

# **CHILD DEVELOPMENT PROGRAM**

## **Academic Program Review**

**September 15, 1999**

### **Program Review Panel Members**

- 1. Karen Norman, Chair of PRP, Center for Occupational Education Coordinator**
- 2. Diane Fleming, Child Development Program Coordinator**
- 3. Joni Clegg, Nine-month Temporary Faculty, Child Development**
- 4. Jennifer Parks, Associate Professor of Leisure Studies and Wellness**
- 5. Tom Anderson, Professor of Education**
- 6. David Russell, Professor of Languages and Literature**

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**SECTION 1**  
**Child Development Program Overview**

# **CHILD DEVELOPMENT**

## **PROGRAM OVERVIEW**

The Child Development program became a part of the College of Education in 1987, having previously been housed in the Social Sciences Department of the College of Art and Sciences. Tot's Place Child Development Center was established in 1985 with a dual purpose of serving as a lab facility and as a fully functioning daycare center for students and parents. The Child Development Program fits in well with the College of Education and continues to utilize Tot's Place as a lab site for students. The administrative responsibility of Tot's Place has changed several times since it was established and currently it is housed in the Auxiliary Services unit of the University, with the College of Education having a minor role in lab-related issues. Despite the official status of Tot's Place, the Child Development program and the staff of Tot's Place currently have a good working relationship. The administrator of Tot's Place attends weekly staff meetings with the CD faculty and the faculty has given in-service training to Tot's Place staff. Issues relating to lab assignments, students, improvement in the curriculum, and accreditation of the center have been discussed at the weekly staff meetings. Child Development students use Tot's Place on a daily basis to observe children, participate with the children, perform lesson plans and activities in the children's classrooms and complete their internships.

The Child Development program currently offers a two-year Associate of Arts and Science degree to students. The Child Development AAS degree prepares students to be teachers in childcare centers, preschools, Headstart, family day care homes, nannies or assistant teachers in National Association for the Education of Young Children (NAEYC) accredited centers or the early childhood programs in the public school system. The majority of the required courses for the Child Development degree are child related (44 credits out of 62). The first year of the program exposes students to theories of Child Development while the second year of the program concentrates on teaching students to be educators of young children. The Child Development courses consist of an equal part of textbook learning and experiential learning.

In addition to the AAS degree, the Child Development program offers an Early Childhood (ZA) endorsement through the Certification program in the College of Education. Licensed Michigan elementary teachers may take the Child Development courses to earn a ZA endorsement on their teaching certificates. Following a winter 1997 on-site evaluation of the program by the Michigan Department of Education, changes were required to the ZA course outline to meet state guidelines. Changes were made to several courses and to the internship requirements to correspond to the guidelines. After reviewing the changes to the program, the Michigan Department of Education once again approved the curriculum for the ZA endorsement.

The Child Development program also offers students a Child Development Associate (CDA) certificate. The CDA certificate is a national certificate program that requires less college credit than the AAS degree. Most of the students choose to receive the Associates of Arts and Science degree and many also opt for the CDA certificate at the same time to increase their employment possibilities. Most employers prefer the AAS to the CDA certificate, but some (e.g., Headstart) will give an additional raise to graduates with both the certificate and the degree. Child Development classes are set up to help students fulfill both the degree and the certificate at the same time. The CDA certificate does require an evaluation by the National CDA Board and an additional fee of \$350.00. The certificate option is explained to students in their courses and sources offering scholarships for the CDA fee are announced. All of the Child Development students who have been evaluated by the CDA National Board have received their certificates.

Child Development students currently may choose to continue their education and transfer into a four year program at Ferris, such as Social Work, Recreation Leadership Management or Business. Students who are interested in teaching Child Development at the high school level may continue their degree at Ferris with the Wage Earning Home Economics bachelor's degree offered in the Teacher Education Department. Students who are interested in a four-year degree in Child Development or in Elementary Education must transfer to another university. The majority of students who transfer lose credits in the transfer process. According to the Ferris Admissions Office the Associate of Arts and Science degree does not transfer as easily as the Associate of Arts degree due to a difference in course requirements. An AA degree requires nine more credits of general education while the AAS degree has nine more credits of professional courses. In addition, every university has their own guidelines for transfer credit that do not usually benefit the CD transfer student.

The Child Development program participates in the FSU Articulation Agreement with Michigan secondary vocational/technical schools that offer childcare courses. A student may be eligible for a waiver of three credits in the CD curriculum by completing a National Occupational Job Readiness Test (NOCTI) at or above the prescribed percentage level. A CD curriculum change is being planned to offer a practicum course that would increase the amount of credits available through the articulation credit waiver.

The Child Development program meets the criteria for the federally funded Perkins Grant. Over the past five years, the CD program has received an average of \$18,000 yearly from this grant. Equipment purchases have been made with the grant money to improve the quality of instruction to CD students. Specific equipment purchases will be mentioned in Section Nine of this report.

The mission of the Child Development program fits quite well with the mission of Ferris State University because the use of hands-on, experiential learning is a large component of the program. Each CD course exposes students to real children and different types of actual childcare centers. Employers of graduates of the CD program have found this component of the program to be one of its best features. The mission of the Child Development program is to give students the combination of academic theory

and experiential activities to be able to work effectively with young children. One of the goals of the program includes helping students realize the responsibility that childcare professionals have in providing children with safe, healthy, learning environments. Another goal is to help students become strong advocates for young children.

In the previous Academic Program Reviews, 1989 and 1991-92, evaluations of the program remained consistent. The quality of the Child Development program has remained high over the years, as have the student satisfaction ratings. The Child Development Advisory Board has consistently given the program good reviews, as have alumni. Employers seem to be pleased with the amount of experience CD graduates have had. The enrollment has remained fairly stable over the years. The highest semester was ninety-seven (97) students, and the lowest semester was fifty-five (55). The average enrollment during the past five years has been sixty (60) students.

The faculty in the Child Development program currently consists of one tenure track faculty (Diane Fleming) and one nine-month temporary faculty (Joni Glasgow-Clegg). Both faculty members have Master's degrees in Child Development/Early Childhood Education and years of experience as classroom teachers of young children. Both have also had training experiences with college students and adults. In the winter of 1999, the Child Development students rated these instructors as being dedicated, professional teachers. The pattern in the CD program of relying on temporary and adjunct faculty has helped keep program costs quite low, but has caused fluctuation and instability in the staffing of the program. The need for another faculty member was listed as the most needed improvement in the faculty survey for the 1992 Academic Program Review. This still remains one of the principal weaknesses of the program.

As of winter 1998, the Child Development program once again has an active recognized student organization. The student organization lost its recognized status in 1995, because the faculty had no time to devote to advising the organization. Last fall the CD Student Organization helped build a Homecoming float with Tot's Place and this past spring held a raffle to pay their registration fees to the Michigan Association for the Education of Young Children conference in Grand Rapids.

While graduates of the Child Development program do not earn large salaries, the need for qualified childcare providers continues to be extreme. The public is finally giving a great deal of attention to childcare issues because childcare is a necessity for most families. The Child Development program continues to produce well-qualified students to meet the childcare needs. The placement rate for graduates has remained high (99 to 100%). The impact of CD students on the lives of young children and eventually on the future of society is enormous. As former CD coordinator Dr. McCorrison said, "Ten Child Development graduates per year working with twenty children per year over the last ten years are affecting (the lives of) 11,000 children." The importance of the Child Development profession can not be forgotten just because the salaries are low.

In the previous Academic Program Reviews, 1989 and 1991-92, the program generally received good comments although weaknesses were identified and improvements recommended. Nevertheless, no additional funding was forthcoming to bring about these improvements. The surprise is that the CD program continues to hold its own without the needed funding. Please consider that ten years have passed and the program has remained the same, while it could indeed have grown into a bigger and better Child Development program. Improvements listed in the outcomes of the 1989 Program Review included at least one more tenure track faculty, accreditation of Tot's Place by NAEYC, offering a Bachelor's degree in Child Development, and more classroom space for teaching labs. In the 1991-92 Academic Program Review the conclusions listed exactly the same improvements that needed to be made to the program. Quite likely, the conclusions of this current Academic Program Review will again reflect these same issues. Although the lack of these improvements does not seem to have been detrimental to the program, the future of the program would be much brighter if any action had been taken on these reports.

The Child Development Administrative Program Review, Annual Report, Unit Action Plans and Three-Five Year Plan are included in this report because they address the same concerns for improvement as well as plans for the future of the program. Ideas for improvement and expansion of the CD program have been given to Ferris administrators but monies have not been allocated. Due to a lack of resources, the Child Development program has been missing the opportunity to improve and to expand.

## ADMINISTRATIVE PROGRAM REVIEW

**Program/Department:** \_\_\_\_\_

Child Development

**Date Submitted:** \_\_\_\_\_

January 13, 1999

Dean: Nancy Cooley

Please provide the following information:

**Enrollment/Personnel**

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Tenure Track FTE	1	1	1	1	1
Overload/Supplemental FTEF	OL .42	P/T .75	FTT 1.0	FTT 1.0	FTT 1.0
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus* ++	68	59	61	60	58
Freshmen	22	26	17	21	21
Sophomores	26	16	29	15	27
Juniors	10	12	7	17	8
Seniors	2	1	1	3	2
TBD	8	4	7	4	N/A
Masters/Doctoral	0	0	0	0	0
Enrollment off-campus*	0	0	0	0	0

\*Use official count (7-day count for semesters, 5-day count for quarters).

++ This does not include students who are enrolled in dual degree program or those taking courses for CDA requirements/Early Childhood Endorsement

**Financial**

Expenditures	FY94	FY95	FY96	FY97	FY98
Supply and Expense	\$4,031	\$3,663	\$5,273.81	\$4,175.00	\$6,761.00
Equipment	\$1,302	\$597	\$0	\$0	\$0
Gifts and Grants (Perkin's Grant) *	\$18,300	\$15,708	\$20,426	\$23,636	\$15,421

\* FY 94 is allocation amount; FY 95, 96, 97, and 98 are actual expenditures.

**Other**

	AY 93-94	AY 94-95	AY 95-96	AY 96-97	AY 97-98
Number of Graduates - Total	13	19	19	9	17
-On campus	13	19	19	9	17
-Off campus	0	0	0	0	0
Placement of Graduates	100%	91%	100%	100%	**
Average Salary					
Productivity - Academic Yr. Average	552	444	351	393	**
-Summer	-	150	123	40	*
Summer Enrollment	27	18	11	16	13

\*\* Ferris reports for AY 97-98 not published yet.



**Child Development  
Administrative Program Review  
JANUARY 1999**

**1. Strengths**

- A. *Faculty* – one qualified, experienced, and dedicated faculty member and one equally qualified full-time temporary (FTT).
- B. *Students* – number of students in the program remains stable, 100 percent placement rate, student organization (AEX) has been reactivated.
- C. *Curriculum* – well balanced with theory, skills and hands-on experiences with young children.
- D. *Facilities* – have two faculty offices, a storage closet of student check-out equipment and well-equipped observation rooms in Tot's Place (purchased with Perkin's Grant funds), computers and equipment in Bishop 201 lab (also purchased with Perkin's funds).
- E. *Budget* – received the total amount of budget monies requested.

**2. Concerns**

- A. *Faculty* – FTT is carrying a full teaching load; this situation has existed for 3 years.
- B. *Students* – recruitment needs to be organized.
- C. *Curriculum* – in-house assessment continues, comparison with other Child Dev. programs in Michigan needs to be done.
- D. *Facilities* – University's commitment to the expansion of Tot's Place is at a standstill due to larger building projects, not enough classroom space in Bishop Hall for all Child Dev. classes.
- E. *Budget* –lack of Perkin's Grant funds this year will necessitate all if not more of the budget

**3. Future goals**

- A. *Faculty* – to have two full-time faculty members by 2000, to combine administrative activities with Teacher Ed. dept. and allow Child Dev. faculty more teaching time.
- B. *Students* – increase the number of students who successfully complete their internships in accredited centers by 1999, increase enrollment with Bachelor's degree or Elem. Ed. degree by 2001.
- C. *Curriculum* – begin Bachelor's degree program and/or Elem. Ed. by 2000.

- D. *Facilities* –to have the Child Dev. faculty offices, computers and equipment lab, equipment storage, 4-C office be located in same areas as an expanded Tot's Place and expanded classroom space by 2005, accreditation of Tot's Place (Child Dev. Lab) by 2000.
- E. *Budget* – increase budget for two faculty members by 2000, increase budget to include replacement of equipment since Perkin's Grant funds may no longer be available.

## **Recommendations**

- A. *Faculty* – hire another faculty member as soon as possible, stop relying on FTT to carry the workload of faculty. (See Section 19A and B in the faculty contract).
- B. *Students* – hire another faculty to help with students, advisees, the student organization and recruitment.
- C. *Curriculum* – complete our assessment of associate degree curricula, resubmit Bachelor's proposal to the UCC.
- D. *Facilities* – don't let the administration's commitment to expand Tot's Place be forgotten. (The plans got as far as building blueprints in 1996).
- E. *Budget* – additional S&E monies will be needed for supplies, travel and conferences when faculty expands, increase budget to cover loss of the Perkin's Grant.

