



Form 1: Presentation Checklist

Two New ED Certificates

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Use the instructions for this document to complete your presentation checklist; then e-mail your completed presentation checklist (not the instructions) to the Academic Affairs chair by his or her specified deadline. Please note: If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as N/A. Use as many pages as necessary.

PROPOSAL OVERVIEW

Faculty from Education have proposed two new short-term certificates: Foundations for Education Licensure (Angie Cole) and STEM in Early Childhood Education (Amy Howell). The concepts for these programs were approved by the appropriate instructional dean (Jessica Giglio) and the VPAA. They are ready for Academic Affairs review before moving to Curriculum Committee.

TYPE OF AGENDA ITEM

- Information Item (requires approval of AA Chair)
Action Item
Information and committee feedback
Procedure—revision (Attach current procedure with proposed changes illustrated with track changes)
Procedure—new
Identify suggested location in GPM:
Policy—revision (Attach current policy with proposed changes illustrated with track changes)
Policy—new
Identify suggested location in GPM:
New academic program (Complete only items #1 and #2 on this form and attach stage 2 document.)
Other:

BUDGET

Both of these programs will use existing courses and the Foundations for Licensure certificate anticipates no budgetary impact to implement. STEM in ECE anticipates needing \$500 for materials in its first year of implementation, but no other funds requested/reallocated.

INSTRUCTIONAL REQUIREMENTS

Detailed in Program Proposal, but no new courses or faculty hiring requested for either program.

OPERATIONAL NEEDS, CURRENT AND FUTURE

Detailed in Program Proposal

STUDENT IMPACT

Detailed in Program Proposal

ANTICIPATED IMPLEMENTATION TIMELINE

Targeting the AY 24-25 Catalog.



Program Proposal: Foundations of Licensure in Education

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Accreditation

Is there an accreditation association that aligns with the program? No

Evidence of Need (Standard A)

*See Occupational Profile Report

Advisory Board Collaboration (Standard B)

Jay Weeks: Director of Human Resources (Crook County Schools)

jay.weeks@crookcountyschools.org

Heather Petersen: Assistant Director of HR (Redmond School District)

heather.petersen@redmondschools.org

Stephen Duval: Director of College & Career Readiness (Bend La Pine Schools)

Stephen.duval@bend.k12.or.us

* See Signed Letter of Support

Alignment (Standard C)

College Mission

Central Oregon Community College empowers students and engages communities through high quality, equitable and accessible lifelong education.

This certificate is in line with the College Mission. The mission seeks to **empower students** and this certificate is student-centered. It will allow them to access and navigate a pathway to licensure with greater ease and efficiency. The certificate option will also give them early confirmation of the pathway and be a way to build their confidence early in the journey.

High Quality Education: The certificate is focused on high quality education. It includes the block of five Education classes that were identified as a part of the MTM process. These courses were agreed upon by both community college and university faculty members throughout Oregon as providing students with solid academic content as well as meaningful hands-on experience for future educators. It also includes many of the specific general education courses that will help prepare students for licensure exams.

Equitable Education: We believe this certificate elevates the equitable education experience we already strive to offer our ED students. We are focused on inviting diverse students to consider Education as a potential career field. By offering a 38 credit certificate that is stackable with the AAOT or new AAOT Elem ED degrees we believe the pathway will be considered by a wider array of students. It will give them early affirmation of their efforts

and it will give them skills and knowledge they can apply directly to the classroom as EAs as they work toward licensure.

Accessible Lifelong Education: This certificate will make the licensure pathway more accessible and understandable than ever before. We have always relied on advising to get ED students into the right courses, and we still will. However, this certificate will be an incredible way to offer a straightforward process to get students into strategic classes from the very beginning. We believe that this will be a valuable recruiting tool as students will see a 38 credit certificate as do-able. As they develop skills and confidence that will be the time to then ask them to consider the AAOT degree and then the transfer journey. Breaking this pathway into smaller steps will provide greater accessibility to many students – but is particularly important for our first generation and second language students. We need to provide attainable goals that both students and their parents recognize and value.

