Curriculum Committee Meeting Agenda

<u>Voting Committee Members</u>
Chair – Kristen Booth (Pre-College)
Vice Chair – Mimi Pentz (Nurs/Hlth Occ)

P.K. Hoffman (Arts & Hum)	Zip Krummel (Social Sci)	Ashley Mickels (CTE)
Katy Jablonski (Wr/FL/Eng)	Emilie Miller (Science)	Abel Wolman (MTH)
Linnea Jaeger (ESOL)	Stephen Shwiff (Inst Dean)	

<u>Non-Voting Committee Members</u>
Susan Lewis (Curriculum)   vacant (Student Services)

<u>Support Staff</u>   <u>Guests</u>
Gail Gilliland (Curriculum)   Abel Wolman, Jim Pytel

April 9, 2020 3:30 pm – 5:00 pm
The Dalles Campus, room 2.106 (Instructional Services conference room)
Hood River Indian Creek Campus, room 1.209 (conference room)
Zoom log-in: https://cgcc.zoom.us/j/584082805
phone in: 1-669-900-6833   Meeting ID: 584 082 805

<u>Business</u>:

1. Approval of March 5, 2020 minutes [1]

2. Course Inactivations (information item only): ECE 224, ECE 260B, ECE 265 [2]

<u>Submissions</u> [3]

1. Abel Wolman (3:35 – 3:45 pm)
   - MTH 110 Technical Math (New LDC Course)

2. Jim Pytel (3:45 – 3:55 pm)
   - Electro-Mechanical Technology (Degree Revision: course)

3. Kristen Booth (3:55 – 4:05 pm)
   - ED 216 Purpose, Structure, & Function of Education in a Democracy (New LDC Course)

4. Ashley Mickels (4:05 – 5:00 pm)
   - ECE 101 Exploring the ECE Field (New CTE course)
   - ECE 120 Introduction to Early Education and Family Studies (Course Revision: title, req, des, out, cnt, txt/mat)
   - ECE 121 Observation & Guidance I (Course Revision: title, req, des)
   - ECE 122 Environments & Curriculum in Early Childhood Education I (Course Rev: des, req)
   - ECE 124 Multicultural Practices: Exploring Our Views (Course Rev: title, des, req)
   - ECE 126 Early Childhood Development: Birth to Age 8 (New CTE Course)
   - ECE 130A Practicum Orientation (Course Rev: des, req, out, cont, txt/mat)
   - ECE 130B Practicum Seminar 1 (Grade Option Chg)
   - ECE 130B Practicum Seminar 1 (Contact Hour Chg)
   - ECE 130C Practicum Seminar 2 (Grade Option Chg)
   - ECE 130C Practicum Seminar 2 (Contact Hour Chg)
   - ECE 134 Practicum 1 (Course Rev: des, req)

      i. Grade Option Chg
      ii. Contact Hour Chg
- ECE 135 Practicum 2 (Course Rev: des, req)
    i. Grade Option Chg
    ii. Contact Hour Chg
- ECE 200 The Professional in ECE and Family Studies (Course Rev: title, des, req)
- ECE 221 Observation & Guidance II (Course Rev: title, des, req)
- ECE 234 Introduction to Children with Special Needs in ECE & FS (Course Rev: title, des, req)
- ECE 235 Music & Movement for the Young Child (Course Rev: title, des, req)
- ECE 236 Language & Literacy in Early Childhood Education (Course Rev: des, req)
- ECE 238 Administration of ECE & FS Programs (Course Rev: title, des, req)
- HEC 201 Family Partnerships in Education (Course Rev: title, des, req)
- Early Childhood Education Fundamentals (New Certificate)
- Early Childhood Education Curriculum (New Certificate)
- Early Childhood Education & Family Studies AAS (Degree Revision)
- Early Childhood Educator I (Cert Suspension)
    i. Teach Out Plan
    ii. Termination of Program Checklist
- Elementary Childhood Education & Family Studies (Cert Suspension)
    i. Teach Out Plan
    ii. Termination of Program Checklist

Discussion Item:

1. none

Next Meeting: May 7, 2020

Attachments: [1] February 13, 2020 minutes; [2] 3 Course Inactivations; [3] Submissions: 2 New LDC Courses, 2 New CTE Courses, 14 Course Revisions, 4 Contact Hour Change, 4 Grade Option Change, 2 Degree Revision, 2 New Certificates, 2 Certificate Suspensions

Curriculum Committee Minutes
March 5, 2020 3:30 pm – 5:00 pm
Location: TDC Room 2.106 (Instructional Services conference room), Hood River Room 1.209 (conference room), Zoom

PRESENT
Voting Committee Members

Kristen Booth (Chair) (Pre-College)   Zip Krummel (Social Science)
Mimi Pentz (Vice-Chair) (Nurs/Hlth Occ)   Ashley Mickels (CTE)
P.K. Hoffman (Arts and Hum)   Emilie Miller (Science)
Linnea Jaeger (ESOL)   Stephen Shwiff (Inst Dean)

Non-Voting Committee Members
Susan Lewis (Curriculum)

Support Staff   **Guests**
Gail Gilliland (Curriculum)   Elizabeth Anderson, Mike Davis, Mary Kramer

Absent
Voting Committee Members   **Non-Voting Committee Members**
Katy Jablonski (WR/FL/Eng)   Monica Pope (Student Services)
Pam Morse (Math)

Item	Discussion	Action
Call to Order	Meeting called to order at 3:30 pm by chair, Kristen Booth	
Business:		
	February 13, 2020 minutes approved as written	Motion: Linnea 2nd: Stephen Action: 6 in favor – 0 opposed – 0 abstention
Course Inactivations (information item only): ART 255, ART 258	Elizabeth Anderson, Art department chair, responds to questions about the inactivations by informing the	

	Curriculum Committee that there are too few students enrolled in these courses to justify continuation.	
Submissions:		
UAS 100 UAS Flight Training (New CTE Course)	Mike Davis and Mary Kramer present the UAV new CTE courses. • Mike is licensed to instruct and give ratings. • These new courses are not repeating anything in any of the other UAS courses. • Students can take UAS 100 or UAS 101 without taking the other course. • More of the actual flying has moved to this course It is noted that Outcome #1 and #2 use the language "Sit for". • "Sit for" is not measurable. • Students can pass the course without having passed the certification exam. The Curriculum Committee recommends removing "Sit for" and replace with "Demonstrate the skills necessary to pass" in Outcome #1 and #2. **Motion: Approve as amended** **Amendment: Outcome #1 and #2, replace "Sit for" with "Demonstrate the skills necessary to pass"**	Motion: Zip 2nd: Ashley Action: 6 in favor – 0 opposed – 0 abstention
UAS 210 UAS Management (New CTE Course)	Mike explains this course is a request from the industry. The industry would like to see their professionals become competent in the area of how to effectively manage the drones. There are at least 10-12 students interested in taking the course. Susan reminds the CC that the State requires all CTE courses to be attached to a certificate or a degree. These UAS courses	Motion: Zip 2nd: PK Action: 6 in favor – 0 opposed – 0 abstention

	will be pending until the certificate or degree is brought through CC. **Motion: Approve as written**	
ART 254 Ceramics I – Studio (Course Revision: title, trans title, cont, text/mat)	Kristen calls for questions. Elizabeth presents ART 254. This course revision does not change the 1st year of the program, it only changes the name to studio. This is a 2 credit lab course. There is no repeatability to the Gen Ed course. This is just a studio. Susan reviews lecture, lab, and lec/lab with the Curriculum Committee. **Motion: Approve as written**	Motion: Mimi 2nd: Ashley Action: 6 in favor – 0 opposed – 0 abstention
WR 240 Creative Writing-Nonfiction (Gen Ed Request)	Stephen and Susan present the writing submissions for Tina Ontiveros, as she was not able to attend. **Motion: Approve as written**	Motion: Stephen 2nd: Mimi Action: 6 in favor – 0 opposed – 0 abstention
WR 248 Advanced Creative Writing – Nonfiction (New LDC Course)	**Motion: Approve as written**	Motion: Ashley 2nd: Mimi Action: 6 in favor – 0 opposed – 0 abstention
WR 248 Advanced Creative Writing (Gen Ed Request)	**Motion: Approve as written**	Motion: Mimi 2nd: Stephen Action: 6 in favor – 0 opposed – 0 abstention
Revised Degree Outcome for the ASOT-BUS, AS and AGS	4:11pm Emilie arrives and Stephen leaves	Motion: Zip 2nd: Ashley

	As Instructional Council representative, Susan presents the revised degree outcome for the ASOT-BUS, AS and AGS; quantitative literacy replaces professional competencies. **Motion: Approve as written**	Action: 6 in favor – 0 opposed – 0 abstention
Discussion Item:		
Related Instruction: Standalone courses approved for Communication, Computation & Human Relations	Kristen presents Related Instruction standalone courses document edit and edits the Google Doc during CC collaboration. It is noted that CGCC has five certificates with Related Instruction. There are three categories; Computation, Communication and Human Relations. These three categories are determined nationally and by the State and by our accreditors. Suggestions: • Remove writing. • Do not limit Communication to communication classes, writing is also part of communication. • Delete the Build and manage relationships from communication and move to human relations. • Move the first outcome in writing to Communication outcomes. • Remove the ands. Use and/or in Communication • Remove second bullet under writing • Move the third bullet under writing to Communication. • Add purposeful communication. o Engage in purposeful communication processes that accomplish goals. • Locate, evaluate, and ethically utilize information to communicate effectively. • Human Relations: use the definition	

	• Cultural sensitivity would be good in Human Relations. • Use "through Related Instruction a student should be able to" At the end of the collaboration, Kristen e-mails the updated Google Doc to CC members. Action Item: Zip will add outcomes for Human Relations to the Google Doc.	
Adjourn: pm 4:45	Susan reminds CC to send attendance issues to Kristen and cc Gail Mimi moves to adjourn, P.K. 2nds. **Motion to adjourn**	
Next Meeting: March 19, 2019		

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	ECE 224	Course title	Multicultural Practices: Curriculum & Implementation
Department	ECE & FS	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	Some of this content will be covered in ED 219: Civil Rights & Multicultural Issues in Educational Settings. We will also move the course outcome designated for curriculum implementation to ECE 124. This has been done to increase alignment with the Elementary Educator Pathway AAOT degree.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☐ No If yes, provide details	N/A
Implementation term	☐ Next available term after approval ☒ Specific term (if after next available term): Fall, 2020

SECTION #3 DEPARTMENT APPROVAL			
The department chair and department dean endorse this inactivation.			
Department Chair		Approved	Date
Ashley Mickels		☒ Yes ☐ No	3/12/2020
Department Dean		Approved	Date
Mary Kramer		☒ Yes ☐ No	3/12/2020

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

SECTION #1 GENERAL INFORMATION

Course prefix and number	ECE 260B	Course title	Advanced Practicum Seminar 2
Department	ECE & FS	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	We want to reduce the amount of practicum and seminar hours our students are required to complete.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	

Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?

☐ Yes ☐ No If yes, provide details	N/A
Implementation term	☐ Next available term after approval ☒ Specific term (if after next available term): Fall, 2020

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Ashley Mickels	☒ Yes ☐ No	3/12/2020
Department Dean	Approved	Date
Mary Kramer	☒ Yes ☐ No	3/12/2020

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

Course Inactivation

SECTION #1 GENERAL INFORMATION

Course prefix and number	ECE 265	Course title	Advanced Practicum 2
Department	ECE & FS	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	We want to reduce the amount of practicum and seminar hours our students are required to complete.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Does this inactivation have an impact on others

☐ Yes ☒ No If yes, provide details	
Have you consulted with department chairs from other disciplines who may be using this course as part of a degree/certificate?	
☐ Yes ☐ No If yes, provide details	N/A
Implementation term	☐ Next available term after approval ☒ Specific term (if after next available term): Fall, 2020

SECTION #3 DEPARTMENT APPROVAL

The department chair and department dean endorse this inactivation.

Department Chair	Approved	Date
Ashley Mickels	☒ Yes ☐ No	3/12/2020
Department Dean	Approved	Date
Mary Kramer	☒ Yes ☐ No	3/12/2020

Next steps:
1. Submit electronically to curriculum@cgcc.cc.or.us or slewis@cgcc.edu.
2. Print a hard copy and obtain signatures for Section #3 from department chair and dean.
3. Deliver to Curriculum Office – Susan Lewis or Gail Gilliland.
4. Course Inactivations are not required to obtain Curriculum Committee approval. Inactivations will be placed on the CC agenda as information items only.

Columbia Gorge Community College

New Course
Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Math	Submitter name: phone: email:	Abel Wolman awolman@cgcc.edu
Prefix and Course Number:	MTH 110	Credits:	4
Course Title: (60 characters max, including spaces)	Technical Math	Transcript Title: (30 characters max, including spaces)	Technical Math

May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: 40 Lec/lab: Lab:

Reason for the new course	To provide math content that is relevant for students enrolled in technical programs..

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT

Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.

☐ Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
   Prerequisite/concurrent: WR 121.

☐ Placement into:		☐ Placement into:			
course prefix & number:	MTH 65 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/co
course prefix & number:	Recommended: EET 111	☐ Prerequisite	☒ Corequisite	☐ pre/co
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Explores mathematics used in the study of technical and industrial systems including basic algebra, engineering notation, unit conversion and dimensional analysis, function notation, exponential and logarithmic functions, sinusoidal functions, and complex numbers in polar, rectangular, and phasor forms. Scientific calculator required. Recommended: concurrent enrollment in EET 111. Prerequisite: MTH 65 or equivalent placement test scores. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Accurately compute and manipulate quantities relevant to technical and industrial systems.
	2. Algebraically solve mathematical equations and formulas for quantities and variables of interest.
	3. Demonstrate understanding of mathematical functions arising in technical and industrial systems.
	4. Demonstrate understanding of complex numbers and their application to technical and industrial systems.
	5. Analyze and effectively communicate mathematical results.
Outcomes assessment strategies:	Assessment shall include some combination of the following: • Class participation • Group and individual projects • Presentations • Portfolios • Research papers • Homework assignments • Written papers • Quizzes • Exams • Other assessments of the instructor's choosing

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome 1.** Accurately compute and manipulate quantities relevant to technical and industrial systems. To address this outcome the following shall be taught: 1. Units, notation, and dimensional analysis o SI and US customary units o Significant figures o Decimal system o Engineering notation o Dimensional analysis and unit conversion o Measurement theory and measurement error 2. Geometry and arithmetic of the real numbers **Outcome 2.** Algebraically solve mathematical equations and formulas for quantities and variables of interest. To address this outcome the following shall be taught: 1. Basic algebra o Mathematical expressions and equations o Equivalent expressions o Solving algebraic equations o Solving algebraic formulas for a variable o Graphing algebraic equations 2. Applications of basic algebra o Ohm's law and Kirchhoff's current and voltage laws o Linearity, superposition and other network theorems 3. Microsoft Excel o Graphical display of algebraic equations

Outcome 3. Demonstrate understanding of mathematical functions arising in technical and industrial systems.

To address this outcome the following shall be taught:

1. Exponential and logarithmic functions
    - Function notation
    - Exponential function: definition, evaluation, and graphical representation
    - Logarithmic function: definition, evaluation, and graphical representation
    - Relationship between exponential and logarithmic functions
    - Applications to technical and industrial systems

2. Sinusoids
    - Periodic motion, sinusoidal waves
    - Sine function: definition, evaluation, and graphical representation
    - Unit circle approach to sine function
    - Frequency spectrum
    - Phase relationships, average values, rms values
    - Applications to technical and industrial systems

3. Microsoft Excel
    - Data analysis
    - Graphical display of data and functions

Outcome 4. Demonstrate understanding of complex numbers and their application to technical and industrial systems.

To address this outcome the following shall be taught:

1. Complex numbers
    - Rectangular form
    - Polar form
    - Arithmetic of complex numbers
    - Complex plane and geometry of complex arithmetic
    - Phasors (phase vectors)
    - Applications to technical and industrial systems

Outcome 5. Analyze and effectively communicate mathematical results.

To address this outcome the following shall be taught:

1. Previous content with emphasis on
    - Critical analyses of mathematical methods and results
    - Correct mathematical notation
    - Appropriate forms and notation for communication in technical and industrial systems

Suggested Texts & Materials (specify if any texts or materials are required):	- Blitzer, R. (2004). *Intermediate Algebra for College Students 5th Edition*, Pearson Prentice Hall. - Gardner, D. (2014). *Applied Algebra I, 3rd Edition*. OER. Retrievable from: https://go.roguecc.edu/sites/go.roguecc.edu/files/users/DGardner/pdf/MTH%2063%20Book%203rd%20Edition%20CC%20License.pdf CC License: https://creativecommons.org/licenses/by-nc-sa/4.0/ - Gardner, D. (2016). *Applied Algebra 2, 2rd Edition*. OER. Retrievable from: https://go.roguecc.edu/sites/go.roguecc.edu/files/users/DGardner/pdf/MTH%2096%20Book%202nd%20Edition%20CC%20License.pdf CC License: https://creativecommons.org/licenses/by-nc-sa/4.0/ - Lane ORCCA (2019-2020): Open Resources for Community College Algebra. Retrievable from: https://math.oer.lanecc.edu/orcca/orcca.html - Lippman, D. and Rasmussen, M. (2015). *Precalculus: An Investigation of Functions, Edition 2.0*. OER. Retrievable from: http://www.opentextbookstore.com/precalc/
Department Notes: (optional)	Word problems are to be answered using complete sentences and include appropriate units.

SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

      1. Is there an equivalent lower division course at the university?
      2. Will a department accept the course for its major or minor requirements?
      3. Will the course be accepted as part of the University's distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which Oregon universities will the course transfer to? List all	None
How does it transfer? Check all that apply	☐ Required or support for major ☐ General education distribution requirement ☐ General elective ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☐ Completed Transferability/Articulation of Individual CGCC Courses form ☐ Other - describe

Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	☐ General Education – Discipline specific Gen Ed form required. ☐ Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAS EM-Tech	# credits: 103
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	No	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	No	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☐ Yes – date: ☒ No	
Implementation term:	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #6 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Abel Wolman	awolman@cgcc.edu	3-29-20

Department Chair (enter name of department chair): Pam Morse

Department Dean (enter name of department dean): Mary Kramer

NEXT STEPS:

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST			
Submitted by: Jim Pytel	Email: jpytel@cgcc.edu	Phone: 541-506-6033	Department: CTE

SECTION #1 OVERVIEW			
Current Title:	Electro-Mechanical Technology	Proposed Title:	No change
Current Credits:	99	Proposed Credits:	No change
Overview and rationale for proposed changes:	The math department has worked closely with EM-Tech faculty to create a Technical Math class that can be offered in relevant CTE certificates and degrees in lieu of general math courses. EM-Tech faculty are replacing MTH 95 with the new technical math course in the EM-Tech degree.		
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Delete MTH 95 2. Add MTH 110 or higher		
Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No
Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Electro-Mechanical Technology
Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee? ☒ Yes ☐ No

If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	3-11-20
Requested Implementation Term	Summer 2020			

SECTION #2 REVISION AREAS

Does the revision involve changing degree prerequisites?	☐ Yes ☒ No

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

CURRENT PREREQUISITES
(Required whether or not prerequisites are being changed.)

Course Number	Course Title or Placement level	Requisites	Credits
MTH 65	Beginning Algebra II (B or better)	MTH 60 or equivalent placement	4
WR 115	Introduction to Expository Writing	Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4
RD 115	Critical Reading	Placement into RD 115	4

PROPOSED PREREQUISITES
(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites	Credits

DEGREE OUTCOMES
All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.

Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)

Does the revision involve changing degree outcomes?	☐ Yes ☒ No

CURRENT DEGREE OUTCOMES
(Required whether or not outcomes are being changed.)
Students who successfully complete this degree will be able to:
1. Qualify for employment in the electro-mechanical field as technicians.
2. Service/repair electro-mechanical systems and assist engineers with the design of electro-mechanical systems by applying knowledge of electrical, electronics, mechanical, control systems and hydraulic/pneumatic concepts.
3. Apply basic operations management practices and principles in an advanced manufacturing environment.
4. Control computer-driven devices through programming in the C language.
PROPOSED DEGREE OUTCOMES
Students who successfully complete this degree will be able to:

SECTION #3 COURSE BY COURSE COMPARISON

List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.
If you are removing a course, identify the course with (remove) and bold the text.
If the course title is changed, identify the course with (title change) and bold the text.
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Degree Information			Proposed Degree Information		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
First Term:			**First Term:**		19
EET 111	DC Circuits Prerequisites: MTH 65 (B or better), WR 115 and RD 115 or higher; or equivalent placement test scores	5	EET 111	DC Circuits Prerequisites: MTH 65 (B or better), WR 115 and RD 115 or higher; or equivalent placement test scores	5
MEC 123	Industrial Mechanical Systems Prerequisites: RD 115, WR 115 and MTH 20 or equivalent placement test scores	5	MEC 123	Industrial Mechanical Systems Prerequisites: RD 115, WR 115 and MTH 20 or equivalent placement test scores	5
SAF 188	Industrial Safety and OSHA 10 No requisites	2	SAF 188	Industrial Safety and OSHA 10 No requisites	2

MTH 95	**Intermediate Algebra (Delete)**	**4**	MTH 110	**Technical Math (Add)**	**4**
EET 170	Industrial Computing (New) Prerequisite: MTH 20 or test; Pre/Co: WR 121	3	EET 170	Industrial Computing (New) Prerequisite: MTH 20 or test; Pre/Co: WR 121	3
Second Term:			**Second Term:**		15
CG 209	Job Finding Skills No requisites	1	CG 209	Job Finding Skills No requisites	1
EET 112	AC Circuits Prerequisite: EET 111	5	EET 112	AC Circuits Prerequisite: EET 111	5
MEC 120	Fluid Power & Electrical Control of Fluid Power Systems Prerequisite: MTH 65	5	MEC 120	Fluid Power & Electrical Control of Fluid Power Systems Prerequisite: MTH 65	5
WR 121	English Composition WR 115, RD 115 or test	4	WR 121	English Composition WR 115, RD 115 or test	4
Third Term:			**Third Term:**		17
EET 113	AC Power Prerequisites: EET 112 or dept appr	5	EET 113	AC Power Prerequisites: EET 112 or dept appr	5
EET 141	Motor Control Prerequisites: EET 112	5	EET 141	Motor Control Prerequisites: EET 112	5
MEC 124	Mechatronics (New) No requisites	3	MEC 124	Mechatronics (New) No requisites	3
	General Education Elective (ADD) Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4		General Education Elective (ADD) Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Fourth Term:			**Fourth Term:**		19
EET 251	Digital Electronics 1: Programmable Logic Devices Prerequisites: EET 113	5	EET 251	Digital Electronics 1: Programmable Logic Devices Prerequisites: EET 113	5
EET 221	Semiconductor Devices and Circuits Prerequisites: EET 113	5	EET 221	Semiconductor Devices and Circuits Prerequisites: EET 113	5
RET 223	Power Generation Prerequisite: EET 222	5	RET 223	Power Generation Prerequisite: EET 222	5
	General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4		General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Fifth Term:			**Fifth Term:**		17
EET 252	Digital Electronics 2: Programmable Logic Devices Prerequisites: EET 251	5	EET 252	Digital Electronics 2: Programmable Logic Devices Prerequisites: EET 251	5
EET 222	Operational Amplifier Circuits Prerequisites: EET 221	5	EET 222	Operational Amplifier Circuits Prerequisites: EET 221	5

EET 219	Programmable Logic Controllers Prerequisites: EET 251	3	EET 219	Programmable Logic Controllers Prerequisites: EET 251	3
	General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4		General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
Sixth Term:			**Sixth Term:**		12
EET 242	Microcontroller Systems Prerequisites: EET 252, EET 222	5	EET 242	Microcontroller Systems Prerequisites: EET 252, EET 222	5
EET 273	Electronic Control Systems Prerequisites: EET 222	3	EET 273	Electronic Control Systems Prerequisites: EET 222	3
	General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4		General Education Elective Prerequisites: MTH 20 or equiv. test scores. Prerequisite/concurrent: WR 121.	4
	Credit Total	**99**		**Credit Total**	**99**

ELECTIVE LIST					
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.					
Current Electives			**Proposed Electives**		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**

SECTION #4 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and director."		
Submitter	Email	Date
Jim Pytel	jpytel@cgcc.edu	3-18-2020
Department Chair (enter name of department chair): Jim Pytel		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

Columbia Gorge Community College

New Course
Lower Division Collegiate (LDC)

SECTION #1 GENERAL INFORMATION			
Department:	Social Science	Submitter name: phone: email:	Kristen Booth kbooth@cgcc.edu
Prefix and Course Number:	ED 216	Credits:	3
Course Title: (60 characters max, including spaces)	Purpose, Structure, & Function of Education in a Democracy	Transcript Title: (30 characters max, including spaces)	Education in a Democracy

May this course be repeated for credit?	☐ Yes ☒ No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Requirement for Education pathway.			

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option** which will automatically be assigned for students who do not make a grade option choice when registering for classes.		
	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

Is this course equivalent to another? If yes, they must have the same description and outcomes.	☐ Yes ☒ No	Course Number and Title

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.
☐ Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.

☐ Placement into:		☐ Placement into:			
course prefix & number:	WR 121	☐ Prerequisite	☐ Corequisite	☒ pre/co	
course prefix & number:	Recommended: ED 101	☒ Prerequisite	☐ Corequisite	☐ pre/co	
course prefix & number:		☐ Prerequisite	☐ Corequisite	☐ pre/co	

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.	
Introduces the historical, social, philosophical, political, legal and economic foundation of education in Oregon, the United States, and other countries in order to provide a framework from which to analyze contemporary educational and environmental issues in various schools, communities, and workplaces. Recommended: ED 101. Prerequisite/concurrent: WR 121. Audit available.	
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Engage in close reading, thoughtful discussion and self-reflection about how difference, power, and discrimination impact education in the U.S.
	2. Analyze their own and other's cultural context to better understand how difference is socially constructed and what it means to be a cross-culturally competent student.
	3. Critically evaluate traditional education structures (separation of academic disciplines, instructional delivery methods, assessment of student learning) and their relevance in today's teaching practices.
	4. Explain how difference is socially constructed.
	5. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
	6. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.
Outcomes assessment strategies:	• Quizzes • Journals • Presentations • Essay • Evaluation • Portfolio

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	Portfolio
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Engage in close readings, thoughtful discussion and self-reflection about how difference, power, and discrimination impact education in the U.S. • Familiarize students with the history of U.S. education. (The Colonial Period, church related schools, The Common School, development of public education, & the development of secondary schools, colleges and universities.) • Provide an overview of the social development of minority groups as pertains to education (African Americans, Native Americans, Asian Americans, etc.). • Discuss obstacles and approaches to desegregating schools. • Discuss and understand Compensatory Education, Title I, Comprehensive Ecological Intervention, The *No Child Left Behind* Act, Multicultural Education & Instruction, Bilingual Education, education for students with disabilities. • Discuss how educational goals have changed/evolved throughout the US whole-child concept, outcome-based education, state standards, No Child Left Behind. **Outcome #2:** Students will analyze their own and other's cultural context to understand what it means to be a cross-culturally competent student. • Explore what is it to be a cross-culturally competent student. • Discuss how equity in and access to education in its social-cultural context (e.g. urban, rural, suburban, ethnicity, race, and gender) impact academic success. **Outcome #3:** Critically evaluate the academic disciplines from a diversity perspective. • Discuss academic disciplines (Humanities, Social Sciences, Natural Sciences, Formal Sciences, Applied Sciences) and how they relate to students with different backgrounds and traditional educational pathways. • Explore how to critically evaluate academic disciplines from a diversity perspective.

Outcome #4: Using historical and contemporary examples, describe how perceived differences, combine with unequal distribution of power across economic, social, and political institutions, result in discrimination.

- Closely read and discuss the origins of education (Ancient Greece, Ancient Egypt, Confucius, Plato, Aristotle, Rousseau, Renaissance, etc.).
- Discuss philosophical terminology (metaphysics, epistemology, axiology, and logic) that is applicable to education.
- Explore through close reading and class discussion the philosophies of education (Idealism, Realism, Pragmatism, Existentialism & Postmodernism).
- Discuss the major historical, social, cultural, economic, and political forces in educational history.
- Explore curriculum and instruction.
    - Subject-centered curricula (perennialism and essentialism) and student centered curricula (activity-centered curriculum, humanistic approach to curriculum, relevant curriculum, etc.)
    - Examine how educational goals shift with national priorities and social pressures.

Outcome #5: Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

- Develop an understanding of the major socializing institutions in a child's life: *family*: (single vs. double-parent families), overindulged children, latchkey kid, child abuse/neglect, homelessness; *Peers:* culture at school, extracurricular activities, bullying; *school culture:* classroom culture, "hidden culture"; *television & digital media*: effects of tv in the classroom & at home, social media.
- Explore traditional and changing gender roles for boys, girls, men & women.
    - Differences in achievement and ability.
    - Increase in women's education, plight of working-class and low-skilled men.
- Explore adolescent and youth problems
    - Drugs, drinking, suicide, teenage pregnancy, delinquency and violence.
- Articulate the relationship between social class, race, and ethnicity in the educational system.
- Explore the question "do schools equalize opportunity?"
- Traditional vs. Revisionist Interpretations
- Discuss how difference, power, and discrimination impact education

Outcome #6: Identify and explain basic financial and legal aspects of educational institutions.

- Communicate the legal rights and responsibilities of teachers (Contract,

	• Communicate students' rights and responsibilities (freedom of expression, school newspaper, cyberbullying, dress code, sexual harassment or molestation, corporal punishment) • Articulate a general overview of the US court system that affect schools and teachers (the state and federal court system, Tort Liability and Negligence, Reporting child abuse, Copyright Laws, etc.). • Begin to develop an understanding of how public education is financed through taxes, and the roles that state and local school districts play in budget decisions. • Have an understanding of the major laws that impact education in schools, communities, and workplaces. • Understand the Family Educational Rights and Privacy Act (FERPA) as it applies to students' education records and confidentiality.
Suggested Texts & Materials (specify if any texts or materials are required):	Ornstein, A.C., Levine, D.U., Gutek, G.L. & Vocke, D.E. (2017). *Foundations of Education, (13th ed.).* Boston: Cengage Learning. Relevant websites: • Education terms: http://www.ascd.org/educationnews/lexicon/a.html • Common Core State Standards – Oregon: http://www.ode.state.or.us/search/page/?id+2860 • Special Education IDEA: http://www.ideapractices.org/law/regulations/index.php • Federal Privacy laws: http://nces.ed.gov/pubs97/p97527/SEC2_TXT.asp o (Summary) http://nces.ed.gov/pubs97/p97527/SEC2_SUM.asp • Oregon School Laws http://www.ode.state.or.us/supportservices/laws/2001edlaws.pdf • NCATE (Nat. Council for Accreditation of Tchr Ed) http://www.ncate.org/standard/unit_stnds_ch2.htm#stnd1 • TSPC (OR Teacher Standards and Practices Commission): http://www.tspc.state.or.us/contact.asp Videos to possibly include in class: • *Children in America's Schools* (58:44 minutes)-poverty and wealth and the effects on schools. • *Eyes on the Prize (*Emmet Till) • *Stupid in America* documentary • *A Vision of Students Today video* • *Manifestoon* video
Department Notes: (optional)	**Department Notes (optional):** 1. The portfolio should be in all ED and HEC courses as a recommended assessment strategy. Since we are requiring it for the program, all ED faculty should be aware of the potential for students to incorporate

	materials from the course.
	2. As per Oregon State University's Bacc core Requirements, the following material needs to be covered in your course. While these content related to these outcomes has been integrated within the content of the course, you should be aware that these outcomes need to be addressed (for transferability, CGCC needs to fulfill these outcomes for our articulation agreement with OSU).
	Students in Difference, Power, and Discrimination (DPD) courses shall:
	1. Explain how difference is socially constructed,
	2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
	3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

      1. Is there an equivalent lower division course at the university?
      2. Will a department accept the course for its major or minor requirements?
      3. Will the course be accepted as part of the University's distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOU as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which Oregon universities will the course transfer to? List all	PSU, OSU, and EOU
How does it transfer? Check all that apply	☒ Required or support for major (OSU & EOU) ☐ General education distribution requirement ☒ General elective (PSU) ☐ Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	☒ Completed Transferability/Articulation of Individual CGCC Courses form ☐ Other - describe

Identify comparables at Oregon community colleges; list college, course prefix, number and title.	EOU-ED 130; OSU-ED 216	
Are special designations being sought at this time?	☒ General Education – Discipline specific Gen Ed form required. ☐ Cultural Literacy – Cultural Literacy designation request form required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)	

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT – Elementary Educator Transfer Pathway	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Requirement	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 9.25.19 ☐ No	
Implementation term:	☒ Start of next academic year (summer term) ☐ Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #6 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Kristen S. Booth	kbooth@cgcc.edu	9.25.19

Department Chair (enter name of department chair): Zip Krummel

Department Dean (enter name of department dean): Stephen Shwiff

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Fri, Aug 9, 1:09 PM

RO Articulation
<articulation@pdx.edu>
(sent by skoedoot@pdx.edu)

to me, Eki

Hi Kristen,

You can direct these kinds of requests for proposed course review directly to this email address.

Per Will Parnell, Chair of Curriculum & Instruction: "Yes, this could be an elective for the Curriculum and Instruction department at the undergraduate level. Looks to be a wonderful course and very needed at the 100-200 level to prep for teacher ed!" ED 216 will transfer as CI LD, which counts as an elective only.

As for ED 293 and 294, those will likely also simply transfer as an elective only, but I am checking with the Chair of the Special Education department about whether those classes could apply to our Special Education major. I have not heard back from him yet however.