**CHILD DEVELOPMENT  
ANNUAL REPORT  
April 27, 1999**

**1998-99 SIGNIFICANT HIGHLIGHTS**

- The Child Development student organization passed the RSO probationary status and is once again active.
- Tot's Place and the Child Development department have a good working relationship. The Tot's Place director attends weekly CD staff meetings. We have discussed concerns, policies and special projects.
- The College of Ed. is to be given resources to work on an Elementary Education bachelor's degree to replace the current need for a bachelor's degree in CD.
- Classes are going smoothly since the temporary faculty, Joni Clegg, is here for a second year and is familiar with our program.

**1998-99 CHALLENGES**

- The temporary faculty position (Joni Clegg's) has to be re-posted this summer and CD may once again be faced with staffing turnover.
- The Child Development Academic Program Review is underway and will be completed by September '99. This is a very large challenge for a small department without a department head.
- A new department head position to cover Teacher Ed. and CD will be posted this summer or fall. The combination of two different programs under one administrator will be a challenge.

**1999-2000 GOALS AND PRIORITIES**

- To respond to recommendations from the outcome of the Academic Program Review.
- To increase our recruitment efforts by utilizing a full-time department head who will have time to attend tech center career fairs.
- To continue our working relationship with Tot's Place and give advice/help with Tot's Place efforts at center accreditation.
- To include in the planned Elem. Ed. curriculum a seamless transfer of CD students who wish to complete a bachelor's degree.
- To write a CD minor as a curriculum choice for the Elem. Ed. degree.
- To establish a smooth and workable system to replace the CD program coordinator with a new department head.

**UNIT ACTION PLAN**

**FISCAL YEAR 2000**

**DIVISION: Academic Affairs**

**COLLEGE: Education**

**DEPARTMENT: Child Development**

**October 1998**

**GOAL 1. The Child Development program will improve academic quality and enrollment by offering a bachelor's degree.**

This goal meets these VPAA goals/priorities: Academic #1 and Enrollment #1, #2 and #4.

### MAJOR ACTIVITIES AND PROCESSES

- Offer bachelor's degree in Child Development.
- Replace FTT position with faculty position.

### EXPECTED OUTCOMES

- Child Development Associate program will have better retention.
- Half of the A.A.S. graduates will enroll in bachelor's degree program.
- Bachelor degree classes will be offered at Grand Rapids campus.
- Since Central Michigan University has dropped their bachelor's degree in child development, Ferris will retain students who would have transferred to CMU.

### INDICATORS/SOURCES

- Fewer students will transfer to other colleges.
- Comparison of enrollment numbers from Admissions Office and Extended Learning

### REPORTING PROCESS

- Department faculty, Dean's Office and Vice President for Academic Affairs.

### RESOURCE REQUIREMENTS

#### Change in Base Budget:

- Salary increase from FTT to faculty, approximately \$11,000 and difference in benefit package.
- Adjunct faculty to cover increased class load. Adjunct w/Master's for 4 credits=\$2,610.
- Adjunct faculty to cover Grand Rapids classes (*Expense for classes offered in Grand Rapids to be covered by Extended Learning.*)

#### One-Time Expense:

- Release time for program coordinator to present Bachelor's proposal to UCC and to develop new classes.  
Release time =.33 FTE

**GOAL 2. The Child Development program's lab site, Tot's Place, will become a nationally accredited childcare center.**

This goal meets these VPAA goals/ priorities: Enrollment #1 and Visibility #1

### **MAJOR ACTIVITIES AND PROCESSES**

- Accreditation of Tot's Place by NAEYC (National Association for the Education of Young Children).
- Put Tot's Place on the national listing of NAEYC accredited childcare centers.

### **EXPECTED OUTCOMES**

- Enrollment in Child Development program will increase.
- Enrollment in Tot's Place will increase.
- Tot's Place and Ferris will receive national recognition.
- Tot's Place staff and curriculum will improve through accreditation process.

### **INDICATORS/SOURCES**

- Tot's Place enrollment records and waiting list.
- NAEYC list of accredited centers on Internet.
- Comparison of Child Development enrollment figures from Admission office.

### **REPORTING PROCESS**

- Department faculty, Tot's Place director, Dean's Office and the Vice President for Academic Affairs.

### **RESOURCE REQUIREMENTS**

#### One-time expenses:

- NAEYC accreditation fees of \$500.
- Release time (.15 FTE) for Child Development program coordinator and Tot's Place manager to work on accreditation process.

**GOAL 3. The Child Development program and Yoplait will work together to form a partnership in providing corporate childcare.**

This goal meets these VPAA goals/priorities: Academic #1 and Visibility #1.

### MAJOR ACTIVITIES AND PROCESSES

- Partnership between Child Development and Yoplait will be formalized.
- Child Development will provide consultation and leadership for Yoplait's corporate childcare.
- Publicity for Ferris and Child Development.

### EXPECTED OUTCOMES

- Yoplait will open a nationally accredited childcare center with the expertise of the Child Development program.
- Child Development students will do internships at Yoplait's center.
- Child Development program will earn consultation fees.
- National publicity from the Yoplait Company/General Mills will feature a premiere corporate childcare center established with the cooperation of Ferris.
- Partnership will provide a potential for future funding, e.g. child development scholarship(s).

### INDICATORS/SOURCES

- Childcare center listed on NAEYC accreditation list.
- Consultation fees documented and charged.
- Placement of internship students.
- Yoplait and Ferris publicity.

### REPORTING PROCESS

- Department faculty, Dean's Office and Vice President for Academic Affairs, Public Relations/Marketing.

### RESOURCE REQUIREMENTS

#### One-time expense:

- Release time (.33 FTE) for program coordinator. *(To be reimbursed from Yoplait consultation fees.)*

**GOAL 4. The Child Development program will offer the Early Childhood endorsement (ZA) for certified elementary teachers at area schools.**

This goal meets these VPAA goals/priorities: Academic #1 and Enrollment #1, #3 and #4.

**MAJOR ACTIVITIES AND PROCESSES**

- Offer classes for ZA endorsement at Big Rapids, Newago, Morley-Stanwood and Reed City elementary schools.
- Advertise course offerings to fulfill ZA endorsement.

**EXPECTED OUTCOMES**

- Enrollment of at least 30 new students to Child Development program.
- Classes will be offered at times and places convenient to elementary teachers.
- Each elementary teacher will take five Child Development classes to fulfill ZA requirements.

**INDICATORS/SOURCES**

- Comparison of enrollment numbers from Admissions office and Extended Learning.

**REPORTING PROCESS**

- Department faculty, Dean's Office and Vice President for Academic Affairs.

**RESOURCE REQUIREMENTS**

- Adjunct faculty to cover increased class load. Adjunct w/Master's for 3 credits=\$1,980. (*Expense to be covered by Extended Learning.*)



**GOAL 5. The Child Development program will offer classes for the CDA national certificate at the Ferris Traverse City location.**

This goal meets these VPAA goals/priorities: Academic #1 and Enrollment #4 and visibility #1.

### MAJOR ACTIVITIES AND PROCESSES

- Offer the EDCD 100 class, Introduction to CDA, in Traverse City. We have selected Traverse City, instead of Grand Rapids, for the following reasons:
  1. Offering classes in Grand Rapids would put us in direct competition with Grand Rapids Community College's AAS in child development.
  2. GRCC's program has an on-site lab and is across from Ferris' Grand Rapids campus.
  3. There are no colleges north of Big Rapids offering child development.
- Offer other Child Development classes as needed in Traverse City to fulfill the 120 academic hour requirement for the CDA certificate.
- Advertise offerings at area childcare centers.

### EXPECTED OUTCOMES

- Enrollment of at least 30 new students to Child Development program.
- Half of the CDA students will continue to take other classes in the Child Development program.
- Increased knowledge of Ferris and Child Development program in Traverse City.

### INDICATORS/SOURCES

- Comparison of enrollment numbers from Admissions office and Extended Learning.

### REPORTING PROCESS

- Department faculty, Dean's Office and Vice President for Academic Affairs.

### RESOURCE REQUIREMENTS

- Adjunct faculty to teach 2 credit class in Traverse City. Adjunct w/Master's (for 2 credits) =\$1,350.  
(Expense to be covered by Extended Learning.)

**GOAL 6. The Child Development program will work cooperatively for an agreement between Ferris and Central Michigan to offer an Elementary Education degree.**

This goal meets these VPAA goals/priorities: Academic #1 and Enrollment #3 and #4.

#### **MAJOR ACTIVITIES AND PROCESSES**

- Advise students about the differences between elementary education degree and child development degree.
- Determine if curriculum changes need to be made to link the two degrees.
- Adjust classes/curriculum to meet the requirements for an elementary education degree so child development students can enter the program without losing credits.
- Coordinate classes with CMU so child development course content does not overlap with classes to be taken for elementary education degree.
- Prepare checksheet of classes to be taken for elementary education degree with child development minor.

#### **EXPECTED OUTCOMES**

- Child Development classes at Ferris will fulfill the requirements for a minor in Elementary Education.
- Increased enrollment/retention in Child Development program.
- No Child Development students will transfer to another university to get an Elementary Education degree.

#### **INDICATORS/SOURCES**

- Comparison of enrollment/transfer numbers from Admissions office.

#### **REPORTING PROCESS**

- Department faculty, Dean's Office and Vice President for Academic Affairs.

#### **RESOURCE REQUIREMENTS**

##### One-time expense:

- Release time (.15 FTE) for Child Development program coordinator.

**CHILD DEVELOPMENT  
THREE- FIVE YEAR PLAN**

**DECEMBER 1997**

**GOAL 1. To hire a third faculty member in the Child Development program and begin offering off-campus courses.**

This goal meets the university long-term priority 2, expand off-campus programming and 4, develop and revise academic programs consistent with mission.

**MAJOR ACTIVITIES AND PROCESSES**

- Hire a third faculty with a Ph.D. to coordinate Child Development bachelor's degree.
- Begin off-campus offerings.

**EXPECTED OUTCOMES**

- Increased enrollment.
- Ferris and Child Development program will have exposure in other areas of Michigan.

**INDICATORS/SOURCES**

- Enrollment figures from Admissions.
- Full classes.

**REPORTING PROCESS**

- Dean's Office, Admissions Office, Lifelong Learning, and Vice President for Academic Affairs.

**RESOURCE REQUIREMENTS**

- Salary for one faculty with Ph.D., \$50,000 (dependent on qualifications).
- S&E budget increase for new faculty, 2 percent.
- Release time to determine location of off-campus offerings, 2 credits.

**GOAL 2. To expand Tot's Place child space and relocate so that Child Development and Tot's Place are in a central and accessible location.**

This goal meets university long-term priority number 4, develop and revise academic programs consistent with mission.

### **MAJOR ACTIVITIES AND PROCESSES**

- Expand Tot's Place space for children to 120 spaces with more infant/toddler spaces.
- Locate expanded Tot's Place, the Child Development faculty offices, Child Development equipment (computers, copy machines, laminator, Ellison machine, books, toys purchased with Perkin's grant) and the 4-C Office (Mecosta-Osceola Community Coordinated ChildCare) in one central complex accessible to all students and parents.
- Offer Headstart or Michigan School Readiness Program space in Tot's Place.

### **EXPECTED OUTCOMES**

- More parents/students will be able to find services without asking.
- More parents/students will know that services exist.
- Child Development equipment will be used more.
- Enrollment in Child Development will increase.
- More interns will be able to use Tot's Place.
- Headstart or Michigan Readiness Program will help with operating budget of Tot's Place.

### **INDICATORS/SOURCES**

- Tot's Place waiting list.
- Child Development enrollment count.
- Client list served by 4-C Office.
- Depreciation of equipment.

### **REPORTING PROCESS**

- Department faculty, Tot's Place director, 4-C Office, Dean's Office, Admissions Office and the Vice President for Academic Affairs.

### **RESOURCE REQUIREMENTS**

- Expansion and complex, \$750,000. See attached capital outlay proposal.

<b>GOAL .</b> <b>Expand Tot's Place and relocate Child Development program to a central/accessible complex.</b>
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**MAJOR ACTIVITIES AND PROCESSES**

- Expand Tot's Place to space for 120 children with more infant/toddler space.
- Locate Tot's Place, Child Development faculty offices, Child Development equipment (purchased with Perkins' grant) and the 4-C Office all in the same complex – accessible to all college students and parents.

**RESOURCE REQUIREMENTS**

- The Campus ChildCare Committee has already done extensive work on this proposal and has identified several locations. The cost estimates were between \$400,000 and \$500,000 (see attached report for more information).

Add the relocation costs for all Child Development related offices and adjust for inflation and capital outlay is \$750,000.

**NOTES**

- This expansion and Child Development complex will benefit the Child Development program as well as the Ferris students and faculty/staff who need child care services.

