

Northland Pioneer College provides, supports and promotes lifelong learning.

**Instructional Council Meeting
January 24, 2020, SCC-PAC 142, 8:30-11:30 a.m.
Agenda**

- I. Roll Call
- II. Approval of 1-24-2020 IC Minutes – Eric Bishop (Action)
- III. Approval of 2-14-2020 IC Minutes – Eric Bishop (Action)
- IV. IC Subcommittees/Task Forces Reports (Action as needed)
 - a. Dual Enrollment – No report was received.
 - b. Professional Development – No report was received.
 - c. Assessment of Student Knowledge (off-cycle) – Allison Landy
- V. Curriculum (Action as needed)
 - a. ACRES
 - i. Today is the deadline for IC to approve all new courses and course modifications that affect NPC programs of study; all GENERAL EDUCATION new programs and program modifications; ALL program deletions.
 - b. New Programs
 - i. Pharmacy Technician CP – Debra McGinty
 - c. Program Modifications
 - i. Associate of Arts in Early Childhood (AAEC) – Allison Landy
 - ii. Early Childhood Studies CP, AAS – Allison Landy
 - d. Program Deletions
 - i. Early Childhood Studies CAS – Allison Landy
 - e. Program Suspensions – none
 - f. Request to Proceed - none
 - g. Misc. Curriculum - none
- VI. Old Business Not Related to Curriculum (Action as needed)
 - a. Deployment schedule for Cisco End Points in CCP, Model, and Audio rooms – Scott Estes
- VII. New Business Not Related to Curriculum (Action as needed)
 - a. Announcements – Eric Bishop
- VIII. Agenda Items for Future Meetings – Council Members
- IX. ACRES Work Session – Council Members
- X. Adjournment – Eric Bishop (Action)

Northland Pioneer College Instructional Council (IC) 2-28-20 Meeting Minutes

Voting Members Present: Eric Bishop, Brian Gardner, Mike Solomonson proxy for Eric Henderson, Rickey Jackson, Wes King, Madilyn Marshall proxy for Pat Lopez, Deb McGinty, Gary Santillanes, Ruth Zimmerman

Non-Voting Members Present: Jessica Clark, Jeremy Raisor, Josh Rogers, Rebekah Wilson, and Anne Lang (recorder)

Guests: Scott Estes, Donna Krieser, Lia Keenan, Allison Landy, Judy Yip-Reyes

- I. Roll Call
- II. Approval of 1-24-20 and 2-14-20 IC Minutes – Eric Bishop
 - a. Gary Santillanes **MOVED** to table the IC Minutes of 1-24-20 and 2-14-20 due to technical difficulties.
 - b. **SECOND** by Wes King.
 - c. Motion **APPROVED** by unanimous vote.
- III. IC Subcommittees/Task Forces
 - a. Dual Enrollment-No Report Received
 - b. Professional Development-No Report Received
 - c. Assessment of Student Knowledge (off-cycle)-Allison Landy
 - i. Gary Santillanes **MOVED** to accept this report.
 - ii. **SECOND** by Rickey Jackson.
 - iii. **RECOMMENDATION:** Adopt proposed Institutional Learning Outcomes, understanding that competencies will be discussed as part of Dialogue Day and brought back to IC afterwards to be added to the outcomes.
 - iv. Rickey Jackson **MOVED** to adopt the proposed institutional learning outcomes.
 - v. **SECOND** by Eric Bishop.
 - vi. Discussion: Having IC look at the outcomes again after Dialog Day is the appropriate thing to do. Someone might think that they might not work in some areas.
 - vii. Motion **APPROVED** by unanimous vote.
- IV. Curriculum – Eric Bishop
 - a. Courses in ACRES-Eric Bishop
 - i. Today is the deadline for IC to approve all new courses and course modifications that affect NPC programs of study; all GENERAL

EDUCATION new programs and program modifications; ALL programs deletions.

- ii. We will work on moving courses through today in a working session to meet deadlines.

b. New Programs

i. Pharmacy Technician CP – Debra McGinty

1. There are some minor changes for the catalog; that will be addressed.
2. Gary Santillanes **MOVED** to approve the new Pharmacy Technician CP Program.
3. **SECOND** by Rickey Jackson.
4. Discussion:
 - a. There are still some lingering concerns with the program using adjuncts.
 - b. If we were to lose one of the Pharmacists; we would look for a replacement as quickly as possible.
5. Motion **APPROVED** by majority vote.
6. Deb McGinty **ABSTAINED**.

c. Program Modification

i. Associate of Arts in Early Childhood (AAEC) – Allison Landy

1. Reduce both of the AA level degrees to be completed at 60 credits rather than 64 credits.
2. Only 60 credits will transfer.
3. When the credits do not transfer it impacts their Financial Aid and their ability to complete their degree in a timely manner.
4. Jeremy Raisor agreed with the impact of the Financial Aid and also stated that the 60 credits are within the HLC practices and federal guidelines.
5. Deb McGinty **MOVED** to advance for discussion.
6. **SECOND** by Wes King.
7. Discussion:
 - a. There is an issue with the credits not adding up to 25 credits. ECD 105 should be stricken.
 - b. Discipline Studies should be the heading.
 - c. Concerns about cutting this to 60 credits. We should not allow the universities to dictate our standards. It is not a bad thing for the students to be exposed to more courses.

