



Form 1: Presentation Checklist

Name: _____

Date: _____

Department: _____

COCC Contact Information: _____

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

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

INSTRUCTIONAL REQUIREMENTS

OPERATIONAL NEEDS, CURRENT AND FUTURE

STUDENT IMPACT

ANTICIPATED IMPLEMENTATION TIMELINE



Program Proposal: Early Literacy Foundations Certificate of Completion

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Introduction:

Proposers: this form is designed to be completed and reviewed in two phases; the deadlines for submitting the required portions of the form are detailed below and posted to the employee intranet [here](#). The questions in each section are based on COCC and CCWD’s program approval standards. More information about how to meet those standards can be found in the

appendix. The Assessment and Curriculum Office is available to assist proposers at all stages of the process.

Phase 1: February 25, 2026

Phase 2: April 22, 2026

Each version of the form should be emailed to the Curriculum and Assessment Administrator (gorsi@cocc.edu), who will manage the review and approval process for both phases. Each required section must be completed by the corresponding deadline for the program to be reviewed. Incomplete/late forms will not be reviewed for inclusion in next year's Catalog.

Section 1: Program Concept – Due February 25, 2026

College Planning:

1. Please list your area Dean and the date(s) that you spoke with them about this new program concept. Approximate dates are fine.
2. Please list the Chair this program director would report to and the date(s) that you spoke with them about this new program concept. Approximate dates are fine.
3. Are there any other Chairs or program directors that need to be consulted about this new program (i.e., will this program involve courses from other areas/disciplines)? Have they been notified about the courses that you're planning to include in the program?

The proposed certificate of completion, Early Literacy Foundations, stems from several years of grant support from the Central Oregon Health Council and their support of our Early Childhood Education program's commitment to preparing early childhood educators with the skills necessary for supporting young learners and their early literacy journey. As part of our most recent grant award, we committed to developing a certificate with a dedicated focus on early literacy skills.

Jessica Giglio, Instructional Dean for Social Science, is aware of our program's grant-related initiatives and our commitment to early literacy. Jessica has been supportive of our work toward meeting all grant commitments.

Tom Barry, Chair of Social Sciences, is aware and supportive of the Early Childhood Education program's grant-related activities and commitments and supports the ongoing work of our program to expand in response to community and workforce needs.

At this time, the proposed certificate does not impact programs outside of Early Childhood Education. As such, no other department chairs have been engaged in the conversation about a new certificate.

Accreditation

Is there an independent accreditation association that aligns with the program? If yes, answer the following:

1. What is the name of the accrediting body or bodies? [N/A](#)
2. Will this program seek accreditation? If yes, what is the cost (budget and time) to seek accreditation? [N/A](#)

Catalog Description (First Draft)

Provide a catalog description for each award proposed. New program proposals require a catalog description that explains the award's purpose and transfer or employment goals; the description should address the implicit student question, "why should I enroll in this program?". Descriptions have a maximum of 1500 characters and are limited to one or two paragraphs. They should help students differentiate between similar programs (if applicable) and should not be identical for multiple programs in a discipline. Do not include information about admissions, program requirements, prerequisites, or format.

The Early Literacy Foundations Certificate of Completion provides early learning educators with the specialized content, pedagogical skills, and clinical dispositions necessary to support language acquisition and early reading development in young children. Grounded in the Science of Reading, this certificate bridges the gap between emergent literacy environments and explicit instructional mechanics.

Students will gain expertise in phonological awareness, vocabulary development, orthographic mapping, and data-driven assessment while maintaining a commitment to developmentally appropriate, culturally responsive, and play-based practices. This certificate prepares current and future early learning professionals for enhanced roles in classroom teaching, early intervention, and literacy advocacy within Central Oregon's educational landscape.

Evidence of Need

Submit an Occupational Profile Report from Oregon's Employment Department database qualityinfo.org for the relevant career entry point for your program (See "Standard A" in the Appendix for more information).

