

**INSRTUCTIONAL PROGRAM DISCIPLINE REVIEW
REPORT GUIDELINES 2007-08**

Program/Discipline: Early Childhood Studies

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**Final
Instructional Program/Discipline Review, 2007-2008**

1. Program Description of the Early Childhood Studies

Instructional Program

Throughout the United States of America and the San Francisco Bay Area there is a shortage of Early Childhood Professionals (Site and Program Directors, Teachers, Aides, Social Workers, etc.). In the next ten years this shortage is expected to continue posing an even larger disparity in the number of qualified professionals as current early care professionals are retiring, and the children currently enrolled in childcare settings will become parents needing care arrangements for their children 0-11 years of age. The ECS Department trains early care professionals to obtain required credentials for employment in this field.

The Early Childhood Studies Program at Ohlone College began over thirty years ago. The program originally started in a one room bungalow with less than twenty children and now resides in a state of the art building housing five children's classrooms; one Ohlone student's classroom, four offices; an institutional kitchen; and three play areas built for specific ages. The program's main focus is to prepare students who are able to put theory into practice in an early childhood setting.

Originally this program was taught as a vocational program concentrating on preparing students for careers in the field of Early Childhood Education. The program continues to prepare students to enter the field of Early Childhood Education, but within the frame work of a Teacher Education Program that addresses the cognitive, socio-emotional, and physical domains of development of children.

This program is designed to meet the permit requirements as outlined by California Commission of Teacher Credentialing, while providing students with in-depth knowledge of the physical, social-emotional, cognitive growth and development of children from conception to age eleven; curriculum planning and implementation, and classroom set-up design needed to promote cultural and developmental differences in children in a safe and nurturing environment based upon developmentally appropriate practices and current requirements of California Community Care Licensing and California Commission on Teacher Credentialing (Permit Matrix Attachment 1). The permits are issued for the following teacher levels:

- Assistant Teacher
- Associate Teacher
- Teacher
- Master/Head Teacher
- Site Director/Supervisor
- Program Director

The program also provides coursework for family childcare programs licensed by the State of California. Family Child Care at present does require a permit to operate, but has no specific coursework. Currently course offerings help train and prepare Family Child Care providers with needed skills and theories to assist in the implementation of their programs.

Currently the core curriculum offers both the traditional two-year program which allows students to obtain an AA degree or continue in a four year BS or BA program

preparing students for positions in instruction, facility direction and management, or support positions in the field of Early Childhood Education. Students may also opt to obtain the Certificate of Achievement which qualifies students for the Assistant or Associate or Teacher permit.

In January 2005, funding through First 5 California, specifically Every Child Counts, Alameda County was provided funding to hire an Early Childhood Studies Professional Development Coordinator (PDC). This position was designated to work in support of ECS students successful completion of an AA degree in the major. The funding originally supported one Professional Development Coordinator. In 2006 funding was increased to allow the hiring of a second Professional Development Coordinator. Each position has specific job duties and responsibilities. One PDC maintains responsibility for the Corps AA Stipend Program. The stipend program helps students to pay college tuition, purchase text books, attend additional development and training workshops, obtain teaching permits from California Committee on Teacher Credentialing. While one seeks to identify and implement student support programs, scholarships, additional training and support services to increase student success levels in program completion (i.e. tutors, professional development skill training workshops, etc.)

Professional Development Coordinators prepare each student an Individual Professional Development Plan. The Professional Development Plan is used as a guide for students in course selection, addresses question regarding requirements for obtaining the Child Development Permit, available funding sources for course reimbursement, employment, foreign transcript evaluations, professional development trainings offered in the community, and higher education opportunities upon completion of the AA, and preparation needed to transfer to a four year degree program.

The Professional Development Coordinator also provides the fore mentioned support and services for students concurrently enroll in the Mission Valley Regional Occupation Program, Careers in Education Program and Ohlone College ECS classes. These students are served through a cohort developed to support the educational success of the students working to meet college expectations and MVROP expectations. We have seen the first three students enrolled in the cohort continue their education to the achievement of a Site Supervisor Child Development Permit

Outreach is a significant component of the work being accomplished by the Professional Development Coordinators in the community. Professional Development Coordinators are available to meet with the employed ECS student during their lunch hour and breaks at their worksites. These Coordinators also conduct committee outreach through meetings with childcare centers and family child care homes, and along with Early Childhood Study's Faculty has contributed to other colleges for curriculum alignment with other Early Childhood Programs offering AA, AS, BS or BA degrees. Ohlone was the first Early Childhood Study's Program in California to have its entire course articulated with State University Programs offering Early Childhood Programs.