- d. We are one of only two community colleges that have a 64 credit AA degree in this area.
 - e. There is value to what we do here as an institution; there is extra knowledge to be gained.
 - f. If we start changing what we are going to do based on the universities, it gives them opportunity to start not allowing other classes.
 - g. Universities not accepting credits should not be resolved by making NPC change our standards.
 - h. This is not a suggestion for all degrees at NPC to be changed; it is just this one that needs to be changed.
 - i. The 60 credits meet the foundational requirements and aligns with the Arizona Workforce.
 - j. There is a shift to 60 credit degrees at community colleges nationwide.
 - k. The thought behind this is not to give less knowledge, it is to help people have an easier path to completion.
8. Deb McGinty **MOVED** to Approve Associate of Arts in Early Childhood (AAEC) program modifications.
9. **SECOND** by Wes King.
10. Motion **DENIED** by majority vote, 2 yays and 5 nays.
11. Rickey Jackson and Mike Solomonson **ABSTAINED**.
- ii. Early Childhood Studies CP, AAS – Allison Landy
- 1. ECD 141 was approved last year to replace ECD 101 and ECD 102; this was not a course deletion of the courses.
 - 2. A program is not changed until it is approved by IC.
 - 3. No one is opposed to eliminating the 1 credit classes, but there were issues with moving from a 64 credit to a 60 credit degree, but everything has been lumped together so it ties IC's hands.
 - 4. These changes need to be made for all of the programs together, because any changes effect the other programs.
 - 5. Industrial professionals should not define what is educational achievement.
 - 6. The message that harm is being done to the students is rejected.
 - 7. The elimination of the CAS would set a precedent with the college.

8. Gary Santillanes **MOVED** to deny program modifications for Early Childhood Studies CP, AAS and program deletion for Early Childhood Studies CAS.
 9. **SECOND** by Deb McGinty.
 10. Motion **APPROVED** by majority.
 11. Rickey Jackson and Mike Solomonson **ABSTAINED**.
- d. Program Deletions
- i. Early Childhood Studies CAS – Allison Landy
 1. Was included in the above motion.
- e. Program Suspensions-None
- V. Old Business Not Related to Curriculum
- a. Instructional Support Specialist Job Description-Eric Bishop
 - i. Deployment schedule for Cisco End Points in CCP, Model, & Audio Rooms-Scott Estes
 1. Thank you to Rickey, Gail, and Curtis for putting the schedule together.
 2. June, we will do all of the audio installations for the audio rooms.
 3. July, we will flip flop those classes that we're in model into the newly completed audio rooms, and then we can start focusing on doing the model classrooms.
 4. August, we can take care of the CCP rooms.
 5. The Chairs have been informed and will be sharing the schedule with instructors.
 6. If equipment comes in late they will have to move quicker; there is a little buffer.
 7. If this cannot all done within the three-month window, CCP will be bumped to the end of fall and during holiday break.
 8. There are some things that can be done by IS before June to help this move ahead of schedule.
 9. Students and the front office will be made aware when the room changes have been made.
 10. Room names will change from Model, Audio, and Talon during this process.
 11. **TASK:** Rickey will get with Records and Registration, IS and Judy Yip-Reyes come up with a naming convention.
- VI. New Business Not Related to Curriculum
- a. Eric Henderson is retiring as of March 2. We will need to fill his IC voting member position. Mike Solomonson has agreed to be Eric Henderson's proxy for the remainder of the SP20 semester.
 - i. Gary Santillanes **MOVED** to fill Eric Henderson's spot on IC with Mike Solomonson to be a voting member.
 - ii. **SECOND** by Wes King.

- iii. Motion **APPROVED** by majority vote.
- iv. Mike Solomonson **ABSTAINED**.
- b. Announcements
 - i. Meeting Attendance-Eric Bishop met with Dr. Clark, sometimes there's conflicts in her office that have prevented her from being here. She's also trying to, and you will see this eventually, make some changes to some processes and procedures that don't tie her up as much, that take her away from the meetings. I know it's a huge priority for her, she expressed that in the meeting.
 - ii. IC Terms- Some people have terms that are expiring so we'll just want people to start thinking about if they want to come back for another term. It's a good idea to make sure before the end of the semester who is going to serve on IC for next semester. If you're thinking about stepping down from IC or your term is ending let us know. Eric is giving notice that he will be remaining on IC but stepping down as IC Chair. We will have elections for a chair and vice chair.
 - iii. IC Minutes-Minutes will be going into Google Docs so everyone will have the ability to make corrections and eliminate the technical difficulties we have had. Hopefully this will also encourage more editing to the minutes. Scott recommended SharePoint when it is available.
- VII. Future Agenda items
 - a. IC Calendar
- VIII. ACRES Work Session
- IX. Adjournment – Eric Bishop
 - a. Gary Santillanes **MOVED** the meeting to be adjourned.
 - b. **SECOND** by Ruth Zimmerman.
 - c. Motion **APPROVED** unanimously.

