



Form 1: Presentation Checklist

Name: _____

Date: _____

Department: _____

COCC Contact Information: _____

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

PROPOSAL OVERVIEW

TYPE OF AGENDA ITEM

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

BUDGET

INSTRUCTIONAL REQUIREMENTS

OPERATIONAL NEEDS, CURRENT AND FUTURE

STUDENT IMPACT

ANTICIPATED IMPLEMENTATION TIMELINE

ECE EQUITY IN EDUCATION CERTIFICATE PROGRAM PROPOSAL

STAGE 2: CONCEPT DEVELOPMENT FOR ACADEMIC AFFAIRS

2.1 Program Overview:

The Equity in Education Certificate is designed to meet the needs of the current and future education workforce, in which classrooms and learning environments are increasingly diverse. Currently, the Teaching Standards and Practices Commission (TSPC), which oversees the licensure process of Oregon’s educators, notes the 40-10 gap: 40% of students in PK-12 classrooms identify as a person of color while only 10% of Oregon’s educators identify as a person of color. At the heart of the Equity in Education Certificate is the commitment to preparing a future teaching workforce with knowledge and confidence in facilitating culturally responsive practices with children, families, and communities. Courses within the EIE Certificate will help students develop skills and dispositions necessary to recognize and develop inclusive and culturally conscious practices, which align with recommendations and guidelines from numerous professional organizations, such as the National Association for the Education of Young Children, the Oregon Department of Education-Early Learning Division, and Teaching Tolerance, which are dedicated to developmentally appropriate and culturally conscious practices in educational settings.

The intended audience for the proposed certificate includes early childhood educators who are working toward the AAS degree in Early Childhood Education and who seek a specific focus area in equity in education; early learning advocates and professionals who already have degrees and certificates and are seeking additional expertise; early childhood and elementary pre-service teacher who intend to transfer to additional programs in higher education with a focus on equity and inclusive practices in educational institutions. In addition, the certificate can be used as “continuing education” for licensed teachers.

2.2 Certificate or Degree Options

Certificate of completion: Please see 2.3 for curriculum plan

2.3 Curriculum Planning:

Student Learning Outcomes for the Equity in Education Certificate:

1. Demonstrate essential connections between educational institutions as critical opportunities to examine and challenge systems of oppression.

2. Recognize the implications of bias on children’s learning and development.
3. Assess curriculum and programming for bias and evidence of inclusive practices and access.
4. Observe and document learning environments and programming components for developmentally appropriate and culturally responsive pedagogy.
5. Prepare for increasingly diverse classrooms by evaluating self and society for equitable practices that support children and families participating in education systems.
6. Apply effective communication skills and knowledge of professional standards, associations, licensures, and related laws governing early childhood education.

**Proposed Certificate Requirements
communication, computation, and the duly noted human relations**

WR 121	Academic Composition	4
MTH 60	Algebra 1	4
SP 115/COM 115	Intro to Intercultural Communication	4
ED 140	Introduction to Early Childhood Education	4
ED 216	Purpose, Structure & Functions of Education in a Democracy	3
SOC 212	Race, Class & Gender	4
ED 224	Anti-Bias Curriculum in Education	4
ED 219	Multicultural Issues in Educational Settings	3
ED 152	Family, Schools & Community Relationships in Early Childhood Education	3
ED 245	Trauma Sensitive Classrooms	3
ED 290	English Language Development in the Primary Classroom	4
	Choose four from the following List	13-16

	HHP 231 Human Sexuality 3 ED 269 Exceptional Children in Early Childhood Education 3 ED 112 Children’s Literature & Curriculum 4 ED 253 Learning Across the Lifespan 3 HUM 230 Immigrant Experiences in American Literature 4 HUM 240 Native American Literature & Culture 4 HUM 255 Cultural Diversity in Contemporary American Literature 4 GEOG 107 Cultural Geography 4 WS 101 Woman & Gender Studies 4 SOC 220 <i>Sociology of Families</i> 4 Any Foreign language course 100 or higher or CLEP	
		53-56

Notes: AY 2018-19 Curriculum Changes: We have asked the Communication and Fine Arts department to consider requesting **SP 115** be added to the Human Relations list. We will also add **SOC 212** to the list of optional elective courses in the ECE AAS degree.