The coursework of this program provides students with current theories and methodologies to implement in the early childhood classroom based upon Developmentally Appropriate Practice. The courses supply knowledge and information for students that is needed to be on the cutting edge of implementing instructional programs addressing the cognitive, socio-emotional, physical and linguistic development of young children. Also, the coursework in the program is information intensive in

providing students with current theory, methodology, and curriculum practices requiring students to develop disciplined study skills, critical and analytical thinking skills. Program courses require comprehensive hands-on teaching demonstrations and exercises, which assist students in developing the fore mentioned skills. Including computer based courses covering child growth and development, child observations and assessment, child studies, curriculum models and research methods. Students are required to participate in group projects focusing on curriculum development and implementation, program design, site design, and licensing requirements. Information is presented orally, written and by computer generated programs.

In class lectures include multimedia presentations, curriculum demonstrations, program planning and supervision, facilities design, licensing process, program health safety. Students demonstrate understanding of Developmentally Appropriate Practice, teaching methodologies and curriculum implementation through teaching demonstrations, quizzes and exams, all of which include some type of information technology usage. WebCT and email has increased the availability for students, instructors, and Professional Development Coordinators to communicate with each other. Students are able to access course material/s and communicate with faculty outside of regular course sessions and through online course work.

The programs most directly impacted by ECS are English as a Second Language Department, the English Department, and Tutoring Services as 80% of our students are from non-English speaking countries. Thus, this department relies heavily on the ESL Department, the English Department, and Tutors to assist our students in developing comprehension skills in the areas of reading, writing and oral communication. We advise students to enroll in Reading and Written Composition (English 101A &B) and Fundamentals of Composition (English 151A &B); courses to increase their reading and writing skills. Students with English as their second language are advised to enroll in Intensive English Grammar Review (ESL 120) and Second Language Writing Skills (ESL 149). Students are given an informal reading and writing assessment, and based upon their scores are advised to register in these courses as needed.

Counseling is also impacted by our program as students need counseling and advisement in completing their AA Degree. Students wishing to obtain an AA degree must be counseled/advised by the Ohlone Counseling Department. Students who complete our program with an AA degree are eligible for a Master Teacher and/or a Site Director Permit, qualifying these students for better paying positions in the field of Early Childhood Education, versus a student who only holds either a Teacher or Assistant Teacher Permit requiring less than 24 units. The Early Childhood Department also provides Professional Growth and Development Counseling by two Professional Growth and Development Coordinators.

The English Learning Center is impacted by this program, as it provides tutors who are trained, knowledgeable, and experienced in the field of Early Childhood Development to tutor ECS students identified as needing additional support in order to successfully complete their courses. Tutors are an intricate part of the departments' services.

2. Relationship of This Program to Ohlone College Mission and Goals

The Early Childhood Studies Department supports the Ohlone College goals in the following manner:

Goal: To provide life long learning opportunities for students, college personnel and the community: Many of our students are currently working in the field and are taking additional course work to improve their knowledge and application of the information in addition to advancing their permit level. Other students are enrolled in the program because they are interested in changing their careers to a field that better fits their interest. And some students are just starting their education working towards an A.A. or higher degree in early childhood education before starting their career in the field. In addition we offer courses in a variety of formats including: traditional sixteen week format, one weekend a month on Friday and Saturday format, and eight week courses meeting twice a week allowing students to complete an area specialization requiring six to eight units in one semester.

In addition for the past three years the department has facilitated in conjunction with other community programs an annual conference “Making the Connection: Children, Families, and Educators” which is held on the Ohlone campus. This conference serves as a professional development training opportunity with a ½ unit of credit available. The conference includes a minimum of eight workshop topics and a keynote pertinent to the field of Early Childhood Education. One-third of our presenters are Ohlone faculty and counselors.

Goal: To provide open access to underserved minority populations: A large proportion of students currently registered in ECS course work come from various minority populations. Many of these are immigrant students looking to make career changes into the field of Early Childhood Education or obtain the necessary credentials to work in this field in the United States.