Thanks,

Suzanne

--

Portland State
UNIVERSITY

Suzanne Koedoot

Transfer Articulation & Degree Maps Coordinator

Degree Progress Technology Team

Office of the Registrar

Portland State University

EOU

Wed, Sep 4,
4:53 PM

Rae Ette Newman

to me, Kylie

Hi Kristen! Thank you for your understanding in my delayed response, I am trying to coordinate your questions with others who are off campus and in other offices!

I have received confirmation that ED 216 would be equivalent to EOU Ed 130.

I am still waiting to hear from our registrar on the other two. I have just sent her another email this afternoon asking for information.

Oregon State

Nyman, Matthew

to me

HI Kristen

We missed you at the meeting.

I will try to answer these questions in red

From: Kristen Booth [mailto:kbooth@cgcc.edu]

Sent: Tuesday, September 24, 2019 11:49 AM

To: Nyman, Matthew <Matt.Nyman@oregonstate.edu>

Subject: HEC 202

Matt-

Hey there! Hope you are well. I am trying to tie up all these loose strings regarding transferability.

Here are the questions that I am seeking answers regarding ED 216.

Could you please let me know if this course, ED 216, will be accepted in transfer as counting towards (which of the following?):

Gen Ed/Distribution required in (Arts & Letters, Social Science, Science/Computer Science, Math)

<mark>A requirement in Major (ED 216 PURPOSE, STRUCTURE, AND FUNCTION OF EDUCATION IN A DEMOCRACY)</mark>

Elective for major (list major)

Course Equivalency (list comparable courses)

Other:

Elective only

Columbia Gorge Community College

New Course
Career Technical Education (CTE)

SECTION #1 GENERAL INFORMATION			
Department:	ECE	Submitter name phone and email	Ashley Mickels 541-490-9063
Prefix and Course Number:	ECE 101	Credits:	1
Course Title: (60 characters max, including spaces)	Exploring the ECE Field	Transcript Title: (30 characters max, including spaces)	Exploring the ECE Field

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: Lec/lab: 20 Lab:

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	To provide students an opportunity to explore different types of ECE programs. This could help them determine if ECE is the right career field for them.

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option**. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☒	☐
Audit in consultation with faculty	☒	☐

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

☐ Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.
　　　　　　Prerequisite/concurrent: WR 121.

☐ placement into:	☐ placement into:		
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co
course prefix & number:	☐ prerequisite	☐ corequisite	☐ pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Explores the diverse field of Early Childhood Education through site visits and interviews with professionals working in a variety of positions and settings. Expands knowledge of ECE professionals' workday including common challenges and rewards. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Identify the different types of early childhood care and education settings that serve children birth to age eight.
	2. Explain early childhood educators' duties.
	3. Compose observations and self-reflections of time in ECE settings, interviews, videos, and articles.
	4. Identify common work-related challenges and rewards and describe why the student is interested in the ECE field.
Outcomes assessment strategies:	Assessments may include group discussions, written observations, journals, self-reflections, interviews, projects, quizzes, tests, and portfolio artifacts.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Identify the different types of early childhood care and education settings that serve children birth to age eight.
	    1. Center-based programs
	        a. Head Start and Early Head Start
	        b. Private programs
	    2. Home-based programs
	    3. After school programs
	    4. Parent Co-ops
	    5. Faith-based programs
	Outcome #2: Explain early childhood educators' duties.
	    1. Develop through observations and class discussions what early childhood educators' duties include.
	    2. Explore how educators' "wear many hats".
	        a. Teacher

   b. Family and child advocate

   c. Parent educator

   d. Source of comfort

   e. Moderator

   f. Entertainer

   g. Nurse

   h. Coach and referee

   i. Waiter

3. Introduce students to the early learning standards/guidelines for Oregon and Washington.

4. Introduce licensing requirements:

   a. Enrollment in Central Background Registry

   b. Certified in Infant/Child First Aid and CPR

   c. Valid food handler card

   d. Completion of the following trainings: Safe Sleep for Oregon's Infants, Prevention is Better than Treatment, and Recognizing and Reporting Child Abuse and Neglect

   e. Annual training requirements

5. Introduce students to the Oregon Registry and Child Care Partners.

Outcome #3: Compose observations and self-reflections of time in ECE settings, interviews, videos, and articles.

1. Discuss basic journal and self-reflection guidelines

   a. Formatting

   b. Grammar expectations, etc.

   c. Outlining

2. Compare and contrast observations and interview responses.

3. Communicate, through writing, the struggles and joys that occur in ECE settings.

Outcome #4: Identify common work-related challenges and rewards and describe why the student is interested in the ECE field.

1. Communicate, through interviews and observations, the reasons why people enter the ECE field.

   a. Teach basic interview guidelines

   b. Discuss how to create a thoughtful interview question

   c. Instruct students on basic skills such as confidentiality and professionalism.

2. Describe, through self-reflection, why the student wants to become an early childhood professional.

3. Explore ideas such as:

   a. Fulfilling/rewarding

   b. Exciting

	c. Different every day/every year d. Making a positive impact e. Watching children grow
Suggested Texts & Materials (specify if any texts or materials are required):	Child care licensing requirements: • Oregon: https://oregonearlylearning.com/providers-educators/become-a-provider/ • Washington: https://www.dcyf.wa.gov/services/early-learning-providers/licensed-provider Early learning standards/guidelines: • Oregon: https://oregonearlylearning.com/parents-families/kindergarten-ready/early-learning-standards/ • Washington: https://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf Oregon Center for Career Development: https://www.pdx.edu/occd/ Oregon Registry: https://my.oregonregistryonline.org/
Department Notes (optional)	

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☐ Yes ☒ No
Name of certificate(s):		# credit:
Name of degree(s):	AAS: Early Childhood Education & Family Studies	# credit: 97
Will this new course be part of a new, proposed CGCC certificate or degree?		☐ Yes ☐ No
Name of new certificate(s):	ECE Fundamental Certificate ECE Curriculum Certificate	# credit: 33 # credit: 22
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Requirement	
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No

If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Lower-division elective credit

IMPACT ON OTHER PROGRAMS AND DEPARTMENTS		
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No.	
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	No.	
Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.		☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.		
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 3/28/2020 ☐ No	
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):	
Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4/1/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply		
☐ Course number	☒ Requisites	☒ Content
☒ Title	☒ Outcomes	☒ Text & Materials
☒ Description	☐ Repeatability	☐ Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063
Current prefix and number	ECE 120	Proposed prefix and number	No change
Current course title	Introduction to Early Education and Family Studies	Proposed title (60 characters max)	Introduction to Early Childhood Education
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Intro to Early Ed & Fam Studies	Proposed transcript title (30 characters max)	Intro to Early Childhood Ed
Reason for above proposed changes	Program is no longer called EE & FS, it is now ECE.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Introduces practitioners to the major tenets of the Early Childhood Education and Family Studies profession with emphasis on: child growth and development; various roles of professionals in the field; bidirectional relationships between child/family; and community, environmental, and cultural influences on child development. Introduces theory and research supporting alignment with the National Association for the Education of Young Children (NAEYC) standards for professional development. Audit available.	Introduces practitioners to the major tenets of the Early Childhood Education profession with emphasis on: historical influences, fundamental principles, current issues, careers, program models and approaches, and ethical and professional standards in accordance with the National Association for the Education of Young Children. Prerequisites: RD 90, WR 90 or equivalent placement test scores. Recommended: CAS 103W or equivalent computer skills. Audit available.
Reason for description change	Revised program prerequisites (explanation included below). Revised program name from ECE & FS to ECE, our new name.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 90, WR 90 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Recommended: CAS 103W or equivalent computer skills.	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	All ECE Fundamental Courses will have a "RD 90 and WR 90 or equivalent placement test scores" requirement. CAS 103W helps students obtain the computer skills necessary to be successful in the ECE program since it covers the use of Moodle, Google Drive, and more.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Recognize and understand typical and atypical growth and development of children from prenatal through 10 years of age. 2. Know and understand the influence of culture, environment, and heredity on child development. 3. Identify careers in early childhood care and education. 4. Apply knowledge of children's needs and development in a variety of environmental settings.	Upon successful completion of this course, students will be able to: 1. Summarize historical influences, fundamental principles, and current issues in the Early Childhood Education field. 2. Compare and contrast early childhood education program models and approaches. 3. Identify careers in the Early Childhood Education field. 4. Summarize the ethical and professional standards for an ECE professional.
Reason for outcomes change	Old outcomes #1 and #2 will be covered in ECE 126. This is an introduction course so students will not be expected to apply knowledge of children's needs and development in a variety of environmental settings until later courses (#4). This

	course needs to focus on historical influences, current issues, career options, program models and approaches, as well as ethical and professional standards.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Summarize historical influences and current issues in the Early Childhood Education field.
	
	a) History of ECE in the U.S.
	   i) American influences
	      (1) National Association for the Education of Young Children
	   ii) Influences from abroad
	   iii) Social change
	b) Fundamental principles
	   i) Young children
	      (1) Are capable and competent
	      (2) Learn best when their needs are met
	      (3) Are unique in their growth and development
	      (4) Develop and learn within the context of their family and culture
	   ii) Families
	      (1) Are the primary caregivers and educators of young children
	      (2) Are critical partners in all early learning environments
	      (3) Children can thrive across diverse family structures and all families bring strengths
	   iii) Early Learning Environments
	      (1) Support young children to learn in the context of relationships
	      (2) Reinforce the importance of the cultural context of young children, families and communities.
	      (3) Provide opportunities for active exploration
	      (4) Provide experiences that are relevant and integrated across domains of development
	      (5) Intentionally promote the development of skills and knowledge
	      (6) Utilize authentic assessment
	      (7) Provide opportunities for children to benefit from diversity
	      (8) Support children's language development in their primary language
	   iv) Communities
	      (1) Believe that all children deserve high-quality early learning experiences
	      (2) Offer a variety of resources that support early growth and course development
	      (3) Strategically plan to meet the needs of children and families
	c) Current Issues
	   i) Upholding the value of play
	      (1) "True" play

          (2) Risky play

     ii) Defining "quality" ECE programs

     iii) Universal preschool

     iv) Equity and inclusion in the ECE classroom

     v) Reducing the achievement gap

     vi) The role of assessment in ECE

     vii) Guidance vs. punishment

     viii) Professionalizing the field and increasing compensation

          (1) Power to the Profession

Outcome #2: Compare and contrast ECE program models and approaches.

    a) Types of Programs in the U.S.

       i) Center-based programs

          (1) Head Start and Early Head Start

          (2) Private programs

       ii) Home-based programs

       iii) After School Programs

       iv) Parent Co-ops

    b) Approaches

       i) Teacher-led (traditional)

       ii) Play-based

       iii) Emergent Curriculum

       iv) Waldorf

       v) Montessori

       vi) Reggio Emilia

       vii) HighScope

       viii) Bank Street

       ix) Whānua

       x) Anji Play

       xi) Outdoor & forest schools

Outcome #3: Identify careers in Early Childhood Education field.

    a) Identify local and national early care and education programs

       i) Research positions within these programs

          (1) Identify job responsibilities, educational requirements and wages.

Outcome #4: Summarize the ethical and professional standards for an ECE professional.

    a) "Professional Standards and Competencies for Early Childhood Educators"

    b) "NAEYC's Code of Ethical Conduct"

    c) Developmentally Appropriate Practice

	Copple, C. & Bredekamp, S. (2008). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8* (3rd ed.). NAEYC.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Gordon, A.M., & Browne, K.W. (2016). *Beginning essentials in early childhood education* (3rd ed.). Cengage Learning. Additional Materials: • "Professional Standards & Competencies for Early Childhood Educators" • "NAEYC Code of Ethical Conduct and Statement of Commitment" • "Advancing Equity in ECE – NAEYC Position Statement" • "Living Our Commitments: A Pledge to All Children and Families" by Louise Derman-Sparks and Julie Olsen Edwards

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☐ Next available term after approval ☒ Specify term (if AFTER the next available term) **Summer, 2020**
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/28/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐	Course number	☒	Requisites
☒	Title	☐	Outcomes
☒	Description	☐	Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS

		Submitter name Phone Email	Ashley Mickels 541-490-9063
Department	ECE		
Current prefix and number	ECE 121	Proposed prefix and number	No change
Current course title	Observation & Guidance I	Proposed title (60 characters max)	Guidance & Classroom Management
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Observation & Guidance I	Proposed transcript title (30 characters max)	Guidance & Class Mngmt
Reason for above proposed changes	To reduce the number of sequential courses we offer we decided this course and ECE 221: Observation & Guidance II, could be modified so one course focused on guidance and the other on observation.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

Current Description (required whether being revised or not)	Proposed Description
Focuses on age-appropriate guidance and observations techniques for individual children six week to age 10 years. Consciously observing children and applying developmentally appropriate principles of guidance based on child development theory and research helping early childhood professionals shift their focus from correcting or controlling behavior to providing satisfying, joyful experiences and relationships that build a child's inner resources, providing a kind of immunity from the ill effects of life's challenges. Audit available.	Focuses on age-appropriate guidance and observations techniques for individual children birth to age eight. Consciously observing children and applying developmentally appropriate principles of guidance based on child development theory and research helping early childhood professionals shift their focus from correcting or controlling behavior to providing satisfying, joyful experiences and relationships that build a child's inner resources, providing a kind of immunity from the ill effects of life's challenges. Prerequisites: RD 90, WR 90 or equivalent placement test scores. Audit available.
Reason for description change	Early Childhood Education is considered to serve children birth to age 8. This is also the necessary age range we must cover in order to comply with NAEYC Standards.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 90 or equiv place test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 90 or equiv place test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	All ECE Fundamental courses will have a "RD 90 and WR 90 or equivalent placement test scores" requirement.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Demonstrate a concrete understanding of the differences in key terms used concerning guidance and what is appropriate for the ECE classroom. 2. Articulate the role of observation in communicating with parents and professionals. 3. Identify the skills and strategies needed for making accurate observations of individual children based on child development principles. 4. Model various informal and formal observation and assessment strategies, as well as how to embed observation into the daily routine of the ECE classroom. 5. Maintain appropriate records of children's development and behaviorwhile safeguarding confidentiality and privacy. 6. Plan developmentally appropriate practice (DAP) techniques, strategies, and opportunities for a young child's healthy concept of self, self-regulation, and ability to interact appropriately with others.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	(required if revising outcomes) Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised a will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020

Department Chair (enter name of department chair): Ashley Mickels
Department Dean (enter name of department dean): Mary Kramer

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐	Course number	☒	Requisites
☐	Title	☐	Outcomes
☒	Description	☐	Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063
Current prefix and number	ECE 122	Proposed prefix and number	No change
Current course title	Environments & Curriculum in Early Childhood Education I	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Environments & Curriculum I	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Explores the creation of physical and social environments and curriculum for children six weeks through age ten. Covers theories and relationships between physical and social space, activities, experiences, and materials. Introduces the use of developmentally and culturally appropriate practices in planning, selecting, and evaluating environments and curriculum for young children. Audit available.	Explores the creation of physical and social environments and curriculum for children six weeks through age ten. Covers theories and relationships between physical and social space, activities, experiences, and materials. Introduces the use of developmentally and culturally appropriate practices in planning, selecting, and evaluating environments and curriculum for young children. Prerequisites: RD 90, WR 90 or equivalent placement test scores. Audit available.
Reason for description change	Update requisites.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 90 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 90 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	All ECE Fundamental courses will have a "RD 90 and WR 90 or equivalent placement test scores" requirement.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. 2. Identify the theoretical perspectives on environments and curriculum for young children. 3. Evaluate environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the languages and culture 4. Identify safety and health rules and regulations in the creation of environments for young children. 5. Evaluate multifaceted environments that change in response to curricular needs utilizing the environment.	Upon successful completion of this course, students will be able to:

6. Use observation and assessment to plan, implement and evaluate environments and curriculum.	

Reason for outcomes change	No change
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised text/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

CC date _____
CC decision _____
CC vote _____

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply	
☐ Course number	☒ Requisites
☒ Title	☐ Outcomes
☒ Description	☐ Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Current prefix and number	ECE 124	Proposed prefix and number	No change
Current course title	Multicultural Practices: Exploring Our Views	Proposed title (60 characters max)	Anti-Bias Practices
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Multicultural Practice:Views	Proposed transcript title (30 characters max)	Anti-Bias Practices
Reason for above proposed changes	Multiculturalism, in the ECE field, is often referred to as a "tourist curriculum" and current best practice is to move from multiculturalism towards anti-bias practices in education.		
COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).			
Current Description (required whether being revised or not)		Proposed Description	
Develops awareness of how personal experiences, belief systems, and values impact work with children and families. Examines the impact of cultural, linguistic, and class identities and histories on inter-relationships in diverse populations. Applies techniques for incorporating other peoples histories, values and belief systems into child-and-family-centered practices. Audit available.		Develops awareness of how personal experiences, belief systems, and values impact work with children and families. Examines the impact of cultural, linguistic, and class identities and histories on inter-relationships in diverse populations. Applies techniques for incorporating other peoples' histories, values and belief systems into child-and-family-centered practices. Prerequisites: RD 90, WR 90 or equivalent placement test scores. Audit available.	
Reason for description change	Added prerequisites.		