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**Instructional Council Meeting
February 28, 2020, SCC-PAC 142, 8:30-11:30 a.m.
Agenda**

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ASK Committee Report Submitted February 24th, 2020

Charge from IC to ASK for 2019-20:

- Implement plan to help the individual departments assess student learning across modalities as applicable;
- Continue with the assessment of student knowledge process;
- Send information to the Instructional Division about ASK events, including Planning Day, Reading Day and Dialogue Day;
- Review methods for collecting assessment reporting;
- Look at the implementation of having a Learning Outcomes Workshop prior to Planning Day; and
- Make recommendations related to institutional learning outcomes.

Composition of ASK for 2019-2020:

ASK is short one committee member due to the retirement of Joan Valichnac. Joan was representing the Arts and Sciences Division. We have requested a new member from Faculty Association in both the January and February FA meetings. Current membership includes:

- Allison Landy (Chair), AS
- Judy Yip-Reyes (Vice Chair), Director of Institutional Effectiveness
- Sam Harris, CTE
- Terry Hayes, NAH
- Melody Niesen, AS
- Harshika Bhatt, AS
- Cynthia Hutton, AS

Latest Committee Accomplishments and Activities:

- ASK committee members completed reviews of most of the Planning Day Reports that were submitted by the deadline. Feedback was provided to each of the assessment leads noted in the reports.
- Reading Day templates and information was sent to all faculty in early January. Reading Day Reports are due March 6th, 2020. To avoid missing faculty, the information was all copied to all deans as well as the faculty.
- The committee held its third meeting on February 6th, 2020. The purpose of this meeting was to discuss and develop a proposed set of Institutional Learning Outcomes in alignment with the consensus areas determined by faculty at the 2019 Dialogue Day. See attached proposal (Attachment A). The committee spent time researching other institution structures and appreciated the Grand Rapids Community College model for both Outcomes and competencies. We propose to follow their lead and have two more broad outcomes, and then opportunities for competencies to further define how demonstration of those outcomes might look.

Committee Next Steps:

- Receive, review, and post Reading Day reports
- Plan for Dialogue Day scheduled for April 14th, 2020
- After Dialogue Day, develop competencies for each of the adopted Institutional Learning Outcomes and review/adapt the current assessment process to integrate Institutional Learning Outcomes into the process.

Recommendations to IC

- Adopt proposed Institutional Learning Outcomes, understanding that competencies will be discussed as part of Dialogue Day and brought back to IC afterwards to be added to the outcomes.

ATTACHMENT A

Recommended Institutional Learning Outcomes

Proposed by ASK Committee: 2/24/2020

We proposed the following Institutional Learning Outcomes (ILO) to be presented for approval at Instructional Council. In addition to the ILOs, the committee discussed proposing **sample** learning competencies that departments could use for aligning and/or measuring progress towards the ILOs. ILOs will be presented, and the sample competencies will be discussed during Dialogue Day activities.

Proposed Outcomes and EXAMPLE competencies are:

Through participation in programs and services at Northland Pioneer College, students will be able to:

1. Gather and synthesize relevant information, evaluate alternatives and implement creative and effective solutions across real-world settings. (ILO area of Critical Thinking)

EXAMPLE Critical Thinking Competencies (for discussion)

- a. Clearly and completely state and describe a problem/issue.
 - b. Use rules or frameworks to provide context for and understand problems or issues.
 - c. Identify quality sources for data and information pertinent to a problem or issue being examined.
 - d. Use well-designed search strategies to gather data and information.
 - e. Create and/or organize data and information into meaningful patterns in order to interpret and draw inferences from it.
 - f. Consider the context, costs, benefits and consequences of potential solutions to problems or issues.
 - g. Evaluate information to identify limitations and biases.
 - h. Identify the best solution to a problem or issue.
 - i. Develop a plan to implement a solution to a problem or issue.
 - j. Share, express, and exchange ideas effectively through listening, speaking, reading, writing and other forms of communication.
2. Share, express, and exchange ideas effectively through listening, speaking, reading, writing, and other forms of communication. (ILO Effective Communication)

EXAMPLE Effective Communication Competencies (for discussion), the initials indicate which communication forms are addressed (speaking, reading, writing, and other).

