



Columbia Gorge Community College

## Early Childhood Department Program Review

2015

ECE & FS Department

3/30/2015

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## **Early Childhood Education and Family Studies Program Review**

The Early Childhood Education & Family Studies (ECE&FS) currently known as the Early Education & Family Studies (EEFS and ECE) will now be known as ECE&FS. This is the second program review for this department, with the first one being completed in 2009. Since then Columbia Gorge Community College has redesigned the format of the program review process. The department will compare the Program Review (PR) from 2009 as well as it can be done with the new formats.

### ***ECE&FS History***

Columbia Gorge Community College's Early Childhood Education & Family Studies program has made significant and effective changes since the previous 2009 program review. In 2009, the department served approximately 15 students at various stages of program completion. The effective changes to the program have contributed to an increase in student's enrollment and the number of students enrolled in 2014/2015 has doubled since 2009. There are approximately 30-40 ECE & FS students enrolled in the 2014/2015 academic school year at CGCC. With the increase in student's enrollment, there are less courses cancelled in the program due to low enrollment. Furthermore, placing all courses in a 2 year cycle, along with the development of electives for the ECE & FS department have contributed to the significant changes in the program.

Another contribution to the effective changes in the program is derived from the required courses integrating basic math and writing skills (APA standards) in each course of the program. All of the instructors in the ECE & FS program integrate these skills into their required assignments and syllabus within the program courses. Additionally, the inclusion of scoring rubrics and required practicum portfolios for students to earn their ECE & FS certificate or degree in the program have contributed to success and changes in the program.

Due to the significant and effective changes in the ECE & FS program since 2009, students are more committed and the dropout rate has lessened. In fact, the enrollment has increased due to the effective changes.

### ***Program Review Timeline:***

- 2013-14 – this department discusses items in the 2009 PR and made sure they were working on recommendations. Instructors at these meetings were Keri Byers, Rita Hendershot and Ronda Hull and the CTE Department Chair (DC).
- 2013-14 – this department made several changes to the practicum process as far as incorporating a scoring rubric rather than a point system. The new scoring rubric was used to score students final practicum portfolios Fall term 2013 for certificate students and again for Spring Term 2014 degree seeking students. Revisions will be made during as needed during the PR of 2014-15
- June 2014 – Two of the four instructors, the CTE Director and CTE Department Chair (DC) meet to begin the writing of the program review by working on the Mission and Goals for the department. Before the next meeting the CTE DC will inform the rest of the department of the

work done and finalize the work at the next meeting. Instructors at this meeting were Keri Byers and Rita Hendershot

- July 2014 - Two of the four instructors and the CTE Department Chair met in The Dalles to review work done in June on section one and move on to section two of the program review.
- September 2014 – during the fall in-service department instructors revised section 3, working on analysis of data, faculty, curriculum, enrollment history and budget.
- January 2015 – two of four instructors, CTE DC to finish up the program review, including core mapping, degree/cert changes, recommendations based on data and goals

## **Section One: Mission and Goals**

### **A. Describe the mission of the program.**

The Early Childhood Education & Family Studies (ECE&FS) mission statement: Providing educators of young child with a solid foundation of knowledge in child development for pre-natal through grade 3, instructional strategies, Oregon Core Body of Knowledge (OCBK) and aligned to National Education Association of Young Children (NEAYC) standards.

### **B. List the goals and objectives for the program.**

(These can change in April of 2015 – when the department is done with all their CCOG's so we'll need to update them if you change them)

1. Check into articulation of ECE& FS courses with Oregon Universities in ECE&FS by the next review
2. Complete all Course Content and Outcome Guides (CCOG's) and ECE&FS degree and certificate updates by spring or 2015. See Appendix #1 for progress toward this goal
3. Help increase the enrollment in ECE&FS by the next review through the following steps:
  - development of an outreach packet by instructors for students
  - department flyers posted on campus and available to Student Services, Administrators, local child care providers and local school
  - track enrollment retention and total enrollment of all ECE courses
4. Start ECE&FS monthly meeting through Collaborate and/or f2f to continue to keep instructors updated on college information and ECE&FS specific department information
5. Require APA formatting in writing and add math activities in all courses starting fall of 2014.
6. Continue to review and update practicum procedures, handbooks, and web page clarifying student, college staff, and instructor steps in practicum by next review.
7. Develop a one (1) credit ECE&FS orientation course as a required course for the one (1) year certificate which would include program/department information, practicum information and paper work required for practicum classes by fall of 2016, when certificate level courses are next scheduled

## Section Two: Action and Previous Review's Recommendations

### A. Please summarize changes that have been made since the last review.

Following are a list of some of the department work since the last program review in 2010. During the five (5) years since the last program review this department has lost one instructor and added one instructor to the department. The majority of the work in this small department (four part time instructors) has fallen on the three instructors who are working in the Hood River and The Dalles areas.

- align practicum classes with NAEYC and JCBK standards
- Oregon ECE fusion chart alignment with NAEYC&OCBK–see appendix #2
- set up scoring rubric for practicum portfolio notebooks
- help Portland Community College and 2 other college work on ECE state grant
- work on ECE&FS CCOG's to get all courses past through Curriculum Committee (CC)– see appendix #6 for progress
- continue to update web page for ECE&FS department
- reviewed ECE&FS Program Outcomes for department degree and certificate-see appendix #8
- helped work on a new Career Pathway Certificate – see appendix #7
- helped 4 other Community College with a state ECE grant, not funded but this helped focus this PR

### B. Were any of the changes made as a result of the last review? If so, please describe the rationale and result.

Below is the ECE 2010 Program Review Recommendations Status Report as of September 2014. Those in bold in chart were focused upon because of the 2010 Program Review, those not in bold were done by instructors as part of their continued professional development.

