NAEYC EARLY CHILDHOOD
ASSOCIATE DEGREE ACCREDITATION

MARCH 20, 2017
KENNEDY-KING COLLEGE, IL
ANNUAL REPORT

PLEASE INDICATE THE DATE FOR WHICH YOU ARE SUBMITTING THIS REPORT

☐ SEPTEMBER 30, 20__

X MARCH 31, 20_17_

PLEASE INDICATE WHICH ANNUAL REPORT YOU ARE SUBMITTING

☐ YEAR 1 ANNUAL REPORT
☐ YEAR 2 ANNUAL REPORT
X YEAR 3 ANNUAL REPORT
☐ YEAR 4 ANNUAL REPORT
☐ YEAR 5 ANNUAL REPORT

[NOTE: IN YEAR 6 THE PROGRAM WILL SUBMIT A RENEWAL SELF-STUDY REPORT]

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D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

A. UPDATES TO CONTACT INFORMATION

Institution/College: Kennedy-King College

Mailing Address: 6301 S. Halsted Street Chicago, IL 60621

Website address / url: http://www.ccc.edu/colleges/kennedy/departments/Pages/Child-Development.aspx

State: IL   Date Submitted: 3/27/17

Program Name as listed in college catalog, including degree type (A.A., A.A.T. etc.)
Child Development Program-Associate in Applied Science Degree (A.A.S.)

Primary Contact (Faculty member representing the program):

Name Ayelet Miller, M.A.T.

Title Child Development Program Coordinator/Faculty

Phone 773-602-5353   Fax 773-602-5350

E-mail amiller148@ccc.edu

Secondary Contact (Faculty member representing the program):

Name Alishia Atkins, Ed.M.

Title Child Development Faculty

Phone 773-602-5334   Fax 773-602-5350

E-mail aatkins11@ccc.edu

President, Dean or other administrator representing the institution:

Name Eddie Phillips

Title Dean of Instruction

Phone 773-602-5087   Fax 773-602-5510

☒*We verify that the information contained in this report is an accurate representation of the program's characteristics.*

☐   *We would like to schedule a phone consultation with NAEYC staff. (Name and email address of the person to be contacted: _____)*

B. UPDATES TO PROGRAM CONTEXT

1. Is there any change to the accreditation status of your institution?
   _X_ No   __ Yes

2. Have there been any changes to the name of your institution?
   _X_ No   __ Yes

3. Have there been any changes to the name of your degree program?
   _X_ No   __ Yes

4. Have there been significant changes in teaching methods or field experiences?
   _X_ No   __ Yes

5. Have any courses been removed from your program?
   _X_ No   __ Yes

6. Have any new courses been added to your program?
   _X_ No   __ Yes

7. Have there been any changes to your campus or physical facilities that affect delivery of your program?
   _X_ No   __ Yes

8. Have there been any significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc.?
   _X_ No   __ Yes

8. Have there been significant changes in your college service area or candidate characteristics?
   _X_ No   __ Yes

10. Are online classes offered to students in this degree program?
    _X_ No   __ Yes

If yes, what percentage of courses in this program is offered online?
   □ 25% or less   □ 50% or less   □ More than 50%   □ 100%

Headcount Enrollment in most recent semester available _____99_____
Number of FTE enrollments in most recent semester available __20____
Number of associate degree program graduates in past academic year _24____

Please explain any "yes" answer above. If changes are reported in #5 or #6, please note that key assessments need to remain in classes that are required of all students in the program.

Please update your faculty information

Chart of faculty names and qualifications - include all faculty, whether temporary (Temp), part-time (PT), or full-time (FT).

Name	Temp/PT/FT	Assignment (e.g. courses, field supervision)	Academic degrees	Professional experience
Alishia Atkins	FT	Child Development Core Courses Practicum Supervisor Program Student Advisor	B.A., E.C.E. Ed.M., Elementary Education	Literacy Coach-Early Reading First Program University of IL-Chicago Teacher: Joplin Elementary School Teacher/Administrator: Instructional Leadership Team Liaison: Joplin Elementary School Instructional Leader: R. Moton Early Childhood Center Early Childhood Center/Lead Teacher ESL Pilot Classroom: Hampton City Public Schools Illinois Teaching License: Birth-Grade3 Endorsements: Reading Teacher (K-3) (14 years of experience in the ECE field)
Tracy Barnes	PT	CHLD DV 149: Creative Activities for Young Children CHLD DV 107: Health, Safety and Nutrition	B.A., Human Development and Family Life Ed.M., Early Childhood Education	Early Childhood Classroom Teacher: Kennedy-King College Child Development Lab Center Early Childhood Classroom Teacher: North Lawndale YMCA Early Childhood Classroom Teacher: Bright Horizons Family Solutions Illinois Teaching License: Birth-Grade3 (15 years of experience in the ECE field)
Ayelet Miller	FT	Child Development Core Courses Program Coordinator Program Student Advisor	B.A., Human Development & Family Life M.AT., E.C.E	Adjunct Faculty Early Childhood Education Department: Triton College and McHenry County College Preschool Teacher: Triton Child Development Center and Lab School Kindergarten Teacher: Chicago Public Schools Illinois Teaching License: BirthGrade3 (17 years of experience in the ECE field)

Dr. Calvin Moses	PT	CHLD DV 101: Human Growth and Development I CHLD DV 102: Human Growth and Development II CHLD DV 107: Health, Safety, and Nutrition CHLD DV 262: Child, Family and Community Relations	B.S., M.S., Physical Education M.A., Administration and Supervision Ed. D., Early and Middle Childhood Education	Consultant: CPS Teachers and Administration Assistant, Associate, and Acting Principal: Chicago Public Schools High School Instructor and Basketball Coach: Chicago Public Schools College Basketball Coach: Creighton University (43 years of experience in the Education field)
Anna Russell	PT	CHLD DV 120: Introduction to Early Childhood Education Group Care CHLD DV 262: Child, Family, and Community Relations CHLD DV 205: Development of the Exceptional Child	B.S., Education Ed.M.	Early Childhood Classroom Teacher: Kennedy-King College Child Development Lab Center Interim Director: Kennedy-King Child Development Lab Center Illinois Teaching License: (Birth-Grade 3) Leadership Certification: National Louis University (30 year experience in the ECE field)
Yolanda Simmons	FT	Child Development Core Courses Program Student Advisor	B.A., Criminal Justice Ed.M., E.C.E	Adjunct Instructor: Kennedy-King College Lead Teacher: Carol Robertson Center for Learning Family Support Specialist: Carol Robertson Center for Learning Illinois Teaching License: Birth-Grade 3 Certification: Infant and Toddler Studies (10 years of experience in the ECE field)
Sharon Taylor	PT	CHLD DV 120: Introduction to Early Childhood Education Group Care CHLD DV 258: Principals and Practices of Pre-	M.A., E.C.E	Director of Curriculum and Instruction: Betty Shabazz International Charter School Primary Grade Teacher: Betty Shabazz International Charter School Early Childhood/Primary Grade Teacher: Chicago Public School and

| | | school Education

CHLD DV 262: Child, Family, and Community Relations | | South Holland Public Schools

(29 Years of experience in the ECE field) |
| --- | --- | --- | --- | --- |

Comment on any substantive changes in faculty members, full-time or part-time status, professional development or professional responsibilities.

Tracy Barnes is a new Adjunct Instructor that comes to us with 15 years of experience in the Early Childhood Field. She is also a Lead Teacher at The Kennedy-King College Child Development Lab Center where she serves as a mentor to many of our students who complete their observation and practicum experiences in her classroom.

Professor Benita Hunter is a Full-Time Faculty member in the Child Development Program at Richard J. Daley College and is currently not teaching as an Adjunct Instructor in our program.

It is with a heavy heart that we report the passing of Ms. Adrienne Stewart who served as an Adjunct Instructor in our program. Her expertise and dedication to the Field of Early Childhood Education made her a great asset to our program and she will be missed.

