

Curriculum Committee Meeting Agenda

Voting Committee Members

Chair – Andrea LoMonaco (Business)

Vice Chair – Pam Koop (Math)

Jules Burton (sub-Science)

Kristen Booth (Pre-College)

Leigh Hancock (Art/Comm)

Anne Kelly (sub-Inst Dir)

Mimi Pentz (Nurs/Hlth Occ)

Stephen Shwiff (Soc Sci/Ed)

Robert Wells-Clark (Tec/Trd)

Non-Voting Committee Members

Jarett Gilbert (VP Instructional Services)

Cat Graham (sub-Student Services)

Susan Lewis (Curriculum)

Support Staff

Sara Wade (Instructional Services)

Guests

Zip Krummel

May 2, 2025 9:00 am – 12:00 pm

Hood River Center, room 310. Lite breakfast snacks will be provided. (BYOB)

Approval of Minutes from April 17, 2025 ¹

Old Business:

1. 3-4 Credit Conversion policy (**moved to Discussion Items**)
2. Substitution of Courses policy (**Moved to Discussion Items**)
3. Split Science Courses – Lecture/Lab – and Gen Ed Designations (**Moved to Discussion Items**)

Submissions ³

1. Zip Krummel (3:45 – 3:50pm)
 - ED 293 Elementary Educator Practicum (Course Revision: des, req)
 - ED 294 Education Practicum Seminar (Course Revision: des, req)
 - Oregon Registry Step 7 (Licensure Articulation – CPL)
 - CDA Credential (Licensure Articulation – CPL)

New Business (decisions may be made)

1. 2025-26 Curriculum Schedule

Discussion Items

1. 3-4 Credit Conversion policy
2. Substitution of Courses policy
3. Split Science Courses – Lecture/Lab – and Gen Ed Designations
4. Corequisites for Math and Writing – prerequisite language for continuing students
5. Bachelor of Applied Science in Education
6. Form revisions: Course Revision; Opt-Out of Standard Prerequisites Request

Next Meeting: September 18, 2025 (Orientation – The Dalles)

Attachments: ¹ April 17, 2025 Minutes; ² Submissions: 2 Course Revisions, 2 Licensure Articulations;

³ 3-4 Credit Conversion and Course Substitution

Curriculum Committee Minutes
Thursday, April 17, 2025
Location: TDC Boardroom 1.162 & Zoom

PRESENT:

Voting Committee Members

Chair- Andrea LoMonaco (Business)

Annette Byers (Sub-Math)

Mimi Pentz (Nursing/Health)

Leigh Hancock (Art,Cult,Comm)

Anne Kelly (Sub-Inst Dean)

Robert Wells-Clark (Tech/Trade)

Stephen Shwiff (Social Science)

Non-Voting Members

Jarett Gilbert (VP Instructional Services)

Susan Lewis (Curriculum)

Vacant (Student Services)

Support Staff

Sara Wade (Instructional Services)

Guests

Cat Graham, Michael Becker

Absent

Voting Members:

Jules Burton (Sub-Science)

Kristen Booth (Pre-Coll/ESOL)

Non-Voting Member

Item	Discussion	Action
Call to Order:	Chair Andrea called the meeting to order at 3:38pm.	
Approval of March 6, 2025 Minutes	Motion: approve as written.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
Submissions:		
BA 228 QuickBooks for Business (Course Revision: des, req, cont)	Motion: approve as written.	Motion: Stephen 2nds: Robert 6 in favor – 0 opposed – 0 abstains

Entrepreneurship (Certificate Revision: courses)	Motion: approve as amended: remove outcome #4	Motion: Anne 2nds: Leigh 6 in favor – 0 opposed – 0 abstains
APR 100 Introduction to Emergency Medical Services (Course Revision: #)	Motion: approve as written.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
EMS 105 EMT Part I (Contact Hour Credit Change)	Motion: approve as written.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
APR 105 EMT Part I (Course Revision: #)	Motion: approve as written.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
APREMS 105 EMT Part I (Contact Hour Credit Change)	Motion: approve as written	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
APR 106 EMT Part II (Course Revision: #, des, req, out, cont, txt/mat)	Motion: approve as written.	Motion: Andrea 2nds: Robert 6 in favor – 0 opposed – 0 abstains
APREMS 106 EMT Part II (Contact Hour Credit Change)	Motion: approve as written.	Motion: Leigh 2nds: Robert 6 in favor – 0 opposed – 0 abstains
USACE Level 2- Mechanics (Certificate Suspension + Teach Our + Checklist)	Changes made to the Advanced Manufacturing and Fabrication AAS resulted in a greater than 30% change in this certificate. Therefore, the certificate had to be suspended and a new version created. Motion: approve as written.	Motion: Anne 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
USACE Level 2- Mechanics (New Certificate)	Motion: approve as written.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains

AG 101 Introduction to Agriculture (New Course)	Jarett explained the start of the Ag Tech program, Susan, Robert & Jarett worked with local dryland wheat producers, Hood River County orchardists, and other community partners to come up with a plan for a 2 year program with two 1 year certificates built in. To provide students with hands on aspects of learning for Farm Management and Precision Agriculture Technologies. Motion: approve as amended in outcome #5 content section: replace Morrell with Morrill.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
AG 102 Agricultural Safety (New Course)	Motion: approve as written.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
AG 103 Agricultural Operations and Management I (New Course)	Motion: approve as written.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
AG 104 Introduction to Fruit Crop and Dryland Wheat (New Course)	Question & discussion about adding different variety of fruits into the class description i.e. grapes, apples, pears and others produced in the area. Motion: approved as amended to revise description to broaden the language to fruit crops and change Outcomes 1 & 2 to read fruit crops instead of fruit trees.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
AG 105 Precision Agriculture- Basics (New Course)	Motion: approve as written.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
AG 106 Introduction to Drone Operations and Autonomous Vehicles in Agriculture (New Course)	Motion: approve as written.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
AG 201 Integrated Pest Management (New Course)	Motion: approve as written.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
AG 202 Advanced Farm Management Systems		Motion: Andrea 2nds: Stephen

(New Course)	Motion: approve as written.	6 in favor – 0 opposed – 0 abstains
AG 203 Agricultural Operations and Management II (New Course)	Motion: approve as written.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
AG 204 Alternative Farming Models (New Course)	Motion: approve as written.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
AG 205 Introduction to Geographic Information Systems and Remote Sensing (New Course)	Motion: approve as written.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
AG 206 Agricultural Management Capstone (New Course)	Motion: approve as written.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
AG 207 Precision Agricultural Capstone (New Course)	Motion: approve as written.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
Integrated Agricultural Science & Technology (New Degree)	Motion: approve as amended: Change BA228 title to QuickBooks for Business; separate elective tracks to show the two distinct sets of electives for Agricultural Management and for Precision Agriculture.	Motion: Andrea 2nds: Stephen 6 in favor – 0 opposed – 0 abstains
Agricultural Management (New Certificate)	Motion: approve as written.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
Precision Agriculture (New Certificate)	Motion: approve as written.	Motion: Stephen 2nds: Andrea 6 in favor – 0 opposed – 0 abstains
Meeting Adjourned: 4:45pm	All in favor, Chair Andrea closed the meeting at 4:45pm	Next Meeting: May 2, 2025- CC Retreat

Columbia Gorge Community College

CC date 5.2.25
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 type="checkbox"/> Related Instruction
<input type="checkbox"/> Title	<input type="checkbox"/> Outcomes	<input type="checkbox"/> Content
<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Repeatability	<input type="checkbox"/> Text / Materials

SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Social Sciences	Submitter name Phone Email	Zip Krummel zkrummel@cgcc.edu
Reason for Revision	To remove HEC 202 as a requisite as it is no longer a part of the ED MTM and causes a hidden requirement.		
Current prefix and number	ED 293	Proposed prefix and number	No change
Current Course Title	Elementary Educator Practicum	Proposed Course Title (75 characters max)	no change
Current Repeatability	o	Proposed Repeatability	no change