Plans for the Program to Support Other College Goals:

Goal: To maintain high standards in our constant pursuit of excellent:

Work towards bringing the child development lab center in alignment with the Developmentally Appropriate Practices and theories being taught in the course work in order to obtain the National Association For The Education of Young Children Accreditation for the Laboratory School.

3. Program Student Learning Outcomes

Student learning outcomes are assessed and evaluate within a framework of practical application and classroom demonstrations that will prepare students for the actual teaching experience.

1. Demonstrate understanding and application of Developmentally Appropriate Practices (DAP): Students will demonstrate competence in applying DAP in all areas of an Early Childhood Programs, including communication, interaction, guidance and discipline, planning, observing, and reporting through assigned projects, group interaction, and written assignments.
2. Identify and describe: normal development, basic needs, major theories, problem areas, and the impact of familial, community, and social influences on a child's

development.

3. Illustrate the understanding of the biological processes and physical development of children from prenatal through age nine. Recognize and explain the physical, cognitive, social, emotional, and language development in children from prenatal through age nine.
4. Observe young children, assess the learning environment and recognize developmentally appropriate activities in early childhood educational settings. Then be able to plan, prepare, set-up and evaluate developmentally appropriate curriculum activities for young children.
5. Examine the factors affecting child development in family relations through critical analysis of articles, text, and family interview reports. In addition, examine the diversity of family groups, their traditions and rituals in the United States.
6. Use a variety of observational methods and assessment tools to understand children's development and their behavior. Then interpret and apply the information gathered from observations to develop individual curriculum plans, appropriate guidance and environments for young children. Also design a child study portfolio demonstrating an understanding of and ability to use and interpret methods of observation and assessment.
7. Describe the process for developmental assessment and its role in identifying, planning and intervening for a child with special needs and for the family. And document procedures for specialized support resources and placement options in the local area.
8. Set up and compile a various resource files and portfolios: 1.) of community agencies, referral systems, and specialized support services in the local area for children with special needs, 2.) a resource and assessment tool for curriculum development, 3.) identify resources and community support services for families and children in the local area, 4.) a child study portfolio, and 5.) the student's professional portfolio documenting their education and experience.
9. Analyze and evaluate indicators of suspected child abuse and reporting procedures to authorities. Also demonstrate an understanding of the application of universal precautions and develop a written plan for the care of sick children.
10. Distinguish between guidance and discipline versus punishment. Demonstrate an understanding of the methods and strategies useful in encouraging children, motivating self-control, developing pro-social and problem solving skills. Define, practice and use various communication techniques such as: active listening, I messages, clear communication, positive pictures in order to build positive relationships, set children up for success, and to set clear limits. Practice methods and strategies in experimental role-play activities in class.

Depending on the type of course and its objectives the following assessments will be used to determine which of the learning domains are present in evaluating the student success rates of achievement. The assessments include, but are not limited to:

1. **Objective Exams:** To help in the development of critical thinking and analytic thinking skills in relationship to the implementation of a Developmentally Appropriate classroom and teaching methodology.
2. **Written Essay Tests:** To demonstrate knowledge of subject matter, writing levels, and

command of the English language.

3. **Laboratory Experience:** To provide hands on implementation of theoretical materials demonstrated in the classroom through practicum and other course assignments.
4. **Written Research Papers:** To demonstrate knowledge and understanding of child growth and development, individual dispositions toward theory and practice, and to assist students in the development of their own philosophy of child growth and development; Developmentally Appropriate Practices; curriculum philosophies; and best practices in the field of child growth and development.
5. **Oral In-class Teaching Demonstrations:** To present an understanding of a specific curriculum's philosophy, history, planning process and implementation practices/methodologies.
6. **Development of a Professional Portfolio:** To demonstrate student's knowledge of Developmentally Appropriate Practice, varieties of curriculum, student's personal curriculum preferences, philosophy of discipline, and personal growth while attending this program.
7. **Role Plays:** To demonstrate student's understanding of teacher, parent, student roles in the classroom, community and the home in a variety of hypothetical situations.
8. **Resource Binders:** to demonstrate students awareness and knowledge of available community resources addressing the needs of children, families and teachers within the communities of employment or potential employment.
9. **Reflection Journals:** To help student's development of who they are in the classroom, their strengths and weakness, the values, ethics, and morals in relationship to teaching young children and working with their families.
10. **Students are able** to apply for and obtain their teaching permits at all levels in-house versus having to contact other schools or California Committee on Teacher Credentialing, as other programs students must. One of Ohlone's Professional Development Coordinators (Janice Fonteno, M.S.E.) has received the necessary certification to for Verification of Completion needed by students to obtain Teaching Permits, thus eliminating several steps for Ohlone students in the permit application process.
11. Please see attached letter from a currently enrolled student on the program discussing her experience in the program (Attachment 2).