**SECTION 2**

**Program Evaluation Plan: Techniques and Budget**

## ACADEMIC PROGRAM REVIEW

### COMMITTEE MEMBERSHIP AND PROGRAM EVALUATION PLAN CHILD DEVELOPMENT

**Program:** Child Development

**Degree Awarded by Program:** A.A.S. in Child Development

**Program Review Panel:**

Chair: Karen Norman

Program Coordinator: Diane Fleming

College of Education Faculty: Jennifer Parks, Tom Anderson

One-year Temporary Faculty: Joni Clegg

College of Arts and Science Faculty: David Russell

College of Education Associate Dean: Elizabeth Hansen

**Purpose:**

To conduct a study of the Child Development Program to evaluate its effectiveness so that the university can make informed decisions about resource allocations.

**Data Collection Techniques**

1. Graduate follow-up survey 1999
2. Employer follow-up survey 1999
3. Student evaluation of program 1997 and 1998, Michigan Department of Education 1994/1995 self study evaluation/Perkin's Grant
4. Faculty perceptions of program 1994/1995 self-study and 1999
5. Advisory committee survey 1994/1995 self-study and 1999
6. Labor market analysis 1999
7. Evaluation of facilities and equipment 1999
8. Curriculum Evaluation 1999

**Schedule of Events**

<u>Activity</u>	<u>Leader</u>	<u>Target Date</u>
Graduate Survey	Elizabeth Hansen	May 1
Employer Survey	Jennifer Parks	May 1
Student Evaluation	Joni Clegg	May 1
Faculty Perceptions	David Russell	May 1
Advisory Committee Survey	Joni Clegg	May 1
Labor Market Analysis	Karen Norman	May 1
Evaluation of Facilities	Tom Anderson	May 1
Curriculum Evaluation	Diane Fleming	July 1



**Academic Program Review  
Child Development  
Program Review Panel Budget**

*Survey Costs:*

Copying	\$ 60.00
Mailing	100.00
Returning Mailing	100.00

*Phone Costs:* 100.00

*Final Document  
printing and binding:* 90.00

***Total*** **\$450.00**

**SECTION 3**  
**Graduate Survey**

## **SUMMARY OF CHILD DEVELOPMENT GRADUATE SURVEY**

The Ferris Alumni Office supplied 245 addresses of graduates from the Child Development program for the graduate survey that was completed in March 1999. Fifty-seven graduates responded to the survey. The graduates who responded enabled the survey to cover a fourteen-year span in the existence of the Child Development Program. The respondents graduated between the years of 1984 and 1998. There were no responses from the years of 1985 or 1996 (#1). The majority of graduates are currently employed in the field of Child Development and are earning salaries between \$10,000 and \$20,000+ (# 2,4). While thirty-eight percent of the respondents are not currently employed in the field of Child Development, the AAS degree has provided a solid basis for the other careers they are pursuing, such as Elementary Education, Social Work, and parenting (#4 & 7). The majority of respondents are satisfied with their jobs (#5). Thirty-seven percent went on to continue their education, while fifty-one percent of the graduates did not pursue a Bachelor's degree. Graduates who completed a Bachelor's degree entered the field of Elementary Education (8 responses) or Social Work (7 responses). Those interested in still pursuing a degree were interested in a Child Development degree (#7).

Fifty-three percent of the graduates stated that the Child Development program at Ferris prepared them well for their careers, while forty-two percent felt they were adequately prepared. Only one graduate held the opinion that she had been poorly prepared for the field of Early Childhood Education (#8,9). The majority of graduates were very satisfied or satisfied with the CD program. Graduates were also positive about the advising in the program and the amount of quality contact time with children they had during their education (#10,11).

In an open response question about the strengths of the program, most comments highlighted the hands-on training and experiences with children offered in the Child Development program (#12, 28 responses). Also mentioned as strengths by a large number of respondents were the internships, the professors and the course content. (#12, 29 responses).

In open response to the weaknesses of the program, 14 graduates listed needing even more hands-on time with children. Seven graduates mentioned the need for a Bachelor's degree in Child Development or Early Childhood Education. Other common responses listed were a need to be better prepared for job interviews, the need for better advising, and an improvement in Tot's Place and staff (#13). Graduates were also asked to suggest improvements for the Child Development program. Their suggestions were similar to the ideas listed under weaknesses of the program. Seventeen graduates stated the need for more hands-on training, and more field study at other centers besides Tot's Place. Curriculum suggestions were common ideas mentioned, but there was no consensus on one specific curriculum area that needed to be added. Six graduates again mentioned the need for a Bachelor's degree in Child Development, while four others mentioned Bachelor's degrees in Elementary Education and Special Education (#14).

The Child Development program received very favorable comments from the fifty-seven graduates who responded to the survey. They highlighted the hands-on, practical components of the program as being its strength, yet also suggested incorporating even more time with children into the curriculum. This suggestion fits quite well with a curriculum change currently in progress for a practicum experience with children prior to the internship. CD curriculum classes (EDCD 210 & 211) have already been changed to give the students more contact time with children. The need for being better prepared for job interviews is an issue that can be added to our capstone class (EDCD 299); in fact requiring a job interview portfolio in addition to the existing portfolio assignment has already been discussed. Many of the curriculum suggestions that were offered by graduates have already been added to the curriculum, as it has been updated over the past two years. Graduates suggested a need to improve Tot's Place. Tot's Place staff has been improved due to the upgrading of teacher requirements from an Associate degree to a Bachelor's degree. The collaboration of Tot's Place and the Child Development faculty is also adding to improvements in the center. Further improvements will take place as the center strives for accreditation. Another weakness that was mentioned was advising. A mandatory advising meeting has been added to the introductory class (EDCD 105); however, the faculty load for advising remains at 35-40 students.

In the survey the graduates also highlighted the lack of a Bachelor's degree. Of the graduates who did continue their education after their Associate degree in Child Development, sixteen majored in Elementary Education, Special Education, Child Development, Family Studies and Early Education (#7). None of these majors are available at Ferris, which means that all of these students had to transfer to another university. A proposal for a Bachelor's degree in Child Development has been addressed repeatedly in the Child Development Unit Action Plans, but has not met with a favorable response. An Elementary Education degree is in the exploratory stage at this time in the College of Education. A CD faculty member is participating in the design committee to utilize the CD program as a minor in Elementary Education, and to give the proposed program a strong emphasis in Child Development.

**Please help us by filling out this Survey for Child Development Graduates.**  
***The Child Development Program is being reviewed and the outcome determines its future!***

1. What year did you graduate? \_\_\_\_\_

2. Are you currently employed in the field of Child Development? YES NO

*If Yes, continue to #3. If No, skip to #6.*

3. Could we have the name and address of your employer to include them in our program review?

Name of Employer

Address of Employer

4. What do you estimate your annual salary range to be at this time?

a. Below \$10,000      b. \$10,000-\$15,000      c. \$15,000-\$20,000      d. \$20,000 and above

5. How satisfied are you with your job?

a. Very satisfied      b. Satisfied      c. Dissatisfied      d. Very dissatisfied

6. Are you presently seeking employment in Child Development? YES NO

7. Have you continued your education toward a Bachelor's Degree? YES NO

If YES, in what field? \_\_\_\_\_

If NO, are you interested in completing a Bachelor's Degree? YES NO

In what field? \_\_\_\_\_

8. How well did you feel the Child Development Program prepared you for the field of Early Childhood Education?

a. Well prepared      b. Adequately prepared      c. Poorly prepared

9. In general, how satisfied were you with your overall experience in the Child Development Program?

a. Very satisfied      b. Satisfied      c. Dissatisfied      d. Very dissatisfied

10. In general, how satisfied were you with the advising in the program?

a. Very satisfied      b. Satisfied      c. Dissatisfied      d. Very dissatisfied

11. Did you have enough contact with children during your training? YES NO

If YES, was the time with children considered quality time? YES NO

12. What do you recall being the strengths of the program?

13. The weaknesses?

14. What changes would you suggest to improve the quality of the Child Development Program?

SURVEY FOR CHILD DEVELOPMENT  
GRADUATES APRIL 1999

**1. What year did you graduate?**

1984-1	1992-6
1986-3	1993-9
1987-1	1994-1
1988-1	1995-6
1989-5	1997-8
1990-5	1998-3
1991-5	Total-57

**2. Are you currently employed in the field of Child Development?**

Yes-34	60%
No-22	38%
Blank-1	2 %
Total-57	100%

**3. Could we have your name and address of your employer to include them in our program review?**

*The responses were typed and used for the employer survey.*

**4. What do you estimate your annual salary range to be at this time?**

<i>Below \$10,000</i> -3	<i>5%</i>
<i>\$10,000-\$15,000</i> -9	<i>16%</i>
<i>\$15,000-\$20,000</i> -8	<i>14%</i>
<i>\$20,000 and above</i> -15	<i>26%</i>
<i>Blank</i> -22	<i>39%</i>
<i>Total</i> -57	<i>100%</i>

**5. How satisfied are you with your job?**

<i>Very satisfied</i> -4	<i>7%</i>
<i>Satisfied</i> -20	<i>35%</i>
<i>Dissatisfied</i> -1	<i>2%</i>
<i>Very dissatisfied</i> -0	<i>0%</i>
<i>Blank</i> -32	<i>56%</i>
<i>Total: 57</i>	<i>100%</i>

**6. Are presently seeking employment in Child Development?**

<i>Yes</i> -15	26%
<i>No</i> -36	63%
<i>Blank</i> -6	11%
<i>Total</i> -57	100%

**7. Have you continued your education toward a Bachelor's Degree?**

<i>Yes</i> -21	37%
<i>No</i> -29	51%
<i>Blank</i> -7	12%
<i>Total</i> : 57	100%

**If yes, what field?**

*Elementary Education* -8  
*Social Work* -7  
*Special Education* -3  
*Family Studies* -3  
*Wage Earning Home Economics* -2  
*Early Education* -1  
*Education* -1  
*Child Development* -1

**If no, are you interested in completing a Bachelors Degree?**

*Yes* -21  
*No* -8  
*Blank* -1

**In what field?**

*Child Development* -7  
*Elementary Education* -3  
*Education* -1  
*Special Education* -1  
*Early Childhood Education* -1  
*Recreation Leadership* -1  
*Wage Earning Home Economics* -1  
*Child Pyschology* -1

**8. How well do you feel the Child Development Program prepared you for the field of Early Childhood Education?**

<i>Well prepared</i> -30	53%
<i>Adequately prepared</i> -26	42%
<i>Poorly prepared</i> -1	2%
<i>Blank</i> -2	3%
<i>Total</i> -57	100%

**9. In general, how satisfied were you with your overall experience in the Child Development Program?**

<i>Very satisfied</i> -25	44%
<i>Satisfied</i> -31	54%
<i>Dissatisfied</i> -0	0%
<i>Very dissatisfied</i> -1	2%
<i>Total</i> -57	100%

**10. In general how satisfied were you with the advising in the program?**

<i>Very satisfied</i> -24	42%
<i>Satisfied</i> -26	45%
<i>Dissatisfied</i> -6	11%
<i>Very dissatisfied</i> -0	0%
<i>Blank</i> -1	2%
<i>Total</i> -57	100%

**11. Did you have enough contact with children during your training?**

<i>Yes</i> -43	75%
<i>No</i> -12	21%
<i>Blank</i> -2	4%
<i>Total</i> -57	100%

**If YES, was the time with children considered quality time?**

<i>Yes</i> -37	86%
<i>No</i> -5	12%
<i>Blank</i> -1	2%
<i>Total</i> -43	100%



## 12. What do you recall being the strengths of the program?

- 1) *Hands-on training at Tot's Place, hands-on experiences w/children, hands-on labs.* (28)
- 2) *Rewarding internships, Field work.* (11)
- 3) *The professors* (10)
- 4) *Course content (theory, child development, nutrition, discipline, lesson plans).*(8)
- 5) *Small classes, small program.* (3)
- 6) *Observations of children.* (4)
- 7) *Easy accessibility to advisors.* (3)
- 8) *Preparation for working in childcare center.* (2)
- 9) *Availability of classes.* (2)
- 10) *Community involvement.* (1)
- 11) *This program was helpful to me for it allowed me to focus on long term education plans.* (1)
- 12) *The child studies assignments. The child psych class, human development class, biology & humanities.* (1)

## 13. The weaknesses?

- 1) *More time requirements with kids, more hands-on, more time in Tot's Place, more time in places other than Tot's Place.* (14)
- 2) *Wish a BA in Early Childhood was offered, need Bachelor's degree.*(7)
- 3) *Students need to be better prepared for the job market (interviews, portfolios, Resumes etc.).* (4)
- 4) *The advisor, advising, advisor hard to meet with, more guidelines from advisor.* (4)
- 5) *Tot's Place, Tot's Place staff not very positive, rude.* (4)
- 6) *Additional instructors needed for consistency.* (4)
- 7) *More special education areas of child development is needed.*(2)
- 8) *Administration, appearance of little respect from administration.*(2)
- 9) *Not enough career info. When entering the program.* (1)
- 10) *Talk about burn out & how to prevent it.* (1)
- 11) *Quite large class size (CD 101, 102 etc.).* (1)
- 12) *Hard to do observations off campus if you do not have transportation.*(1)
- 13) *At the time the internship was c/nc, I feel a grade should be given.* (1)
- 14) *Requirements when transferring. They aren't the same as CMU. I would have to retake 4 classes in ECE program @ CMU & retake my student teaching in preschool.* (1)
- 15) *The classes were not challenging enough.* (1)
- 16) *More time on discipline-alternatives, behaviors, warning signs & more to do for emotional/social disabilities.*(1)

