

## INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** Workforce & Economic Development

**Program:** Early Childhood Education

**Last Academic Year CPPR Completed:** 2014-2015

**Current Academic Year:** 2018-2019

**Current Date:** March 2019

### NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

#### I. GENERAL PROGRAM INFORMATION

##### A. Program Mission (optional)

The Early Childhood Education (ECE) Department is committed to helping adult student learners develop the knowledge and skills necessary to meet their academic and professional goals in the context of a diverse society. This is done through an academic program of rigorous study and real-life experiences in a supervised early learning environment. Professionals in the field of ECE can further their professional development with courses in diversity, curriculum, and administration.

##### B. Brief history of the program

The Cuesta College Early Childhood Education Program can trace its origins to (1966) legislation establishing California State Preschool. In 1968, Cuesta College was entrusted with training the local State Preschool teachers and aides. Three classes were established (titled Nursery School Principles and Practices), with one part-time instructor, and housed in the Social Science Division.

In the Fall of 1973, the program's name was changed to Early Childhood Education to better reflect state and national changes in the field. In the Spring of 1975, the Cuesta College Children's Center began its' first semester offering child care to students, faculty, and staff. This was the beginning of a symbiotic relationship, providing ECE students with hands-on experience in early learning classrooms and quality childcare for the community; on both the San Luis Obispo and North County Campuses. The North County Children's Center opened Spring Semester, 1999.

In the Spring of 2002, the Children's Center moved into the new building on the San Luis Obispo Campus, a move from a one-room preschool classroom to five rooms for infants through preschool aged children. The Toddler program opened Spring, 2003.

The capacity to provide ECE students with new opportunities to complete their classroom

observations/recordings, and to serve families in the community, expanded with the leasing of two classrooms, Early Head Start (Infants and Toddlers) and Head Start (preschoolers), to Community Action Partnership, San Luis Obispo (CAPSLO).

May 2012, the ECE Department received a Certificate of Achievement from the California Curriculum Alignment Project for successful alignment of our ECE Core 8 courses (aligning with 70 other community colleges in the state).

The Early Childhood Education AS-T was approved for the Fall 2014 semester.

From those early Nursery School Principles and Practices classrooms, the Cuesta College Early Childhood Education Program has seen impressive growth, including the number of: toddlers and preschool-age-children served in the Children's Centers (NC, SLO), Children's Center Teachers, ECE course offerings, ECE faculty, and the degrees and certificates available to ECE majors.

C. Include significant changes/improvements since the last Program Review

- North County Children's Center: The passage of Measure L, the general obligation bond approved by voters in 2014, will transition the North County Children's Center from a temporary building to a permanent facility. Groundbreaking ceremonies were held on February 1, 2019 on the R&B Shultz Early Childhood Education Center, named in honor of the Schultz family's donation to the college.
- The second tier of the Curriculum Alignment Project included ECE 236 - Understanding the Child with Special Needs and ECE 245 – Adult Supervision.
- ECE 203, 205, 206, and 245 were updated and are offered on a rotation that now includes distance education. All ECE Core 8 classes, except ECE 216 (Practicum), are taught in both distance education and traditional modalities. An additional four, degree classes, are rotated (traditional and distance education).
- Initiated Fall 2018: Early Childhood Education students earn an AA in CD/ECE that aligns with the ECE course/unit requirements for the Child Development Permit (issued by the California Department of Education) at the Master Teacher level. "Child Development" was added to the existing ECE title to reflect changes in the field (Bachelor's programs most frequently use "Child Development" or some variation).
- Initiated Fall 2018: The development of three new certificates, aligning the California Commission on Teacher Credentialing Child Development Permit Matrix with the ECE courses, creates four distinct levels. In addition to the existing Teacher certificate: Child Development Associate Teacher, Child Development Master Teacher, and a Child Development Site Supervisor certificate were added.
- Initiated Fall 2018: A new course was developed, ECE 212 – Childhood and Play (1 unit). Two other activity classes (Music and Movement, Art for Children) were updated (from 3 units to 1 unit) to create a 3-unit activity series (Play, Music, Art).
- Initiated Fall 2018: The Dual Enrollment process with three-four local high schools. High school students would ideally complete the first four ECE courses (201, 202, 203, 205) to

earn a Child Development Associate Teacher certificate. This allows students to work in the field (meeting the ECE requirements for employment) while attending Cuesta College to complete their ECE AA and/or AS-T degrees.

- Initiated Fall 2018: A partnership with CAPSLO to offer ECE classes in Spanish for non-traditional students (Spanish-speaking Family Day Care providers). Ideally four ECE courses (201, 202, 203, 205) would be taught in Spanish (2019-2020), allowing participants to earn a Child Development Associate Teacher certificate.
- Initiated Fall 2018: As part of the newly established Teacher Pathways, promotional and informational materials were created for current/future students, to present options/requirements/and transfer opportunities within the Early Childhood Career path.
- Initiated Fall 2018: The ECE Club was reestablished, named “ABCD Club” (Advocating for the Betterment of Child Development), and approved.
- The ECE Department currently has thirteen part-time faculty (with three new hires, Fall 2018) and one new full-time faculty hire (August, 2018). The new full-time faculty received early Tenure (February, 2018).

D. List current faculty, including part-time faculty

### **Full-Time Faculty**

#### **P. Michele Gordon Johnson, M.Ed Early Childhood Education**

I have had the opportunity and good fortune to teach Early Childhood and Human Development courses at Cuesta College for twenty years. The twelve years prior to teaching the adult learner, I was a preschool and infant/toddler teacher, culminating in my role as Lead Teacher at Stanford’s Bing Nursery School. My life-long work with, and on behalf of children and their families, started at the University of California, Santa Barbara. Inspired by my work at their Children’s Center, I went on to earn my Master’s Degree in Education, with an emphasis in Early Childhood Studies, from Sonoma State University.

Additionally, I am an experienced Parent Educator, certified in a variety of parenting programs. My work with parents includes facilitating parenting groups, teaching parenting classes, and providing individual parent coaching (specializing in birth to eight), using the parenting journal that I authored: *Are We There Yet? Conversations to Help Navigate Parenting*. The journal is based on a cross-country road trip with my youngest son and captures the challenges and rewards that I experienced raising my two sons to adulthood.

### **Part-Time Faculty**

#### **Karina Ayala**

My passion for early childhood education started 11 years ago when I first set foot as a student worker in a lab school. I currently work for CAPSLO in the Resource and Referral office as a Child Service Specialist/ QRIS Coach. My primary duties include supporting Family Child Care Providers enrolled in our QRIS program by providing individual support and group workshops. I am also a bilingual Master Trainer for the Desire Results program, and MMCI CLASS Master Coach. I received my Bachelor’s in Early Childhood education and Master’s in Educational Leadership with emphasis in Early childhood educational leadership from Brandman University.