- **Be sure that the Occupational Profile report matches the job entry point for program graduates.**
- Identify the appropriate Occupation Code/CIP Code (e.g., 49-9063) and Occupation Title (e.g., Musical Instrument Repairers and Tuners).
- For CCWD program approval, you must demonstrate that the occupation is both high demand and high wage for the [East Cascades](#) region (see Data and Publications).
 - East Cascades Industry Employment Projections 2023-2033

- East Cascades Occupations in Demand 2023-2033
- East Cascades High-Wage, High-Demand, High-Skill Occupations 2023-2033
- Ensure that the level of education required is an appropriate entry point for employment on the High-Skill data report (e.g., Paramedics [29-2043] require postsecondary training [non-degree] as opposed to a Radiologic Technician [29-2034], which requires a bachelor's degree.)

The Assessment and Curriculum Administrator can assist with generating the correct report and may recommend a different profile be submitted to CCWD if there are any concerns.

Job Titles for certificate completers:

- Early Childhood Special Education Assistant
- Early Childhood Educator
- Early Childhood Classroom Assistant
- Elementary Classroom Assistant

College Mission

Describe specifically how this proposal aligns with the College's mission.

The Early Literacy Foundations Certificate of Completion aligns well with COCC's commitment to providing accessible, lifelong learning to ensure student success in their chosen fields. Central Oregon, like all of Oregon, is facing significant challenges with respect to high-quality care and education for its youngest community members. High-quality care and education practices require essential training and skill development to ensure that programming is developmentally appropriate and culturally responsive. In addition, our early learning educators are committed to ensuring our children are prepared for K-12 classrooms with respect to academic, social, emotional, and physical expectations. This certificate helps to prepare our rising educators for the expectations and needs of today's early learning classrooms.

Strategic

How does this program fit into important educational and/or workforce needs of the College, of the Central Oregon region, and of Oregon as a whole? Identify specific alignments between your proposed program and these needs. Potential sources of evidence to meet this approval standard (not an exhaustive list):

- COCC Strategic Plan

- State priorities (HECC/CCWD)
- Workforce initiatives
- Long-term grants and funding initiatives
- National workforce or educational initiatives
- Articulation agreements with local high schools, colleges, and/or universities.

The Early Literacy Foundations Certificate of Completion is designed to meet a crucial need in Oregon's with respect to our State's dedicated focus on literacy. As the State moves toward more rigorous literacy standards, this certificate provides a meaningful bridge between early learning programs and K12 school districts

1. Alignment with State Mandates (HB 3198)

The **Oregon Early Literacy Success Act (HB 3198)** has fundamentally redefined the expectations for early childhood providers. As of the 2024-25 legislative report, the state has invested over **\$37.9 million** specifically into research-aligned professional development and curriculum.

- **The Gap:** While state funding is abundant, there is a shortage of "research-aligned" practitioners who understand the **Science of Reading**.
- **The Solution:** This certificate explicitly bridges the gap between general ECE theory and the state-mandated "Birth to Five Literacy Plan," ensuring COCC graduates are eligible for high-priority state-funded roles.
- *Reference: Oregon Department of Education, Early Literacy Success School District Grant Legislative Report (2025).*

2. Local Workforce Demand in Central Oregon

In Central Oregon, the childcare crisis is compounded by the need for specialized intervention.

- **NeighborImpact & Head Start:** With the 2026 renewal of the **\$2.7 million federal grant** for NeighborImpact's Head Start, there is an immediate need for staff who can deliver high-dosage literacy tutoring and specialized language support.
- **Preschool Promise Integration:** The Oregon Department of Early Learning and Care (DELIC) now requires "Enhanced" providers to demonstrate specific competencies in literacy to qualify for higher reimbursement rates (effective March 2026).
- *Reference: KTVZ/NeighborImpact Grant Renewal Report (January 2026); DELIC Provider Guide Insert (March 2026).*

3. Educational Outcomes and "The Reading Crisis"

Current state data shows that while 3rd-grade ELA proficiency rose by **1 percentage point** in 2025—the largest gain since the pandemic—more than half of Oregon's students are still not meeting benchmarks.

- **The "Simple View of Reading":** Most current ECE curriculum focuses heavily on *Language Comprehension* (story time). This certificate introduces the second critical variable: *Decoding*.
- **Formula:** Decoding x Language Comprehension= Reading Comprehension
- **Evidence:** Districts like **Jefferson County SD 509J** saw a **27.5 point growth** for students with disabilities when focusing on aligned Pre-K to K literacy planning. This certificate formalizes that exact alignment.
- *Reference: Final Legislative Report 2024-25, Early Literacy Success School District Grants.*

4. System Modernization (Oregon ELMS)

Starting in **Summer 2026**, DELC is launching the **Oregon Early Learning Management System (ELMS)**, which will track staff training requirements more strictly.