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

Current Description (required whether being revised or not)	Proposed Description
Provides opportunities to observe and work with school teachers in K-5 classrooms to gain first-hand experience in the culture of schools and strategies for teaching and learning. Applies previous learning to a classroom setting. Explores required professional dispositions, skills and knowledge to become a teacher. Prerequisites: ED 101, ED 216 and 219, HEC 202 and 226. Corequisite: ED 294.	Provides opportunities to observe and work with school teachers in K-5 classrooms to gain first-hand experience in the culture of schools and strategies for teaching and learning. Applies previous learning to a classroom setting. Explores required professional dispositions, skills and knowledge to become a teacher. Recommended: ED 101. Prerequisites: ED 216 and 219, HEC 226. Corequisite: ED 294.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH65 or MTH 98
Prerequisite/concurrent: WR121

☐ Placement into:

prefix & number: ED 101, ED 216 and 219, HEC 202 and 226.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
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prefix & number: ED 294	<input type="checkbox"/> Prerequisite	<input checked="" 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: placement into MTH 65 or MTH 98 Prerequisite/concurrent: WR121			
<input type="checkbox"/> Placement into:			
prefix & number: Recommended: ED 101.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ED 216 and 219, HEC 226	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ED 294	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of the course, students will be able to: 1. Communicate effectively with school staff and children. 2. Recognize challenges in the classroom and formulate potential solutions. 3. Observe and recognize how issues around culture and diversity may impact learning in the classroom. 4. Outline the common dispositions, responsibilities and duties of a K-5 teacher.		Upon successful completion of the course, students will be able to: No change	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	No change in outcomes		
Suggested Texts & Materials updates (specify if any texts or materials are required):	No change		
Department Required Course Activities (optional)	(update as needed) No change		
Department Notes (optional)	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?

☐ Yes
☒ No

Please provide details, who was contacted and the resolution.

Updated for use in EMT/Firefighter apprenticeship program

Implementation term

- ☒ Start of next academic year (summer term)
☐ Specify term (if BEFORE start of next academic year)

Allow 2-3 months to complete the approval process before scheduling the course.

SECTION #3 DEPARTMENT REVIEW

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

Submitter	Email	Date
Zip Krummel	zkrummel@cgcc.edu	4/29/2025

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

Department Dean/Director (enter name of department dean/director): Jarett Gilbert

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. Submissions will be placed on the next agenda with available time slots, and you will be notified of your submission's estimated time for review. The Curriculum Office will send a signature page to your department chair and department dean/director that may be completed electronically. Signature pages must be received by the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Columbia Gorge Community College

Course Revision

(Double click on check boxes to activate dialog box)

What are you seeking to revise? Check all that apply

<input type="checkbox"/> Course number <input type="checkbox"/> Title <input checked="" type="checkbox"/> Description	<input checked="" type="checkbox"/> Requisites <input type="checkbox"/> Outcomes <input type="checkbox"/> Repeatability	<input type="checkbox"/> Related Instruction <input type="checkbox"/> Content <input type="checkbox"/> Text / Materials
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SECTION #1 GENERAL INFORMATION & REVISIONS

Department	Social Sciences	Submitter name Phone Email	Zip Krummel zkrummel@cgcc.edu
Reason for Revision	To remove HEC 202 as a requisite as it is no longer a part of the ED MTM and causes a hidden requirement.		
Current prefix and number	ED 294	Proposed prefix and number	No change
Current Course Title	Education Practicum Seminar	Proposed Course Title (75 characters max)	no change
Current Repeatability	o	Proposed Repeatability	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
Connects observed classroom practices and student learning with previous programmatic coursework and research. Explores current educational issues and themes and their application in the K-5 classroom. Begins to formalize the concepts and expression of a professional teaching statement. Prerequisites: ED 101, 216 and 219, HEC 202 and 226. Corequisite: ED 293.	Connects observed classroom practices and student learning with previous programmatic coursework and research. Explores current educational issues and themes and their application in the K-5 classroom. Begins to formalize the concepts and expression of a professional teaching statement. Recommended: ED 101. Prerequisites: ED 216 and 219, HEC 226. Corequisite: ED 293.

REQUISITES: Note: If this course has been approved for the Gen Ed list, it will have, as a default the following requisites: "Prerequisite: placement into MTH 65 or MTH 98. Prerequisite/concurrent: WR 121." If the department wants to set the 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: placement into MTH65 or MTH 98
 Prerequisite/concurrent: WR121

☐ Placement into:

prefix & number: ED 101, ED 216 and 219, HEC 202 and 226.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ED 293	<input type="checkbox"/> Prerequisite	<input checked="" 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: placement into MTH 65 or MTH 98 Prerequisite/concurrent: WR121			
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prefix & number: Recommended: ED 101.	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ED 216 and 219, HEC 226	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
prefix & number: ED 293	<input type="checkbox"/> Prerequisite	<input checked="" type="checkbox"/> Corequisite	<input type="checkbox"/> pre/con
LEARNING OUTCOMES: Describe what the student will be able to do "out there" (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See Writing Learning Outcomes on the curriculum website.) ***NOTE: Gen Ed Courses revising outcomes are required to submit a new Gen Ed Request form. A new Cultural Literacy Request form will also be required of any course with a Cultural Literacy designation.***			
Current learning outcomes (required whether being revised or not)		New learning outcomes	
Upon successful completion of the course, students will be able to: 1. Apply program coursework to educational practice in the K-5 classroom. 2. Analyze and problem solve current issues in K-5 education. 3. Develop a professional teacher statement that addresses professional dispositions on ethics, professionalism, diversity, equity, lifelong learning and the importance of reflective practice.		Upon successful completion of the course, students will be able to: No change	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	No change in outcomes		
Suggested Texts & Materials updates (specify if any texts or materials are required):	No change		
Department Required Course Activities (optional)	(update as needed) No change		
Department Notes (optional)	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.	
Updated for use in EMT/Firefighter apprenticeship program	
Implementation term	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year)
Allow 2-3 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/director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean/director."</i>		
Submitter	Email	Date
Zip Krummel	zkrummel@cgcc.edu	4/29/2025
Department Chair (enter name of department chair): Zip Krummel		
Department Dean/Director (enter name of department dean/director): Jarett Gilbert		

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.
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Columbia Gorge Community College

Credit for Prior Learning (CPL) Acceptance of Licensure/Certification Request

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION

Department:	Early Childhood Education	Submitter name: phone: email:	Dr. Zip Krummel
License/Certification Title:	ORO Step 7 (or higher)	Granting Institution(s)/Agency(s):	Oregon Registry Online
Course Equivalency:	Course Title(s):	ECE101(1cr), ECE120(3cr), HEC201(3cr), HE262(3cr), ECE121(3cr), ECE electives (2cr)	
	Credits:	15 credits	
Potential application to current awards:	ECE AAS, ECE Curriculum Certificate, ECE Fundamentals Certificate, Initial ECE Certificate		

SECTION #2 OUTCOMES AND CONTENT ALIGNMENT

Alignment of Licensure/Certification requirements to course outcomes:	(List all course outcomes [by each course if more than one course] and provide a bulleted outline for each outcome showing how licensure/certification requirements address/fulfill those outcomes.)
	<p>ECE101 (1cr) – Exploring the ECE Field</p> <p>Description: Explores the diverse field of Early Childhood Education through site visits and interviews with professionals working in a variety of positions and settings. Expands knowledge of ECE professionals' workday including common challenges and rewards.</p>
	<p>Outcome #1: Identify the different types of early childhood care and education settings that serve children birth to age eight.</p> <ol style="list-style-type: none"> 1. Center-based programs <ul style="list-style-type: none"> • Head Start and Early Head Start • Private programs 2. Home-based programs 3. After school programs 4. Parent Co-ops 5. Faith-based programs
	<p>Outcome #2: Explain early childhood educators' duties.</p> <ol style="list-style-type: none"> 1. Develop through observations and class discussions what early childhood educators' duties include.

2. Explore how educators' "wear many hats".
 - Teacher
 - Family and child advocate
 - Parent educator
 - Source of comfort
 - Moderator
 - Entertainer
 - Nurse
 - Coach and referee
 - Waiter
3. Introduce students to the early learning standards/guidelines for Oregon and Washington.
4. Introduce licensing requirements:
 - Enrollment in Central Background Registry
 - Certified in Infant/Child First Aid and CPR
 - Valid food handler card
 - Completion of the following trainings: Safe Sleep for Oregon's Infants, Prevention is Better than Treatment, and Recognizing and Reporting Child Abuse and Neglect
5. Introduce students to the Oregon Registry and Child Care Partners.

