

STAGE 2: CONCEPT DEVELOPMENT FOR ACADEMIC AFFAIRS EARLY CHILDHOOD EDUCATION: DEVELOPMENTALLY APPROPRIATE LEARNING ENVIRONMENTS (DALE) CERTIFICATE

The program developer should work closely with the curriculum coordinator, department chair, and instructional dean to assess program feasibility and complete the “[New Programs: Stage 2, Concept Development for Academic Affairs](#)” required documentation. *Depending on the internal expertise, the program developer may wish to convene the Program Planning Advisory Team (see step 3.1) as part of Stage 2 instead of Stage 3.*

- 2.1 Program Overview:** Include a copy of the information provided in Stage 1, noting that the program overview and strategic plan alignment may be expanded as needed; employment projections will expand to a labor market analysis as part of the communication process for Stage 3.

Overview:

The Developmentally Appropriate Learning Environments (DALE) certificate is designed to support students seeking careers in environments that serve young children and families. The DALE certificate is a step along the pathway to the AAS in Early Childhood Education, and it invites students to apply theories of developmentally appropriate practice within early learning environments.

Students with intentions to seek higher degrees or career opportunities in settings serving children and families may use the DALE Studies Certificate to demonstrate coursework and field placement experience. Credits will apply toward the Head Start Reauthorization Act for *highly qualified* lead and assistant teachers and family advocates. Students considering the Early Childhood Development program through Southern Oregon University may apply all courses to SOU program requirements.

Potential Students:

Many regional programs providing programming for young children follow the Head Start mandates for determining *highly qualified* staff. In addition to the influence of Head Start, the Oregon Online Registry is a voluntary program in which early childhood educators may submit evidence of training, work experience and college coursework to determine increased *Steps* for professional development. Currently, COCC is one of several community colleges in Oregon that recognizes the Oregon Registry and articulates courses (up to 11 credits from ED 140, 151, and 262) for students with a *Step 7* or higher.

Another subset of our current ECE students include students intending to transfer to bachelor programs, including Southern Oregon’s Early Childhood Education program and Oregon State University’s Human Development and Family Sciences (HDFS) program. Students on this path may or may not already have an associate or bachelor degree. Additionally, we have a few students every year entering with degrees but lacking the classroom experience required for admittance into the MAT program.

A third group of students who will benefit from this potential certificate include our English language learners within the ECE program. Following the support of the Partners in Practice Grant, the ECE program has seen an increase in the number of

students who declare Spanish as their first language. With grant and institutional support, we have been able to offer a number of our ECE classes in Spanish. Currently, we have a cohort of approximately 40 students who have taken ED 140, 151, 112, and 152 in their first language. This has allowed a historically underserved population to have access to critical coursework to support their employment in Central Oregon's early learning programs. The DALE would offer a completion step for those students seeking livable wages as early learning professionals while increasing their English language skills.

Alignment with Institutional Goals:

These combined professional efforts lead to an increased number of students returning to college classrooms to expand their coursework and background in specific areas within the early childhood education field. Many of these students will, eventually, earn their Associate degrees; however, many of them do not require a degree to meet their goals. Overall, a certificate supports SEM target objectives one and two for course and program offerings and service to the college district.

In an effort to meet student and institutional needs, as outlined by the SEM 2012-2014 recommended targets, a certificate option will support retention by providing a short-term goal that is achievable in 3 terms. A certificate option provides persistence in that all courses will apply to both AAS and AAOT degrees should the student wish to pursue the program pathway. And, the certificate will support completion by expanding CTE major certificates and career pathways that may stand alone or articulate with AAS degrees.