- a. Use culturally relevant active listening skills to understand others' perspectives (S/L)
- b. Consider the role of context, language, and purpose when developing a communication for a particular audience. (S/W)
- c. Organize communications effectively, ensuring there is a clear introduction and conclusion, the content is well-sequenced and there are appropriate transitions. (R/W/S/O)

- d. Display respect and openness for diverse opinions/ideas/discourse when engaging in conversations, discussions, or debates. (S/L)
- e. Make effective presentation, formatting and stylistic choices when developing a communication using a variety of media. (W/O)
- f. Use visual representations such as graphs, charts or graphics to enhance the meaning of the message that is being communicated. (W/O)
- g. Use high-quality, credible, relevant sources to support writing. (R/W)
- h. Provide constructive feedback to others. (S/W)
- i. Display openness to hearing feedback from others when presented in respectful and constructive ways. (L)
- j. Create a written summary of the main ideas extracted from information gathered. (R/W)
- k. Use appropriate posture, gestures, eye contact and vocal expressiveness to effectively communicate information. (O)

The benefits noted about the above ILOs were that they cross disciplines and allow flexibility. It was thought that being explicit is valuable and important. It was also felt that the proposed outcomes were broad enough to use for co-curricular student assessment as well. The co-curricular assessment may use different competencies, or the same ones.

Competencies were either chosen from or adapted by those found here:

<https://www.grcc.edu/instructionalsupport/curriculumdevelopment/institutionallearningoutcomes>

Pharmacy Technician (PHT) Certificate of Proficiency (CP)



The Northland Pioneer College **Pharmacy Technician** program trains students for a career providing assistance in pharmacies located inside of drugstores, general merchandise stores, and grocery stores, and as well as in hospitals. Classes include theory and procedures, preparing students for national certification examination. A 120-hour internship is required.

Pharmacy Assistant (CP) • 18 credits

HES 170 Medical Terminology for Clinical Health Professionals.....	3 credits
PHT 103 Pharmacy Technician I	7 credits
PHT 104 Pharmacy Technician II	8 credits

Career Opportunities

Employment of medical assistants is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. The growth of the aging baby-boom population will continue to spur demand for pharmaceutical services, which are often provided by technicians. As their practices expand, pharmacies will hire more assistants to perform routine administrative and clinical duties, allowing pharmacists to see more patients.

The median annual salary for the United States was \$32,700 in May 2018.

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2017-18 Edition.

Cost & Time for Completion

The U.S. Department of Education requires NPC to annually publish cost and time for completion data on Career & Technical Education certificate programs.

You can access the current data online.

Verification of Eligibility for Pell Grant

From: Raisor, Jeremy
Sent: Monday, January 13, 2020 8:32 AM
To: McGinty, Debra <debra.mcginty@npc.edu>
Subject: RE: Pharm Tech CP Pell Eligibility Confirmation Email Request

Hi Deb,

Yes, the CP will be financial aid eligible. You have enough on-campus contact time in the other classes that it all works out. Please let me know if you have any other questions.

Thanks,

Jeremy

From: McGinty, Debra <debra.mcginty@npc.edu>
Sent: Sunday, January 12, 2020 3:22 PM
To: Raisor, Jeremy <Jeremy.Raisor@npc.edu>
Subject: Pharm Tech CP Pell Eligibility Confirmation Email Request

Hi Jeremy,
Attached please find an updated feasibility study with the revised table for credit allocation you indicated is in compliance for Pell eligibility. Dr. Henderson confirmed the credit load and Pat Lopez asked for clarification on the actual number of hours for the internship = 120 so 7.5 hour/week.

Please will you respond to this email to confirm that students entering this program are eligible for financial aid, I can include the documentation with the new program submission in ACRES.

Thank you for your help with this.

Debra J. McGinty, RN PhD
Dean of Nursing and Allied Health

Northland Pioneer College
P.O. Box 610
Holbrook, AZ 86025-0610
928-532-6133 (office)
928-532-6790 (fax)
debra.mcginty@npc.edu

Associate of Arts in Early Childhood (AAEC) • 64 60 credits

Completion of the 35 general education course credits fulfills requirements for the Arizona General Education Curriculum (AGEC-A) for the Associate of Arts in Early Childhood degree. (see *What is AGEC?*—page 61)

General Education Courses 35 credits

Communications 6 credits

- ENL 101 College Composition I 3 credits
- ENL 102 College Composition II 3 credits

Mathematics..... 3 credits

Select one of the following:

- MAT 142 College Mathematics with Contemporary Applications 3 credits
 - MAT 152 Advanced Algebra..... 3 credits
- Or any mathematics course for which MAT 152 is a prerequisite.

Discipline Studies.....26 credits

Arts and Humanities..... 6 credits

(Select two courses from at least two disciplines from the list on page 62)

Physical and Biological Science..... 8 credits

(Select two courses from the list on page 62)

Social and Behavioral Sciences 9 credits

(Select one of the following courses and two additional courses from the list on page 62. Courses must include at least two different disciplines, and at least one of the courses chosen must meet the requirement for Contemporary Global, International or Historical awareness by choosing a course with an asterisk from the list on page 62).