Prior, I worked for non-profit and for-profit preschool centers in the central coast. My passions in teaching include, curriculum, how to create the “Yes” environment, observation and positive guidance.

### **Dr. Patty Clarkson**

*Director, Cal Poly Preschool Learning Lab*

I started my career in Early Childhood over 30 years ago by opening a Preschool-6th Grade private school program. As I developed this new program over twenty years, I discovered my love of mentoring new staff and supporting individuals to accomplish their goals. I started teaching college courses at Brandman University, University of Laverne, and Cal Poly which inspired me to pursue my doctorate degree from UCSB in Educational Leadership, with an emphasis in Early Childhood Education. I have worn multiple hats over the years and have experience as an administrator, principal, director, teacher, seminar leader and consultant.

My bachelor's degree is in Psychology and Human Development and I hold a MA in Education Administration from California Polytechnic State University in San Luis Obispo.

My research interests include the impact of college lab programs in supporting student's constructivist views and I have co-authored *A Developmental Approach to Educating Young Children* (Corwin, 2010) and a case study featuring Cal Poly's Learning Lab in *More Than A Motto* (Volume 1, 2017). I continue to consult throughout the state with schools and early education programs in areas of staff development, quality practices, operational guidelines, and licensing regulation support. I feel grateful to be able to combine my passion for supporting student's education and career goals with my love for early education.

### **Leslie Drago**

Instructor Early Childhood Education, Cuesta College

A.A. – Taft Community College, B.A. California State University at Fresno

My career began at Taft College in 1984 when I was hired to begin an ECE Program of Instruction for students attending college, and I was also asked to be the Director of the Taft College Children's Center. I then began a life-long experience in working with children and families. Honors received have included Kern Council of Governments Distinguished Leadership Award in 1999, California Woman of the Year, Commissioner for Prop 10 (now renamed First 5), President of the California Community College Early Childhood Educators in 1993, and recently Lifetime Achievement Award from Taft College, 2018. My greatest achievement was to write a grant for building a large children's center in Taft, which is currently still in operation. My profession has always given me joy, especially now in working with college students. I feel the experience I have been given, the goals I have achieved, and the willingness to guide young people have helped me develop compassion, strength, and a strong desire to share knowledge and skills.

### **Haila Hafley-Kliver, M.A. Human Development**

I received my A.A. degree in Early Childhood Education from Cuesta College in 1981. My Bachelors and Masters graduate work was at Pacific Oaks College in Pasadena, California, with a specialization in Infant and Toddler Development.

I am a graduate and certified trainer for WestEd's and the California State Department of Education's Program for Infant and Toddler Care (PITC). I studied with infant and toddler specialist Magda Gerber and Resources for Infant Educators (RIE). I have had the privilege to visit and study the early childhood programs in Reggio Emilia and Pistoia, Italy. To extend my infant and toddler development knowledge, I have attended institutes and conferences based on the practices of Dr. Emmi Pikler and the Pikler Institute of Budapest, Hungary. I strongly believe that all children deserve to be treated with respectful care during infancy, and throughout their lives.

After graduating from Cuesta College I opened and operated a preschool, Laguna Children's Center, with partner, J Davis, in San Luis Obispo and have worked for CAPSLO with the Child Care Resource Connection and with the Migrant Child Care programs. My diverse experience includes Director of the ASI Children's Center at Cal Poly (now the Orfalea Family Center); assisting with the opening of a toddler program at the United Methodist Children's Center in SLO; and teaching for Allan Hancock College and U.C. Davis Extension (Family Child Care at its Best). I recently retired, after 12 years, as Director of the Cuesta College Children's Center lab programs.

### **Nancy Hurd, M.A. Early and Middle Childhood Education**

I have been a Cuesta College Early Childhood Education Instructor since 1991. I obtained my B.A. degree in Early Childhood Education from Hillsdale College, Hillsdale, Michigan and my M.A. from Ohio State University in Early & Middle Childhood Education. I studied under Charlotte Huck, a well-known author and Children's Literature expert. There are several of her quotes in our textbook.

My background includes teaching Preschool, College Laboratory Preschool, Elementary school grades First- Fourth, Community College and a 4-year private college, Hood College, in Frederick, MD. I completed course work with PITC (Program for Infant Toddler Caregivers) and have conducted numerous trainings in SLO for local Infant/Toddlers caregivers. At Cuesta, I am an Instructor in the Early Childhood department currently teaching E.C.E. #234 (Children's Literature) Distance Ed classes.

I am actively involved in the SLO Raise A Reader program, an early literacy program, which supports 30 Raising a Reader sites throughout the county. I am proud that one of my former ECE 234 students is the author of a New York Bestseller Young Adult novel.

I have two children, who are both married. My son, Brooks, is a Chemical Engineer living in the Bay area. He and his wife are parents to my 4-year old Grandson, Owen. My daughter, Ashley, is a professional photographer. She and her German husband recently moved to CA after living in Berlin, Germany for 7 years.

### **Amarilis Marques Iscold**

I am a newcomer to SLO county and Cuesta College, but I have always loved school, education, learning, children, and development. Before I began teaching, I worked as a Pediatrician (M.D.) in Brazil, both in neonatal care/delivery room/NICU and in my own private practice. Beyond medical assistance and support, my practice provided parents with support and coaching through developmental issues in childhood. I worked with patients with various developmental,

sensory, and psychological challenges and helped families nurture and cope with the adventures of parenthood.

I hold a Medical Degree from UFMG, Brazil (2004), a Residency/Specialization in Pediatrics from HC-UFMG, Brazil (2006), a Graduate Certification Degree in *Psicopedagogia* (Psychology/Education) from FUMEC, Brazil (2013), and an M.S. from Arizona State University (2017). I love the convergence and overlapping of fields of knowledge and how, when we integrate and combine theorists, fields of science, philosophers, and thinkers we broaden the scope of our understanding.

I was raised bilingual and multicultural and have studied and worked in more than one field. That has influenced my ideas and shaped my perspective. I have an 11-year-old son who constantly challenges me (in the best ways) to reassess and revisit ideas.

I believe that people learn in different ways and frequently have much to teach us if we know how to listen and understand. As a lover of learning, I look forward to the teaching adventure as another opportunity to increase my understanding of children – and the adults that support, raise, and influence them.