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 90 or equivalent placement test score	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 90 or equivalent placement test score	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	All ECE Fundamental Courses will have a "RD 90 and WR 90 or equivalent placement test scores" requirement.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify the influences on self-identity, including culture, race, language, gender, sexual orientation, physical ability, and class. 2. Recognize others' identities as the product of cultural, linguistic and class influences. 3. Assess cultural-, linguistic-, and class-related experiences and needs in learning communities for young children (infancy - school age) and their families.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised text/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval
	☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020

Department Chair (enter name of department chair): Ashley Mickels
Department Dean (enter name of department dean): Mary Kramer

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

Columbia Gorge Community College

New Course
Career Technical Education (CTE)

SECTION #1 GENERAL INFORMATION

Department:	ECE	Submitter name phone and email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Prefix and Course Number:	ECE 126	Credits:	3
Course Title: (60 characters max, including spaces)	Early Childhood Development: Birth to Age 8	Transcript Title: (30 characters max, including spaces)	Early Child Dev: Birth to 8

May this course be repeated for credit?	☐ Yes ☒ No	For how many times?	Contact hours:	Lecture: 30 Lec/lab: Lab:

Is this course equivalent to another? They must have the same description, outcomes and credit.	☐ Yes ☒ No	Prefix, number and title:

Reason for the new course.	Understanding child development is a fundamental component of early childhood education and should be taught at the beginning of a student's college career and should be included in the certificates. Currently, during year two of the AAS degree, we require HEC 226: Child Development that includes prenatal to adolescence develop. It has a WR 121 pre/co-requisite and many students do not place into WR 121 when they first begin this program. ECE 126 will only focus on birth to age 8, which meets NAEYC Standards. HEC 226 will still be required for the AAS degree, but it will be offered in year two of the program and will allow students to gain a deeper understanding of child development.

GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option**. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

	Check all that apply	Default (Choose one)
A-F (letter grade)	☒	☒
Pass/No pass	☐	☐
Audit in consultation with faculty	☒	☐

REQUISITES: Identify prerequisite, corequisite and concurrent course(s)

☐ Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores.   Prerequisite/concurrent: WR 121.

☐ placement into:		☐ placement into:		
course prefix & number: RD 90, WR 90 or test	☒ prerequisite	☐ corequisite		☐ pre/co
course prefix & number: Recommended: CAS 103W or equivalent computer skills.	☒ prerequisite	☐ corequisite		☐ pre/co

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).	

Covers the principles of theory and development for children from birth through eight years of age, and emphasizes the physical, cognitive, social-emotional, and linguistic domains of child development. Explores how child development and learning processes occur within multiple contexts. Focuses on environmental and instructional practices that support development. Prerequisites: RD 90 and WR 90. Recommended: CAS 103W or equivalent computer skills. Audit available.

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Describe the developmental period of early childhood from birth through age eight across physical, cognitive, social-emotional, and linguistic domains.
	2. Explain how children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society.
	3. List the basic premises of various child development theorists.
	4. Identify elements of learning environments and instructional practices that are healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child.
Outcomes assessment strategies:	Assessments may include written observations, journal reflections, self-assessments, interviews, projects, research papers, quizzes, tests, and portfolio artifacts.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in "required activities" box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor. Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):	This course should result in a minimum of one portfolio artifact for NAEYC Standard #1 – Child Development and Learning in Context.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Describe the developmental period of early childhood from birth through age 8 across physical, cognitive, social-emotional, and linguistic domains.
	
	1. Stages of brain development
	2. Developmental domains:
	    a. Perceptual, motor, and physical development
	    b. Language and literacy development
	    c. Social-emotional development
	    d. Cognitive development
	3. Developmental milestones
	4. Early Learning Guidelines
	    a. Oregon's Early Learning Guidelines
	    b. Washington State Early Learning and Development Guidelines
	    c. Head Start Early Learning Framework
	
	Outcome #2: Explain how children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society.
	
	1. Identity
	2. The roles of biology and environment
	3. Diversity of families and patterns of child-rearing
	4. Linguistic and cultural influences
	5. Effects of poverty and trauma on child development
	6. Neighborhood and community conditions
	7. Societal influences and structural inequities
	
	Outcome #3: List the basic premises of various child development theorists.
	
	1. Theories of development and learning
	    a. Psychoanalytic Theory
	    b. Behaviorism
	    c. Cognitive Theory
	    d. Sociocultural Theory
	    e. Ecological Theory
	    f. Multiple Intelligences Theory
	    g. Maturation Theory
	    h. Humanistic Theory
	
	Outcome #4: Identify elements of learning environments and instructional practices that are healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child.
	
	1. Supporting development through play
	2. Building supportive relationships with children
	3. Promoting healthy lifestyles
	4. Developmentally appropriate practices and learning environments
	5. Culturally and linguistically responsive practices and learning environments
	    a. Strategies for supporting dual language learners
	6. Anti-bias and inclusive practices
	7. Family and community engagement practices
	8. Trauma-informed practices
	    a. Strategies for building resilience in young children

Suggested Texts & Materials (specify if any texts or materials are required):	**Textbooks** Copple, C. & Bredekamp, S. (2008). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8* (3rd ed.). NAEYC. Gordon, A.M., & Browne, K.W. (2016). *Beginning essentials in early childhood education* (3rd ed.). Cengage Learning. **Materials** Best Start Resource Centre (n.d.). *Building resilience in young children.* http://www.beststart.org/resources/hlthy_chld_dev/pdf/BSRC_Resilience_English_fnl.pdf Im, J., Parlakian, R., and Sanchez, S. (2007). Understanding the influence of culture on caregiving practices: From the inside out. Young Children, 62(5), 1-3. NAEYC. (2015, May). Creating trauma-sensitive classrooms. https://www.naeyc.org/system/files/YC0515_Trauma-Sensitive_Classrooms_Statman-Weil.pdf TED. (2013, May). *Rita Pierson at TED Talks Education*: *Every kid needs a champion* [Video]. https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (n.d.). *Getting started with the ELOF.* https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.). *Hearing language is learning.* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-01-hearing-language-learning.pdf U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (n.d.). In *Interactive Head Start Early Learning Outcomes Framework: Ages birth to five.* https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Cultural and Linguistic Responsiveness. (n.d.). Strategies for supporting all dual language learners. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Cultural and Linguistic Responsiveness. (n.d.). *The big 5: The big picture: Background knowledge.* https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-big-picture-background-knowledge-eng.pdf U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement (n.d.). *Building partnerships: Guide to developing relationships with families.* https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf Zero to Three. (2016, February 9). *Supporting early brain development.* https://www.zerotothree.org/resources/series/family-friend-neighbor-care#supporting-early-brain-development

Department Notes (optional)	NAEYC Standard #1 – Child Development and Learning in Context Core Knowledge Category: Human Growth & Development (30 hours)

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)

New CTE courses must be attached to a degree and/or certificate. They cannot be offered until the degree or certificate is approved. Please answer below, as appropriate.

Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?		☒ Yes ☐ No
Name of certificate(s):		# credit:
Name of degree(s):	AAS: Early Childhood Education & Family Studies	# credit: 97
Will this new course be part of a new, proposed CGCC certificate or degree?		☒ Yes ☐ No
Name of new certificate(s):	Early Childhood Education Fundamentals Early Childhood Education Curriculum	# credit: 33 # credit: 22
Name of new degree(s):		# credit:
Briefly explain how this course fits into the new or existing degrees /certificates noted above (i.e. requirement or elective):	Requirement	
Is this course used to supply related instruction for a certificate?		☐ Yes ☒ No

If **yes,** the related instruction form, available on the curriculum office website, must be completed and submitted together with this form.

SECTION #3 ADDITIONAL INFORMATION FOR NEW CTE COURSES

Transferability: Will this course transfer to another academic institution? Identify and describe the nature of the transfer.	Lower-division elective credit.
IMPACT ON OTHER PROGRAMS AND DEPARTMENTS	
Are there degrees and/or certificates that are affected by the instruction of this course? If so, provide details.	No.
Are there similar courses existing in other programs or disciplines at CGCC? If yes, provide details and/or describe the nature of acknowledgments and/or agreements that have been reached.	HEC 226: Child Development As explained earlier, this course will remain part of our AAS: ECE degree. We decided to title this course ECE 126 to hopefully limit confusion.

Is there any potential impact on another department? Identify and consult with Department chairs whose courses may be impacted by this course, such as: content overlap, course duplication, prerequisite need, enrollment increase or decrease, etc.	☐ Yes ☒ No
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	☒ Yes – date: 3/28/2020 ☐ No
Implementation term:	☒ Start of next academic year (summer term) ☐ Specific term (if BEFORE next academic year):

Course approval is dependent on approval of the related certificate/degree submission which documents the placement of the new course. Degree/certificate status will impact the speed of the process. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/28/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number	☒ Requisites	☒ Content
☐ Title	☒ Outcomes	☐ Related Instruction
☒ Description	☐ Repeatability	☒ Text/materials

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063
Current prefix and number	ECE 130A	Proposed prefix and number	No change
Current course title	Practicum Orientation	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Practicum Orientation	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Provides overview of Practicum (student teaching) purpose, process and student's role in achieving successful practicum experiences throughout the ECE&FS program. Introduces beginning level skills for working with children ages birth - 5 in a group setting. Includes the use of developmentally appropriate methods in recognizing and providing safe, responsive, and sanitary environments, using beginning-level guidance strategies, and acclimating to the field of early education. Prerequisites: WR 90 or equivalent placement test score. Corequisites: ECE 120, ECE 121.	Provides overview of Practicum (student teaching) purpose, process and student's role in achieving successful practicum experiences throughout the ECE program. Prerequisites: RD 90 and WR 90 or equivalent placement test scores; ECE 101, ECE 120. Prerequisite/concurrent: HE 113.
Reason for description change	Revised program prerequisites (explanation included below). Revised program name from ECE & FS to ECE, our new name.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: WR 90	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ECE 120, ECE 121	☐ Prerequisite	☒ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 90, WR 90 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ECE 101, ECE 120	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: HE 113	☐ Prerequisite	☐ Corequisite	☒ pre/con
Reason for requisite changes	All ECE Fundamental Courses will have a "RD 90 and WR 90 or equivalent placement test scores" requirement. ECE 120 is our intro class and students should have a solid understanding of what ECE is as well as the NAEYC Standards before they start the practicum process. ECE 121 is not required for success in this course.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify and accomplish the requirements to successfully begin and complete practicums 2. Recognize the roles and responsibilities of key participants in the practicums 3. Apply an understanding of children's characteristics and needs, from birth through age 5. 4. Respond to children using an understanding of diverse family and community characteristics. 5. Engage in continuous, collaborative learning to inform practice.	Upon successful completion of this course, students will be able to: 1. Compare and contrast licensing requirements for the different types of child care programs in Oregon or Washington. 2. Complete all the requirements to successfully begin ECE practicums. 3. Explain the requirements to successfully pass practicums and seminars and to graduate from the ECE program. 4. Summarize the ethical and professional standards for an ECE professional.

Reason for outcomes change	In this course students will complete the necessary licensing and program requirements to begin practicum. They will also understand the responsibilities and expectations of a practicum student. Once they begin practicum, they will be required to apply #3 - #5 of the previous outcomes.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	**Outcome #1:** Compare and contrast licensing requirements for the different types of child care programs in Oregon or Washington.
	    1. Oregon Department of Education - Early Learning Division: Child Care Rules
	        a. Recorded Programs Rules
	        b. Registered Family Child Care Rules
	        c. Certified Family Child Care Rules
	        d. Certified Child Care Center Rules
	    2. Washington State Department of Children, Youth & Families: Licensing Rules
	        a. Center and Family Home Child Care Licensing Rules
	        b. School-Age Child Care Licensing Rules
	        c. DCYF Background Check Rules
	
	Outcome #2: Complete all the requirements to successfully begin ECE practicums.
	    1. Read the CGCC Practicum Handbook
	    2. List out the students' requirements
	    3. Identify resources
	    4. Create a plan
	
	Outcome #3: Explain the requirements to successfully pass practicums and seminars, and to graduate from the ECE program.
	    1. ECE Outcomes
	        a. ECE Fundamental Certificate Outcomes
	        b. AAS: ECE Program Outcomes
	    2. CGCC Institutional Core Learning Outcomes
	    3. CGCC Practicum Handbook
	    4. CGCC Portfolio Handbook
	        a. Purpose of a portfolio
	        b. Examples of e-Portfolios
	        c. Utilize a template or create their own e-Portfolio where artifacts can be entered as they progress through the program
	    5. Professional Standards & Competencies for Early Childhood Educators
	
	Outcome #4: Summarize the ethical and professional standards for an ECE professional.
	1. NAEYC Code of Ethical Conduct
	    a. Statement of Commitment
	2. Developmentally Appropriate Practice – NAEYC Position Statement
	    a. Key Messages of the Position Statement
	3. Advancing Equity in ECE – NAEYC Position Statement
	    a. Recommendations for Early Childhood Educators
	    b. "Living Our Commitments: A Pledge to All Children and Families"

Suggested Texts & Materials updates (specify if any texts or materials are required):	• CGCC Practicum Handbook • CGCC Portfolio Handbook • Oregon Department of Education – Early Learning Division: Child Care Rules • Washington State Department of Children, Youth & Families: Licensing Rules • "Professional Standards & Competencies for Early Childhood Educators" • "NAEYC Code of Ethical Conduct and Statement of Commitment" • "Developmentally Appropriate Practice – NAEYC Position Statement" • "Advancing Equity in ECE – NAEYC Position Statement" • "Living Our Commitments: A Pledge to All Children and Families" by Louise Derman-Sparks and Julie Olsen Edwards

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4/1/2020

Department Chair (enter name of department chair): Ashley Mickels
Department Dean (enter name of department dean): Mary Kramer

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that

Columbia Gorge Community College

Grade Option Change

SECTION #1 GENERAL INFORMATION

Department	ECE	Submitter Name Phone Email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Prefix and Course number	ECE 130B	Course Title	Practicum Seminar 1

SECTION #2 GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option**. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

CURRENT GRADE OPTIONS		PROPOSED GRADE OPTIONS		DEFAULT (CHOOSE ONE)
Pass/no pass choice	☐	Pass/no pass choice	☒	☒
Students choose audit in consultation with instructor	☐	Students choose audit in consultation with instructor	☐	☐
Students may choose A-F	☒	Students may choose A-F	☐	☐

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments?

☐ Yes ☒ No	Provide details: who was contacted, what was agreed upon?

Implementation Term

The requested change will be implemented for the next available term. Curriculum Committee approval required a minimum of two weeks prior to the 1st day of registration to ensure the change in the course management system for that term.

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/27/2020

Department Chair (enter name of department chair): Ashley Mickels

Department Dean (enter name of department dean): Mary Kramer

Columbia Gorge Community College

Contact Hours / Credit Change

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department	ECE	Submitter name: Phone: Email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Course prefix and number	ECE 130B	Course title	Practicum Seminar 1

Contact and Credit Hours
• 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
• 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
• 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	20	Lecture	10
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	2	Total weekly contact hours	1
Total credits	2	Total credits	1

Reason for change:	Class time will be spent reflecting and discussing experiences in their practicum lab work. This course is intended to support students with any issues that arise during their practicum hours, and in completing their ECE Practicum Portfolios. Twenty hours is not necessary to accomplish this.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.

☐ Yes ☒ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☒ Yes ☐ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain and describe how the impact was resolved	

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term	☒ Next available term after approval ☐ Specific term (if after next available term):	

SECTION #2 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4/1/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Grade Option Change

SECTION #1 GENERAL INFORMATION

Department	ECE & FS	Submitter Name Phone Email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Prefix and Course number	ECE 130C	Course Title	Practicum Seminar 2

SECTION #2 GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option**. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

CURRENT GRADE OPTIONS		PROPOSED GRADE OPTIONS		DEFAULT (CHOOSE ONE)
Pass/no pass choice	☐	Pass/no pass choice	☒	☒
Students choose audit in consultation with instructor	☐	Students choose audit in consultation with instructor	☐	☐
Students may choose A-F	☒	Students may choose A-F	☐	☐
IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments?				
☐ Yes ☒ No	Provide details: who was contacted, what was agreed upon?			

Implementation Term

The requested change will be implemented for the next available term. Curriculum Committee approval required a minimum of two weeks prior to the 1st day of registration to ensure the change in the course management system for that term.

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/27/2020

Department Chair (enter name of department chair): Ashley Mickels
Department Dean (enter name of department dean): Mary Kramer

Columbia Gorge Community College

Contact Hours / Credit Change

SECTION #1 GENERAL INFORMATION			
Department	ECE	Submitter name: Phone: Email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Course prefix and number	ECE 130C	Course title	Practicum Seminar 2

Contact and Credit Hours
- 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
- 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
- 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture	20	Lecture	10
Lab		Lab	
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	2	Total weekly contact hours	1
Total credits	2	Total credits	1

Reason for change:	Class time will be spent reflecting and discussing experiences in their practicum lab work. This course is intended to support students with any issues that arise during their practicum hours, and in completing their ECE Practicum Portfolios. Twenty hours is not necessary to accomplish this.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.