Strategic

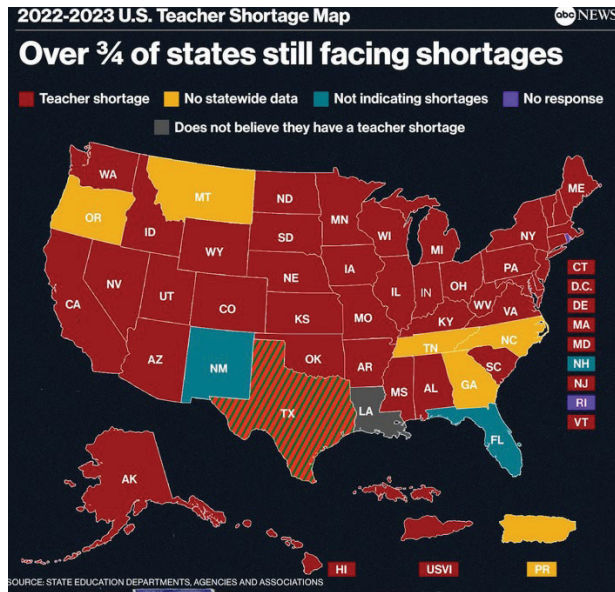
This program fits into important educational and/or workforce needs of the College, of the Central Oregon region, and the state of Oregon.

COCC Strategic Plan

- This certificate aligns with the COCC Strategic Plan in many ways. Highlights are as follows:
 - **Student-Ready College:** This certificate is a tool that we can use to invite a variety of potential and current students to pursue a career as an educator. The certificate gives students a clear map to follow as they work to meet their long-term goals in achievable and affirming steps.
 - **Access:** This expands access to current high school students who can choose to enroll in ED 101 or in other general education courses early to get a jumpstart on the pathway. Current EAs can work toward licensure while taking classes that support their daily work with students in the classroom setting.
 - **Community Engagement / Workforce Development:** By offering this certificate we are showing some of our key community partners (K-12 school districts) that we understand the current critical need for EAs as well as licensed teachers. It is a strategic part of the “GYO” (Grow Your Own) efforts we are seek to roll out this year.
 - **Championing Diversity, Equity, Inclusion and Belonging:** We believe this certificate embraces this COCC value in many ways. As we seek to invite diverse students to consider a career pathway in Education we know it is essential that we provide a

pathway with clear benefits to their current work sites (we plan to promote the EA positions that current districts are struggling to fill to our students). We will provide connections between the academic content, hands-on experience and long term opportunities for licensure. By breaking down a 4 year licensure pathway to a 38 credit certificate that is stackable with the AAOT and AAOT Elem ED we believe we can increase the number of first generation and second language students who will enter this pathway.

- State priorities (HECC/CCWD)
 - We were a part of the first MTM roll out sponsored by HECC. This is evidence that they are aware of the critical need for educators in the state of Oregon. The AAOT Elem ED was a featured degree in their new transfer newsletter in the fall of 2022. Several of our community college colleagues across the state have already taken certificates through their curriculum departments that are stackable with the AAOT / AAOT Elem ED in an effort to make the ED pathway as efficient and supportive as possible.
- Workforce initiatives
 - There are many workforce initiatives being explored in the field of Education as the need for educators has reached a critical point. There are many people in Oregon classrooms with “emergency” licenses and TSPC is exploring the use of the apprenticeship model to accelerate the onboarding of new teachers. We are watching this work closely and may jump in as successful initiatives are recognized. We believe the certificate option allows us to expand our pathway on-ramp with the least risk during the current academic year.
- Long-term grants and funding initiatives
 - We received 2 year “GYO” funding from the state. This will give us funding to roll this certificate out with strategic promotion in both English and Spanish. We also have a Latinx Grant for this academic year which will allow us the opportunity to share this with students in the Latinx community.
- National workforce or educational initiatives
 - There is a critical shortage of licensed educators across the nation.



- Articulation agreements with local high schools, colleges, and/or universities.
 - Last year we had 1 dual credit ED 101 (Intro to ED Practicum & Seminar) running at BSHS. This year we have it running again at BSHS and it is also offered at both Madras High School and La Pine High School. RPA is considering launching it this spring. With our GYO funding we hope to continue to expand the offering of this course in high schools and we see this as a perfect time to promote this certificate to students. This is a course that includes a focus on helping students identify their skills, values, goals and interests and consider whether those line up with a career as an educator. With this early focus on student reflection combined with hands-on experience in a classroom setting we believe we will have students making a more informed decision to pursue the certificate, the AAOT and ultimately a transfer path to licensure. We believe students are more likely to be resilient in this profession in the long run if we give them excellent support and a clear pathway from the very beginning.

Catalog Description(s) (Standard D)

This Foundations of Licensure Certificate is designed for students who are considering a career in K-12 Education. It is a step along the pathway that can ultimately lead to licensure at either the elementary or secondary level. However, it also gives students the skills and knowledge to step into an Educational Assistant position with confidence along the way.