- POS 110 American Government..... 3 credits

OR

- HIS 105 U.S. History to 1877..... 3 credits

(Select two additional courses from the list on page 62. At least one of the courses chosen must meet the requirement for Contemporary Global, International or Historical awareness by choosing a course with an asterisk from the list on page 62).

Computer Science..... 3 credits

- CIS 105 Computer Applications and Information Technology 3 credits

Core Requirements 25 credits

- ~~ECD 100 Providing a Healthy Environment1 credit~~
- ~~ECD 102 Ensuring a Safe Environment.....1 credit~~
- ~~ECD 105 Understanding Behavior and Encouraging Self-Discipline.....1 credit~~
- ~~ECD 108 Observation and Assessment in Early Childhood1 credit~~
- ~~ECD 110 Building Relationships with Families 1 credit~~
- ~~ECD 120 Guidance and Development of Social-Emotional Development....1 credit~~
- ~~ECD 128 Culture, Language and Community.....1 credit~~
- ECD 141 Healthy and Safe Early Childhood Practices2 credits**
- ~~ECD 175 Professionalism..... 1 credits~~
- ECD 184 Early Social and Emotional Development.....2 credits**
- ~~ECD 186 Effective Interactions for Learning1 credit~~
- ~~ECD 187 Supporting STEM in Early Childhood.....1 credit~~
- ~~ECD 200 Introduction to Early Childhood Education 3 credits~~
- ~~ECD 217 Early Childhood Language and Literacy1 credit~~
- ~~ECD 233 Policies and Procedures in Early Childhood Programs 2 credits~~
- ~~ECD 250 Survey of Child Development..... 3 credits~~
- ~~MAT 161 Algebra-based Mathematics for Elementary Teachers I..... 3 credits~~
- ~~MAT 162 Algebra-based Mathematics for Elementary Teachers II..... 3 credits~~

Transferrable Electives 4 credits

Successful completion of four credits of unduplicated university transferrable electives, as described on page 59. POS 221 is **STRONGLY**

recommended, though not required as an elective choice.

Year 1 - Fall		
Foundation English	AGEC	4
MAT 150 Principles Of Mathematics I	MAT 161	3
Liberal Studies Lab Science Lecture	AGEC	3
Liberal Studies Lab Science Lab	AGEC	1
Liberal Studies and/or Diversity	AGEC	3
General Elective Course	AGEC	1

Year 1 - Spring		
MAT 155 Principles Of Mathematics II	MAT 162	3
EDF 200 Introduction To Education		3
Liberal Studies Lab Science Lecture	AGEC	3
Liberal Studies Lab Science Lab	AGEC	1
Liberal Studies and/or Diversity	AGEC	3
Liberal Studies and/or Diversity	AGEC	3

Year 2 - Fall		
EPS 324 Educational Psychology In Elementary And Middle-School Education		3
POS 220 Federal And Arizona Constitution	HIS105/POS110	3
Liberal Studies and/or Diversity	AGEC	3
Liberal Studies and/or Diversity	AGEC	3
Liberal Studies and/or Diversity	AGEC	3

Year 2 - Spring		
ESE 320 Introduction To Early Childhood Education		3
ESE 415 Foundations Of Child Development (5-8)		3
ECI 308 Supervised Practicum		2
ECI 410 Foundations Of Child Development (0-4)		3
EDF 301W School And Society		3

Year 3 - Fall		
ECI 308 Supervised Practicum		2
BME 331W Structured English Immersion In Early Childhood Settings		3
ECI 402 Integrated Lit I: Dev Literacy, Evidence-Based Practices, And Language Arts In The Elementary School		3
ECI 403 Integrated Lit Ii: Reading Theory, Decoding, Evidence-Based Practices, And Lang Arts In The Elem Sch		3
ECI 409 Literacy In Early Childhood		3
ECI 316 Play Education		3

Year 3 - Spring		
ECI 408 Field Work Experience		2
ECI 317 Blended Methods In Early Childhood Math And Science		3
ECI 318 Social Studies, Child, Family And Cultural Relationships		3
ESE 420 Early Childhood I		3
ESE 430 Early Childhood Assessment		3

Year 4 - Fall		
ECI 408 Field Work Experience		2
ESE 435 Early Childhood Instructional Practices II		3
ESE 438 Behavior Practices In Early Childhood		3
ESE 440 Early Childhood Collaboration		3
ETC 447 Technology In The Classroom		3
ECI 319 Integrated Curriculum And Assessment In Early Childhood		3

Year 4 - Spring		
ECI 490C Supervised Teaching: Elementary		6
ESE 491 Supervised Teaching: Special Education		6