### **Tonya Iversen, MBA**

I started my journey in ECE by attending Cuesta College right out of high school. I continued my education at Cal Poly with a BS in Child and Family Development. I taught preschool for several years and in 1990 found my career home as the Director of the Orfalea Family and ASI Children's Center at Cal Poly State University. After becoming the Director, I realized that a business degree was what I really needed to be successful in my role. I went on to complete a Master's in Business Administration at Cal Poly while working as the Director of the Children's Center. I have been teaching the administration classes at Cuesta College for about 15 years. It is my way of giving back to the place where I started my career. I am also a Professional Coach and present leadership workshops locally to inspire others to fully live their own leadership.

### **Arica Marshall, M.S. Education Specialization in Early Childhood**

I have been teaching, and working in higher education for the last several years. I currently work with Head Start and Early Head Start Programs as an Early Childhood Education Manager. Before working in this capacity, I worked in all areas of the preschool program.

My primary responsibility when working with preschool programs is ensuring children are receiving comprehensive services in a healthy and safe learning environment. Students' ability to learn depends not just on the quality of their teachers, but also on the comfort and safety they feel at school and the strength of their relationships with adults and peers there. I have a passion for teaching Developmentally Appropriate Practices that encompass what is appropriate for the group, the individual, and the culture and community of the programs we work with. With a strong emphasis on making the curriculum child-centered; that is, respecting each child's uniqueness, culture, ethnicity, religion, language, and learning style. Crucial to achieving this is an understanding of the ages and stages of development occurring with young children from infancy to 8-year-olds, the variations in their development, and their developmental process for learning. It is important also to understand that children's development and learning in one domain influence and are influenced by what takes place in

other domains. It is for these reasons I enjoy teaching Early Childhood Education courses, so that you too may learn the importance of a Developmentally Appropriate Practices and how we must learn the foundation in order to build the future for our children.

### **Katie Mervin, M.A. Human Development**

After graduating from a local high school I came to Cuesta College and started working on my degree in Early Childhood Education. I had always had an interest in teaching young children and wanted to learn more about how they develop. During that time, I worked at different early learning centers, all which offered me unique experiences to learn and grow as a teacher. After many years teaching early childhood and attending Cuesta part time I decided it was time to go back to school to continue my education. Upon recommendation from my Cuesta professors I applied to Pacific Oaks College and started my studies. I now have a BA in Human Development with a specialization in Early Childhood Education and MA in Human Development with a specialization in Leadership in Education from Pacific Oaks College. Before my current position as Director of the Cuesta College Children's Center I wore many hats in addition to being an early childhood educator. I have worked as a Behavioral Therapist, Early Intervention Specialist, and was involved with the California Mentor Teacher Program as a mentor teacher (both local and virtual) and as a Steering Committee Member.

I also worked closely with the Central Coast Autism Spectrum Center in my different ways, one of which was developing and implementing a summer camp for children 5- 18 years old with ASD. In addition to my roles at Cuesta College as Director of the Children's Center, Faculty member and Child Development Training Consortium Coordinator I am also a Child Development department faculty member at Cerro Coso Community College.

I am a proud mother of a teenage boy who plays football and rugby, but most of all is a kind person who truly cares about others.

### **Virginia Roof, M.Ed Early Childhood Education**

I obtained my B.A. from U.C. Berkeley (1996) and M.Ed. (Early Childhood Education, emphasis in Early Childhood Special Education) from the University of Illinois at Urbana-Champaign (2001). I also currently hold a California Multiple Subject Teaching Credential (K – 8) & an Illinois Early Childhood Teaching Certificate (Pre-K – 3).

I have had many professional roles - Substitute Teacher, Assistant Teacher, Preschool Teacher, Kindergarten Teacher, Early Childhood Special Education Teacher and I have served as the Disabilities Specialist for Head Start and Early Head Start. I have been a faculty member in the Early Childhood Education Department at Cuesta College for 12 years. Additionally, I am a certified PITC (Program for Infant Toddler Caregivers) Trainer and a graduate of the Special Quest Project (to support inclusion of infants and toddlers with disabilities and their families). I am the proud mom of Rowan (11 years old) and fraternal boy/girl twins, Ben & Kylie (8 years old). As you might guess, I practically had my own ECE child development lab at home for many years! Now that my children are all in elementary school, I'm moving into a new and exciting phase of my parenting journey.

Finally, I am a passionate advocate for inclusion and social justice. I believe that all children have a place not only in our schools, but also in our communities and in our hearts.

**Louise Spadia Beckham, M.Ed Education/Child Life Specialist**

I grew up in the San Francisco Bay Area, and with my husband settled on the Central Coast to raise our two children and a menagerie of animals. I received my undergraduate degree in Human Development from California State University, Chico and The University of New Hampshire and earned a post graduate certification as a Child Life Specialist from Johns Hopkins University Medical Center. I went on to earn a Master's Degree in Education/Child Life Specialist from Mills College. While living in Los Angeles I was the Child Development Specialist and Director of Pediatric Child Life Programs at White Memorial Medical Center and California Medical Center, as well as a staff member of the Child Life Department at Huntington Memorial Hospital. When I moved to Paso Robles I became the Director/Head Teacher of the Paso Robles Co-op Preschool. Together with my business partner Tina McCreary, I founded TLC (Tina, Louise, Children) Consulting, providing services for children with special needs for both school districts and in-home programs. Currently, I am a staff member at Courtney's House in Templeton California, which provides Social Integration Groups, Enrichment Programs, as well as Music and Art Classes for young adults with Developmental Disabilities. Courtney's House recently opened a cafe, Fig at Courtney's House, which is staffed by the clients. In my spare time I enjoy running, cycling, yoga, stand-up paddle boarding and anything that gets me in the water. I am basically a fish at heart. I have been teaching at Cuesta College for fifteen years, teaching both Early Childhood Education and Human Development/Human Services courses.

**Lauren Thorne, M.Ed Education/Leadership**

I am starting my third year at Cuesta College as faculty in the Early Childhood Education Department. Over the last several semesters, I've been very lucky to work with first time college students, returning college students, students with a variety of learning styles and needs, as well as students who are merely interested in understanding early learning for personal reasons. Along with serving as part-time faculty at Cuesta, I am employed full-time at the San Luis Obispo County Office of Education and serve as the Early Learning Educational Support Coordinator. My workload there supports the QRIS initiative as well as Quality Counts for San Luis Obispo County. This support is done through providing professional development to early learning professionals in SLO County. Prior to what I am most currently doing, I worked in early learning classrooms with children between the ages of 3 months old to 5 years old for a total of nine years. I earned my Bachelor's Degree in Child Development with a minor in Psychology from Cal Poly. I most recently earned my Master's Degree in Education with an emphasis in Leadership from Brandman University.