Recommendation	Progress	Who	Due date	Done	Notes-
1-Increase Focus on Informational Literacy and technology	done	department	Summer 2014	✓	In all classes
2-Program Cohesiveness	done	department	Summer 2014	✓	In all classes
<b>3-Portfolio handbook update and develop a scoring rubric-see Appendix #3</b>	done	Practicum instructor	Summer 2014	✓	In all classes
<b>4-Update practicum procedures and forms</b>	done	Department, Student Services	Fall 2014	✓	On web page
<b>5-Continue to review and improve quality of Practicum classes</b> <b>Share Practicum information in content classes</b>	done	department	Summer 2014	✓	In all classes
<b>6-Continue to meet with program personal at potential and existing Practicum sites</b>	done	Practicum instructor	Summer 2014	✓	In all classes

<b>7-Peer performance reviews</b>	3/4 instructors observed peers	department	Summer 2014	✓	In all but 1 class
<b>8-Instructor meetings, Syllabus sharing and conversation, in-service attendance</b>	Done	department	Summer 2014	✓	Brought syllabi to the Aug 2014 meeting
<b>9-Keep track of CGCC Core Outcomes – see appendix 5 for ECE core mapping</b>	Done	Individual instructors	Fall in-service 2014	✓	Check syllabi for this – also fill in Core Outcomes chart for ECE

## Section Three: Describe, Assess & Analyze

### A. Faculty

#### I. Quantity of faculty needed to meet the needs of the program

The ECE&FS department consists of four (4) adjunct faculty who all with master's degrees in Early Childhood Education. All instructors are working in the Early Education field at the present time or have worked in the Early Education field in the past ten (10) years.

#### II. Extent of the reliance upon part-time faculty

From its conception, the ECE&FS department has relied 100% on part-time faculty. This department works hard and when the college requires work to be done the majority of the department is available to do the work required. The inclusion of a full time instructor would help keep this department updated on college requirements and changes. As that doesn't appear to be to be feasible at this point the department chair and direction should keep in close contact with this department as to college changes, decisions and updates.

#### III. Incorporation of instructional best practices

The ECE&FS department did the CGCC instructional strategies survey at the beginning of this review (summer 2014). At each department meeting instructional strategies are shared, APA formatting, math activities, Marzano's Nine best strategies for achievement, things learned from conferences, etc.

#### IV. Use of professional development opportunities to improve teaching and learning strategies

Date	Event/Conference/ Workshop	Purpose of Training
2013-14	24th annual Sara Varnum Institute for Instructional Excellence for Part-Time-two instructors	To learn/share effective classroom techniques and strategies and to network with other community college colleagues.
	CLASS Assessment Training	To stay current with Assessment training.
	OAEYC Grand Articulation Summit for Early Childhood Education	To gain knowledge about ECE articulations in Early Childhood Ed.
2014-15	NAEYC memberships paid by CGCC for all instructors who turned in their requests	Monthly magazine, web access, news articles about early childhood education.

#### V. Faculty involvement in activities that support student success (examples may include the use of instructional technology, service learning, learning communities, and co-curricular activities, etc.)

The ECE&FS department instructors have been involved in the following student success activities at CGCC.



Year	Fall Term	Winter Term	Spring Term
2010-2011		-service learning, Practicum Requirements	-service learning, Practicum Requirements
2011-2012	-campus-wide self-study	-service learning, Practicum Requirements	-service learning, Practicum Requirements
2012-2013	-attended lunch with students at Fall In-service -Assessing attainment of course, program, and degree outcomes on an annual basis	-Assessing attainment of course, program, and degree outcomes on an annual basis -service learning, Practicum Requirements	-Assessing attainment of course, program, and degree outcomes on an annual basis -service learning, Practicum Requirements
2013-2014	-attended lunch with students at Fall In-service -Assessing attainment of course, program, and degree outcomes on an annual basis	-Assessing attainment of course, program, and degree outcomes on an annual basis -service learning, Practicum Requirements	-Assessing attainment of course, program, and degree outcomes on an annual basis -service learning, Practicum Requirements
2014-15	-attended lunch with students at Fall In-service		

## B. Curriculum

As CGCC has changed over the past five years so has the ECE&FS department. ECE&FS instructors are working to align not only national and state standards using NAEYC and Oregon Core Body of Knowledge (OCBK) but to ensure that students who take their classes have the same rigor and requirements throughout the program. See Appendix #2

Instructors are requiring APA formatting for all written course work, finalizing a consistent writing scoring rubric, and encouraging students to embrace math by including math lessons in all department courses. See appendix #9

Instructors are also working with students and Student Services to include course artifacts in their Practicum Portfolios and inform students of Practicum requirements.

Student expectations were also raised fall term 2015 by requiring attendance in class, assignments turned in on time, less incompletes, grading that is consistent across the content courses and writing and math expectations.

### I. Program alignment with professional and national standards

- Course Content Outcomes Guides (CCOG's) will be updated by April 2015
- Department program certificate and degrees will be updated by April 2015
- All CCOG's will include appropriate NAEYC and OCBK standards in department notes showing how they relates to specific classes

- The Early Childhood Education Advisory committee unites staff and community organizations together to support the growth and development of preschool through college students. Early Childhood Committee combines high quality education, parent involvement and strong community linkages to ensure family preservation and diversity, while opening a pathway to a bright and successful future for students in their communities. It is based on the philosophy that students learn by active involvement with peers and adults through the use of developmentally appropriate materials in the learning environment while attending Columbia Gorge Community College.
- Forecast future employment opportunities for students, including national or state forecasts are below

For childcare workers in Oregon the employment opportunities are:

Region	Employment		Change	% Change	Projected Annual Openings		
	2012	2022			Growth	Replacement	Total
<a href="#"><u>Gilliam / Hood River / Sherman / Wheeler / Wasco</u></a>	156	180	24	15.4%	2	5	7
<i>Oregon Totals</i>	2,180	2,620	440	36%	44	65	109

- ECE & FS Degrees and certificates offered are: see appendix #1
  - Associate of Applied Science Degree: 92 Credits
  - Career and Technical Education Certificate: 38 Credits

