

- Early Childhood Education Curriculum (Certificate Revision: coursework, credits)

Discussion Items:

1. Adoption of new Modified Degree/Certificate Revision ⁴ form, and determination of eligible items that may be included on a Consent Agenda

Next Meeting: March 18, 2021

Attachments: ¹ February 11, 2021 Minutes; ² Course Inactivations; ³ Submissions: 3 New CTE courses, 5 Course Revisions, 1 Degree Revision, 1 Certificate Revision; ⁴ Modified Degree/Certificate Revision form

**Curriculum Committee Minutes
February 11, 2021, 3:30 pm – 5:00 pm**

Location: Due to State Social Distancing requirements, this meeting is held via Zoom.

PRESENT:

Voting Committee Members

Chair- Kristen Booth (Pre-College)
Vice Chair- Zip Krummel (Social Science)
P.K. Hoffman (Arts & Hum)
Steve Holman (Inst Dean)

Ashely Mickels (CTE)
Emilie Miller (Science)
Pam Morse (MTH)
Mimi Pentz (Nurs/Hlth)

Non-Voting Committee Members

Susan Lewis (Curriculum)
Jarett Gilbert (VP Instructional Services)

Mary Martin (Student Services)

Supporting Staff

Sara Wade (Curriculum)

Guest

Andrea Ware

ABSENT

Voting Committee Members

Katy Jablonski (ESL) (on leave of Absence)
Courtney Cunningham (ESL)

Non-Voting Community Members

Item	Discussion	Action
Call to Order	Meeting called to order by Chair Kristen Booth at 3:37 pm	
Business		
Katy's Leave of Absence	Giving Katy a leave of absence as she is out of the country. She will be back in Spring Term.	
Old Business	None	

Submissions		
<p>WT 181 Digital Marketing (New CTE Course)</p>	<p>Steve move to open discussion, Pam 2nds. Kristen opens WT 181 to discussion and introduces Andrea Ware. Andrea explains that the Web Technology (WT) courses will separate from the Computer Application Course in hopes to grow the Web Technology.</p> <p style="text-align: center;">Motion: approve as written</p>	<p>Motion: Steve 2nd: Pam Action 7 in favor – 0 opposed – 2 abstentions</p>
<p>CAS 102 Marketing with Social Media (Course Revision: prefix, title, req,cont,txt/mat)</p>	<p>Mimi moves to open discussion, Pam 2nds. Kristen opens CAS 102 course prefix change to discussion. Andrea explained in more detail about Marketing with social media to clarify the course and its purpose and relevance.</p> <p style="text-align: center;">Motion: approve as written</p>	<p>Motion: Mimi 2nd: Pam Action 7 in favor - 0 opposed – 2 abstentions</p>
<p>CAS 105 Writing for Web (Course Revision: prefix, title, req, cont, txt/mat)</p>	<p>Steve moves to open discussion, Pam 2nds. Kristen opens CAS 105 course prefix change to discussion.</p> <p style="text-align: center;">Motion: approve as written</p>	<p>Motion Steve 2nd: Pam 7 in favor – 0 opposed – 2 abstentions</p>
<p>Digital Marketing Assistant (New Certificate)</p>	<p>P.K. moves to open discussion, Mimi 2nds. Kristen opens Digital Marketing Assistant Certificate to discussion. Andrea explains that this certificate is a pathway to the Administrative Assistant degree to apply (19) credits directly towards it. And that it has come up as a need for this certificate in the community for future employees. *Susan explains when approving new certificates that make up a degree's electives check to make sure one doesn't have to take other credits to receive this certificate.</p> <p style="text-align: center;">Motion: approved as written</p>	<p>Motion: P.K. 2nd: Mimi 7 in favor – 0 opposed – 2 abstentions</p>

Consent Agenda (Web Development Assistant cert, Web Design Assistant cert, course changes) CAS 102 Course Number Change	Emilie moves to open discussion, P.K. 2nds. Kristen opens Consent Agenda Web Development Assistant Certificate and Web Design Assistant Certificate course changes to discussion. Motion: approved as written	Motion: P.K. 2 nd : Steve 7 in favor – 0 opposed – 2 abstentions
Consent Agenda (Administrative Assistant AAS, Administrative Assistant Certificate, course addition and deletion)	P.K. moves to open discussion, Steve 2nds. Kristen opens Consent Agenda Administrative Assistant AAS and Certificate course addition and deletions to discussion. Motion: approved as written	Motions: Emilie 2 nd : P.K. 7 in favor – 0 Opposed – 2 abstentions
Consent Agenda (Entrepreneurship/Business Management AAS addition of electives)	Mimi moves to open discussion, Pam 2nds. Kristen moves Consent Agenda Entrepreneurship/Business Management AAS addition of electives to discussion. Ashely explains that she along with Todd agreed that the course proposed would be good electives for Entrepreneurship/Business Management AAS degree. Motion: approved as written	Motion: Mimi 2 nd : Pam 7 in favor – 0 Opposed – 2 abstentions
Discussion Items:		
1. Reviewing and Modifying the use of the Consent Agenda	<ul style="list-style-type: none"> • The Consent Agenda has been used differently than its intended use. Susan explained that a consent Agenda allows the committee to pass a group of items that require less deliberation but need an official vote. Elements/cuts down on voting. • The form the committee have been using as a Consent Agenda is more like a simplified submission form. To use it for the change of course title, course number changes, degree or certificate title changes, addition or deletion of degree/certificate electives for simple changes. • No need for a consent agenda but if needed we can make one for those instances. • Discussion on what and how we could use or why you would need the Consent Agenda. 	Motion: Steve 2nd: Ashely 7 in favor – 0 Opposed – 2 abstentions

	<ul style="list-style-type: none"> • Susan would like to change the form from Consent Agenda form to a different form (same form just a different name). • Is there anything else that would be appropriate on the new and revised Consent Agenda form. <p>Action Item: Susan will bring a present a different title of Consent Agenda to a Simplified Certificate/Degree revision form to the next meeting.</p> <p>Motion: approve the action item Susan coming back to next meeting with proposal of new name of Consent Agenda.</p>	
Other	Ashely inquired about the status of the ASOT-Business discussions regarding possible changes to electives and requirements. Susan will follow up with Todd and bring back to the committee for further deliberation.	
Meeting Adjourned: 4:32 pm	<p>Zip motioned to end meeting, P.K. 2nds.</p> <p>Motion: meeting closed at 4:32 pm</p>	<p>Motion: Zip 2nd: P.K. 7 in favor – 0 opposed – 2 abstentions</p>
Next Meeting: March 4, 2021		

Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	ECE 123	Course title	Environments and Curriculum in Early Childhood Ed II
Department	CTE - ECE	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	Removed to make space for new content courses that were recommended as part of the 2020 ECE Program Review.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term (if after next available term): Summer 2021

SECTION #3 DEPARTMENT APPROVAL		
The department chair and department dean endorse this inactivation.		
Department Chair	Approved	Date
Ashley Mickels	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10/21/2020
Department Dean	Approved	Date
Mary Kramer	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10/21/2020

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

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	ECE 260A	Course title	Advanced Practicum Seminar 1
Department	CTE - ECE	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	ECE Advisory Committee recommended we remove advanced practicum and only keep Practicum 1 & 2 because they provide sufficient practicum hours.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term (if after next available term): Summer 2021

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Columbia Gorge Community College

Course Inactivation

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Course prefix and number	ECE 264	Course title	Advanced Practicum 1
Department	CTE - ECE	Submitter name: phone: email:	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Reason for Inactivation	ECE Advisory Committee recommended we remove advanced practicum and only keep Practicum 1 & 2 because they provide sufficient practicum hours.		

SECTION #2 IMPACT ON OTHER DEPARTMENTS	
Does this inactivation have an impact on others	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide details	
Implementation term	<input type="checkbox"/> Next available term after approval <input checked="" type="checkbox"/> Specific term (if after next available term): Summer 2021

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Columbia Gorge Community College

**New Course
 Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	CTE: ECE	Submitter name phone and email	Ashley Mickels 541-490-9063 amickels@cgcc.edu	
Prefix and Course Number:	ECE 222	Credits:	3	
Course Title: (60 characters max, including spaces)	Resilience & Wellness for Educators	Transcript Title: (30 characters max, including spaces)	Resilience & Wellness for Ed	
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:	
Reason for the new course.	As a result of the 2020 ECE Program Review it was deemed necessary to help current and future early childhood educators develop and use resilience skills and other positive strategies and routines to optimize their own well-being and love of the profession. The ECE Advisory Committee strongly supports the development of this course and believe it could help reduce the high turnover rate that exists in our field.			
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)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)				
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:		
course prefix & number: RD 90, WR 90 or equivalent placement test scores	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co	
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co	
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> 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 .				