☐ Yes ☒ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☒ Yes ☐ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain and describe how the impact was resolved	

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4/1/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply	
☐ Course number	☒ Requisites
☐ Title	☐ Outcomes
☒ Description	☐ Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Current prefix and number	ECE 134	Proposed prefix and number	No change
Current course title	Practicum 1	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Practicum 1	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Develops basic intermediate level skills to work with children ages birth – 5 in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution, schedule and routine planning, fundamental curriculum development, and environmental modification. Continues the required Practicum (student teaching) component of the program. Develops skills in working with children in a group setting using developmentally appropriate methods. Prerequisite: HE 113. Prerequisites/concurrent: ECE122. Corequisite: ECE 130B. Recommended: HE 262.	Develops basic intermediate level skills to work with children birth through 5 years in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution, schedule and routine planning, fundamental curriculum development, and environmental modification. Develops skills in working with children in a group setting using developmentally appropriate methods. Prerequisites: CG 101, HE 113, HEC 201, ECE 101, ECE 120, ECE 121, ECE 122, ECE 124, ECE 126, ECE 130A, ECE 200; Prerequisite/concurrent: ECE 221; Corequisite: ECE 130B.
Reason for description change	Update requisites.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: HE 113	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ECE 122	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: ECE 130B	☐ Prerequisite	☒ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: CG 101, ECE 101, ECE 120, ECE 126, HE 113, ECE 121, ECE 122, ECE 130A, HEC 201, ECE 124, ECE 200	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ECE 221	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: ECE 130B	☐ Prerequisite	☒ Corequisite	☐ pre/con
Reason for requisite changes	We have moved ECE 130B and ECE 134 to the end of year one. We want students to complete their content courses before beginning their student teaching. ECE 221 is an observation course and will work very nicely if it is taken as a prerequisite or concurrently.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
1. Use knowledge of child development in order to create healthy, respectful, supportive, and challenging learning environments for young children. 2. Use an understanding of the goals, benefits, and uses of assessment to develop appropriate goals, curriculum, and teaching strategies for young children. 3. Develop positive relationships and supportive interactions with young children in an early childhood environment. 4. Reflect on personal caregiving practices in order to promote positive outcomes for each.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised text/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4/1/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

Columbia Gorge Community College

Grade Option Change

SECTION #1 GENERAL INFORMATION

Department	ECE & FS	Submitter Name Phone Email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Prefix and Course number	ECE 134	Course Title	Practicum 1

SECTION #2 GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option**. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

CURRENT GRADE OPTIONS		PROPOSED GRADE OPTIONS		DEFAULT (CHOOSE ONE)
Pass/no pass choice	☐	Pass/no pass choice	☒	☒
Students choose audit in consultation with instructor	☐	Students choose audit in consultation with instructor	☐	☐
Students may choose A-F	☒	Students may choose A-F	☐	☐
IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments?				
☐ Yes ☒ No	Provide details: who was contacted, what was agreed upon?			

Implementation Term
The requested change will be implemented for the next available term. Curriculum Committee approval required a minimum of two weeks prior to the 1st day of registration to ensure the change in the course management system for that term.

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/27/2020

Department Chair (enter name of department chair): Ashley Mickels
Department Dean (enter name of department dean): Mary Kramer

Columbia Gorge Community College

Contact Hours / Credit Change

SECTION #1 GENERAL INFORMATION

Department	ECE	Submitter name: Phone: Email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Course prefix and number	ECE 134	Course title	Practicum 1

Contact and Credit Hours
- 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
- 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
- 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture		Lecture	
Lab	90	Lab	60
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	9	Total weekly contact hours	6
Total credits	3	Total credits	2

Reason for change:	During ECE's 2020 Program Review it was determined that we needed to reduce our total required practicum hours. Our ECEFS Advisory Committee recommended we reduce ECE 134 and ECE 135 to 2 credits each instead of 3.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.	
☐ Yes ☒ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?	
☒ Yes ☐ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?		
☐ Yes ☒ No	If yes, please explain and describe how the impact was resolved	

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4/1/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
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4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number	☒ Requisites
☐ Title	☐ Outcomes
☒ Description	☐ Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Current prefix and number	ECE 135	Proposed prefix and number	No change
Current course title	Practicum 2	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Practicum 2	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Develops basic intermediate level skills to work with children ages birth – 5 in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution, schedule and routine planning, fundamental curriculum development, and environmental modification. Continues the required Practicum (student teaching) component of the program. Develops skills in working with children in a group setting using developmentally appropriate methods. Prerequisite: HE 113. Prerequisites/concurrent: ECE122. Corequisite: ECE 130B. Recommended: HE 262.	Develops basic intermediate level skills to work with children birth through 5 years in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution, schedule and routine planning, fundamental curriculum development, and environmental modification. Develops skills in working with children in a group setting using developmentally appropriate methods. Pre/concurrent: ECE 130B, ECE 134, HE 262, ECE 234, ECE 236, ECE 235, ECE 123, HEC 202. Corequisite: ECE 130C.
Reason for description change	Update requisites.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: ECE 134	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ECE 123	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: ECE 130C	☐ Prerequisite	☒ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: ECE 130B, ECE 134, ECE 234, ECE 235, ECE 236, HE 262	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ECE 130C	☐ Prerequisite	☒ Corequisite	☐ pre/con
prefix & number: HEC 202	☐ Prerequisite	☐ Corequisite	☒ pre/con
Reason for requisite changes	We have moved ECE 130C and ECE 135 to winter term of the second year of the degree. (The long-term goal is to move these two courses to spring term, which will be the end of their program.) We want students to complete as much of their content courses as possible before beginning their student teaching. HEC 202 runs during the winter term, so it is listed as a pre/con.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Use knowledge of child development in order to create healthy, respectful, supportive, and challenging learning environments for young children. 2. Use an understanding of the goals, benefits, and uses of assessment to develop appropriate goals, curriculum, and teaching strategies for young children. 3. Develop positive relationships and supportive interactions with young children in an early childhood environment. 4. Reflect on personal caregiving practices in order to promote positive outcomes for each.	Upon successful completion of this course, students will be able to:

Reason for outcomes change	No change.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised texts/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4/1/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.

Columbia Gorge Community College

Grade Option Change

SECTION #1 GENERAL INFORMATION

Department	ECE & FS	Submitter Name Phone Email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Prefix and Course number	ECE 135	Course Title	Practicum 2

SECTION #2 GRADE OPTIONS: Check as many or as few options as you'd like. **Choose the default grade option**. The default grade refers to the option that is listed at the top of the dropdown menu for the CRN. Students who do not make a choice or do not make a change in the dropdown menu will automatically be assigned to the default grade option.

CURRENT GRADE OPTIONS		PROPOSED GRADE OPTIONS		DEFAULT (CHOOSE ONE)
Pass/no pass choice	☐	Pass/no pass choice	☒	☒
Students choose audit in consultation with instructor	☐	Students choose audit in consultation with instructor	☐	☐
Students may choose A-F	☒	Students may choose A-F	☐	☐

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments?

☐ Yes ☒ No	Provide details: who was contacted, what was agreed upon?	

Implementation Term

The requested change will be implemented for the next available term. Curriculum Committee approval required a minimum of two weeks prior to the 1st day of registration to ensure the change in the course management system for that term.

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/27/2020

Department Chair (enter name of department chair): Ashley Mickels
Department Dean (enter name of department dean): Mary Kramer

Columbia Gorge Community College

Contact Hours / Credit Change

SECTION #1 GENERAL INFORMATION			
Department	ECE	Submitter name: Phone: Email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Course prefix and number	ECE 135	Course title	Practicum 2

Contact and Credit Hours
• 1 credit of lecture meets 1 hr /wk, plus 2 hrs/wk of study for 10 weeks = 30 hr
• 1 credit of lec-lab meets 2 hr/wk, plus 1 hr of study, for 10 weeks = 30 hr
• 1 credit of lab or cooperative ed meets 3 hrs/wk, with minimal outside study, for 10 wks = 30 hr

Current Contact And Credit Hours		Proposed Contact And Credit Hours	
Lecture		Lecture	
Lab	90	Lab	60
Lecture/Lab		Lecture/Lab	
Total weekly contact hours	9	Total weekly contact hours	6
Total credits	3	Total credits	2

Reason for change:	During ECE's 2020 Program Review it was determined that we needed to reduce our total required practicum hours. Our ECEFS Advisory Committee recommended we reduce ECE 134 and ECE 135 to 2 credits each instead of 3.

LEARNING OUTCOMES: Are learning outcomes affected by this change. If you are adding or removing credits, then it is expected there will be a change in the outcomes.

☐ Yes ☒ No	If yes, then revise the course learning outcomes by completing a course revision form found on the curriculum website.

IMPACT ON DEGREE AND CERTIFICATES: Are there degrees or certificates affected by this change?

☒ Yes ☐ No	If yes, complete a degree/certificate change form located on the curriculum website.

IMPACT ON OTHER DEPARTMENTS: Are there changes that will impact other departments? Are there degrees or certificates that require this course as part of their program or as a prerequisite?

☐ Yes ☒ No	If yes, please explain and describe how the impact was resolved	

Have you consulted with department chairs from other disciplines regarding potential course duplication, impact on enrollment or content overlap?		
☐ Yes ☒ No	If yes, please describe	
Implementation term	☒ Next available term after approval	
	☐ Specific term (if after next available term):	

SECTION #2 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4/1/2020

Department Chair (enter name of department chair): Ashley Mickels

Department Dean (enter name of department dean): Mary Kramer

NEXT STEPS:

1. Save this document as ContHrChg.course prefix and course number (e.g. ContHrChg.HST 204). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐	Course number	☒	Requisites
☒	Title	☐	Outcomes
☒	Description	☐	Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063
Current prefix and number	ECE 200	Proposed prefix and number	No change
Current course title	The Professional in ECE and Family Studies	Proposed title (60 characters max)	Professionalism & Advocacy
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	The Professional in ECE & FS	Proposed transcript title (30 characters max)	Professionalism & Advocacy
Reason for above proposed changes	Program is now ECE, not ECE & FS. Also, based on the 2020 ECE Program Review, it was determined we needed a stronger focus on building advocacy skills for children, families, and the profession. This course currently covers advocacy skills, but we wanted it to be more apparent by including it in the title.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Surveys the history, current practices, and future issues of early childhood education. Reviews professionalism, parent interaction, job opportunities, ethical/legal issues, and community resources. Develops a professional philosophy. Prerequisites: WR 115. Audit available.	Surveys the history, current practices, and future issues of early childhood education. Reviews professionalism, parent interaction, job opportunities, ethical/legal issues, and community resources. Develops a professional philosophy. Prepares students to become informed advocates for young children, families, and the profession. Prerequisites: RD 90, WR 90 or equivalent placement test scores; ECE 120. Audit available.

Reason for description change	Changed prerequisites. Added a sentence specifically about advocacy.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: WR 115	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 90	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 90	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ECE 120	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	All ECE Fundamental courses will have a "RD 90 and WR 90 or equivalent placement test scores" requirement. ECE 120 is our introduction course that covers		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Summarize historical, current, and future influences on the Early Childhood Education and Family Studies (ECEFS) field. 2. Evaluate personal knowledge, skills and interests in order to determine current placement in ECEFS field. 3. Construct a professional development plan and resume specific for their career in ECEFS field.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised text/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐	Yes
	☒	No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS

Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐	Yes
	☒	No
Please provide details, who was contacted and the resolution.		

Implementation term	☒ Next available term after approval
	☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020

Department Chair (enter name of department chair): Ashley Mickels

Department Dean (enter name of department dean): Mary Kramer

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

Columbia Gorge Community College

Course Revision
<mark>(Double click on check boxes to activate dialog box)</mark>

What are you seeking to revise? Check all that apply	
☐ Course number	☒ Requisites
☒ Title	☐ Outcomes
☒ Description	☐ Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063
Current prefix and number	ECE 221	Proposed prefix and number	No change
Current course title	Observation & Guidance II	Proposed title (60 characters max)	Observation, Documentation & Assessment
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Observation & Guidance II	Proposed transcript title (30 characters max)	Observation, Document & Assess
Reason for above proposed changes	To reduce the number of sequential courses we offer we decided this course and ECE 121: Observation & Guidance I, could be modified so one course focused on guidance and the other on observation.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Examines techniques for observing and recording behavior and keeping records as used in the care and education of infants through five-year-olds. Focuses on observation and guidance techniques for children and groups of children in addressing challenging behaviors and issues in early childhood environments, families and their community. Covers the teacher's role and caregiver's role in using observation to promote development, including self-development. Prerequisites: WR 115 and ECE 121.Audit available.	Examines techniques for observing and recording behavior and keeping records as used in the care and education of children birth to age eight. Focuses on observation and guidance techniques for children and groups of children in addressing challenging behaviors and issues in early childhood environments, families and their community. Covers the teacher's role and caregiver's role in using observation to promote development, including self-development. Prerequisites: RD 90, WR 90 or equivalent placement test scores. Recommended prerequisite/concurrent: ECE 130B, ECE 134. Audit available.
Reason for description change	Early Childhood Education is considered to serve children birth to age 8. This is also the necessary age range we must cover in order to comply with NAEYC Standards.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: WR 115	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ECE 121	☒ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 90, WR 90 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: Recommend: ECE 130B, ECE 134	☐ Prerequisite	☐ Corequisite	☒ pre/con
Reason for requisite changes	All ECE Fundamental courses will have a "RD 90 and WR 90 or equivalent placement test scores" requirement. ECE 221 requires observations to be conducted on children birth to age eight, and since not all ECE students are currently working in the field, ECE 130B: Practicum Seminar 1 and ECE 134: Practicum 1 will provide them with access to children.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify (individually and collaboratively) appropriate guidance techniques for groups of children based on proven theory and practices. 2. Recognize environmental, developmental, and cultural factors that impact children's behaviors. 3. Make accurate observations of groups of children based on child development principles. 4. Understand the connection between observations and appropriate guidance, management, and planning for groups of children. 5. Identify and apply standard assessment tools commonly used in the field of early childhood education. 6. Discuss the role of observation in communicating with parents and professionals.	Upon successful completion of this course, students will be able to:

Reason for outcomes change	No change.
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised texts/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number	☒ Requisites	☐ Content
☒ Title	☐ Outcomes	☐ Text & Materials
☒ Description	☐ Repeatability	☐ Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063
Current prefix and number	ECE 234	Proposed prefix and number	No change
Current course title	Introduction to Children with Special Needs in ECE & FS	Proposed title (60 characters max)	Inclusion of Children with Special Needs
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Children w/Special Needs in/ECE	Proposed transcript title (30 characters max)	Inclusion of Child w/Spec Nds
Reason for above proposed changes	Program name is now ECE, not ECE & FS. Plus, in order to align with NAEYC standards and to remain relevant we want to be clear that this course covers prepares students to teach in inclusive settings, not just an understanding of specific disabilities.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Explores areas of special needs in children from birth through eight years of age. Identifies and understands the knowledge of inclusion of children in early childhood settings. Explores services available to children with special needs and their families. Introduces students to child development issues as it relates to special needs children. Audit available.	Introduces concepts addressing special needs in children from birth through eight years of age. Explores inclusive teaching techniques and practices that support the inclusion of children in early childhood settings. Identifies services available to special needs children and their families, and provides an introduction to related child development issues. Prerequisites: RD 115, WR 115 or equivalent placement test scores. Audit available.
Reason for description change	Changed prerequisites. Included a stronger emphasis on inclusive practices.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 115 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 115 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	Within our program this is considered a higher-level course and warrants the higher reading and writing prerequisite. For the ECE Curriculum Certificate WR 115 is set for winter term, which is the same term as ECE 234, thus it should be a pre/con.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Apply knowledge of learning disabilities in the ECE classroom. 2. Recognize and understand special needs areas, including: giftedness, deaf and hearing impaired, and the emotionally disturbed ECE child. 3. Recognize cognitive delays and disabilities in ECE classrooms. 4. Apply strategies for mainstreaming in ECE. 5. Assess ECE children with special needs. 6. Apply knowledge of parent-teacher partnership in the support and intervention of special needs ECE children.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change.

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised text/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number	☒ Requisites
☐ Title	☐ Outcomes
☒ Description	☐ Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063
Current prefix and number	ECE 235	Proposed prefix and number	No change
Current course title	Music & Movement for the Young Child	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Mus/Mvmnt for the Young Child	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Focuses on the purposes of incorporating music and movement into the early childhood curriculum. Examines the development of musical and movement skills in children from birth to age 8, and introduces the concepts of age and developmental appropriateness when designing fun movement/music activities. Develops a variety of music and movement activities, techniques and materials appropriate for early childhood education. Includes active participation with hands-on experience as well as the development of practical activities, techniques and materials appropriate for use with young children. Audit available.	Focuses on the purposes of incorporating music and movement into the early childhood curriculum. Examines the development of musical and movement skills in children from birth to age 8, and introduces the concepts of age and developmental appropriateness when designing fun movement/music activities. Develops a variety of music and movement activities, techniques and materials appropriate for early childhood education. Includes active participation with hands-on experience as well as the development of practical activities, techniques and materials appropriate for use with young children. Prerequisites: RD 115, WR 115. Audit available.

