# New Program Request Form

**CA1**

## General Information

<table>
<thead>
<tr>
<th>Institution submitting proposal</th>
<th>Garden City Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name, title, phone, and email of person submitting the application</strong> &lt;br&gt; (contact person for the approval process)</td>
<td>Marc Malone, Vice President for Instructional Services &lt;br&gt; 620-276-9597</td>
</tr>
<tr>
<td><strong>Identify the person responsible for oversight of the proposed program</strong></td>
<td>Phil Terpstra, Dean of Academics &lt;br&gt; Courtney Morris, Reading and Education Instructor</td>
</tr>
<tr>
<td><strong>Title of proposed program</strong></td>
<td>Early Childhood Education</td>
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<tr>
<td><strong>Proposed suggested Classification of Instructional Program (CIP) Code</strong></td>
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**CIP code description**  
*Child Care Provider/Assistant.*  
A program that prepares individuals to be primary providers of home, family, residential, or institutional-based child care services. Includes instruction in child growth and development, nutrition, recreation, planning and supervision of play and learning activities, child abuse and neglect prevention, parent-child relationships, and applicable legal and administrative requirements.

| **Standard Occupation Code (SOC) associated to the proposed program** | 39-9011 Childcare Workers |
| **SOC description** | Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. |
| **Number of credits for the degree and all certificates requested** | CERT A - 17 Credit Hours |
| **Proposed Date of Initiation** | Summer 2021 |
| **Specialty program accrediting agency** | None at this time. |
| **Industry certification** | This program prepares students for the necessary State Licensure as a home daycare provider, as well as meets the National Association for the Education of Young People (NAEYC) and Council for Professional Recognition Child Development Associate credential. |

*Signature of College Official*  
[Signature]  
*Date* 10/14/20

*Signature of KBOR Official*  
[Signature]  
*Date*
Narrative
Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA1-1a form).

Program Description

<table>
<thead>
<tr>
<th>DEGREE/CERTIFICATE CODE:</th>
<th>Certificate A</th>
<th>ECHD</th>
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<tbody>
<tr>
<td>PROGRAM:</td>
<td>Early Childhood</td>
<td></td>
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<tr>
<td>PROGRAM DESCRIPTION:</td>
<td>The GCCC Early Childhood Education and Child Care Certificate offers advanced course work for those seeking employment within a childcare center or as a licensed in-home childcare provider. Course work will meet competency requirements for the CDA certificate and meet NAEYC Standards. Courses are also designed to provide opportunities for continuing education credit needed to maintain current employment.</td>
<td></td>
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<tr>
<td>Note:</td>
<td>this degree program will not prepare you for teacher licensure for teaching in a public or accredited private school as required by the Kansas State Department of Education.</td>
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<tr>
<td>PROGRAM OUTCOMES:</td>
<td>A) Obtain necessary education and state-specific requirements in order to practice within early childhood development and services institutions. B) Analyze situations and apply problem-solving and critical thinking skills to provide solutions in an early childhood setting. C) Complete safety and sanitation procedures associated with the early childhood education environment to assure compliance and readiness for potential hazards. D) Describe and adhere to ethical and legal responsibilities, laws and regulations to protect children and families. E) Employ principles of child growth and development, including social, emotional, physical and cognitive milestones to provide comprehensive program offerings for diverse student populations.</td>
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<tr>
<td>Minimum Credit Hours Required to Graduate = 17</td>
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* General Education Requirement (Communications, Mathematics & Natural Sciences, Social Sciences, Humanities & Fine Arts, Personal Wellness, Student Success)
** Required Program Course
Other courses are subject for approval with submission of Graduation Substitution Form.

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<thead>
<tr>
<th>FIRST Semester</th>
<th>Total Semester Hours:</th>
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<tbody>
<tr>
<td>Course No.</td>
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<tr>
<td>1</td>
<td>EDUC 114**</td>
<td>Working with Children</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ECHD 105**</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>2</td>
<td>ECHD 101**</td>
<td>Child Development I</td>
</tr>
<tr>
<td>3</td>
<td>ECHD 109**</td>
<td>Interaction Techniques</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>ECHD 109A</td>
<td>Understanding Children's Temperment</td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
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<tr>
<td>3b</td>
<td>ECHD 109B</td>
<td>Child Guidance and Management</td>
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**SECOND Semester**

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<td>EDUC 1062** Observation Practicum</td>
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<tr>
<td>2</td>
<td>ECHD 150** Health, Nutrition, and Safety</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>2a</td>
<td>ECHD 150A Early Childhood Health and Record Keeping</td>
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</tr>
<tr>
<td>AND</td>
<td></td>
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</tr>
<tr>
<td>2b</td>
<td>ECHD 150B Early Childhood Nutrition and Record Keeping</td>
<td>1</td>
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<tr>
<td>AND</td>
<td></td>
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<tr>
<td>2c</td>
<td>ECHD 150C Early Childhood Safety and Record Keeping</td>
<td>1</td>
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<tr>
<td>3</td>
<td>ECHD 122** Abuse, Neglect, and Trauma</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>ECHD 122A Recognizing, Responding, and Reporting Child Abuse and Neglect</td>
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</tr>
<tr>
<td>AND</td>
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<tr>
<td>3b</td>
<td>ECHD 122B Child Abuse and Neglect and Child Development</td>
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<tr>
<td>3c</td>
<td>ECHD 122C Working with Children with Traumatic Experiences</td>
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</table>

**Total Semester Hours:** 8

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**ADMISSION AND GRADUATION REQUIREMENTS:**

**Admission to Program:**

There are no specific admission requirements for this program. Institutional requirements are described below:

**New students:** New students must obtain, complete, and submit the following:  
1.) An application for Admission.  
2.) An official high school/home-school transcript, including final grades, grade point average, class ranking (if available), and graduation date, or an official copy of GED Scores.  
3.) An official transcript from each university/college attended.  
   - All first-time students are required to take a Placement Assessment through the Mary Jo Williams Assessment Center located in the SCSC.
• Applicants are strongly advised to take the ACT Assessment for scholarship, advising, and counseling purposes (GCCC’s ACT code is 1414).

• Official transcripts must be mailed by the issuing institution or transmitted electronically directly to the GCCC Admissions Office. Hand-carried, faxed, or emailed copies are not acceptable.

• A complete medical form is required for all students in the nursing, cosmetology programs, and for residential hall residents and athletic program participants. Students in these areas will be advised according to departmental policy and the appropriate forms will be provided.

4.) Student Health Requirements—Tuberculosis (TB)
In accordance and compliance with the TB Risk Assessment Law (Kansas Statute K.S.A. 65-129e), all Garden City Community College students who have traveled, resided in for more than three months, or were born in any country where Tuberculosis (TB) is endemic as identified by the Centers for Disease Control and Prevention must provide TB test results prior to attending class/completing enrollment. Any student who is not in compliance with the applicable State of Kansas Statute is not eligible to attend classes or enroll for classes, or obtain an official academic transcript or records until the student is compliant with the requirements. All students must complete the TUBERCULOSIS SCREENING QUESTIONNAIRE and if required, obtain a completed/approved Certificate of Health Form from the Finney County Health Department or other approved Health Care Provider.

High School Students:
High school sophomore, junior, and senior students, including home-study program students, may enroll concurrently in college courses with written permission of their high school principal and parent or legal guardian. A yearly cooperative agreement with the unified school district or the home-study school and the college must be on file in the Registrar’s Office for college credit to be granted. Individual student permission forms must be submitted each semester.