Please update your program of studies

Attach your current program of studies as described in your college catalog, including concentrations or other degree program options, with course lists. *Attach the actual college catalog page as a photocopy or copy and paste in pages from the college website.*

Describe any substantive changes in courses, fieldwork, or the program design.
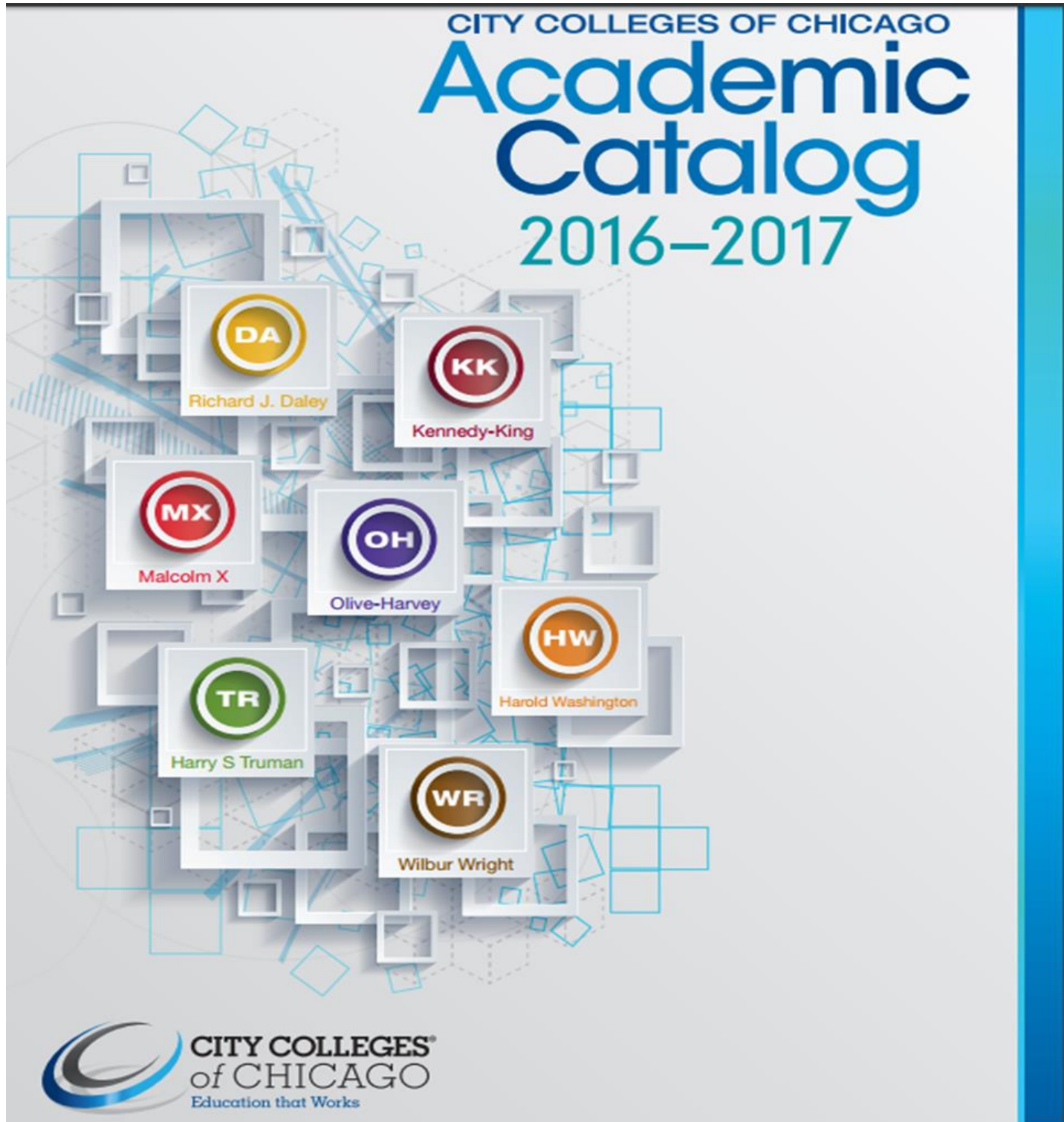
PATHWAY: Child Development: Pre-school Education
Visit your College Advisor, ccc.edu, or your college's Transfer Center for more information.

This is an example course sequence for students interested in earning a degree in Child Development: Pre-school Education. It does not represent a contract, nor does it guarantee course availability. If this pathway is followed as outlined, you will earn a Basic Certificate (BC), an Advanced Certificate (AC) and an Associate in Applied Science (AAS) Degree in Child Development: Pre-school Education. One course will satisfy the Human Diversity (HD) requirement, and is labeled with an (HD) in the sequence below. The AAS degree program in Pre-school Education provides child development theory and skills for the student who intends to work immediately in a pre-school program as a teacher or teacher assistant in public and private preschools, child care centers, or nursery schools as well as prepare students to work as teacher aides and activities supervisors.

Revisions to the Advanced Certificate and Basic Certificate will be effective Fall 2016.

DEGREE CODES:
AAS 278
AC 282
BC 277

Choose your courses with your College Advisor.

Communications and mathematics pre-credit requirements. Placements based on COMPASS, ACT or department chair recommendation.			College-level courses that can be taken while in pre-credit courses.
ENGLISH PLACEMENT	**READING PLACEMENT**	**MATHEMATICS PLACEMENT**	**ELECTIVE COURSES**
☐ ESL/FS Writing	☐ ESL/FS Reading	☐ FS Mathematics I	☐ College Success
☐ ESL/English 98	☐ ESL/Reading 99	☐ FS Mathematics II	☐ Child Development 107
☐ ESL 99	☐ ESL Reading 100	☐ Mathematics 98	☐ Child Development 120
☐ ESL/English 100	☐ Reading 125	☐ Mathematics 99	☐ Child Development 149

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS
All plans can be modified to fit the needs of part-time students by adding more semesters.

D	AC	BC	SEMESTER 1	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
●	●	●	Child Development 107—Health, Safety and Nutrition (3)	Required Program Core	DO THIS—Meet with advisor to discuss academic goals and plan coursework
●	●	●	Child Development 120—Introduction to Early Childhood Education Group Care (3)	Required Program Core	
●	●	·	English 101—Composition I (3)	Communications	
●	●	·	Mathematics OR Science course (3)	Mathematics/Science	
			12 CREDIT HOURS		

D	AC	BC	SEMESTER 2	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
●	●	●	Child Development 101—Human Growth and Development I (4)	Required Program Core	COMPLETION of Basic Certificate in Child Development: Pre-school Education
●	●	●	Child Development 149—Creative Activities for Young Children (3)	Required Program Core	DO THIS—Meet with advisor to confirm plans
●	●	●	Child Development 262—Child, Family, and Community Relations (3)	Required Program Core	
●	●	·	Social & Behavioral Sciences course (HD) (3)	Social & Behavioral Sciences (HD)	
			13 CREDIT HOURS		

D	AC	BC	SEMESTER 3	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
●	●	·	Child Development 109—Development of the Exceptional Child (3)	Required Program Core*	DO THIS—Go to Career Center to explore both continued education and employment options
●	·	·	Child Development 143—Science and Mathematics for Young Children (3)	Required Program Core	DO THIS—Mid-term check-in with advisor
●	●	·	Child Development 201—Observation, Assessment, and Documentation to Support Young Children and Families (3)	Required Program Core	COMPLETION of Advanced Certificate in Child Development: Pre-school Education
●	·	·	Literature 130—Children's Literature (3) OR other Fine Arts & Humanities course	Fine Arts & Humanities	*Child Development 109 is a Required Program Core for the AAS, but an Elective for the AC
			12 CREDIT HOURS		

D	AC	BC	SEMESTER 4	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
●	·	·	Child Development 258—Principles and Practices of Pre-school Education (4)	Required Program Core	
●	·	·	Child Development 102—Human Growth and Development II (3) OR other elective course	Elective	
●	·	·	Child Development 142—Methods and Materials for Infant and Toddler Care (3) OR other elective course	Elective	DO THIS—Mid-term check-in with advisor
●	·	·	Psychology 201—General Psychology (3) OR Political Science 201—The National Government (3) OR History 111—History of American People to 1865 (3) OR History 112—History of American People from 1865 (3) OR Mathematics 122—Mathematics for Elementary Teachers II (4) OR other General Education course	General Education	
			13-14 CREDIT HOURS		

FOR MORE INFORMATION ON DEGREE AND CERTIFICATE PROGRAMS, PLEASE VISIT WWW.CCC.EDU.

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D	AC	BC	SEMESTER 5	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
●	·	·	Child Development 259—Practicum in Pre-school (6)	*Required Program Core*	
●	·	·	Child Development 205—Development of the Exceptional Child (3) OR other elective course	*Elective*	COMPLETION of Associate in Applied Science in Child Development: Pre-school Education
●	·	·	Child Development 248— Principles and Practice of Infant and Toddler Care (4) OR other elective course	*Elective*	
			13 CREDIT HOURS		
			DEGREE MINIMUM: 62 CREDIT HOURS // PATHWAY TOTAL: 63–64 CREDIT HOURS		

PROGRAM ELECTIVES (AAS)

The three courses listed below in the Child Development and Computer Information Systems disciplines are recommended for elective credit in addition to other courses recommended by a College Advisor:

☐ Child Development 102—Human Growth and Development II (3)

☐ Child Development 205—Development of the Exceptional Child (3)

☐ Computer Information Systems 120—Introduction to Microcomputers (3)

☐ Child Development 142—Methods and Materials for Infant and Toddler Care (3)

☐ Child Development 248— Principles and Practice of Infant and Toddler Care (4)

D = DEGREE // AC = ADVANCED CERTIFICATE // BC = BASIC CERTIFICATE ///// Programs offered at: 🔴🔴🔴🔴🔴🔴🔴

The BC in Child Development: Pre-school Education (277) is only offered at Daley, Olive-Harvey, and Truman.

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CHEMISTRY 219
Chemistry for Education I: Matter and Structure
This course is designed to provide educators with a fundamental understanding of matters, its structure and its changes from both a qualitative and quantitative perspective. Physical properties, chemical interactions, bond, and the atomic structure of matter will be explored and mapped to state science education standards. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Student must be a certified middle-grade teacher or consent of Department Chairperson.