This certificate is stackable with the AAOT (recommended for students pursuing licensure in secondary ed) and the AAOT Elem ED (recommended for students pursuing licensure in elementary ed). This certificate can provide with students with early confirmation of their

career pathway as well as skills that can be immediately applied to work experience as Educational Assistants in schools.

Design (Standard D)

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

1. Identify personal skills, strengths and values to determine “goodness of fit” with a career in Education
2. Create a working study guide from general education courses that can be used to ultimately study for licensure
3. Develop the foundation of a developmentally appropriate teaching philosophy
4. Apply critical thinking to analyze social issues necessary to support the function of public education
5. Describe culturally-responsive pedagogy and integration of social justice into a teaching philosophy
6. Identify the ethics and responsibilities necessary to obtain a professional license in the teaching field and clarify career confirmation

Core Courses:

Foundational Requirements / Related Instruction:

* No new courses needed

Course	Credits
ED 216 Foundations of Education	3
ED 253 Learning Across the Lifespan	3
ED 219 Multicultural Education	3
ED 269 Exceptional Children in ECE	3
ED 210 Practicum in Teaching or ED 101 Intro to ED Practicum & Seminar	3
WR 121 Composition I	4
Math 211 Fundamentals of Elementary Math	4
ED 112 Children’s Literature & Curriculum	3

COMM 111 Public Speaking	4
PSY 201 Mind and Brain or PSY 202 Mind and Society	4
BIO 101 General Biology	4
TOTAL Credits:	38

Effective Year and Term (Standard D)

Academic Year: 2024-25

Enrollment Options (Standard D)

- Rolling entry (students can begin any term)
- Rolling entry (students can begin any term except summer)
- Cohort program (a group of students have the same schedule throughout program)
- Part-time and full-time attendance options available
- Full time attendance in cohort or core courses required
- Program begins every fall term
- Program begins every other year in fall term
- Program begins in fall (daytime courses) and spring (evening courses)
- Program orientation course required in first term
- Courses must be sequenced carefully; work closely with an advisor

Program Entrance (Standard D)

- Selective admission
- Enforced prerequisites for first term
- Recommended preparation for first term
- No formal entrance requirement; course prerequisites in program
- No entrance requirement

Capacity (Standard E)

Program Director

Program Coordinator: Angie Cole

Load

Mature program may need fewer than five new sections

Budget (Standard E)

Expenses

EXPENSE	First Year <i>Reallocation</i>	First Year <i>New</i>	Second Year <i>Reallocation</i>	Second Year <i>New</i>	Third Year <i>Reallocation</i>	Third Year <i>New</i>
Personnel	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Hardware	0	0	0	0	0	0
Software	0	0	0	0	0	0
Materials	0	0	0	0	0	0
Curriculum	0	0	0	0	0	0
Other capital	0	0	0	0	0	0
Accreditation	0	0	0	0	0	0
Other	0	0	0	0	0	0
Total	0	0	0	0	0	0

There will be no reallocation or new budget requests if the program is approved.

Revenue

There are no new program fees identified or needed.

We do have a 2 year “GYO” grant that will allow us to dedicate personnel (ED Navigator and Ambassadors) and resources to help promote this new program.

Student Aid

No current aid or scholarships.

Internal Impacts (Standard E)

Identify impacts to the following areas. If none, write “none.” If you are unsure, the Director of Assessment and Curriculum can connect you to the appropriate person in the relevant unit to help faculty proposers understand potential impacts.

Admissions and Records: We will communicate with the Admissions Office about this degree and how it is stackable with the AAOT & AAOT Elem ED. This will be important info to share with high school students interested in a potential career in Education.

Advising: Right now Amy and I do all of the advising for ED / ECE students and we will add this certificate to the list of options we discuss with advisees.

Bookstore: None

Campus Services: None

College Now: This will be something we share in our College Now options. We will share this with CN Instructors and keep our COCC colleagues up-to-date with info and promo related to this option (Krissa Harris, Erica Carmen, Wendi Worthington)

College Relations: We will be in touch with the College Relations team and get this info added to our website in both English and Spanish.

Financial Aid: None

Information Technology Services: None

Library: None

Policy: None

Risk Management: None

Tutoring and Testing: We will actively promote the tutoring options at COCC for students working toward this certificate (as we do with all of our ECE / ED students)

Is current faculty staffing adequate to meet (a) the likely enrollment needs of the program and (b) the content knowledge requirements to teach the curriculum?