Graduation Requirements
Students who successfully complete the certificate will complete 18 credit hours with a grade of “D” or higher in the following courses: Safety Orientation (OSHA 10) (1 cr.), Introductory Craft Skills (3 cr.), Carpentry Basics (4 cr.), Floors, Walls, and Ceiling Framing (4 cr.), Room Framing (3 cr.), and Windows, Doors, and Stairs (3 cr.)

Certificate Requirements: The courses listed below or their equivalents as listed on the Program/Course Description sheet (see Appendix A).

Demand for the Program
a) Description of Log-Term Occupational Outlook
According to the Kansas Department of Labor’s Long-Term Occupational Outlook, the employment trends and projection for Childcare Workers shows a 0.8% annual growth rate, with a base employment of 10,345 positions in 2016 and a projection of 11,160 positions in 2026. In
terms of occupational replacement rates for Childcare Workers, the average number of annual openings is 1,600 with 666 transfers, 82 changes, and 878 exiting the position. The estimated annual median wage for Childcare Workers in the state of Kansas is $19,479 with the typical level of education needed for entry into the position being a high school diploma or equivalent. Students who complete our Cert A will have higher credentials than that of a high school graduate, so this data reflects the minimum wage expectations for the career.

Because this certificate program seeks to meet the needs of highly qualified childcare providers and promotes attaining higher education, it is also important to note the trends and projections of the position they can be working towards. According to the Kansas Department of Labor Long-term Occupational Outlook, the employment trends and projection for Education Administrators for preschool and childcare centers shows an annual growth rate of 1.0%, with a base employment of 566 positions in 2016 and a projection of 625 positions in 2026. In terms of occupational replacement rates for Education Administrators, the average number of annual openings is 50 with 27 transfers, 6 changes in position, and 17 exiting the position. The estimated annual median wage for Education Administrators of preschool and childcare centers is $41,674 in the state of Kansas with the typical level of education needed for entry into this position being a bachelor’s degree.

b) Local Interest

Through a survey conducted by Finney County Economic Development, the results suggested that there is an overwhelming interested in the program. A total of 87 potential students were surveyed to judge the interest in this curriculum. 58 high school students who are currently enrolled in the Early Childhood Education pathway at Garden City High School and 29 existing daycare providers (who would have interest in obtaining their degrees or furthering their educations) were polled.

Furthermore, in a market analysis conducted by Finney County Economic Development (FCED), compelling data was gathered that demonstrated support of the mission of the development of this program. According to Nicole Hahn, Vice President of Community Development at FCED, “A recent study of childcare needs in our area shows that Finney County itself is short approximately 700 childcare slots. Based on the increased demand, we need to increase the concentration of the workforce with a background in Early Childhood Education. Meeting solely the current demand for childcare in Finney County would create, at a minimum, an additional 95 full-time jobs.” There are several employers in Finney County who are looking into the ways they can support and grow childcare programs in Finney County, including meeting or partnering with the Finney County Childcare and Early Learning Network.

Moreover, Hahn shared that “Finney County's economy continues to grow. The availability of childcare has not kept pace with the demands of steady population growth and an increased demand for a qualified workforce. As the economy of southwest Kansas continues to grow, the need for more quality early childhood education will only continue to rise. In Kansas, each new Early Childhood Education job has the effect of creating another 1.55 jobs in the community through industry and household spending. Our youth, and their education, are greatly important to the future of our community and state. Studies have shown that a quality education from birth is crucial to the long-term development of children. In the area served by Garden City Community College, significant interest exists in pursuing the early childhood education field, whether as a lead teacher at a daycare center, preschool teacher, early child special education teacher or home daycare provider. Providing a local option for students interested in these
careers is crucial for bridging the gap in our local childhood needs. The implementation of an Early Childhood Education degree at Garden City Community College is imperative to the future success of our community's youth.” There is similar support expressed in the letters of support that have been gathered and provided in the Appendices of this application (see pages 8-10).

C) Description of Business/Industry Partnerships Specific to the Proposed Program

There are no formal agreements at this time, but the following agencies have provided support or are enthusiastic about our new program offering:

Kansas Children’s Service League (KCSL) has shared an interest in partnering with GCCC to help develop high quality early childhood education opportunities, especially for those going working at KCSL. In addition to paying for students’ education, and referring them to go through our program, students in the ECE Program would be able to do their Practicum hours in the KCSL Child Care Centers.

Finney County Childcare and Early Learning Network (FCCELN) is in support of the Early Childhood certificate and program for a number of reasons. GCCC sits on the board of this organization whose mission is to alleviate the childcare crisis in Finney County by promoting certified, high quality childcare. In addition to the seat on the board, FCCELN promotes our courses and pathway at their BootCamp training and speaks with interested parties about the educational opportunities at GCCC in this field. In addition to referring individuals to go through our program, students in the ECE Program would be able to do their Practicum hours in FCCELN Child Care Centers.

Russel Child Development Center – Russel Child met with us early on in our discussions for what a quality early childhood program should look like and one of their biggest concerns was a response to trauma and mental health. In addition to their input on this program, they have offered to assist in providing additional trainings for our students for addition Licensing and CDA purposes (if there is a large enough need specifically for our students). Our courses are also being promoted through the TinyK program that meets with Early Childhood Advocates and Specialists in Western Kansas.

Kansas Child Care Training Opportunities, Inc. (KCCTO) has agreed to add us to the list of community colleges providing certificate/education opportunities for childcare providers so that our students are eligible for their scholarship opportunities for CDA training and licensure.

Duplication of Existing Programs

There are two institutions who offer a Certificate and/or Associates degree for Child Care Provider/Assistant (CIP 19.0709).

- Kansas City Kansas Community College currently has 8 declared majors. There is no information on the number of graduates exiting the system and employed, or the annual median wage for graduates existing the system and employed.
- Washburn University Institute of Technology currently has 21 declared majors and 10 graduates exited and employed with an annual median wage of $17,680.

There are also 10 other institutions in Kansas that offer a Certificate and/or Associates degree for Child Care and Support Services Management (CIP 19.0708).
- Allen Community College currently has 34 declared majors. There is no data available on the number of graduates exiting the system and employed, or the annual median wage for graduates exiting the system and employed.
- Barton Community College currently has 25 declared majors. There is no data available on the number of graduates exiting the system and employed, or the annual median wage for graduates exiting the system and employed.
- Butler Community College currently has 106 declared majors and 6 graduates exited and employed with an annual median wage of $22,391.
- Cloud County Community College currently has 5 declared majors. There is no data available on the number of graduates exiting the system and employed, or the annual median wage for graduates exiting the system and employed.
- Cowley Community College currently has 55 declared majors and 12 graduates exited and employed with an annual median wage of $24,960.
- Dodge City Community College currently has 45 declared majors. There is no information on the number of graduates exiting the system and employed, or the annual median wage for graduates existing the system and employed.
- Highland Community College currently has 16 declared majors. There is no information on the number of graduates exiting the system and employed, or the annual median wage for graduates existing the system and employed.
- Hutchinson Community College currently has 55 declared majors. There is no information on the number of graduates exiting the system and employed, or the annual median wage for graduates existing the system and employed.
- Independence Community College currently has 5 declared majors. There is no information on the number of graduates exiting the system and employed, or the annual median wage for graduates existing the system and employed.
- Kansas City Kansas Community College currently has 106 declared majors. There is no information on the number of graduates exiting the system and employed, or the annual median wage for graduates existing the system and employed.