<p>Supports educators' ability to positively adapt in the face of adverse circumstances by teaching positive skills, strategies, and routines that enable them to live happy, fulfilling, and successful lives while enhancing their love of the profession. Covers the identification, justification, and application of resilience and wellness practices necessary to become an effective educator of young children. Prerequisites: RD 90 and WR 90 or equivalent placement test scores. Audit available.</p>	
<p>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.)</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion of this course, students will be able to:</p>
	<p>1. Describe critical practices for becoming a resilient, effective educator.</p>
	<p>2. Explain how managing their own resilience, self-efficacy, mental health, and wellness is critical to the effectiveness of their work.</p>
	<p>3. Examine how wellness and resilience practices can positively support children and transform classroom culture.</p>
<p>4. Advocate for, and model wellness and resilience practices for children and educators.</p>	
<p>Outcomes assessment strategies:</p>	<p>Assessments may include journal reflections, self-assessments, projects, research papers, quizzes, tests, and portfolio artifacts.</p>
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>	
<p>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.</p> <p>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.</p>	
<p>Department required course activities (optional):</p>	<p>This course should result in a minimum of one portfolio artifact for NAEYC Standard #6 – Professionalism as an Early Childhood Educator.</p>
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1 - Describe critical practices for becoming a resilient, effective educator</p> <ul style="list-style-type: none"> • Define stress, happiness, values, wellness, mindfulness, and resilience • Define the six dimensions of self <ul style="list-style-type: none"> ○ Spiritual dimension ○ Emotional aspect ○ Physical self ○ Social dimension ○ Intellectual aspect ○ Occupational self • Describe wellness and resilience practices <ul style="list-style-type: none"> ○ Mindfulness

	<ul style="list-style-type: none"> ○ Managing negative emotions and cultivating positive emotions and thoughts ○ Clarifying and committing to personal values ○ Choosing your attention ○ Connecting with others in meaningful ways ○ Practicing gratitude ○ Asking for help ○ Establishing a healthy body with exercise, diet, and sleep ○ Engaging in Therapeutic Lifestyle Choices (TLCs) <p>Outcome #2 – Explain how managing their own resilience, self-efficacy, mental health, and wellness is critical to the effectiveness of their work</p> <ul style="list-style-type: none"> ● Explain the benefits <ul style="list-style-type: none"> ○ Reduced stress and burnout ○ Improved health (including mental health) ○ Greater efficacy in job duties ○ Ability to engage effectively and empathetically with children, families, and colleagues ○ Increased capability of creating and maintaining nurturing, supportive, and effective learning environments ○ More balanced and fulfilling life ● Describe why practicing resilience skills is critical to develop the fluency necessary to use them when they are needed the most <p>Outcome #3 – Examine how wellness and resilience practices can positively support children and transform classroom culture</p> <ul style="list-style-type: none"> ● Attention and focus ● Cognitive development ● Empathy and perspective taking ● Social skills ● Emotional regulation ● Reduced anxiety and stress ● Reduced behavior problems, aggression, and depression ● Reduced post-traumatic symptoms ● Increased family engagement <p>Outcome #4 – Advocate for, and model wellness and resilience practices for children and educators</p> <ul style="list-style-type: none"> ● Examine their six dimensions of self ● Identify areas for personal improvement ● Develop a wellness and resilience plan to serve as a roadmap for their future work as an educator ● Apply a variety of wellness and resilience practices in different aspects of their life
<p>Suggested Texts & Materials (specify if any texts or materials are required):</p>	<p>Souers, K. & Hall, P. (2016). <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i>. ASCD.</p> <p><u>Additional Materials:</u></p> <p>Gilbert, D. (2004, February). The surprising science of happiness. TED Talks.</p>

http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy?language=en

Saplosky, R. (2012, March). The psychology of stress. Greater Good: The Science of a Meaningful Life.

https://greatergood.berkeley.edu/video/item/robert_m_sapolsky_the_psychology_of_stress

McGonigal, K. (2013, June). How to make stress your friend. TED Talks.

https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend

Standlea, N. (2012, October 10). What is positive psychology?

<https://youtu.be/1qJvS8v0TTI>

Barlin, D. (2010). Better mentoring, better teachers: Three facts that help ensure successful programs. Education Week.

<http://www.edweek.org/archive/ew/articles/2010/03/23/27barlin.html>

Mayo Clinic. Social Support: Tap this tool to beat stress.

<http://www.mayoclinic.org/healthy-living/stress-management/in-depth/social-support/art-20044445>

Gray, K. (2011, January). Becoming Superman: Doing good makes you strong. TEDx Talks.

Walsh, R. (2011, April). Relationships: The most powerful factor affecting wellbeing. TEDx Talks.

<https://www.youtube.com/watch?v=UldmugodnO>

Oliver, J. (2013, February 12). Passengers on a Bus – an Acceptance & Commitment Therapy (ACT) metaphor. <https://www.youtube.com/watch?v=Z29ptSuoWRc>

Rhinewine, J. (2013, January 18). Explaining acceptance and commitment therapy pt 5 living from fear or values. https://www.youtube.com/watch?v=cXXM_fBkbd4

Hanson, R. (2011, September). How to take in the good. Greater Good the Science of a Meaningful Life.

https://greatergood.berkeley.edu/video/item/how_to_take_in_the_good

Test your awareness: Do the test. (2008, March 10). <http://nudges.org/watch-out-for-cyclists/>

Kabat-Zinn, J. (2010, March). What is mindfulness? Greater good: The science of a meaningful life. <http://greatergood.berkeley.edu/topic/mindfulness/definition>

Jennings, P. (2015, March). Seven ways mindfulness can help teachers. Greater good: The science of a meaningful life.

https://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers

(2013, February 12). Becoming conscious: The science of mindfulness.

<https://www.youtube.com/watch?v=5TeWvf-nfpA>

Mindfulness quiz. Greater Good: The Science of a Meaningful Life.

http://greatergood.berkeley.edu/quizzes/take_quiz/4

Emmons, R. (2010, November). What good is gratitude? Greater good: The science of a meaningful life.

https://greatergood.berkeley.edu/video/item/what_good_is_gratitude

Steindl-Rast, D. (2013, June). Want to be happy? Be grateful. TED Talks.
http://www.ted.com/talks/david_steindl_rast_want_to_be_happy_be_grateful#t-453312

William, C. & Garland, A. (2002). Identifying and challenging unhelpful thinking. *Advances in Psychiatric Treatment*, 8, 377-386.
<http://www.stateofmind.it/wpcontent/uploads/2012/05/APT-2002-Williams-172-9.pdf>

Beck, A.. (2012, September 21). An introduction to cognitive behavioural therapy – Aaron Beck. <https://www.youtube.com/watch?v=KyluzW23m0U>

Wachet, A. (2013, March 10). Emotions 101: How to reveal and heal what you feel. https://www.huffpost.com/entry/managing-emotions_b_2717206

Frederickson, B. (2011, June). Positive emotions open our mind. Greater good: The science of a meaningful life. <https://www.youtube.com/watch?v=Z7dFDHzV36g>

Fredrickson, B. (2011, March). The Role of Positive Emotions in Positive Psychology. *American Psychology*, 56(3), 218-226.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122271/>

Henley, K. (2009, June). What are the top 10 positive emotions?
http://www.huffingtonpost.com/karihenley/what-are-the-top-10-posit_b_203797.html

Krueger, J. (2015, February). Flow and happiness.
<https://www.psychologytoday.com/blog/one-among-many/201502/flow-and-happiness>

Csikszentmihalyi, M. (2004, February). Flow, the secret to happiness. TED Talks.
https://www.ted.com/talks/mihaly_csikszentmihalyi_flow_the_secret_to_happiness

Weir, K. (2011, December). The exercise effect.
<http://www.apa.org/monitor/2011/12/exercise.aspx>

Butler, A. (n.d.). Psychological benefits of eating healthy.
<https://healthfully.com/410858-the-effects-of-a-healthy-lifestyle.html>

Foster, R. (2013, July). Why do we sleep? TED Talks.
http://www.ted.com/talks/russell_foster_why_do_we_sleep#t-87801

Ornish, D. (2008, March). Your genes are not your fate. TED Talks.
http://www.ted.com/talks/dean_ornish_says_your_genes_are_not_your_fate

Walsh, R. (2011). Lifestyle and mental health. *American Psychologist*, 66(7), 579-592. <https://apa.org/pubs/journals/releases/amp-66-7-579.pdf>

Stephens, S. (2011, August 27). 9 Easy ways to find health and happiness.
<https://www.youtube.com/watch?v=AZEQr0hnruo>

Frederickson, B. (2011, June). Positive emotions open our mind. Greater Good: The Science of a Meaningful Life.
http://greatergood.berkeley.edu/gg_live/science_meaningful_life_videos/speaker/barbara_fredrickson/positive_emotions_open_our_mind

Schwartz, T. & McCarthy, M. (2007). Manage your energy, not your time.

	https://hbr.org/2007/10/manage-your-energy-not-your-time Shadyac, T. (Executive Producer) & Belic, R (Director). Happy [Motion picture]. (2011). United States: Wadi Rum Productions.
Department Notes (optional)	NAEYC Standard #6 – Professionalism as an Early Childhood Educator Core Knowledge Category: Health, Safety & Nutrition (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)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of certificate(s):	ECE Curriculum	# credit: 22
Name of degree(s):	AAS in Early Childhood Education	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
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):	ECE Curriculum – students are required to take this course or HE 262 AAS in ECE – Required course	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input checked="" type="checkbox"/> Yes – date: 6/2/2020 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specific term (if BEFORE next academic year):	
<p>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.</p>		

SECTION #4 DEPARTMENT REVIEW		
<p><i>"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."</i></p>		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	10-21-2020
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

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	CTE – ECE	Submitter name phone and email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Prefix and Course Number:	ECE 232	Credits:	3
Course Title: (60 characters max, including spaces)	S.T.E.A.M: Birth to Age 8	Transcript Title: (30 characters max, including spaces)	S.T.E.A.M: Birth to Age 8
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	As a result of the 2020 ECE Program Review, content courses that focus on specific academic disciplines were deemed necessary to align with the new NAEYC Professional Standards and Competencies for Early Childhood Educators.		
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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number: RD 115, WR 115 or equivalent placement test scores	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> 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 .			