4. Assessment of Success in Reaching Program Outcomes

The Early Childhood Studies Department receives feedback from professional organizations, employers of students attending the program and graduates of the program. Information and input on subject matter, course alignment with other school, teacher skills and job performance levels from the following organizations and colleges provides with information as to whether or not Ohlone has met its goals of providing well trained and prepared students to their programs and positions of employment. Ohlone faculty attend meetings to share program function, faculty training, and community feedback on the quality of our students training and preparation through the Teachers Teaching Teachers of Early Childhood Education, The California Community Colleges Early Childhood/Child Development Curriculum Alignment Project, California Preschool Curriculum Framework Focus Groups, California Department of Education's Child Development Division, Child Care Coordinating Council of Alameda, National

Association for the Education of Young Children, and First Five of Alameda County (This is a partial listing of programs to which our program is accountable). The Professional Development Coordinators also receive feedback from employers on the quality of employees who attended Ohlone's program. The program through the Professional Development Coordinators are in the process of developing a formal survey documenting what best aids student success in completing the program, who hires our students, how many continue their education and obtain a four-year or higher degree, and longevity in the field. This survey hopefully will help in reviewing the courses offered and any needed changes to better prepare student for the profession.

5. Assessment of Program Through Review of Teaching/Learning

Assessment of the program through review of the teaching-learning process is ongoing in the department. Employers are asking for employees who understand child growth and development, a variety of curriculum methodologies, cultural awareness and professional ethics. Although testing is often used as a major indicator of student learning, this department stresses demonstration of theory into practice. When students are able to demonstrate teaching skills and curriculum implementation in a developmentally appropriate format in their classroom, in the lab, and at work, this indicates the appropriateness, relevance and currency of materials taught. When students are not able to demonstrate what they have been taught, no assessment is needed, as that is the assessment. The inability to put into practice what has been taught in theory. We as faculty/instructors have failed to prepare students for employment in this field. Thus, our assessment must be reviewed through the success of our students in obtaining the needed teaching credentials, employment and community feedback on students matriculated from the program, and student's ability to implement theory into practice. The survey being developed will help in obtaining statistical information needed for assessment purposes.

To date the Professional Development Coordinator has obtained the following permits since July 2006, for Ohlone Students or other Early Childhood professionals being counseled by Ohlone's Professional Growth Coordinator:

- 142 permits issued at various levels by the California Commission on Teacher Credentialing. Levels issued:
- 36 Assistant Teacher
- 40 Associate Teacher
- 16 Teacher
- 8 Master Teacher
- 39 Site Supervisor (Many of these needed Foreign Transcript evaluation before permit could be issued. Most were evaluated at the Bachelors level and student had to complete 12 units of Early Childhood Studies and the Supervised Field experience, most completed these requirements at Ohlone.)
- 3 Program Director

The numbers of permits issued is above the state level for issuance of in-house permits.

In reviewing program needs, in order to continue our program at a level that provides students with the most current information, new teaching CD's/DVD's are needed as many of them in use are over twenty years old and do not address the most current research on child growth and development, brain research, teaching

methodologies and strategies, child abuse training, CPR training, diet and nutrition, and issues of cultural diversity. We are using outdated materials to teach new concepts and new materials are available that would enhance our program and teaching material.

6. Assessment of Program Improvement since Previous Program Review

Not Applicable

7. Describe Review and Dissemination Team Involvement

All committee members were used as resources to submit and complete information contained in this review. The committee met and discussed all materials to be included, evaluated information before first submission was turned in to Dean, reviewed and discussed assessment of student learning outcomes and how this translates into success as a student becomes an Early Childhood Professional (i.e. teacher, site director, counselor, mentor, program administrator, etc.). Also, areas needing improvement were discussed to be included in review. Members submitted materials for all five (5) areas reviewed and materials were compiled per committee approval.