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Program Name</th>
<th>Institution</th>
<th>Award</th>
<th>Total # Declared Majors</th>
<th>Total # Concentrators</th>
<th>Total # Pursuing Additional Education</th>
<th>Total # Graduates</th>
<th>Total # Graduates Exited</th>
<th>Total # Graduates Exited and Employed</th>
<th>Average Wage: Graduates Exited and Employed</th>
<th>Median Wage: Graduates Exited and Employed</th>
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<td>12.0409</td>
<td>Aesthetician/Esthetician and Skin Care Specialist</td>
<td>Johnson County Community College</td>
<td>ASSOC/CERT</td>
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Was collaboration with similar programs pursued:
We reached out to other institutions and the result was either that they did not return our phone calls and/or e-mails, or their programs were closing. Even though we were unable to collaborate, we tried to model our programs after the existing programs to provide comparable learning opportunities for the students we serve in addition to meeting their needs through an innovative curriculum structure.
Program Information

A) List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program.

ECHD 105: Early Childhood Education (3 Credit Hours)
This course examines the foundational concepts for early childhood education. Students will learn the history of early childhood education, including the theory and methods for educating young children as they developed over time. Students will also learn about the NAEYC standards, theories and practices for child development and learning, and the significance of the role of the early child educator.

**GCHS Course ECHD 105 Early Childhood Education Accepted as Transfer/Equivalent Course**
1. Connect Developmentally Appropriate Practice, curriculum methods and materials, including technology, to early learning standards
2. Discuss and explain the historical, legal, social, and theoretical foundations of early childhood education and the current trends associated with the profession
3. Identify and apply the National Association for the Education of Young Children’s Code of Ethical Conduct and other professional standards to resolve basic ethical dilemmas in early childhood education
4. Describe the cultural, linguistic, and individual characteristics that affect the child’s development and learning in an early childhood setting
5. Summarize the roles, responsibilities and rights of teachers, families and other related professionals, and basic collaboration and teaming strategies
6. Identify the types and role of observation, documentation, and assessment in early childhood education

EDUC 1062: Observation Practicum (2 Credit Hours)
Observation is done in the local school district classrooms. Teaching procedures and classroom management are studied.

**GCHS Course EDUC 114: Working with Children Accepted as Transfer/Equivalent Course**
- a. Examine career paths within early childhood education, education and related services.
- b. Analyze developmentally appropriate practices in early childhood settings.
- c. Analyze curriculum and instruction to meet children’s development needs.
- d. Develop skills needed to ensure a safe and healthy learning environment for children.
- e. Evaluate techniques to promote positive relationships with children.
- f. Enhance career readiness through practicing appropriate skills in child related

ECHD 101: Child Development I (3 Credit Hours)
This course provides students with the foundational concepts and terminology relevant to understanding the development of a young child cognitively, physically, socially, etc. In addition, students will learn theories related to the different areas and examine research methods as they apply to child development. This course will also introduce different philosophies and theories of child development.
1. Explain foundational concepts and terminology appropriate to the development of a child
2. Differentiate developmental theories
3. Differentiate developmental research methods
4. Describe the social and emotional development of a child
5. Describe cognitive and neurological development of a child
6. Describe the physical development of a child
7. Analyze the effects of biological, environmental and cultural influences on the development of a child

**Health, Nutrition, and Safety Equivalencies**

*Students take either the three-credit course, or each of the three one-credit courses.*

**ECHD 150: Health, Nutrition, and Safety (3 Credit Hours)**
This course discusses the aspects of health, nutrition, and safety of young children. The class also explores the importance of documentation and record keeping when working with young children.

1. Describe the basic principles of healthy behavior that influence health promotion and disease prevention for children.
2. Describe universal health precautions.
3. Describe legal implications regarding health.
4. Analyze principles of nutrition.
5. Evaluate nutrition assessment.
6. Examine regulatory requirements for nutrition.
7. Describe principles of safety as they relate to children.
8. Evaluate regulations regarding child safety and safety procedures.
10. Demonstrate skills in computation, record keeping, referrals and resources as they apply to health, nutrition, fitness and safety practices.

**ECHD 150A: Early Childhood Health and Record Keeping (1 Credit Hour)**

1. Describe the basic principles of healthy behavior that influence health promotion and disease prevention for children.
2. Describe universal health precautions.
3. Describe legal implications regarding health.
4. Demonstrate skills in computation, record keeping, referrals and resources as they apply to health and fitness practices.

**ECHD 150B: Early Childhood Nutrition and Record Keeping (1 Credit Hour)**

1. Analyze principles of nutrition.
2. Evaluate nutrition assessment.
3. Examine regulatory requirements for nutrition.
4. Demonstrate skills in computation, record keeping, referrals and resources as they apply to nutrition practices.

**ECHD 150C: Early Childhood Safety and Record Keeping (1 Credit Hour)**

1. Describe principles of safety as they relate to children.
2. Evaluate regulations regarding child safety and safety procedures.
3. Evaluate children's environments for safety.
4. Demonstrate skills in computation, record keeping, referrals and resources as they apply to safety practices.
Interacting with Children Equivalencies

*Students take either the three-credit course, or each of the three one-credit courses.*

**ECHD 109: Interaction Techniques**
(3 Credit Hours)
This class examines different theories, philosophies, and methodologies for teaching and interacting young children. This course will specifically introduce how to understand children’s temperament, behavior management, and working with children with special needs.

1. Summarize theories and philosophies related to child guidance.
2. Explain how appropriate guidance promotes autonomy, self-discipline and life-long social skills in children.
3. Recognize the importance of families and culture in guiding children.
5. Apply appropriate guidance methods to specific situations relating to children’s behaviors.
6. Demonstrate skills in helping children resolve conflicts.

**ECHD 109A: Understanding Children’s Temperament** (1 Credit Hour)

1. Summarize theories and philosophies related to child development and temperament.
2. Promote development of positive self-concept and pro-social behaviors in children.
3. Apply appropriate guidance methods to specific situations relating to children’s behaviors.
4. Recognize skills in helping children resolve conflicts.

**ECHD 109B: Child Guidance and Management** (1 Credit Hour)

1. Summarize theories related to child guidance and management.
2. Explain how appropriate guidance promotes autonomy, self-discipline and life-long social skills in children.
3. Recognize the importance of families and culture in guiding children.
4. Demonstrate skills in helping children resolve conflicts.

**ECHD 109C: Caring for Children with Special Needs** (1 Credit Hour)

1. Summarize theories and philosophies related to special needs assessment and identification.
2. Recognize the importance of families and culture in guiding children with special needs.
3. Apply appropriate guidance methods to specific situations relating to children’s behaviors, including those with special needs.
Abuse, Neglect, and Trauma Equivalencies

Students take either the three-credit course, or each of the three one-credit courses.

**ECHD 122: Abuse, Neglect, and Trauma (3 Credit)**
This course will assist students in identifying the signs of child abuse, neglect and trauma. In addition to understanding how to identify these signs, students will be taught the importance of mandated reporting, and the impact of these situations on a child’s development.
1. Identify types of abuse and neglect.
2. Recognize the indicators of abuse and neglect.
3. Discuss significant milestones in the history of child abuse and neglect.
4. Relate the impact of abuse and neglect on a child's development.
5. Recognize familial factors relating to abuse and neglect of children.
6. Understand the role and requirements of the mandated reporter.
7. Demonstrate appropriate responses to child trauma.