Current faculty staffing to be supplemented by additional part-time instructors

Current faculty meet the requirements to teach the curriculum

External Impacts (Standard E)

Are adequate internship, work-based learning experience and/or Cooperative Work Experience sites available? Please list current or potential sites (or write "none" if not applicable):

CWE is currently available to students. Field Placements are included in ED 210 and ED 269 which are both a part of this certificate. There is a critical need for Educational Assistants in all of our local school districts. We are hoping to promote those job openings as students are working toward this certificate. This is a benefit for local school districts who can hire from a pool of students actively working on content related to the field they are working in. It is also a benefit for students because it breaks down a long career pathway into smaller goals. It is a "win" for us at COCC because we get to engage with students early and offer them a clear and efficient pathway that includes stackable degrees, strategic advising and direct experience in the field as they pursue their career goals.

Appendix

For reference, HECC/CCWD review program proposals against the five standards below. If the proposed program cannot show evidence of how it will align with these standards, the program will not be approved by HECC/CCWD (and should not be approved by Academic Affairs). The information collected in this form should show how the proposed program meets each of these standards:

Standard A: Need: The community college provides clear evidence of the need for the program.

This standard can be met by attaching the Occupational Profile Report for the career associated with the proposed program, which per HECC/CCWD, must be generated from the State of Oregon's Employment Department website, <https://www.qualityinfo.org/>

In some cases, an Occupational Profile Report will either not exist for a particular career (or will not exist with data pertinent to the Central Oregon region), or will generate a report that covers multiple career paths with divergent educational requirements (i.e., EMTs and Paramedics will be grouped under the same report despite differences in training and education requirements). In those cases, a Supplementary Occupation Profiles form can be attached along with the Occupational Profile form generated from Oregon's Employment Department. The Director of Assessment and Curriculum can provide the supplemental form if you think this is the case for your proposed program.

Program Elements

- The program need is clearly indicated by labor market research based on current, valid, and reliable information, statistics and forecasts.
- The program need is based on current and projected employment demand that is not being met by training provided by existing programs.
- The program will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers.

Standard B: Collaboration: The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Program Elements

- The program has been developed through joint ventures and significant systemic working relationships with business, industry, labor communities, and/or workforce development partners, such as:
 - Advisory committees Apprenticeship committees/trusts
 - Business/industry associations or alliances
 - Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
 - Part-time faculty from industry
 - Customized training and development departments
 - Partners/co-applicants in college led grant activities
- The program has been developed through joint ventures and significant systemic working relationships with educational partners
- The program is proactive in creating a supportive environment for minority students, students with disabilities, and ELL/LEP students.

Standard C: Alignment: The program is aligned with appropriate education, workforce development, and economic development activities.

Alignment is the demonstrable outcome or produce of collaboration. Programs that are aligned share common outcomes and proficiencies for students and workforce providers. Students can transfer credit or get credit for proficiency. In PK 20 systems, students can move not only vertically but laterally between and among programs, building skills and credit as they go and transitioning to their next step.

Program Elements

- Program is aligned with appropriate PK-20 educational programs and related activities.
- Program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state appointed task forces, the Workforce Investment Board, business, and industry associations, and HECC priorities.
- The program is part of a clear career ladder or career pathway with education and training options leading to the program identified and continuing training and career advancement opportunities identified.
- The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area.

Standard D: Design: The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

Design involves program admission procedures, instructional methodologies, student assessments, learning outcomes, student follow-up processes, performance indicators, program evaluation, and all other aspects of the program of study.

Program Elements

- The program has the curriculum, instruction, and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
- The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic, and career and technical exit proficiencies and clearly documented program and learner outcomes needed for success in the field of study for the occupational area.
- CTE academic and technical skill performance indicators are used as measurements of program effectiveness.

- The program is designed or may be delivered in distinct segments that contribute to increase student completion and success.
- The college and program affirmatively provide access, accommodations, flexibility and additional/supplemental services for special population and protected classes of students, including students with disabilities, ELL/LEP students, and minoritized students.

Standard E: Capacity: The community college identifies and has the resources to develop, implement, and sustain the program.

The capacity needed will be largely determined by the need and design of the proposed program. The college must have the resources to offer the proposed program without negatively impacting existing approved programs. Capacity may also reflect financial and in-kind resources contributed by partners.

Program Elements

- The college demonstrates the capacity to offer the program and will provide the necessary and accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill program objectives.
- There are sufficient and accessible facilities, instructional materials, and equipment for the program.
- Financial resources are adequate for the implementation and continued operation of the proposed program.
- Personnel resources are adequate for the number of students in the proposed program in fulfilling the stated objectives/outcomes in accordance with bargaining unit criteria for full-time to part-time faculty ratios and accreditation standards.
- Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available.