**14. What changes would you suggest to improve the quality of the Child Development Program?**

1. *More hands on training, more time at Tot's Place, more contact w/children, more field study, time in other centers. (17)*
2. *Curriculum suggestions: Reggio Emilia, Brain Dev., consistent discipline, infant dev., licensing regulations, guest speakers, liabilities, continuing education, general discussion class, home visits, parent/teacher relationships, social work. (12)*
3. *Bachelor's degree program in Child Dev. (6)*
4. *More on disabled children/special needs. (3)*
5. *Offer a Bachelor's degree in education Elementary and secondary, teaching certificate. (2)*
6. *More advising, more advisors. (2)*
7. *Screen students before entering the program to be sure this is what they want to do, not just for easy classes. Be sure they have had experience with children before going into the program. (2)*
8. *When transferring, don't lead people on about the "short" amount of time it would take to get Early childhood & Elementary ED degree. (1)*
9. *More discussion about internships. (1)*
10. *Give job qualifications for preschool/schools prior to entering the Program. It is misleading. (1)*
11. *More focus on what the pay rates are out there. (1)*
12. *Be more realistic about taking your own infant to the daycare you work in (very rare).(1)*
13. *More classes to pick from. (1)*
14. *I would suggest a field internship course and packet for 8 weeks to review expectations, policies, job requirements in agencies. Before choosing an area intern. (1)*
15. *More classes focusing on material in the books. (1)*
16. *More curriculum planning (lesson plans) for the classroom.(1)*

**SECTION 4**  
**Employer Survey**

## OVERVIEW OF CHILD DEVELOPMENT EMPLOYER SURVEY

Sixty employer surveys were mailed in May 1999 to employer addresses and past internship sites. Updated employer addresses were obtained from the Child Development Graduate survey that was completed in April 1999. Out of the sixty surveys there were ten responses. From the ten responses, three currently have a Child Development graduate in their employ, while six have had CD graduates as employees in the past. Eight have had CD interns in the past (#1,2,3,4). Starting salaries of employees with an Associate degree at these sites were in the \$10,000 -15,000 ranges (#8). This low rate of pay is standard in the childcare field, and will be mentioned in the Labor Market Analysis. The low rate of pay in the childcare field has created a rapid employee turnover, which may have affected the response rate to the survey. Many administrators of childcare centers or the centers themselves have changed since some of the addresses were collected from the graduates. Because the ten respondents to the survey have had both employees and interns, they are a fairly representative sample of Child Development graduates.

Eighty percent (80%) of the employers stated that the graduates were adequately/thoroughly prepared for the workplace (#5). When asked to rate specific job skills of their employees, all eight of the listed job skills were rated as strong. These skills included knowledge of child development and developmentally appropriate practice, attitude, dependability, teamwork skills, communication skills, relationship to children and planning/implementing children's activities. Clearly these ten employers have been satisfied with Child Development graduates and their job skills (#6). Ninety percent (90%) rated the preparation of CD graduates as either better or about the same as graduates of similar programs (#7). When these employers were asked if they would hire another FSU Child Development graduate, seventy percent (70%) responded in the affirmative, citing the student's educational background as a common reason (#9).

When asked to cite any market trends that might have an impact on the Child Development program, there were no common responses. Some of the trends mentioned were a growing need for staff with 4-year degrees, increasing numbers of positions because of welfare reform and the growing economy, and the fact that enrollment could be negatively affected by the low wages in the field (#10). These employers felt that the job market will be wide open, but the wages will be low. This fact will also be referred to in the Labor Market Analysis.

Suggestions to improve the Child Development program from employers included two common ideas. Three respondents mentioned the need to inform students as to the low standards of pay in the childcare industry. Two employers mentioned including more information and experience with children's parents in our program. One other suggestion was to encourage students to continue their education and get a teaching degree to broaden their employability. Other suggestions were in the area of curriculum additions (#11).

The Child Development graduates received very favorable comments from the employers and internship supervisors that responded to the survey. The Child Development program also received favorable comments. Two suggestions for the CD program referred to offering a four-year degree and a teaching certificate. These suggestions could be implemented by offering a Bachelor's degree in Child Development and/or Elementary Education at Ferris. The suggestion to inform students of the low wages is currently being done by the faculty, since that is the reality of the labor market. Faculty are also instructing students to be advocates to work for changing the pay system. The suggestions for additions to the curriculum including more parent experiences will be addressed in staff meetings this fall.

*Please help us by filling out this Academic Program Review Evaluation for the Ferris State University  
Child Development Program*

**Employer Questions:**

1. Do you currently have an FSU Child Development graduate employed by your organization?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. What is the total number of FSU Child Development graduates employed by you? (past and present) \_\_\_\_\_
3. Have you had FSU Child Development interns in the past? Yes \_\_\_\_\_ No \_\_\_\_\_
4. What is the total number of FSU Child Development interns that you have had? (past and present) \_\_\_\_\_
5. Were the FSU Child Development graduates or interns (if the answer to #1 is no) prepared for the workplace?  
a) thoroughly prepared \_\_\_\_\_ b) adequately prepared \_\_\_\_\_ c) somewhat prepared \_\_\_\_\_ d) not at all prepared \_\_\_\_\_
6. What have been the skills and strengths of these employees? (Rate each 1 - 5, 1 being the weakest, 5 being the strongest?)
 

	<u>Very Strong</u>	<u>Strong</u>	<u>Adequate</u>	<u>Weak</u>	<u>Very Weak</u>
a) knowledge of child development	5	4	3	2	1
b) knowledge of developmentally appropriate practice	5	4	3	2	1
c) attitude	5	4	3	2	1
d) dependability	5	4	3	2	1
e) teamwork skills	5	4	3	2	1
f) communication skills	5	4	3	2	1
g) relationship to children	5	4	3	2	1
h) planning/implementing children's activities	5	4	3	2	1
7. How would you rate the preparation of FSU Child Development graduates with graduates of similar programs at other schools?  
a) better prepared \_\_\_\_\_ b) about the same \_\_\_\_\_ c) less prepared \_\_\_\_\_
8. The starting salary in your organization for a full-time worker who has a Child Development Associate's Degree is  
a) below \$10,000 \_\_\_\_\_ b) \$10,000-15,000 \_\_\_\_\_ c) \$15,000-20,000 \_\_\_\_\_ d) \$20,000 and above \_\_\_\_\_
9. Will you hire another FSU Child Development graduate? Yes \_\_\_\_\_ No \_\_\_\_\_  
Why or why not?
10. Are there any prevailing or developing industry or market trends that you believe might have an impact upon the Ferris State University Child Development program?
11. Do you have any suggestions about how FSU might improve their Child Development program to better prepare their graduates for the workplace?

***Thank you for completing this questionnaire! It will help us!***

**CHILD DEVELOPMENT  
EMPLOYER QUESTIONNAIRE:**

- 1. Do you currently have a FSU Child Development graduate employed by your organization?**

Yes: 3 – 30%

No: 7 – 70%

- 2. What is the total number of FSU Child Development graduates employed by you? (past and present)**

0: 4 – 40%

1: 5 – 50%

2: 0 – 0%

3: 1 – 10%

- 3. Have you had FSU Child Development interns in the past?**

Yes: 8 – 80%

No: 2 – 20%

- 4. What is the total number of FSU Child Development interns that you have had? (past and present)**

0: 2 – 20%

1: 3 – 30%

2: 3 – 30%

3: 1 – 10%

4: 1 – 10%

- 5. Were the FSU Child Development graduates or interns (if the answer to #1 is no) prepared for the workplace?**

a) thoroughly prepared: 3 – 30%

b) adequately prepared: 5 – 50%

c) somewhat prepared: 0 – 0%

d) not at all prepared: 0 – 0%

e) Blank: 2 – 20%

**6. What have been the skills and strengths of these employees? (Rate each 1 – 5, 1 being the weakest, 5 being the strongest.)**

**a) knowledge of child development**

Very Strong:	1 – 10%
Strong:	8 – 80%
Adequate:	1 – 10%
Weak:	0 – 0%
Very weak:	0 – 0%

**b) knowledge of developmentally appropriate practice**

Very Strong:	1 – 10%
Strong:	7 – 70%
Adequate:	2 – 20%
Weak:	0 – 0%
Very weak:	0 – 0%

**c) attitude**

Very Strong:	3 – 30%
Strong:	5 – 50%
Adequate:	1 – 10%
Weak:	0 – 0%
Very weak:	1 – 10%

**d) dependability**

Very Strong:	2 – 20%
Strong:	6 – 60%
Adequate:	2 – 20%
Weak:	0 – 0%
Very weak:	0 – 0%

**e) teamwork skills**

Very Strong:	1 – 10%
Strong:	8 – 80%
Adequate:	1 – 10%
Weak:	0 – 0%
Very weak:	0 – 0%



**f) communication skills**

Very Strong:	1 – 10%
Strong:	6– 60%
Adequate:	2 – 20%
Weak:	1 – 10%
Very weak:	0 – 0%

**g) relationship to children**

Very Strong:	2 – 20%
Strong:	7 – 70%
Adequate:	1 – 10%
Weak:	0 – 0%
Very weak:	0 – 0%

**h) planning/implementing children's activities**

Very Strong:	2 – 20%
Strong:	7 – 70%
Adequate:	1 – 10%
Weak:	0 – 0%
Very weak:	0 – 0%

**7. How would you rate the preparation of FSU Child Development graduates with graduates of similar programs at other schools?**

- a) better prepared: 4 – 40%
- b) about the same: 5 – 50%
- c) less prepared: 0 – 0%
- d) Blank: 1 – 10%

**8. The starting salary in your organization for a full-time worker who has a Child Development Associate's Degree is**

- a) below \$10,000: 1 – 10%
- b) \$10,000 – 15,000: 6 – 60%
- c) \$15,000- \$20,000: 3 – 30%
- d) \$20,000 and above: 0 – 0%

**9. Will you hire another FSU Child Development graduate?**

Yes: 7 – 70%

No: 3 – 30%

**Why ?**

- They have received a good knowledge base, well prepared.(4)
- To date, have been very pleased with performance.(1)
- They are eager to practice new skills. (1)
- It would depend on fit to the job. Certainly we would go through the interview process. (1)
- They have lots to share. (1)

**Why not?**

- No responses

**10. Are there any prevailing or developing industry or market trends that you believe might have an impact upon the Ferris State University Child Development program?**

- Growing need for 4 year degreed staff with greater skills and experience with parents.(1)
- Many available positions due to economy.(1)
- Welfare reform means more working parents. Always a great need for Assoc. degreed grads in child care. (1)
- I can see enrollment dropping unless something is done to increase wages in the Child Development field. (1)

**11. Do you have any suggestions about how FSU might improve their Child Development program to better prepare their graduates for the workplace?**

- Just make sure students are well informed as to low industry standards of pay. (3)
- I think a course in conducting parent meetings / conferences / opportunities to work with parents would be very helpful. (2)
- They need to get their CDA's – are more employable.(1)
- Keep encouraging interaction with children, negotiating and turn taking skills, conflict management, providing scripts for children. (1)
- Encourage them to go on to get a teaching degree- much more employable. (1)
- Better knowledge of activities to do with young children or where to find helpful materials. (1)
- More advocacy training. (1)
- As much time in classrooms with children as possible. (1)
- Stress knowledge of child development, continue the lab school, student feedback is important for the development of skills.(1)

CHILD DEVELOPMENT  
EMPLOYER/INTERNSHIP SITES

Algoma Christian School  
14471 Sparta Avenue  
Kent City MI 49330-

Almost Angels Christian Child  
22153 Three Mile  
Reed City MI 49677-

Big Rapids Co-op Preschool  
120 S. State Street  
Big Rapids MI 49307-

Big Rapids Combo  
514 Woodward  
Big Rapids MI 49307-

Bright Beginnings  
121 S. Garfield  
Traverse City MI 49686-

Bright Futures (GR)  
21485 15 Mile  
Big Rapids MI 49307-

Brookside Elementary  
210 Escott Street  
Big Rapids MI 49307-

Childrens World-Livonia  
38880 Six Mile  
Livonia MI 48152-

Creative Learning Center  
3972 Bowland  
Grand Rapids MI 49546-

Day Dreams (GR)  
4460 Southeastern  
Kentwood MI 49508-

Devries Day Care  
14883 Old Mill Pond Road  
Big Rapids MI 49307-

Donna Drake  
Focus on Fours - Eastwood Elem.  
410 N. 3rd St.  
Big Rapids MI 49307-