**ECHD 122A: Recognizing, Responding, and Reporting Child Abuse and Neglect (1 Credit Hour)**
1. Discuss significant milestones in the history of child abuse and neglect.
2. Understand different types of abuse and neglect.
3. Recognize the indicators of abuse and neglect.
4. Understand the role and requirements of the mandated reporter.

**ECHD 122B: Child Abuse and Neglect and Child Development (1 Credit Hour)**
1. Recognize the indicators of abuse and neglect as they relate to child development.
2. Relate the impact of abuse and neglect on a child's development.
3. Recognize familial factors relating to abuse and neglect of children.
4. Understand the role and requirements of the mandated reporter.

**ECHD 122C: Working with Children with Traumatic Experiences (1 Credit Hour)**
1. Identify types of abuse and neglect through case-based activities.
2. Demonstrate appropriate responses to child trauma.
3. Understand the role and requirements of the mandated reporter.
B) If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.

The Garden City Early Childhood Education Certification pathway has been designed with a traditional pathway, featuring traditional three-credit courses as well as an alternative pathway where students take some courses in one-credit increments. This allows for greater flexibility for the student. Individuals seeking traditional certification are encouraged to take the three-credit hour courses, while individuals seeking a non-traditional route or seeking professional development for daycare licensure requirements are encouraged to take the one-credit hour mini courses. The three mini-courses must be completed in order to satisfy the requirements of its three-credit hour equivalent.

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) ECHD 105 (3 credits) OR EDUC 114 (3 credits)</td>
<td>1) ECHD 105 (3 credits) OR EDUC 114 (3 credits)</td>
</tr>
<tr>
<td>2) ECHD 101 (3 credits)</td>
<td>2) ECHD 101 (3 credits)</td>
</tr>
<tr>
<td>3) ECHD 109 (3 credits)</td>
<td>3) ECHD 109A (1 credit) AND ECHD 109B (1 credit) AND ECHD 109C (1 credit)</td>
</tr>
<tr>
<td>4) EDUC 1062 (2 credits)</td>
<td>4) ECHD 1062 (2 credits)</td>
</tr>
<tr>
<td>5) ECHD 150 (3 credits)</td>
<td>5) ECHD 150A (1 credit) AND ECHD 150B (1 credit) AND ECHD 150C (1 credit)</td>
</tr>
<tr>
<td>6) ECHD 122 (3 credits)</td>
<td>6) ECHD 122A (1 credit) AND ECHD 122B (1 credit) AND ECHD 122C (1 credit)</td>
</tr>
<tr>
<td>Total: 17 credits</td>
<td>Total: 17 credits</td>
</tr>
</tbody>
</table>

C) Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point.
(See Appendix pages 4-5)

D) List any pertinent program accreditation available:
  o Provide a rationale for seeking or not seek said accreditation
  o If seeking accreditation, also describe the plan to achieve it

While this program prepares students for industry certifications, the program itself is not specifically accredited through any agency. This program prepares students for the necessary State Licensure as a home daycare provider, as well as meets the National Association for the Education of Young People (NAEYC) and Council for Professional Recognition Child Development Associate credential.

Faculty
At minimum, for an instructor to teach Early Childhood Education courses, the requirements are a Master’s degree in related field/discipline, or a Master’s Degree in any
discipline AND 18 Graduate Credit Hours in related field/discipline as approved by the Dean of Academics and Vice President for Instructional Services.

Cost and Funding for Proposed Program

- Provide a detailed budget narrative that describes all costs associated with the proposed program (physical facilities, equipment, faculty, instructional materials, accreditation, etc.).
- Provide detail on CA-1a form.

We estimate the total initial cost to deliver the program over two years to be approximately $119,200. The majority of these costs are for full- and part-time faculty members currently on staff and who are qualified to teach within the program. Excluding these costs, total new costs for the first two years are estimated at $8,800. We are able to keep costs for tools, supplies, and equipment low by sharing equipment (such as infant and child CPR mannequins) with pre-existing programs and by partnering with area high schools and agencies. Any startup costs incurred during FY 2021 would be re-allocated from the President’s “Consulting/Contract Services” budget line. The CA-1a form is included with this application.

Each year, beginning in January, the college undertakes its annual budget planning process according to the Budget Planning Policy. College policies are located here: [https://www.gcccks.edu/about_gccc/policies.aspx](https://www.gcccks.edu/about_gccc/policies.aspx), and the Budget Planning Policy is located alphabetically under “Operational.” The policy instructs each department to generate budget requests based on the college strategic plan. These requests are filtered through division leaders and then to the Budget Planning Committee, which aggregates and prioritizes institution-wide needs.

Program Review and Assessment

Garden City Community College’s Comprehensive Program Review is aligned with the Strategic Planning process placing programs on a five-year rotation schedule. Programs review the five previous years of disaggregated outcomes and departmental data for an in-depth evaluation of where the program has been and where it stands at the point of review. A five-year plan for the future is then created based upon the evidence from the evaluation. This future plan feeds into the annual assessment process for the program. Results from program reviews directly impact the budgetary and curricular goals of the programs, departments, and institution ensuring data driven priorities are funneled into the annual planning process and report for future expenditures, hires, reductions, plans, etc. Programs also align changes to curricula and planning as a result of this rigorous comprehensive process.

GCC’s assessment processes and methodologies were adapted from the Assessment 101 model, which has been used successfully for over a decade at many schools. Although GCCC faculty chose to modify processes and templates to fit institutional culture, they retained the core practices represented in this model: (1) develop quality outcomes; (2) identify multiple measures (direct and indirect) to measure student learning on those outcomes; (3) establish pre-determined targets for overall student performance on the measures; (4) devise appropriate strategies for data
collection that are reasonably representative of the student population (and include program majors only for program assessment); (5) ensure that all intended data are collected; (6) analyze and interpret data to identify factors that led to results that were observed; (7) identify and implement action plans aimed at improving student learning and track results across cycles; and (8) integrate assessment results and resource needs from related action plans into budget and planning processes at the program, department, and institutional levels. Additionally, faculty ensure that assessment occurs in a consistent manner across instructional locations and modalities, including distance learning and dual enrollment high school courses.