Reason for description change	Update requisites.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 115, WR 115 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	In our program, this is considered a higher-level course and warrants a higher reading and writing prerequisite than our ECE Fundamental courses.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Identify the ways in which music and movement can benefit young children's (age's birth to 8 years) physical, cognitive, social, emotional and creative growth. 2. Recognize the development of musical and motor skills in children from birth to age 8. 3. Use a basic vocabulary for talking about music and movement. 4. Develop and evaluate music and movement activities and materials for young children. 5. Apply a beginning level of skill in presenting music and movement experiences. 6. Connect music and movement to the total classroom curriculum, as well as to individual children's needs and interests.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised texts/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020

Department Chair (enter name of department chair): Ashley Mickels
Department Dean (enter name of department dean): Mary Kramer

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

CC date   _____
CC decision   _____
CC vote   _____

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐	Course number	☒	Requisites
☐	Title	☐	Outcomes
☒	Description	☐	Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063
Current prefix and number	ECE 236	Proposed prefix and number	No change
Current course title	Language & Literacy in Early Childhood Education	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Lang & Literacy in ECE	Proposed transcript title (30 characters max)	No change
Reason for above proposed changes	No change.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Provides an overview of language and literacy development in children from infancy to age 8. Explores the design and use a variety of language and literacy development activities with young children. Audit available.	Provides an overview of language and literacy development in children from infancy to age 8. Explores the design and use of a variety of language and literacy development activities with young children. Prerequisites: RD 115, WR 115 or equivalent placement test scores. Audit available.

Reason for description change	Update requisites.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.			
Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 115 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 115 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	In our program, this is considered a higher-level course and warrants a higher reading and writing prerequisite than our ECE Fundamental courses.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) *****NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.*****	
Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Understand the process of normal language development in young children 2. Apply an understanding of the teacher's multiple roles in facilitating language development. 3. Recognize different genres of literature written for children, infancy to age 8, and its function. 4. Evaluate and select literature for young children. 5. Present children's literature using a variety of methods.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised text/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☒ Next available term after approval ☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

Columbia Gorge Community College

Course Revision
(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

☐ Course number	☒ Requisites
☒ Title	☐ Outcomes
☒ Description	☐ Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Current prefix and number	ECE 238	Proposed prefix and number	No change
Current course title	Administration of ECE & FS Programs	Proposed title (60 characters max)	Administration of ECE Programs
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Adm of ECE & FS Programs	Proposed transcript title (30 characters max)	Admin of ECE Programs
Reason for above proposed changes	Program is now ECE not ECE & FS		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.	
Current Description (required whether being revised or not)	Proposed Description
Studies various tasks and responsibilities of program administration. Includes licensing, program planning, organization, financial management, parent and community relationships, and personnel management. Recommended: MTH 20 or equivalent placement test scores; prior ECE course work and experience working with children in groups. Audit available.	Studies various tasks and responsibilities of program administration. Includes licensing, program planning, organization, financial management, parent and community relationships, and personnel management. Prerequisites: ECE 126 or HE 226. Prerequisite/Concurrent: RD 115 and WR 115. Recommended: experience working with children in groups. Audit available.
Reason for description change	Changed prerequisites.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 115, WR 115	☐ Prerequisite	☐ Corequisite	☒ pre/con
prefix & number: Recommended: experience working with children in groups.	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: ECE 126 or HEC 226	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	If you are going to be an administrator of ECE programs, you should have a basic understanding of child development (ECE 126 or HEC 226). In an administrator role you should also be able to read and write at a higher level than if you were an assistant in the classroom which is why WR 115 and RD 115 are selected.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Understand different types of early childhood programs 2. Determine appropriate programs for a specific geographical area. 3. Understand the licensing and accreditation processes. 4. Manage the administrative responsibilities of an ECE program, including: facilities, finances, food services, and personnel 5. Monitor and direct children's programming, including: curriculum development and planning, classroom management, and discipline policies. 6. Involve and engage parents in their child's education.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised text/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes ☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes ☒ No
Please provide details, who was contacted and the resolution.	

Implementation term	☒ Next available term after approval
	☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020

Department Chair (enter name of department chair): Ashley Mickels
Department Dean (enter name of department dean): Mary Kramer

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

Columbia Gorge Community College

Course Revision

What are you seeking to revise? Check all that apply	
☐ Course number	☒ Requisites
☒ Title	☐ Outcomes
☒ Description	☐ Repeatability

SECTION #1 GENERAL INFORMATION & REVISIONS			
Department	ECE	Submitter name Phone Email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Current prefix and number	HEC 201	Proposed prefix and number	No change
Current course title	Family Partnerships in Education	Proposed title (60 characters max)	Family-Teacher Partnerships and Community Connections
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Family Partnership Education	Proposed transcript title (30 characters max)	Family-Teacher Partnerships
Reason for above proposed changes	Change is made to align closely with NAEYC's Standard #2: Family-Teacher Partnerships and Community Connections.		

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: "This course will …" and/or "Students will …" Include course requisites in the description. Guidelines for writing concise descriptions can be found at Writing Course Descriptions.

Current Description (required whether being revised or not)	Proposed Description
Identifies the influences on children and their families which impact child and family behaviors, values, attitudes, beliefs, and morals. Includes: parenting patterns; cultural, religious and socioeconomic influences; peer, school, media impacts; family development; community ecology; special needs children; prejudice; and public policy. Audit available.	Identifies the influences on children and their families which impact child and family behaviors, values, attitudes, beliefs, and morals. Includes: parenting patterns; cultural, religious and socioeconomic influences; peer, school, media impacts; family development; community ecology; special needs children; prejudice; and public policy. Prerequisites: RD 90, WR 90 or equivalent placement test scores. Audit available.
Reason for description change	Prerequisites changed.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121." If the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to submit the Opt-out of Standard Prerequisites Request form.

Current prerequisites, corequisites and concurrent (if no change, leave blank)			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. 　　　　Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number:	☐ Prerequisite	☐ Corequisite	☐ pre/con
Proposed prerequisites, corequisites and concurrent			
☐ Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. 　　　　Prerequisite/concurrent: WR 121			
☐ Placement into:			
prefix & number: RD 90 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
prefix & number: WR 90 or equivalent placement test scores	☒ Prerequisite	☐ Corequisite	☐ pre/con
Reason for requisite changes	All ECE Fundamental courses will have a "RD 90 and WR 90 or equivalent placement test scores" requirement.		

LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)
NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.

Current learning outcomes (required whether being revised or not)	New learning outcomes
Upon successful completion of this course, students will be able to: 1. Describe the normal child growth and development from the prenatal period through adolescence using current research theories and principles. 2. Use current research to investigate parenting patterns and how they are influenced by mass media, culture, values, and socioeconomics. 3. Recognize the influence of family and society on the socialization of children.	Upon successful completion of this course, students will be able to:
Reason for outcomes change	No change

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	Revised content aligned to outcomes will be submitted prior to end of spring term, 2020.
Suggested Texts & Materials updates (specify if any texts or materials are required):	Revised text/materials will be submitted prior to end of spring term, 2020.

Is this course used for related instruction?	☐ Yes
	☒ No
If yes, then check to see if the hours of student learning should be amended in the related instruction template to reflect the revision. This may require a related instruction curriculum revision.	

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Are there changes being requested that may impact other departments, such as academic programs that require this course as a prerequisite for courses, degrees, or certificates?	☐ Yes
	☒ No
Please provide details, who was contacted and the resolution.	
Implementation term	☒ Next available term after approval
	☐ Specify term (if AFTER the next available term)
Allow 2-6 months to complete the approval process before scheduling the course.	

SECTION #3 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	4.2.2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

NEXT STEPS:
1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

Columbia Gorge Community College

NEW CERTIFICATE REQUEST

Submitted by: Ashley Mickels	Email: amickels@cgcc.edu	Phone: 541-490-9063	Department: CTE

<mark>(Double click on check boxes to activate dialog box)</mark>

SECTION #1 OVERVIEW

Proposed Title:	Early Childhood Education Fundamentals	Proposed Credits:	33
Reason for new certificate:	For child care licensing requirements our base certificate needs to be a Step 8 and the changes we would need to make to our current certificate would have been over 30% so a new certificate was necessary.	Requested implementation term:	Summer, 2020

Is there impact on other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the certificate been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	3/12/2020

Is this a Statewide Certificate?	☐ Yes ☒ No	If so, has the certificate been approved by the consortium?	☐ Yes ☐ No
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No
If this is a Related Certificate or a Career Pathway, what is the base degree?	Early Childhood Education & Family Studies AAS		

SECTION #2 PREREQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
RD 90	Transformative Reading (or higher placement)	Placement into RD 90	3
WR 90	Introductory Writing (or higher placement)	Placement into WR 90 and RD 90	3

Is this a limited entry program? Students must apply, via the department for program entry. ☐ Yes ☒ No

PROPOSED OUTCOMES

Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)

Students who successfully complete this certificate will be able to:

1. Use introductory knowledge of early childhood development and of individual children in the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child.

2. Use knowledge of family structures and available community resources to establish respectful, reciprocal relationships that affirm and respect family diversity and engage families in their child's development and learning as collaborative partners.

3. Use observation, documentation and assessment to inform instruction and planning in early learning settings in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to promote positive outcomes for each child in partnership with families and professional colleagues.

4. Use supportive relationships and interactions with young children along with developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies to meet the needs of each child.

5. Use critical thinking and problem solving to apply knowledge of child development and early learning standards to the implementation of curriculum across content areas, facilitating individual and group learning.

6. Use collaborative, reflective, and intentional practice in their work with young children and as members of the early childhood profession.

7. Use knowledge of history, current issues, the NAEYC Code of Ethical Conduct, and the mission of the early childhood education profession to support and advocate for young children, families and the profession.

SECTION #3 PROPOSED COURSEWORK

List all courses (course number, title, requisites and credits) in the term by term order that is to be displayed in the catalog certificate map. Enter electives below if applicable. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)

Course Number	Course Title	Requisites	Credits
FALL			
CG 101	College Survival and Success: Personal Responsibility	None	1
ECE 101	Exploring the ECE Field	None	1
ECE 120	Introduction to Early Childhood Education	RD 90, WR 90 or test. Recommended: CAS 103W	3
ECE 126	Early Childhood Development: Birth to Age 8	Prerequisite: RD 90, WR 90 or test Recommended: CAS 103W	3
HE 113	First Aid and CPR/AED Professional Rescuers/Healthcare Providers	Recommended: RD 115 or test	1
WINTER			
ECE 121	Guidance and Classroom Management	RD 90, WR 90 or test	3
ECE 122	Environments & Curriculum in Early Childhood Ed I	RD 90, WR 90 or test	4
ECE 130A	Practicum Orientation	RD 90 and WR 90 or test; ECE 101, ECE 120. Pre/co: HE 113.	2
SPRING			
HEC 201	Family-Teacher Partnerships and Community Connections	RD 90, WR 90 or test	3
ECE 124	Anti-Bias Practices	RD 90, WR 90 or test	3
ECE 200	Professionalism & Advocacy	RD 90, WR 90 or test; ECE 120	3
SUMMER			
ECE 221	Observation, Documentation & Assessment	RD 90, WR 90 or test. Rec: pre/co: ECE 130B, ECE 134.	3
ECE 130B	Practicum Seminar 1	ECE 130A. Co-req: ECE 134	1
ECE 134	Practicum 1	Co: ECE 130B	2
		Credit total	33

ELECTIVES (if applicable)			
Course Number	Course Title	Requisites	Credits

SECTION #4 RELATED INSTRUCTION
Certificates 45 credits or more require related instruction. Fill out a Template for Related Instruction located on the Curriculum web page. All courses identified as fulfilling the embedded related instruction requirement must have been reviewed and recommended by the Curriculum Committee and the details outlined on the CCOG.

SECTION #5 DEPARTMENT REVIEW		
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/10/2020
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

Next steps:

1. Save the completed Certificate Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Refer to the Curriculum Office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

NEW CERTIFICATE REQUEST

Submitted by: Ashley Mickels	Email: amickels@cgcc.edu	Phone: 541-490-9063	Department: CTE

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			

Proposed Title:	Early Childhood Education Curriculum	Proposed Credits:	22
Reason for new certificate:	To create stackable certificate that goes deep into content knowledge necessary for developing a well-rounded curriculum. Revision of current certificate would result in an over 30% change, requiring the submission of a new certificate.	Requested implementation term:	Summer, 2020
Is there impact on other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the certificate been validated by the Advisory Committee? ☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting: 3/12/2020

Is this a Statewide Certificate?	☐ Yes ☒ No	If so, has the certificate been approved by the consortium?	☐ Yes ☐ No
Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No
If this is a Related Certificate or a Career Pathway, what is the base degree?	Early Childhood Education & Family Studies AAS		

SECTION #2 PREREQUISITES AND OUTCOMES

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

PROPOSED PRE and/or COREQUISITES

Course Number	Course Title or Placement level	Requisites	Credits
RD 115	Critical Reading (or higher placement)	Placement into RD 115	4
WR 115	Introduction to Expository Writing (or higher)	WR 90 and RD 90 (or placement into WR 115)	4
Recommended: ECE 120	Introduction to Early Childhood Education (or Step 8 in Oregon Registry)	WR 90 and RD 90	3

Is this a limited entry program? Students must apply, via the department for program entry. ☐ Yes ☒ No

PROPOSED OUTCOMES

Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.)

Students who successfully complete this certificate will be able to:

1. Use intermediate knowledge of early childhood development and of individual children for creating and implementing curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child.

2. Establish respectful, reciprocal relationships that engage families in their child's development and learning as collaborative partners.

3. Use observation, documentation and assessment to inform instruction and planning in early learning settings.

4. Create an inclusive classroom culture, maintain supportive relationships and interactions with young children and use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning and meet the needs of each child.

5. Use knowledge of child development and early learning standards to select and create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning.

6. Use collaborative, reflective, and intentional practice in their work with young children and as members of the early childhood profession.

7. Support and advocate for young children in their care.

SECTION #3 PROPOSED COURSEWORK			
List all courses (course number, title, requisites and credits) in the term by term order that is to be displayed in the catalog certificate map. Enter electives below if applicable. The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct. (If you need more lines to accommodate the courses, right click and insert rows.)			
Course Number	**Course Title**	**Requisites**	**Credits**
FALL			
ECE 126	Early Childhood Development: Birth to Age 8	RD 90, WR 90 or test; Recommended: CAS 103W	3
HE 262	Children's Health, Nutrition & Safety	RD 90, WR 90 or test	3
CG 101	College Survival & Success	None	1
WINTER			
ECE 234	Inclusion of Children with Special Needs	Pre/Con: RD 115 and WR 115 or test	3
WR 115 or higher	Introduction to Expository Writing (or higher)	RD 90 and WR 90 (or placement into WR 115)	4
	ECE Elective	Varies	2
SPRING			
ECE 235	Music & Movement for the Young Child	RD 115 and WR 115 or test	3
ECE 236	Language and Literacy in Early Childhood Education	RD 115 and WR 115 or test	3
		Credit total	22
ELECTIVES (if applicable)			
Course Number	**Course Title**	**Requisites**	**Credits**
ECE 177	Multi-age Groups	None	1
ECE 179	Child Portfolios in ECE	None	1
ECE 187	Cooking Experiences for Young Children	None	1
ECE 188	Block Play and Woodworking for Young Children	None	1
ED 101	Teachers Make a Difference: Exploring the K-5 classroom	None	1
BA 188	Customer Service Skills	RD 115 and WR 115	2
CAS 103W	Introduction to Computers: Using Windows	Placement into RD 115 and WR 115; Recommended: CAS 121 or equivalent keyboarding skills	1
CG 209	Job Finding Skills	None	1
	1 credit of Physical Education courses		1
	Up to 1 credit (10 hours) of Set Three Community-based Training		1

SECTION #4 RELATED INSTRUCTION
Certificates 45 credits or more require related instruction. Fill out a Template for Related Instruction located on the Curriculum web page. All courses identified as fulfilling the embedded related instruction requirement must have been reviewed and recommended by the Curriculum Committee and the details outlined on the CCOG.