- 2.2 Certificate or Degree Options** (work with the appropriate dean and curriculum coordinator to select the appropriate degree/certificate) (**appropriate options in BLUE**)
- a. **Short-term certificate:** Ranges from 12 to 44 credits; all courses must be part of a larger certificate of completion or associate of applied science degree; highly prescribed in terms of technical, career-related coursework; generally aligns with the training needed for employment in a specific job. See automotive technology and forest resources technology for current examples.
 - b. **Certificate of completion:** Equal to one- or two-years of full-time credits; highly prescribed in terms of technical, career-related coursework; can be stand-alone or embedded within associate of applied science degree. Current examples include medical assisting, business administration-accounting and geographic information systems.
 - c. **Associate of applied science (AAS):** Generally two years of full-time coursework; includes some general education course requirements; remaining credits tailored towards career-related coursework; see AAS checklist in COCC catalog. Current examples include structural fire science and early childhood education.
 - d. **Associate of applied science with options:** Same structure as the AAS above, but includes ability to focus on specific tracks within in a career option. At least 70% of the options credits must exist in the parent AAS degree. Current examples include computer and information systems and business administration.

- e. **Career Pathway Certificate of Completion:** Consists of a grouping of credits wholly contained in an approved AAS degree or a certificate of completion with 45+ credits, they are limited to 12-44 credits.

2.3 Curriculum Planning: Provide a course of study to include course titles, credits per course, prerequisites, and general education requirements, as well as the anticipated delivery method (in person, online, hybrid, self-paced) and the campus location in which the program will be offered.

Certificate Requirements:

Note: *Classes offered for the certificate include classes offered for AAS and AAOT degrees. Classes may be face-to-face, online, or hybrid.*

*ED 140	Introduction to Early Childhood Education	4 credits
*ED 150	Environments & Curriculum in Early Childhood Education	4 credits
*ED 151	Observation & Guidance in Early Childhood Education Learning	4 credits
*ED 152	Family, School and Community Relationships in Early Childhood Education	3 credits

Choose two from the following list:

*ED 112	Children’s Literature & Curriculum	3 credits
*ED 172	Language and Literacy in Early Childhood Education	3 credits
*ED 173	Movement, Music and the Arts in Early Childhood Education	3 credits
*ED 174	Math, Science, and Technology in Early Childhood Education	3 credits
*ED 176	Supporting Social, Emotional, and Mental Health in Early Childhood Education (PENDING APPROVAL)	3 credits

Total Credits 21

**Applicable course for AAS in ECE*

Certificate requirements: Cleared background check through the Oregon Child Care Division; grade of C or higher.

2.4 Enrollment Projections: Provide anticipated enrollment, including information on data source.

Anticipated Enrollment

Certificate-seeking students will likely be a subset of students pursuing the AAS in ECE or the AAOT with an intention to transfer into SOU or OSU’s HDFS program. All students with a declared major in ECE will fall under the certificate eligibility enrollment projections.

Based on End of Year Report for 2014-2015

Program	Transfer	CTE
Early Childhood Education	84	74
Elementary Education	64	N/A
Certificate in Child, Family & Community Studies	X	10
Total potential students		232

Current students in ECE (Fall 2015)

Early Childhood Education

CTE: 74

Transfer: 84

Certificate in Child, Family, and Community Studies
Early Childhood Majors (as of Fall 2015): 133
Education Majors (as of Fall 2015): 45

- 2.5 Preliminary Budget:** Describe anticipated revenue, including tuition and specialized fees; implementation budget, including whether a content expert is needed and/or load relief for existing faculty is recommended; operational budget; accreditation requirements affecting budgets, including program delivery, staffing, budget, or other factors. Additionally, the program developer should meet with the grants coordinator to determine if outside grant opportunities exist that may assist with implementation or on-going costs.

Projected Expense

In an effort to prepare for the certificate, the program director may require several meetings with other program directors offering similar options. These efforts will likely fit within PIP goals and may require minimal additional funding.