Four Stars-Manistee  
30 Jones St.  
Attn: Roxanne Rowley  
Manistee MI 49660-

Four Year Old School Readiness  
1651 Bamber Road  
Mt. Pleasant MI 48858-

Happy Elephant Child Care Ctr.  
G-4084 Fenton Road  
Flint MI 48507-

Haslett Kids Connection  
5593 Franklin  
Haslett MI 48840-

Kentwood Child Dev. Center  
5841 Kalamazoo St.  
Kentwood MI 49508-

Kiddie Korner Daycare  
520 Cedar St.  
Cadillac MI 49601-

Kiddy's Korner  
1203 S. Mission St.  
Mt. Pleasant MI 48858-

Linda Witt  
Bright Beginnings  
121 S. Garfield  
Traverse City MI 49686-

Mecosta-Osceola Career Ctr.  
15890 190th Avenue  
Big Rapids MI 49307-

Melcher CDC-Ionia  
250 E. Tuttle Road  
Ionia MI 48846-

Morley Preschool  
1141 N. McEvert  
Clare MI 48617-

Mt. Pleasant High Daycare  
1155 Elizabeth Street  
Mt. Pleasant MI 48858-

NEMSCA Head Start  
11500 W. Pleasant Valley  
Blanchard MI 49310-

NEMSCA Head Start (BR)  
12532 11 Mile Road  
Attn: Angie Peters  
Rodney MI 49342-

Newaygo County  
Daycare/Headstart  
5764 Division  
Newaygo MI 49337-

Northland Co-op Nursery  
6710 Northland Drive  
Stanwood MI 49346-

Petosky Hospital  
416 Carnible Street  
Petosky MI 49770-

Reed City Head Start  
503 S. Chestnut  
Reed City MI 49677-

CHILD DEVELOPMENT  
EMPLOYER/INTERNSHIP SITES

Remus Head Start  
448 S. Sheridan  
Remus MI 49340-

Riverview Elementary  
509 Willow  
Big Rapids MI 49307-

Sacred Heart Child Dev. Ctr.  
305 S. Franklin  
Mt. Pleasant MI 48858-

Small Wonders-Ludington  
239 N. Jebavy Road  
Ludington MI 49431-

Southbrook Child Dev. Center  
4479 Kalamazoo  
Kentwood MI 49508-

Spectrum Health Child Dev. Ctr.  
Withey Building, 1st Floor  
1841 Wealthy  
Grand Rapids MI 49506-

Storybook Child Care  
701 Maple Street  
Big Rapids MI 49307-

Tiny Tots  
345 Hammond  
Spring Lake MI 49456-

Tom Thumb Co-op Nursery  
505 E. Chapin St.  
Cadillac MI 49601-

Tot's Place  
First Floor Bishop Hall  
Big Rapids MI 49307-

Tri-Cities Learning Center  
508 Franklin  
Grand Haven MI 49417-

UAW-GM Ch. Dev. Center  
4358 Richfield Road  
Flint MI 48506-2016

Wee Care  
428 Fuller  
Big Rapids MI 49307-

Witheral Preschool/Day Care  
3419 Hollywood Road  
St. Joseph MI 49085-

YMCA Farmington  
28100 Farmington Road  
Farmington Hills MI 48334-

**SECTION 5**  
**Student Evaluation of Child Development Program**

## **STUDENT EVALUATION OF CHILD DEVELOPMENT PROGRAM**

Fifty-four Child Development students enrolled in Child Development classes were asked to complete the evaluation during winter 1999 semester. The questionnaire began with some demographic questions to help get an idea of what Child Development students are like. (#1-7) Most students completing the evaluation were female and had a grade point average between 2.0 and 2.5. The majority of students were full-time students with one-third being freshman, one-third sophomores and one-third juniors at the time they completed the questionnaire. The majority of students were employed part-time while attending Ferris, and paying for at least one-half of their own expenses. Most students would choose to major in Child Development if they could start college over again because they love children and they enjoy the program. (#10) Students' career plans after graduation were either to seek employment or to further their education. The majority of the students were interested in becoming either an owner of a childcare center, a preschool teacher or an elementary school teacher. (#12,13)

When given a chance to rate the Child Development Program, students were asked to choose between 5 ratings, from Unacceptable to Excellent on each question. For most of these forced choice questions, the Child Development program was rated quite highly. Students rated the availability of their Child Development advisor as Good (41%) to Excellent (37%) and the willingness of their advisor to help them as Excellent (50%). The Child Development instructors received Good to Excellent ratings (#18,19,20), while the quality of the Child Development classes were also rated in the Good to Excellent ranges (#22-25).

Areas that did not receive high ratings were the lab site (Tot's Place Child Development Center) and the internship. The ratings for the quality of the lab site were Fair (37%) to Good (28%) which leaves some room for improvement. The quality of the internship experience was rated in the Fair to Good range, which may have affected the Fair rating for the overall quality of the Child Development Department, (43%, #30). The survey asked all students to rate the internship even though only six students were actually doing their internships at the time, so this rating reflects student perceptions and rumors about what the internship will be like. In student exit interviews each semester, CD students who have completed their internships generally have very favorable comments about the experience.

In the open response question about the Child Development faculty there were thirty-five positive comments and only thirteen negative comments. The students commented that the faculty are helpful, willing to work with students, and excellent teachers (17 comments). Six of the negative comments were that more faculty are needed in the program.

In the open response question as to the CD program in general, strengths of the Child Development program outnumbered the weaknesses. The quality of information, the availability of labs and the hands-on experiences with children were the topics receiving the largest amount of recognition (21 comments). The weaknesses most commonly

mentioned were in the areas of the internship policy (4 comments), needing more faculty (4 comments), and needing a Bachelor's degree (4 comments).

In the open response question asking for suggestions to improve the CD program, ten students mentioned the need for more CD professors, 8 students listed a need for a Bachelor's degree in Child Development and Elementary Education.

While the Child Development Department received many favorable comments from the current students, there were some areas of concern noted. The need for a Bachelor's degree was mentioned in response to more than one question. In response to Question #12, forty-three percent of the students plan to seek employment upon graduation while forty-one percent plan to continue their education. This means a large number of students will need to transfer to another university to earn a Bachelor's degree in Child Development (17%) or Elementary Education (37%). Offering a four-year degree would benefit the students as well as the University since many students do transfer to other schools after graduation from the Child Development program.

The students' rating of Tot's Place as fair to good is another concern. The upgrading of Tot's Place is already one of the main goals of the CD staff and the Tot's Place staff in anticipation of becoming a National Association for the Education of Young Children (NAEYC) accredited center. The need for more faculty was mentioned in each of the three open response questions. Students perhaps view the changeover of temporary faculty as negative to their education.

The CD internship was rated as fair to good, which is lower than desired. One factor that may have influenced this student rating is that the internship policy had just been changed several weeks before this questionnaire was administered. The timing of this change was current in the students' minds, but comments about this policy change are premature since it went into effect for students this semester, summer 1999. The internship policy change will be explained in the curriculum evaluation of this report (Section 10).

## CHILD DEVELOPMENT STUDENT SATISFACTION QUESTIONNAIRE

1. While attending FSU I have you been mostly
  - A. a part-time student.
  - B. a full time student.
  
2. What is your classification?
  - A. freshman
  - B. sophomore
  - C. junior
  - D. senior
  
3. What career direction are you working toward?
  - A. child care provider
  - B. child care owner, center or home
  - C. preschool teacher
  - D. elementary teacher
  - E. Other: \_\_\_\_\_.
  
4. What proportion of your expenses at FSU are your parents providing?
  - A. none
  - B. some, but less than half.
  - C. More than half.
  - D. All
  
5. What is your overall grade point average?
  - A. Less than 2.00
  - B. 2.01 - 2.50
  - C. 2.51 - 3.00
  - D. 3.01 - 3.50
  - E. 3.51 - 4.00
  
6. What is your gender?
  - A. Female
  - B. Male
  
7. How many hours are you currently working at a job this semester?
  - A. I am not working.
  - B. 1-9 hours per week
  - C. 10-19 hours per week
  - D. 20-29 hours per week
  - E. 30 or more hours per week.

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8. How often do you meet with your Child Development advisor?  
 A. every quarter  
 B. Most quarters  
 C. More than once per quarter  
 D. Never
9. If you could start college over, would you choose to attend FSU?  
 A. Definitely yes because \_\_\_\_\_  
 B. Probably yes because \_\_\_\_\_  
 C. Uncertain because \_\_\_\_\_  
 D. Probably no because \_\_\_\_\_  
 E. Definitely no because \_\_\_\_\_
10. If you could start college over, would you choose Child Development?  
 A. Definitely yes because \_\_\_\_\_  
 B. Probably yes because \_\_\_\_\_  
 C. Uncertain because \_\_\_\_\_  
 D. Probably no because \_\_\_\_\_  
 E. Definitely no because \_\_\_\_\_
11. What was your most important reason for attending FSU as a Child Development major?  
 A. Academic reputation of the Child Development program.  
 B. Advice of parents, friends, or high school teachers.  
 C. Cost and/or location  
 D. Admission Standards  
 E. Other: \_\_\_\_\_
12. What are your plans after receiving your associate's degree in Child Development?  
 A. I plan to seek employment.  
 B. I plan to continue my undergraduate education and earn a bachelor's degree.  
 C. I plan to attend graduate school for a Master's degree.  
 D. Other: \_\_\_\_\_
13. If you are continuing your education, what field are you planning to pursue?  
 A. Bachelor's degree in Child Development  
 B. Degree in Elementary Education  
 C. Degree in child psychology or school counseling  
 D. Degree in social work  
 E. Other: \_\_\_\_\_

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Circle the number that best describes your response to the following statements.

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Unacceptable</b>
14. Availability of my advisor.	5	4	3	2	1
15. Willingness of my advisor to help me.	5	4	3	2	1
16. Sound advice from advisor about Child Development careers.	5	4	3	2	1
17. Fairness of grading in my Child Development courses.	5	4	3	2	1
18. Availability of instructors outside of class time.	5	4	3	2	1
19. Willingness of instructors to help me.	5	4	3	2	1
20. Instructors keep students aware of their progress.	5	4	3	2	1
21. Attitude of faculty toward students.	5	4	3	2	1
22. Quality of courses in helping me prepare for employment.	5	4	3	2	1
23. The opportunities for contact with children.	5	4	3	2	1
24. Variety of class choices.	5	4	3	2	1
25. Quality of classroom facilities.	5	4	3	2	1
26. Quality of observation facilities.	5	4	3	2	1
27. Quality of lab site for participating with children.	5	4	3	2	1
28. Quality of textbooks used in Child Development courses.	5	4	3	2	1
29. Quality of the internship experience.	5	4	3	2	1
30. Overall quality of the Child Development department.	5	4	3	2	1
31. Overall quality of the students in Child Development.	5	4	3	2	1

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**Comments about the Child Development Faculty and staff.**

**Comments about the Child Development program in general.**

**Strengths:**

**Weaknesses**

**How would you improve the Child Development program?**

**THANK YOU!**

## **Child Development Student Satisfaction Questionnaire**

**1. While attending FSU I have been mostly:**

- A) A part time student: 4 - 7%
  - B) A full-time student: 50 - 93%
- Total: 54 - 100%

**2. What is your classification:**

- A) Freshman: 16 - 30%
  - B) Sophomore: 15 - 28%
  - C) Junior: 18 - 33%
  - D) Senior: 5 - 9%
- Total: 54 - 100%

**3. What career direction are you working toward?**

- A) Child Care Provider: 6 - 11%
  - B) Child Care Owner, Center or Home: 15 - 28%
  - C) Preschool Teacher: 12 - 22%
  - D) Elementary Teacher: 14 - 26%
  - E) Other: 7 - 13%
- \*Child Psychologist*
  - \*Child Development*
  - \*Para Professional*
  - \*Psychology*
  - \*Wage Earning Home Economics*
  - \*Communications*
  - \*Career Center*
- Total: 54 - 100%

**4. What proportion of your expenses at FSU are your parent's providing?**

- A) None: 23 - 43%
  - B) Some, but less than half: 15 - 28%
  - C) More than half: 12 - 22%
  - D) All : 4 - 7%
- Total: 54 - 100%

**5. What is your overall grade point average?**

- A) Less than 2.00: 3 - 6%
  - B) 2.01 - 2.50: 18 - 33%
  - C) 2.51 - 3.0.: 15 - 27%
  - D) 3.01 - 3.50: 10 - 19%
  - E) 3.51 - 4.00 : 6 - 11%
- Blank: 2 - 4%  
Total: 54 - 100%

**6. What is your gender?**

- A) Female: 51 - 94%
  - B) Male: 3 - 6%
- Total: 54 - 100%

**7. How many hours are you currently working at a job a week this semester?**

- A) I am not working: 15 - 28%
  - B) 1 - 9 hours: 9 - 17%
  - C) 10 - 19 hours: 14 - 26%
  - D) 20 - 30 hours: 11 - 20%
  - E) 30 + hours: 5 - 9%
- Total: 54 - 100%