## II. Student Learning Outcomes

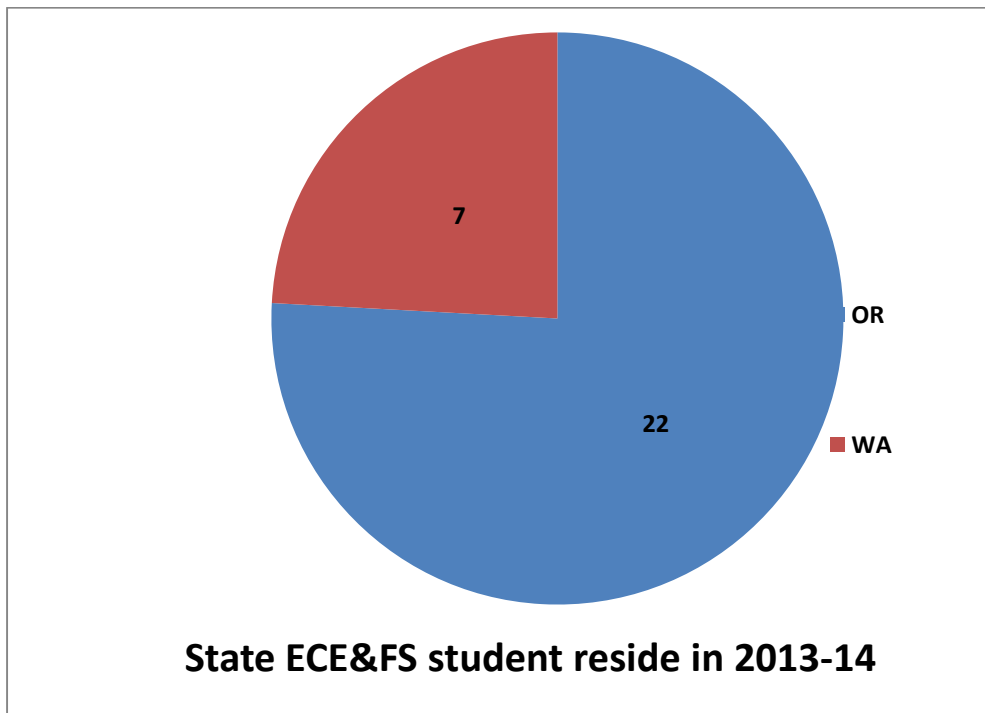
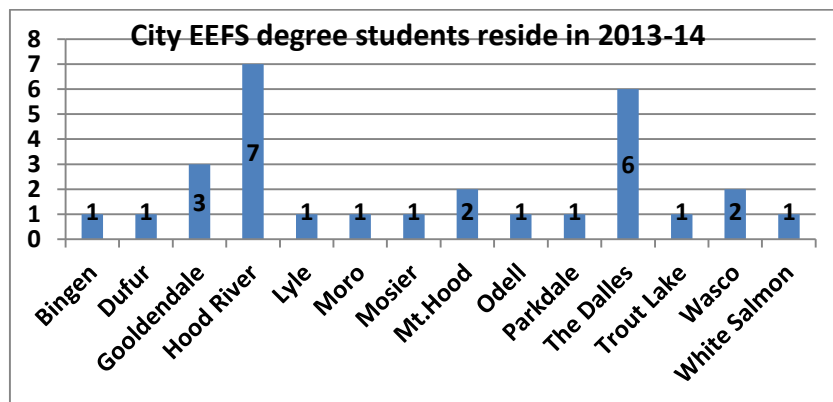
- Course-Level outcomes:
  - The ECE&FS department has standardized the writing expectations using APA format and increased math lessons in all classes.
  - Each course is required to contribute assignments to build the students' required portfolio.
- Program-Level Outcomes:
  - During the 2015-16 school year the department will review all program outcomes for ECE&FS
- Describe the strategies that are used to determine whether students have met the outcomes of their program, degree and certificate.

- The ECE&FS department has chosen to determine whether students have met the course outcomes by evaluating the certificate and degree year Practicum Portfolio.
- Each student must present a portfolio showing artifacts from courses they have taken during their certificate and degree years.
- ECE&FS faculty evaluate the portfolios using a scoring rubric developed by the department and shared with students at the beginning of the course of study.
- Scores from the rubric are then discussed with the CTE Department Chair and reports sent into the Assessment Committee for CGCC.
- See Appendix #3 for the current scoring rubric.
- Summarize the results of the assessments of these outcomes. All results found on the CGCC web site.
  - Associate of Applied Science in Early Education and Family Studies (odd years)
    - 2015 - 16     [Plan](#) PDF     Results
    - 2013 - 14     [Plan](#) PDF     [Results](#) PDF     [Analysis](#) PDF
  - Early Education and Family Studies Certificate (even years)
    - 2014 - 15     [Plan](#) PDF     Results
    - 2012 - 13     [Plan](#) PDF     [Results](#) PDF     [Analysis](#) PDF
    - 2010 - 11     [Plan](#) PDF     [Results](#) PDF
- Identify and give examples of assessment-driven changes that have been made to improve students' attainment of program, degree and certificate outcomes
  - ECE&FS Final Student Portfolio
  - On site Practicum observation
  - Each Course Math and Writing activity
  - Reflective writings

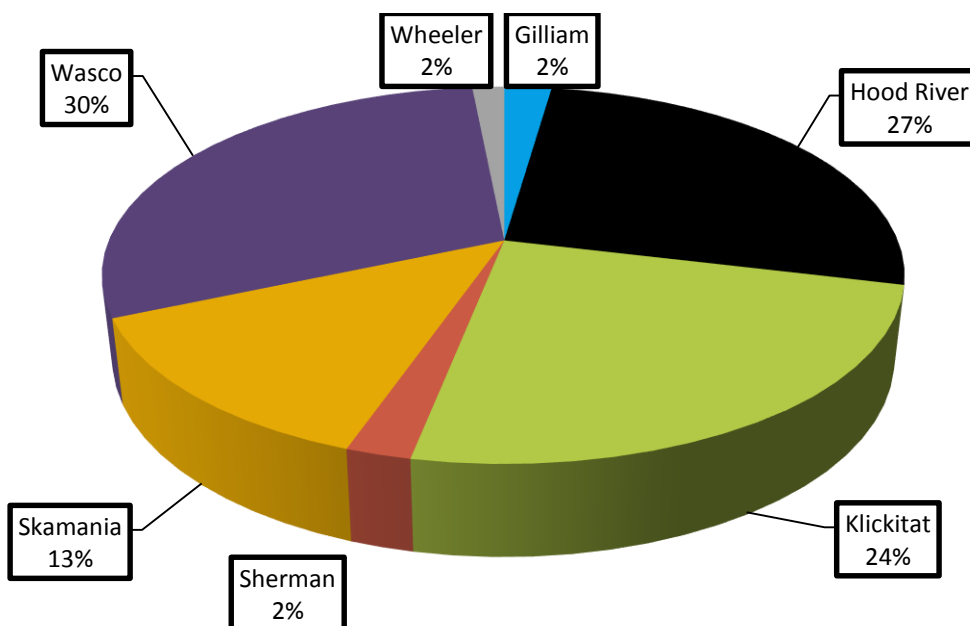
Use data to analyze and evaluate the adequacy of the program's key functions and data elements:

- 2013-14, 29 students who declared ECE&FS as degree and took courses in ECE. We will watch this cohort of students and check in with them about their future plans in ECE&FS.
- Of those students we were able to collect the following data.