- 2.6 Instructional Requirements:** Describe the following, noting that this will be expanded upon in Stage 3:
- a. Describe the anticipated organizational structure, including staffing needs such as program director, full-time faculty, adjunct faculty, part-time instructor, support staff, specialized program staff, and other anticipated staffing needs. Include which existing department will have oversight for the program and minimum qualifications for new faculty.
 - b. Recognizing that career and technical education programs often have requirements which apply only to that program, the program developer should include information on unique aspects of the program. Considerations include, but are not limited to, specialized instruction, support, or other staffing; disability considerations; student/faculty ratio; and specialized facilities or equipment; internships; unique or high cost students expenses such as certification exams.
 - c. After meeting with other academic departments who may provide needed support courses, describe instructional impacts to other academic departments. Examples include need for specialized courses or prerequisites.

Faculty

Currently, the ECE program includes one FT-Tenure track faculty member, one FT-Temp instructor, one adjunct, and 2 part-time instructors. There will be no further faculty increases to meet the certificate option. Faculty qualifications remain the same as qualifications for the AAS and transfer programs.

Leverages

- a. All elements of the existing ECE and transfer programs will support the certificate option.
- b. The DALE certificate will be a pathway step toward the AAS in ECE. Therefore, it will fall under the ECE program responsibilities.
- c. No new space or institutional resources are required for the certificate option. Current resources, including physical space, administrative responsibilities, and library services will meet the needs of the certificate option.

Projected Expense

In an effort to prepare for the certificate, the program director may require several meetings with other program directors offering similar options. These efforts will likely fit within PIP goals and may require minimal additional funding.

- 2.7 Faculty Position Requests:** Department chair begins discussion of position needs with ChairMoot (not required for Academic Affairs approval process).

The instructional requirements for the DALE fall under the same instructional needs at the current AAS in ECE. No additional staffing is required.

- 2.8 Potential Policy Impacts:** Describe any new policies or changes to existing policies needed to support this program, working with the instructional dean to determine appropriate approval process.

N/A

- 2.9 Updated Implementation Timeline:** Review and update information provided in previous Stage.

Ideally, we would like to offer the DALE option as early as Fall 2016.

- 2.10 Additional Information:** Provide additional information that may be helpful in the decision process, including any extraordinary needs unique to the proposed program.

Please see supporting documents previously forwarded, including the NOI and letters of support for NeighborImpact-Child Care Resources and Referral.

Approval for State 2: Concept Development

- 1. Department chair:** Program developer submits the above information to the proposed department chair for review and approval. The Department Chair recommends the program to the Instructional Dean as is and with comments, or may return the proposal to the program developer for revision.
- 2. Instructional dean:** Department chair submits the proposal to the instructional dean for review and approval. The Instructional Dean recommends the program to the VPI as is and with comments, or may return the proposal to the Department Chair for revision.
- 3. VPI:** Instructional dean submits the proposal to the VPI for review and approval. The VPI recommends the program to the Academic Affairs Committee as is and with comments, or may return the proposal to the Instructional Dean for revision.
- 4. Academic Affairs (AA):** The VPI submits the program proposal to the Academic Affairs Committee for a first and second reading. If approved, AA forwards the recommendation to the president, with comments provided by AA.
- 5. President:** AA submits the recommendation to the president, who will solicit feedback from his/her leadership team. The president either approves (noting that this includes tentative budget commitment) as is and move the proposal to Stage 3: Program Planning, return to the appropriate party for revisions, or deny the proposal. If not approved, the president (or

designee) will provide a rationale for that decision and include whether the program facilitator may readdress specific questions.

If approved, the curriculum coordinator completes the [Stage 2: Concept Development Approval Form](#) and submits to the President for signature; form is filed with Curriculum Office.

Communication

1. President (or designee) posts an announcement to CommLines regarding programs approved for Stage 3: Program Planning.
2. VPI notifies Academic Affairs, Curriculum Committee, Deans and Directors, and all faculty as to which programs were approved.
3. VPI develops an information item for the Board of Directors to inform them of the potential new program.
4. VPI adds Stage 2 program as an agenda item for ChairMoot to review potential implications of proposed programs (new positions, impacts to other departments, etc.)
5. Program developer brings any policy changes to appropriate committees for review and approval.