**8. How often do you meet with your Child Development advisor?**

- A) Every quarter: 19 - 35%
  - B) Most quarters: 10 - 19%
  - C) More than once a quarter: 12 - 22%
  - D) Never: 12 - 22%
- Blank: 1 - 2%  
Total: 54 - 100%

**9. If you could start college over would you attend FSU?**

- A) Definitely yes: 11 - 20%

**Comments:**

- *Close to home. (2)*
- *I love it here.*
- *Less expensive.*
- *This is the only school I received a scholarship for.*
- *It's a good program & I have wasted my time at other schools.*
- *I have a good learning experience here.*
- *I love working with children.*
- *I have learned a tremendous amount.*
- *I have always wanted to be a teacher & enjoy working with children.*
- *Ferris is a good school.*

**B) Probably yes: 12 - 22%**

- *It is close to home. (4)*
- *It is a rewarding field, but the pay is low.*
- *I love children.*
- *They have child development.*
- *The hands on experiences.*
- *Just would.*
- *I like it.*
- *They have a good CD program.*
- *I like the teachers.*
- *It is not bad here.*
- *I love the program. I do wish it were 4 years.*

**C) Uncertain : 15 - 27%**

- *They do not have Elementary Education. (6)*
- *I went to WMU & transferred.*
- *There are other schools with stronger programs.*
- *I am interested in Bachelors Degree in Child Development.*
- *I have not had the chance to visit other campuses.*
- *It is cheaper at community school.*
- *There are only 2 teachers for this program.*

**D) Probably no: 13 - 24%**

- *I have now decided to go into Elementary Education and have to transfer. (4)*
- *I have had problems with aid.*
- *I am now going into psychology.*
- *Do not have enough classes I want.*
- *If I started as a freshmen I would like a 4 year degree.*
- *I want to go to school with my husband.*
- *It is too far from home.*
- *Classes are too general.*
- *I do not like it here.*
- *I would have gotten my butt in gear and went to a bigger school.*
- *Internship at Tot's Place – small program.*

**E) Definitely no: 3 - 7%**

- *Not my major.*
- *I like the South.*
- *Because of race problems, and Child Development program needs to be improved.*
- *Not enough education.*

Total: 54 - 100%

**10. If you could start college over would you choose Child Development?**

**A) Definitely Yes: 30 - 56%**

- *I have learned a tremendous amount.*
- *I enjoy working with children.*
- *I love it.*
- *I love kids.*
- *I love and enjoy every class.*
- *I am really enjoying learning about Child Development.*
- *This is definitely the field I want to be in.*

**B) Probably Yes: 6 - 11%**

- *I enjoy it.*
- *But I would have a double major maybe in communication.*
- *I love children.*

**C) Uncertain: 7 -13%**

- *They do not have Elementary Education.(2)*
- *I want to make more money.*
- *I have decided to go on and change programs.*
- *I do not know where to go with it.*
- *I am not definitely sure that this is what I want to do.*

**D) Probably No: 8 - 15%**

- *I would rather work with children over 6 years old.*
- *I would love to go into the medical field.*
- *I am now going into psychology.*
- *I would choose Elementary Education.*
- *Not enough classes.*
- *No money in field.*

**E) Definitely No: 3 - 5%**

- *Not my major.*
- *My desires is to become a youth counselor.*

Total: 54 - 100%

**11. What was your most important reason for attending FSU as a Child Development Major?**

- A) Academic reputation of the Child Development Program: 11 - 20%
- B) Advice of parents, friends, or high school teachers: 17 - 31%
- C) Cost and /or location: 8 - 15%
- D) Admission standards: 2 - 4%
- E) Other: 15 - 28%
  - *Love children.*
  - *I wanted to.*
  - *Did not want to leave FSU because of sorority & friends.*
  - *My education part of my degree is my concentration.*
  - *To be a good mother.*
  - *It was the career I chose.*
  - *A son of own.*
  - *I started in Criminal Justice but switched.*

Blank: 1 - 2%

Total: 54 - 100%

**12. What are your plans after receiving your associate's degree in Child Development?**

- A) Seek employment: 23 - 43%
- B) Continue college and earn Bachelor's Degree: 22 - 41%
- C) Attend graduate school for a Master's Degree: 4 - 7%
- D) Other: 5 - 9%
  - *I do not know.*
  - *I plan to earn a Bachelors degree in Social Work.*
  - *Continue education in communications.*
  - *Consultant.*
  - *I am transferring for teaching certificate.*

Total: 54 - 100%

**13. If you are continuing your education, what field are you planning to pursue?**

- A) Child Development: 9 - 16%
- B) Elementary Education: 20 - 37%
- C) Child Psychology or School Counseling: 7 - 13%
- D) Social Work: 3 - 6%
- E) Other: 8 - 15%
  - Communications*
  - English*
  - Administration*
  - Psychology*
  - Business*
  - Criminal Justice*
  - Wage Earning Home Economics*

Blank: 7 - 13%

Total: 54 - 100%



**14. Availability of my advisor:**

- A) Excellent: 20 - 37%
- B) Good: 22 - 41%
- C) Fair: 6 - 11%
- D) Poor: 6 - 11%
- E) Unacceptable: 0 - 0%
- Blank: 0 - 0%
- Total: 54 - 100%

**15. Willingness of my advisor to help me:**

- A) Excellent: 27 - 50%
- B) Good: 21 - 38%
- C) Fair: 2 - 4%
- D) Poor: 2 - 4%
- E) Unacceptable: 0 - 0%
- Blank: 2 - 4%
- Total: 54 - 100%

**16. Sound advice from my advisor about Child Development careers:**

- A) Excellent: 20 - 37%
- B) Good: 18 - 33%
- C) Fair: 9 - 17%
- D) Poor: 4 - 7%
- E) Unacceptable: 1 - 2%
- Blank: 2 - 4%
- Total: 54 - 100%

**17. Fairness of grading in my Child Development Courses:**

- A) Excellent: 9 - 17%
- B) Good: 23 - 42%
- C) Fair: 17 - 31%
- D) Poor: 3 - 6%
- E) Unacceptable: 1 - 2%
- Blank: 1 - 2%
- Total: 54 - 100%

**18. Availability of instructors outside of class time:**

- A) Excellent: 13 - 24%
- B) Good: 23 - 42%
- C) Fair: 13 - 24%
- D) Poor: 3 - 6%
- E) Unacceptable: 0 - 0%
- Blank: 2 - 4%
- Total: 54 - 100%

**19. Willingness of instructors to help me:**

- A) Excellent: 24 - 43%
- B) Good: 20 - 37%
- C) Fair: 6 - 11%
- D) Poor: 4 - 7%
- E) Unacceptable: 0 - 0%
- Blank: 1 - 2%
- Total: 54 - 100

**20. Instructors keep students aware of their progress:**

- A) Excellent : 18 - 34%
- B) Good: 27 - 50%
- C) Fair: 4 - 7%
- D) Poor: 4 - 7%
- E) Unacceptable: 0 - 0%
- Blank: 1 - 2%
- Total: 54 - 100%

**21. Attitude of faculty toward students:**

- A) Excellent: 18 - 33%
- B) Good: 20 - 37%
- C) Fair: 12 - 22%
- D) Poor: 2 - 4%
- E) Unacceptable: 0 - 0%
- Blank: 2 - 4%
- Total: 54 - 100%

**22. Quality of courses in helping me prepare for employment:**

- A) Excellent: 21 - 39%
- B) Good: 17 - 31%
- C) Fair: 15 - 28%
- D) Poor: 0 - 0%
- E) Unacceptable: 0 - 0%
- Blank: 1 - 2%
- Total: 54 - 100%

**23. The opportunities for contact with children:**

- A) Excellent: 28 - 51%
- B) Good: 15 - 28%
- C) Fair: 10 - 19%
- D) Poor: 0 - 0%
- E) Unacceptable: 0 - 0%
- Blank: 1 - 2%
- Total: 54 - 100%

**24. Variety of class choices:**

- A) Excellent: 20 – 37%
- B) Good: 21 – 38%
- C) Fair: 10 – 19%
- D) Poor: 1 – 2%
- E) Unacceptable: 1 – 2%
- Blank: 1 – 2%
- Total: 54 - 100%

**25. Quality of classroom facilities:**

- A) Excellent: 14 – 26%
- B) Good: 26 - 48%
- C) Fair: 11 – 20%
- D) Poor: 2 – 4%
- E) Unacceptable: 0 – 0%
- Blank: 1 – 2%
- Total: 54 – 100%

**26. Quality of observation facilities:**

- A) Excellent: 12 – 22%
- B) Good: 25 – 46%
- C) Fair: 16 – 30%
- D) Poor: 1 – 2%
- E) Unacceptable: 0 – 0%
- Total: 54 – 100%

**27. Quality of lab site for participating with children:**

- A) Excellent: 11 – 20%
- B) Good: 15 – 28%
- C) Fair: 20 – 37%
- D) Poor: 7 – 13%
- E) Unacceptable: 0 – 0%
- Blank: 1 – 2%
- Total: 54 – 100%

**28. Quality of textbooks used in Child Development courses:**

- A) Excellent: 9 – 17%
- B) Good: 25 – 45%
- C) Fair: 16 – 30%
- D) Poor: 3 – 6%
- E) Unacceptable: 0 – 0%
- Blank: 1 – 2%
- Total: 54 - 100%

**29. Quality of internship experience:**

- A) Excellent: 3 – 6%
- B) Good: 15 – 28%
- C) Fair: 22 – 40%
- D) Poor: 9 – 17%
- E) Unacceptable: 0 – 0%
- Blank: 5 – 9%
- Total: 54 – 100%

**30. Overall quality of the Child Development Department:**

- A) Excellent: 8 – 15%
- B) Good: 14 – 25%
- C) Fair: 23 – 43%
- D) Poor: 6 – 11%
- E) Unacceptable: 0 – 0%
- Blank: 3 – 6%
- Total: 54 – 100%

**31. Overall quality of the students in Child Development:**

- A) Excellent: 8 – 15%
- B) Good: 13 – 24%
- C) Fair: 21 – 39%
- D) Poor: 6 – 11%
- E) Unacceptable: 0 – 0%
- Blank: 6 – 11%
- Total: 54 – 100%

## **Comments about the Child Development Faculty and Staff:**

### **Positive comments: (43 total)**

- *I thought they were very helpful, attentive, work with you. (10)*
- *The instructors are very good in what they do, excellent, great, cool. (10)*
- *I thought they both enjoyed what they do & are very enthusiastic. (4)*
- *Instructors are well organized & knowledgeable. (4)*
- *I greatly respect the two instructors who make up the CD staff, like a lot. (2)*
- *Teachers can be easily reached, available. (4)*
- *The staff is caring and concerned for all of the students. (2)*
- *Down to earth staff. (1)*
- *Very flexible! (1)*
- *Friendly. (1)*
- *I think the staff is really starting to work together more to be constant(sic)in grading and educational ideas. (1)*
- *The year 99 seems to be improving. (1)*
- *I love that there are only two instructors. This way there's more one – on – one communication. (1)*
- *They are very kind. (1)*

### **Negative comments: (14 total)**

- *I do think that if they had one or two additional instructors it would be helpful. (6)*
- *Grade hard, not very good grading system. (3)*
- *In many cases the faculty can not balance between being hard on us and allowing for more chances. Many students feel as though they treat us like preschoolers at times – and other times their exceptions (sic) are too high and not well explained. (1)*
- *Need to stop being so racist at times & grade according to work not skin color. (1)*
- *I feel that my main instructor has favorites and she shows it. I really want to learn and I feel she doesn't care about any other student except the ones who have children or are married. Do I have to go out and have babies when I am not ready in order for her to like me? (1)*
- *Some staff is very rude and don't act like they care about us. (1)*
- *One instructor still needs lots of work. (1)*

## **Comments about the Child Development program in general.**

### **Strengths: (41 total)**

- *Very good information. I learned a lot of great things about children and their development, good classes, useful. (10)*
- *The availability of the labs and children. (6).*
- *Hands on experience working with children, hands-on training, labs. (6)*
- *The professors were helpful. (5)*
- *Small program with professors who know all the students. (4)*
- *Good teachers. (2)*
- *Excellent for job preparation. (2)*
- *Awareness of field. (1)*
- *Wide variety and interesting. (2)*
- *The students in the program. (2)*
- *It's under control. (1)*

### **Weaknesses: (34 total)**

- *Internship policy, making internships at Tot's Place mandatory. (4)*
- *Only two teachers, need more faculty. (4)*
- *Bachelor's program needed. (4)*
- *Class availability needs to be offered more than once a year. (3)*
- *Need more experience working/observing other centers. (3)*
- *Grade hard, grading system. (2)*
- *No bachelor's degree in elementary Education. (2)*
- *There are a lot of classes to take in 2 years. (2)*
- *Tot's Place is unsatisfactory. People aren't always willing to work with us at place we do labs & observe. (1)*
- *The classes are too advanced; they cover too much information. (1)*
- *Too many rules about program. (1)*
- *Busy work in classes. (1)*
- *Poorly educated students (writing & speech). (1)*
- *Overlap in the classes. (1)*
- *Need more babies in the infant room when labs are done. (1)*
- *Doesn't tell you all the different programs you can go into. Mostly talks about daycare and teaching. (1)*
- *Not enough time spent with children before internship. (1)*
- *Could maybe have handouts for notes. (1)*

**How would you improve the Child Development Program? ( 35 total)**

- *More teachers, more CD professors. (10)*
- *Offer a 4-year Bachelor's degree in Child Development. (5)*
- *Change internship policy, allow students to choose where they would like to internship. (3)*
- *Offer Bachelor's in elementary Education. (3)*
- *Don't grade as hard. (2)*
- *Studying in advance for tests. (1)*
- *Offer summer classes. (1)*
- *Set up more structured group work. (1)*
- *1-credit classes have a huge workload. (maybe decrease) (1)*
- *Classes that are more in – depth. (1)*
- *A language development class. (1)*
- *A special needs class. (1).*
- *Have fewer hours for internship. (1)*
- *Ask for less in each class. (1)*
- *Have more choices of where you can go to observe instead of just Tot's place. (1)*
- *Try to make the classes easy because it's common sense to learn about the kids. (1)*
- *Need more hands-on experience. (1)*

**SECTION 6**  
**Faculty Perceptions of Child Development Program**



## Faculty Survey Overview

Given the fact that there are only two people in the Child Development program to fill out the faculty survey, Diane Fleming (tenure-track faculty) and Joni Clegg (nine-month temporary faculty), it is not surprising that many of the responses in this survey are similar. Both faculty members agreed on some positive aspects of the program and also agreed on areas that need improvement.