Program Approval at the Institution Level

Garden City Community College has received the following approvals:
- Program Advisory Committee (included in application packet)
- Curriculum and Instruction Committee (included in application packet)
- GCCC Board of Trustees (included in application packet)

Submit the completed application and supporting documents to the following:
Director of Workforce Development
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, Kansas 66612-1368
**KBOR Fiscal Summary for Proposed Academic Programs**

Institution: Garden City Community College  
Proposed Program: Early Childhood Education Cert.A  

### PROGRAM SUSTAINABILITY COSTS (Second and Third Years)

<table>
<thead>
<tr>
<th>Part I. Anticipated Enrollment</th>
<th>Implementation Year</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please state how many students/credit hours are expected during the initial year of the program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Headcount:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full-Time</strong></td>
<td>5</td>
<td>5</td>
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</table>

### Part II. Initial Budget

<table>
<thead>
<tr>
<th><strong>A. Faculty</strong></th>
<th>Existing:</th>
<th>New:</th>
<th>Funding Source:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$48,000</td>
<td>$0</td>
<td>Existing—No new funding source needed.</td>
</tr>
<tr>
<td>Part-time/Adjunct</td>
<td>$7,200</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

**B. Equipment required for program**  
Amount: $2,000  
Funding Source: President’s Budget “Consulting/Contract Services”

**C. Tools and/or supplies required for the program**  
Amount: $1,000  
Funding Source: President’s Budget “Consulting/Contract Services”

**D. Instructional Supplies and Materials**  
Amount: $1,400

**E. Facility requirements, including facility modifications and/or classroom renovations**  
Amount: $0

**F. Technology and/or Software**  
Amount: $0

**G. Other (Please identify; add lines as required)**  
Amount: President’s Budget “Consulting/Contract Services”

**Total for Implementation Year**  
Amount: $4,400

### PROGRAM SUSTAINABILITY COSTS (Second and Third Years)

<table>
<thead>
<tr>
<th><strong>Part I. Program Enrollment</strong></th>
<th>Second and Third Years</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please state how many students/credit hours are expected during the first two years of the program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Headcount:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full-Time</strong></td>
<td>10</td>
<td>10</td>
</tr>
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</table>

### Part II. Ongoing Program Costs

<table>
<thead>
<tr>
<th><strong>A. Faculty</strong></th>
<th>Existing:</th>
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<th>Funding Source:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$96,000</td>
<td>$0</td>
<td>Existing—No new funding source needed.</td>
</tr>
<tr>
<td>Part-time</td>
<td>$14,400</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

**B. Equipment required for program**  
Amount: $4,000  
Funding Source: President’s Budget “Consulting/Contract Services”

**C. Tools and/or supplies required for the program**  
Amount: $2,000

**D. Instructional Supplies and Materials**  
Amount: $2,800

**E. Facility requirements, including facility modifications and/or classroom renovations**  
Amount: $

**F. Technology and/or Software**  
Amount: $

**G. Other (Please identify; add lines as required)**  
Amount: $

**Total for Program Sustainability**  
Amount: $119,200
Please indicate any additional support and/or funding for the proposed program:

The program will use existing faculty members who are qualified to teach in the content area. Additionally, existing programs, and partnerships with local agencies mentioned elsewhere in this application will help with loaned supplies/equipment to keep implementation costs for equipment, tools, supplies, etc. low.

Submit the completed application and supporting documents to the following:

Director of Workforce Development
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, Kansas 66612-1368
Per statute (K.S.A. 72-3810), the Kansas Board of Regents shall establish general guidelines for tuition and fee schedules in career technical education courses and programs. The Excel in CTE tuition and fee schedule of every technical education program shall be subject to annual approval. Please include all costs charged to high school students for the proposed new program.

Institution Name: Garden City Community College
Program Title: Early Childhood Education
Program CIP Code: 19.0708

Please list all fees associated with this program:
Only list costs the institution is charging students.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Short Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75</td>
<td>CDA Licensing Application</td>
<td>$75</td>
</tr>
<tr>
<td>$20</td>
<td>Foundations for Safe and Healthy Early Care Facilities Module</td>
<td>$20</td>
</tr>
</tbody>
</table>

Please list all courses within the program and any fees associated to those courses:
Only list costs the institution is charging students. Do not duplicate expenses.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Short Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1062</td>
<td>Observation I--Fingerprinting and background check</td>
<td>$50</td>
</tr>
<tr>
<td>ECHD 109</td>
<td>Health and Safety--CPR and First Aid Certification</td>
<td>$50</td>
</tr>
</tbody>
</table>

Please list items the student will need to purchase on their own for this program:
Institution is not charging students these costs, rather students are expected to have these items for the program.

<table>
<thead>
<tr>
<th>Item</th>
<th>Short Description</th>
<th>Estimated Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Letters of Support
Early Childhood Cert. A
September 16, 2020

Dr. Ryan Ruda  
Garden City Community College  
801 Campus Drive  
Garden City, KS 67846

Dear President Ruda,

It is my pleasure to write this letter of support for Early Childhood Education resources at Garden City Community College on behalf of Finney County Economic Development Corporation.

As we have formed the solution to meet our critical shortage of childcare and early childhood learning positions, it has become apparent that we will create a large demand for additional workforce in this field. The childcare and early learning model we have created will not only create greater demand for early childhood professionals, it also allows us to pay these individuals a good living wage while affording them the opportunity to build a career in their field of choice.

In conclusion, we fully support the efforts of Garden City Community College as they seek to expand their early childhood educational pathways. We will continue to support these efforts through recommendation of the program to future employees of the early childhood centers, sharing of financial resource opportunities as we become aware of them, and promotion of the program through our community and economic development channels.

Professionally,

Lona DuVall  
President/CEO

Finney County Economic Development Corporation  
114 W. Pine Street  
Garden City, KS 67846  
Office 620-271-0388  
Mobile 620-290-2244  
lona@ficoedc.com
September 19, 2020

Jenette Turpin  
Garden City High School  
Family and Consumer Sciences Department  
Early Childhood Education Career and Technical Education Pathway  
jturpin@gckschools.com

Dear President Ruda,

On behalf of the Early Childhood Education Career and Technical Education Pathway at Garden City High School, I am proud to be able to express my support for the growth of the Early Childhood Education program at Garden City Community College.

GCHS and GCCC have collaborated as part of the Early Childhood CTE Pathway for over 5 years through the ECE advisory committee. A continuing goal of this committee has been working to create a more cohesive and comprehensive program for individuals interested in pursuing ECE as a career. In 2015 we began offering the class "Working with Children" for dual credit, which was the only ECE class being offered through GCCC at the time. We are excited for these offerings to be expanded in the near future!

GCCC offering this ECE program will not only benefit the high school by providing a cohesive pathway for students to continue from high school into post-secondary education, it would also greatly benefit the community as a whole by creating the opportunity for additional childcare programs to be created and employed with highly trained and educated staff.

As an early childhood professional, I whole heartedly endorse the efforts of Garden City Community College as they seek approval to provide this program in SW Kansas. I would like to offer my continued support and assistance as a member of the advisory committee for this program.

Sincerely,

Jenette Turpin, M.S.
jenetteturpin@gmail.com
620-277-5620

"Into Our Second Proud Century of Excellence"
September 9, 2020

Ashley Bayer
Board Chair
Finney County Childcare & Early Learning Network
Ashley.bayer@tyson.com

Dear President Ruda,

It is my pleasure to write this letter of support for the Early Childhood Education program at Garden City Community College on behalf of Finney County Childcare & Early Learning Network.

Through our organization’s work in the community, I have realized the need for qualified individuals to work within the field of early childhood education and the importance they have on the future of the youth of our community. The Finney County community could greatly benefit from students who have been formally trained in the area of early childhood education and the responsibilities that go along with molding the young people of our community. Finney County Childcare & Early Learning Network views GCCC as a community partner in our organization and will offer whatever help we can to assist in the implementation of the program.

In conclusion, I fully support the efforts of Garden City Community College as they seek to solidify approval to offer this program in SW Kansas. With an increasing population in the Garden City area, childcare facilities will continue to experience shortages in skilled workforce. This proposed program will help to alleviate this shortage and provide skilled workers. As Board Chair for the Finney County Childcare & Early Learning Network, we will work to support the program through ongoing professional development for faculty and staff and through working to collaborate and connect financial and learning support resources for the program.