Data needed	CGCC current students 2013-14 (%/29 degree seeking students)
Whose primary language is not English	38%
Who have disabilities	.03%
Who are already working directly in the field with children	48%
Who make commitments to continue working in the field for 3- 5 years	69%
Who are working in an early learning program that is working on achieving a QRIS rating	41%
Who are already at least a Step 3 on the Oregon Registry indicating readiness	69%



### CGCC County Percentage of Total Service Area Population 2013-14



### C. Enrollment

#### ECE FTE over the last 5 years

Prefix	10-11	11-12	12-13	13-14
ECE	15.66	12.78	16.1	16.42

### I. Enrollment data since the last review

Class	2010-11 new schedule	2011- 12	2012- 13	2013- 14	2014- 15 Program Review
<b>Certificate classes-even years</b>					
ECE 120	25		21		23
ECE 121	18		22		22
ECE 122	29		28		
ECE 123	20		23		
ECE 124	14		24		
ECE 130- 133	4	5	16		13
ECE 130- 134	5	1	15		
HEC 201	28		35		
HEC 262			35		
<b>Totals</b>	<b>143</b>	<b>6</b>	<b>219</b>	<b>0</b>	<b>0</b>

Class	2010-11 new schedule	2011- 12	2012- 13	2013- 14
<b>Degree classes-odd years</b>				
ECE 130-135				18
ECE 200		20		18
ECE 221		12		9
ECE 224		9		1
ECE 234		20		19
ECE 236		16		12
ECE 260-264	3	6		7
ECE 260-265		6		7
HEC 226	31	33		29
<b>Totals</b>	<b>34</b>	<b>122</b>	<b>0</b>	<b>120</b>

Class	2010-11 new schedule	2011- 12	2012- 13	2013- 14
<b><i>ECE &amp; FS Electives Enrollment</i></b>				
ECE 175A	25			7
ECE 175B	18			0
ECE 175C	22			
ECE 175D	20			
ECE-177		17		
ECE 179	23	14		
ECE 188	0			
ECE 185		28		24
ECE 187		9		13
ECE 235				5
ECE 238				0
<b>totals</b>	<b>108</b>	<b>68</b>	<b>0</b>	<b>49</b>

II. Student retention analysis – during these years the department served the following number of students throughout the year. Most of the department's students take classes during the certificate course (even) years, but we are noticing that during the degree course (odd) year's students are taking degree courses that don't have pre-requisites so they can finish early. This will also work during the certificate years, so student services and instructors should help students become aware of courses that don't have requirements to take them.

<b>Student taking courses – duplicated</b>	<b>2010-11 Certificate year courses</b>	<b>2011-12 Degree year courses</b>	<b>2012-13 Certificate year courses</b>	<b>2013-14 Degree year courses</b>
<b>Cohort Totals</b>	<b>285</b>	<b>196</b>	<b>219</b>	<b>169</b>
			<b>-23 % from 2010-11 Cert year</b>	<b>-19% from 2011-12 Degree year</b>

Retention Goals:

- Maintain the certificate course year enrollments at 250-280 students per year.
- Maintain the degree course year enrollments at 175-190 students per year.

#### **ECE&FS Graduates**

<b>year</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Certificates</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>
<b>Degrees</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>7</b>
<b>totals</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>8</b>

Graduation Goal:

- Increase the certificate completion to 10 students each certificate course year (even years).
- Increase the degree completions to 10 students each degree course year (odd years).

#### **III. Describe current and projected demand and enrollment patterns**

It would help if this department was able to teach both the certificate classes and the degree classes each year, but because of continued low enrollment and completion rates they have had to move to a two year cycle. This has been very frustration to instructors, advisory committee and students. If a

course is missed or not passed it takes two years for the student to get back on track. By increasing their completion rates and enrollment this department would like to start working on plans to move all their courses back to one year, they feel this would help with the completion rate of both degrees and certificates.

#### **D. Budget**

I. Adequate to meet the needs of the program 100-12-128-XX-0000 OTHER PROFESSIONAL TECHNICAL – ECE and Welding

Audited 2011-12	45,003
Audited 2012-13	59,678
Adjusted 2013-14	48,380
Proposed 2014-15-	44,581
% of total budget	1.2%
<b>\$ Change (decreased)</b>	<b>(3,799)</b>

The ECE&FS department would like to be able to have monthly online or face2face department meetings to continue work on their department recommendations. But, because of budget cuts in the 2013-14 and 2014-15 school year the ECE&FS department is being told they need to cut back on their department meetings and that there isn't monies for new course development. Also many of the ECE&FS instructors have been buying their own supplies and paying for their own national memberships to professional organizations. The department would like to be able to have the following budget items increased:

- classroom instructional supplies
- monthly paid department meetings with department chair and/or department instructors
- budget for instructional videos
- budget increased for the development of new courses

This department would like to have a budget that show only their cost rather than sharing a budget with the Welding department.



## **Section Four: Recommendations**

### **A. Provide recommendations for the next review cycle.**

- Continue aligning all courses, portfolio and CCOG's with National Association of the Education of Young Children (NAEYC), and Oregon Core Basic Knowledge (OCBK).
- Continue to include APA writing and math activities in all courses.
- Develop and use the same writing scoring rubric. See appendix 9 for examples
- Track writing and math student improvement in student's selection of artifacts for their practicum portfolio.
- Design, develop and implement math and writing electives.
- Continue to deliver rigorous, research-based, and pedagogically sound curriculum in all content courses.
- Develop a one (1) credit orientation class that would be taught each year to help new students understand the process, get their paperwork started for practicum, know the steps toward completion of certificate and degree, and know the expectations of the department.
- Schedule monthly department meetings either face to face or online through Collaborate.
- Continue to improve communication between the department and student services advisors to ensure accurate information is dispensed to students about department programs, courses and requirements.