**E. Describe how the Program Review was conducted and who was involved**

All faculty in the ECE Program were invited to participate. Primary writing was completed by P. Michele Gordon Johnson, with input from Cherie Moore.

## II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The Early Childhood Education Department is committed to helping diverse adult learners develop the theoretical knowledge and foundational skills necessary to meet their academic and professional goals. This is achieved through an academic program of rigorous study and real-life experiences in a supervised early learning environment. Predictable program completion pathways allow students to earn certificates (aligned with professional competencies), complete an AA in CD/ECE and/or an AS-T in ECE. Those already working in the ECE field can further their professional development with courses in diversity, curriculum, and administration (to move from Associate Teacher to Teacher to Master Teacher to Site Supervisor).

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

**Institutional Goal 1: Completion** - Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students

- **Institutional Objective 1.1:** *Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.*  
All of the CSU campuses, with the exception of Maritime Academy, offer an ECE or similar major and eighteen of those CSU campuses accept Cuesta College's AS-T in ECE degree as sufficient transfer preparation. Additionally, a clearly articulated Early Childhood Teacher Pathway, with an AA degree and transfer option, is clearly mapped out for students. When a student earns their Cuesta College CD/ECE AA degree they are automatically eligible for the Child Development Permit at the Master Teacher level. Additionally, four certificates: Child Development Associate Teacher, Child Development Teacher, Child Development Master Teacher, and a Child Development Site Supervisor certificate prepare students for employment in the field.
- **Institutional Objective 1.2:** *Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.*  
In our ECE Department meetings/retreats, and in more informal settings, faculty discuss effective pedagogical strategies to engage students, create peer-to-peer connections, and provide content in a meaningful way.

**Institutional Goal 2: Access** -Increase student access to higher education.

- **Institutional Objective 2.1:** *Increase enrollment of low-income and underrepresented students through targeted outreach efforts.*  
A partnership with CAPSLO, to offer ECE classes in Spanish for non-traditional students (Spanish-speaking Family Day Care providers), was established Fall 2018. Ideally four ECE courses (201, 202, 203, 205) would be taught in Spanish (2019-2020), allowing participants to earn a Child Development Associate Teacher certificate.

- **Institutional Objective 2.4:** *Increase career pathways for local high school students.*  
The Dual Enrollment process has been initiated with three-four local high schools. High school students would ideally complete the first four ECE courses (201, 202, 203, 205) to earn a Child Development Associate Teacher certificate. This allows students to work in the field (meeting the ECE requirements for employment) while attending Cuesta College to complete their ECE AA and/or AS-T degrees.

**Institutional Goal 3: Partnerships** - Develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, businesses, and industries.

- **Institutional Objective 3.2:** *Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.*  
The ECE Department faculty are actively engaged with local agencies (Center for Family Strengthening, First Five, Child Care Resource Center, Child Care Planning Council, SLOCOE, CAPSLO) and host events that include Cal Poly, SLO County Office of Education, California State Preschool Program, CAPSLO, Head Start, private children’s programs, and local school districts. The ECE Advisory Committee is made up of a diverse group of professional and business leaders that serve children and families in SLO County. In Spring 2015, Cuesta became part of the Race to the Top Consortium that will help implement the new Quality Rating and Improvement System (QRIS) for state funded Early Childhood Education Programs in SLO County. Active engagement in the community places Cuesta on the front lines of the child care work force crisis.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

### **ILO 1. Personal, Academic, and Professional Development**

ECE Program Learning Outcomes, developed by our Advisory Committee, include the professional skills and knowledge required of early childhood teachers in the field. Our ECE courses prepare our students for job interviews in the field and the solid theoretical and practical knowledge they gain at Cuesta gets our students hired. Also included in our PLO’s are “soft skills” that help early childhood teachers to be successful in their positions (for example – professionalism, punctuality, communication, and teamwork).

### **ILO 2. Critical Thinking and Communication**

Critical thinking and self-reflection are essential elements of the ECE Program. The ability to digest, question, and assimilate information from a variety of sources (professional journals, lectures, course textbooks) and apply that information in day to day spontaneous interactions with children, parents, and staff are essential ECE skills.

### **ILO 3. Scientific and Environmental Understanding**

ECE is an empirical, multidisciplinary field. As an applied science, the scientific method is our corner stone. To understand children, family, and societal dynamics, the ability to objectively observe, assess, and evaluate are incorporated in every ECE course.

#### **ILO 4. Social, Historical, and Global Knowledge and Engagement**

To be an effective teacher, cross-cultural knowledge is essential. All ECE courses emphasize the importance of affirming the child's home environment, while supporting children to be bi-cultural (successfully navigating two cultures), through respectful and responsive relationships.

#### **ILO 5. Artistic and Cultural Knowledge and Engagement**

Our ECE students are required to demonstrate skills that promote positive and responsive relationships among culturally and linguistically diverse teachers, children, and families. Cross-cultural knowledge is the foundation of effective teaching (all child-rearing is cultural).

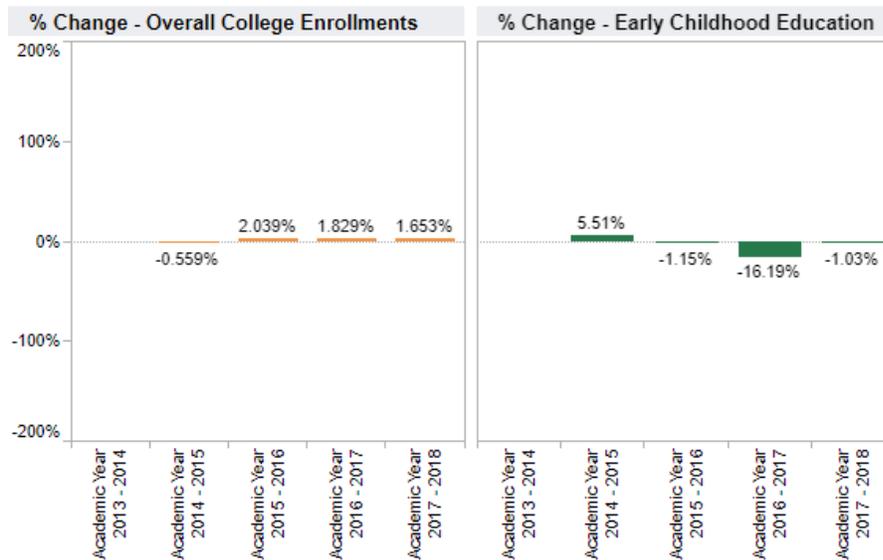
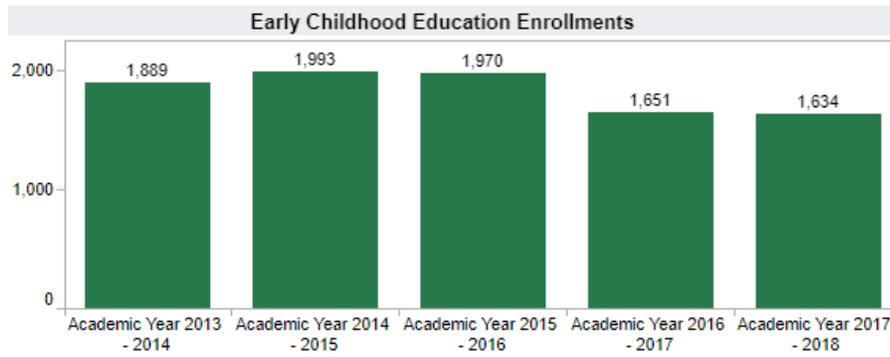
#### **ILO 6. Technical and Informational Fluency**