The committee consists of:

Program Progress Report Discipline of Early Childhood Studies

The Early Childhood Studies Department has met with the each member of the Dissemination Team. Members are:

1. Mitchell Ha – Early Childhood Studies Advisory Committee Member- Ohlone Kidango Site Director 5 years with this program).
2. Janice Fonteno – Early Childhood Studies Professional Development Coordinator (4 years in this Position).
3. Michele McDowell – Associate Professor of Early Childhood Studies (5 years FT Associate Professor, 7 years Adjunct @ Ohlone)
4. Janice Jones –Professor of Early Childhood Studies (10 years @ Ohlone)
5. Tammy Nguyen – Early Childhood Studies Student (2 years)

(Attachment 1 – Permit Matrix)

Not able to scan to include, is included in hard copy.

(Attachment 2)

Early Childhood Studies Department
Ohlone College
43600 Mission Boulevard
Fremont, CA 94539

March 17, 2008

To Whom It May Concern:

My name is Tammi Nguyen and I am an Early Childhood Studies student at Ohlone College. I would like to share with you some of my thoughts and views on Ohlone's Early Childhood Studies curriculum. I am currently enrolled in my fourth semester with the program and am very close to completing the degree requirements. My experience with the program has given me insight on things I felt has worked for me as a student and things that I would liked to see improved on in an effort to ease the learning curve for my current and future colleagues and peers in the many years to come.

I have gained a wealth of knowledge regarding best practices in the early childhood setting – many of which have changed my personal disposition on how to interact and provide quality care for children. Much of this new found knowledge can be credited to the instruction from the professors who teach the courses at Ohlone. Their enthusiasm and dedication in the field has been truly inspiring for people who are looking to enter the field – much like myself – and for those who are already working in the field and are looking to increase their knowledge base and improve their skills. However, I believe that instruction alone is not enough to prepare or train students for actual field work. The challenge with learning from just instruction is the inconsistent application of the concepts that are taught in the courses. Being able to apply the knowledge learned is just as important as having the knowledge. I believe that the number of required lab/observation hours for some of the courses reflect how important it is to have experience with the application piece. This is the area where the greatest amount of improvements should be made to better serve the students of the college.

Much of my lab hours have been spent observing trained teachers work with the children in the early childhood classrooms. The lab hours are especially important for those students who are visual and/or hands-on learners. Unfortunately, the way the current program is set up, this experience has been very limiting. I have found on many occasions where the concepts that are being taught by the professors are not being practiced by the teachers in the labs. There have also been moments where I have asked for clarification on how and why situations are handled the way that they are and received questionable responses from the teachers. In those situations, I end up having to readdress my questions with the professors at a later time for clarification. I have found this to be a very inefficient use of time and more importantly a contradictory way to internalize the intended lessons. Finally, outside of the Practicum course, the amount of interaction that students are to have with the children in the lab is mostly limited to observation. I believe that the lack of hands-on experience takes away from a lot of

learning moments that can occur within a lab environment. These challenges often hinder the students from being able to fit all the pieces of the puzzle together. I have often found myself frustrated with the current set up and I can vouch that at least a handful of my peers will agree with me.

I would like to see improvements in how the lab/observation piece is presently utilized to support instruction from the professors. If the labs are meant to supplement our learning then it should be set up to do so. The curriculum applied in the labs should line up with best practices taught by the professors. The teachers in the classroom should serve as resources to all the students that come through the labs. The teachers should be knowledgeable enough to provide concise clarification to questions that may arise during lab hours. Students should be given more opportunities to interact with the children outside of the Practicum course. All of these factors would make for a very ideal learning environment and remarkable learning experience. It would have made my stay at Ohlone College much more gratifying.

In spite of the various challenges I had to overcome in the last couple of years, I have enjoyed the program very much. I look forward to continuing my education in the Early Childhood field at a four year university. Much of this can be credited to the various staff members who have believed in me, encouraged me, and motivated me to continue pursuing an avenue in this field. The professors on staff are incredibly devoted to what they do and deserve your utmost support. I would like to thank you for taking the time to acknowledge my concerns, thoughts, and input. I hope that some of the suggested improvements above for the future of this program are taken into consideration. In closing, it has been a pleasure to be a part of the Ohlone College student body.

Best Regards,

Tammi H. Nguyen
Early Childhood Studies Student
Ohlone College, Fremont CA