SECTION #5 DEPARTMENT REVIEW			
"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."			
Submitter		Email	Date
Ashley Mickels		amickels@cgcc.edu	3/12/2020
Department Chair (enter name of department chair): Ashley Mickels			
Department Dean (enter name of department dean): Mary Kramer			

Next steps:
1. Save the completed Certificate Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. If needed, attach the completed Related Instruction Template to the same e-mail.
3. Refer to the Curriculum Office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.
4. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department dean. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
5. It is required for a representative to attend the Curriculum Committee meeting in which your submission is scheduled for review. The representative will be asked to describe the proposal and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

REVISION of AAS DEGREE REQUEST

Submitted by: Ashley Mickels	Email: amickels@cgcc.edu	Phone: 541-490-9063	Department: CTE - ECE

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW				
Current Title:	Early Childhood Education & Family Studies	Proposed Title:		Early Childhood Education
Current Credits:	97		Proposed Credits:	97

Overview and rationale for proposed changes:	Advisory Committee and instructors felt Early Childhood Education (ECE) is most common. It is shorter and easier to say. Some local ECE employers, such as OCDC, require a teacher's degree to specifically say "ECE".
List of specific changes being proposed which may include, addition or deletion of courses, title changes, credit changes, prerequisite changes, outcome changes, course changes etc. Use consistent words – Add, Remove, Increase, Decrease, Change	1. Credit Change: ECE 130B, ECE 130C, ECE 134, ECE 135 2. Grade Options Change: ECE 130B, ECE 130C, ECE 134, ECE135 3. Title Changes: ECE 120, ECE 121, ECE 221, ECE 124, ECE 234, ECE 200, HEC 201, ECE 238 4. Change ECE 121: Observation & Guidance 1 – title, description, prerequisites 5. Change ECE 221: Observation & Guidance 2 – title, description, prerequisites 6. Add Courses: ECE 101 (1 cr), ECE 126 (3 cr), CG 101 (1 cr), ECE 235 (3 cr), ED 219 (3 cr), HEC 202 (3 cr) 7. Remove ECE 224 (3 cr), ECE 260B (3 cr), ECE 265 (4 cr) 8. Revise Elective list

Is this a statewide degree?	☐ Yes ☒ No	If so, have the changes been approved by the consortium?	☐ Yes ☐ No

Are there any career pathway(s) or related certificates attached to this degree?	☒ Yes ☐ No	If yes, list title of career pathway(s) or related certificate(s)	Early Childhood Education Fundamentals Early Childhood Education Curriculum

Does the revision impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	3/12/2020
Requested Implementation Term		Summer, 2020		

SECTION #2 REVISION AREAS		
Does the revision involve changing degree prerequisites?		☐ Yes ☒ No

Note that degree/certificate/program entry prerequisites are only enforceable in limited entry programs. Program prerequisites for open entry programs only have meaning when they are representative of prerequisites associated to specific courses within the program. Prerequisites that students are not able to test out of using Next Gen Accuplacer result in hidden degree/certificate requirements and should be avoided. (Courses that may be tested out of using Next Gen Accuplacer include: RD 90, RD 115, WR 90, WR 115, MTH 20, MTH 60, MTH 65, MTH 95, MTH 98, MTH 105, MTH 111, MTH 112.)

CURRENT PREREQUISITES (Required whether or not prerequisites are being changed.)			
Course Number	Course Title or Placement level	Requisites	Credits
Placement into RD 115	Critical Reading	Placement into RD 115	4
Placement into WR 115	Introduction to Expository Writing	WR 90 or placement into WR 115	4
Placement into MTH 20	Basic Math	Placement into MTH 20 and RD 90	4

PROPOSED PREREQUISITES (No change, leave blank.)			
Course Number	Course Title or Placement level	Requisites	Credits

DEGREE OUTCOMES All degree outcomes will be reviewed by the committee regardless of whether or not outcomes have changed.

Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum

website.)		
Does the revision involve changing degree outcomes?	☒ Yes	☐ No

CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)
Students who successfully complete this degree will be able to:
1. Use knowledge of child development and of individual children to create healthy, challenging learning environments and experiences.
2. Use content knowledge and appropriate pedagogy to create/design, implement, and assess learning experiences.
3. Observe, document, and assess children's development and learning in partnership with families.
4. Build respectful partnerships with children's families and their communities.
5. Use reflective practice to demonstrate professionalism.
6. Identify and conduct themselves as members of the early childhood profession.
7. Know and use ethical guidelines and professional standards related to early childhood practice.

PROPOSED DEGREE OUTCOMES
Students who successfully complete this degree will be able to:
1. Use multidimensional knowledge to make evidence-based decisions for creating and implementing curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each.
2. Use knowledge of family structures, positive parental and family development, available community resources, and a variety of communication and engagement skills to establish and sustain respectful, reciprocal relationships that affirm and respect family diversity and engage families in their child's development and learning as collaborative partners.
3. Use observation, documentation, and assessment to inform instruction and planning in early learning settings in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to promote positive outcomes for each child in partnership with families and professional colleagues.
4. Create an inclusive classroom culture, maintain supportive relationships and interactions with young children and use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning and meet the needs of each child.
5. Use knowledge of child development and early learning standards to describe how young children learn across core content areas and use this understanding to select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning.
6. Use collaborative, reflective, and intentional practice in their work with young children and as members of the early childhood profession.
7. Use knowledge of history, current issues, the NAEYC Code of Ethical Conduct, the mission of the early childhood education profession, and college-level speaking and writing skills to support and advocate for young children, families and the profession.

SECTION #3 COURSE BY COURSE COMPARISON					

List all courses (current AND proposed) in the term by term order that is to be displayed in the catalog certificate map. List course requisites under Course Title. Include elective list below.

If you are adding a course, place it in the preferred term, identify such a course with (add) and bold the text in the line.
If you want to rearrange the order of courses within the term-by-term sequence, do so on this form.
If you are removing a course, identify the course with (remove) and bold the text.
If the course title is changed, identify the course with (title change) and bold the text.
If the course credits have changed, identify the course with (increase or decrease credit) and bold the text.
If you need more lines to accommodate the courses, right click and insert rows.

The information you provide on this form will be reflected in the CGCC catalog pages. Please ensure it is correct.

Current Degree Information			Proposed Degree Information		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
FALL Y1			**FALL Y1**		
ECE 120	Introduction to Early Education & Family Studies. Pre: None	3	ECE 120	**Introduction to Early Childhood Education (TITLE CHANGE)** Pre: RD 90, WR 90 or test	3
ECE 121	Observation & Guidance I **(move to winter Y1)** Pre: None	3	**CG 101**	**College Survival & Success (ADD)** Pre: None	**1**
ECE 130A	Practicum Orientation **(move to winter Y1)** Pre: WR 90 or test. Co: ECE 120, ECE 121	2	**ECE 101**	**Exploring the ECE Field (ADD)** Pre: None	**1**
HE 113	First Aid & CPR/AED/Professional Rescuers/ Healthcare Providers **(moved to winter Y1)** Pre: None. Recommended: RD 115 or test	1	**ECE 126**	**Early Childhood Development: Birth to Age 8 (ADD)** Pre: RD 90, WR 90 or test	**3**
HEC 201	Family Partnerships in Education **(moved to spring Y1)** Pre: None	3	HE 262	Children's Health, Nutrition & Safety **(moved from winter Y1)** Pre: RD 90, WR 90 or test	3
WR 115	Intro to Expository Writing (or higher) Pre: Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4	WR 115	Intro to Expository Writing (or higher) Pre: Placement into WR 115 or completion of WR 90 and placement into RD 115 or completion of RD 90	4

WINTER Y1			WINTER Y1		
HE 262	Children's Health, Nutrition & Safety **(move to fall Y1)** Pre: RD 90, WR 90 or test	3	ECE 121	**Guidance & Classroom Management (TITLE CHANGE) (moved from fall Y1)** Pre: RD 90, WR 90 or test	3
ECE 122	Environments & Curriculum in Early Childhood Ed I Pre: None	4	ECE 122	Environments & Curriculum in Early Childhood Ed I Pre: RD 90, WR 90 or test	4
ECE 130B	Practicum Seminar 2 **(moved to summer Y2)** Pre: ECE 130A; Co: ECE 134	2	ECE 130A	Practicum Orientation Pre: RD 90, WR 90 or test, ECE 101, ECE 120 Pre/Co: HE 113	2
ECE 134	Practicum 1 **(moved to summer Y2)** Pre: HE 113. Pre/Co: ECE 122. Co: ECE 130B. Recommended: HE 262	3	HE 113	First Aid & CPR/AED/Professional Rescuers/Healthcare Providers **(moved from fall Y1)** Pre: None; Recommended: RD 115 or test	1
	ECEFS Elective Pre: varies	2		**ECE Elective (TITLE CHANGE)** Pre: varies	2
			ECE 234	**Inclusion of Children with Special Needs (TITLE CHANGE) (moved from winter Y2)** (prereq change) Pre: RD 115, WR 115 or test	3
SPRING Y1			SPRING Y1		
ECE 123	Environments & Curriculum in Early Childhood Ed II **(moved to fall Y2)** Pre: ECE 122	4	HEC 201	**Family-Teacher Partnerships and Community Connections (TITLE CHANGE) (moved from fall Y1)** Pre: RD 90, WR 90 or test	3
ECE 124	Multicultural Practice: Exploring Our Views Pre: None	3	ECE 124	**Anti-Bias Practices (TITLE CHANGE)** Pre: RD 90, WR 90 or test	3
ECE 130C	Practicum Seminar 2 **(moved to winter Y2)** Pre: ECE 130B; Co: ECE 135	2	ECE 200	**Professionalism & Advocacy (TITLE CHANGE) (moved from winter Y2)** Pre: RD 90, WR 90 or test, ECE 120	3
ECE 135	Practicum 2 **(moved to winter Y2)**	3	ECE 236	Language & Literacy in Early Childhood Education **(moved from spring Y2)**	3

	Pre: ECE 134; Pre/Con: ECE 123; Co: ECE 130C			Pre: RD 115, WR 115 or test	
	ECEFS Elective **(moved to winter Y2)** Pre: varies	2	**ECE 235**	**Music & Movement for the Young Child (ADD)** Pre: RD 115, WR 115 or test	**3**
SUMMER Y2			**SUMMER Y2**		
			ECE 134	**Practicum 1 (DECREASE CREDIT) (moved from winter Y1)** Pre: CG 101, ECE 101, ECE 120, ECE 126, HE 113, ECE 121, ECE 122, ECE 130A, HEC 201, ECE 124, ECE 200, Pre/con: ECE 221; Co: ECE 130B	2
			ECE 130B	**Practicum Seminar 1 (DECREASE CREDIT) (moved from winter Y1)** Pre: 130A; Co: ECE 134	1
			ECE 221	**Observation, Documentation & Assessment (TITLE CHANGE) (moved from fall Y2)** Pre: RD 90, WR 90 or test	3
			WR 121	English Composition (or higher) **(moved from fall Y2)** Pre: Placement into WR 121, or completion of WR 115 and RD 115	4
FALL Y2			**FALL Y2**		
ECE 221	Observation & Guidance 2 **(moved to summer Y2)** Pre: WR 115, ECE 121	3	ECE 123	Environments & Curriculum in Early Childhood Ed II **(moved from spring Y1)** Pre: ECE 122	4
ECE 224	**Multicultural Practice: Curriculum & Implementation (REMOVE)**	3	MTH 65 -or- **MTH 98**	Beginning Algebra 2 **(moved from spring Y2)** Pre: MTH 60 or test **or Quantitative Math (ADD OPTION)** Pre: MTH 20, placement into RD 90, WR 90	4
HEC 226	Child Development Pre: MTH 20 or test. Pre/con: WR 121.	4	HEC 226	Child Development Pre: MTH 20 or test. Pre/con: WR 121.	4

	General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4		General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4
WR 121	English Composition (or higher) **(moved to summer Y2)** Pre: Placement into WR 121, or completion of WR 115 and RD 115	4			
WINTER Y2			**WINTER Y2**		
ECE 200	The Professional in ECE & Family Studies **(moved to spring Y1)** Pre: WR 115	3		**ECE Elective (moved from spring Y1)** Pre: varies	2
ECE 234	Introduction to Children with Special Needs in ECE&FS **(moved to winter Y1)** Pre: None	3	**HEC 202**	**Contemporary Families in the US (ADD)** Pre: WR 121	**3**
ECE 264	Advanced Practicum 1 **(moved to spring Y2)** Pre: ECE 135, ECE 221, HEC 226, WR 121 Co: ECE 260A, ECE 200, ECE 234	4	ECE 135	**Practicum 2 (DECREASE CREDIT) (moved from spring Y1)** Pre: ECE 130B, ECE 134, HE 262, ECE 234, ECE 235, ECE 236; Pre/Con: HEC 202; Co: ECE 130C	**2**
ECE 260A	Advanced Seminar 1 **(moved to spring Y2)** Pre: Certificate level courses plus WR 121, HEC 226, ECE 221. Department permission required. Co: ECE 264	3	ECE 130C	**Practicum Seminar 2 (DECREASE CREDIT) (moved from spring Y1)** Pre: ECE 130B; Co: ECE 135	**1**
	General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4		General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4
SPRING Y2			**SPRING Y2**		
ECE 236	Language & Literacy in Early Childhood Education **(moved to spring Y1)** Pre: None	3	**ED 219 (ADD)**	**Civil Rights & Multicultural Issues in Educational Settings** Pre: MTH 20 or test. Pre/con: WR 121	**3**
	General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4		General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4

ECE 265	Advanced Practicum 2 (REMOVE)		ECE 264	Advanced Practicum 1 (moved from winter Y2) Pre: ECE 135, ECE 221, HEC 226, WR 121 Co: ECE 260A, ECE 200, ECE 234	4
ECE 260B	Advanced Practicum Seminar 2 (REMOVE)	4	ECE 260A	Advanced Seminar 1 (moved from winter Y2) Pre: Certificate level courses plus WR 121, HEC 226, ECE 221. Department permission required. Co: ECE 264	3
MTH 65	Beginning Algebra 2 (or higher) (moved to fall Y2) Pre: MTH 60 or test	MTH 65			
	Credit Total	97		Credit Total	97

ELECTIVE LIST
Include all electives. Identify elective changes by stating if the elective is to be added or deleted and bold the text. If you need more lines to accommodate the courses, right click and insert rows.

Current Electives			Proposed Electives		
Course Number	**Course Title & Requisites**	**Credits**	**Course Number**	**Course Title & Requisites**	**Credits**
ECE 177	Multi-age Groups	1	ECE 177	Multi-age Groups	1
ECE 179	Child Portfolios in ECE	1	ECE 179	Child Portfolios in ECE	1
ECE 185	Field Trips in Early Childhood	1	ECE 185	Field Trips in Early Childhood	1
ECE 187	Cooking Experiences for Young Children	1	ECE 187	Cooking Experiences for Young Children	1
ECE 188	Block Play and Woodworking for Young Children	1	ECE 188	Block Play and Woodworking for Young Children	1
ECE 238	Administration of ECE&FS	3	ECE 238	Administration of ECE&FS	3
WR 122	English Composition	4	WR 122	English Composition	3
	Up to 3 credits of foreign language			Up to 3 credits of foreign language	3
BA 177	**Payroll Accounting (REMOVE)**	**3**	**ED 101**	**Teachers Make a Difference: Exploring the K-5 Classroom (ADD)**	**1**
BA 223	**Principles of Marketing (REMOVE)**	**4**	**BA 188**	**Customer Service Skills (ADD)**	**2**
BA 224	**Introduction to Human Resource Management (REMOVE)**	**3**	**CAS 103W**	**Introduction to Computers: Using Windows (ADD)**	**1**
BA 250	**Small Business Management (REMOVE)**	**3**	**CAS 109**	**Digital Presentations (ADD)**	**1**

BA 285	Human Relations in Organization (REMOVE)	3	CG 209	Job Finding Skills (ADD)		1
CIS 120	Computer Concepts 1 (REMOVE)	4		Up to 3 credits of PE courses (ADD)		1-3
ECE 175A	Infant/Toddler Caregiving: Learning and Development (REMOVE)	1		Up to 3 credits (30 hours) of Set 3 Community-based Training (1 credit per 10 hours) (ADD)		1-3
ECE 175B	Infant/Toddler Caregiving: Group Care (REMOVE)	1				
ECE 175C	Infant/Toddler Caregiving: Social/Emotional Growth (REMOVE)	1				
ECE 175D	Infant/Toddler Caregiving: Family/Provider Relationships (REMOVE)	1				
ECE 235	Music & Movement (REMOVE)	3				
ESR 171	Environmental Science: Biological Perspectives (REMOVE)	4				
ESR 172	Environmental Science: Chemical Perspectives (REMOVE)	4				
PSY 222	Family & Intimate Relationships (REMOVE)	4				

SECTION #4 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/25/2020

Department Chair (enter name of department chair): Ashley Mickels

Department Dean (enter name of department dean): Mary Kramer

Next steps:

1. Save the completed Degree Revision Request Form and submit as an e-mail attachment to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee meeting schedule and submission deadlines. You are encouraged to send submissions prior to the deadline so that the Curriculum Office may review and provide feedback.