<p>Develops the knowledge and skills necessary for creating inclusive environments and curricular activities. Provides training in the use of observation and assessment to scaffold young children’s understanding of science, technology, engineering, art, and mathematics. Emphasizes using a variety of tools and methods to support, document, and extend children’s learning. Prerequisites: RD 115, WR 115 or equivalent placement test scores. Audit available.</p>	
<p>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.)</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion of this course, students will be able to:</p>
	<p>1. Recognize historical influences and current trends of STEAM in education.</p>
	<p>2. Identify and apply early learning standards for children, birth to age 8, related to science, technology, engineering, art, and mathematics.</p>
	<p>3. Explain and justify how children, birth to age 8, learn essential and foundational scientific, mathematical, and technological concepts.</p>
	<p>4. Use a variety of tools and methods to support, document, and extend children’s understanding of science, technology, engineering, art, and mathematics.</p>
<p>5. Design inclusive environments and curricular activities using observation and assessment to scaffold young children’s understanding of science, technology, engineering, art, and mathematics.</p>	
<p>Outcomes assessment strategies:</p>	<p>Assessments may include journal reflections, self-assessments, projects, research papers, quizzes, tests, and portfolio artifacts.</p>
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>	
<p>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.</p> <p>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.</p>	
<p>Department required course activities (optional):</p>	<p>This course should result in a minimum of one portfolio artifact for NAEYC Standard #5 – Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</p>
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1 - Recognize historical influences and current trends of STEAM in education.</p> <ul style="list-style-type: none"> • Scientific Renaissance • Jean-Jacques Rousseau • Johann Pestalozzi • Jean Piaget • John Dewey

- Friedrich Froebel
- Loris Malaguzzi and the Reggio Emilia Approach
- Seymour Papert – the father of the maker movement
- The Maker Movement
- Traditional schooling vs. Making
- Constructivism and constructionism
- Tinkering
- Science, Technology, Engineering and Math (STEM)
- Integrating the Arts - Science, Technology, Engineering, Art, and Math (STEAM)

Outcome #2 – Identify and apply early learning standards for children, birth to age 8, related to science, technology, engineering, art, and mathematics.

- Early Learning Guidelines
 - Head Start Early Learning Outcomes Framework: Ages Birth to Five
 - Oregon’s Early Learning and Kindergarten Guidelines
 - Washington State Early Learning and Development Guidelines: Birth through 3rd Grade
 - Common Core State Standards
 - Next Generation Science Standards

Outcome #3 – Explain and justify how children, birth to age 8, learn essential and foundational scientific, mathematical, and technological concepts.

- Developmental progressions
- Interrelationships of science, technology, engineering, math, and art
- The role of play in development and learning
- Learning methods and design models:
 - Scientific method
 - Learning cycle: awareness, exploration, inquiry, and utilization
 - Creative learning spiral: imagine, create, play, share, reflect
 - Think, make, improve

Outcome #4 – Use a variety of tools and methods to support, document, and extend children’s understanding of science, technology, engineering, art, and mathematics.

- Tools and methods for scientific and mathematical inquiry:
 - Observation, comparison, reasoning, estimation and measurement, generation and testing of theories, and documentation through writing, drawing, and graphic representation
- Tools and methods for technology and engineering:
 - Imagining, data gathering, modeling, designing, evaluating, experimenting, and modifying
 - Using art and construction materials
 - Handling real tools
- Documentation using technology, interactive media, and print to document projects in text, graphs, illustrations and data charts.
- Differentiating instructional practices to respond to the individual strengths, needs, abilities, social identity, home culture, home language, interests, motivations, temperament, and positive and adverse experiences of each child
- Apply the principles of universal design for learning

	<p>Outcome #5 – Design inclusive environments and curricular activities using observation and assessment to scaffold young children’s understanding of science, technology, engineering, art, and mathematics.</p> <ul style="list-style-type: none"> • Observation and assessment • Types of learning experiences <ul style="list-style-type: none"> ○ Naturalistic ○ Informal learning ○ Adult-guided learning experiences • Elements of a good project – purpose and relevance, time, complexity, intensity, connection, access, shareability, novelty • Design challenges • Strategies to support diverse learners and learning styles • Strategies for countering biases and stereotypes • Incorporating STEAM into early learning environments <ul style="list-style-type: none"> ○ Physical – design and layout, including materials ○ Social – interactions between peers, teachers, and family members ○ Temporal – timing, sequence, length of routines and activities • Indoor and outdoor learning environments that support STEAM <ul style="list-style-type: none"> ○ Loose parts ○ Making and tinkering spaces • Maintaining safety guidelines while supporting healthy risk-taking
<p>Suggested Texts & Materials (specify if any texts or materials are required):</p>	<p>Cohen, L. A., & Waite-Stupiansky, S. (2020). <i>STEM in Early Childhood Education</i>. Routledge.</p> <p>Additional Materials</p> <p>National Center on Early Childhood Development, Teaching and Learning. (2020, August 12). <i>Understanding STEAM and how children use it</i>. ECLKC. https://eclkc.ohs.acf.hhs.gov/publication/understanding-steam-how-children-use-it</p>
<p>Department Notes (optional)</p>	<p>NAEYC Standard:</p> <ul style="list-style-type: none"> • #5 – Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum <p>Oregon Core Knowledge Categories:</p> <ul style="list-style-type: none"> • Human Growth and Development (HGD) - 10 hours • Learning Environments & Curriculum (LEC) - 10 hours • Observation and Assessment (OA) - 10 hours

SECTION #2 FUNCTION OF COURSE WITHIN EXISTING AND/OR NEW PROGRAM(S)		
<p>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.</p>		
<p>Will this new course be part of existing, currently approved CGCC certificate(s) and/or degree(s)?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Name of certificate(s):</p>	<p>ECE Curriculum</p>	<p># credit: 22</p>
<p>Name of degree(s):</p>	<p>AAS in ECE</p>	<p># credit: 94</p>
<p>Will this new course be part of a new, proposed CGCC certificate or degree?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	

Name of new certificate(s):		# credit:
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):	ECE Curriculum – required to take this course or ECE 236 AAS in ECE – required course	
Is this course used to supply related instruction for a certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	CTE college elective	
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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Explain and/or describe the nature of acknowledgments and/or agreements that have been reached.	N/A	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: 10/24/2020 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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	10.25.2020

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

CC date _____
 CC decision _____
 CC vote _____

**New Course
Career Technical Education (CTE)**

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	CTE - ECE	Submitter name phone and email	Ashley Mickels 541-490-9063 amickels@cgcc.edu
Prefix and Course Number:	ECE 237	Credits:	3
Course Title: (60 characters max, including spaces)	Trauma-Informed Care and Education: Birth to Age 8	Transcript Title: (30 characters max, including spaces)	Trauma-Informed Care and Educ
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Prefix, number and title:
Reason for the new course.	Our ECE Advisory Committee and the results of the 2020 ECE Program Review indicated that a course on trauma-informed care and education was necessary to meet national standards and competencies and prepare our graduates for the field.		
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)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pass/No pass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Audit in consultation with faculty	<input checked="" type="checkbox"/>	<input type="checkbox"/>
REQUISITES: Identify prerequisite, corequisite and concurrent course(s)			
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.			
<input type="checkbox"/> placement into:		<input type="checkbox"/> placement into:	
course prefix & number: RD 115, WR 115 or equivalent placement test scores	<input checked="" type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> pre/co
course prefix & number:	<input type="checkbox"/> prerequisite	<input type="checkbox"/> corequisite	<input type="checkbox"/> 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 .			

<p>Develops knowledge and skills that support the learning and development of young children, birth to age 8, who have been adversely impacted by trauma. Explores types and symptoms of trauma, and emphasizes trauma-informed practices that can be applied in the child’s home and school setting. Identifies available resources and recognized strategies for working collaboratively with families and other professionals. Prerequisites: RD 115 and WR 115 or equivalent placement test scores. Audit available.</p>	
<p>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.)</p>	
<p>Outcomes: (Use observable and measurable verbs)</p>	<p>Upon successful completion of this course, students will be able to:</p>
	<p>1. Identify structural inequities and trauma that adversely impacts children and families.</p>
	<p>2. Recognize the adverse impacts of trauma on the learning and development of young children, birth to age eight.</p>
	<p>3. Identify and explain resources that support the care and education of young children adversely impacted by trauma.</p>
	<p>4. Collaborate with families, colleagues, and other professionals to support young children’s learning and development.</p>
<p>5. Apply trauma-informed practices to support the learning and development of children, birth to age eight.</p>	
<p>Outcomes assessment strategies:</p>	<p>Assessments may include journal reflections, self-assessments, projects, research papers, presentations, quizzes, tests, and portfolio artifacts.</p>
<p>COURSE CONTENT, ACTIVITIES AND DESIGN</p>	
<p>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.</p> <p>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.</p>	
<p>Department required course activities (optional):</p>	<p>This course should result in a minimum of one portfolio artifact for each of these NAEYC Standards:</p> <ul style="list-style-type: none"> • #2 – Family-Teacher Partnerships and Community Connections • #4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1: Identify structural inequities and trauma that adversely impacts children and families.</p> <ol style="list-style-type: none"> 1. Types of structural inequities <ol style="list-style-type: none"> a. Income b. Education c. Housing d. Health care e. Race

- f. Gender
- g. Ableness
- 2. Types of trauma
 - a. Early childhood trauma
 - b. Intergenerational
 - c. Acute
 - d. Chronic
 - e. Complex
 - f. Secondary
 - g. Vicarious

Outcome #2: Recognize the adverse impacts of trauma on the learning and development of young children, birth to age eight.