ECE students are asked to demonstrate knowledge of community resources for families with diverse needs, through specific activities and assignments. In ECE classes, Canvas is standard. Students become increasingly tech proficient as they move through the ECE program.

### **III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**

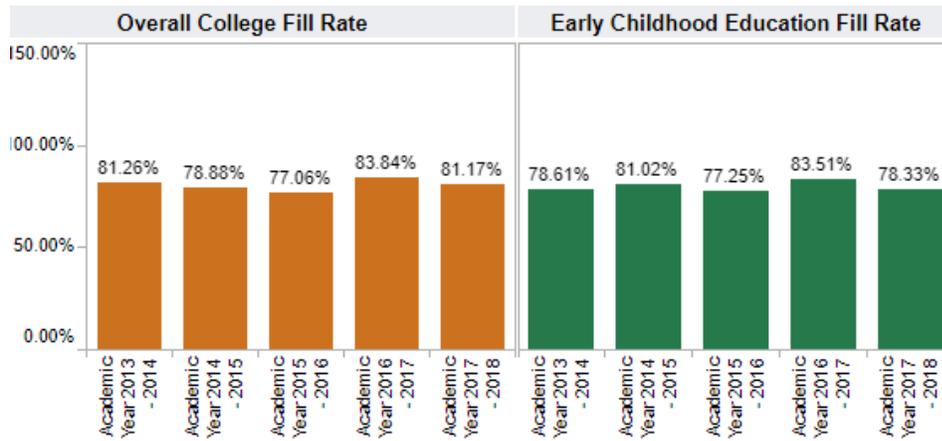
The data components are hyperlinked below.

[General Enrollment](#)



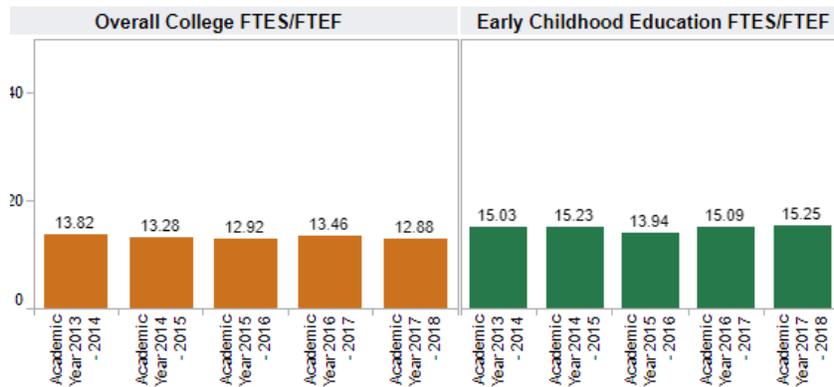
While ECE enrollments are similar to the trends for the college over the past five years (with a notable increase in ECE enrollments 2014-2015), there is a significant dip in enrollment 2016-2017 that is not shared with the college as a whole. One significant change for the 2016-2017 academic year was the retirement of a second full-time faculty member. The full-time Instructor taught five traditional ECE classes (scheduled during the day), resulting in fewer classes offered (and consequently, fewer students). Because part-time ECE faculty are typically employed in the field, they are primarily available to teach only evening and distance education classes. This is combined with a sizable decrease in ECE 234 enrollment (the course no longer fulfilled the humanities requirement). Lastly, there were intentional efforts to increase ECE fill rates, as indicated by the uptick in fill rates 2016-2017.

### [General Student Demand \(Fill Rate\)](#)



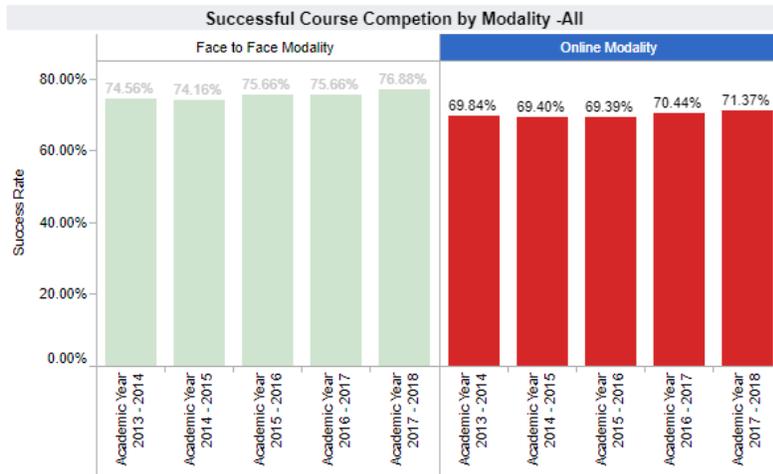
The ECE fill rates are very similar to the college’s over the past five years (ECE averages - 79.75% and the college – 80.4%). Faculty continue to refine our rotation of classes (with eight-semester classes mapped out) so that students can complete the ECE program in a two-year cycle. To better meet students’ needs, we have increased the number of high demand classes (example – ECE 201DE and 9-week short courses), and now offer all but one of the ECE degree courses online.