- **The Need:** Providers will now be required to "track training requirements" in a central database to maintain licensure and funding eligibility.
- **The Solution:** A formal certificate from COCC provides a clear, verifiable credential that fits the new ELMS data structure, making it easier for local centers to prove their staff's "Highly Qualified" status.
- *Reference: Oregon ELMS Update (March 31, 2026).*

Program Courses (first draft)

Related Instruction Courses (Not required for programs of less than 36 credits):

N/A

Core Courses (including prerequisites):

ED 140: Introduction to Early Childhood Education (4 cr.)

ED 152: Family, School and Community Relationships in ECE (3 cr.)

ED 172: Language and Literacy in ECE (3 cr.) - Recommended Preparation: ED 140

ED 269: Overview of Special Education (3 cr.) - Recommended Preparation: ED 140

New course proposed for AY 2026-27: ED 272: Advanced Language and Literacy Foundations (4 cr.) - Recommended Preparation: ED 140, ED 150, ED 240

Electives: NA

Total credits to complete program: 17 credits are required to complete the Early Literacy Foundations Certificate of Completion.

Section 2: Formal Program Proposal – Due April 22, 2026

Advisory Board Collaboration

Please provide the names of your advisory board members, as well as the organizations they represent:

The Early Childhood Education advisory group includes a dynamic and active group of educators, advocates, directors, and specialists. Our group membership changes from year to year, based on availability and partnership needs, however, core members include

- Kim Brown, Director, Head Start-NeighborImpact
- Clare Nieto, Assistant Director, Child Care Resources-NeighborImpact
- Kara Tachikawa, Director, Mountain Star Family Relief Nursery
- Krissa Harris, Director, Central Oregon Early Learning Hub
- Teresa Martin, Director, The Children's Learning Center

Submit a signed advisory board letter of support to the Assessment and Curriculum Administrator with this form. This should be a short letter of support with all advisory board members as signatories and should include the organization they represent.

Catalog Description (Final Draft)

The Early Literacy Foundations Certificate of Completion provides early learning educators with the specialized content, pedagogical skills, and clinical dispositions necessary to support language acquisition and early reading development in young children. This certificate prepares current and future early learning professionals for enhanced roles in classroom teaching, early intervention, and literacy advocacy.

Program Learning Outcomes

For each award proposed, provide a maximum of eight program learning outcomes in a numbered list. Please see tips on [this intranet page](#). For CTE program assessment maps,

which list program learning outcomes, [visit this intranet page](#). The Assessment and Curriculum Administrator is available to assist with the development of observable, measurable learning outcomes (and keep in mind that all CTE programs are required to assess student learning in the context of their approved program-level outcomes).

Program Learning Outcomes Upon successful completion of the program, students will be able to:

1. Implement explicit instructional strategies for phonemic awareness and orthographic mapping in play-based environments.
2. Utilize inclusive practices and assistive strategies from Special Education to support literacy for neurodivergent and speech-delayed learners.
3. Create culturally responsive literacy routines that honor a child's home language and community in collaboration with families.
4. Differentiate instruction for identified individual student needs.

Program Courses (Final Draft)

Related Instruction Courses (Not required for programs of less than 36 credits):

NA

Core Courses (including prerequisites):

ED 140: Introduction to Early Childhood Education (4 cr.)

ED 152: Family, School and Community Relationships in ECE (3 cr.)

ED 172: Language and Literacy in ECE (3 cr.) - Recommended Preparation: ED 140

ED 269: Overview of Special Education (3 cr.) - Recommended Preparation: ED 140

ED 272: Advanced Language and Literacy Foundations (4 cr.) - Recommended Preparation: ED 140, ED 150, ED 240

Electives: NA

Total credits to complete program: 17

List any new courses that will need approval to bring the program online:

- ED 272: Advanced Language and Literacy Foundations is a new course that will need to be approved for this certificate.