Sincerely,

Ashley Bayer
Advisory Committee Minutes
Early Childhood Cert. A
Meeting Minutes from the Advisory Committee

Meeting: Early Childhood Planning Committee  
Date: 10/17/2019  
Time: 2:30 p.m.  
Location: ACAD 1111

Meeting called by: Nick Salazar (EDUC Division Chair)  
Attendees: Holly Chandler, EDUC Instructor; Winsom Lamb, EDUC Instructor; Courtney Morris, EDUC Instructor; Jamie Durler, Director, GCCC Distance Ed; Jeanette Turpin, GCHS Instructor; Jina Arrelano

AGENDA

I. Old Business  
   a. Review list of courses recommended for GCCC ECE Certification

II. New Business  
   a. Determine if we want to adopt SLOs as is, or modify, from  
      i. ECHD 105: Early Childhood Education  
         1. Model after Kansas State Standards  
            a. Identify career paths within early childhood education, education and related services.  
            b. Identify developmentally appropriate practices in early childhood education.  
            c. Explore curriculum and instruction to meet children’s development needs.  
            d. Recognize skills needed to ensure a safe and healthy learning environment for children.  
            e. Develop career readiness through practicing appropriate skills in early childhood development and services applications.  
      ii. EDUC 1062: Observation Practicum OR EDUC 114: Working with Children  
         1. Keep the Kansas State Standards  
            a. Examine career paths within early childhood education, education and related services.  
            b. Analyze developmentally appropriate practices in early childhood settings.  
            c. Analyze curriculum and instruction to meet children’s development needs.  
            d. Develop skills needed to ensure a safe and healthy learning environment for children.
e. Evaluate techniques to promote positive relationships with children.
f. Enhance career readiness through practicing appropriate skills in child related settings.

b. Develop SLOs for
   i. ECHD 101: Child Development I (Infant and Toddler)
      1. Identify influences of prenatal care on early childhood development.
      2. Describe the development of children from conception to age three from the physical, social-emotional, cognitive, and language.
      3. Describe strategies used to promote health, safety, and nutrition of from conception to age three.
      4. Describe socialization of the child focusing on the interrelationship of family, early-learning setting, and community.
      5. Demonstrate how Early Childhood philosophy and theory can be applied to current thought and practice from infancy to age three.

   ii. ECHD 102: Child Development II (Preschool)
      1. Describe the development of children from age four to eight from the physical, social-emotional, cognitive, and language.
      2. Describe strategies used to promote health, safety, and nutrition of from age four to eight.
      3. Describe socialization of the child focusing on the interrelationship of family, early-learning setting, school setting, and community.
      4. Demonstrate how Early Childhood philosophy and theory can be applied to current thought and practice from age four to eight.

III. Next Meeting: October 24 at 2:30 p.m. in ACAD 1111
   a. Continue discussion of SLOs for ECHD 101 and ECHD 102
   b. Develop SLOs for
      i. ECHD 122: Health, Safety, and Trauma (3 Credit)
      ii. ECHD 109: Interaction Techniques (3 Credit)

Meeting: Early Childhood Planning Committee
Date: 10/31/2019
Time: 2:30 p.m.
Location: ACAD 1111

Meeting called by: Nick Salazar (EDUC Division Chair)
Attendees: Holly Chandler, EDUC Instructor; Winsom Lamb, EDUC Instructor; Courtney Morris, EDUC Instructor; Jamie Durler, Director, GCCC Distance Ed; Jeanette Turpin, GCHS Instructor; Jina Arrelano, Early Childhood Specialist

AGENDA

V. Old Business
   a. Determine if we want to adopt SLOs as is, or modify, from
      i. ECHD 105: Early Childhood Education
         1. Connect Developmentally Appropriate Practice, curriculum methods and materials, including technology, to early learning standards
         2. Discuss and explain the historical, legal, social, and theoretical foundations of early childhood education and the current trends associated with the profession
         3. Identify and apply the National Association for the Education of Young Children’s Code of Ethical Conduct and other professional standards to resolve basic ethical dilemmas in early childhood education
         4. Describe the cultural, linguistic, and individual characteristics that affect the child’s development and learning in an early childhood setting
         5. Summarize the roles, responsibilities and rights of teachers, families and other related professionals, and basic collaboration and teaming strategies
         6. Identify the types and role of observation, documentation, and assessment in early childhood education

      ii. EDUC 1062: Observation Practicum OR EDUC 114: Working with Children
           1. Keep the Kansas State Standards
              a. Examine career paths within early childhood education, education and related services.
              b. Analyze developmentally appropriate practices in early childhood settings.
              c. Analyze curriculum and instruction to meet children’s development needs.
              d. Develop skills needed to ensure a safe and healthy learning environment for children.
              e. Evaluate techniques to promote positive relationships with children.
              f. Enhance career readiness through practicing appropriate skills in child related
iii. ECHD 101: Child Development I
1. Explain foundational concepts and terminology appropriate to the development of a child
2. Differentiate developmental theories
3. Differentiate developmental research methods
4. Describe the social and emotional development of a child
5. Describe cognitive and neurological development of a child
6. Describe the physical development of a child
7. Analyze the effects of biological, environmental and cultural influences on the development of a child

iii. New Business
a. Develop SLOs for
   i. ECHD 122: Health, Safety, and Trauma (3 Credit)
   ii. ECHD 109: Interaction Techniques (3 Credit)
b. Discuss fifth course? Keep two separate development classes?
   i. Transferability or Cert focused?

iv. Next Meeting: **October 31 at 2:30 p.m. in ACAD 1111**

v. Adjourned
Meeting: Early Childhood Planning Committee  
Date: 11/07/2019  
Time: 2:30 p.m.  
Location: ACAD 1111  

Meeting called by: Nick Salazar (EDUC Division Chair)  
Attendees: Winsom Lamb, EDUC Instructor; Courtney Morris, EDUC Instructor; Jeanette Turpin, GCHS Instructor  

AGENDA  

VI. Old Business  
   a. Adopt SLOs as is  
      i. ECHD 105: Early Childhood Education  
         1. Connect Developmentally Appropriate Practice, curriculum methods and materials, including technology, to early learning standards  
         2. Discuss and explain the historical, legal, social, and theoretical foundations of early childhood education and the current trends associated with the profession  
         3. Identify and apply the National Association for the Education of Young Children’s Code of Ethical Conduct and other professional standards to resolve basic ethical dilemmas in early childhood education  
         4. Describe the cultural, linguistic, and individual characteristics that affect the child’s development and learning in an early childhood setting  
         5. Summarize the roles, responsibilities and rights of teachers, families and other related professionals, and basic collaboration and teaming strategies  
         6. Identify the types and role of observation, documentation, and assessment in early childhood education  
      ii. EDUC 1062: Observation Practicum OR EDUC 114: Working with Children  
         1. Keep the Kansas State Standards  
            a. Examine career paths within early childhood education, education and related services.  
            b. Analyze developmentally appropriate practices in early childhood settings.  
            c. Analyze curriculum and instruction to meet children’s development needs.  
            d. Develop skills needed to ensure a safe and healthy learning environment for children.  
            e. Evaluate techniques to promote positive relationships with children.  
            f. Enhance career readiness through practicing appropriate skills in child related  
      iii. ECHD 101: Child Development I
1. Explain foundational concepts and terminology appropriate to the development of a child
2. Differentiate developmental theories
3. Differentiate developmental research methods
4. Describe the social and emotional development of a child
5. Describe cognitive and neurological development of a child
6. Describe the physical development of a child
7. Analyze the effects of biological, environmental and cultural influences on the development of a child