- 1. Adverse Childhood Experiences (ACES)
 - a. Dr. Robert Anda and Dr. Vincent Felitti's research
 - b. Initial 8 ACEs
 - c. Effects of ACEs on children
- 2. Impact on the brain and child development
 - a. Biology of trauma
 - b. Flight, fright, and freeze
 - c. Developmental domains
 - i. Social/Emotional
 - ii. Cognitive
 - iii. Physical
 - iv. Language
- 3. Symptoms of trauma
 - a. Trouble forming relationships
 - b. Poor self-regulation
 - c. Negative thinking
 - d. Hypervigilance
 - e. Executive function challenges
 - f. Triggers
 - g. Language of trauma

Outcome #3: Identify and explain resources that support the care and education of young children adversely impacted by trauma.

- 1. state agencies
- 2. Private practices
- 3. Approaches, methodologies, and tools
 - a. Ages & Stages Questionnaires (ASQ-3)
 - b. Ages & Stages Questionnaires: Social-Emotional (ASQ-SE)
 - c. Devereux Early Childhood Assessment (DECA)
 - d. Positive Behavioral Interventions and Supports (PBIS)
 - e. Conscious Discipline
 - f. Growth Mindset
 - g. Individualized Support Plans

Outcome #4: Collaborate with families, colleagues, and other professionals to support young children's learning and development.

- 1. Affirm and respect families' cultures, religious beliefs, language(s), various

	<p>structures of families and different beliefs about parenting</p> <ol style="list-style-type: none"> 2. Initiate and sustain respectful partnerships 3. Effective communication 4. Professionalism 5. Use community resources to support children and families <p>Outcome #5: Apply trauma-informed practices to support the learning and development of children, birth to age eight.</p> <ol style="list-style-type: none"> 1. Develop supportive, respectful relationships with children and families <ol style="list-style-type: none"> a. Trust b. Safety c. Empowerment 2. Utilize observation and documentation as tools <ol style="list-style-type: none"> a. Antecedent Behavior Consequence (ABC) 3. Interpret the language of trauma 4. Build on children’s strengths, protective factors, and capacity for resilience 5. Safe and caring classroom culture 6. Responsive interactions 7. Predictable routines <ol style="list-style-type: none"> a. Support for transition times 8. Trauma-informed environments <ol style="list-style-type: none"> a. Culturally sensitive and relevant b. Safe c. Organized and clutter-free d. Calm colors and soft lighting e. “Calm corner” (peace corner, Zen den, etc.) f. Nature and pleasing textures g. Pets 9. Sustain positive partnerships with families, colleagues, and other professionals.
Suggested Texts & Materials (specify if any texts or materials are required):	Statman-Weil, K. (2020). <i>Trauma-Responsive Strategies for Early Childhood</i> . Redleaf Press.
Department Notes (optional)	<p>NAEYC Standards:</p> <ul style="list-style-type: none"> • #2 – Family-Teacher Partnerships and Community Connections • #4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices <p>Oregon Core Knowledge Categories:</p> <ul style="list-style-type: none"> • Families & Community Systems (FCS) – 15 hours • Understanding & Guiding Behavior (UGB) – 15 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)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Name of certificate(s):	Early Childhood Education Curriculum	# credit: 22
Name of degree(s):	Early Childhood Education AAS	# credit: 94
Will this new course be part of a new, proposed CGCC certificate or degree?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Name of new certificate(s):		# credit:
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):	ECE Curriculum – required to take this course or ECE 235 AAS in ECE – required course	
Is this course used to supply related instruction for a certificate?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input checked="" type="checkbox"/> Yes – date: 11/8/2020 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> 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	11/8/2020
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

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number	<input type="checkbox"/> Requisites	<input checked="" type="checkbox"/> Content
<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Texts/Materials
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - ECE	Submitter name Phone Email	Debra Shope (360) 798-3148 dshope@cgcc.edu
Current prefix and number	ECE 121	Proposed prefix and number	No change.
Current course title	Guidance & Classroom Management	Proposed title (60 characters max)	Guidance & Classroom Management: Birth to Age 8
Current Repeatability	0	Proposed Repeatability	No change.
Current transcript title (30 characters max)	Guidance & Class Mngmt	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 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.	Covers guidance techniques and classroom management strategies for individual and groups of young children that are grounded in developmentally appropriate practices which support pro-social behaviors for children birth to age eight. Examines early childhood guidance principles, theories and research with an emphasis on intentional teaching practices, including supportive interactions and environmental design for children birth to age 8. Prerequisites: RD 90, WR 90 or equivalent placement test scores. Audit available.
Reason for description change	We wanted to use language that more closely aligned with the new NAEYC Professional Standards and Competencies, and to include "classroom management" in the description.

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:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Proposed prerequisites, corequisites and concurrent

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

Placement into:

prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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Reason for requisite changes	No change.
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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
<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 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 	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize developmental, environmental, cultural, and social factors that influence children's behavior. 2. Identify, individually and collectively, appropriate guidance techniques for groups of children based on proven theory, research, and developmentally appropriate practice. 3. Demonstrate positive, respectful, and culturally responsive approaches to guidance. 4. Use key terms and theories accurately when discussing and writing about positive behavior supports and guidance strategies. 5. Utilize appropriate observation tools when determining guidance and classroom management techniques for children based on proven theory, research, and developmentally appropriate practice.

<p>development and behavior while safeguarding confidentiality and privacy.</p> <p>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.</p>	<p>6. Plan developmentally appropriate classroom curriculum and instructional strategies that support attachment, positive relationships, self-regulation, and pro-social interactions for young children birth to age 8.</p>
<p>Reason for outcomes change</p>	<p>Outcomes align more closely with revised NAEYC Professional Standards & Competencies.</p>
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1: Recognize developmental, environmental, cultural, and social factors that influence children's behavior.</p> <ul style="list-style-type: none"> • Influential Theories/Theorists <ul style="list-style-type: none"> ○ Maslow's Self-Actualization Theory <ul style="list-style-type: none"> ▪ Hierarchy of Human Needs ○ Bronfenbrenner's Ecological Systems Theory ○ Erik Erikson's Psychosocial Theory • Individual temperament • ACEs • Resiliency <ul style="list-style-type: none"> ○ Child resiliency factors ○ Family resiliency factors • Socioeconomic factors <ul style="list-style-type: none"> ○ Basic needs met ○ Access to healthcare ○ Access to education ○ Access to resources <p>Outcome #2: Identify, individually and collectively, appropriate guidance techniques for groups of children based on proven theory, research, and developmentally appropriate practice.</p> <ul style="list-style-type: none"> • Guidance techniques <ul style="list-style-type: none"> ○ Direct ○ Indirect • Response to Intervention (RTI - pyramid model) <ul style="list-style-type: none"> ○ Universal strategies ○ Individualized strategies ○ Targeted strategies • Involving specialists in the process • Trauma-informed care <p>Outcome #3: Demonstrate positive, respectful, and culturally responsive approaches to guidance.</p> <ul style="list-style-type: none"> • Cultural variations regarding parenting and guidance styles • Power models <ul style="list-style-type: none"> ○ Authoritarian ○ Authoritative ○ Permissive • Supporting DLL children and their families • Elements of implicit bias

- Stereotypes
- Expulsion rates in early childhood

Outcome #4: Use key terms and theories accurately when discussing and writing about positive behavior supports and guidance strategies.

- PBIS (positive behavior interventions and supports)
- Principles of Child Development
 - Core Developmental Learning Domains
 - Emphasis on Social/Emotion Learning Domain
 - Emphasis on Cognitive Domain
 - Executive Functions

Outcome #5: Utilize appropriate observation tools when determining guidance and classroom management techniques for children based on proven theory, research, and developmentally appropriate practice

- Behavior as language (unmet needs)
- B.F. Skinner and Behaviorism
 - Shaping
 - Reinforcement
 - Extinction
- Internal versus external control
 - Evaluating rewards versus punishment
 - Praise versus encouragement
- ABC of behavior analysis
 - Antecedent
 - Behavior
 - Consequence; both natural and logical
- Types of observation
 - Qualitative- anecdotal
 - Quantitative - behavior incident documentation
- Goal of observation
- Decision-Making Model of Child Guidance

Outcome #6: Plan developmentally appropriate classroom curriculum and instructional strategies that support attachment, positive relationships, self-regulation, and pro-social interactions for young children birth to age 8.

- Teacher role – Intentional teaching strategies
 - Developmentally appropriate curriculum
 - Environment set-up
- Piaget and play-based learning
- Howard Gardner’s Theory of Multiple Intelligences
- Universal design
 - Person-first language
- Social emotional learning and social stories
 - Fostering self-regulation
 - Problem solving strategies
 - Solution kits
- Supportive relationships and attachment
- Albert Bandura and Social Cognitive Theory
 - Modeling

Suggested Texts & Materials updates (specify if any texts or materials are required):	Marion, M. (2015). <i>Guidance of young children</i> (10th ed.). Pearson.
Department Required Course Activities (optional)	This course should result in a minimum of one portfolio artifact for NAEYC Standard #4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
Department Notes (optional)	<p>NAEYC Standard:</p> <ul style="list-style-type: none"> #4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices <p>Oregon Core Knowledge Category:</p> <ul style="list-style-type: none"> Understanding & Guiding Behavior (UBG) - 30 hours

Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Debra Shope	dshope@cgcc.edu	10/21/2020
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

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number	<input type="checkbox"/> Requisites	<input type="checkbox"/> Content
<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input type="checkbox"/> Texts/Materials
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - ECE	Submitter name Phone Email	Ashley Mickels (541) 490-9063 amickels@cgcc.edu
Current prefix and number	ECE 223	Proposed prefix and number	Same
Current course title	Supporting Dual Language Learners	Proposed title (60 characters max)	Supporting Dual Language Learners: Birth to Age 8
Current Repeatability	0	Proposed Repeatability	Same
Current transcript title (30 characters max)	Supporting Dual Lang Learners	Proposed transcript title (30 characters max)	Same
Reason for above proposed changes	After piloting the course as part of a grant, we would like to expand content to apply to children from 0-8yrs instead of 0-5yrs. We want students to know the age range that will be covered to help them determine if it is an appropriate class for them to take.		