[General Efficiency \(FTES/FTEF\)](#)



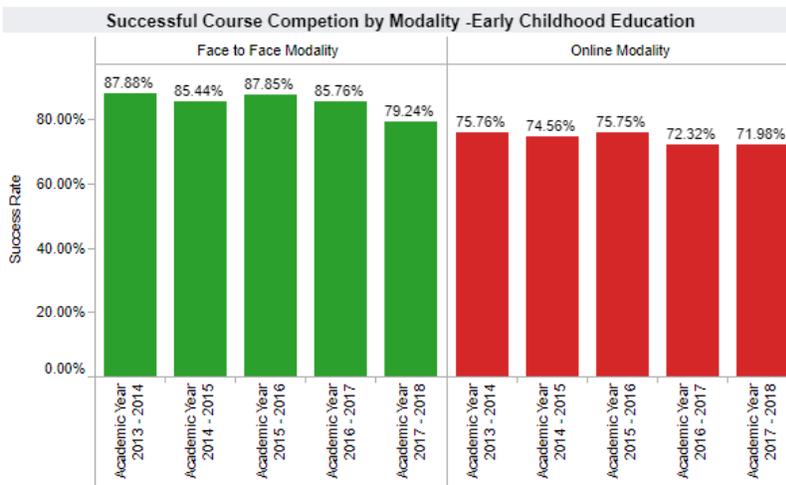
ECE’s efficiency is slightly higher than the college’s each of the last five years (ECE averages - 14.84 and the college – 13.27). We attribute this to the thoughtful planning of our class schedule (including modality, times, and days) to anticipate and plan for our students’ needs.

[Student Success—Course Modality](#)



**Successful Course Competition by Modality Table - All**

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	74.56%	74.16%	75.66%	75.66%	76.88%
	Total Department Enrollments	51,005	48,714	48,233	47,128	44,806
Online Modality	Department Success Rate	69.84%	69.40%	69.39%	70.44%	71.37%
	Total Department Enrollments	7,101	8,112	9,950	10,442	12,312

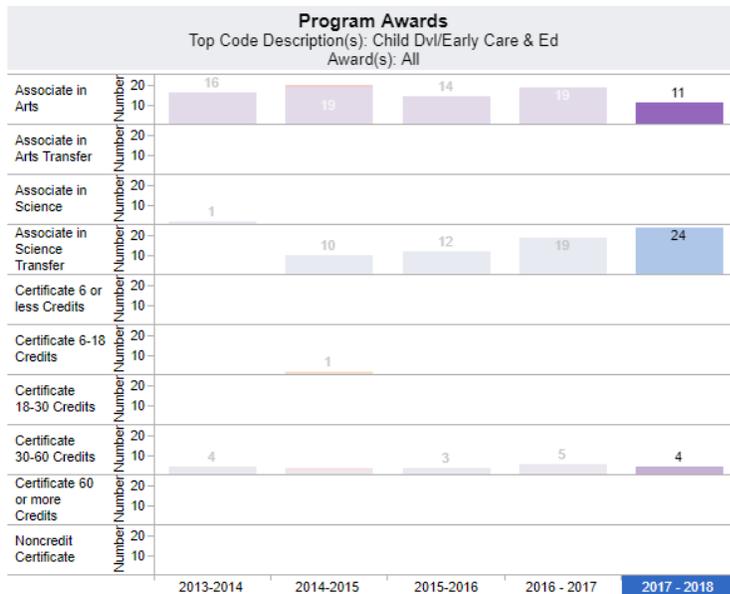


**Successful Course Competition by Modality Table - Early Childhood Education**

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	87.88%	85.44%	87.85%	85.76%	79.24%
	Total Department Enrollments	1,188	1,202	955	878	708
Online Modality	Department Success Rate	75.76%	74.56%	75.75%	72.32%	71.98%
	Total Department Enrollments	689	794	1,002	773	861

In both modalities (face to face and online) our successful course completion rate has been consistently higher than the colleges for each of the last five years. Our ECE faculty consistently make students, in traditional and online classes, aware of support services on campus (including mental health services); tutoring, academic labs, and DSPS. “Student success” has been a focus of our Department for several years and we work collectively to ensure that we reach out to our students early and often.

## Degrees and Certificates Awarded



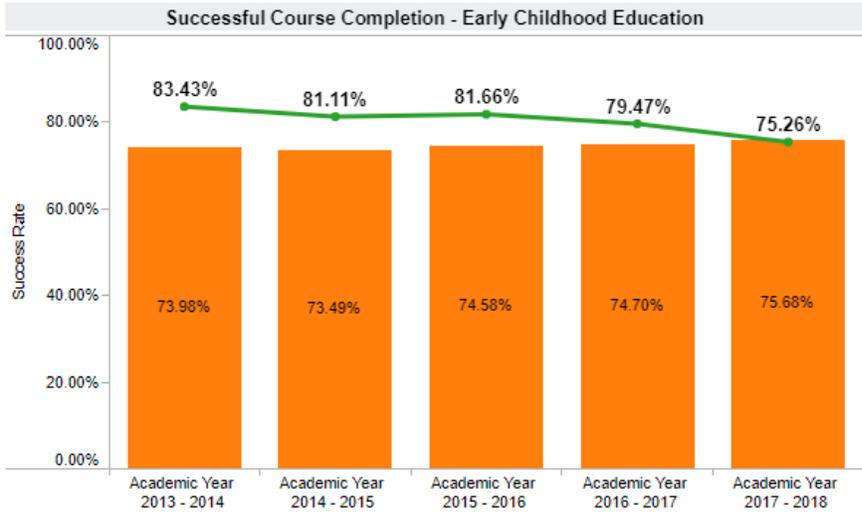
**Program Awards Table**

Award T.	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Arts	ECE Teach: Laboratory Trk (A..)		1			
	ECE Teacher (AA)	16	19	14	19	11
	<b>Total</b>	16	20	14	19	11
Associate in Science	Early Childhood Educ. (AST)	1				
	<b>Total</b>	1				

While we have seen a decrease in the number of AAs awarded, there has been a consistent increase in the number of AS-Ts awarded, and the total has risen over the last four years (29, 26, 38, 36 degrees awarded). We have increased our outreach to ECE students so that they are aware that earning an AA in CD/ECE and an AS-T in ECE meets the ECE course requirements at the Child Development Master Teacher level and prepares students to transfer to a 4-year institution. To further align with the Child Development Permit Matrix, we have established three additional Child Development certificates: Associate Teacher, (Teacher – an existing certificate), Master Teacher, and Site Supervisor. We have created promotional and informational materials for current/future students, to present options/requirements/and transfer opportunities within the Early Childhood Teacher Pathway to support degree completion.