vi. New Business
a. Develop SLOs for
   i. ECHD 122: Health, Nutrition, and Safety (3 Credit)
      1. Describe the basic principles of healthy behavior that influence health promotion and disease prevention for children.
      2. Describe universal health precautions.
      3. Describe legal implications regarding health.
      4. Analyze principles of nutrition.
      5. Evaluate nutrition assessment.
      6. Examine regulatory requirements for nutrition.
      7. Describe principles of safety as they relate to children.
      8. Evaluate regulations regarding child safety and safety procedures.
     10. Demonstrate skills in computation, record keeping, referrals and resources as they apply to health, nutrition, fitness and safety practices.
   ii. ECHD 109: Interaction Techniques (3 Credit)
      1. Summarize theories related to child guidance.
      2. Explain how appropriate guidance promotes autonomy, self-discipline and life-long social skills in children.
      3. Recognize the importance of families and culture in guiding children.
      5. Apply appropriate guidance methods to specific situations relating to children’s behaviors.
      6. Demonstrate skills in helping children resolve conflicts.
   iii. ECHD TBD: Abuse, Neglect, and Trauma (3 Credit)
      1. Identify types of abuse and neglect.
      2. Recognize the indicators of abuse and neglect.
      3. Discuss significant milestones in the history of child abuse and neglect.
      4. Relate the impact of abuse and neglect on a child's development
      5. Recognize familial factors relating to abuse and neglect of children.
      6. Understand the role and requirements of the mandated reporter.
7. Demonstrate appropriate responses to child trauma.

b. Approval of Courses for Early Childhood Education Certificate
   i. Members in attendance moved and seconded approval of the course SLOs for the certificate.
      1. Holly Chandler was consulted outside of meeting and gave her approval.
   c. Courtney Morris will take approved courses to Curriculum and Instruction for Approval to be added to the catalog.

vii. Adjourned 3:35pm
Meeting with Kansas Children’s Service League

Mary Martha Good, Director of KCSL in Finney County

Phone Conversation

August 17, 2020 at 1pm

- Hire head start and early head start teachers
- Need and Associate’s degree in early childhood, psychology, social work
- Four teachers currently on waiver to get their degree in three years
- $40,000 a year, summer’s off, full benefit

Early Head Start (0-3)

- Don’t need an associate’s
- $14/hour
- ECKRS rating scale: do not
- Been encouraged to go to Seward

Mary Martha Good would be open to night classes

ACES – Missy Martinez (Ulysses) for Mental Health Training

- Want to partner with GCCC to create an AS
- Majority of the credits to be in early childhood education
  - Prenatal Care
  - Child Abuse
  - Mental Health
  - Nursing Class about the Body
  - Early Literacy Instruction
  - Learning Through Play
    - Emphasis on dramatic play

a. Describe or Explain any Business Partnerships
   i. Kansas Children’s Service League (KCSL): Wants to partner with GCCC to help develop high quality early childhood education opportunities, especially for those going working at KCSL. In addition to paying for students’ education, and referring them to go through our program, students in the ECE Program would be able to do their Practicum hours in the KCSL Child Care Centers.
ii. Finney County Childcare and Early Learning Network (FCCELN): GCCC sits on the board of this organization who’s mission is to alleviate the child care crisis in Finney County by promoting certified, high quality childcare. In addition to the seat on the board, FCCELN promotes our courses and pathway at their BootCamp training and speaks with interested parties about the educational opportunities at GCCC in this field. In addition to referring individuals to go through our program, students in the ECE Program would be able to do their Practicum hours in FCCELN Child Care Centers.

iii. Russel Child Development Center – Russel Child met with us early on in our discussions for what a quality early childhood program should look like and one of their biggest concerns was a response to trauma and mental health. In addition to their input on this program, they have offered to assist in providing additional trainings for our students for addition Licensing and CDA purposes (if there is a large enough need specifically for our students). Our courses are also being promoted through the TinyK program that meets with Early Childhood Advocates and Specialists in Western Kansas.

iv. Kansas Child Care Training Opportunities, Inc. (KCCTO) has agreed to add us to the list of community colleges providing certificate/education opportunities for childcare providers so that our students are eligible for their scholarship opportunities for CDA training and licensure.

b. What career(s) does this program prepare students for?
   i. Childcare Classroom Assistant
   ii. Personal Home Daycare Provider
   iii. Childcare Classroom Lead Teacher (additional training/certification required)
   iv. PreSchool Teacher (additional training/certification required)
Curriculum Committee
Minutes
Early Childhood Cert. A
Curriculum & Instruction Committee
Minutes 9/10/2020

I. Present
   a. Committee: Karen Adams, Nancy Unruh, Nicole Dick, Michael Knutson (virtual), Larry Pander
   b. Guests: Bradley Sisk (virtual), Courtney Morris (virtual), Gary Kuenstler (virtual), Patsy Zeller (virtual), Sam Sanger (virtual), Chuck Pfeifer (virtual), Jodie Tewell, Phil Terpstra, Marc Malone, Brenda Barrett

II. Approve Minutes of prior meeting:
   a. Approved 4/30/20 Minutes: motion by Karen, second by Michael - Passed unanimously
   b. Approved 5/7/20 Minutes: Fixed date of meeting. Motion by Nancy, second by Michael - Passed unanimously

III. Old Business
   a. None

IV. New Business:
   a. Nicole
      i. PHSC-205 Physical Geology w/Lab, Name change
         1. To distinguish the 5-hour lab class from the 3-hour lecture only class, the name of the 5-hour class will be changed to reflect that it has a lab component.
         2. This will be effective Spring 2021
      ii. PHSC-2053 Physical Geology/Lecture Only, Number change
         1. To distinguish the 5-hour lab class from the 3-hour lecture only class, the name of the 5-hour class will be changed to reflect that it has a lab component.
         2. This will be effective Spring 202
      iii. Motion by Karen, second by Michael – Passed unanimously
   b. Sam - Program approval process, add curriculum mapping?
      i. Can Curriculum Maps (maps) be finished upon requesting a new class with C&I? Short answer: not at this point
         1. Since C&I already requests the CA1form from KBOR (which included course outcomes and is designed for tech programs), the request for maps may be too much to do in the first step.
2. Perhaps have maps due at the next meeting following the course approval from C&I.
3. Further discussion will occur with C&I for the course approval process and maps.
4. FYI, SLO changes to programs
5. Copies of updated syllabi have been sent to C&I

c. Chuck/ Leslie - Student Success Waiver
   i. Information about the waiver was presented by Leslie.
   ii. Students will show a WV on transcript for waived class.
   iii. Advisors will need to be aware of this option for students.
   iv. Waiver must be submitted during first semester of enrollment (including Summer).
   v. To be eligible, at least one of the following must be true:
      1. Student has a college degree (2 or 4 year)
      2. Student has earned at least 24 credit hours with a cumulative GPA of 2.5 or better.
      3. Other condition (must be okayed by Leslie)

d. Courtney Morris Cert “A” Early Childhood development
   i. Program will hopefully lead to an Associate degree offering, having a cert program will help recruit.
   ii. Program scheduled to start in Summer 2021
   iii. 17 hours already approved for Cert A, 2 online instructors in place
   iv. Courses will likely be kept as online due to situation for enrollees. Many students work during the day, online classes fit their schedules better.
   v. Courses are recommended to take over two semesters, due to scaffolded content and courses.
   vi. Developed the “Response to Childhood Trauma” course in collaboration with Russell Childhood Development Center
   vii. CIP code 19.0708 (due to working on to AAS)
   viii. Suggestion was made to add the optional courses to the graduation check-list (and 2-semester plan).
   ix. Motion by Nicole, second by Michael – passes unanimously (under condition that the correct/updated Request form is completed – Program box was incorrect)

e. Brad Sisk New Class, Advanced EMT
   i. Six classes have been combined into one
   ii. The modality will be online and a teacher is already in place.
   iii. This is an advanced EMT course, just under paramedic
   iv. This is a need, but it is not currently offered in the area.
v. Course number suggested to be EMIC 180
vi. Motion by Karen, second by Nancy – passes unanimously.