3 LECTURE HOURS. 2 LAB HOURS. 4 CREDIT HOURS.

CHEMISTRY 295
Independent Research in Chemistry I
Original laboratory research supervised by a faculty member, either on campus or off-campus. A well-defined academic goal must be outlined by the instructor and students. This course will usually require library research, laboratory work, and the preparation of final and oral reports. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Eligibility for English 101, or ACT English Score range within (21-36), or consent of Department Chairperson.

1-2 LECTURE HOURS. 5-20 LAB HOURS. 2-6 CREDIT HOURS.

CHEMISTRY 296
Independent Research in Chemistry II
Original laboratory research supervised by a faculty member, either on campus or off-campus. A well-defined academic goal must be outlined by the instructor and students. This course will usually require library research, laboratory work, and the preparation of final and oral reports. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Chemistry 295 or consent of Department Chairperson.

1-2 LECTURE HOURS. 5-20 LAB HOURS. 2-6 CREDIT HOURS.

CHEMISTRY 297
Independent Research in Chemistry III
Original laboratory research supervised by a faculty member, either on campus or off-campus. A well-defined academic goal must be outlined by the instructor and students. This course will usually require library research, laboratory work, and the preparation of final and oral reports. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Chemistry 296 or consent of Department Chairperson.

1-2 LECTURE HOURS. 5-20 LAB HOURS. 2-6 CREDIT HOURS.

CHEMISTRY 298-1
Independent Research in Chemistry IV
Original laboratory research supervised by a faculty member, either on campus or off-campus. A well-defined academic goal must be outlined by the instructor and students. This course will usually require library research, laboratory work, and the preparation of final and oral reports. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Chemistry 297 or consent of Department Chairperson.

1-2 LECTURE HOURS. 5-20 LAB HOURS. 2-6 CREDIT HOURS.

CHEMISTRY 299
Independent Research in Chemistry V
Original laboratory research supervised by a faculty member, either on campus or off-campus. A well-defined academic goal must be outlined by the instructor and students. This course will usually require library research, laboratory work, and the preparation of final and oral reports. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Chemistry 298 or consent of Department Chairperson.

1-2 LECTURE HOURS. 20-10 LAB HOURS. 3-6 CREDIT HOURS.

CHILD DEVELOPMENT

CHILD DEVELOPMENT 100
Critical Readings in Child Development
Prepares students to read critically in the field of human development. Writing assignments, as appropriate to the discipline, are part of the course.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 101
Human Growth and Development I
This course provides a foundation in theory and principles of human development, from conception to early adolescence, including an in-depth study of physical, social, emotional, cognitive, and language development, including children's play. Five hours observing young children, ranging in age from birth to age eight, are required. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

Prerequisite(s): Eligibility for English 101, or ACT English Score range within (21-36), or consent of Department Chairperson.

4 LECTURE HOURS. 4 CREDIT HOURS.

CHILD DEVELOPMENT 102
Human Growth and Development II
Continuation of Child Development 101. Emphasizes adolescence through late adulthood. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101, or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 107
Health, Safety, and Nutrition
This introductory course explores practices that promote good nutrition, dental, physical and mental health, as well as the safety of infants, toddlers, pre-school, and school-aged children in group settings. The course has a dual emphasis on the health, safety, and nutrition of young children and adult students. Health, lifestyle, preventative health, community resources, and emergency response procedures are examined. This course introduces cultural beliefs that influence health, safety, and nutrition. It explores ethical and legal responsibilities of adults in protecting the emotional and physical well-being of young children. Five observation hours observing young children in an early childhood education setting are required. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 109
Language and Literacy Development in Early Childhood
This course explores the developmental process of language and literacy development from birth to age eight. In addition, the course explores the relationship between language, literacy, and all other domains of development. Planning for a variety of developmentally appropriate activities that support language and literacy development are explored, as well as an examination of the role the environment plays and how to design a language and literacy-rich environment for young children. Bilingualism, multiculturalism, and the role of culture in language and literacy development and early childhood education are explored. Eight hours observing young children in an early childhood education setting are required for this course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101 and 120 or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.

CREDIT COURSE DESCRIPTIONS
Credit Courses

CHILD DEVELOPMENT 120
Introduction to Early Childhood Education Group Care
This introductory course is designed to familiarize students with the historic roots and philosophical foundations of early childhood care and education. The course includes an exploration of different types of early childhood programs, the role of the early childhood professional, and an examination of students' personal qualities in relationship to expectations of the field. The course will include an examination of the role of culture in child development and anti-biased practices in early childhood education. Finally, the course defines the profession and explores the profession's Code of Ethical Conduct. Five hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 130
Special Topics in Child Development
Study of a single topic in child development that would enhance students' ability to support children and the families of young children. Writing assignments, as appropriate to the discipline, are part of the course. **Allowed Repeatable Course:** Not more than an accumulated four credit hours will be counted toward graduation. **ARC: 4 times.**

Prerequisite(s): Grade of C or better in Child Development 101 or consent of Department Chairperson.

1 LECTURE HOUR. 1 CREDIT HOUR.

CHILD DEVELOPMENT 141
Activity Programming
Recreational and creative activities as factors which change patterns of behavior in children. Writing assignments, as appropriate to the discipline, are part of the course.

1 LECTURE HOUR. 2 LAB HOURS. 2 CREDIT HOURS.

CHILD DEVELOPMENT 142
Methods and Materials for Infant and Toddler Care
Acquaints current and prospective caregivers with the ways infant and toddlers play and learn at specific developmental levels. Through use of observations students will plan to meet needs of individual children in a group setting. Emphasis will be on creating a context for responsive and respectful care giving in a group setting. Writing assignments and observations, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101 or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 143
Science and Mathematics for Young Children
This course explores the relationship of play to the content areas of science and Mathematics in early childhood. Planning for a variety of developmentally appropriate experiences in mathematics and scientific inquiry are explored as well as an examination of the role of the early childhood environment in supporting development. The course emphasizes the study of cognitive theory as well as observation and documentation of science and Mathematics learning in diverse early childhood settings. The course includes student reflections of their own attitudes about science and Mathematics. Eight hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101 and 120, or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 144
School-Age Activity Programming
Designed to introduce students to a basic understanding of the benefits of play and recreation for school-age children. Develops the basic skills to plan and implement developmentally appropriate activities for school-age children and adolescents. Writing assignments, as appropriate to the discipline, are part of the course.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 149
Creative Activities for Young Children
This introductory course explores the importance of creative activities in the early childhood curriculum and the relationship of creativity to physical, cognitive, language, social, and emotional development. Planning for a variety of developmentally appropriate, creative experiences that allow young children to play with art, music, movement, literature, and drama is explored as well as an examination of the role of the early childhood environment on creative expression. This course emphasizes the importance of the process of creative expression and provides diverse, creative experiences for adult students so they may understand the arts as a means of communicating ideas, feelings, and cultural expression. Eight hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course.

2 LECTURE HOURS. 2 LAB HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 201
Observation, Assessment, and Documentation to Support Young Children and Families
This course provides an examination of developmentally appropriate techniques for observing, documenting, and assessing the development of young children in order to inform curriculum planning and promote positive guidance strategies. The course emphasizes a strengths-based approach to assessment that includes building partnerships with families and professional colleagues. Self-reflection is a major component of the course as well as the examination of bias in the observation and assessment of young children from diverse backgrounds. Fifteen hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101, 107, 120, and 149 or consent of Department Chairperson. Grade of C or better or concurrent enrollment in Child Development 109, 143 or 262 is recommended.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 205
Development of the Exceptional Child
Study of children whose development does not follow normal patterns; problems of identification, diagnosis and potential assessment. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101, or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 225
Supervision of the Exceptional Child
Techniques in handling and communicating with the deaf, blind, developmentally delayed, and physically challenged child. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Child Development 205.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 228
Principles of Child Care Practice
Role of the child care worker in group/residential settings; primary objectives and goals; re-examination of child rearing responsibilities in light of treatment goals. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 229
Practicum in Residential Child Care
Twenty hours per week of professional, and supervised training in a Child Care Treatment Program; includes two-hour weekly seminar. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Child Development 102, 201, and 228, and Social Services 212, or consent of Department Chairperson.

2 LECTURE HOURS. 20 LAB HOURS. 6 CREDIT HOURS.

CHILD DEVELOPMENT 230
Introduction to Early Intervention
Introduction to the field of early intervention and the role of the Early Intervention Associate. Includes units covering the background and current status of the field, an overview of the characteristics of normal versus at-risk and special needs population of infants and toddlers, and theoretical models and strategies of early intervention, including Individualized Family Service (IFS) planning and team building. Writing assignments, as appropriate to the discipline, area a part of the course.

Prerequisite(s): Grade of C or better in English 101, or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 248
Principles and Practice of Infant and Toddler Care
Acquaints prospective teachers and care-givers of infants and toddlers with theory and practice of care and education of very young children in group setting. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101 or consent of Department Chairperson.