College	Certificate Programs	#credits/cert	AAS	#credits	AA	#credits	Notes
Coconino	Certificate in Early Childhood		33 N	NA	N	NA	Only 1 gen ed course (PSY101); no pathway to AGEC or AA
	Basic and Advanced	12 (aligned with CDA) (all EC)	30 Y	60	N	NA	Basic and advanced certs are all EC courses. The AAS adds even more EC courses and includes only 16 credits (5 courses) in general education requirements. This structure aligns almost identically with NPC's old model of AAS degrees - we had 48 credits in ECD and then just 16 credits (5 gen ed classes) in communications; math; science and then either A/H or SBS
Yavapai	ECE Certificate		21 Y	60	Y	60	Only a portion of the certificate applies to the AA, but the AAS includes the certificate as a stackable credential. AAS includes 22-23 gen ed requirements.
Central Arizona College	None		N		Y	60	MCC only offers a CDA credential and AGEC level AA degree in early childhood.
Mohave Community College	ECE Occupational Certificates in the individual disciplines (I/T; PS; Fam Care); and CDA Certificates in individual disciplines	16 credits in Occupational certificate; 22 credits in CDA certificates. The certificates are not aligned and not stackable.	Y	64	Y*	64	This program is still working off of extremely outdated courses. It appears that they are continuing to use the CDA module courses (without CAC permission) based on course content and titles. The certificates and AA/AAS degrees do not appear to be stackable. **They have an AA in Elementary Education with a EC emphasis.
Arizona Western	Programs are currently under revision as the district moves to ONE degree path for all colleges. Currently each college has its own design.			60-65	N	NA	Maricopa Colleges have moved away from developmental education/CCP courses. Now their program is embedded. So, if a student doesn't need reading/math support, their program of study is 60 credits. The five extra credits are to account for students who need to take extra math/reading classes.
Maricopa Community Colleges	Certificate and then Diploma	Cert is 18 credits; Diploma is 39 both are stackable	Y	70			NC has state funded PreK. The administrative homes for the PreK funds must ensure all faculty attain certain levels of education. The NC college system is aligned with the requirements of the workforce.
Wake Technical College - NC Piermont Community College (WV) - Included for definition of Certificate of Applied Science	None in EC		Y	60 - 45 are EC credits			Certificate in Applied Science degree programs, which generally take one year or two semesters but less than two years of full-time course work to complete, are designed for students seeking to learn basic skills or to increase their proficiency in a specific occupational area. In the programs of study, students take skill-development courses in their field of interest and a limited number of related courses. Graduates of these programs may use their credentials to seek immediate employment or may continue their studies in an Associate degree program.

College	Certificate Programs	#credits/cert	AAS	#credits	AA	#credits	Notes
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Early Childhood Studies

The Early Childhood Studies degree is designed for individuals who wish to work directly with, or on behalf of, young children in a variety of settings including: health settings, childcare settings, faith-based settings, libraries, parent support or education programs and many others. An AAS in Early Childhood Studies may be an appropriate option for individuals pursuing a career in early childhood or a related field, such as social work or child and family studies. The AAS Early Childhood Studies degree does not supply the AGEC (see page 63) requirements for university transfer, but does support pursuit of a Bachelor of Applied Science (BAS) degree at each of the three state public universities. See your adviser to design an educational pathway that meets your needs if you wish to pursue a BAS degree.

ECD – Early Childhood Studies (CP) • 19 credits

ECD 100 Providing a Healthy Environment.....	1 credit
ECD 102 Ensuring a Safe Environment.....	1 credit
ECD 105 Understanding Behavior and Encouraging Self-Discipline.....	1 credit
ECD 108 Observation and Assessment in Early Childhood.....	1 credit
ECD 110 Building Relationships with Families.....	.1 credit
ECD 120 Guidance and Development of Social-Emotional Development.....	1 credit
ECD 128 Culture, Language and Community.....	1 credit
ECD 141 Healthy and Safe Early Childhood Practices.....	2 credits
‡ECD 136 Understanding How Children Learn.....	1 credit
‡ECD 142 Designing Developmentally Effective Learning Environments.....	2 credits
*ECD 147 Prenatal and Infant Development.....	1 credit
*ECD 148 Toddler Development.....	1 credit
*ECD 149 Development of the Preschool Child.....	1 credit
ECD 175 Professionalism.....	1 credit
ECD 184 Early Social and Emotional Development	2 credits
ECD 186 Effective Interactions for Learning.....	1 credit
ECD 187 Supporting STEM in Early Childhood.....	1 credit
‡ECD 200 Introduction to Early Childhood Edu.....	3 credits
ECD 217 Early Childhood Language and Literacy.....	1 credit
ECD 233 Policies and Procedures in Early Childhood Programs.....	2 credits
*ECD 250 Survey of Child Development.....	3 credits

‡ECD 136, 142 may be taken in combination or ECD 200 as a single three-credit class.
*ECD 147, 148, 149 may be taken in combination or ECD 250 as a single three-credit class.