Sample Plan

More details about Sample Plan requirements and best practices can be found here. The sample plan should:

- Include all required courses (or requirements if there is a choice of courses) in the program.
- Be organized by Term (Year 1 Fall, Year 1 Winter, etc.)
- Total credits should match the range listed in the Program Courses section above.
- Sequence courses using prerequisites and recommended preparation.
- Target a full-time student who enters at the desired skill level, and needs no developmental courses (minimum of 12 credits / maximum of 19 credits per term)
- Reflect the schedule of offerings such that courses are offered in the terms they are planned

Early Literacy Foundations: Three-Term Sample Plan

Term 1: Foundations of the Learner (Fall)

Focus: Understanding the child and the professional landscape.

- ED 140: Intro to Early Childhood Education (4 credits)
 - *Core Focus:* Developmental stages, the history of ECE, and professional ethics. This provides the "Who" and "Why" behind the teaching.
- ED 152: Family, School & Community (3 credits)
 - *Core Focus:* Building the "Home-to-School" bridge. Students learn to engage Central Oregon families as literacy partners.
- Term 1 Credits: 7

Term 2: The Environment & Inclusion (Winter)

Focus: Creating the space and supporting all needs.

- ED 172: Language & Literacy in ECE (3 credits)
 - *Core Focus:* Emergent literacy, "print-rich" environments, and the joy of oral storytelling. This covers the Language Comprehension side of the literacy equation.
- ED 269: Overview of Special Education (3 credits)
 - *Core Focus:* Identifying speech delays and adapting literacy for neurodivergent learners. Essential for early intervention before kindergarten.
- Term 2 Credits: 6

Term 3: The Mechanics of Reading (Spring)

Focus: Specialized skill-building and the Capstone.

- ED 272: Advanced Language and Literacy (4 credits)
 - Core Focus: The "How" of reading. Explicit instruction in phonemic awareness, phonics, and orthographic mapping.
 - Capstone Project: Students design a "Structured Literacy Intervention Plan" for a local classroom setting.
- Term 3 Credits: 4

Total Certificate Credits: 17

Capacity

Program Director and email: [Amy Howell \(ahowell@cocc.edu\)](mailto:ahowell@cocc.edu)

Identify any one-time faculty load impacts and ongoing load impacts: [NA](#)

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? [Yes](#)

If no, please explain the personnel needs:

Budget

Note: If you are requesting a new separate budget, it will not be available in the subsequent Fall after program approval. New budgets need to be requested

Will this program require a new budget, or will it remain part of an existing budget? [NA](#)

Expenses

Use the table below to identify current resources to be directed to the program and new resources needed. Ongoing expenses should be included in each year to display cumulative expenses. For guidance, contact the chair and/or dean.

Have you reviewed this budget with your area Dean? Please indicate date of review:

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

Revenue

Identify new course/program fees. Identify other dedicated external resources (grants, outside funding).

Student Aid

Identify special aid, scholarships, or other student resources. Email Financial Aid if you need assistance filling out this portion of the form.

Effective Year and Term

New programs are effective the fall following approval. If a different year and term are desired, identify those here and provide a rationale.

Enrollment Options

- 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

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

Internal Impacts

Identify impacts to the following areas, with special attention to how your new program may require outreach to the areas of campus listed below.

Admissions and Records: NA

Advising: ED/ECE advisors will continue to advise students, and this certificate will allow for an intentional focus on literacy, while students may continue to work toward the AAS in Early Childhood Education.

Bookstore: We may need to purchase additional materials (textbooks) for the newly proposed course, ED 272.

Campus Services NA

College Now: At this time, we will not plan to offer the new course, ED 272, in the high schools. Students may, however, take some of the required courses through College Now. These courses include ED 140 and ED 172.

College Relations: Minimal: We may request a press release, if approved.

Financial Aid: NA, as this certificate alone will not be eligible for financial aid

Information Technology Services NA

Library: We may require additional books on reserve for the new course, ED 272.

Policy: NA

Risk Management: NA: We will continue to use existing processes for field placement tracking.

Tutoring and Testing: NA

External Impacts

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):

We do not anticipate a change here other than ensuring our field placement sites offer experiences to support our students' emerging skills to support children's early

literacy development. We may seek additional placement settings that offer more intentional engagement in this area, but that would be a long-term process.