### **B. How will the program determine if it has made progress on its recommendations?**

The ECE & FS Department will:

- continue to track enrollment by watching cohort classes that move into the practicums
  - ECE 120 and 121 that flow into ECE 130-133
  - ECE 221 and HEC 226 that flow into ECE 260-265
- continue to track total student enrollment in all courses during a school year
- work as a team to score practicum portfolio artifacts to watch improvement in writing and math skills
- work the Student Services to provide accurate information about the departments programs, courses and requirements
- continue to track completion of certificates and degree

## Appendix

### Appendix #1: ECE & FS Degree and Certificate Information

ECE Degree and Certificate Information								
Number	Course Name	CR. Hrs.	Elec.	Pre- Requisite	Co- Requisite	Recommended	Certificate	Degree
ECE 120	Introduction to EEFS	3					3	3
ECE 121	Observation & Guidance I	3					3	3
ECE 122	Environ. & Curr. in EEFS I	3					4	4
ECE 123	Environ. & Curr. in EEFS II	3		ECE 122			4	4
ECE 124	Multicultural Practices	3					3	3
ECE 130A	Practicum Seminar 1	2		ECE 120, 121	ECE 133		2	2
ECE 130B	Practicum Seminar 2	2		ECE 130A	ECE 134		2	2
ECE 130C	Practicum Seminar 3	2		ECE 130B	ECE 135			2
ECE 133 1	Practicum 1	3		ECE 120,121, Wr 90	ECE 130A		3	3
ECE 134 2	Practicum 2	3		ECE 133, 122	ECE 130B	HEC 262	3	3
ECE 135 3	Practicum 3	3		ECE 134, 123	ECE 130C	ECE 124, HEC 201		3
HEC 201	Family Partnerships	3					3	3
HE 226	Child Development	4						4
HEC 262	Child Health, Nut & Safety	3					3	3
ECE 175A	Infant/Toddler-Learning & Dev	1	1					
ECE 175B	Infant/Toddler-Group Care	1	1					
ECE 175C	Infant/Toddler-Soc./Emo	1	1					

## ECE Degree and Certificate Information

Number	Course Name	CR. Hrs.	Elec.	Pre- Requisite	Co- Requisite	Recommended	Certificate	Degree
ECE 175D	Infant/Toddler-Fam./Pro. Relationships	1	1					
ECE 177	Tiny to Tall-Mixed Age	1	1					
ECE 179	Power of Portfolios	1	1					
ECE 185	Field Trips for ECE Children	1	1					
ECE 187	Cooking with Kids	1	1					
ECE 188	Block Play	1	1					
ECE 200	The Prof in EEFS	3		WR 115				3
ECE 221	Observation & Guidance II	3		ECE 121, WR 115				3
ECE 224	Multicultural Practices/Curr	3		ECE 124				3
ECE 234	Children with Special Needs	3						3
ECE 235	Music/Movement	3	3					
ECE 236	Lang/Lit in EEFS	3						3
ECE 238	Admin in EEFS	3	3					
ECE 260A	Adv. Practi. Seminar I	3		HEC 226, ECE 221,	ECE 264			3
ECE 260B	Adv. Practi. Seminar II	3		ECE 260A	ECE 265			3
ECE 264	Practicum 4	4		ECE 135.221, HEC 226, WR 121, HE 112	ECE 260A, 200, 234			4
ECE 265	Practicum 5	4		ECE 264	ECE 260B	ECE 224, 236		4
Outside credits, HE 113, WR 115							5	
Cert. Total credits							38	

## ECE Degree and Certificate Information

Number	Course Name	CR. Hrs.	Elec.	Pre- Requisite	Co- Requisite	Recommended	Certificate	Degree
	Degree content w/health							72
	WR 121							4
	Gen Ed Elective							12
	EEFS Electives							4
Degree Totals								92

## Appendix #2: CGCC ECE&FS Fusion/NAEYC/Oregon Core Body of Knowledge (OCBK) Chart

NAEYC Standards	Corresponding Fusion Area(s)	ECE Core Body of Knowledge Areas	Columbia Gorge Community College	1 year Certificate	2 year Degree
1. Promoting Child Development and Learning	Child Development  Children's Health	Human Growth & Development (HGD) Health, Safety, & Nutrition (HSN) Diversity (DIV)	ECE 120 Introduction to Early Education and Family Studies HEC 226 Child Development HE 262 Children's Health, Safety and Nutrition HE 112 First Aid & CPR ECE 124 Multicultural Practices: Exploring Our Views ECE 234 Children with Special Needs	ECE 120 Introduction to Early Education and Family Studies HE 262 Children's Health, Safety and Nutrition HE 112 First Aid & CPR ECE 124 Multicultural Practices: Exploring Our Views	HEC 226 Child Development ECE 234 Children with Special Needs
2. Building Family and Community Relationships	Child In Context	Diversity (DIV) Families & Community Systems (FCS) Special Needs (SN)	HEC 201 Family Partnerships ECE 124 Multicultural Practices 1: Exploring Our Views ECE 224 Multicultural Practices II: Curriculum and Implementation	HEC 201 Family Partnerships ECE 124 Multicultural Practices 1: Exploring Our Views	ECE 224 Multicultural Practices II: Curriculum and Implementation
3. Observing, Documenting, and Assessing to Support Young Children and Families	Observation	Observation & Assessment (OA) Understanding & Guiding Behavior (UGB)	ECE 121 Observation and Guidance I ECE 221 Observation and Guidance II	ECE 121 Observation and Guidance I	ECE 221 Observation and Guidance II
4. Using Developmentally	NAEYC embeds <u>Guidance</u> in this Standard.	Learning Environments	ECE 122 Environments and Curriculum I	ECE 122 Environments and Curriculum I	?

<b>NAEYC Standards</b>	<b>Corresponding Fusion Area(s)</b>	<b>ECE Core Body of Knowledge Areas</b>	<b>Columbia Gorge Community College</b>	<b>1 year Certificate</b>	<b>2 year Degree</b>
Effective Approaches	The NAEYC standard also includes a focus on the nature of instructional interactions and strategies.	& Curriculum (LEC)	ECE 123 Environments and Curriculum II	ECE 123 Environments and Curriculum II	
5. Using Content Knowledge to Build Meaningful Curriculum	Curriculum	Learning Environments & Curriculum (LEC)	ECE 123 Environments and Curriculum II ECE 236 Language and Literacy Development	ECE 123 Environments and Curriculum II	ECE 236 Language and Literacy Development
6. Becoming a Professional	Professionalism	Personal, Professional & Leadership Development (PPLD) Program Management (PM)	ECE 120 Introduction to Early Education and Family Studies ECE 200 The Professional In EEFS	ECE 120 Introduction to Early Education and Family Studies	ECE 200 The Professional In EEFS
7. Early Childhood Field Experiences	New national accreditation criteria pull field experiences out. We will need to demonstrate that students have experiences in more than one type of setting.	Personal, Professional & Leadership Development (PPLD)	ECE 131 a – c, 133, 134, 134, 264, 265 Practicum ECE 130a, 130b, 130c, 260a, 260b Practicum Seminars	ECE 131 a – c, 133, 134, 134, ECE 130a, 130b, 130c,	135, 264, 265 Practicum 135, 260a, 260b Practicum Seminars