## General Student Success – Course Completion

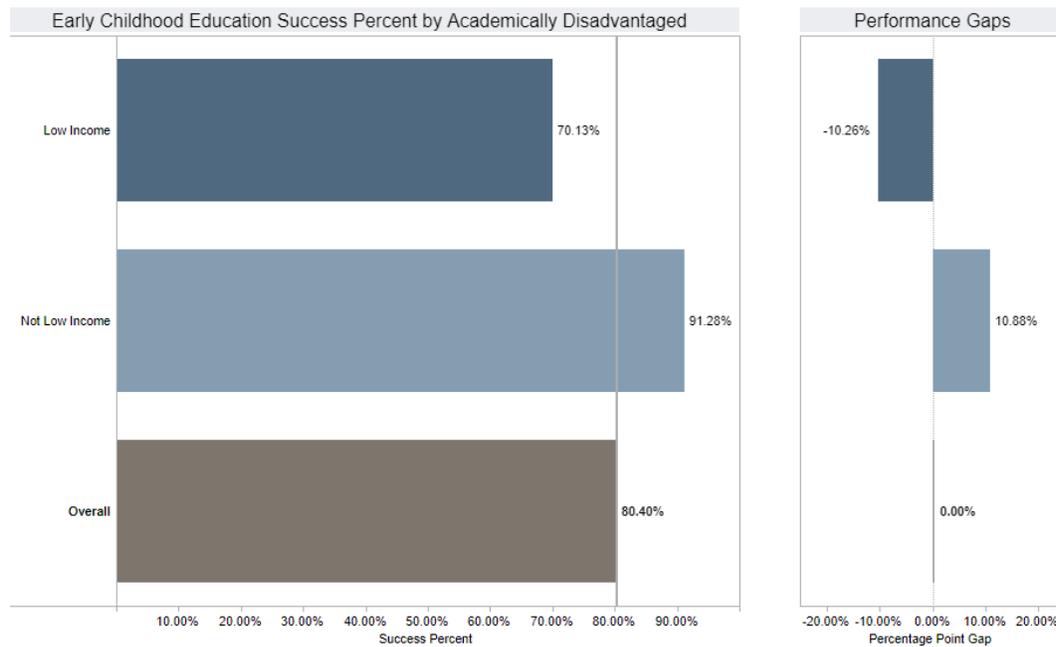
Select Department:  COURSE:  Measure Names:  Department Success Rate  Overall College Success Rate



	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	83.43%	81.11%	81.66%	79.47%	75.26%
Total Enrollments	1,877	1,996	1,957	1,651	1,569

While we have been consistently above the college average for successful course completion, our ECE success rate has been decreasing over the last five years. During this same period, we have significantly increased the number of courses, and sections, offered online (including 9-week short courses). Distance education courses have much lower completion rates, when compared with traditional face-to-face classes.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



- To address the disparity with low income students, we have established a partnership with CAPSLO to offer ECE classes in Spanish for non-traditional students (Spanish-speaking Family Day Care providers). Our first four ECE courses (201, 202, 203, 205), in the degree series, will be taught in Spanish (2019-2020), allowing participants to earn a Child Development Associate Teacher certificate. Additionally, we are currently establishing Dual Enrollment with three-four local high schools. High school students would ideally complete the first four ECE courses (201, 202, 203, 205) to earn a Child Development Associate Teacher certificate, prior to graduating. Low income students would ideally have a positive college experience within the supportive environment of their high school classrooms.
- Other Relevant Program Data (optional)  
Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

#### IV. CURRICULUM REVIEW

- List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

## CURRICULUM REVIEW GUIDE and WORKSHEET

Current Review Date: March 2019

Reviewer: P. Michele Gordon Johnson

Course (Prefix / Number)	Currently Active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
ECE 201	yes	no	Spring 2018	no	no
ECE 202	yes	no	Fall 2017	no	no
ECE 203	yes	no	Fall 2019	no	no
ECE 204	yes	no	Fall 2018	no	no
ECE 205	yes	no	Fall 2019	no	no
ECE 206	yes	no	Fall 2019	no	no
ECE 209	no	no	2012	no	yes
ECE 210	no	no	2012	no	yes
ECE 211	yes	no	Fall 2019	no	no
ECE 212	no	yes	Spring 2020	no	no
ECE 215	yes	no	Spring 2019	no	no
ECE 216	yes	yes	Fall 2019	no	no
ECE 217	yes	yes	Spring 2019	no	no
ECE 220	yes	no	Fall 2019	no	no
ECE 234	yes	no	Fall 2017	2013	no
ECE 235	yes	no	Fall 2018	no	no
ECE 236	yes	no	Fall 2019	no	no
ECE 237	no	yes	pending	no	no
ECE 242	yes	no	Spring 2018	no	no
ECE 244	yes	no	no	no	no
ECE 245	yes	no	Fall 2019	no	no
ECE 246	yes	no	no	no	no
ECE 252	yes	yes	Spring 2019	no	no
ECE 258	no	yes	pending	no	no

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

<b>COURSE REVIEW GUIDE</b>				
<b>Course Number</b>	<b>ECE 201</b>	<b>ECE 202</b>	<b>ECE 203</b>	<b>ECE 204</b>
1. Effective term listed on COR	Date: 2018	Date: 2017	Date: 2019	Date: 2018
2. Catalog / schedule description is appropriate	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes	yes	yes
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes
7. Class Size is accurate	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes

12. Texts, readings, materials are dated within last 5 years	yes	yes	yes	yes
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes
16. Library materials are adequate and current *	yes	yes	yes	yes

<b>COURSE REVIEW GUIDE</b>				
<b>Course Number</b>	<b>ECE 205</b>	<b>ECE 206</b>	<b>ECE 211</b>	<b>ECE 212</b>
1. Effective term listed on COR	Date: 2019	Date: 2019	Date: 2019	Date: 2020
2. Catalog / schedule description is appropriate	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes	yes	yes
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes
7. Class Size is accurate	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	yes	yes	yes	yes
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes
16. Library materials are adequate and current *	yes	yes	yes	yes

<b>COURSE REVIEW GUIDE</b>				
<b>Course Number</b>	<b>ECE 215</b>	<b>ECE 216</b>	<b>ECE 217</b>	<b>ECE 220</b>
1. Effective term listed on COR	Date: 2019	Date: 2019	Date: 2019	Date: 2019
2. Catalog / schedule description is appropriate	yes	yes	yes	yes

3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes	yes	yes
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes
7. Class Size is accurate	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	no
11. Methods of evaluation are appropriate	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	yes	yes	yes	no
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes
16. Library materials are adequate and current *	yes	yes	yes	yes

<b>COURSE REVIEW GUIDE</b>				
<b>Course Number</b>	<b>ECE 234</b>	<b>ECE 235</b>	<b>ECE 236</b>	<b>ECE 242</b>
1. Effective term listed on COR	Date: 2017	Date: 2018	Date: 2019	Date: 2018
2. Catalog / schedule description is appropriate	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes	yes	yes
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes
7. Class Size is accurate	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	yes	yes	yes	yes
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	yes	yes

14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes
16. Library materials are adequate and current *	yes	yes	yes	yes