Columbia Gorge Community College

CERTIFICATE SUSPENSION

Submitted by: Ashley Mickels	Email: amickels@cgcc.edu	Phone: 541-490-9063	Department: ECE

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Certificate Title:	Early Childhood Educator I	Credits:	23
Overview and rationale for suspension:	This equates to a Step 7 in the Oregon Registry, however, in a licensed child care program you must be at a Step 8 before you can be left alone with children. Local employers on our Advisory Committee told us there was no need for this certificate, and if we changed this certificate to meet the needs it would change more than 30% so offering a new certificate seemed most appropriate.		
Is this a Related Certificate?	☐ Yes ☒ No	Is this a Career Pathway?	☒ Yes ☐ No
If yes, what is the base degree?	AAS: Early Childhood Education & Family Studies		
Will the proposed suspension affect the base degree or certificate?			☐ Yes ☒ No
If yes, how?			
Is this a statewide certificate?	☐ Yes ☒ No	If yes, has the consortium been notified of the proposed suspension?	☐ Yes ☐ No
Does the suspension impact other areas of instruction? ☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues? ☐ Yes ☐ No		Date of Advisory Committee meeting:	3/12/2020
Requested term for start of suspension	Summer, 2020		

Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
ECE 120	Introduction to Early Education & Family Studies	3	☐ Yes ☒ No ☐ Other*
ECE 121	Observation & Guidance I	3	☐ Yes ☒ No ☒ Other*
ECE 130A	Practicum Orientation	2	☐ Yes ☒ No ☐ Other*
HEC 201	Family Partnerships in Education	3	☐ Yes ☒ No ☐ Other*
			☐ Yes ☐ No ☐ Other*
ECE 122	Environments and Curriculum in Early Childhood Ed I	4	☐ Yes ☒ No ☐ Other*
ECE 130B	Practicum Seminar 1	2	☐ Yes ☒ No ☒ Other*
ECE 134	Practicum 1	3	☐ Yes ☒ No ☒ Other*
HE 262	Children's Health, Nutrition, & Safety	3	☐ Yes ☒ No ☐ Other*
Electives			
Course Number	Course Title	Credits	Course to be inactivated upon suspension of program
			☐ Yes ☐ No ☐ Other*

*Provide explanation of "Other"
- ECE 121, and ECE 221 will no longer cover observation & guidance content in both courses. The same content will be covered, but ECE 121 will focus on guidance, and ECE 221 will focus on observation.
- ECE 130B and ECE 134 will each be reduced by 1 credit.

SECTION #3 DEPARTMENT REVIEW		

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/27/2020

Department Chair (enter name of department chair): Ashley Mickels

Department Dean (enter name of department dean): Mary Kramer

Teach Out Planning Document

Certificate/Degree Title: Early Childhood Educator I (certificate)		Date 4.9.20	

Section 1: Instructional Department

The ECEFS Department recommends that the Early Childhood Educator I certificate be officially suspended.

Rationale:

During the 2020 ECE & FS Program Review, substantial curricular changes to the AAS degree were deemed necessary to meet current professional standards and competencies set by the National Association for the Education of Young Children, and to meet the workforce needs in our region. We have made just under 30% of change to the AAS degree and caused over 30% of change to both of our smaller certificates, Early Childhood Educator I, and Early Childhood Education & Family Studies. Therefore, we can no longer offer these certificates. However, smaller certificates are still necessary for this profession, so we have created two new certificates to offer in their place.

Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	No students are currently enrolled in this certificate.	Instructional Dean and Dept. Chair	4.9.20
	Provide details below.[1] Not applicable. No students are currently enrolled in this certificate.	Dept. Chair	4.9.20
Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	4.9.20
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Curriculum Office will prepare submission to VPIS, president and Board of Ed. Dept. representative to attend Board of Ed meeting	Submission to Board: 4.10.20 Brd Mtg: 4.21.20
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	5.1.20
Section 2: Curriculum Office			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Curriculum Office	4.22.20
Update webforms		Curriculum Office	4.22.20

Formal announcement	Notifying stakeholders of the official start date for suspension and the "teach out" plan	Dept. Chair and/or Dept. Dean - email	5.1.20
Notify NWCCU	Electronic submission form	Curriculum Office	5.1.20
Update Catalog	Remove degree/cert map	Curriculum Office	4.10.20 For 2020-21 catalog
Revise/update the webpage	Place suspension notification in degree/certificate webpage	Curriculum Office	6.1.20
Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: - Students who 0-15 credits completed - Students who have completed more than 70 credits - Students completing their final requirements	Registrar Send a letter and email to each student	6.1.20
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

[1] **Teach Out details for students who will not complete prior to suspension (be specific):** Not applicable. No students are currently enrolled in this certificate.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Early Childhood Educator I (certificate)

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1st yr., 2nd yr., within 8 credits, etc.)	0	
List the program courses that 2nd year students have not completed	N/A	
Provide enrollment comparison of the past 3-5 years of the program	Data for the ECE I and ECE&FS certificates are often linked together. About one student a year, over the last five years, declared the ECE&FS certificate, and even fewer declared the ECE I certificate. Since all the classes are included in the ECE&FS certificate and the AAS degree, most students receive this ECE I certificate along the way by default. In the last five years, all students who earned this certificate continued for the ECE&FS certificate and/or AAS degree.	
The program is being considered for termination due to low enrollment?		Yes ☒ No ☐
A "Teach Out" Plan has been drafted for implementation?		Yes ☒ No ☐
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	In the workforce, in order to be left alone with children in a licensed child care center you need to be a Step 8 in the Oregon Registry. This certificate is equivalent to a Step 7, and according to local employers is "antiquated".	
The program is being considered for termination due to a change in workforce needs?		Yes ☒ No ☐
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☒
Faculty Availability:		

Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes ☐ No ☒
Identify any potential curricular or academic consequences	As a result of the 2020 ECE&FS Program Review, numerous changes to the program were required in order to meet current industry standards. The changes to this certificate would have surpassed 30%, and thus we decided to terminate this certificate and create a new and improved certificate equivalent to a Step 8.	

Columbia Gorge Community College

CERTIFICATE SUSPENSION

Submitted by: Ashley Mickels	Email: amickels@cgcc.edu	Phone: 541-490-9063	Department: ECE

(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			

Certificate Title:	Early Childhood Education & Family Studies	Credits:	44

Overview and rationale for suspension:	As a result of the 2020 ECE & FS Program Review, we deemed it necessary to decrease the amount of practicum hours and expand our content courses in order to meet industry needs. These changes would equate to more than the allowed 30% and therefore would require a new certificate to be created.

Is this a Related Certificate?	☒ Yes ☐ No	Is this a Career Pathway?	☐ Yes ☒ No

If yes, what is the base degree?	AAS: Early Childhood Education & Family Studies

Will the proposed suspension affect the base degree or certificate?	☐ Yes ☒ No

If yes, how?	

Is this a statewide certificate?	☐ Yes ☒ No	If yes, has the consortium been notified of the proposed suspension?	☐ Yes ☐ No

Does the suspension impact other areas of instruction?	☐ Yes ☒ No	Explanation of issues and how they are being resolved:	Has the suspension been validated by the Advisory Committee?	☒ Yes ☐ No
If yes, have you talked with impacted departments and resolved any and all possible issues?	☐ Yes ☐ No		Date of Advisory Committee meeting:	3/12/2020

Requested term for start of suspension	Summer, 2020

	SECTION #2 CERTIFICATE COURSEWORK		
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**
ECE 120	Introduction to Early Education & Family Studies	3	☐ Yes ☒ No ☐ Other*
ECE 121	Observation & Guidance 1	3	☐ Yes ☒ No ☒ Other*
ECE 130A	Practicum Orientation	2	☐ Yes ☒ No ☐ Other*
HEC 201	Family Partnerships in Education	3	☐ Yes ☒ No ☐ Other*
HE 113	First Aid & CPR/AED/Professional Rescuers/Healthcare Providers	1	☐ Yes ☒ No ☐ Other*
WR 115	Introduction to Expository Writing (or higher)	4	☐ Yes ☒ No ☐ Other*
ECE 122	Environments and Curriculum in Early Education 1	4	☐ Yes ☒ No ☐ Other*
ECE 130B	Practicum Seminar 1	2	☐ Yes ☒ No ☒ Other*
ECE 134	Practicum 1	3	☐ Yes ☒ No ☒ Other*
HE 262	Children's Health, Nutrition, & Safety	3	☐ Yes ☒ No ☐ Other*
	ECE & FS Elective	2	☐ Yes ☒ No ☐ Other*
ECE 123	Environments and Curriculum in Early Education 2	4	☐ Yes ☒ No ☐ Other*
ECE 124	Multicultural Practice: Exploring Our Views	3	☐ Yes ☒ No ☐ Other*
ECE 135	Practicum Seminar 2	2	☐ Yes ☒ No ☒ Other*
ECE 130C	Practicum 2	3	☐ Yes ☒ No ☒ Other*
	ECE & FS Elective	2	☐ Yes ☒ No ☐ Other*
	Electives		
Course Number	**Course Title**	**Credits**	**Course to be inactivated upon suspension of program**
BA 177	Payroll Accounting	3	☐ Yes ☒ No ☐ Other*
BA 223	Principles of Marketing	4	☐ Yes ☒ No ☐ Other*
BA 224	Introduction to Human Resource Management	3	☐ Yes ☒ No ☐ Other*
BA 250	Small Business Management	3	☐ Yes ☒ No ☐ Other*
BA 285	Human Relations in Organizations	3	☐ Yes ☒ No ☐ Other*
CIS 120	Computer Concepts 1	4	☐ Yes ☒ No ☐ Other*
ECE 175A	Infant/Toddler Caregiving: Learning and Development	1	☒ Yes ☐ No ☐ Other*

ECE 175B	Infant/Toddler Caregiving: Group Care	1	☒ Yes	☐ No	☐ Other*	
ECE 175C	Infant/Toddler Caregiving: Social/Emotional Growth	1	☒ Yes	☐ No	☐ Other*	
ECE 175D	Infant/Toddler Caregiving: Family/Provider Relationships	1	☒ Yes	☐ No	☐ Other*	
ECE 177	Multi-age Groups	1	☐ Yes	☒ No	☐ Other*	
ECE 179	Child Portfolios in ECE	1	☐ Yes	☒ No	☐ Other*	
ECE 185	Field Trips in Early Childhood	1	☐ Yes	☒ No	☐ Other*	
ECE 187	Cooking Experiences for Young Children	1	☐ Yes	☒ No	☐ Other*	
ECE 188	Block Play and Woodworking for Young Children	1	☐ Yes	☒ No	☐ Other*	
ECE 235	Music & Movement for the Young Child	3	☐ Yes	☒ No	☐ Other*	
ECE 238	Administration of ECE & FS	3	☐ Yes	☒ No	☐ Other*	
ESR 171	Environmental Science: Biological Perspectives	4	☐ Yes	☒ No	☐ Other*	
ESR 172	Environmental Science: Chemical Perspectives	4	☐ Yes	☒ No	☐ Other*	
PSY 222	Family & Intimate Relationships	4	☐ Yes	☒ No	☐ Other*	
WR 122	English Composition	4	☐ Yes	☒ No	☐ Other*	
	Up to 3 credits of foreign language		☐ Yes	☒ No	☐ Other*	

*Provide explanation of "Other"
- ECE 121, and ECE 221 will no longer cover observation & guidance content in both courses. The same content will be covered, but ECE 121 will focus on guidance, and ECE 221 will focus on observation.
- ECE 130B, ECE 130C, ECE 134 and ECE 135 will each be reduced by 1 credit.

SECTION #3 DEPARTMENT REVIEW

"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Degree or Certificate Signature Form signed by the department chair and dean."

Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	3/27/2020

Department Chair (enter name of department chair): Ashley Mickels

Department Dean (enter name of department dean): Mary Kramer

Teach Out Planning Document

Certificate/Degree Title: Early Childhood Education & Family Studies (certificate)	Date 4.9.20

Section 1: Instructional Department

The ECEFS Department recommends that the Early Childhood Education & Family Studies (certificate) be officially suspended.

Rationale:

During the 2020 ECE & FS Program Review, substantial curricular changes to the AAS degree were deemed necessary to meet current professional standards and competencies set by the National Association for the Education of Young Children, and to meet the workforce needs in our region. We have made just under 30% of change to the AAS degree and caused over 30% of change to both of our smaller certificates, Early Childhood Educator I, and Early Childhood Education & Family Studies. Therefore, we can no longer offer these certificates. However, smaller certificates are still necessary for this profession, so we have created two new certificates to offer in their place.

Action	Details	Source of information	By when
Plans for students currently enrolled in the certificate/degree	Three students are currently enrolled in this certificate. The ECE&FS Academic Advisor will communicate this change to those students and determine if they are still interested in obtaining this certificate. If they are, then she will create a plan with them. Of the three, the first has not taken an ECE course since Spring Term 2013. The second has not taken any ECE&FS certificate courses. The third has 2 ECE&FS elective credits remaining, and since we will continue to offer elective credits, they will be able to complete the certificate.	Instructional Dean and Dept. Chair	4.9.20
	For students who will not be able to complete, provide options (change major, other schools that offer program, etc.) **Provide details below.**[1]	Dept. Chair	4.9.20

Notification and presentation to the Curriculum Committee	Presentation must include teach out plan and checklist	Representative from the instructional dept. to present documents	4.9.20
Final plan and documentation submission	once plan has gone to the curriculum committee, stakeholders, etc., the final step is to send to VPIS, college president and Board of Education	Curriculum Office will prepare submission to VPIS, president and Board of Ed. Dept. representative to attend Board of Ed meeting	Submission to Board: 4.10.20 Brd Mtg: 4.21.20
Notification to Program Instructors	Formal letter sent to all program instructors	Formal letter	5.1.20
Section 2: Curriculum Office			
Letter to CCWD signed by VPIS	Putting deg/cert in 3-year suspension	Curriculum Office	4.22.20
Update webforms		Curriculum Office	4.22.20
Formal announcement	Notifying stakeholders of the official start date for suspension and the "teach out" plan	Dept. Chair and/or Dept. Dean - email	5.1.20
Notify NWCCU	Electronic submission form	Curriculum Office	5.1.20
Update Catalog	Remove degree/cert map	Curriculum Office	4.10.20 For 2020-21 catalog
Revise/update the webpage	Place suspension notification in degree/certificate webpage	Curriculum Office	6.1.20
Section 3: Registrar's Office			
Official notification to students enrolled in the certificate/degree	Notify the following: All students currently enrolled. Provide communication to students with specific information for: • Students who 0-15 credits completed • Students who have completed more than 70 credits • Students completing their final requirements	Registrar Send a letter and email to each student	6.1.20
Documentation of contact with students	Advisors will work with students and document in student record		
	Registrar's office will scan letters to student record		

[1] **Teach Out details for students who will not complete prior to suspension (be specific):**

First, we will determine if the two students are still interested in completing the ECE&FS certificate. For the first, we will identify which catalog year they are following and then determine which courses remain. If they need a course we are no longer offering, they can take it through Portland Community College. Typically, they offer ECE

classes online, hybrid and face-to-face. Since the second student has yet to take an ECE&FS certificate course, we would encourage her to choose one or both of the new certificates, if they are still interested.

Other Comments:

Termination of a Program Checklist

Certificate/Degree Title: Early Childhood Education & Family Studies (certificate)

What	Information Collected	Status
Enrollment Information: work with the Registrar's Office to provide enrollment information		
Number of students currently enrolled? Identify where they are in the program (1st yr., 2nd yr., within 8 credits, etc.)	Three students are currently enrolled in the certificate. Two are within 8 credits of completion, and the third has yet to complete a course for the certificate.	
List the program courses that 2nd year students have not completed	N/A	
Provide enrollment comparison of the past 3-5 years of the program	Over the last five years, about one student a year declared this certificate. Of those students, two of them earned the ECE&FS certificate and did not continue for their AAS in ECE. On average, four ECE&FS certificates are awarded each year. However, since all the classes in this certificate are included in the AAS degree, most students receive this certificate along the way by default.	
The program is being considered for termination due to low enrollment?		Yes ☒ No ☐
A "Teach Out" Plan has been drafted for implementation?		Yes ☒ No ☐
Labor Market and Workforce Need:		
list changes in employment opportunities or workforce needs unfavorable to the program	Employment opportunities are increasing, as well as the educational requirements. This is not unfavorable to the program, but our outdated program content and design that is intended for full-time students, is unfavorable to prospective students.	
The program is being considered for termination due to a change in workforce needs?		Yes ☒ No ☐
Funding/budgetary concerns:		
External funding (grant?) is ending? If so identify the funding source, amount, and cause of termination		
Insufficient internal resources to support program? Provide program budget.	Attach spread sheet	
The program is being considered for termination due to lack of funding?		Yes ☐ No ☒
Faculty Availability:		

Difficult to recruit qualified instructors. If so please explain		
Number of instructors teaching in the program. Provide list of the courses each instructor teaches	Provide attachment, if needed	
The program is being considered for termination due to lack of qualified instructors?		Yes ☐ No ☒
Identify any potential curricular or academic consequences	As a result of the 2020 ECE&FS Program Review, numerous changes to the AAS degree were required to meet current industry standards. This caused over 30% of change to the ECE&FS certificate, which required a new and improved certificate that aligned with the revised AAS degree to be created.	