We have communicated with all department chairs and faculty leads in the departments outside of ECE and all fully support the certificate and the inclusion of their courses in the certificate. In addition, all department chairs have confirmed that these courses will continue to be regularly offered. Attached are Syllabi for all courses proposed for inclusion in the certificate.

2.4 Enrollment Projections:

Without an accurate way to determine the exact number of students in early childhood and education courses who intend to transfer, we are sharing data for our Early Childhood Education AAS and AAOT. Currently, we have 84 students who are active in the Early Childhood Education program, 76 in Elementary Education and 45 in Secondary Education. Combined, the 205 students who are actively enrolled in education courses are our primary identified audience for this certificate.

In our research for this certificate, we considered other existing, or similar, programs. There are very few in existence, as this is relatively new area of priority. The University of Buffalo began an undergraduate minor in equity during the 2017-2018 academic year. In their first year, 20 students enrolled. The University of Georgia offers a certificate in diversity, equity, and inclusion. Arizona State offers a diversity and equity studies certificate, and Seattle Central College offers the AA-DTA: Associate of Arts Equity and Social Justice Emphasis. Please see appendix for further details on these programs.

Based on feedback from our advisory board members and community leaders, we anticipate that this will be a meaningful option for community members who already have associate and bachelor level credentials but who wish to return for an additional focus in equity.

Our goal is to have 25% of our current students working toward this in the first years of approval. Gradually, we aim to have at least 50% of our education students identifying equity in education as a certification goal.

2.5 Preliminary Budget:

We do not anticipate needing any additional resources as all of these courses exist and are offered regularly across all campuses with existing faculty (FT/ADJ/PT), and we believe we have sufficient capacity for growth. The only area we anticipate a need support is with respect to promotion and marketing of the certificate. We will need webpage updates, and the program director can work with College Relations staff to implement these changes pending approval.

2.6 Instructional Requirements:

- a. This certificate will be housed within the existing Early Childhood Education program within Social Sciences and will not require any staffing changes.
- b. As this is wholly contained within the existing Early Childhood Education program requirements, the unique aspects of this certificate would include the required CWE component to most of the education courses. This equates to 30 hours of approved, supervised field placement experience per term, per relevant course.
- c. We have communicated with all department chairs and faculty leads in the departments outside of ECE and all fully support the certificate and the inclusion of their courses in the certificate. In addition, all department chairs have confirmed that these courses will continue to be regularly offered.

2.7 Faculty Position Requests:

None at this time.

2.8 Potential Policy Impacts:

None at this time.

2.9 Updated Implementation Timeline:

No changes from Stage 1. This certificate can be awarded as soon as appropriate approvals are received. All courses in the certificate have already been approved and are being taught.

2.10 Additional Information:

Please refer to additional statements of support included in Stage 1.

ECE EQUITY IN EDUCATION CERTIFICATE PROGRAM PROPOSAL

APPENDIX

STAGE 1: PROGRAM PROPOSAL

Proposal for the Equity in Education Certificate of Completion

Proposer(s): list name(s)/department(s) here

Amy Howell

Angie Cole

Sara Henson

-Social Science, Early Childhood Education

1. **Program Overview:**

The Equity in Education Certificate is designed to meet the needs of the current and future education workforce, in which classrooms and learning environments are increasingly diverse. Currently, the Teaching Standards and Practices Commission (TSPC), which oversees the licensure process of Oregon's educators, notes the 40-10 gap: 40% of students in PK-12 classrooms identify as a person of color while only 10% of Oregon's educators identify as a person of color. At the heart of the Equity in Education Certificate is the commitment to preparing a future teaching workforce with knowledge and confidence in facilitating culturally responsive practices with children, families, and communities. Courses within the EIE Certificate will help students develop skills and dispositions necessary to recognize and develop inclusive and culturally conscious practices, which align with recommendations and guidelines from numerous professional organizations, such as the National Association for the Education of Young Children, the Oregon Department of Education-Early Learning Division, and Teaching Tolerance, which are dedicated to developmentally appropriate and culturally conscious practices in educational settings.