4 LECTURE HOURS. 4 CREDIT HOURS.

CHILD DEVELOPMENT 258
Principles and Practices of Pre-school Education
This class provides opportunities to plan developmentally appropriate play-based activities that support all developmental domains including physical, cognitive, language, and socioemotional development with an emphasis on designing appropriate early childhood environments that address the needs of all children. The course emphasizes the process of becoming a professional including the implementation of the NAEYC Code of Ethical Conduct and other professional guidelines as well as fostering an early childhood environment that is conducive to respecting diversity. Students will write/revise their philosophy of early care and education. Thirty hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101, 107, 109, 120 and 143, or consent of Department Chair. Grade of C or better in Child Development 201 or 262 recommended.

4 LECTURE HOURS. 4 CREDIT HOURS.

CHILD DEVELOPMENT 259
Practicum in Pre-school
In this capstone course, students spend a minimum of 250 student teaching hours in an early childhood program under the direct mentorship of an on-site supervisor, field supervision by the course instructor, and weekly two-hour seminar discussions with classmates. Students are expected to apply what they have learned in all previous CD courses including: engaging in positive interactions with young children, planning developmentally appropriate activities, and using appropriate assessment techniques. Students will uphold professional and ethical guidelines. Students will design and revise a Child Development Portfolio compiled of artifacts from their previous coursework and other professional experiences. An emphasis is placed on the NAEYC Standards for Professional Preparation. Two-hundred and fifty student teaching hours with on-site supervision in an early childhood education setting are required for this course. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101, 107, 109, 120, 143, 149, 201, 258 and 262. To register for this course, all students must have consent of Department Chairperson.

2 LECTURE HOURS. 20 LAB HOURS. 6 CREDIT HOURS.

CHILD DEVELOPMENT 260
Administration and Supervision of Pre-school Centers
For those with experience as teachers or directors of nursery schools or day care centers who wishes to improve their skills in administration and supervision. Writing assignments, as appropriate to the discipline, are part of the course.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 262
Child, Family, and Community Relations
This course explores the importance of building positive relationships between young children, their families, the community, and the early childhood setting. It examines issues of diversity, multiculturalism, and anti-bias approaches in working with young children, their families, and the community as well as current policies, and practices that influence families. This course promotes self-reflection, cross cultural communication, and sensitivity to cultural, linguistic, and ability diversity. Five hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

Prerequisite(s): Grade of C or better in Child Development 101 and 120, or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.

CHILD DEVELOPMENT 268
Principles and Practice of School-Age Programs
Designed to introduce students to the principles of developmentally appropriate practice in a school-age group setting. The student will review the developmental stages of school-age children in the social, emotional, physical and cognitive domains and apply these principles to the design and establishment of the physical environment, program scheduling, health and safety practices and group management. Techniques for parental involvement will be included. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Eligibility for English 101, or grade of C or better in English 100, and grade of C or better in Child Development 101.

4 LECTURE HOURS. 4 CREDIT HOURS.

CREDIT COURSE DESCRIPTIONS
Credit Courses

CHILD DEVELOPMENT 269
Practicum in School-Age Child Care
In this capstone course, students spend a minimum of 250 student teaching hours in a school-age program under the direct mentorship of an on-site supervisor, field supervision by the course instructor, and weekly two-hour seminar discussions with classmates. Students are expected to apply what they have learned in all previous CD courses including: engaging in positive interactions with young children, planning developmentally appropriate activities, and using appropriate assessment techniques. Students will uphold professional and ethical guidelines. Students will design and revise a Child Development Portfolio compiled of artifacts from their previous coursework and other professional experiences. An emphasis is placed on the NAEYC Standards for Professional Preparation. Two-hundred and fifty student teaching hours with on-site supervision in an early childhood education setting are required for this course. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course. Students spend 20 hours a week, under supervision, working with children in a school-child care setting; 17 weeks with a 2 hour seminar. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Eligibility for English 101, or ACT English Score range within (21-36), or consent of Department Chairperson.

2 LECTURE HOURS. 20 LAB HOURS. 6 CREDIT HOURS.

CHILD DEVELOPMENT 299
Special Topics in Child Development/Early Childhood
Special topics in Child Development or Early Childhood Education will be discussed. New developments such as the latest brain research and its implication to working with your children will be emphasized. Writing assignments, as appropriate to the discipline, are part of the course. **Allowed Repeatable Course:** Course may be repeated up to three times when topics are different, and may count for a maximum of four variable credits. Consent of Department Chairperson required for repeatability. **ARC: 4 times.**

Prerequisite(s): Eligibility for English 101, or ACT English Score range within (21-36), or consent of Department Chairperson.

1-4 LECTURE HOURS. 1-4 CREDIT HOURS.

CHINESE

CHINESE 101
Introduction to Chinese
This course introduces the basic elements of Mandarin Chinese that will enable students to develop communicative language skills, basic conversational skills, as well as grammar and vocabulary knowledge in Chinese. Intensive drills on sound and tones, vocabulary, and sentence patterns in meaningful contexts will be used in order for students to communicate appropriately and accurately in authentic contexts. The course will introduce students to the diverse culture, history, and social etiquette of China. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): EACTFL Writing Proficiency Test (Score 1.00), or eligibility for English 101, or consent of Department Chairperson.

4 LECTURE HOURS. 4 CREDIT HOURS.

CHINESE 102
Chinese II
This course is designed for students who have acquired some oral proficiency, but lack formal training and literacy. It teaches more advanced grammar rules while reviewing basic ones. Students will learn how to use a bilingual dictionary to assist their reading of essays and short stories. They will learn to write notes, letters, and paragraphs. The course will introduce students to the diverse culture, history, and social etiquette of China. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Chinese 101, or consent of Department Chairperson.
4 LECTURE HOURS. 4 CREDIT HOURS.

CHINESE 103
Chinese III
This course is designed for students who have acquired some oral proficiency and basic grammar rules of Mandarin Chinese. It will emphasize four skills: speaking, listening, reading, and writing in culturally authentic situations. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Chinese 102 or consent of Department Chairperson.
4 LECTURE HOURS. 4 CREDIT HOURS.

CHINESE 104
Chinese IV
This course provides intensive work in the use of Mandarin Chinese through listening, speaking, reading, and writing and through continued enhancement of the cultural awareness intrinsic to these four skills. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Chinese 103 or consent of Department Chairperson.
4 LECTURE HOURS. 4 CREDIT HOURS.

IAI/GE: MX | HD

CHINESE 198
Study Abroad: Intensive
To prepare students to fully participate in and benefit from the Study Abroad program in China, this course will cover two major aspects of the Chinese studies: culture and language. Students will work collaboratively to discuss different topics about China and learn to speak conversational Chinese in an appropriate manner. Writing assignments as appropriate the discipline, are part of the course.

Prerequisite(s): Grade of C or better in Chinese 102 or higher and selection by Committee.
2 LECTURE HOURS. 2 CREDIT HOURS.

CLINICAL LABORATORY TECHNOLOGY

CLINICAL LABORATORY TECHNOLOGY 107
Immunohematology I
This course covers an introduction to the basic theory of Blood Banking, donor selection, the ABO and Rh systems and the procedures of ABO, Rh and DU typing tests. Writing assignments, as appropriate to the discipline, are part of the course.
1 LECTURE HOUR. 2 LAB HOURS. 2 CREDIT HOURS

COMMUNICATION MEDIA

COMMUNICATION MEDIA 110
History of Photography
The historical development of photography as an art from 1839 to the present, including critical analysis of photographs and aesthetic movements in photography. Examines photographs for their aesthetic and humanistic values, emphasizing photographs as expressions of ideas and beliefs of photographers within their cultural and social contexts. Writing assignments, as appropriate to the discipline, are part of the course.

Prerequisite(s): Eligibility for English 101, or ACT English Score range within (21-36), or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.

IAI/GE: WR

COMMUNICATION MEDIA 161
Beginning Photography
An introduction to black and white photography as an art medium, including the basics of camera and darkroom techniques and relevant aesthetic, historic, and critical issues. Writing assignments, as appropriate to the discipline, are part of the course.
6 LAB HOURS. 3 CREDIT HOURS.

C. EVIDENCE OF A CULTURE OF CONTINUOUS PROGRAM IMPROVEMENT

Chart of Key Assessments, Aligned with Accreditation Standards and Skills

Sample Chart of Assessments and Evidence, with candidate performance data

Sample use of data for continuous program improvement and innovation

CHART OF KEY ASSESSMENTS ALIGNED WITH ACCREDITATION STANDARDS AND SKILLS

Write a short title for each of your key assessment (portfolio, interview, case study, candidate teaching evaluation, advocacy project, etc.) to assist your readers.

Place a check or X under the NAEYC Standards and Supportive Skills assessed in each of your key assessments.

STD = standards 1-6, SS = Supportive Skill 1-5

Assessment title	STD1	STD2	STD3	STD4	STD5	STD6	SS 1	SS 2	SS 3	SS 4	SS 5
1.Interview with a New Parent	X	X						X	X	X	X
2. Two Week Teaching Activity Plan	X			X	X		X	X	X	X	X
3. Child Case Study			X	X				X	X	X	X
4. Self-Authored Picture Book	X				X			X	X	X	X
5. Philosophy of Education						X	X		X	x	X
6. *(optional)*											

Are there any substantive changes in the chart above?   _X_ No   __ Yes

If yes, please summarize briefly.