Both agreed that the Child Development program is consistent with Ferris's mission, the curriculum is current with the field, the interns are well supervised, the program compares favorably with others in the state and there is a need for a bachelor's degree in Child Development (#1,5,8,19,20). There was also agreement on seven other questions (#3,7,11,12,16,17).

Both agreed on some negative aspects of the Child Development program. Both stated that there is a lack of Administration's support for the program, the curriculum needs an improved guiding philosophy, more faculty are needed in the program, and the classroom space needs to be improved (# 2,4,10,13).

On several questions there was no agreement. The statement that students receive appropriate career planning and placement advice received conflicting answers, because one faculty member felt that students need better advising before joining the CD department. Once students enroll in CD, both faculty stated that students receive an adequate amount of good advice. Only one faculty felt that the amount of clerical staff is limited while the operating budget is inadequate. The differing responses to these two questions might have been due to one faculty's experience as the program coordinator (#15,18). The faculty also disagreed on whether the program has adequate instructional equipment (#14).

On the open-ended questions, there again were similar answers. Both commented that the strengths of the program are the faculty because they are dedicated, caring and up-to-date on the current beliefs of the profession. Both agreed that the biggest need for improvement was more faculty members. Other comments included the need for better classrooms, and more support from the university (#21,22,23).

In all of the questions except three the faculty was in agreement. Both agreed that the curricular content of the program is sound and the faculty is good. Of the areas that were noted for improvement the need for an upgraded curriculum philosophy can and will be improved by the faculty in staff meetings this fall. Other areas of improvement that fit into the scope of the Academic Program Review include; more support from Administration, offering a Bachelor's degree in Child Development, more faculty, and better facilities. Please note the following comment from one survey, "C.D. could be a larger & stronger program w/more support from university-we are poised to grow but have limited faculty/support staff/administrative resources."

# Ferris State University

## Child Development Academic Program Review - 1999

### *Faculty Survey*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The Child Development Program is consistent with the mission of Ferris State University	5	4	3	2	1
2. FSU Administration supports the Child Development Program.	5	4	3	2	1
3. Students receive appropriate academic advising.	5	4	3	2	1
4. The Program curriculum is guided by an articulated philosophy.	5	4	3	2	1
5. The Program curriculum is regularly reviewed and kept current.	5	4	3	2	1
6. The directed electives are relevant to the Program goals and student needs.	5	4	3	2	1
7. Sufficient opportunities are available for field experiences and internships.	5	4	3	2	1
8. Field experiences and internships are appropriately supervised.	5	4	3	2	1
9. Students receive appropriate career planning and placement advising.	5	4	3	2	1
10. An adequate number of tenure-track, well-qualified faculty serve the program.	5	4	3	2	1
11. Faculty are given ample professional development opportunities.	5	4	3	2	1
12. Faculty regularly participate in professional development activities.	5	4	3	2	1

13. The Program enjoys adequate instructional facilities to accomplish its mission.	5	4	3	2	1
14. The Program enjoys adequate instructional equipment to accomplish its mission.	5	4	3	2	1
15. The Program is served by an adequate number of clerical and support staff.	5	4	3	2	1
16. The library and learning resources are adequate to meet the Program needs.	5	4	3	2	1
17. The Program is guided by an effective program advisory committee.	5	4	3	2	1
18. The current operating budget is adequate to meet the Program needs and support the objectives.	5	4	3	2	1
19. The quality of the A.A.S. degree in Child Development at FSU compares favorably with similar degrees throughout the state.	5	4	3	2	1
20. A need for a Bachelor's degree in Child Development exists at FSU.	5	4	3	2	1

21. What do you see as the strengths of the Child Development Program?

22. What do you see as areas in need of improvement?

23. What other comments do you have that would assist in this program review?

**Ferris State University  
Child Development Academic Program Review 1999  
Faculty Survey**

1. **The Child Development program is consistent with the mission of Ferris State.**
  - 1- Strongly Agree
  - 1- Agree
  
2. **FSU Administration supports the Child Development Program.**
  - 2- Disagree
  
3. **Students receive appropriate academic advising.**
  - 1- Strongly Agree
  - 1- Agree
  
4. **The program curriculum is guided by an articulated philosophy.**
  - 1- Disagree
  - 1- Agree (*but should be improved*)
  
5. **The program curriculum is regularly reviewed and kept current.**
  - 2- Strongly Agree (*since I've been here it has*)
  
6. **The directed electives are relevant to the program goals and student needs.**
  - 2- Strongly Agree
  
7. **Sufficient opportunities are available for field experiences and internships.**
  - 1- Strongly Agree
  - 1- Agree
  
8. **Field experience and internships are appropriately supervised.**
  - 2- Strongly Agree
  
9. **Students receive appropriate career planning and placement advising.**
  - 1- Disagree
  - 1- Strongly Agree
  
10. **An adequate number of tenure track, well-qualified faculty serve the program.**
  - 1- Disagree
  - 1- Strongly Disagree (*need more than one*)
  
11. **Faculty are given ample professional development opportunities.**
  - 1- Agree
  - 1- Neutral (*chances and \$ are available – time is not*)

12. **Faculty regularly participates in professional development activities.**  
2- Agree (*would like to do more if I had time- every workshop from Center For Faculty Dev. has conflicted with administrative meetings*)
13. **The program enjoys adequate instructional facilities to accomplish its mission.**  
1- Disagree  
1- Agree (*except classroom space*)
14. **The program enjoys adequate instructional equipment to accomplish its mission.**  
1- Agree  
1- Strongly Disagree
15. **The program is served by an adequate number of clerical and support staff.**  
1- Agree  
1- Strongly Disagree
16. **The library and learning resources are adequate to meet the program needs.**  
1- Strongly Agree  
1- Neutral (*Timme Library-no-but that's why we have our own library*)
17. **An effective program advisory committee guides the program.**  
1- Neutral  
1- Strongly Agree
18. **The current operating budget is adequate to meet the program needs and support the objectives.**  
1- Strongly Agree  
1- Disagree
19. **The quality of the A.A.S. degree in Child Development at FSU compares favorably with similar degrees throughout the state.**  
1- Strongly Agree  
1- Agree
20. **A need for a bachelor's degree in Child Development exists at FSU.**  
2- Strongly Agree  
(*or something to retain students who want more than an A.A.S. degree- too many are transferring to other places for C.D. or Elem.ED bachelor's degree*)

**21. What do you see as the strengths of Child Development Program?**

1. *Committed and dedicated faculty* (2)
2. *Qualified faculty w/ current C.D. knowledge & hands on experience in the profession.* (2)
3. *A caring tenured track faculty* (1)
4. *Child Dev. check-out equipment & library purchased w/Perkin's grant \$\$*(1)

**22. What do you see as areas in need of improvement?**

1. *More permanent faculty! Existing with temporary faculty & adjuncts does not offer program stability, quality or class options.* (2)
2. *Program coordinator/department head with more than 4-5 credits release time- to do more recruitment of students.* (1)
3. *Designated support staff.*(1)
4. *Better facilities- Classrooms that meet the need of Child Dev. Students-needed for movement, activities and teamwork.* (1)

**23. What other comments do you have that would assist in this program review?**

1. *Biggest improvement would be another faculty person.* (1)
2. *C.D. could be a larger & stronger program w/more support from university-we are poised to grow but have limited faculty/support staff/administrative resources.* (1)
3. *Even though the salaries of our graduates are low-the need for jobs is high & the need for educated early childhood teachers is great!* (1)

**SECTION 7**  
**Advisory Committee Perceptions**

## **CHILD DEVELOPMENT**

### **ADVISORY BOARD SURVEY RESULTS**

The Child Development program has had an Advisory Board since the program began. The board consists of representatives in the Child Development field from vocational/tech schools, community colleges, day care centers, school readiness programs, Headstart, referral agencies and preschool centers. A list of the Child Development Advisory Board members is included in this report.

Eight members of the Child Development Advisory Board completed the survey at their meeting on April 30, 1999. Advisory Board members who responded to the survey were very favorable about the CD curriculum providing job skills for employment in the field and the amount of practical experiences provided to the students (#1,2). The survey respondents gave favorable ratings to the faculty of the program regarding experience and knowledge of current theories and practices in Child Development (#5,6). The Advisory Board members rated the instructional equipment and the instructional facilities as adequate for the Child Development student's needs (# 10,11). All of the respondents agreed that job opportunities do exist for students upon completion of the program and that the Child Development program compares favorably with other programs offered in the state of Michigan (#12,13). One hundred percent of the respondents agreed that their recommendations as an Advisory Board are valued by the Child Development program (#14). The majority of the respondents agreed that their recommendations as an Advisory Board are valued by the administration of Ferris State University (#15).

The Advisory Board respondents were in agreement about changes that need to be made to the program. Seventy-five percent (75%) stated that the Child Development program does not have enough full time, permanent faculty to meet the student's needs (#3). Fifty percent (50%) stated that the program does not have enough full time, permanent faculty to provide consistent quality of instruction (# 4). One hundred percent (100%) agreed that the accreditation of Tot's Place is needed to improve the quality of the CD program (#7). The majority of responses demonstrated disagreement with the following statement: "The administration adequately provides funds for Tot's Place in order to assure a quality lab setting for CD students" (#8).

In the open comments about the strengths of the Child Development program, the dedicated and qualified faculty were mentioned by more than one board member as well as the curriculum. In comments concerning the faculty of the program, there were again favorable remarks.



In open responses as to the weaknesses of the Child Development program, the need for more staff, and the need for fiscal support of Tot's Place were the common responses. Other comments reflected issues that have been discussed at Advisory Board meetings: the need for a department head to handle administration of CD, the need for more administrative support from Ferris, and the accreditation of Tot's Place. When asked to give suggestions for improvements to the Child Development program, the need for more resources, more staff and Tot's Place improvements were again mentioned. There were only two comments relating to the internship policy and curriculum that can and will be addressed by the Child Development faculty. All of the other comments in these sections on weaknesses and improvements require administrative changes to the CD program.