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

1. Discuss basic journal and self-reflection guidelines
 - Formatting
 - Grammar expectations, etc.
 - Outlining
2. Compare and contrast observations and interview responses.
3. Communicate, through writing, the struggles and joys that occur in ECE settings.

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

1. Communicate, through interviews and observations, the reasons why people enter the ECE field.
 - Teach basic interview guidelines
 - Discuss how to create a thoughtful interview question
 - Instruct students on basic skills such as confidentiality and professionalism.
2. Describe, through self-reflection, why the student wants to become an early childhood professional.
3. Explore ideas such as:
 - Fulfilling/rewarding
 - Exciting

- Different every day/every year
- Making a positive impact
- Watching children grow

NAEYC Professional Standards & Competencies for Early Childhood Educators:

#6 Professionalism as an Early Childhood Educator

Oregon Registry Core Knowledge Categories equivalency = OR Registry Core Knowledge Categories: PPLD – Personal, Professional & Leadership Development (10 hours)

How Oregon Registry Online (ORO) Step 7 fulfills this requirement:

To earn a step 7 in ORO the candidate must complete at least 10 hours in the Core Knowledge Category (CKC) of Personal, Professional, and Leadership Development which align with the outcomes listed for this course. The key concepts for this CKC include:

- Knowledge of early learning as a profession with an identified body of knowledge, professional standards, professional ethics, and established systems
- Participating in leadership, advocacy, personal growth, advocacy and professional development activities
- Professionals possess a self-awareness of themselves and their work in the professional field of learning and practice
- Professionals have well-defined personal values, good character, and follow ethical standards, including culturally responsive practices
- Professionals develop a philosophy, value system, rationale, and organizational climate for their work
- Professionals participate in professional development activities, organizations, mentoring, and advocacy, and cultivate relationships with colleagues as well as allies in related fields
- Professionals pursue learning opportunities that help fulfill a personal and professional development plan; professionals take advantage of opportunities to improve competence for personal and professional growth, and for the benefit of children and families
- Professionals value reflection on teaching and learning, and use a variety of reflective activities such as staff interaction, training/education, and journals
- Professionals understand the history, issues, trends, and philosophies of the early learning profession, and the career development system of Oregon that gives validity to the field

- Professionals constantly apply new knowledge—using scientifically sound, research-informed practices and resources—to benefit children and families and to advance the field.

According to the Oregon Center for Career Development in Childhood Care and Education, one quarter credit equals 10 clock hours of training.

ECE120 (3cr) – Introduction to Early Childhood Education

Description: Introduces practitioners to the major tenets of the Early Childhood Education profession with emphasis on: historical influences, fundamental principles, current issues, careers, program models and approaches, and ethical and professional standards in accordance with the National Association for the Education of Young Children.

Outcome #1: Summarize historical influences and current issues in the Early Childhood Education field.

1. History of ECE in the U.S.
 - American influences
 - National Association for the Education of Young Children
 - Influences from abroad
 - Social change
2. Fundamental principles
 - Young children
 - Are capable and competent
 - Learn best when their needs are met
 - Are unique in their growth and development
 - Develop and learn within the context of their family and culture
 - Families
 - Are the primary caregivers and educators of young children
 - Are critical partners in all early learning environments
 - Children can thrive across diverse family structures and all families bring strengths
 - Early Learning Environments
 - Support young children to learn in the context of relationships
 - Reinforce the importance of the cultural context of young children, families and communities.
 - Provide opportunities for active exploration
 - Provide experiences that are relevant and integrated across domains of development
 - Intentionally promote the development of skills and knowledge
 - Utilize authentic assessment
 - Provide opportunities for children to benefit from diversity
 - Support children's language development in their primary language

- Communities
- Believe that all children deserve high-quality early learning experiences
- Offer a variety of resources that support early growth and course development
- Strategically plan to meet the needs of children and families
- 3. Current Issues
 - Upholding the value of play
 - "True" play
 - Risky play
 - Defining "quality" ECE programs
 - Universal preschool
 - Equity and inclusion in the ECE classroom
 - Reducing the achievement gap
 - The role of assessment in ECE
 - Guidance vs. punishment
 - Professionalizing the field and increasing compensation
 - Power to the Profession

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

1. Types of Programs in the U.S.
 - Center-based programs
 - Head Start and Early Head Start
 - Private programs
 - Home-based programs
 - After School Programs
 - Parent Co-ops
2. Approaches
 - Teacher-led (traditional)
 - Play-based
 - Emergent Curriculum
 - Waldorf
 - Montessori
 - Reggio Emilia
 - HighScope
 - Bank Street
 - Whānua
 - Anji Play
 - Outdoor & forest schools

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

1. Identify local and national early care and education programs
 - Research positions within these programs

- Identify job responsibilities, educational requirements and wages.

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

1. "Professional Standards and Competencies for Early Childhood Educators"
2. "NAEYC's Code of Ethical Conduct"
3. Developmentally Appropriate Practice

NAEYC Professional Standards & Competencies for Early Childhood Educators:

#1 Child Development & Learning in Context

#6 Professionalism as an Early Childhood Educator

Oregon Registry Core Knowledge Categories equivalency = OR Registry Core Knowledge Categories: PPLD – Personal, Professional & Leadership Development (30 hours)

How Oregon Registry Online (ORO) Step 7 fulfills this requirement:

To earn a step 7 in ORO the candidate must complete at least 10 hours in the Core Knowledge Categories (CKC) of Personal, Professional, and Leadership Development (PPLD), Diversity (DIV), Family & Community Systems (FCS), Human Growth and Development (HGD) and Learning Environments & Curriculum (LEC) which align with the outcomes listed for this course. The key concepts for these CKCs include:

Key Concept for Personal, Professional, and Leadership Development (PPLD):

- Professionals understand the history, issues, trends, and philosophies of the early learning profession, and the career development system of Oregon that gives validity to the field

Key Concepts for Diversity (DIV):

- Acceptance and respect for differences can be promoted by infusing anti-bias awareness throughout all practices and programs.
- Acceptance and respect for differences can be promoted by caring professionals, who practice and model acceptance and respect for all.

- Early learning programs—including their environments, routines, assessments, and curricula should reflect the lives, cultures, and languages of diverse families, children, professional staff, and the community.
- Parents and other family and community members are essential resources for enriched learning and culturally responsive practices.
- Personal values, attitudes, beliefs, and biases can impact interactions with children and adults, and limit or enhance cultural responsiveness of programs.

Key Concept for Family & Community Systems (FCS):

- Knowledge of the complex characteristics of families and communities provides context for lifelong success and learning. Establishing respectful relationships and communication with family and community members. Acknowledging parents' roles as first teachers.

Key Concepts for Human Growth and Development:

- Knowledge of child development and growth is based on major principles, theories, and research.
- All areas of child development and growth are interrelated and are linked to how humans learn.
- Children grow and develop socially, emotionally, cognitively, and physically.
- Children's healthy growth and development occurs within a diverse family and community context, and is influenced by environmental, biological, and social factors.

Key Concepts for Learning environments & Curriculum:

- It is important to know, understand, and use a wide variety of culturally responsive approaches, strategies, and tools to positively influence child development and learning.
- When planning culturally relevant learning experiences, it is important to consider program philosophy and goals, family and community expectations, developmental stages, needs, interests, cultures, abilities, quality, and content standards. Smooth, predictable routines and transitions, as well as a good balance in scheduled activities, are also important.

- It is important to organize space that is predictable, appropriate, flexible, orderly, and aesthetic. Spaces should encourage active involvement, initiative, responsibility, creativity, and a growing sense of autonomy.
- All supplies, equipment, and materials should reflect children's development, diversity of ability, culture, families, circumstances, and community. They should also support all areas of learning and development.
- Selection and use of materials are guided by individual learning styles, varying developmental levels, special needs, and the languages and cultures of the children and families being served.
- Using positive adult-child interactions to provide emotional support, classroom organization, and instructional support is critical for children's development and learning.