Chart of Key Elements Aligned With Key Assessments

Standard 1: Promoting Child Development and Learning	Key Assessment					
Key Elements	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.	X	X		X		
1b. Knowing and understanding the multiple influences on development and learning.	X	X		X		
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	X	X		X		
Standard 2: Building Family and Community Relationships	Key Assessment					
Key Elements	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.	X					
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	X					
2c. Involving families and communities in young children's development and learning.	X					
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Key Assessment					
Key Elements	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.			X			
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.			X			
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.			X			
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.			X			
Standard 4: Using Developmentally Effective Approaches	Key Assessment					
Key Elements	1	2	3	4	5	6
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		X	X			
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		X	X			
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.		X	X			
4d. Reflecting on own practice to promote positive outcomes for each child.		X	X			
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Key Assessment					
Key Elements	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and		X		X		

	1	2	3	4	5	6
social studies.						
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.		X		X		
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.		X		X		

Standard 6: Becoming a Professional	Key Assessment

Key Elements	**1**	**2**	**3**	**4**	**5**	**6**
6a. Identifying and involving oneself with the early childhood field.					X	
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.					X	
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.					X	
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.					X	
6e. Engaging in informed advocacy for young children and the early childhood profession.					X	

Supportive Skills	**Key Assessment**					
	1	**2**	**3**	**4**	**5**	**6**
SS1. Self-assessment and self-advocacy.		X			X	
SS2. Mastering and applying foundational concepts from general education.	X	X	X	X		
SS3. Written and verbal skills.	X	X	X	X	X	
SS4. Making connections between prior knowledge/experience and new learning.	X	X	X	X	X	
SS5. Identifying and using professional resources.	X	X	X	X	X	

Select one key assessment. Complete this chart, attaching the assignment as it is given to candidates (including candidate instructions), the rubric or scoring guide used by faculty, and the data on candidate performance.

d.1) EVIDENCE CHART

Key Assessment #5: Philosophy of Education (CHLD DV 258 Principles and Practices in Preschool Education)

In Child Development 258, students build and fine tune the skills they have gained throughout the Child Development Program in order to be further prepared for their practicum experience and their future role as Early Childhood Educators. Students take a deeper dive into the NAEYC Professional Guidelines and Code of Ethics. They write a philosophy of education statement and continue to develop their skills in lesson plan writing, creating quality classroom environments, observing and documenting, and working with diverse children and families.

The Philosophy of Education Assignment is designed to assist students in articulating their beliefs regarding the purpose of education, how they feel children learn best, and their role as an educator. In reflecting on their educational philosophy this assists students in transitioning from student to practitioner.   The assignment is one to three pages in length and is written in APA style. While preparing their philosophy of education Statements, students are to research and utilize two credible professional sources pertaining to theories, practitioners or approaches to learning that will assist them as they begin reflecting on their own beliefs. They are also provided with two articles which outline the process of creating a philosophy of education Statement and several sample philosophy papers. The philosophy of education statement goes through a two draft process. The first or rough draft that students submit goes through a review process that entails a self-assessment, peer review, and an instructor-student conference. During the peer review students exchange papers and provide each other with feedback. Students are instructed to provide their partner with feedback outlining the strengths of the Philosophy of Education Statement as well as constructive feedback on how the statement can be improved. During the instructor-student conference each student receives detailed recommendations regarding all aspects of their papers including spelling and grammar, organization and content. Student then revise their papers and submit a final draft. Once papers have been graded and returned a whole group discussion takes place in which the nature of philosophy of education paper being a "living document" is discussed and students are highly encouraged to continue to revise their Philosophy of Education Statement throughout their remaining time in the Child Development program and their professional careers.

STD1			STD 2			STD3				STD4				STD5			STD6					SS1	SS2	SS3	SS4	SS5
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e					
																	X	X	X	X	X	X		X	X	X

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity
STD = standards 1-6, SS = Supportive Skill 1-5

Briefly summarize candidate performance data from this key assessment.

Summary of Spring 2016 Data:

Standard 6:

Standard 6a. Criteria-Identifying Oneself in the Field: 83% Exceeded the standard, 12% Met the Standard, 0% Below the Standard

Standard 6b. Criteria-Role of the Teacher: 83% Exceeded the Standard, 12% Met the Standard, 0% Below the Standard

Standard 6c. Criteria-Collaboration with Colleagues and Continual Learning: 25 % Exceeded the Standard, 38% Met the Standard, 37% Below the Standard

Standard 6d. Criteria-Purpose of Education: 62% Exceeded the Standard, 38% Met the Standard, 0% Below the Standard

Standard 6d. Criteria-Instructional Methods and Classroom Environment: 62% Exceeded the Standard, 38% Met the Standard, 37% Below the Standard

Standard 6e. Criteria-Parent Involvement: 62% Exceeded the Standard, 38% Met the Standard, 0% Below the Standard

Supportive Skills:

Supportive Skill 1 Criteria-Identifying Oneself in the Field, Role of the Teacher, Collaboration with Colleagues and Continual Learning-67% Exceeded the Standard, 20% Met the Standard, 13% Below the Standard

Supportive Skill 3 Criteria-Grammar and spelling, Organization of paper, Composition, and Style: 50% Exceeded the Standard, 28% Met the Standard, 22% Below the Standard

Supportive Skill 4 Criteria-Purpose of Education, Instructional Methods and Classroom Environment, and Parent Involvement: 63% Exceeded the Standard, 37% Met the Standard, 0% Below the Standard

Supportive Skill 5 Criteria-Resources: 50% Exceeded the Standard, 25% Met the Standard, 25% Below the Standard

Summary of Fall 2016 Data:

Standard 6:

Standard 6a. Criteria-Identifying Oneself in the Field: 75% Exceeded the standard, 25% Met the Standard, 0% Below the Standard

Standard 6b. Criteria-Role of the Teacher: 75% Exceeded the Standard, 25% Met the Standard, 0% Below the Standard

Standard 6c. Criteria-Collaboration with Colleagues and Continual Learning: 25% Exceeded the Standard, 25% Met the Standard, 50% Below the Standard

Standard 6d. Criteria-Purpose of Education: 75% Exceeded the Standard, 25% Met the Standard, 0% Below the Standard

Standard 6d. Criteria-Instructional Methods and Classroom Environment: 75% Exceeded the Standard, 25% Met

the Standard, 0% Below the Standard

Standard 6e. Criteria-Parent Involvement: 50% Exceeded the Standard, 50 Met the Standard, 0% Below the Standard

Supportive Skills:

Supportive Skill 1 Criteria-Identifying Oneself in the Field, Role of the Teacher, Collaboration with Colleagues and Continual Learning-66% Exceeded the Standard, 34% Met the Standard, 0% Below the Standard

Supportive Skill 3 Criteria-Grammar and spelling, Organization of paper, Composition, and Style: 43% Exceeded the Standard, 37% Met the Standard, 20% Below the Standard

Supportive Skill 4 Criteria-Purpose of Education, Instructional Methods and Classroom Environment, and Parent Involvement: 66% Exceeded the Standard, 34% Met the Standard, 0% Below the Standard

Supportive Skill 5 Criteria-Resources: 25% Exceeded the Standard, 25% Met the Standard, 25% Below the Standard

Describe how data from this key assessment are being used to improve teaching and learning related to the standards.

The data generated from this key assessment are being used to inform program improvement as they relate to Standard 6 in a variety of ways. This assessment provides us with a comprehensive view of what key elements of Standard 6 students are able to demonstrate a strong understanding and application of by the time they reach Child Development 258, which is the last course prior to the capstone course for the program. Based on the data, we are than able to identify what specific key elements of Standard 6 we are adequately covering throughout the program and what key elements we need to provide more learning opportunities for. The data also helps us to make course specific modifications to help support students in completing the assessment successfully.

One program change that has incurred as a result of data from this key assessment is the addition of an introductory activity to a philosophy of education that is completed in Child Development 120 Introduction to Early Childhood Education. When this assessment was first introduced in Child Development 258 students had a difficult time writing their philosophy of Education since this was their first time being presented with a writing activity in which they were asked to articulate their beliefs about education while integrating best practice. After discussing this as a program, we decided that students should be introduced to a philosophy of education at the beginning of the program so that it can develop and evolve as they progress throughout the program. We are also currently working on identifying a course midway in which students will be presented with an activity or assignment in which focuses on their philosophy of education.

There have also been a number of course specific changes as a result of this data. This assignment was challenging to students as it is a different style of writing then they are accustomed to and there were many aspects of teaching and learning they were asked to reflect on, therefore several philosophy samples have been provided to students. Another area that students struggled with was insuring that they had included all central ideas in their philosophies. Students now complete a self-assessment utilizing the rubric for the assignment prior to their conference with the instructor which has been beneficial to students in a number of ways, including

identifying what central ideas have been addressed in the paper. Students also answer the questions in the "Central Ideas" section of the assignment prior to writing their paper which has further assisted them in insuring that they have addressed all areas of teaching and learning in their philosophy paper.

Based on this current data cycle there are some areas that we need to address as a program in regards to Standard 6 and more specifically key element 6c. As a program we need to evaluate what learning opportunities we are providing for students pertaining to collaboration with colleagues and continual learning. In terms of course specific changes to CHLD DV 258, we will be adding readings, case studies, role plays and other types of activities to further develop student's understanding pertaining to collaboration as well as continual learning.