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 language development of children who are dual language learners (DLLs), ages birth-to-five years, with attention on all children developing oral and written language abilities in their home language(s) and in English. Connects assessment and instruction in order to identify effective instructional techniques and strategies that promote early language and literacy learning for the DLL child. Emphasizes family and community connections in the fostering of language and literacy learning. Prerequisite/concurrent: RD 115, WR 115 or equivalent placement test scores. Audit available.	Focuses on the language development of children who are dual language learners (DLLs), ages birth-to-eight years, with attention on all children developing oral and written language abilities in their home language(s) and in English. Connects assessment and instruction in order to identify effective instructional techniques and strategies that promote early language and literacy learning for the DLL child. Emphasizes family and community connections in the fostering of language and literacy learning. Prerequisite/concurrent: RD 115, WR 115 or equivalent placement test scores. Audit available.
Reason for description change	After piloting the course as part of a grant, we would like to expand content to apply to children from 0-8yrs instead of 0-5yrs.

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)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	No change		

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: <ol style="list-style-type: none"> 1. Discuss and incorporate principles of oral and written language development, including similarities and differences among diverse children, in research and development of teaching plans. 2. Build family and community engagement and partnering plans that emphasize the essential components of effective early childhood programs working with young children and continued home language(s) development. 3. Identify appropriate screening and alternative assessment practices for dual language learners and dual language learners with special needs. 4. Create a plan to implement specific individualized assessment and teaching strategies that promote language and literacy skills in dual language learners. 	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):	No change
Suggested Texts & Materials updates (specify if any texts or materials are required):	No change.
Is this course used for related instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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>"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."</i>		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	1.26.2021
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

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply		
<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> Requisites	<input checked="" type="checkbox"/> Content
<input type="checkbox"/> Title	<input checked="" type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Texts/Materials
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	CTE - ECE	Submitter name Phone Email	Ashley Mickels (541) 490-9063 amickels@cgcc.edu
Current prefix and number	ECE 234	Proposed prefix and number	No change
Current course title	Inclusion of Children with Special Needs	Proposed title (60 characters max)	No change
Current Repeatability	0	Proposed Repeatability	No change
Current transcript title (30 characters max)	Inclusion of Child w/Spec Nds	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	
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.	Examines history and laws related to special education in the United States. Covers disabilities and delays for children ages birth to eight, screening and assessment tools, the IFSP and IEP process, and advocating with families to access necessary special education services. Explores strategies for creating inclusive early learning environments. Prerequisite/concurrent: RD 115, WR 115 or equivalent placement test scores. Audit available.	
Reason for description change	Changes align with revised outcomes. Add concurrent option.	

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)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: RD 115, WR 115 or equivalent placement test scores	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number: RD 115, WR 115 or equivalent placement test scores	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input checked="" type="checkbox"/> pre/con
Reason for prerequisite changes	ECE Curriculum cert. requires WR 115 and ECE 234 during the same term so a pre/con is necessary to accommodate students.		

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: 1. Critically examine the history, laws, and philosophy of special education in the United States. 2. Compare and contrast a variety of disabilities and delays including causes, incidence, and characteristics of exceptionalities. 3. Use observation and assessment to identify and support children with differing abilities. 4. Advocate, in collaboration with a child's family, for necessary and appropriate early intervention and special education services. 5. Create inclusive environments and learning experiences that are challenging and supportive for children with disabilities and/or developmental delays.
Reason for outcomes change	To remove outdated language and align with NAEYC's Professional Standards and Competencies for Early Childhood Educators (2020).

Outcomes assessment strategies:	Assessments may include journal reflections, self-assessments, projects, research papers, presentations, quizzes, tests, and portfolio artifacts.
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>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.</p> <p>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.</p>	
Department required course activities (optional):	<p>This course should result in a minimum of one portfolio artifact for each of these NAEYC Standards:</p> <ul style="list-style-type: none"> • #3 – Child Observation, Documentation, and Assessment • #4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices • #6 – Professionalism as an Early Childhood Educator
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	<p>Outcome #1: Critically examine the history, laws, and philosophy of special education in the United States.</p> <ul style="list-style-type: none"> • Perception and treatment of children with disabilities • Terminology and language changes <ul style="list-style-type: none"> ○ Person-first and identity-first language • State and federal laws <ul style="list-style-type: none"> ○ Americans with Disabilities Act (ADA) <ul style="list-style-type: none"> ▪ Title II ○ The Rehabilitation Act of 1973 <ul style="list-style-type: none"> ▪ Section 504 ○ Individuals with Disabilities Education Act (IDEA) <ul style="list-style-type: none"> ▪ Disability categories ▪ Part B <ul style="list-style-type: none"> • “Child Find” ▪ Part C • Children’s and/or family’s legal right to services • Institutionalization, mainstreaming, and inclusion • Philosophy of inclusion • Benefits and barriers to inclusion <p>Outcome #2: Compare and contrast a variety of disabilities and delays including causes, incidence, and characteristics of exceptionalities.</p> <ul style="list-style-type: none"> • Types of delays and disabilities <ul style="list-style-type: none"> ○ Speech and language impairments ○ Visual and hearing impairments ○ Physical disabilities

- Intellectual disabilities
- Learning disabilities
- Autism Spectrum Disorder
- Attention-Deficit/Hyperactivity Disorder
- Causes
 - Genetic
 - Environmental
- High incidence
 - 80% of all students with disabilities
 - Examples: speech and language impairments, specific learning disabilities, etc.
- Low incidence
 - 20% of all students with disabilities
 - Examples: blindness, deaf-blindness, deafness, etc.
- Characteristics

Outcome #3: Use observation and assessment to identify and support children with differing abilities.

- Observation methods
 - Running records
 - Frequency counts
 - Checklists
 - Anecdotal records
 - Work samples
 - Learning stories
- Monitoring
 - Less formal
 - “Typical” development
 - “Red flag”
 - Milestones checklists
 - ABC – antecedent, behavior, consequence
- Assessments
 - Screenings
 - Ages & Stages Questionnaires (ASQ)
 - Developmental Indicators for Assessment of Learning (DIAL)
 - Dynamic Indicators of Basic Early Literacy Skills
 - Early Screening Inventory-Revised (ESI-R)
 - Devereux Early Childhood Assessment (DECA)
 - Diagnostic assessments
 - Formative assessments
 - Summative assessments
 - Asset-based approaches to assessment
- Analyzing data
- Planning next steps and when to refer

Outcome #4: Advocate, in collaboration with a child’s family, for necessary and appropriate early intervention and special education services.

- Building collaborative partnerships with child’s family
 - Professionalism

- Humility, compassion, respect, and trust
- Informal and formal communication
- Family-friendly environments
- Provide information:
 - Types and purposes of intervention and special education services
 - Individualized Family Service Plan (IFSP) process
 - Individualized Education Plan (IEP) process
 - Transition process
 - Rights and role of the family in developing and reviewing an IFSP and IEP
 - Jargon-free explanations of terminologies, processes and supports
- Potential obstacles
 - School culture, low expectations, lack of or inaccurate information
- Advocacy
 - Types
 - Lay advocates
 - Educational advocates
 - School personnel and child care providers
 - Parents
 - Functions
 - Supports, helps, assists, and aids
 - Speaks and pleads on behalf of others
 - Defends and argues for people or causes
 - Skills
 - Gathering information
 - Planning
 - Documenting
 - Engaging in dialogue
 - Identifying problems
 - Resolving conflicts
- Build positive relationships with multi-disciplinary team members

Outcome #5: Create inclusive environments and learning experiences that are challenging and supportive for children with disabilities and/or developmental delays.

- Developmentally appropriate practices
- Culturally and linguistically responsive practices
- Promoting belonging and compassion
- Positive and supportive relationships
- Cycle of intentional teaching
- Family engagement
- Response to Intervention (RTI)
- Universal Design (UD)
- Universal Design for Learning (UDL)
 - Multiple means of engagement (the “why”)
 - Multiple means of representation (the “what”)
 - Multiple means of expression (the “how”)
- Common modifications, adaptations, and supports
 - Environmental support

	<ul style="list-style-type: none"> ○ Materials adaptation ○ Activity simplification ○ Child preference ○ Special equipment – adaptive devices and assistive technology ○ Adult support <ul style="list-style-type: none"> ▪ Continuum of supports ○ Peer support ○ Invisible support
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>Brillante, P. (2017). <i>The Essentials: Supporting Young Children with Disabilities in the Classroom</i>. NAEYC.</p> <p>Peterson, G., & Elam, E. (2020). <i>Observation and Assessment in Early Childhood Education</i>. Zero Textbook Cost.</p>
Departmental Notes (optional)	<p>NAEYC Standards:</p> <ul style="list-style-type: none"> ● #3 – Child Observation, Documentation, and Assessment ● #4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices ● #6 – Professionalism as an Early Childhood Educator <p>Oregon Core Knowledge Category:</p> <ul style="list-style-type: none"> ● Special Needs (SN) – 30 hours
Is this course used for related instruction?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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		
<p><i>"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."</i></p>		
Submitter	Email	Date
Ashley Mickels	amickels@cgcc.edu	2/16/2021
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number	<input type="checkbox"/> Requisites	<input type="checkbox"/> Related Instruction
<input checked="" type="checkbox"/> Title	<input checked="" type="checkbox"/> Outcomes	<input checked="" type="checkbox"/> Content
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input checked="" type="checkbox"/> Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Early Childhood Education	Submitter name Phone Email	Courtney Cunningham 828-242-5645 ccunningham@cgcc.edu
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)	Art, Music & Movement: Birth to Age 8
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)	Art/Music/Mvt: Birth to Age 8
Reason for above proposed changes	The course needs to be updated to more closely align with NAEYC standards, including the incorporation of creative arts other than just movement and music. Visual and theatrical arts also need to be included. The age range of learners also helps specify who the course content is geared toward.		