Early Childhood Education Career Projections									
Occupation Code	Occupation Title	Typical Entry-Level Education	Competitive Education	Employment 2024	Projected Employment 2034	Percent Change	Employment Change	Replacement Openings	Total Openings
25-2012	Kindergarten Teachers, Except Special Education	Bachelor's degree	Master's degree	1,349	1,338	-0.8%	-11	1,498	1,487
25-2021	Elementary School Teachers, Except Special Education	Bachelor's degree	Master's degree	12,838	12,645	-1.5%	-193	8,483	8,290
25-2501	Special Education Teachers, Preschool	Bachelor's degree	Master's degree	s	s	s	s	s	s
25-2052	Special Education Teachers, Kindergarten and Elementary School	Bachelor's degree	Master's degree	1,620	1,605	-0.9%	-15	1,121	1,106
25-9045	Teaching Assistants, Except Postsecondary	High school diploma or equivalent	Associate's degree	21,194	21,306	0.5%	112	25,957	26,069

Source: Oregon Employment Department, Occupational Employment Projections for Central Oregon (Crook, Deschutes and Jefferson Counties), 2024-2034

Employment in Education Industry (Except Postsecondary) in Central Oregon Counties. Average over 12 months, 2025.				
Industry	Crook	Deschutes	Jefferson	Central Oregon
Elementary and Secondary Schools	425	3,326	623	4,374

Source: Oregon Employment
Department, Quarterly
Census of Employment and
Wages, QCEW, 2025 Annual
Data

**Minimum Education
Breakdown from Job
Posts: Kindergarten
and Elementary School
Teachers (Except
Special Education)**

*Note: There were 224 unique
postings for kindergarten and
elementary school teachers in
Oregon March 2025 - March
2026. Of those postings,
these are the numbers listing
minimum education
requirements.*

Minimum Education Level	Unique Postings
High School or GED	4
Associate's degree	4
Bachelor's degree	85
Master's degree	41
Ph.D./professional degree	19

**Minimum Education
Breakdown: Special
Education Teachers**

Note: There were 193 unique postings for preschool, kindergarten, and elementary school special education teachers in Oregon March 2025 - March 2026. Of those postings, these are the numbers listing minimum education requirements.

Level	Unique Postings
High School or GED	1
Associate's degree	2
Bachelor's degree	81
Master's degree	42
Ph.D./professional degree	3

**Minimum Education
Breakdown: Teaching
Assistants**

Note: There were 651 unique postings for kindergarten and elementary school teaching assistants (including special education) in Oregon March 2025 - March 2026. Of those postings, these are the numbers listing minimum education requirements.

Minimum Education	
Level	Unique Postings
High School or GED	353
Associate's degree	234
Bachelor's degree	103

Master's degree	6
Ph.D./professional degree	1

Source: Oregon Employment Department and Lightcast

Top Qualifications and Skills for Kindergarten and Elementary School Teachers

Note: There were 224 unique postings for kindergarten and elementary school teachers in Oregon March 2025 - March 2026. Of those postings, these are the top requested skills and qualifications.

Qualifications	Postings with Qualification
Teaching Certificate	155
First Aid Certification	23
CPR Certification	16
Skills	Postings with Skills
Classroom Management	91
Lesson Planning	67
Differentiated Instruction	37
Behavior Management	32
Individualized Education Programs	27
Instructional Strategies	26
Parent Communication	26
Cultural Diversity	26
Curriculum Development	25

Top Qualifications and Skills for Special Education Teachers

Note: There were 193 unique postings for preschool, kindergarten, and elementary school special education teachers in Oregon March 2025 - March 2026. Of those postings, these are the top requested skills and qualifications.

Qualifications	Postings with Qualification
Teaching Certificate	133
First Aid Certification	12
CPR Certification	10
Skills	Skills
Special Education	166
Individualized Education Programs	96
Early Intervention	40
Life Skills Development	26
Instructional Strategies	34
Disabilities	29
Developmental Disabilities	28
Behavior Management	27
Individualized Family Service Plans	27

Top Qualifications and Skills for Teaching Assistants

Note: There were 651 unique postings for kindergarten and elementary school teaching assistants (including special education) in Oregon March 2025 - March 2026. Of those postings, these are the top requested skills and qualifications.

Qualifications	Postings with Qualification
CPR Certification	133
First Aid Certification	129
Valid Driver's License	82
Skills	Skills
Special Education	349
Individualized Education Programs	219
Preschool Education	210
Toileting	125
Child Development	116
Behavior Management	91
Disabilities	91
First Aid	90
Classroom Management	85

Source: Oregon Employment Department and Lightcast