f. Patsy Zeller/Phil T Reactivation of Pre-Nursing (PNSG.AS) program
   i. Background: program had previously been rolled into Pre-Health Occupations due to overlap in required courses. Upon further review, this may not be the best option for our students.
   ii. Advising issues, the pre-nursing program was not advised by Nursing previously. But it will be upon its return, with help from transfer side faculty and Rebekah and Leslie.
   iii. Having a title of Prenursing will benefit students when looking to transfer to other institutions.
   iv. C&I will look at past minutes (from Spring 2019?) to see if a vote is needed to approve reactivation.
   v. Motion by Nancy, second by Michael - passes unanimously
      1. Patsy will work on 4-semester plan with help of Nicole and Sam.
      2. Nancy will send Patsy any needed paperwork

V. Comments
   a. Welcome Jodie as informative member

VI. Next Meeting: Thursday, October 8, 2:30 p.m. Pres Conf room
Board of Trustees Minutes
Early Childhood Cert. A
MEETING OF TRUSTEES
GARDEN CITY COMMUNITY COLLEGE
October 13, 2020

Trustees Present: Leonard Hitz, Dr. Blake Wasinger, Dr. Merilyn Douglass, Beth Tedrow, Shanda Smith, David Rupp

Others Present: Dr. Ryan Ruda, President
Amy McVey, Deputy Clerk
Karla Armstrong, Vice President
Colin Lamb, Vice President
Marc Malone, Vice President
Greg McVey, Director of Athletics
Andrew Knoll, IT Director
Meghan Flynn, Garden City Telegram
Mike Pilosof, Sports Information Director
Nancy Unruh, Registrar
Perla Salazar, Faculty Senate/Math Instructor
Gabe Winger, JDAT Instructor
Glenda Owens, Allied Health Coordinator
Patricia Zeller, Director of Nursing
Sheena Hernandez, English Instructor
Toni Douglass, Community Member
Deborah Medina-Escalera, GCCC Student
Ernesto Ferrel, GCCC Student
Melanie, Hands, Transition and Career Advisor
Mikaela Garcia, GCCC Student
Rodney Dozier, Campus Police Chief
Taryn Tabor, SGA President
Cole Dewey, Head Men’s Basketball Coach
Amy Schmeckpeper, Head Softball Coach
Allison Griffin, Head Trainer
Sydnee Sassaman, Director of Admissions
Dawn Tucker, Administrative Assistant for the Dean of Academics

CALL TO ORDER:
Chair Wasinger called the board meeting to order at 6:01 p.m.

COMMENTS FROM THE CHAIR:
Trustee Wasinger shared on October 5, 2020, GCCC PRISM club, presented “Murder at the Wolf Hotel” a Murder Mystery puppet show. In addition to the murder mystery puppet show, the League of Women voters was on the GCCC campus to register voters and answer questions to assist students and employees with their voting plans.

GCCC BOT would like to welcome our new 2020-2021 CAMP Ambassadors. CAMP Ambassadors help promote & recruit for the CAMP Assistant Migrant Program. They serve as a liaison, spokesperson, & advocate for the program & GCCC.

HALO is celebrating Hispanic Heritage Month which is recognized from September 15-October 15.
Trustee Wasinger also informed the board Cole Dewey, MBKB coach has been chosen to speak at the Inaugural TopConnect Symposium. He is one of 30 men's coaches taking part in this prestigious event.

Bronbuster Cross Country is No. 22 in the latest National polls.

Athletics will be hosting Mark Potter, inspirational speaker on campus Thursday, October 15 at 7pm to share his story about overcoming severe depression. The event will be live streamed on the athletic department's official website: [www.gobroncbusters.com](http://www.gobroncbusters.com) and on the BusterTV YouTube channel.

Wasinger also wished to again thank all staff/faculty for their hard work and dedication throughout this unexpected school year.

**INTRODUCTION OF NEW EMPLOYEES:**

Colin Lamb, Vice President for Student Services welcomed Sydnee Sassaman, Director of Admissions.

Marc Malone, Vice President for Instructional Services introduced Dawn Tucker, Dual Credit Coordinator/Administrative Assistant to the Dean of Academics.

**CONSENT AGENDA:**
Chair Wasinger clarified Aaron Kucharik, community member was misquoted in October’s minutes. The minutes state that he requested the meeting minutes be posted online. However, when Trustee Smith stated that the months minutes were posted he corrected the trustee that he was referring to the video recordings of the meetings.

Chair Wasinger asked if Trustees wished to remove any items from the consent agenda.

Trustee Wasinger requested agenda item II D; Early Childhood Education Certificate A be removed for discussion.

Chair Wasinger then asked for a motion approving consent agenda items II A, II B, and II C. Holding II D for separate discussion.

**Motion:**
Tedrow moved, seconded by Douglass to approve consent agenda items II A, II B, and II CE. Holding II D for separate discussion.

*Meeting of Trustees*
*October 13, 2020*

**Ayes:** Wasinger, Douglass, Smith, Tedrow, Rupp, Hitz

**Nays:** None

**Motion carried:** 6-0

(Supporting documents filed with official minutes.)
Meeting of Trustees  
October 13, 2020

Approved actions follow:

A. Approval of minutes of previous meetings (August 11, 2020 Sp Meeting, September 8, 2020, and September 19 & 20, 2020 Retreat)  
(Supporting documents filed with official minutes.)

B. Approval of personnel actions-Human Resources  
   B-1 Human Resources Report  
   B-2 Adjunct/Outreach Contracts  
   (Supporting documents filed with official minutes.)

C. Financial information  
   C-1 Monthly Summary Published Funds Operating Revenues and Expenses  
   C-2 Checks processed in excess of $50,000  
   C-3 Revenues  
   C-4 Expenses  
   C-5 Cash in Bank  
   (Supporting documents filed with official minutes.)

II D: Early Childhood Education Certification A: GCCC has been in conversations with Finney County Economic Development about the need for quality training in early childhood care and education to meet the needs gap in regional childcare. Trustee Hitz asked about the response from local schools, Dr. Ruda stated they have been very receptive and have pathways in place. Trustee Douglass asked if this certificate was required to work in childcare. VP Malone stated no, not for in home childcare, but facilities would require it. Early Childhood Education Certificate A will generate safe and effective childcare for our area.

Motion:  
Tedrow moved, seconded by Hitz to approve consent agenda item II D, Early Childhood Education Certificate A.  

Ayes: Wasinger, Hitz, Douglass, Smith, Tedrow, Rupp  
Nays: None

Motion carried: 6-0  
(Supporting documents filed with official minutes.)