According to the Oregon Center for Career Development in Childhood Care and Education, one quarter credit equals 10 clock hours of training.

HEC201 (1cr) – Family-Teacher Partnerships and Community Connections

Description: Identifies the influences on children and their families which impact child and family behaviors, values, attitudes, beliefs, and morals. Includes: parenting patterns; cultural, religious and socioeconomic influences; peer, school, media impacts; family development; community ecology; special needs children; prejudice; and public policy.

NAEYC Professional Standards & Competencies for Early Childhood Educators:

#2 Family-Teacher Partnerships & Community Connections

Oregon Registry Core Knowledge Categories equivalency = OR Registry Core Knowledge Categories: FCS – Families & Community Systems (30 hours)

Outcome #1: Describe the normal child growth and development from the prenatal period through adolescence using current research theories and principles.

Concepts, Issues, Themes

- Contributing factors in the socialization of children.

- The nature and nurture of families.
- Values, morals and attitudes.
- Behavior, gender identity, special needs.
- The implications of mass media and public policy.
- Gathering information from parents.

Outcome #2: Use current research to investigate parenting patterns and how they are influenced by mass media, culture, values, and socioeconomics.

Process Skills

- Assessing the community role in diversity issues.
- Thinking critically when observing different forms of mass media.
- Speaking before a group.
- Interviewing adults with skill and sensitivity.

Outcome #3: Recognize the influence of family and society on the socialization of children.

Theories and principles of Child Development

- Domains of Development
 - Social –emotional
 - Cognitive-Creative
 - Physical
 - Language
- Periods of Development
 - Pre-natal
 - Infancy
 - Early Childhood
 - Middle Childhood
 - Adolescence

How Oregon Registry Online (ORO) Step 7 fulfills this requirement:

To earn a step 7 in ORO the candidate must complete at least 10 hours in the Core Knowledge Categories (CKC) of Family & Community Systems (FCS), Personal, Professional, and Leadership Development (PPLD), Diversity (DIV), and Human Growth and Development (HGD) which align with the outcomes listed for this course. The key concepts for these CKCs include:

Key Concepts for Family and Community Services (FCS):

- Understanding and valuing the importance and complex characteristics of families and communities are important.
- Professionals respond empathetically, knowledgeably, and in a culturally relevant way to families' feelings and concerns regarding childcare, guidance, and their child's development.
- Communication is in the home language whenever possible.
- Quality interactions between families, teachers, and children support child development.
- Families are involved in goal setting around child development and learning.
- Good family relations are established by respecting, supporting, and empowering families.
- Understanding community resources, systems, and programs support positive family relationships.
- Relationships are developed between early learning and related fields.

Key Concept for Personal, Professional, and Leadership Development (PPLD):

- Professionals constantly apply new knowledge—using scientifically sound, research-informed practices and resources—to benefit children and families and to advance the field.

Key Concepts for Diversity (DIV):

- Acceptance and respect for differences can be promoted by infusing anti-bias awareness throughout all practices and programs.
- Acceptance and respect for differences can be promoted by caring professionals, who practice and model acceptance and respect for all.
- Early learning programs—including their environments, routines, assessments, and curricula should reflect the lives, cultures, and languages of diverse families, children, professional staff, and the community.
- Parents and other family and community members are essential resources for enriched learning and culturally responsive practices.
- Personal values, attitudes, beliefs, and biases can impact interactions with children and adults, and limit or enhance cultural responsiveness of programs.

Key Concepts for Human Growth and Development (HGD):

- Knowledge of child development and growth is based on major principles, theories, and research.
- All areas of child development and growth are interrelated and are linked to how humans learn.
- Children grow and develop socially, emotionally, cognitively, and physically.
- Children's healthy growth and development occurs within a diverse family and community context, and is influenced by environmental, biological, and social factors.

According to the Oregon Center for Career Development in Childhood Care and Education, one quarter credit equals 10 clock hours of training.

HE262(3cr) – Children's Health, Nutrition & Safety

Description: Explores current health and safety issues for prenatal to age 8 years old children. Examines childhood illnesses and ailments, nutrition, obesity, stress, wellness, safe environment, community networking, self-esteem and general first aid.

Outcome #1: Recognize current significant children's health issues.

- Define the concept of wellness, its components, and its application to young children.
- Societal and environmental influences on current health issues for children.
- Identify and discuss afflictions on the ENT area: ear infections, sore throats, swimmers ear, broken ear drum.
- Identify and discuss afflictions of the skin: impetigo, scabies, ringworm, contact dermatitis, and eczema.
- Explain how accident prevention, dental health and emotional health are special health considerations for young children.
- Know signs, symptoms, and treatments for common childhood illnesses and ailments; the role sanitation and immunization perform in the prevention of communicable diseases.
- Understand disease transmission principles and prevention of transmission: define prodromal, contagious, incubation period, immunization.
- Relate the latest AMA immunization recommendations for infants and young children.

Outcome #2: Analyze societal and environmental influences on children's health.

- Identify types of abuse and neglect; describe characteristics of abusive adults and abused children. Discuss mandated reporting.
- Develop age appropriate strategies to promote sound emotional health and positive stress management.
- Recognize ways in which children demonstrate their stress; understand the G.A.S.
- Analyze significant emerging health issues, such as environmental pollutants and obesity, influence on children's health.

Outcome #3: Apply knowledge of age appropriate health, safety, and nutrition behaviors for children.

- Know the dietary guidelines and New Food Pyramid.
- Identify the food group pyramid and know recommended servings for infants and children; describe the ideal dietary proportions of protein, fat, complex carbohydrates, and simple carbohydrates.
- Identify and know characteristics of water soluble and fat soluble vitamins.
- Explain nutrient density in foods and its application in snack food selection.
- Know the major nutritional problems facing young children today.

Outcome #4: Promote healthy choices among young children and their environments.

- Analyze the influence of media and technology on nutrition attitudes and choices.
- Know the most frequent causes of accidental death among young children.
- Describe the teachers or caregiver's role and responsibilities as they relate to management of accidental injuries and illness.

NAEYC Professional Standards & Competencies for Early Childhood Educators:

#1 - Child Development & Learning in Context

Oregon Registry Core Knowledge Categories:

HSN - Health, Safety & Nutrition (30 hours)

How Oregon Registry Online (ORO) Step 7 fulfills this requirement:

To earn a step 7 in ORO the candidate must complete at least 120 hours in the 10 Core Knowledge Categories (CKC). The specific CKC that aligns with the outcomes listed for this course is Health, Safety, and Nutrition. Health, Safety, and Nutrition

trainings focus on gaining knowledge of basic health, safety, and nutrition principles and practices; knowledge of child abuse and neglect prevention, identification, reporting procedures, mental health, and therapeutic care; and promoting healthy choices and safety awareness with children. The key concepts for these CKCs include:

Key Concept of Health, Safety & Nutrition:

- Keeping children and staff safe and healthy requires the implementation of health-related laws, practices, and routines in all aspects of the program.
- An understanding of nutrition and physical activity supports child growth and development.
- Advocating for policies and procedures that equitably affect the health and safety of children and adults in the program and in the broader community is an important role.
- As mandatory reporters, recognizing signs and symptoms of abuse, neglect, and domestic violence—and knowing the proper course of action to take in these situations—is required.
- Understanding the value of good health to children's ability to learn and develop physically, cognitively, emotionally, and socially.
- Protecting children and staff by building skills to prevent illness and injury supports their well-being and influences their future health, development, and learning.
- Service quality is improved by planning, policies, and implementation that move programs toward best practices for health and safety.

ECE121 (3cr) – Guidance & Classroom Management: Birth to Age 8

Description: 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.

Outcome #1: Recognize developmental, environmental, cultural, and social factors that influence children's behavior.