The intended audience for the proposed certificate includes early childhood educators who are working toward the AAS degree in Early Childhood Education and who seek a specific focus area in equity in education; early learning advocates and professionals who already have degrees and certificates and are seeking additional expertise; early childhood and elementary pre-service teacher who intend to transfer to additional programs in higher education with a focus on equity and inclusive practices in educational institutions. In addition, the certificate can be used as "continuing education" for licensed teachers.

Student Learning Outcomes for the Equity in Education Certificate:

7. Demonstrate essential connections between educational institutions as critical opportunities to examine and challenge systems of oppression.
8. Recognize the implications of bias on children’s learning and development.
9. Assess curriculum and programming for bias and evidence of inclusive practices and access.
10. Observe and document learning environments and programming components for developmentally appropriate and culturally responsive pedagogy.
11. Prepare for increasingly diverse classrooms by evaluating self and society for equitable practices that support children and families participating in education systems.
12. Apply effective communication skills and knowledge of professional standards, associations, licensures, and related laws governing early childhood education.

**Proposed Certificate Requirements
communication, computation, and the duly noted human relations**

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Notes: AY 2018-19 Curriculum Changes: We have asked the Communication and Fine Arts department to consider requesting **SP 115** be added to the Human Relations list. We will also add **SOC 212** to the list of optional elective courses in the ECE AAS degree.

We have communicated with all department chairs and faculty leads in the departments outside of ECE and all fully support the certificate and the inclusion of their courses in the certificate. In addition, all department chairs have confirmed that these courses will continue to be regularly offered. Attached are Syllabi for all courses proposed for inclusion in the certificate.

2. Strategic Alignment:

The Equity in Education certificate includes courses from numerous and interrelated disciplines, including Education, Sociology, Psychology, Geography, and Humanities. All required courses are or will be contained within the AAS in Early Childhood Education and the AAOT in Early Childhood Education. The program outcomes for the proposed certificate align well with COCC’s mission, strategic plan, and core themes. In addition, the newly proposed certificate is in clear alignment with the Social Science Department and Early Childhood Education missions.

Alignment between COCC Mission, Strategic Plan, and Core Themes and the Equity in Education Certificate	
COCC Mission: Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong educational opportunities.	Courses in the EIE certificate will provide students with current models of best practices that relate to culturally responsive and developmentally appropriate curriculum design and implementation. Graduates will have increased success in their careers as a

	<p>result of having increased cultural competency, which will benefit career readiness in and out of educational settings.</p>
<p>COCC Vision: To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.</p>	<p>The Equity in Education Certificate meets regional, state, and national recommendations for a culturally conscious educational workforce, particularly in early and elementary-focused classrooms. The EIE Certificate meets regional efforts to “Grow Our Own” educators to meet statewide commitment to addressing the discrepancy between the demographics of students and the demographics of educators.</p>
<p>COCC Values: Student Focused in All That We Do Caliber of Faculty and Staff Open Door Philosophy Reputation Diversity Campus Traditions Work/Life Balance Comprehensive Services Internal Connections External Connections Innovation</p>	<p>The EIE Certificate aligns most closely with several of COCC’s values, particularly reputation, diversity, and innovation. COCC and COCC’s ECE program have strong reputations for being responsive to the needs of historically underserved populations. Our current Partners in Practice program has increased the opportunity for many of our region’s early learning educators, including those who identify as Latinx to grow in their professional development. Programs such as PIP, have been recognized as innovative practices at the regional and statewide level.</p>
<p>Relevant COCC Core Themes:</p> <p>Transfer and Articulation Students will have the academic achievement and skills necessary to transfer and articulate successfully to institutions of higher learning beyond the community college level.</p> <p>Workforce Development Students of Career and Technical Education (CTE) programs will be prepared for employment and advanced education through the acquisition of knowledge and skills necessary to meet current industry needs.</p>	<p>The EIE Certificate will allow COCC to continue to ensure the sustainability of our educational offerings. Students engaged in this certificate, as a stand-alone or as part of their ongoing work in Early Childhood Education, will be prepared for next steps in their professional development, which may include transfer to four-year and graduate programs with a focus on classroom teaching, program/curriculum development, and social services.</p> <p>As emphasized in current research and policy for early learning and K-12 education, educators need extensive opportunities in diverse settings and a strong cultural</p>