## Appendix #3 Portfolio Scoring Rubrics

### NAEYC Portfolio Artifact Scoring Rubric

Students Name \_\_\_\_\_ Artifact Scoring Rubric = 96 points

NAEYC Standards	Key elements of each standard	Found in Portfolio	Points Received (0-4)
<b>Standard 1:</b> Promoting child development and learning: <i><u>courses that artifacts may be submitted for portfolio for this section are: ECE 120, 122, 123, HEC 112, HEC 263, ECE 221, 224, 234, 226.</u></i>	1a: Knowing and understanding young children's characteristics and needs		
	1b: Knowing and understanding the multiple influences on development and learning		
	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments		
<b>Standard 2:</b> Building Family and Community Relationships: <i><u>courses that artifacts may be submitted for portfolio for this section are: ECE 121,122, 123,200, 224, 226.</u></i>	2a: Knowing about and understanding diverse family and community characteristics		
	2b: Supporting and engaging families and communities through respectful, reciprocal relationships		
	2c: Involving families and communities in their children's development and learning		
<b>Standard 3:</b> Observing, documenting, and assessing to support young children and families: <i><u>courses that artifacts may be submitted for portfolio for this section are: ECE 121,122, 123, 221,224, 234, 236,264</u></i>	3a: Understanding the goals, benefits, and uses of assessment		
	3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches		
	3c: Understanding and practicing responsible assessment to promote positive outcomes for each child		
	3d: Knowing about assessment partnerships with families and with professional colleagues		
<b>Standard 4:</b> Using developmentally effective approaches: <i><u>courses that artifacts may be submitted for portfolio for this section are: ECE 121, 122, 123, 124, 224, 226, 236</u></i>	4a: Understanding positive relationships and supportive interactions as the foundation of their work with children		
	4b: Knowing and understanding effective strategies and tools for early education		
	4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches		
	4d: Reflecting on their own practice to promote positive outcomes for each child		
	5a: Understanding content knowledge and resources in academic disciplines		

NAEYC Standards	Key elements of each standard	Found in Portfolio	Points Received (0-4)
<b>Standard 5:</b> Using content knowledge to build meaningful curriculum: <i>courses that artifacts may be submitted for portfolio for this section are: ECE 122, 201, 200, 265, 236</i>	5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines		
	5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.		
<b>Standard 6:</b> Becoming a professional: <i>courses that artifacts may be submitted for portfolio for this section are: ECE 120, 122, 200, 201, 238, 264, 265.</i>	6a: Identifying and involving oneself with the early childhood field		
	6b: Knowing about and upholding ethical standards and other professional guidelines		
	6c: Engaging in continuous, collaborative learning to inform practice		
	6d: Integrating knowledgeable, reflective, and critical perspectives on early education		
	6e: Engaging in informed advocacy for children and the profession		
<b>Standard 7:</b> Early childhood field experiences: <i>courses that artifacts may be submitted for portfolio for this section are: ECE 200, 234, 265</i>	7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)		
	7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)		
<b>Totals</b>		<b>/ 24 possible</b>	<b>/96 possible points</b>

Standards From [http://www.naeyc.org/ncate/files/ncate/Initial\\_2pager.pdf](http://www.naeyc.org/ncate/files/ncate/Initial_2pager.pdf)

Scored by \_\_\_\_\_ Date \_\_\_\_\_

Scored by \_\_\_\_\_ Date \_\_\_\_\_

ECE Program Professor, ECE Instructors, Department Chair, and/or Director

CGCC ECE Portfolio Scoring Rubric

Students Name \_\_\_\_\_

See ECE portfolio handbook for more information – page 5 -Performance Outcomes and Indicators

Performance Outcomes and Indicators	Exceeds Expectation	Meets Expectation	Needs Improvement	Score
	3 points	2 points	1 point	



<b>1-Title Page-(not the cover of notebook)</b> This indicator measure ability to follow directions and produce an error free document.	Few, if any, errors are evident. Cover of notebook <u>and</u> a title page.	Some errors are evident. Notebook cover, but no title page	Multiple errors and/or patterns of errors are evident. No cover or title page	/3
<b>2-Table of contents</b> This indicator measure ability to follow directions and produce an error free document.	Few, if any, errors are evident. Has page number indicators in table contents format	Some errors are evident. List or page numbers but not both.	Multiple errors and/or patterns of errors are evident. No list or page numbers	/3
<b>3-Introduction to your portfolio</b> This indicator measures how well the student is able to articulate the purpose of the portfolio.	Establishes a clear purpose for the portfolio. Introduces why you are doing this in your presentation.	Attempts to establish a purpose for the portfolio. Talks about self, but doesn't introduce the portfolio purpose	Fails to state purpose of Portfolio. Doesn't include anything about self or purpose of portfolio	/3
<b>4-Resume (ECE 200)</b> This indicator measure ability to follow directions and produce an error free document.	Few, if any, errors are evident. Formal resume presented in written format.	Some errors are evident. A talk about resume but it is not in written format.	Multiple errors and/or patterns of errors are evident. No resume	/3
<b>5-Statement of beliefs or philosophy (ECE 200)</b> This indicator measure ability to follow directions and produce an error free document.	Few, if any, errors are evident. Formal philosophy in written format and oral presentation.	Some errors are evident. Formal philosophy in written format or oral presentation, but not both.	Multiple errors and/or patterns of errors are evident. No formal philosophy.	/3
<b>6-Artifacts and Reflections</b> This indicator measures how well the student is able to align standards, theory, and practice to the artifacts selected for inclusion in the portfolio.	Demonstrates a clear understanding of the alignment of standards, theories, and practice to artifacts. Has 2 artifacts for each standard assigned.	Demonstrates some awareness of the alignment of standards, theories, and practice to artifacts. Has at least 1 artifact for each standard.	Fails to link standards to practice. Missing artifacts for several standards.	/3
<b>7-ECE 260/264 Practicum summary (2<sup>nd</sup> year only)</b>	Summary included	Partial summary included	Summary not included	/3
<b>8-Closing Statement (2<sup>nd</sup> year only)</b>	Few, if any, errors are evident	Some errors are evident	Multiple errors and/or patterns of errors are evident	/3
<b>9- Summary (2<sup>nd</sup> year only)</b>	Few, if any, errors are evident	Some errors are evident	Multiple errors and/or patterns of errors are evident	/3
<b>10-Permission to use or publish</b>	Permissions included or not needed	Some permissions included other not included	Permissions needed, but not included	/3

Comments: \_\_\_\_\_

Recommendations: \_\_\_\_\_

Signatures \_\_\_\_\_ Date \_\_\_\_\_

Signatures \_\_\_\_\_ Date \_\_\_\_\_

Scored by ECE Program Professor, ECE Instructors, CTE Department Chair, and/or CTE Director