- Influential Theories/Theorists

- Maslow's Self-Actualization Theory
 - Hierarchy of Human Needs
 - Bronfenbrenner's Ecological Systems Theory
 - Erik Erikson's Psychosocial Theory
 - Individual temperament
 - ACEs
 - Resiliency
 - Child resiliency factors
 - Family resiliency factors
 - Socioeconomic factors
 - Basic needs met
 - Access to healthcare
 - Access to education
 - Access to resources
- Outcome #2:** Identify, individually and collectively, appropriate guidance techniques for groups of children based on proven theory, research, and developmentally appropriate practice.
- Guidance techniques
 - Direct
 - Indirect
 - Response to Intervention (RTI - pyramid model)
 - Universal strategies
 - Individualized strategies
 - Targeted strategies
 - Involving specialists in the process
 - Trauma-informed care
- Outcome #3:** Demonstrate positive, respectful, and culturally responsive approaches to guidance.
- Cultural variations regarding parenting and guidance styles
 - Power models
 - 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

NAEYC Professional Standards & Competencies for Early Childhood Educators:

#4 – Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Oregon Registry Core Knowledge Categories:

UGB - Understanding & Guiding Behavior (30 hours)

How Oregon Registry Online (ORO) Step 7 fulfills this requirement:

To earn a step 7 in ORO the candidate must complete at least 120 hours in the 10 Core Knowledge Categories (CKC). The specific CKC that aligns with the outcomes listed for this course is Understanding and Guiding Behavior. Understanding and Guiding Behavior trainings focus on gaining knowledge of developmentally appropriate and culturally appropriate guidance theories, principles, and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children. The key concepts for these CKCs include:

Knowledge of developmentally appropriate and culturally appropriate guidance theories, principles, and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children.

Current principles, theories, and research inform knowledge about understanding and guiding behavior.

Knowledge of both human development and positive relationships leads to an understanding of developmentally and culturally appropriate guidance and discipline strategies.

It is important to understand behavior in the context of personal factors, such as developmental stages, individual temperaments, culture, and learning styles.

It is important to understand behavior in the context of environmental and social factors, such as families, cultures, and other external influences.

Cooperative strategies of guidance are based upon practices that foster self-esteem, self-regulation, and constructive behavior.

ECE Electives (1cr each) – 2 credits total

- ECE 177 Multi-Age Groups (1 credit)
- ECE 179 Child Portfolios in ECE (1 credit)
- ECE 185 Field Trips in Early Childhood (1 credit)
- ECE 187 Cooking Experiences for Young Children (1 credit)
- ECE 188 Block Play and Woodworking for Young Children (1 credit)

ECE ELECTIVES, 2 Cr. Choose two elective courses from the following list: ECE 177 Multi-age Groups, ECE 179 Child Portfolios in ECE, ECE185 Field Trips in Earl Childhood, ECE 187 Cooking Experiences for Young Children, ECE 188 Block Play and Woodworking for Young Children. These electives explore benefits and challenges of creating quality environments, programming, and assessments for young children. There is an emphasis on design, implementation, evaluation, and solutions to possible barriers with each elective.

Course Outcomes – while the course outcomes vary with each elective the overall outcomes are as such:

1. Identify the elements of the elective's experiences for young children.
2. Articulate the role the elective has in the acquisition of skills and concepts across all developmental domains.
3. Design, implement, and evaluate how the elective provides experiences for children of varying ages and abilities.
4. Identify solutions to common barriers and issues that arise when implementing the elective's experiences with children.

How Oregon Registry Online (ORO) Step 7 fulfills this requirement:

To earn a step 7 in ORO the candidate must complete at least 120 hours in the 10 Core Knowledge Categories (CKC). The specific CKCs that align with outcomes for these electives are Learning environments & Curriculum and Observation and Assessment. Learning Environments & Curriculum focuses on the candidate gaining knowledge of the relation between the physical space, activities,

experiences, interactions, and materials with growth and development. In addition, the candidate will gain knowledge and experience creating developmentally and culturally appropriate learning environments and curricula to foster optimum growth and development of children. Observation and Assessment focuses on the candidate gaining knowledge of observation techniques, developmental screening, and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.

The key concepts for these CKCs include:

1. It is important to know, understand, and use a wide variety of culturally responsive approaches, strategies, and tools to positively influence child development and learning.
2. When planning culturally relevant learning experiences, it is important to consider program philosophy and goals, family and community expectations, developmental stages, needs, interests, cultures, abilities, quality, and content standards. Smooth, predictable routines and transitions, as well as a good balance in scheduled activities, are also important.
3. It is important to organize space that is predictable, appropriate, flexible, orderly, and aesthetic. Spaces should encourage active involvement, initiative, responsibility, creativity, and a growing sense of autonomy.
4. All supplies, equipment, and materials should reflect children's development, diversity of ability, culture, families, circumstances, and community. They should also support all areas of learning and development.
5. Selection and use of materials are guided by individual learning styles, varying developmental levels, special needs, and the languages and cultures of the children and families being served.
6. Using positive adult-child interactions to provide emotional support, classroom organization, and instructional support is critical for children's development and learning.
7. Observations and assessments can be used to learn to know each child as an individual.
8. Assessment of individual development and growth is best done through the lens of the child's culture and language.

AAS Early Childhood Education – 94 credits Career Description: The Early Childhood Education AAS degree is equivalent to a Step 9 in the Oregon Registry and qualifies students for a variety of positions within the field of early childhood

	education including Family Advocate, Parent Educator, Head Teacher, Quality Improvement Specialist, Child Care Center Director, and many others.
Other:	(List any course requirements that may exist beyond learning outcomes. Describe how the licensure/certification ensures that the requirement is addressed/fulfilled. For example, if the course requires a specific # of clinical hours, include licensure/certification requirements that show that the hours required have been fulfilled/addressed. Course requisite requirements are not applicable to licensure/certification CPL approval.)

SECTION #3 IMPLEMENTATION	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Curriculum Committee and VPIS approval is all that is required for the recognition of the submitted licensure/certifications as CPL. Therefore, once this has occurred, students may apply for CPL for the courses aligned with the approved licensure/certificate immediately.	

SECTION #4 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/director."</i>		
Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director):		

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

Credit for Prior Learning (CPL) Acceptance of Licensure/Certification Request

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION			
Department:	Early Childhood Education	Submitter name: phone: email:	Dr. Zip Krummel
License/Certification Title:	CDA Credential	Granting Institution(s)/Agency(s):	CDA Council
Course Equivalency:	Course Title(s):	ECE101(1cr), ECE120(3 cr), HEC201(3 cr), HEC262(3 cr), ECE121(3 Cr) ECE electives(2 cr), ECE130A(2 cr), ECE130B(1 cr), ECE134(2 cr)	
	Credits:	20	
Potential application to current awards:	ECE AAS, ECE Curriculum Certificate, ECE Fundamentals Certificate, Initial ECE Certificate		

SECTION #2 OUTCOMES AND CONTENT ALIGNMENT	
Alignment of Licensure/Certification requirements to course outcomes:	<p>(List all course outcomes [by each course if more than one course] and provide a bulleted outline for each outcome showing how licensure/certification requirements address/fulfill those outcomes.)</p> <p>ECE101 (1cr) – Exploring the ECE Field</p> <p>Description: Explores the diverse field of Early Childhood Education through site visits and interviews with professionals working in a variety of positions and settings. Expands knowledge of ECE professionals' workday including common challenges and rewards.</p> <p>Outcome #1: Identify the different types of early childhood care and education settings that serve children birth to age eight.</p> <ol style="list-style-type: none"> 1. Center-based programs <ul style="list-style-type: none"> · Head Start and Early Head Start · Private programs 2. Home-based programs 3. After school programs 4. Parent Co-ops 5. Faith-based programs <p>Outcome #2: Explain early childhood educators' duties.</p> <ol style="list-style-type: none"> 1. Develop through observations and class discussions what early childhood educators' duties include. 2. Explore how educators' "wear many hats".

- Teacher
- Family and child advocate
- Parent educator
- Source of comfort
- Moderator
- Entertainer
- Nurse
- Coach and referee
- Waiter

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

4. Introduce licensing requirements:

- Enrollment in Central Background Registry
- Certified in Infant/Child First Aid and CPR
- Valid food handler card
- Completion of the following trainings: Safe Sleep for Oregon's Infants, Prevention is Better than Treatment, and Recognizing and Reporting Child Abuse and Neglect Annual training requirements

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

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

1. Discuss basic journal and self-reflection guidelines

- Formatting
- Grammar expectations, etc.
- Outlining

2. Compare and contrast observations and interview responses.

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

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

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

- Teach basic interview guidelines
- Discuss how to create a thoughtful interview question
- Instruct students on basic skills such as confidentiality and professionalism.