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. Prerequisites: RD 115, WR 115 or equivalent placement test scores. Audit available.	Studies the development of exploration, play, and creative expression in the areas of art, music, and movement, focusing on young children ages birth to 8. Addresses the concepts of age and developmental appropriateness when designing activities. Includes hands-on experience with activities that inform the use of techniques, strategies, and materials with young children in the classroom. Explores strategies for intervention and support for exceptional children and English language learners. Draws strong connections between classroom activities and expectations and the NAEYC standards. Prerequisites: RD 115, WR 115 or equivalent placement test scores. Audit available.

Reason for description change	The description change reflects the addition of creative arts beyond music and movement and more accurately describes the course content and focus, including alignment with NAEYC standards.
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REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following prerequisites: "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)			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Proposed prerequisites, corequisites and concurrent			
<input type="checkbox"/> Standard requisites - Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121			
<input type="checkbox"/> Placement into:			
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number:	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
Reason for requisite changes	No change		

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.	Upon successful completion of this course, students will be able to: 1. Identify the ways in which art, music, and movement can benefit young children's (age's birth to 8 years) physical, cognitive, social, emotional and creative growth. 2. Explain the stages of growth and development as related to developing creative capabilities. 3. Evaluate and develop teaching strategies, materials, and classroom setting to encourage children's concept

<p>4. Develop and evaluate music and movement activities and materials for young children.</p> <p>5. Apply a beginning level of skill in presenting music and movement experiences.</p> <p>6. Connect music and movement to the total classroom curriculum, as well as to individual children's needs and interests.</p>	<p>development and creative abilities.</p> <p>4. Design creative activities centered on the use of art, music, and movement for classroom teaching of young children.</p> <p>5. Connect art, music, and movement to the total classroom curriculum, as well as to individual children's needs and interests, with a focus on diversity and inclusion</p>
<p>Reason for outcomes change</p>	<p>Revising this course to include a broader focus on the arts was a recommendation from the 2020 ECE Program Review. The outcome changes more accurately align with the new course description and the addition of creative arts other than just music and movement. The outcomes build up from lower to higher-level cognitive skills. They offer a more thorough view of the learning outcomes students will achieve as a result of this course. Two of the original outcomes, namely the use of vocabulary and the application of beginning level presenting of experiences, have been eliminated because these are naturally subsumed within some of the outcomes and do not necessarily warrant their own place among the outcomes for this course.</p>
<p>Course Content – organized by outcomes (list each outcome followed by an outline of the related content):</p>	<p>Outcome #1: Identify the ways in which art, music, and movement can benefit young children's (age's birth to 8 years) physical, cognitive, social, emotional and creative growth.</p> <ul style="list-style-type: none"> • Define creativity and the creative process within the realm of early child development <ul style="list-style-type: none"> ○ thought process and creativity ○ variety and creativity ○ benefits of creativity for teachers and children ○ creativity throughout history ○ characteristics of creative children ○ helping children express creativity ○ play, development, and creativity <ul style="list-style-type: none"> ▪ theories of Parten, Smilansky, Piaget, and Vgotsky ▪ importance of play to human growth and development <p>Outcome #2: Explain the stages of growth and development as related to developing creative capabilities.</p> <ul style="list-style-type: none"> • Consider the child's development level • Developmentally appropriate practices • Developmentally appropriate childhood games <ul style="list-style-type: none"> ○ modify musical chairs ○ modify Simon says ○ modify duck, duck, goose ○ older children's play and cognitive development • Developmental levels and stages of art <ul style="list-style-type: none"> ○ children's drawing <ul style="list-style-type: none"> ▪ early scribble stage ▪ late scribble stage ▪ the scribble stage and two dimensional media ▪ the basic forms/preschematic stage <ul style="list-style-type: none"> • circle and oval

- rectangle and square
 - the pictorial/schematic stage
 - early and later pictorial stages (first drawings)
- art and physical (motor) development
 - pattern of development
 - large-muscular development
 - small-muscular development
 - large and small motor activities
 - hand-eye coordination
 - art activities and reading readiness
 - motor control
- art and social-emotional growth
 - child to child relationships
 - sharing ideas and opinions
 - social competence
 - expression and feelings
 - cooperation and sharing
 - child to teacher relationships
 - building rapport
 - acceptance
 - provide an environment that respects individuality
 - child to group relationships
 - learning about diversity
- dramatic play and puppetry
 - beginnings of dramatic play
 - development of dramatic play
 - dramatic play and cognition control
- creative movement
 - sensory awareness
 - social development
 - body awareness
 - concentration
 - personal development
- creative music
 - music and brain function
 - learning math through music
 - improving reading through music
 - developing rhythm
- creative language expression
 - developing listening, speaking, reading, and writing skills

Outcome #3: Evaluate and develop teaching strategies, materials, and classroom setting to encourage children's concept development and creative abilities.

- Promoting creativity
 - differentiated instruction and creativity
 - creative early childhood curriculum and learning styles
 - left hemisphere
 - right hemisphere
 - creative questioning strategies to encourage creative thinking

- Promoting aesthetic experiences
 - Appropriate learning environment and room arrangement
 - aesthetics of creating a multicultural classroom
 - real-life representation
 - finding multicultural materials
- Guidelines for using aesthetic materials
- Talking with children about their art
 - kid culture
 - displaying children's work
 - interpreting children's creative work for parents
 - developing sense of aesthetics
- Emotional development and activity settings
 - The Reggio Emilia Approach
 - Emergent curriculum
- Differentiated instruction
 - characteristics of differentiated instruction
 - differentiated instruction and process learning
 - explaining process learning to parents/caregivers
- Bloom's Taxonomy
- Creative Environments
 - general guidelines for appropriate physical environments
 - main considerations in arrangement of space and equipment
 - activity/interests centers that encourage children's creativity
 - selecting equipment for creative activities

Outcome #4: Design creative activities centered on the use of art, music, and movement for classroom teaching of young children.

- Differentiated instruction and activities to support multiple intelligences
 - word smart (linguistic intelligence)
 - logic smart (logical/mathematical intelligence)
 - picture smart (visual/spatial intelligence)
 - music smart (musical intelligence)
 - body smart (bodily/kinesthetic intelligence)
 - person smart (interpersonal intelligence)
 - self smart (intrapersonal intelligence)
 - nature smart (naturalistic intelligence)
- Basic set up for art activities
- Planning art activities for children
 - toddlers to kindergarten
- Two dimensional activities
 - painting
 - collage
- Three dimensional activities
 - modeling
 - clay
 - cardboard construction
- Puppets and dramatic play activities
 - using puppets
 - dramatic play center

	<ul style="list-style-type: none"> • Creative movement activities <ul style="list-style-type: none"> ○ Guidelines for planning creative movement activities to meet young learners' needs <ul style="list-style-type: none"> ▪ preschool creative movement ▪ creative movement in the elementary classroom ▪ outdoor creative movement activities ▪ transitions and creative movement activities ▪ music and poetry in creative movement ▪ art and creative movement • Creative music activities <ul style="list-style-type: none"> ○ Guidelines for planning music activities <ul style="list-style-type: none"> ▪ musical experiences ▪ introducing musical elements ▪ teaching songs ▪ rhythm activities <p>Outcome #5: Connect art, music, and movement to the total classroom curriculum, as well as to individual children's needs and interests, with a focus on diversity and inclusion.</p> <ul style="list-style-type: none"> • Curriculum Development <ul style="list-style-type: none"> ○ Program basics <ul style="list-style-type: none"> ▪ Goals, setting up, materials, and strategies <ul style="list-style-type: none"> • process, not product • needs of children • originality and independence • creative thinking • individualized progress ▪ Supporting dual language learners and children with special needs ▪ Incorporating multicultural learning and materials ○ Strategies for success in general planning <ul style="list-style-type: none"> ▪ preparation ▪ presentation of creative activities ▪ completing creative activities ○ Strategies for success on the national and regional level <ul style="list-style-type: none"> ▪ legislation and education ▪ content standards ▪ early childhood learning standards ▪ NAEYC standards ▪ Oregon's Early Learning and Kindergarten Guidelines ▪ Oregon Department of Education Arts Standards
Suggested Texts & Materials updates (specify if any texts or materials are required):	<p>Textbook: Creative Activities and Curriculum for Young Learners (11th Ed.) by Mary Mayesky, ISBN 13- 978-1285428178, ISBN 10- 128542817X</p> <p>Materials/Resources: The 10 NAEYC Program Standards Oregon's Early Learning and Kindergarten Guidelines (3-6yrs) ODE - The Arts standards (PK-3rd grade)</p>

	Teaching Strategies Gold objectives (includes The Arts objectives #33, 34, 35, & 36) I am Moving, I am Learning (IMIL) Reggio Emilia: in a nut shell video (1:55) Education Counts Michiana - The Reggio Emilia Approach (5:52) Introduction to Reggio (9:06)
Department Required Course Activities (optional)	This course should result in a minimum of one portfolio artifact for each of these NAEYC Standards: Standard #5 - Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
Department Notes (optional)	<p>NAEYC Standards:</p> <p>Standard #1- Child Development and Learning in Context</p> <p>Standard #4- Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</p> <p>Standard #5- Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</p> <p>Oregon Core Knowledge Categories:</p> <ul style="list-style-type: none"> • Learning Environments & Curriculum (LEC) – 20 hours • Human Growth & Development (HGD) – 10 hours
Is this course used for related instruction?	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please provide details, who was contacted and the resolution.	
Implementation term	<input checked="" type="checkbox"/> Next available term after approval <input type="checkbox"/> 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		
<p><i>"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."</i></p>		
Submitter	Email	Date
Courtney Cunningham	ccunningham@cgcc.edu	2/22/21
Department Chair (enter name of department chair): Ashley Mickels		
Department Dean (enter name of department dean): Mary Kramer		