~~ECD – Early Childhood Studies (CAS) • 28 credits~~

Complete the ECD – Early Childhood CP.....	19 credits
PLUS	
General Education Courses.....	6 credits
<i>Communications.....</i>	<i>3 credits</i>

ENL 101 College Composition I.....3 credits
 Mathematics.....3 credits
 Select any course under the Mathematics General Education Course Options (for CAS and AAS Degrees) on page 64
Core Requirements 3 credits

ECD – Early Childhood Studies (AAS) • 64 60-credits

Complete the ECD – Early Childhood CP.....19 credits
 PLUS

~~Complete the ECD – Early Childhood Studies CAS 28 credits~~
 PLUS

General Education Courses..... 6 22 credits

~~Communications.....3 6 credits~~
 ENL 101 College Composition I.....3 credits
 And

Select any course under the Communications General Education Course Options (for AAS degrees) on page 64.

~~Mathematics.....3 credits~~

Select any course under the Mathematics General Education Course Options (for CAS and AAS Degrees) on page 64

~~Discipline Studies.....13 credits~~

(Select one course from the Physical and Biological Sciences and one course from the Arts and Humanities and two courses from the Social and Behavioral Sciences lists on page 64.)

~~Arts and Humanities..... 3 credits~~

~~Physical and Biological Science..... 4 credits~~

~~Social and Behavioral Sciences 6 credits~~

Core Requirements.....11 10 credits

ECD 222 Introduction to Early Childhood Special Education.....3 credits

PLUS

Select any courses within ECD/CFS/EDU..... 8 7 credits

Required Electives.....9 credits

Select a minimum of 9 unduplicated non-ECD/CFS/EDU credits. May be in, though not required, a related area to ECD, such as SOC, EDU, or HUS.

TEACH-OUT PLAN Elimination of the CAS in EC Studies

Programs to be deleted:

- Certificate of Applied Science, Early Childhood Studies

Rationale for Program Deletion:

The increased recognition for the value of higher education in the early childhood profession has led students to seek programs of study that closely align with *work related requirements*. One example of this shift can be seen in declining numbers of students who seek a CAS as a milestone program because the CAS does not align with professional requirements. Students place little value on the CAS and do not generally state the CAS as their intent or apply for it as it is achieved. Between 2014 and 2019 (calendar years), 376 ECD degrees and certificates were awarded to 325 unique users. Of those 376 degrees/certificates, 272 (72%) were Certificates of Proficiency but only 15 (4%) were Certificates of Applied Science. Of those 15 CAS awards, **0 have been awarded since 2016 as a stand-alone accomplishment**. Only 2 were awarded in 2018, as companion awards with an AAS degree, and **0 were awarded in either the spring or the fall of 2019**. Furthermore, of the 15 CAS awards, 4 (1%) – 1 in 2016 and 4 in 2015 - were made as a stand-alone certificate (this pre-dates the significant changes to the program rigor). Finally, according to the data dashboard, NPC currently has **one** student with an intent of a Certificate of Applied Science in Early Childhood, identified in 2017-18 and none have identified this intent either previously or since.

In recent years, the Certificate of Proficiency (CP) in EC Studies has been redesigned to be a rigorous and relevant program of study fully aligned with national and state professional standards as well as federal requirements for Head Start agencies. In the past, Head Start employees were encouraged to receive a Child Development Associate Credential (CDA) awarded by the Professional Development Council in DC. Students earning their CDA were provided a pay increase and given two years to complete their AA/AAS degrees. As of fall 2019, the regional unit of the federal Office of Head Start, has provided our partner grantee with documentation that the CP earned at NPC can be considered in lieu of the CDA. NACOG now requires the CP, and they provide our CP earners a pay raise upon completion.

The value of the CP in EC Studies has been significantly elevated from both the provider and student perspective. Students are acknowledging the clear scope and sequence of the program and share appreciation for the depth of knowledge they believe they are receiving. The CP has been designed not only with rigor, but as a clearly stackable certificate to the AAEC and the AAS degrees. Furthermore, the CP fully aligns with multiple systems in early childhood and provides high level entry into the field of early childhood.

Unlike the CP, there is no value placed on a Certificate of Applied Science (CAS) by any entity in the early childhood system. There is no pay increase or acknowledgement of the requirements by NACOG or federal Head Start. There is no increase in an early childhood professional's Lattice Level in the Early Childhood Professional Registry (fig. 1), and there is no value by childcare employers. At a recent advisory meeting, members were asked if they would be more likely to hire someone with a CAS versus a CP and whether they valued a CAS more than a CP. The two local childcare employers present stated, "No, a certificate is just a certificate." They shared that they saw no value in the CAS over the CP from an employer's perspective. Other comments from the Early Childhood group included: The CAS "does no justice to the field" (in terms of placing a value on educational attainment); "Since there is no raise or Lattice Level increase, this deceives students in thinking they are getting something more" "The Registry should guide." *It was the unanimous recommendation of the advisory group that we fully align our program with the Workforce Registry and eliminate the CAS.*