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

3. Explore ideas such as:

- Fulfilling/rewarding
- Exciting
- Different every day/every year
- Making a positive impact

- Watching children grow

NAEYC Professional Standards & Competencies for Early Childhood Educators:

#6 Professionalism as an Early Childhood Educator

Oregon Registry Core Knowledge Categories equivalency = OR Registry Core Knowledge Categories: PPLD – Personal, Professional & Leadership Development (10 hours)

How the CDA credential fulfills this requirement:

CDA candidates must complete 120 hours of formal training, covering the growth and development of children ages 0-5 depending on the type of credential they choose. They must complete no fewer than 10 training hours in each of the eight CDA subject areas. The subject areas that relate directly to this course requirement are managing an effective program operation and maintaining a commitment to professionalism. In addition to formal training, the candidate must obtain 480 hours of professional work experience in a center-based setting. A collection of reference materials related to their work with children and families must be prepared as a professional portfolio that will be presented to a CDA Professional Development Specialist. The specialist reviews the portfolio and completes a verification visit or an observation of the candidate working with children as a final assessment. Furthermore, the candidate must pass a comprehensive exam to demonstrate the knowledge acquired through training and experience. The requirements of this course are tested in this comprehensive exam.

ECE120 (3cr) – Introduction to Early Childhood Education

Description: Introduces practitioners to the major tenets of the Early Childhood Education profession with emphasis on: historical influences, fundamental principles, current issues, careers, program models and approaches, and ethical and professional standards in accordance with the National Association for the Education of Young Children.

Outcome #1: Summarize historical influences and current issues in the Early Childhood Education field.

1. History of ECE in the U.S.
 - American influences
 - National Association for the Education of Young Children
 - Influences from abroad
 - Social change
2. Fundamental principles
 - Young children
 - Are capable and competent
 - Learn best when their needs are met
 - Are unique in their growth and development
 - Develop and learn within the context of their family and culture

- Families
 - Are the primary caregivers and educators of young children
 - Are critical partners in all early learning environments
 - Children can thrive across diverse family structures and all families bring strengths
 - Early Learning Environments
 - Support young children to learn in the context of relationships
 - Reinforce the importance of the cultural context of young children, families and communities.
 - Provide opportunities for active exploration
 - Provide experiences that are relevant and integrated across domains of development
 - Intentionally promote the development of skills and knowledge
 - Utilize authentic assessment
 - Provide opportunities for children to benefit from diversity
 - Support children's language development in their primary language
 - Communities
 - Believe that all children deserve high-quality early learning experiences
 - Offer a variety of resources that support early growth and course development
 - Strategically plan to meet the needs of children and families
3. Current Issues
- Upholding the value of play
 - "True" play
 - Risky play
 - Defining "quality" ECE programs
 - Universal preschool
 - Equity and inclusion in the ECE classroom
 - Reducing the achievement gap
 - The role of assessment in ECE
 - Guidance vs. punishment
 - Professionalizing the field and increasing compensation
 - Power to the Profession

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

1. Types of Programs in the U.S.
 - Center-based programs
 - Head Start and Early Head Start
 - Private programs
 - Home-based programs
 - After School Programs
 - Parent Co-ops
2. Approaches
 - Teacher-led (traditional)
 - Play-based
 - Emergent Curriculum

- Waldorf
- Montessori
- Reggio Emilia
- High Scope
- Bank Street
- Whānua
- Anji Play
- Outdoor & forest schools

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

1. Identify local and national early care and education programs
 - Research positions within these programs
 - Identify job responsibilities, educational requirements and wages.

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

1. "Professional Standards and Competencies for Early Childhood Educators"
2. "NAEYC's Code of Ethical Conduct"
3. Developmentally Appropriate Practice

How the CDA credential fulfills this requirement:

CDA candidates must complete 120 hours of formal training, covering the growth and development of children ages 0-5 depending on the type of credential they choose. They must complete no fewer than 10 training hours in each of the eight CDA subject areas. All eight of the subject areas relate directly to this course requirement:

- o Planning a safe and healthy learning environment
- o Advancing children's physical and intellectual development
- o Supporting children's social and emotional development
- o Building productive relationships with families
- o Managing an effective program operation
- o Maintaining a commitment to professionalism
- o Observing and recording children's behavior
- o Understanding the principles of child development and learning

In addition to formal training, the candidate must obtain 480 hours of professional work experience in a center-based setting. A collection of reference materials related to their work with children and families must be prepared as a professional portfolio that will be presented to a CDA Professional Development Specialist. The

specialist reviews the portfolio and completes a verification visit or an observation of the candidate working with children as a final assessment. Furthermore, the candidate must pass a comprehensive exam to demonstrate the knowledge acquired through training and experience. The requirements of this course are tested in this comprehensive exam.

HEC201 (1cr) – Family-Teacher Partnerships and Community Connections

Description:

Identifies the influences on children and their families which impact child and family behaviors, values, attitudes, beliefs, and morals. Includes: parenting patterns; cultural, religious and socioeconomic influences; peer, school, media impacts; family development; community ecology; special needs children; prejudice; and public policy.

Outcome

#1: Describe the normal child growth and development from the prenatal period through adolescence using current research theories and principles.

Concepts, Issues, Themes:

- Contributing factors in the socialization of children.
- The nature and nurture of families.
- Values, morals and attitudes.
- Behavior, gender identity, special needs.
- The implications of mass media and public policy.
- Gathering information from parents.

Outcome

#2: Use current research to investigate parenting patterns and how they are influenced by mass media, culture, values, and socioeconomics.

Process Skills:

- Assessing the community role in diversity issues.
- Thinking critically when observing different forms of mass media.
- Speaking before a group.
- Interviewing adults with skill and sensitivity.

Outcome

#3: Recognize the influence of family and society on the socialization of

children. Theories and principles of Child Development:

- Domains of Development
 - Social-emotional
 - Cognitive-Creative
 - Physical
 - Language
- Periods of Development
 - Pre-natal
 - Infancy
- Early Childhood
- Middle Childhood
- Adolescence

How the CDA credential fulfills this requirement:

CDA candidates must complete 120 hours of formal training, covering the growth and development of children ages 0-5 depending on the type of credential they choose. They must complete no fewer than 10 training hours in each of the eight CDA subject areas. The subject areas that relate directly to this course requirement are advancing children's physical and intellectual development, supporting children's social and emotional development, understanding the principles of child development and learning, and building productive relationships with families. In addition to formal training, the candidate must obtain 480 hours of professional work experience in a center-based setting. A collection of reference materials related to their work with children and families must be prepared as a professional portfolio that will be presented to a CDA Professional Development Specialist. The specialist reviews the portfolio and completes a verification visit or an observation of the candidate working with children as a final assessment. Furthermore, the candidate must pass a comprehensive exam to demonstrate the knowledge acquired through training and experience. The requirements of this course are tested in this comprehensive exam.

HE262(3cr) – Children's Health, Nutrition & Safety

Description: Explores current health and safety issues for prenatal to age 8 years old children. Examines childhood illnesses and ailments, nutrition, obesity, stress, wellness, safe environment, community networking, self-esteem and general first aid.

Outcome #1: Recognize current significant children's health issues.

- Define the concept of wellness, its components, and its application to young children.
- Societal and environmental influences on current health issues for children.
- Identify and discuss afflictions on the ENT area: ear infections, sore throats, swimmers ear, broken ear drum.
- Identify and discuss afflictions of the skin: impetigo, scabies, ringworm, contact dermatitis, and eczema.
- Explain how accident prevention, dental health and emotional health are special health considerations for young children.
- Know signs, symptoms, and treatments for common childhood illnesses and ailments; the role sanitation and immunization perform in the prevention of communicable diseases.
- Understand disease transmission principles and prevention of transmission: define prodromal, contagious, incubation period, immunization.
- Relate the latest AMA immunization recommendations for infants and young children.

Outcome #2: Analyze societal and environmental influences on children's health.