Briefly describe how supportive skills are developed within this key assessment.

The following Supportive Skills are developed within Key Assessment 5:

Supportive Skill 1: Students assume the role of early childhood educators and reflect on their responsibility within the classroom, building collaborative relationships with others, and their plans for continual learning. They have opportunities for self-assessment, to obtain feedback from their peers and instructor, and seek professional resources to assist them in the writing of their philosophies.

Supportive Skill 3: Students are expected to write their philosophy statement in APA style. They are evaluated based on grammar and spelling, the vocabulary they have selected, how clearly they have conveyed their ideas, and the way in which their paper is organized.

Supportive Skill 4: Students create connections to prior knowledge gleaned in other child development courses as they are able to display best practice in their philosophies pertaining to many aspects of teaching and learning.

Supportive Skill 5: Students select and utilize two resources to assist them in writing their philosophies. The resources selected are to be from credible professional sources.

Data for supportive skills is also collected and used to inform program improvement. This data cycle indicated that students struggled with Supportive Skills 3 and 5. Our students often struggle in their written communication skills. As a program there are a number of ways that we have worked towards assisting students in improving in this area. We have had a peer tutor that has worked one-on-one with students, instructors allow students to re-submit major writing assignments, we provide a variety of informal writing activities in our courses, we hold conferences with students to discuss their writing, and students have opportunities to discuss their writing with their peers and critique each other's work. One additional support that we plan on implementing in CHLD DV 258 next semester is to partner up with a tutor from the writing center and have them attend a couple of class session to support students in writing their philosophy statements. In terms of Supportive Skill 5 which pertains to identifying and using professional resources students need more exposure to this throughout the program. Although students are presented with professional resources in their coursework and submit a literature review in CHLD DV 201, they still have difficulty discerning what resources are credible. Perhaps as a program we need to incorporate more information literacy activities in some of the earlier courses and utilize our campus library to provide information sessions for students and other types of support. In CHLD DV 258 we plan

to design an activity that can help students develop further in this area.

Attach or insert:

- The directions or guidelines for the Key Assessment as they are given to candidates

- The rubric or scoring guide for the Key Assessment that is used by faculty or field supervisors to evaluate candidate work on each key assessment

- Data table for this assessment showing two applications of the assessment. This information must be disaggregated by standard. If you are submitting multiple programs in one Annual Report, you must also disaggregate the data by degree program.

Philosophy of Education Assignment

"Behind every school and every teacher is a set of related beliefs--a philosophy of education--that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher's role, and what should be taught and by what methods" (Sadker & Sadker, 2003).

NAEYC Standards Addressed:

Standard 6. Becoming a Professional

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

Assignment Details:

- Write a 1-3 page paper explaining your own personal educational philosophy
- Include the following information that will serve as the central ideas of your paper:
    - Why do you want to teach? (6a,6e)
    - What do you feel is the goal of education? (6a,6d,6e)
    - What is your role in the education process? (6a,6b,6c,6d,6e)
    - How do you feel children learn best? (6a,6d)
    - How do you plan to meet the needs of a diverse group of children? (6a, 6b,6c,6d,6e)
    - What type of learning opportunities will you provide? (6a, 6d)
    - What type of learning environment will you provide? (6a, 6d)
    - How do you plan to create partnerships with parents? (6a,6b,6e)
    - In what ways do you plan to collaborate with colleagues? (6a,6b,6c)
    - What type of continuous learning opportunities do you plan on pursuing to insure you are using best practice and staying current in the field? (6a,6c)
- Follow APA style guidelines (Supportive Skill 3)
- Include at least two outside sources to support your ideas: Sources can include theories, practitioners or approaches to early childhood education that have influenced your philosophy (6a,6d,6e)
- Submit the assignment through Turnitin
- For information on APA style refer to: https://owl.english.purdue.edu/owl/resource/560/01
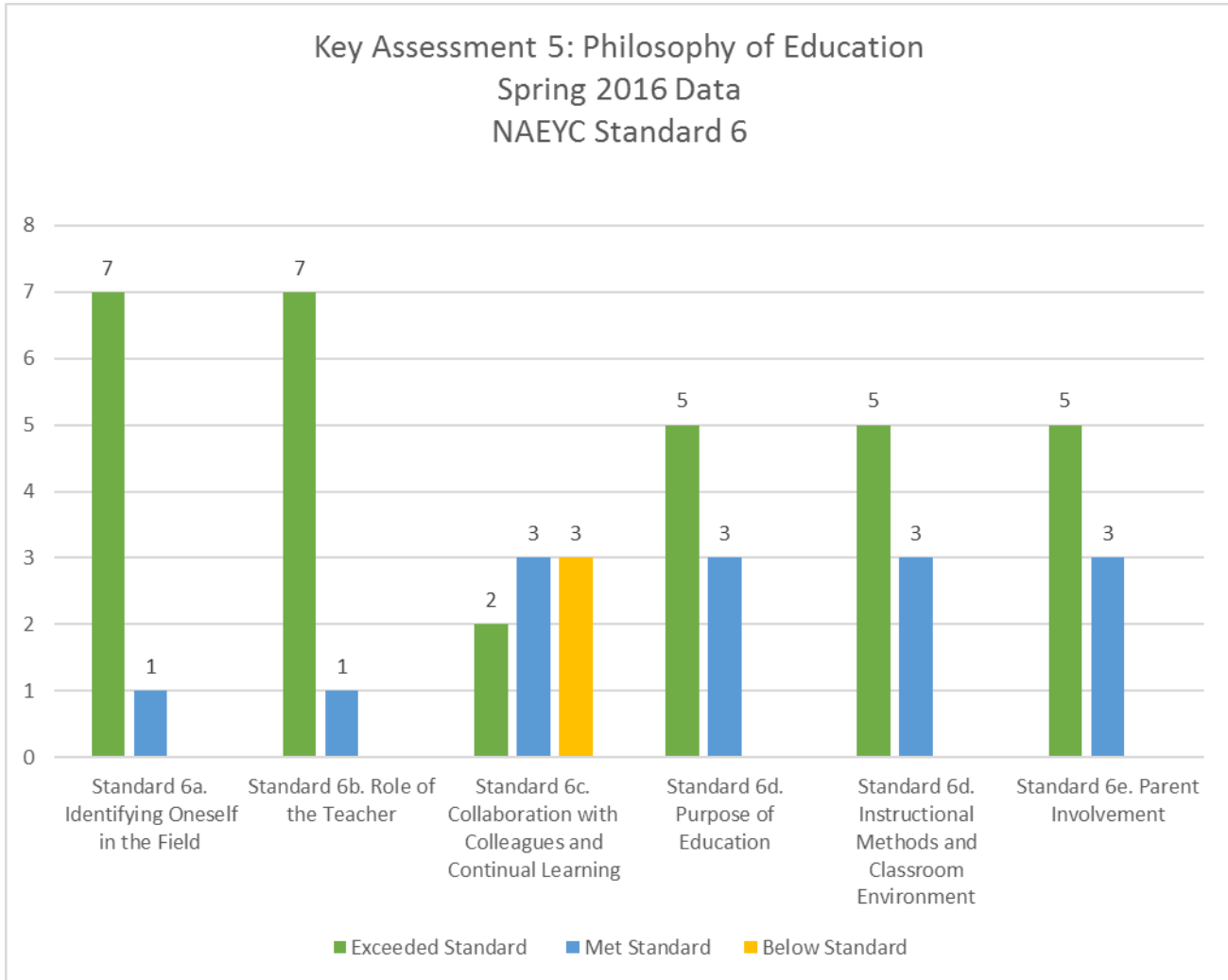
Philosophy of Education Assignment Rubric

	Exemplary: excellent, highly proficient, exceeds expectations 5-4	Acceptable: fair, needs some improvement 3	Unacceptable: Poor, needs much improvement 2-1
Grammar/Spelling Supportive Skill 3	Observes use of proper grammar, spelling, and word usage	There are several (more than four) grammar, spelling, and word usage errors	There are many (more than eight) grammar, spelling, and word usage errors
Organization of paper Supportive Skill 3	Strong, purposeful organization. Ideas sequenced logically. Transitions evident between ideas.	Evidence of some organization. Some ideas sequenced logically. Some evidence of transitions.	Very little apparent organization. Ideas not arranged logically. No transitions.
Composition Supportive Skill 3	Philosophy of Education is clearly written with all central ideas presented. Strong support of central ideas using specific details	Central ideas present, but not fully supported. Some specific details. Some digressions	Unclear or lacking some of the central ideas. Basic support and few specific details. Many digressions
Style Supportive Skill 3	Purposefully chosen vocabulary. Sentence variety evident. Awareness of audience. APA style is used correctly in the paper and resource page	Vocabulary less precise. Some sentence variety present. Some awareness of audience. APA style is mostly used correctly in the paper and resource page	Vocabulary basic and not purposefully selected. Tone flat or inconsistent. APA style is somewhat used correctly in the paper and resource page
Resources Supportive Skill 5	The resources selected are from credible professional sources such as academic journals or other professional publications	The resources selected are from credible sources such as education websites	The resources selected are not credible sources such as Wikipedia, blog, post or are outdated (older than 15 years)
Identifying Oneself in the Field NAEYC Standard 6: 6a Supportive Skill 1	Clear articulation of why the field of Early Childhood Education has been selected as the chosen vocation with a detailed explanation	Articulation of why the field of Early Childhood Education has been selected as the chosen vocation with a brief explanation	Vague or unclear explanation of why the field of Early Childhood Education has been selected as the chosen vocation with no explanation
Purpose of Education NAEYC Standard 6: 6d Supportive Skill 4	A thorough discussion of the purpose of education is provided with specific examples from theories, practitioners or approaches to education	A discussion of the purpose of education is provided with some examples from theories, practitioners or approaches to education	A brief or vague discussion of the purpose of education is provided with or without examples from theories, practitioners or approaches to education
Role of the teacher NAEYC Standard 6: 6b Supportive Skill 1	A thorough discussion of the role of the teacher is provided with specific examples	A discussion of the role of the teacher is provided with some examples	A brief or vague discussion of the role of the teacher is provided with or without examples
Instructional Methods and Classroom Environment NAEYC Standard 6: 6d	Detailed discussion of instructional methods and classroom environment with specific examples that include developmentally appropriate practice, differentiated	Some detail is provided of instructional methods and classroom environment with some specific examples that include developmentally appropriate practice,	A brief or vague explanation is provided of instructional methods and classroom environment with or without examples that include developmentally appropriate

