - HERITAGE

<u>COURSE</u>		<u>CR</u>
ED 336	HEALTH/PE	3
PSY 333	ED. PSYCH.	3
ED 405	METHDS/MDLS INSTRUCTION	4.5
ED 333	MATH	<u>3</u>
		13.5

SPRING QUARTER - CWU

<u>COURSE</u>		<u>CR</u>
ECE 499	SEMINAR	3
ECE 493	PRACTICUM	<u>12</u>
		15

FALL QUARTER - CWU

<u>COURSE</u>		<u>CR</u>
ED 442	STUDENT TEACHING	16

24