<p>Lifelong Learning Participants in lifelong learning will have access to learning opportunities in the areas of Enrichment, Professional Development, Technology and Wellness.</p>	<p>competence to engage in diverse settings.</p> <p>Regardless of students’ next steps, professionally, participating in the EIE courses will provide students with knowledge and skills necessary for engaging in diverse communities.</p>
<p>COCC Academic Master Plan Priority A: Provide comprehensive, accessible instructional resources</p> <p>Priority B: Attract, recruit and retain a diverse, highly qualified faculty</p> <p>Priority C: Review and improve programs and processes</p> <p>Priority D: Provide equitable, appropriate faculty, programs and processes at the Redmond, Madras and Prineville campuses Expand access</p> <p>Priority E: Strengthen partnerships with educational institutions, businesses and statewide agencies to promote COCC’s curricula and programs</p>	<p>The EIE program will include the opportunity to engage with materials and resources to support pre-service teachers with the knowledge and skills to grow in cultural consciousness to support classroom learning.</p> <p>As the ECE program continues to grow and the Education pathway continues to develop at the state level, a certificate in Equity in Education will include faculty members who identify as bilingual and bicultural.</p> <p>As part of our ongoing commitment to the cycle of assessment, applying an equity perspective to all of our programs, including the courses required for the EIE, allows consistent review of our outcomes and course-related assignments to include a consistent focus on inclusion, equity, and access.</p> <p>Our current commitment to offering 50% or more of our courses outside of Bend, all ED-prefix courses will be offered throughout COCC’s service district, and many of the other courses outside of Education are consistently scheduled in Redmond and Madras.</p> <p>The ECE program has a strong connection with many of our regional partners, including the High Desert ESD, Bend La Pine Schools, and NeighborImpact. A program with a specific focus on equity aligns closely with regional goals for equity, access, and inclusive practices.</p>

<p>Social Science Mission: Social Science engages students to create an inclusive environment which fosters personal growth, appreciation of local and global diversity, and critical thinking to understand complex social issues.</p>	<p>The core focus of the Equity in Education certificate is to broaden the perspectives of students pursuing careers in education to include a critical lens through which they are prepared to identify and address barriers related to inequity. In this effort, students will explore inclusivity in the broadest sense, and they will be prepared to engage meaningfully in diverse educational environments.</p>
<p>Early Childhood Education Mission: We are a community of learners that provides innovative, high quality professional development that is accessible, culturally responsive and intentional for early learning educators and advocates.</p>	<p>Stemming from the ECE program’s focus on professional development, which is accessible, culturally responsive and intentional for early learning educators and advocates, the Equity in Diversity certificate supports students as grow in intentional teaching practices and apply professional development experiences to educational learning environments, which serve children and families.</p>

3. Employment Projections:

Area	10th Percentile	25th Percentile	50th Percentile (median)	75th Percentile	90th Percentile	Average Hourly	Average Annual
Oregon	\$10.75	\$11.87	\$13.65	\$15.79	\$18.64	\$14.81	\$30,822
Central Oregon	\$10.77	\$12.73	\$15.16	\$17.31	\$18.65	\$15.00	\$31,187

Based on feedback from the Early Childhood Education advisors, national recommendations, and statewide commitments to increasing cultural responsiveness in PK-12 classrooms, the Equity in Education certificate will provide students with job-relevant skills and dispositions.