Career_Lattice_2nd_edition_3.4.16.pdf		6 / 9		
High school diploma or equivalent ²	PLUS 300 clock hours ³ or approved professional development ⁶ hours in one of the following combinations: <ul style="list-style-type: none"> o 3 credit hours plus 315 clock hours⁵ o 6 credit hours plus 270 clock hours o 9 credit hours plus 225 clock hours o 12 credit hours plus 180 clock hours o 15 credit hours plus 135 clock hours 	Level D1	Level D2	Level D3
Current Child Development Associate (CDA) awarded by the Council for Professional Recognition				
Certificate of Completion in Early Childhood Education ³ or a related field ⁴ from a community college				
60 College Credits	INCLUDING at least 18 credit hours in ECE ³ or a related field ⁴	Level E1	Level E2	Level E3
Associate degree in ECE ³	INCLUDING at least 60 college/university credits with at least 18 credit hours in ECE or a related field ⁴			
Associate degree in a related field ⁴	PLUS 18 credit hours in ECE ³ or a related field ⁴			
Associate degree in any field	PLUS 18 credit hours in ECE ³ or a related field ⁴			

Fig. 1: Letters identify educational attainment, and numbers indicate years in the field. Students with a Certificate can only move to a Level E professional if they attain at least 60 credits/AA/AAS degree.

In seeking information from other colleges in the state regarding their use of certificates of applied science, chief academic officers noted that all certificates offered across their occupational programs have a direct connection to employment. None indicated that they had certificates of applied science – just certificates or certificates of completion. The officers stated that they do not offer certificates as “stepping stones” to degrees unless they also provide work related opportunities.

Finally, concerns have also been raised by the Northland Pioneer College attorney regarding the award of an occupational level certificate that provides no actual benefit towards employment. In the attorney’s estimation, offering a CAS in an industry that doesn’t recognize it is a clear “misrepresentation of a certification” and may create “legal issues” if a recipient were to challenge the authenticity of the certificate. Elimination of the CAS resolves this potential challenge.

The benefits of eliminating the CAS include:

- Streamlining the AAS pathway to completion and reducing catalog complexity
- Creating a meaningful, well-aligned program that effectively offers students real occupational choices
- Supporting students’ understanding that completing certificates indicates earning an industry recognized credential versus getting a “reward” or “badge”
- Aligning internally with “like” programs (e.g., there is no CAS in Education Professions)
- Reducing time and effort in completing graduation applications and reviewing transcripts for awards
- Reducing potential for misrepresentation of the certificate value in relationship to the profession and removing potential legal challenges.

Number of affected students – 1

Communication plan for affected student

The Early Childhood Department Chair will work with others (Records/Advisors/Dr. Yip-Reyes) to identify who the affected student is. The chair will then attempt to call the student and discuss educational and career goals and how the CAS fit into the student’s plans. The chair will review the student’s degree audit and provide

guidance for either completing the CAS or changing their degree intent to the AAEC or AAS (or other relevant degree based on student's decision).

Specific teach-out options for affected students –

General Requirements

- If the student chooses to continue working toward the CAS in EC Studies, and they have had continuous enrollment, they will be provided one academic year to complete the CAS (1 math; ENL 101; and 3 ECD electives).

Beginning Fall 2020

JUNE 2020

SUN

MON

TUE

WED

THU

FRI

SAT

01

WMC audio
installation
Room
AC109

02

03

WRV audio
installation
Room 112

04

05

06

07

08

SCC audio
installation
Room LC136

09

10

PDC audio
installation
Room LC151

11

12

13

14

15

LCC audio
installation
Room LC138

16

17

Hopi audio
installation
Room 108

18

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SPE audio
installation
Room 141

23

24

STJ audio
installation
Room 5

25

26

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28

29

Kayenta
audio
installation
Room 102

30

JULY 2020

SUN

MON

TUE

WED

THU

FRI

SAT

01

02

03

04

Kayenta Model
installation –
Depending on delivery
of equipment Room
103

05

06

07

08

09

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11

WMC Model
insallation - Depending on
delivery of equipment
Room AC112

WRV Model
installation - Depending on
delivery of equipment
Room 113

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17

18

SCC Model
installation - Depending on
delivery of equipment
LC109

PDC Model
installation - Depending on
delivery of equipment
Room LC147

19

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23

24

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LCC Model
installation - Depending on
delivery of equipment
Room LC112

Hopi Model
installation - Depending on
delivery of equipment
Room 124

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SPE Model
installation - Depending on
delivery of equipment
Room 140

**STJ
Model**
installation -
Depending on
delivery of
equipment

SPE CCP
installation
Room 133

STJ CCP
installation
Room 4

AUGUST 2020

SUN

MON

TUE

WED

THU

FRI

SAT

01

WMC CCP
classroom
installation
Room LC112

02

Kayenta CCP
classroom
installation
Room 105

03

04

Hopi CCP
installation
Room 117

05

06

LCC CCP
classroom
installation
Room LC112

07

08

09

SCC CCP
Classroom
installation
Room LC110

10

PDC CCP
classroom
installation
Room LC152

11

WRV CCP
classroom
installation
Room

12

Audio/Model
classroom
testing all
locations

13

CCP classroom
testing all
locations

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