Columbia Gorge Community College

CC date	_____
CC decision	_____
CC vote	_____

REVISION of AAS DEGREE REQUEST

Submitted by: Ashley Mickels	Email: amickels@cgcc.edu	Phone: 541-490-9063	Department: CTE - ECE
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW			
Current Title:	Early Childhood Education	Proposed Title:	No change
Current Credits:	97	Proposed Credits:	94
Overview and rationale for proposed changes:	<p>These changes were made to meet the recommendations from the 2020 Program Review and are completely supported by our ECE Advisory Board. In 2020, we revised the first year of the AAS and the changes listed within this form are focused primarily on revising the second year of the program.</p>		
<p>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</p>	<ol style="list-style-type: none"> 1. Title changes: ECE 121, ECE 122, ECE 235, ECE 223 2. Add courses: ECE 222 (3 cr), ECE 232 (3 cr), ECE 237 (3 cr) 3. Move ECE 223 from Electives to required course (3 cr) 4. Remove: ECE 123 (4 cr) ECE 260A (3 cr), ECE 264 (4 cr), General Education Elective (4 cr) 5. Overall credits reduced from 97 to 94 <p>NOTE: Adding/Deleting 27 credits = 27.8% change</p>		
Is this a statewide degree?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If so, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any career pathway(s) or related certificates attached to this degree?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting:	10/27/2020
Requested Implementation Term	Summer, 2021			

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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CURRENT DEGREE OUTCOMES (Required whether or not outcomes are being changed.)	
<i>Students who successfully complete this degree will be able to:</i>	
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.	
PROPOSED DEGREE OUTCOMES	
<i>Students who successfully complete this degree will be able to:</i>	
No change	

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		15	FALL Y1		15
CG 101	College Survival & Success Pre: None	1	CG 101	College Survival & Success Pre: None	1
ECE 101	Exploring the ECE Field none	1	ECE 101	Exploring the ECE Field none	1
ECE 120	Introduction to Early Childhood Education Pre: RD 90, WR 90 or test.	3	ECE 120	Introduction to Early Childhood Education Pre: RD 90, WR 90 or test.	3
ECE 126	Early Childhood Development: Birth to Age 8 Pre: RD 90, WR 90 or test	3	ECE 126	Early Childhood Development: Birth to Age 8 Pre: RD 90, WR 90 or test	3
HE 262	Children's Health, Nutrition & Safety Pre: RD 90, WR 90 or test	3	HE 262	Children's Health, Nutrition & Safety 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		15	WINTER Y1		15
ECE 121	Guidance & Classroom Management Pre: RD 90, WR 90 or test	3	ECE 121	Guidance & Classroom Management: Birth to Age 8 (TITLE CHANGE) Pre: RD 90, WR 90 or test	3
ECE 122	Environments & Curriculum in Early Childhood Ed I Pre: RD 90, WR 90 or test	4	ECE 122	Environments & Curriculum: Birth to Age 8 (TITLE CHANGE) Pre: RD 90, WR 90 or test	4
ECE 130A	Practicum Orientation Pre: RD 90, WR 90 or test, ECE 101, ECE 120 Pre/Co: HE 113	2	ECE 130A	Practicum Orientation Pre: RD 90, WR 90 or test, ECE 101, ECE 120 Pre/Co: HE 113	2
HE 113	First Aid & CPR/AED/Professional Rescuers/Healthcare Providers	1	HE 113	First Aid & CPR/AED/Professional Rescuers/Healthcare Providers	1

	Pre: None; Recommended: RD 115 or test			Pre: None; Recommended: RD 115 or test	
	ECE Elective Pre: varies	2		ECE Elective Pre: varies	2
ECE 234	Inclusion of Children with Special Needs Pre: RD 115, WR 115 or test	3	ECE 234	Inclusion of Children with Special Needs Pre: RD 115, WR 115 or test	3
SPRING Y1		15	SPRING Y1		15
HEC 201	Family-Teacher Partnerships and Community Connections Pre: RD 90, WR 90 or test	3	HEC 201	Family-Teacher Partnerships and Community Connections Pre: RD 90, WR 90 or test	3
ECE 124	Anti-Bias Practices Pre: RD 90, WR 90 or test	3	ECE 124	Anti-Bias Practices Pre: RD 90, WR 90 or test	3
ECE 200	Professionalism & Advocacy Pre: RD 90, WR 90 or test, ECE 120	3	ECE 200	Professionalism & Advocacy Pre: RD 90, WR 90 or test, ECE 120	3
ECE 236	Language & Literacy in Early Childhood Education Pre: RD 115, WR 115 or test	3	ECE 236	Language & Literacy in Early Childhood Education Pre: RD 115, WR 115 or test	3
ECE 235	Music & Movement for the Young Child Pre: RD 115, WR 115 or test	3	ECE 235	Art, Music & Movement: Birth to Age 8 (TITLE CHANGE) Pre: RD 115, WR 115 or test	3
SUMMER Y2		10	SUMMER Y2		10
ECE 134	Practicum 1 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 134	Practicum 1 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 Pre: 130A; Co: ECE 134	1	ECE 130B	Practicum Seminar 1 Pre: 130A; Co: ECE 134	1
ECE 221	Observation, Documentation & Assessment Pre: RD 90, WR 90 or test	3	ECE 221	Observation, Documentation & Assessment Pre: RD 90, WR 90 or test	3
WR 121	English Composition (or higher) Pre: Placement into WR 121, or completion of WR 115 and RD 115	4	WR 121	English Composition (or higher) Pre: Placement into WR 121, or completion of WR 115 and RD 115	4

FALL Y2		16	FALL Y2		15
ECE 123	Environments & Curriculum in Early Childhood Ed II (REMOVE) Pre: ECE 122	4	ECE 222	Resilience & Wellness for Educators (ADD) Pre: RD 90, WR 90 or test	3
MTH 65 -or- MTH 98	Beginning Algebra 2 Pre: MTH 60 or test -or- Quantitative Math Pre: MTH 20, placement into RD 90, WR 90	4	MTH 65 -or- MTH 98	Beginning Algebra 2 Pre: MTH 60 or test -or- Quantitative Math 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: Arts & Letters Pre: MTH 20 or test. Pre/con: WR 121	4
WINTER Y2		12	WINTER Y2		12
	ECE Elective Pre: varies	2		ECE Elective Pre: varies	2
HEC 202	Contemporary Families in the US Pre: WR 121	3	HEC 202	Contemporary Families in the US Pre: WR 121	3
ECE 135	Practicum 2 (move to spring Y2) Pre: ECE 130B, ECE 134, HE 262, ECE 234, ECE 235, ECE 236; Pre/Con: HEC 202; Co: ECE 130C	2	ECE 223 (ADD)	Supporting Dual Language Learners: Birth to Age 8 Pre: RD 115, WR 115 or test	3
ECE 130C	Practicum Seminar 2 (move to spring Y2) Pre: ECE 130B; Co: ECE 135	1			
	General Education Elective Pre: MTH 20 or test. Pre/con: WR 121	4		General Education Elective: Science/Math/Computer Science Pre: MTH 20 or test. Pre/con: WR 121	4
SPRING Y2		14	SPRING Y2		12

ED 219	Civil Rights & Multicultural Issues in Educational Settings Pre: MTH 20 or test. Pre/con: WR 121	3	ED 219	Civil Rights & Multicultural Issues in Educational Settings Pre: MTH 20 or test. Pre/con: WR 121	3
	General Education Elective (REMOVE)	4	ECE 237	Trauma-Informed Care and Education: Birth to Age 8 (ADD) Pre: RD 115, WR 115 or test	3
ECE 264	Advanced Practicum 1 (REMOVE) Pre: ECE 135, ECE 221, HEC 226, WR 121 Co: ECE 260A, ECE 200, ECE 234	4	ECE 135	Practicum 2 (moved from winter Y2) Pre: ECE 130B, ECE 134, HE 262, HEC 202, ECE 222, ECE 223, ECE 234, ECE 235, ECE 236; Pre/Con: ECE 232, ECE 237, ED 219; Co: ECE 130C	2
ECE 260A	Advanced Seminar 1 (REMOVE) Pre: Certificate level courses plus WR 121, HEC 226, ECE 221. Department permission required. Co: ECE 264	3	ECE 130C	Practicum Seminar 2 (moved from winter Y2) Pre: ECE 130B; Co: ECE 135	1
			ECE 232	S.T.E.A.M: Birth to Age 8 (ADD) Pre: RD 115, WR 115 or test	3
	Credit Total	97		Credit Total	94

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 223	Supporting Dual Language Learners (move)	3			

	to required course winter Y2)				
ECE 238	Administration of ECE&FS	3	ECE 238	Administration of ECE&FS	3
WR 122	English Composition	3	WR 122	English Composition	3
ED 101	Teachers Make a Difference: Exploring the K-5 Classroom	1	ED 101	Teachers Make a Difference: Exploring the K-5 Classroom	1
BA 188	Customer Service Skills	2	BA 188	Customer Service Skills	2
CAS 103W	Introduction to Computers: Using Windows	1	CAS 103W	Introduction to Computers: Using Windows	1
CAS 109	Digital Presentations	1	CAS 109	Digital Presentations	1
CG 209	Job Finding Skills	1	CG 209	Job Finding Skills	1
	Up to 3 credits of foreign language	1-3		Up to 3 credits of foreign language	1-3
	Up to 3 credits of PE courses	1-3		Up to 3 credits of PE courses	1-3
	Up to 3 credits (30 hours) of Set 3 Community-based Training (1 credit per 10 hours)	1-3		Up to 3 credits (30 hours) of Set 3 Community-based Training (1 credit per 10 hours)	1-3

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	10/21/2020
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.