- Identify types of abuse and neglect; describe characteristics of abusive adults and abused children. Discuss mandated reporting.
- Develop age-appropriate strategies to promote sound emotional health and positive stress management.
- Recognize ways in which children demonstrate their stress; understand the G.A.S.
- Analyze significant emerging health issues, such as environmental pollutants and obesity, influence on children's health.

Outcome #3: Apply knowledge of age-appropriate health, safety, and nutrition behaviors for children.

- Know the dietary guidelines and New Food Pyramid.
- Identify the food group pyramid and know recommended servings for infants and children; describe the ideal dietary proportions of protein, fat, complex carbohydrates, and simple carbohydrates.
- Identify and know characteristics of water soluble and fat soluble vitamins.
- Explain nutrient density in foods and its application in snack food selection.
- Know the major nutritional problems facing young children today.

Outcome #4: Promote healthy choices among young children and their environments.

- Analyze the influence of media and technology on nutrition attitudes and choices.
- Know the most frequent causes of accidental death among young children.
- Describe the teachers or caregiver's role and responsibilities as they relate to management of accidental injuries and illness.

NAEYC Professional Standards & Competencies for Early Childhood Educators:

#1 - Child Development & Learning in Context

Oregon Registry Core Knowledge Categories:

HSN - Health, Safety & Nutrition (30 hours)

How the CDA credential fulfills this requirement:

CDA candidates must complete 120 hours of formal training, covering the growth and development of children ages 0-5 depending on the type of credential they choose. They must complete no fewer than 10 training hours in each of the eight CDA subject areas. The subject areas that relate directly to this course requirement are advancing children's physical and intellectual development, supporting children's social and emotional development, understanding the principles of child development and learning, and planning a safe and healthy learning environment. In addition to formal training, the candidate must obtain 480 hours of professional work experience in a center-based setting. A collection of reference materials

related to their work with children and families must be prepared as a professional portfolio that will be presented to a CDA Professional Development Specialist. The specialist reviews the portfolio and completes a verification visit or an observation of the candidate working with children as a final assessment. Furthermore, the candidate must pass a comprehensive exam to demonstrate the knowledge acquired through training and experience. The requirements of this course are tested in this comprehensive exam.

ECE 121 Guidance & Classroom Management: Birth to Age 8

Description: 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.

Course Outcomes

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.
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.

How the CDA credential fulfills this requirement:

CDA candidates must complete 120 hours of formal training, covering the growth and development of children ages 0-5 depending on the type of credential they choose. They must complete no fewer than 10 training hours in each of the eight CDA subject areas. The subject areas that relate directly to this course requirement are advancing children's physical and intellectual development, supporting children's social and emotional development, understanding the principles of child development and learning, planning a safe and healthy learning environment, and observing and recording children's behavior. In addition to formal training, the candidate must obtain 480 hours of professional work experience in a center-based setting. A collection of reference materials related to their work with

children and families must be prepared as a professional portfolio that will be presented to a CDA Professional Development Specialist. The specialist reviews the portfolio and completes a verification visit or an observation of the candidate working with children as a final assessment. Furthermore, the candidate must pass a comprehensive exam to demonstrate the knowledge acquired through training and experience. The requirements of this course are tested in this comprehensive exam.

ECE ELECTIVES, 2 Cr. Choose two elective courses from the following list: ECE 177 Multi-age Groups, ECE 179 Child Portfolios in ECE, ECE185 Field Trips in Earl Childhood, ECE 187 Cooking Experiences for Young Children, ECE 188 Block Play and Woodworking for Young Children. These electives explore benefits and challenges of creating quality environments, programming, and assessments for young children. There is an emphasis on design, implementation, evaluation, and solutions to possible barriers with each elective.

Course Outcomes – while the course outcomes vary with each elective the overall outcomes are as such:

1. Identify the elements of the elective's experiences for young children.
2. Articulate the role the elective has in the acquisition of skills and concepts across all developmental domains.
3. Design, implement, and evaluate how the elective provides experiences for children of varying ages and abilities.
4. Identify solutions to common barriers and issue that arise when implementing the elective's experiences with children.

How the CDA credential fulfills this requirement:

CDA candidates must complete 120 hours of formal training, covering the growth and development of children ages 0-5 depending on the type of credential they choose. They must complete no fewer than 10 training hours in each of the eight CDA subject areas. The following subject areas relate directly to any elective course requirement a candidate may choose:

- o Planning a safe and healthy learning environment
- o Advancing children's physical and intellectual development
- o Supporting children's social and emotional development
- o Building productive relationships with families
- o Observing and recording children's behavior
- o Understanding the principles of child development and learning

In addition to formal training, the candidate must obtain 480 hours of professional work experience in a center-based setting. A collection of reference materials

related to their work with children and families must be prepared as a professional portfolio that will be presented to a CDA Professional Development Specialist. The specialist reviews the portfolio and completes a verification visit or an observation of the candidate working with children as a final assessment. Furthermore, the candidate must pass a comprehensive exam to demonstrate the knowledge acquired through training and experience. The requirements of this course are tested in this comprehensive exam.

ECE 130A Practicum Orientation, 2 Cr. Provides overview of Practicum (student teaching) purpose, process and student's role in achieving successful practicum experiences throughout the ECE program. Prerequisites: placement into IRW 115 or WR 115; ECE 101, ECE 120. Prerequisite/concurrent: HE 113.

Course Outcomes:

1. Compare and contrast licensing requirements for the different types of childcare programs in Oregon or Washington.
2. Complete all the requirements to successfully begin ECE practicums.
3. Explain the requirements to successfully pass practicums and seminars and to graduate from the ECE program.

Suggested Outcome Assessment Strategies

- Actively participate in seminar discussions and activities.
- Develop a Competency Portfolio which documents their completion of the competencies for Practicum 1 and 2.
- Complete a progress journal.

How the CDA credential fulfills this requirement:

To obtain the CDA credential, educators must complete their training in a state-approved child development center. The final assessment takes place in a state-approved facility that has at least 10 enrolled children and a minimum of two early childhood educators who regularly work with the children. To successfully pass the assessment, candidates must also be familiar with the state's licensing requirements. In addition, a CDA candidate must complete a CDA Professional Portfolio that documents all their work experience and training as follows:

CDA Expectations: Obtain 480 hours of professional work experience in a center-based setting with children ages birth to 36 months, including experience in all three sub-age groups – young infants (birth to 8 months), mobile infants (9-17 months), and toddlers (18-36 months).

CDA® Subject Areas – Must complete 120 hours of formal ECE training, covering the growth and development of children ages birth to 36 months, with no fewer than 10 training hours in each of the eight subject areas:

- o Planning a safe and healthy learning environment
- o Advancing children’s physical and intellectual development
- o Supporting children’s social and emotional development
- o Building productive relationships with families
- o Managing an effective program operation
- o Maintaining a commitment to professionalism
- o Observing and recording children’s behavior
- o Understanding the principles of child development and learning

CDA® Training

Training can be obtained through a wide variety of organizations — from a single training agency or several training organizations. The organization must have expertise in early childhood education and teacher preparation and must provide official documentation of training completed.

The Council does not accept training provided by individual consultants or from a conference. A trainer is considered an individual consultant if they are providing training independently. A training agency must have two or more instructors to not be considered an individual consultant.

Acceptable forms of training documentation:

- o College transcript from an accredited college or university
- o Certificate of Training
- o Letter of training on official letterhead of the agency(ies)
(CDA Council, 2023)

ECE 130B Practicum Seminar 1, 1 Cr. Develop basic intermediate skills for supporting the total development of children, ages birth to 5 years, focusing on the role of the teacher in implementing a developmental program of early childhood education in two interdependent components: seminar and practicum. Prerequisite: ECE 130A. Corequisite: ECE 134.

Course Outcomes

1. Collect and represent documentation of standard achievement as specified in the NAEYC Standards for Initial Professional Preparation.
2. Use the knowledge, skills, and abilities acquired in pre-and co-requisite coursework to discuss working with children.

Suggested Outcome Assessment Strategies

Review collected materials for a professional portfolio documenting achievement of the NAEYC Standards for Initial Professional Preparation.