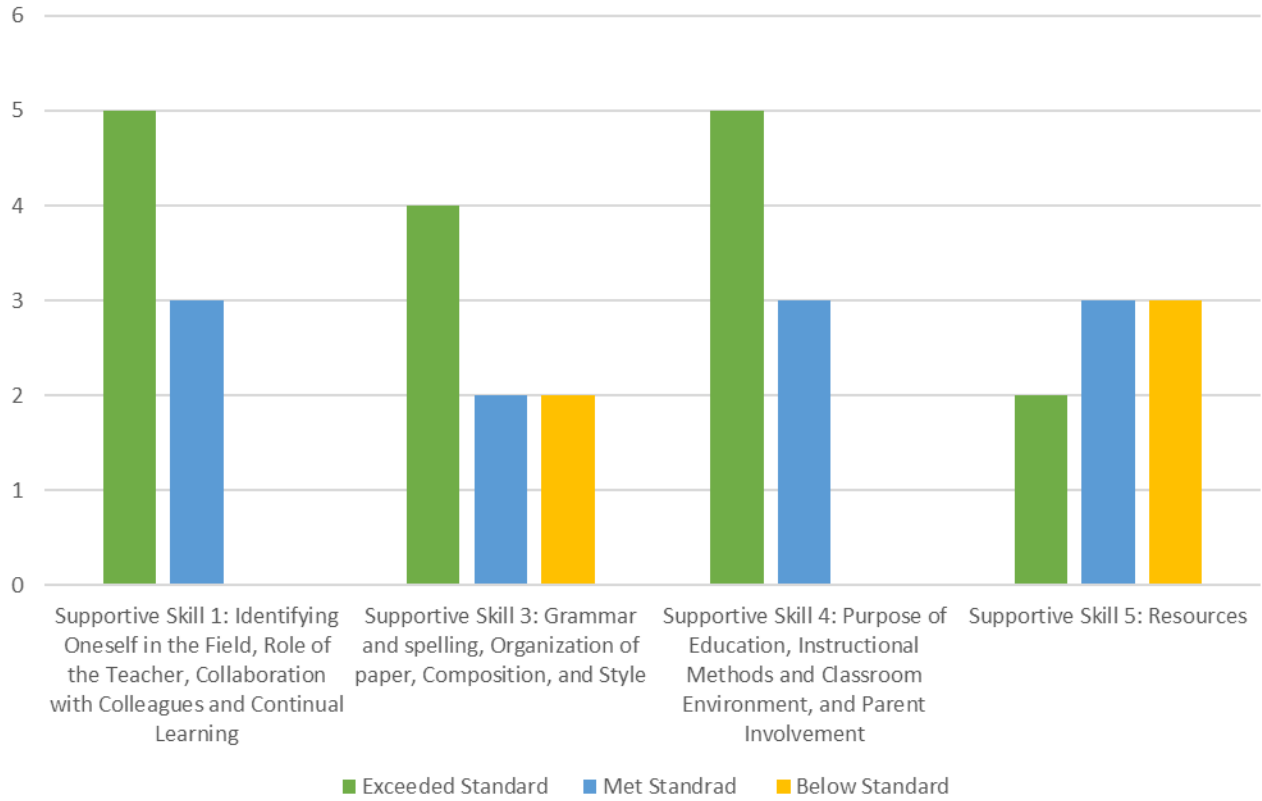|	instruction and diversity	differentiated instruction and diversity	practice, differentiated instruction and diversity
Supportive Skill 4			
Parent Involvement NAEYC Standard 6: 6e Supportive Skill 4	A thorough discussion of ways parents will be involved in the education process is provided with specific examples	A discussion of ways parents will be involved in the education process is provided with some specific examples	A brief or vague discussion of ways parents will be involved in the education process is provided with or without examples
Collaboration with Colleagues and Continual Learning NAEYC Standard 6: 6c Supportive Skill 1	Detailed explanation of ways collaboration among colleagues will take place. Specific examples of ways continual learning will be sought out.	An explanation of ways collaboration among colleagues will take place. Some examples of ways continual learning will be sought out are provided.	A brief or vague discussion of ways collaboration among colleagues will take place. Few or no examples of ways continual learning will be sought out.

(Points will multiplied by 2)
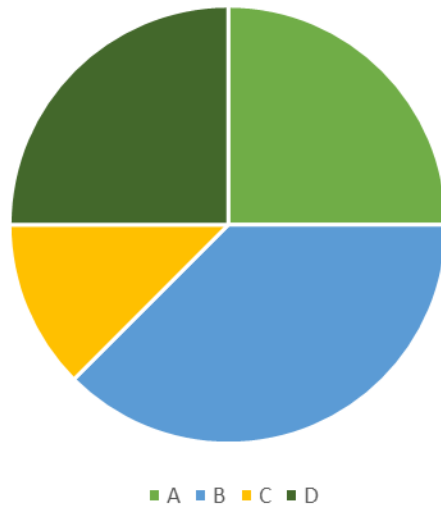

Score_____/110__

Key Assessment 5: Philosophy of Education
Spring 2016 Data
8 students enrolled, 8 students completed assessment

Key Assessment 5: Philosophy of Education
Spring 2016 Data
NAEYC Standard 6

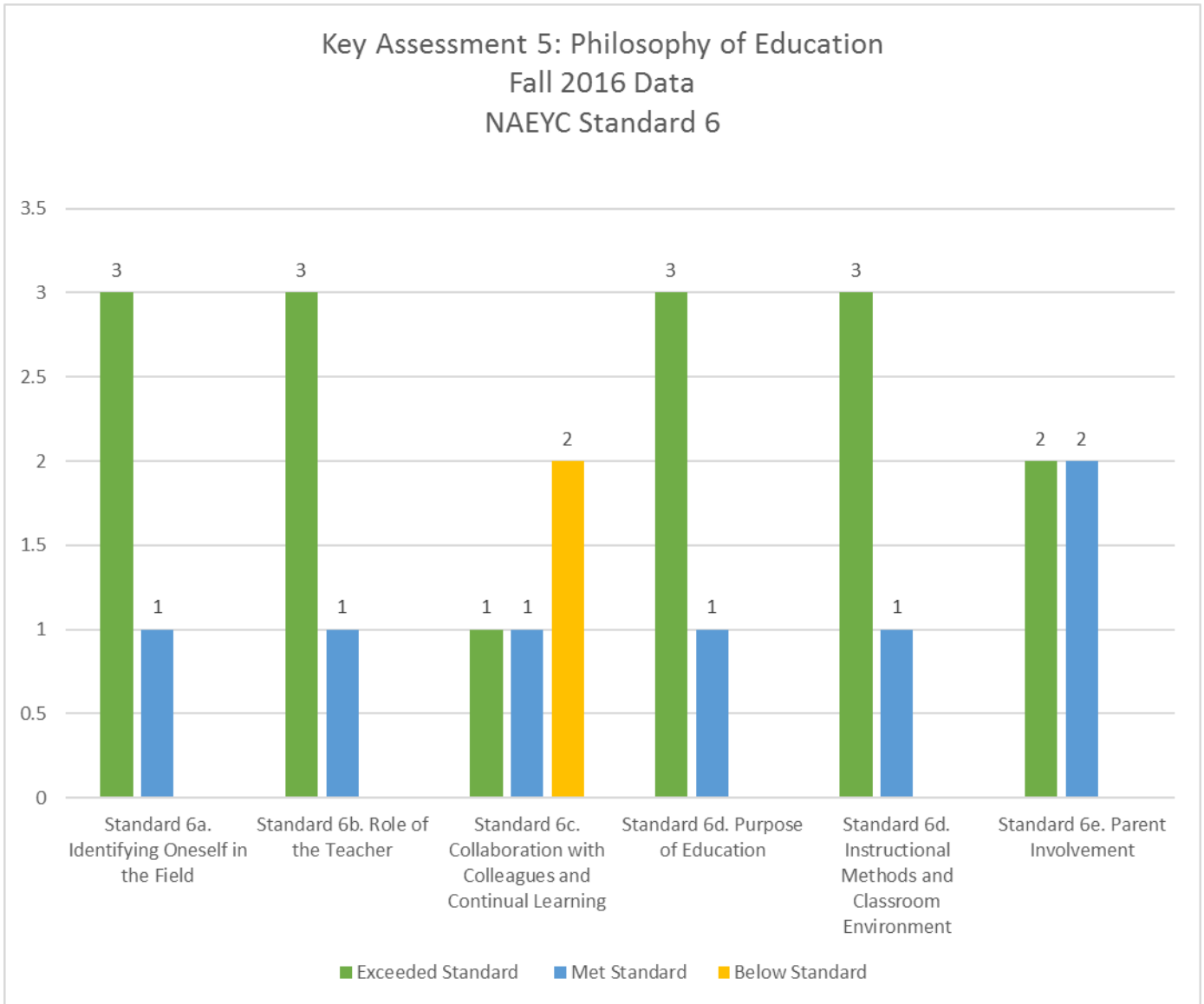| Standard	Exceeded Standard	Met Standard	Below Standard
Standard 6a. Identifying Oneself in the Field	7	1	
Standard 6b. Role of the Teacher	7	1	
Standard 6c. Collaboration with Colleagues and Continual Learning	2	3	3
Standard 6d. Purpose of Education	5	3	
Standard 6d. Instructional Methods and Classroom Environment	5	3	
Standard 6e. Parent Involvement	5	3	