## Appendix #4 Proposed Course Schedule 2014-16

Fall 14/15 (13 cr)	Winter 14/15 (12 Cr)	Spring 14/15 (12 cr)	Summer 15/16
ECE 120-3cr (CDA)	ECE 122-4cr	ECE 123-4cr	
ECE 121-3cr (CDA)	HE 262-3cr (CDA)	ECE 124-3cr	
HEC 201-3cr(CDA)	ECE 130-133-5cr (CDA=3cr only count-need elective for 2 cr.)	ECE 130-134-5cr	
HE 113 (1)		<u>ECE 188 (elective-1cr)</u>	
Writing 115 or higher(3)	<u>ECE 175B (elective-1cr)-</u>	<u>ECE 185 Field trips (Elective- 1cr-</u>	
<u>ECE175A (elective-1cr)-</u>	<u>ECE 175C (elective-1cr)-</u>	<u>ECE 175D (elective)</u>	<u>ECE 235 (elective-3dr)</u>
<b>Think about adding some electives to summer schedule</b>			
<b>EEFS CTE Degree 92 credits (2 year degree) EEFS Electives (4) Gen Ed electives (16) 2<sup>nd</sup> year</b>			
Fall 15/16 (15 cr)	Winter 15/16 (13 cr)	Spring 15/16 (10 cr)	summer
ECE 130-135-5cr	ECE 260-264-7cr-	ECE 260-265-7cr	
ECE 221-3cr	ECE 200-3cr	ECE 236-3cr	
HEC 226-4cr	ECE 234-3cr		
ECE 224-3cr			
<u>ECE 187 (elective-1cr</u>	<u>ECE 179 (elective-1cr)</u>	<u>ECE-177-(elective-1cr</u>	<u>ECE 238 (elective-3cr)</u>

## Appendix #5 ECE&FS Core Outcome Mapping

### CORE OUTCOMES MAPPING

### ECE & FS: Early Childhood Education & Family Studies

Mapping Level Indicators:		Core Outcomes:				
0	Not Applicable.	1. Communication. 2. Critical Thinking and Problem Solving. 3. Professional Competence. 4. Cultural Awareness. 5. Community and Environmental Responsibility.				
1	Limited demonstration or application of knowledge and skills.					
2	Basic demonstration and application of knowledge and skills.					
3	Demonstrated comprehension and is able to apply essential knowledge and skills.					
4	Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.					
Course #	Course Name	C01	C02	C03	C04	C05
ECE 120	Introduction to Early Education and Family Studies	1	1	1	1	0
ECE 121	Observation and Guidance I	2	2	1	2	1
ECE 122	Environments for Young Children	2	1	1	1	2
ECE 123	Curriculum for Young Children	2	1	1	1	2
ECE 124	Multicultural Practices: Exploring Our Views	3	3	1	3	2
HEC 201	Family Partnerships in Education	2	2	1	2	3
ECE 130	Practicum Seminar	2	1	3	1	1
ECE 133	Practicum I Lab	2	1	3	1	1

ECE 134	Practicum II Lab	3	2	3	2	1
ECE 200	The Professional in Early Education & Family Studies	2	2	3	2	3
ECE 221	Observation and Guidance II	2	2	1	2	0
ECE 224	Multicultural Practices: Curriculum and Implementation	3	3	2	4	3
HEC 226	Child Development	1	2	0	2	1
ECE 234	Children with Special Needs	2	3	1	3	3
ECE 236	Language and Literacy Development	2	2	1	2	1
ECE 260	Advanced Practicum - Seminar	4	4	4	4	3
ECE 263/ 264	Advanced Practicum (Lab)	4	4	4	4	4

**Appendix #6: ECE&FS Schedule of courses to go through Curriculum Committee during 2014-15**

<b>EEFS</b>		
April '14	HEC 201-Ronda ✓	3
	HEC 226-Ronda ✓	4
	ECE 177 – Ronda ✓	1
	ECE 179-Rita ✓	1
	ECE 185-Ronda ✓	1
May '14	ECE 120-Grace ✓	3
	ECE 121-Grace ✓	3
	ECE 122-Grace ✓	4
	ECE 123-Grace ✓	4
Nov '14	ECE 133-Rita ✓	3
	ECE 134-Rita ✓	3
	ECE 135-Rita ✓	3
	HEC 262-Ronda ✓	3
Dec '14	ECE 264-Rita ✓	4
	ECE 265-Rita ✓	4
	ECE 175A--Rita ✓	1
	ECE 175B-Rita ✓	1
	ECE 175C-Rita ✓	1
	ECE 175D-Rita ✓	1
	ECE 188-Grace✓	1
January '15	ECE 124- Grace✓	3
	ECE 200-Ronda✓	3
	ECE 221-Ronda✓	3
	ECE 224-Grace✓	3
February '15	ECE 234-Keri	3
	ECE 235-Rita	3
	ECE 236-Keri	3
	ECE 238-Rita	3
	ECE 187-Rita ✓	1
April '15	ECE Degree Plan & certificate plans	

**Appendix #7: Early Childhood Educator I Career Pathway Certificate – to be implemented during Fall term 2015**

**Columbia Gorge Community College**

SECTION #1 OVERVIEW				
Proposed Title:	Early Childhood Educator I		Proposed Credits:	17
Reason for new certificate:	<ul style="list-style-type: none"> <li>• Implementation of The Quality Rating and Improvement System (QRIS) in Oregon is increasing the quality of employees working in this industry.</li> <li>• As childcare programs become “Star Rated” through the QRIS system, employers will need to employ more highly skilled employees.</li> <li>• The proposed 17 credit Career Pathway Certificate (CPC) will provide students with training that equals Level 7 on the Oregon Registry and prepares them for the industry recognized exam to earn the Child Development Associate (CDA) credential. (The Oregon Registry Steps are a sequence of 12 professional development categories that describe and acknowledge increasing education and training.)</li> <li>• Certificate provides students with the 120 hours of training needed to sit for the nationally recognized industry recognized exam to earn the Child Development Associate (CDA) credential.</li> <li>• The 17 credit CPC will bring more students into the Early Childhood Education and Family Studies program and start them on the pathway to greater education and higher wage jobs. Implementation of QRIS in Oregon is increasing the quality of employees working in this industry</li> <li>• Frequently students in this program work full-time and many have young children, so adding a short-term certificate would allow them to start on their path in Early Education and Family Studies and earn a certificate that supports entry level employment.</li> </ul>		Requested implementation term:	Fall 2015
Impact on other areas of instruction:  Have you talked to other departments?	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	Explain:  This certificate has been developed and vetted with input from CTE and Student Services Departments, EEFS faculty, Child Care Partners , area employers and the Early Education and Family Studies Employer Advisory Committee	Has the certificate been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No