As noted by recommendations from the Teaching Standards and Practice Commission (TSPC), the Unified Statewide Transfer Articulation workgroups--facilitated by HECC--and ODE’s Early Learning Division, Oregon is facing a teacher shortage. It is estimated that among the 15,000-20,000 positions to be filled, there will be a tremendous need for teachers who are trained in culturally responsive teaching practices.

Feedback regarding the proposed certificate has been unanimously positive among regional partners and employers of many of our graduates:

Kendra Coates, D.Ed.

High Desert ESD

Regional Director of P-3rd Education

As a parent, community member, early learning advocate, OSU-Cascades Adjunct Instructor, and Regional Director of P-3rd Education, I enthusiastically support the Equity in Education Certificate. Equity is at the heart of prenatal through third grade care and educational opportunities, programs, and services. Cultivating the knowledge and confidence of our future teaching workforce to facilitate culturally responsive practices with children, families, and communities is critical to the overall health and success of our communities.

Kimberly Snow

EHS/HS Director

NeighborImpact

The Equity in Education Certificate would support the commitment to preparing a future teaching workforce with knowledge and confidence in facilitating culturally responsive practices with children, families, and communities. We are especially pleased to learn that you are focusing on equity as we currently have a program initiative on how we can support equity within our program. As an organization focused on serving children and families at-risk, including children with disabilities we value your attention to this important target.

Karen Prow

Associate Director of Child Care Resources

NeighborImpact

I am very excited about the proposed Equity in Education Certificate! As diversity grows in Central Oregon, the need for early educators to increase their skills as culturally responsive and inclusive educators grows as well. Oregon has adopted a focus on equity for Early Learning Division contractors, with education equity and service equity training as a new requirement. Projects like Spark, impacting all early learning programs in Oregon, require a look at policies and procedures of programs through an equity lens.

More important than a shift in requirements around the state is doing the right thing to meet children and families where they are. Your department has always done an amazing job of seeing the needs of early educators and responding with solutions. This certificate would meet the growing need of new early educators in the field, as well as offer an update option for those who have been in the field for many years.

Thank you for your ongoing efforts to keep the field current and support our work of serving all children and families in Central Oregon.

In proposing this certificate, we have drawn on data and recommendations from regional, state, and national leaders and organizations in early and elementary education. As noted in earlier sections, the Equity in Education certificate outcomes address a clear need in our teacher education programs to support future educators who are culturally competent in their understandings and engagement in diverse classrooms and learning settings. Although we can begin to address issues of equity, inclusion, multicultural perspectives, and anti-bias education in individual classes, we believe that a certificate specific to equity in education will allow graduates to demonstrate their preparation in these practices more thoroughly and with greatest breadths across disciplines beyond education. As all required courses will apply directly to the AAS, the certificate will function as a portable, stackable step--as recommended by HECC--along the way to a broader degree.

4. Implementation Timeline:

The anticipated timeline for implementing this new certificate includes submitting the proposal to the Curriculum Committee throughout Fall 2018. During this time, in addition to submitting the proposal, we will also propose additions to the current list of program electives. By adding to this list, students will have more flexibility in their courses applied to program and certificate requirements

Ideally, and pending approvals at different levels, we hope to include this in the 2019-2020 catalog, at which time students may begin to declare their intention to earn the certificate either alone, or, as a component to their AAS degree in Early Childhood Education.

As noted above, we have asked the Communication and Fine Arts department to consider requesting **SP 115** be added to the Human Relations list. We will also add **SOC 212** to the list of optional elective courses in the ECE AAS degree.

We have communicated with all department chairs and faculty leads in the departments outside of ECE and all fully support the certificate and the inclusion of their courses in the certificate. In addition, all department chairs have confirmed that these courses will continue to be regularly offered. Attached are Syllabi for all courses proposed for inclusion in the certificate.

As part of the APR process in 2018, the ECE program identified a primary need for a dedicated classroom space. This continues to be a need, regardless of the Equity in Education certificate.