### COURSE REVIEW GUIDE

Course Number	ECE 244	ECE 245	ECE 246	ECE 252
1. Effective term listed on COR	Date: 2012	Date: 2019	Date: 2012	Date: 2019
2. Catalog / schedule description is appropriate	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	no	yes	no	yes
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes
7. Class Size is accurate	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	no	yes	no	yes
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes
16. Library materials are adequate and current *	yes	yes	yes	yes

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
<b>DEGREES</b>				
AA-T Child/Adoles. Devl	yes	no	no	no
AST- ECE	yes	2014	no	no
AA - ECE	yes	no	no	no
AA – CD/ECE	approved	yes	no	no
<b>CERTIFICATES</b>				
CD Associate Teacher	launched	yes	no	no
ECE Teacher	yes	no	2013	no
CD Teacher	approved	yes	no	no
CD Master Teacher	launched	yes	no	no
CD Site Supervisor	launched	yes	no	no
<b>DEACTIVATED</b>				
ECE Associate Teacher	no	no	no	2013
ECE Community Track	no	no	no	2013
ECE Master Teacher Curriculum	yes	no	no	yes

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
<b>DEGREES</b>	yes	yes	yes
AA-T Child/Adoles. Devl	yes	yes	yes
AST- ECE	yes	yes	yes
AA - ECE	yes	yes	yes
AA – CD/ECE	yes	yes	yes
<b>CERTIFICATES</b>	yes	yes	yes
CD Associate Teacher	yes	yes	yes
ECE Teacher	yes	yes	yes
CD Teacher	yes	yes	yes
CD Master Teacher	yes	yes	yes
CD Site Supervisor	yes	yes	yes

<b>DEGREES FALL 2019</b>
AA-T Child/Adoles. Devl
AST- ECE
AA – CD/ECE
<b>CERTIFICATES FALL 2019</b>
CD Associate Teacher
CD Teacher
CD Master Teacher
CD Site Supervisor

**V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS**

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

Going forward, all ECE courses will be assessed in eLumen the semester they are taught (using SLOs related to the ECE Professional Portfolio, a culmination of one assignment/project from each ECE course). This will ensure that ECE part-time faculty stay current with their assessment skills and provide our ECE Department with meaningful data.

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

On completion of the Early Childhood Education Program graduates will be able to:

1. Demonstrate their understanding of human development theory and the multiple interacting influences on a child’s development and learning and to create curricula and environments that are healthy, respectful, supportive and challenging for all children.
  - a. Demonstrate knowledge of child development domains, theories, and practices. (Biosocial, Cognitive, Psychosocial)  
Examples: Piaget, Erikson, Vygotsky.
  - b. Knowledge of typical and atypical early childhood trauma, early brain development and potential pathologies; such as: drug and alcohol abuse, child abuse.
  - c. Identify and adapt to individual children’s learning styles.
  - d. Identify common curriculum models.(Reggio, Montessori, and High Scope.)
  - e. Demonstrate knowledge of Early Childhood observation, screening, and model developmentally appropriate (DAP) skills used for planning, presenting and evaluating of the learning environment and curriculum areas: math, language, literacy, literature, science, art, music, movement,

outdoors environments, social studies, nutrition, and personal health and safety.

- f. Develop and implement written activity lesson plans.
- g. Knowledge of the developmental foundations of ECE and school readiness.
- h. Integrate an Anti-Bias/diversity approach in all areas of curriculum.
- i. Knowledge of Early Childhood observation, screening and assessment tools (Ages and Stages, Early Childhood Environmental Rating Scale ,Desired Results, National Association for the Education of Young children Standards, etc.)

2. Demonstrate effective guidance and interaction strategies that support children’s social learning and promote positive and reciprocal relationships among culturally and linguistically diverse teachers, children, and families.

- a. Apply knowledge of direct guidance techniques in individual and group settings (physical, verbal, and affective classroom management techniques)
- b. Apply knowledge of indirect guidance techniques in individual and group settings. (scheduling, environment, curriculum, staff/child ratios, specialized training)
- c. Demonstrate ability to model and integrate social problem solving-skills in child-to-child and child-to-adult interactions.
- d. Demonstrate skills that promote positive and reciprocal relationships among culturally and linguistically diverse teachers, children, and families.

3. Analyze and apply strategies that promote partnerships between teachers and families, identifying program and community resources that promote children’s health, development, and learning.

- a. Recognize parents/guardians as first teachers.
- b. Identify effective parent/guardian – teacher partnerships.
- c. Demonstrate a knowledge of resources for families and children with special needs.
- d. Knowledge of the Individual Educational Plan (IEP) and Individual Family Services Plan (FSP).
- e. Apply universal health and safety practices.
- f. Demonstrate knowledge of mandated child abuse reporting laws.

4. Identify and conduct themselves as member of the Early Childhood field, employing work skills, ethics, and dispositions that support professionalism and continued professional development.

- a. Practice professional ethics. (Confidentiality, respect for diversity, knowledge of quality principles and practices in the field of early childhood education)

- b. Exercise positive work ethics (punctuality, meeting deadlines, effective oral and written communication skills, appropriate dress, healthful living behaviors, effective group membership, critical thinking, reliability, and personal motivation).
  - c. Demonstrate the ability to access early childhood professional resources (California Community Care Licensing Regulations, NAEYC Accreditation Standards & Code of Ethics)
  - d. Develop a professional portfolio.
- D. Highlight changes made at the course or program level that have resulted from SLO assessment.

None

- E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

None

## VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

See sections IIb and IIc for a detailed analysis.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

Several new courses and certificates have been developed, anticipating the unit needs of our ECE professional community (see section Ic)

Support services will continue to be a focus area for the ECE Department. To coalesce the (success, persistence and retention ) resources in one area, for ease of access, a Canvas module will be developed that can be uploaded into every ECE course shell.

No facility or staffing needs at this time.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

Our newly approved sixteen-unit certificates help students to match their academic achievements with the California Commission on Teacher Credentialing Child Development Permit, at four levels, and match the State's new funding formula guidelines.

## VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

**VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.**

## SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs:** All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

**Student Services and Administrative Services Programs:** All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

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Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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## SUPPLEMENTAL DOCUMENTS

### FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

<https://cuestacollege.sharepoint.com/Committees/IPPR/Committee%20Documents?viewpath=%2FCommittees%2FIPPR%2FCommittee%20Documents&id=%2FCommittees%2FIPPR%2FCommittee%20Documents%2FPrioritization%20Process%20Handbook%20Sept%5F25%5F2018%2Epdf&parent=%2FCommittees%2FIPPR%2FCommittee%20Documents>

#### APPLICABLE SIGNATURES:

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**Vice President/Dean**

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**Date**

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**Division Chair/Director/Designee**

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**Date**

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**Other (when applicable)**

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**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.