Key Assessment 5: Philosophy of Education
Spring 2016 Data
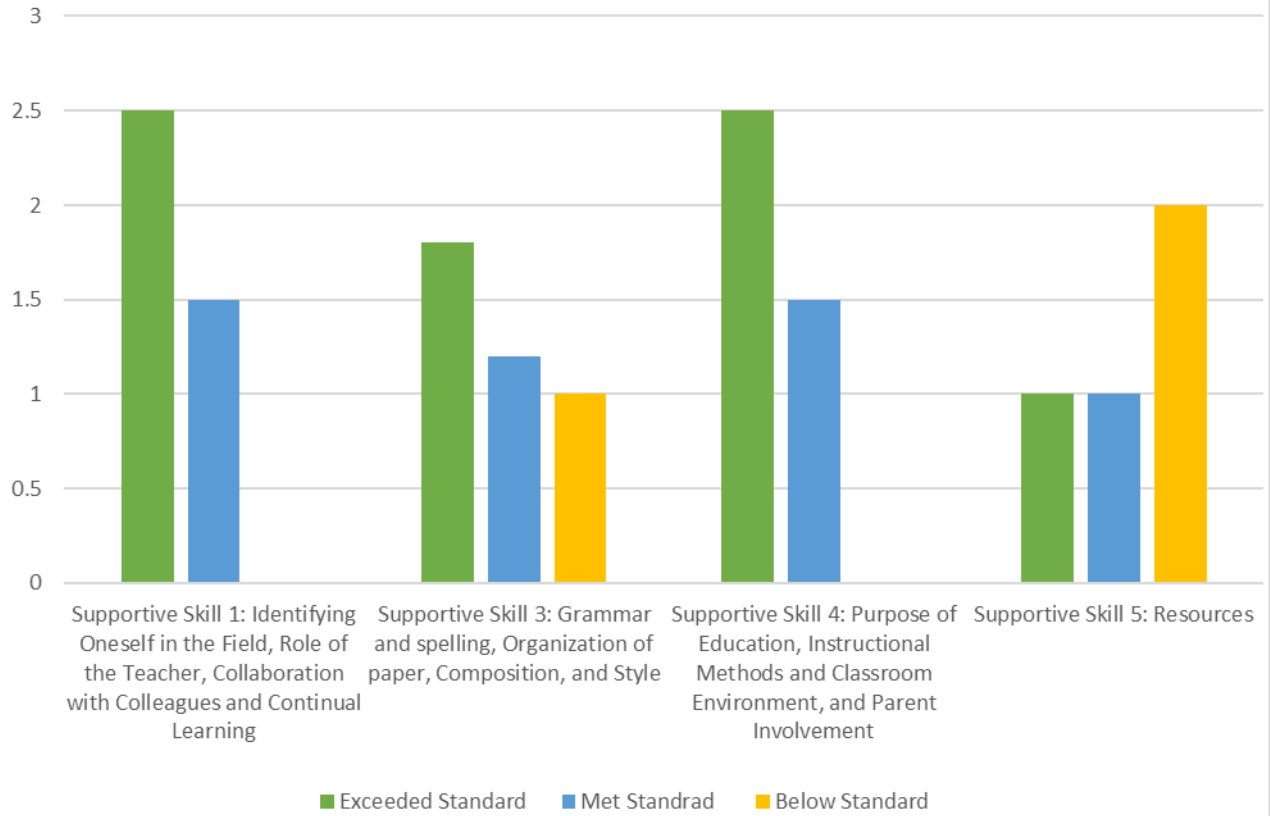Supportive Skills 1,3,4,5

Key Assessment 5: Philosophy of Education
Grades Spring 2016

Key Assessment 5: Philosophy of Education
Fall 2016 Data
4 students enrolled, 4 students completed assessment

Key Assessment 5: Philosophy of Education
Fall 2016 Data
NAEYC Standard 6

Legend: Exceeded Standard, Met Standard, Below Standard

Standard	Exceeded Standard	Met Standard	Below Standard
Standard 6a. Identifying Oneself in the Field	3	1	
Standard 6b. Role of the Teacher	3	1	
Standard 6c. Collaboration with Colleagues and Continual Learning	1	1	2
Standard 6d. Purpose of Education	3	1	
Standard 6d. Instructional Methods and Classroom Environment	3	1	
Standard 6e. Parent Involvement	2	2	

Key Assessment 5: Philosophy of Education
Fall 2016 Data
Supportive Skills 1,3,4,5

Key Assessment 5: Philosophy of Education
Grades Spring 2015

SAMPLE USE OF DATA FOR CONTINUOUS PROGRAM IMPROVEMENT AND INNOVATION

Tell us how you used data to inform teaching and learning. Describe how you are collecting data from key assessments.

Our faculty collect data through a variety of approaches which include the use of rubrics for formal assessments, reflective journaling, independent and cooperative activities, conferencing, and polls or surveys. These informal and formal assessment strategies are used to assess student progress and needs. An example of a formative assessment strategy that is used in our program is to give students an electronic poll which is designed to gage their understanding of specific concept, theories, and practices or approaches. If the results of the poll demonstrate students are not grasping the information or have misconceptions, the instructor would provide more learning opportunities which may include teaching the concepts in a different way, providing opportunities for scaffolding from the instructor or peers, or modeling. In addition to using these assessment strategies in the classroom to improve student success and learning outcomes, faculty also have the opportunity to share the data they have collected in their courses and discuss it with the other Child Development Faculty. These discussions have been instrumental to our continual program improvement. For example, we noticed that students were struggling with lesson plan writing across the program. This led us to make changes to the lesson plan templates we were using as well as create more opportunities for students to have practice in writing lesson plans. Key assessment data is collected each semester from each instructor that is teaching a course with a key assessment. Key assessment data is then discussed during Child Development Program meetings where faculty have an opportunity to review the data and identify what NAEYC standards and supportive skills students need more support in and devise ways that we can implement this support throughout the program.

Briefly describe one change or innovation that was made in your program in the past year. What evidence or data about your candidates' performance or your program context provided the impetus for making this change?

This year we have focused a great deal on lesson planning as a result of our data collection from our NAEYC key assessments as well as other formative and summative assessments. The results indicated that students were not able to make connections between prior learning surrounding lesson planning and new learning. Although we were all incorporating lesson planning in our courses, what resulted in this disconnect for students was inconsistencies within the specific criteria we asked students to complete as well as the formats that were used. To address this issue we looked at a sampling of all the lesson plan assignments and activities that were being used across the program. We then decided which criteria we felt were the most important to incorporate into a universal lesson plan template, decided on a format that would be used, and created a lesson plan template to be used in the beginning, intermediate and advanced courses.

 In addition to this change, we are also currently working on a new key assessment that will assist us in continuing to monitor our progress in the area of lesson planning. This new assessment would take place in Child Development 143: Science and Math for the Young Child which is a class taught midway throughout the program. In addition to focusing on lesson planning and NAEYC Standards 4 and 5, this assessment would also target NAEYC Standard 6 which is currently only being addressed by one key assessment.

Note: The annual report is a sampling of your assessment system. All programs will be expected to submit candidate performance data from two applications of each key assessment at renewal of accreditation.

D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

Did your most recent Accreditation Decision include Conditions?   _X_ No   __ Yes

If no, your report is complete.

If yes, copy and paste the condition statement(s) here exactly as it appears on the Decision Report cover page.

Describe your progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents that provide evidence of change. The first Annual Report must document progress. The second Annual Report must satisfactorily address conditions in order to maintain accreditation status.