CC date	_____
CC decision	_____
CC vote	_____

CERTIFICATE REVISION

Submitted by: Ashley Mickels	Email: amickels@cgcc.edu	Phone: 541-490-9063	Department: ECE
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(Double click on check boxes to activate dialog box)

SECTION #1 OVERVIEW

Current Title:	Early Childhood Education Curriculum	Proposed Title:	No change.
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Current Credits:	22	Proposed Credits:	23
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Overview and rationale for proposed changes:
 Our program currently operates with an every other year start date due to budget constraints. This creates issues for students who want to start the program during year 2 of the cycle. By adding the “add-options” it will allow students to start and complete this certificate every year without increasing our yearly course offerings and expenses. It allows for greater flexibility with scheduling to support students’ ability to graduate in a shorter time span. Increased the elective credit from 2 to 3 and made the list match the AAS elective list.

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

- Title change: ECE 235
- Add options: ECE 222, ECE 223, ECE 237, ECE 232
- Increase elective credits from 2 to 3
- Revised electives list
- Increased overall credits from 22 to 23

Adding 1 credit resulting in a % change of 4.5%

Is this a Related Certificate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Is this a Career Pathway?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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If yes, what is the base degree?	Early Childhood Education AAS
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Will the proposed changes affect the base degree or certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
------------------------------------------------------------------	---------------------------------------------------------------------

If yes, how?			
Is this a statewide certificate?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, have the changes been approved by the consortium?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the revision impact other areas of instruction?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Explanation of issues and how they are being resolved:	Has the revision been validated by the Advisory Committee? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you talked with impacted departments and resolved any and all possible issues?	<input type="checkbox"/> Yes <input type="checkbox"/> No		Date of Advisory Committee meeting: 3/12/2020
Requested Implementation Term	Fall 2021		

SECTION #2 REVISION AREAS

Does the revision involve changing certificate requisites?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 (if any)	Credits
Pre/Co: RD 115	Critical Reading (or higher placement)	Placement into RD 115	4
Pre/Co: 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

PROPOSED PREREQUISITES

(No change, leave blank.)

Course Number	Course Title or Placement level	Requisites (if any)	Credits

CERTIFICATE OUTCOMES

All certificate 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 certificate outcomes?

Yes No

CURRENT CERTIFICATE OUTCOMES

(Required whether or not outcomes are being changed.)

Students who 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.

PROPOSED CERTIFICATE OUTCOMES

Students who complete this certificate will be able to:

No changes

RELATED INSTRUCTION

Does the revision involve changing or adding Related Instruction?

Yes No

If yes, complete the Related Instruction Template which may be found on the [curriculum website](#).

Additional Comments Or Changes

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 Certificate Information			Proposed Certificate Information		
Course Number	Course Title / Requisites	Credits	Course Number	Course Title / Requisites	Credits
FALL		7			
ECE 126	Early Childhood Development: Birth to Age 8 Pre: RD 90, WR 90 or equivalent placement test scores; Recommended: CAS 103W	3	ECE 126	Early Childhood Development: Birth to Age 8 Pre: RD 90, WR 90 or equivalent placement test scores; Recommended: CAS 103W	3
HE 262	Children's Health, Nutrition & Safety Pre: RD 90, WR 90 or equivalent placement test scores	3	HE 262 -or- ECE 222	Children's Health, Nutrition & Safety Pre: RD 90, WR 90 or equivalent placement test scores -or- Resilience & Wellness for Educators (ADD OPTION) Pre: RD 90, WR 90 or equivalent placement test scores	3
CG 101	College Survival & Success Pre: None	1	CG 101	College Survival & Success Pre: None	1
WINTER		9			
ECE 234	Inclusion of Children with Special Needs	3	ECE 234 -or- ECE 223	Inclusion of Children with Special Needs Pre/con: RD 115 and WR 115 or equivalent placement test scores -or- Supporting Dual Language Learners: Birth to	3

				Age 8 (ADD OPTION) Pre/con: RD 115 and WR 115 or equivalent placement test scores	
WR 115	Introduction to Expository Writing (or higher) Pre: RD 90 and WR 90 (or placement into WR 115)	4	WR 115	Introduction to Expository Writing (or higher) Pre: RD 90 and WR 90 (or placement into WR 115)	4
	ECE Elective Pre: varies	2		ECE Elective (INCREASE 1 CREDIT) Pre: varies	3
SPRING		6			
ECE 235	Music & Movement for the Young Child Pre: RD 115 and WR 115 or equivalent placement test scores	3	ECE 235 -or- ECE 237	Art, Music & Movement: Birth to Age 8 (TITLE CHANGE) Pre: RD 115 and WR 115 or equivalent placement test scores -or- Trauma-Informed Care and Education: Birth to Age 8 (ADD OPTION) Pre: RD 115 and WR 115 or equivalent placement test scores	3
ECE 236	Language and Literacy in Early Childhood Education Pre: RD 115 and WR 115 or equivalent placement test scores	3	ECE 236 -or- ECE 232	Language and Literacy in Early Childhood Education Pre: RD 115 and WR 115 or equivalent placement test scores -or- S.T.E.A.M: Birth to Age 8 (ADD OPTION) Pre: RD 115 and WR 115 or equivalent placement test scores	3
	Credit total	22		Credit total	23

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 Pre: None	1	ECE 177	Multi-age Groups Pre: None	1
ECE 179	Child Portfolios in ECE Pre: None	1	ECE 179	Child Portfolios in ECE Pre: None	1
ECE 187	Cooking Experiences for Young Children Pre: None	1	ECE 185 (ADD)	Field Trips in Early Childhood Pre: None	1
ECE 188	Block Play and Woodworking for Young Children Pre: None		ECE 187	Cooking Experiences for Young Children Pre: None	1
ED 101	Teachers Make a Difference: Exploring the K-5 classroom Pre: None	1	ECE 188	Block Play and Woodworking for Young Children Pre: None	1
BA 188	Customer Service Skills Pre: RD 115 and WR 115	2	ECE 238 (ADD)	Administration of ECE Programs Pre: ECE 126 or HEC 226. Pre/Co: RD 115, WR 115 or test. Rec: experience working with children in groups	3
CAS 103W	Introduction to Computers: Using Windows Pre: Placement into RD 115 and WR 115; Recommended: CAS 121 or equivalent keyboarding skills	1	ED 101	Teachers Make a Difference: Exploring the K-5 classroom Pre: None	1
CAS 109	Digital Presentations Pre: CAS 121 or equivalent typing skills		BA 188	Customer Service Skills Pre: RD 115 and WR 115 or equivalent placement test scores	2
CG 209	Job Finding Skills Pre: None	1	CAS 103W	Introduction to Computers: Using Windows Pre: RD 90 and WR 90. Rec: CAS 121 or equivalent typing skills	1
	1 credit of Physical Education (REMOVE)	1	CAS 109	Digital Presentations Pre: CAS 121 or equivalent typing skills	1
	1 credit of Set Three Community-based training (1 credit per 10 hours) (REMOVE)	1	CG 209	Job Finding Skills Pre: None	1
			WR 122 (ADD)	English Composition Pre: WR 121	4
			(ADD)	Up to 3 credits of foreign language	1-3
			(ADD)	Up to 3 credits of Physical Education	1-3
			(ADD)	Up to 3 credits of Set Three Community-based Training (1 credit per 10 hours)	1-3

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	1.26.2021
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 Revision 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.

Modified Degree/Certificate Revision

The Modified Certificate/Degree Revision form may be used for the following:

- 1. Course title changes within degrees/certificates**
- 2. Course number changes within degrees/certificates**
- 3. Degree or certificate title changes**
- 4. Addition or deletion of degree/certificate electives**

Representation at the Curriculum Committee is not required.

All other revisions to degrees and/or certificates will require a completed degree/certificate revision form and presentation before the Curriculum Committee.

Submitted by:		Email:	Phone:
Title of Degree/Certificate:		Requested Implementation Term:	
What type of change are you requesting?	<input type="checkbox"/> Course title change <input type="checkbox"/> Course number change <input type="checkbox"/> Degree or certificate title change <input type="checkbox"/> Addition/deletion of electives		
Fill in the sections below as applicable. If a section is not applicable, fill in N/A.			
Current Course Title:		Revised Course Title:	
Current Course Number:		Revised Course Number:	
Current degree or certificate title:			
Proposed degree or certificate title:			

ELECTIVE ADDITIONS and/or DELETIONS			
Course Number	Course Title (If you need more lines for listing courses, right click and insert rows.)	Credits	Add or Delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete
			<input type="checkbox"/> add <input type="checkbox"/> delete

DEPARTMENT REVIEW		
<p><i>"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."</i></p>		
Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Dean (enter name of department dean):		

Next steps:

1. Save the completed Modified Certificate/Degree Revision 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.
3. Submissions will be placed on the next agenda with available time slots. You will be notified of your submission's date for review, and your department chair and dean will be sent an electronic signature page through Hello Sign to be completed and returned 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. You are not required to attend the CC meeting; however, you are always welcome. You will be notified of the committee's decision.