If yes, explain:				
Is this a Statewide Certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, has the certificate been approved by the consortium?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If this is a Related Certificate or a Career Pathway, what is the base degree?	Early Education and Family Studies AAS			

SECTION #2 PREREQUISITES AND OUTCOMES		
PROPOSED PREREQUISITES		
Course Number	Course Title or Placement level	Credits
Placement into WR 115	Introduction to Expository Writing	4
Recommended prerequisite: MTH 20	Basic Math	4
Is this a limited entry program? Students must apply, via the department for program entry.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
PROPOSED OUTCOMES		



Describe what students are intended to be able to do “out there” (in life roles: worker, family member, community citizen, global citizen, and life-long learner), as opposed to a classroom activity “in here”? Good outcomes statements will suggest context to indicate this “out there” and they will describe what students can DO with what they know. See [writing learning outcomes](#) on the curriculum website.

*Students who complete this certificate will be able to:*

1. Use observation and documentation, in partnership with families and other professionals, to positively influence children’s development and learning.
2. Employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children.
3. Know and use professional standards related to early childhood practice.

### SECTION #3 PROPOSED COURSEWORK

List all courses in the term by term order that is to be displayed in the [catalog](#) certificate map. Include elective list below. 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	Credits
<b>Term 1</b>		
ECE 120	Introduction to Early Education and Family Studies	3
ECE 121	Observation and Guidance	3
HEC 201	Family Partnerships in Education	3
<b>Term 2</b>		
HE 262	Children’s Health, Nutrition and Safety	3
ECE 130 A	Practicum Seminar 1	2
ECE 133	Practicum 1	3

<b>Credit total</b>		17
<b>ELECTIVES</b> (if applicable)		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
	N/A	

## Appendix #8 - Program Outcomes for ECE&FS Degree and Certificate-revised 2015

### Early Childhood Certificate I –CPW Outcomes: 17 credits

<i>Students who complete this certificate will be able to:</i>
Use observation and documentation, in partnership with families and other professionals, to positively influence children's development and learning.
Employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children.
Know and use professional standards related to early childhood practice.

### Early Childhood CTE Certificate – 38 credits

<i>Students who complete this certificate will be able to:</i>
Use their understanding of young children's characteristics and needs to create environments that are healthy, respectful, supportive, and challenging for all children
Use their understanding of the importance and complex characteristics of children's families and communities to create respectful reciprocal relationships that support and involve all families in their children's development and learning
Use observation and documentation, in partnership with families and other professionals, to positively influence children's development and learning.

Employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children.
Know and use professional standards related to early childhood practice.
Identify themselves as collaborative learners who demonstrate reflective perspectives on their work, making decisions that integrate knowledge from professional sources.

### **Associates of Applied Science Degree ECE & FS – 92 credits**

<i>Students who complete this certificate will be able to:</i>
Use their understanding of young children's characteristics and needs, and of the multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children
Apply a recognition of the importance and complex characteristics of children's families and communities to the creation of respectful reciprocal relationships that support and empower families and involve all families in their children's development and learning
Use systematic observation, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning
Employ their understanding of and relationships with children and families and their understanding of developmentally and culturally effective approaches to teaching and learning to implement and evaluate experiences that promote positive development and learning for all young children
Identify and conduct themselves as members of the early childhood profession
Use ethical guidelines and other professional standards related to early childhood practice
Identify themselves as continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources
Act as informed advocates for sound educational practices and policies

## Appendix #9 – Writing Scoring Rubric for ECE & FS content classes

Instructors will be using this scoring rubric and attaching it to students work to be included in their practicum portfolio artifacts.

Will start using winter term 2015 in all content classes.

### Reflection Journal Rubric

Criteria	2 pts each	1 pt. each	0 pts
<b>Feelings and Thoughts (x2)</b>	Feelings and thoughts are revealed in all or almost of the entries.	Feelings and thoughts are revealed in most entries.	None of your feelings or thoughts are revealed in any of the entries.
<b>Structure Ideas</b>	All or almost all of the entries have a connection to structure.	Most entries have a connection to structure.	None of the entries have a connection to structure.
<b>Format</b>	The proper format has been followed for all of the entries.	The proper format has been followed for most of the entries.	The proper format has not been followed for any of the entries.
<b>Mechanics</b>	All or almost all of my entries use correct spelling and grammar.	Most of my entries use correct spelling and grammar.	None of my entries use correct spelling and grammar.

TOTAL \_\_\_\_\_/10

### EECE & FS Writing Rubric

Course #: ECE Instructor:	Term: Su, F, W, Sp.      Year:
Student:	Department: ECE & FS

Content	<u>Poor</u>	<u>Needs Help</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>
	Topic is poorly developed, with supporting details that are absent or vague. Trite ideas and/or unclear wording reflect lack of understanding of topic and audience.		Topic is evident with some supporting details; generally meets requirements of assignment.		Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed.
	1	2	3	4	5
Comments: Points:					
Organization	<u>Poor</u>	<u>Needs Help</u>	<u>Acceptable</u>	<u>Good</u>	<u>Excellent</u>
	Writing is rambling and unfocused, with main theme and supporting details presented in a		Writing demonstrates some grasp of organization, with a discernible theme		Writing is clearly organized around a central theme. Each paragraph is clear and relates to the others in a well-planned framework.

	disorganized, unrelated way.		and supporting details		
	1	2	3	4	5
Comments: Points:					
<b>Language</b>	<b><u>Poor</u></b>	<b><u>Needs Help</u></b>	<b><u>Acceptable</u></b>	<b><u>Good</u></b>	<b><u>Excellent</u></b>
	Writing lacks sentence variety. Significant deficiencies in wording, spelling, grammar, punctuation, or presentation. Sources, if consulted, poorly cited, didn't use APA formatting		Some sentence variety; adequate usage of wording, grammar, and punctuation. Some cited sources used, some attempt to use APA formatting.		Wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. Multiple sources correctly cited, used APA formatting correctly. Effective integration of information.
	1	2	3	4	5
Comments: Points:					
Final Comments: Final points: #/15 __%					

**NOTE:** Students must achieve at least a 3 in each area to demonstrate proficiency. Please include this scoring sheet with your Portfolio artifact