How the CDA credential fulfills this requirement:

The NAEYC Standards for Initial Early Childhood Professional Preparation includes 7 standards:

1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing to support young children and families
4. Using developmentally effective approaches
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional
7. Early childhood field experiences (NAEYC, 2011)

To obtain the CDA credential, educators must complete their training in a state-approved child development center. The final assessment takes place in a state-approved facility that has at least 10 enrolled children and a minimum of two early childhood educators who regularly work with the children. To successfully pass the assessment, candidates must also be familiar with the state's licensing requirements. In addition, a CDA candidate must complete a CDA Professional Portfolio that documents all their work experience and training as follows:

CDA Expectations: Obtain 480 hours of professional work experience in a center-based setting with children ages birth to 36 months, including experience in all three sub-age groups – young infants (birth to 8 months), mobile infants (9-17 months), and toddlers (18-36 months).

CDA® Subject Areas – Must complete 120 hours of formal ECE training, covering the growth and development of children ages birth to 36 months, with no fewer than 10 training hours in each of the eight subject areas:

- o Planning a safe and healthy learning environment

- o Advancing children’s physical and intellectual development
- o Supporting children’s social and emotional development
- o Building productive relationships with families
- o Managing an effective program operation
- o Maintaining a commitment to professionalism
- o Observing and recording children’s behavior
- o Understanding the principles of child development and learning

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Training can be obtained through a wide variety of organizations — from a single training agency or several training organizations. The organization must have expertise in early childhood education and teacher preparation and must provide official documentation of training completed.

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Acceptable forms of training documentation:

- o College transcript from an accredited college or university
- o Certificate of Training
- o Letter of training on official letterhead of the agency(ies)
(CDA Council, 2023)

In addition to the CDA Portfolio, candidates must send out and gather family questionnaires from the families they served in the setting and age group of the credential selected. Through this questionnaire, families are given the opportunity to assess the services they received from the candidate. A CDA Professional Development Specialists reviews the portfolio and the questionnaires, observes the candidate in a working setting, and completes a follow-up interview to discuss areas of strengths and opportunities for growth. To complete the CDA process, the candidate must also take a final exam to demonstrate the knowledge they have gained.

ECE 134 Practicum 1, 2 Cr. Develops basic intermediate level skills to work with children birth through eight years in a group setting. Includes the use of developmentally appropriate methods to support guidance and conflict resolution,

schedule and routine planning, fundamental curriculum development, and environmental modification. Develops skills in working with children in a group setting using developmentally appropriate methods. Prerequisites: CG 101, HE 113, HEC 201, ECE 101, ECE 120, ECE 121, ECE 122, ECE 124, ECE 126, ECE 130A, ECE 200; Prerequisite/ concurrent: ECE 221; Corequisite: ECE 130B.

Course Outcomes

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

1. Use knowledge of child development to create healthy, respectful, supportive, and challenging learning environments for young children.
2. Use an understanding of the goals, benefits, and uses of assessment to develop appropriate goals, curriculum, and teaching strategies for young children.
3. Develop positive relationships and supportive interactions with young children in an early childhood environment.
4. Reflect on personal caregiving practices to promote positive outcomes for each.

Suggested Outcome Assessment Strategies

Assessments will include: a competence portfolio II, reflective journals, conferences to review competency portfolio, participate in Practicum (student teaching) activities and evaluations at a CGCC approved Practicum site.

How the CDA credential fulfills this requirement:

The NAEYC Standards for Initial Early Childhood Professional Preparation includes 7 standards:

- Promoting child development and learning
- Building family and community relationships
- Observing, documenting, and assessing to support young children and families
- Using developmentally effective approaches
- Using content knowledge to build meaningful curriculum
- Becoming a professional
- Early childhood field experiences (NAEYC, 2011)

To obtain the CDA credential, educators must complete their training in a state-approved child development center. The final assessment takes place in a state-approved facility that has at least 10 enrolled children and a minimum of two early childhood educators who regularly work with the children. To successfully pass the assessment, candidates must also be familiar with the state's licensing

requirements. In addition, a CDA candidate must complete a CDA Professional Portfolio that documents all their work experience and training as follows:

CDA Expectations: Obtain 480 hours of professional work experience in a center-based setting with children ages birth to 36 months, including experience in all three sub-age groups – young infants (birth to 8 months), mobile infants (9-17 months), and toddlers (18-36 months).

CDA® Subject Areas – Must complete 120 hours of formal ECE training, covering the growth and development of children ages birth to 36 months, with no fewer than 10 training hours in each of the eight subject areas:

- o Planning a safe and healthy learning environment
- o Advancing children’s physical and intellectual development
- o Supporting children’s social and emotional development
- o Building productive relationships with families
- o Managing an effective program operation
- o Maintaining a commitment to professionalism
- o Observing and recording children’s behavior
- o Understanding the principles of child development and learning

CDA® Training

Training can be obtained through a wide variety of organizations — from a single training agency or several training organizations. The organization must have expertise in early childhood education and teacher preparation and must provide official documentation of training completed.

The Council does not accept training provided by individual consultants or from a conference. A trainer is considered an individual consultant if they are providing training independently. A training agency must have two or more instructors to not be considered an individual consultant.

Acceptable forms of training documentation:

- o College transcript from an accredited college or university
- o Certificate of Training
- o Letter of training on official letterhead of the agency(ies) (CDA Council, 2023)

	<p>A CDA Professional Development Specialists reviews the portfolio and the questionnaires, observes the candidate in a working setting, and completes a follow-up interview to discuss areas of strengths and opportunities for growth. To complete the CDA process, the candidate must also take a final exam to demonstrate the knowledge they have gained.</p> <p>References:</p> <p><i>The CDA Three-Step Process</i>. CDA Council. (2023, February 2). https://www.cdacouncil.org/educator-pathways/preschool/</p> <p>NAEYC. (2011, July). <i>Summary of the NAEYC Professional Preparation Standards</i>. NAEYC. https://www.naeyc.org/accreditation/higher-ed/standards/summary</p>
Other:	<p>(List any course requirements that may exist beyond learning outcomes. Describe how the licensure/certification ensures that the requirement is addressed/fulfilled. For example, if the course requires a specific # of clinical hours, include licensure/certification requirements that show that the hours required have been fulfilled/addressed. Course requisite requirements are not applicable to licensure/certification CPL approval.)</p>

SECTION #3 IMPLEMENTATION	
Implementation term:	<input type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
<p>Curriculum Committee and VPIS approval is all that is required for the recognition of the submitted licensure/certifications as CPL. Therefore, once this has occurred, students may apply for CPL for the courses aligned with the approved licensure/certificate immediately.</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/director."</i></p>

Submitter	Email	Date
Department Chair (enter name of department chair):		
Department Dean/Director (enter name of department dean/director):		

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.

Final CC Dates for 2025-26

September 18 (Thursday), 10 am – 12:00 pm – Orientation, TDC (2 hours)

Regular CC meetings (Thursdays: 3:30-5:00pm)

October 9 and 23

November 6 and 20

January 29

February 12 and 26

March 12 and 26

April (TBD date and time) – Retreat (3 hours)

3-4 Credit Conversion & Credit Substitution

Three-to-Four Credit Conversion (CGCC 2024-25 catalog pg. 11)

Some lower division collegiate courses (LDC) have changed to four credits. For degrees and certificates requiring specific LDC courses, the three credit version of the same course is generally accepted. Comprehensive degree and certificate minimum requirements must be met.

Credit Substitution (CGCC 2024-25 catalog, pg. 128)

Students have the right to petition for the substitution of course work to meet degree and/or certificate requirements. No student may graduate with fewer than the required number of credits in a degree or certificate. Credit can be given for a substitution of additional coursework, but the number of credits cannot be waived.

Requests for substitutions of course work in the ASOT, AAOT, AS and AGS degrees require approvals by the Registrar in accordance with generally accepted practices.

Requests for substitution of coursework in AAS degrees and certificates require approval by the department chair from which the student is earning the degree and/or certificate, consistent with degree outcomes.

All substitutions must meet state guidelines for each degree or certificate as established by the State of Oregon's Higher Education Coordinating Commission degree and certificate rules. The Registrar's office provides institutional approval for substitution decisions based on accreditation standards, government regulations and degree outcomes. Substitution forms are available online or at Student Services.