5. Organizational Structure and Implementation Team:

Faculty and staff who will be involved in implementing this proposal include Jenni Newby, Kristi Dunlap, Sara Henson, Amy Howell, Angie Cole, and Jackie Vance, Maribel Jimenez and Stephanie Montoya Boni in Social Sciences. In addition, we will maintain regular contact with faculty and Department Chairs from those areas most directly involved with required courses. In addition, we would like to seek the guidance and expertise of the Director of Diversity (currently Karen Roth) and the outreach coordinators.

As provided by COCC's Director of Curriculum and Assessment, the following timeline aligns with our intentions for the newly proposed certificate.

Step	Notes	Deadline
Stage 1 Abstract		
Call for Stage 1	VPI notifies faculty	May 25, 2018
Stage 1 Approval	Review by PAT, approval by VPI and Pres., est. 2 weeks	June 8, 2018
Stage 2 Concept Development		
Submit to Dean		October 3, 2018 or tbd per dean
To VPI	Review/approval w president by Oct. 17	Oct. 8, 2017
Submit to AA		Oct. 17, 2018
Academic Affairs	Meets every other week, allow 3 meetings for first reading, second reading, edits or follow-up (Oct. 22, Nov. 5, Nov. 19)	Oct. 22, 2018
Stage 3 Program Planning		
Stage 3	Provide Stage 3 immediately upon AA approval; requires Chair, Dean, VPI, Pres approval	Nov. 19-Nov. 30, 2018
Stage 4 Curriculum Planning		
Submit to Courseleaf	All new courses and course edits associated with the new program, and new program entered into CL, and submitted	Dec. 1, 2018
The following steps can vary in timing based on issues such as queue and meeting schedules; listed is combination of historical and fastest possible timeframe		
CL workflow	Needs to go through workflow (Curriculum Office, chair, dean)	Dec. 14, 2014
Curriculum Committee review	Meet every week in winter term starting second week; est. 1 week prep, 2 readings, 1 mtg for edits=4 weeks earliest possible	January 29, 2019
Catalog	Include in next 2019-2020 Catalog "Pending approval"	Jan-March, 2019
Submit to Board of Directors	Meet 2 nd W, material due 10 days prior, est. 1 month	Feb. 1, 2019
Board of Directors	Review and approval	Feb. 13, 2019
State (CCWD/HECC)	Some items to CCWD and some to HECC. CCWD est. 3 weeks for letter. HECC items due 1 st F for mtg on 2 nd R of following month, est. 8 weeks for letter	Feb. 18-April 12, 2019
NWCCU	Subt change application, est 3 month for letter (7/18 new process, timing unknown)	April 2019- July 2019
Dept. of Education	Submission for aid eligibility, submission must be timed w FA, est. 6 months	Jan. 2020

6. Specialized Accreditation:
Not applicable at this time.

7. **Diversity:**

As noted in earlier sections, fostering cultural responsiveness is at the heart of this proposal. As the outcomes describe, students who complete this certificate will be able to **Demonstrate** essential connections between educational institutions as critical opportunities to examine and challenge systems of oppression; **Recognize** the implications of bias on children's learning and development; **Assess** curriculum and programming for bias and evidence of inclusive practices and access; **Observe and document** learning environments and programming components for developmentally appropriate and culturally responsive pedagogy; **Prepare** for increasingly diverse classrooms by evaluating self and society for equitable practices that support children and families participating in education systems, and **Apply** effective communication skills and knowledge of professional standards, associations, licensures, and related laws governing early childhood education.

8. **Exceptional Needs:**

We anticipate that the Equity in Education proposal will continue to emphasize a need for campus resources that address access and inclusive practices. This includes a continued need for resources, such as the Children's Literature and Equity Resource Center (CLERC) in the Barber Library. In addition, we anticipate the opportunity to work with Institutional Effectiveness staff to identify and assess students' needs across campuses.

As part of the work required for the Equity in Education certificate to take shape and to be successful, ongoing professional development for education faculty members (FT, ADJ and PT) will be necessary. Depending on program-related projects, the program director or other faculty may request load or support to design new curriculum and advise students.

If approved, the Equity in Education certificate will be a regional and statewide opportunity to support and promote teacher education through an equity lens. As such, it will be important to share news and updates about the program through marketing efforts.