## CHILD DEVELOPMENT ADVISORY BOARD SURVEY

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
1. The Child Development curriculum is based on developmentally appropriate practices and current job skills required for successful entry level employment.	1	2	3	4	5
2. The Child Development program provides students with practical experiences.	1	2	3	4	5
3. The Child Development program has enough full time, permanent faculty to meet student needs.	1	2	3	4	5
4. The Child Development program has enough full time, permanent faculty to provide consistent quality of instruction.	1	2	3	4	5
5. The Child Development program has faculty experienced in the field of Child Development.	1	2	3	4	5
6. The Child Development program has faculty who have knowledge of current theories & practices in Child Development.	1	2	3	4	5
7. Accreditation of Tot's Place Child Development Center would improve the quality of the program.	1	2	3	4	5
8. The administration adequately provides funds for Tot's Place Child Development Center to assure a quality lab setting for students.	1	2	3	4	5
9. I am aware of how often the Child Development program is reviewed and revised to keep current with Child Development trends.	1	2	3	4	5
10. Instructional equipment (student check-out library, computers, Ellison machine, laminator, binding machine) is adequate for student needs.	1	2	3	4	5

- |   |   |   |   |                              |                             |
|---|---|---|---|------------------------------|-----------------------------|
| 11. Instructional facilities (Observation labs, Tot's Place, classrooms) provided are adequate for student and instructional needs. | 1 | 2 | 3 | 4                            | 5                           |
| 12. Job opportunities exist for students completing the program.  | 1 | 2 | 3 | 4                            | 5                           |
| 13. The Child Development program is a quality program compared to other associate degree Child Development programs in Michigan.   | 1 | 2 | 3 | 4                            | 5                           |
| 14. Do you feel that your recommendations as an Advisory Board are valued by the Child Development program?                         |   |   |   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15. Do you feel that your recommendations as an Advisory Board are valued by the administration of Ferris State University?         |   |   |   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

**Comments about the Child Development program:**

**Strengths:**

**Weaknesses:**

**Comments about the Child Development faculty:**

**Improvements for the Child Development Program:**

# CHILD DEVELOPMENT ADVISORY BOARD SURVEY

**1. The Child Development curriculum is based on developmentally appropriate practices and current job skills required for successful entry level employment.**

Strongly Disagree: 0 - 0%  
Disagree 1 - 13%  
Don't know 0 - 0%  
Agree 4 - 50%  
Strongly Agree 3 - 37%

**2. The Child Development program provides students with practical experiences.**

Strongly Disagree: 0 - 0%  
Disagree 1 - 13%  
Don't know 0 - 0%  
Agree 3 - 37%  
Strongly Agree 4 - 50%

**3. The Child Development program has enough full time, permanent faculty to meet student needs.**

Strongly Disagree: 2 - 25%  
Disagree 4 - 50%  
Don't know 1 - 12.5%  
Agree 1 - 12.5%  
Strongly Agree 0 - 0%

**4. The Child Development program has enough full time, permanent faculty to provide consistent quality of instruction.**

Strongly Disagree: 2 - 25%  
Disagree 2 - 25%  
Don't know 3 - 37%  
Agree 1 - 13%  
Strongly Agree 0 - 0%

**5. The Child Development program has faculty experienced in the field of Child Development.**

Strongly Disagree: 0 - 0%  
Disagree 0 - 0%  
Don't know 0 - 0%  
Agree 3 - 37%  
Strongly Agree 5 - 63%

**6. The Child Development program has faculty who have knowledge of current theories & practices in Child Development.**

Strongly Disagree: 0 - 0%  
Disagree 0 - 0%  
Don't know 1 - 13%  
Agree 3 - 37%  
Strongly Agree 4 - 50%

**7. Accreditation of Tot's Place Child Development Center would improve the quality of the program.**

Strongly Disagree: 0 - 0%  
Disagree 0 - 0%  
Don't know 0 - 0%  
Agree 2 - 25%  
Strongly Agree 6 - 75%

**8. The administration adequately provides funds for Tot's Place Child Development Center to assure a quality lab setting for students.**

Strongly Disagree: 3 - 37%  
Disagree 3 - 37%  
Don't know 1 - 13%  
Agree 1 - 13%  
Strongly Agree 0 - 0%

**9. I am aware of how often the Child Development program is reviewed and revised to keep current with Child Development trends.**

Strongly Disagree: 0 - 0%  
Disagree 1 - 13%  
Don't know 3 - 37%  
Agree 1 - 13%  
Strongly Agree 3 - 37%

**10. Instructional equipment (student check-out library, computers, Ellison machine, laminator, binding machine) is adequate for student needs.**

Strongly Disagree: 0 - 0%  
Disagree 1 - 13%  
Don't know 2 - 24%  
Agree 4 - 50%  
Strongly Agree 1 - 13%

**11. Instructional facilities (Observation labs, Tot's Place, classrooms) provided are adequate for student and instructional needs.**

Strongly Disagree:	1 - 13%
Disagree	0 - 0%
Don't know	0 - 0%
Agree	4 - 50%
Strongly Agree	3 - 37%

**12. Job opportunities exist for students completing the program.**

Strongly Disagree:	0 - 0%
Disagree	0 - 0%
Don't know	0 - 0%
Agree	3 - 37%
Strongly Agree	5 - 63%

**13. The Child Development program is a quality program compared to other associate degree Child Development programs in Michigan.**

Strongly Disagree:	0 - 0%
Disagree	0 - 0%
Don't know	1 - 13%
Agree	3 - 37%
Strongly Agree	4 - 50%

**14. Do you feel that your recommendations as an Advisory Board are valued by the Child Development program?**

Yes:	8 - 100%
No:	0 - 0%

**15. Do you feel that your recommendations as an Advisory Board are valued by the administration of Ferris State University?**

Yes:	5 - 63%
No:	3 - 37%

## **Comments about the Child Development program:**

### **Strengths:**

- *Dedication of faculty members. (3)*
- *The quality of the faculty. (2)*
- *Strong faculty with good knowledge base and teaching skills.(2)*
- *Curriculum is well balanced and based on needs students will have for good performance in the work place. (2)*
- *They demonstrate a good balance of empathy for students and keeping standards and expectations high.(1)*
- *The instructors are caring in regards to their program and students.(1)*
- *The cooperation between Tot's Place and Child Development program at this time.(1)*
- *Growing administrative support. (1)*

### **Weaknesses:**

- *Understaffed /Additional staff is needed. (2)*
- *Fund /underwrite Tot's Place as a lab for student training. It shouldn't be under pressure to be self-supporting. I would like to see the University support Tot's Place fiscally. (2)*
- *Child Development faculty need paid release time or additional staff for administrative duties, i.e. coordination of Lab with Tot's Place, recruitment of students, accreditation of Tot's Place, etc. (1)*
- *Our Advisory group has been concerned about a variety of issues and do not see positive responses from FSU administration. (1)*
- *Expand Tot's Place to include after school care for K-5<sup>th</sup> graders. (1)*
- *I truly think it is ridiculous that students do not intern other places than Tot's!!! Not enough real world experience. (1)*

## **Comments about the Child Development faculty:**

- *Diane has brought new energy and a sense of competence and follow through that was lacking with Mary McCorrison. (1)*
- *The program needs more help.(1)*
- *The faculty is the strength of the program. (1)*
- *They do a terrific job with the resources they have.(1)*
- *Their enthusiasm and organization have rejuvenated the program. (1)*

**Improvements for the Child Development Program:**

- *Having a department head who can attend to administration will free the faculty to teach which is their great strength. (1)*
- *This program needs more resources to meet the need for high quality teachers in Early Childhood programs. Our Center is offering starting salaries of \$18,000-\$22,000 and we require degrees. We need good teachers. Directors are also needed.(1)*
- *Staff and Tot's Place is an abiding concern. (1)*
- *More theme preparation classes. (1)*



Ferris State University  
**CHILD DEVELOPMENT ADVISORY BOARD**  
1999 ROSTER

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Director

Doreen Larson  
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Owner/Teacher (FSU grad)

Carol Lenard *clenard@isd.bay.K12.mi.us*  
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Instructor

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NEMSCA Headstart  
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Coordinator

Linnea Stifler  
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Preschool Teacher/Graduate Student

\*These career centers have articulation agreements  
with Ferris State University.

4/13/99

**SECTION 8**  
**Labor Market Analysis**

# Child Development Program Review

## Labor Market Analysis

### Introduction

A great deal of attention is currently being focused on child development and quality childcare in the United States and internationally. In the MCCTE Spring 1999 Newsletter the U. S. Department of Labor Women's Bureau stated that "childcare workers are critical to the success of the nation's working families and employers." Childcare workers/child development specialists are responsible for nurturing and teaching young children during their formative years and are essential to accomplishing our national goals. New brain research findings have reinforced the importance of a child's early learning. In a 1999 publication NEA Today reports that early intervention during the years between infancy and elementary school is critical for brain development.

The United States has a great deal of work to do in order to provide quality care to all of its young children. Quality learning can only happen with qualified early childhood teachers and quality childcare is directly dependent upon a well-trained childcare staff. According to a 1995 study of 400 childcare centers in 4 states, only 14 percent were rated as developmentally appropriate (Kids Count, 1998). In Michigan, except for the program director, there are no required qualifications under licensing rules for childcare workers. The Michigan Association for the Education of Young Children (MiAEYC) continues to strive for qualified teachers, because children need quality care.

Quality childcare is critical for the 29 million young children in the U.S. living in families with working parents. The need for appropriate, affordable and accessible childcare is even more acute for the 10 million children whose parents work in low-income jobs. The number of families who rely on childcare will continue to increase. It is estimated that by the year 2000, seventy percent of women with preschool children will be working and will be in need of childcare. By the year 2000, millions of families receiving welfare benefits will need to spend more and more time on jobs, while at the same time meeting needs of the children of the household. According to the U.S. Bureau of the Census, thirty-three percent of the preschoolers (under age 5) with a working mother are currently being cared for in the child's home by someone other than the mother. Thirty-one percent of the preschoolers are cared for in someone else's home. Thirty percent of the preschoolers are cared for in an organized childcare setting and about 5 percent are cared for by the mother at work or while she works at home (Kids Count, 1998).

In 1998, Michigan spent approximately 248 million state and federal dollars for childcare and early education services. Last year Michigan had approximately 4,600 licensed childcare centers and 6,700 licensed family childcare providers, many of which served the approximate 700,000 children under the age of five years (MCCTE, 1999). Michigan State law mandates one childcare worker for every four children two and one-half years old or younger and one teacher for every 10 children between the ages of two and one-half years and six years old (Detroit News, 1999).

## **Market Demand**

According to a March 1999 article in the Detroit News, demand for quality childcare is growing rapidly because two-thirds of U.S. mothers with children under the age of five are working. Between 1989-1996 the number of children in working-poor families (with one family member employed) increased from 4.3 million to 5.7 million but the supply of childcare has not grown to match the demand (The State of America's Children, 1999).

Finding qualified child development specialists is difficult, but keeping quality employees in childcare is even more difficult because of low wages (the average annual wage is \$14,630 in Michigan). As a result of the low wages, the normal turnover rate for childcare workers is 30% to 50% (Detroit News, 1999). A 1988-1997 study by the Center for the Child Care Workforce, cited in The State Of America's Children, found that teachers at the lowest-paid level earned an average of \$13,125 per year, while teaching assistants at the lowest paid level earned an average of \$10,500 annually. The NAEYC has fought for higher wages for several years, but most often working parents cannot afford to increase their childcare payments. The lack of qualified teachers in combination with low wages makes the dilemma of quality childcare very difficult.

In addition to the current lack of child development specialists, the reauthorization legislation for Head Start program funding of 1998 requires that half of Head Start teachers have a degree in early childhood education or a related field by 2003. This degree can be an associate, baccalaureate or advanced degree (Economic Opportunity Report, 1998). Head Start programs in Michigan are already looking for training for their employees and will increase the demand for Child Development education.

Increasing numbers of businesses understand that the availability of quality childcare is often critical to attracting and retaining the most qualified employees and ensuring high productivity among their workers (The State of America's Children, 1999). Therefore, working with corporations that can provide monies and space in return for childcare for employees may be the best bet to improve the pay for workers and the quality of programs (Detroit News, 1999).

## **Conclusion**

The childcare industry is complex and has much room for improvement. Tackling the challenge of providing quality and affordable childcare will depend upon the stakeholders—parents, society, government, and schools—to address the issues. To coincide with the demand for quality childcare there is a demand for childcare programs offered both by secondary schools and post-secondary institutions.

## **Resources:**

### Texts:

Children's Defense Fund. (1999). The State of America's Children Yearbook.  
Washington, DC: National Association for the Education of Young Children.

The Annie E. Casey Foundation. (1998). Kids Count Data Book. Baltimore, MD: The  
Annie E. Casey Foundation.

### Articles:

Head Start reauthorization: a BPI special report. (1998, October 26). Economic Opportunity  
Report.

News on brain gain. (1999, March). NEA Today, 17. (National Education Association)

Truby, M. (1999, March 31). Day care centers desperate for help. The Detroit News.

Who will care for the children? The importance of child care training programs.  
(1999, Spring). MCCTE Newsletter, Vol. 14. (Michigan Center for Career and  
Technical Education)

**SECTION 9**  
**Evaluation of Facilities and Equipment**

# Facilities and Equipment Report

There are two types of physical facilities available to faculty and students engaged in the Child Development curriculum. Two types of "ownership" allow access to these facilities. The first floor of Bishop Hall houses Tot's Place Child Development Center, a full-function day care facility. The Center is maintained as an auxiliary service to Ferris students and staff parents. A small portion of management oversight of the center is included in the College of Education administrative responsibility. Child Development faculty and students gain access to the center via a collaborative agreement with the center director and staff. On the second floor of Bishop Hall, a two room suite has been fashioned which includes a large classroom and an adjoining laboratory to house equipment typical of a teacher's workroom (laminator, copy machine, bookbinder, etc., et. al.). Access to this suite of rooms is a product of joint funding between the Child Development and Teacher Education departments. These collaborative arrangements greatly enhance the curriculum and those responsible for creating and maintaining them should be commended.

Tot's Place Child Development Center takes up the entire first floor of Bishop Hall and has classrooms, playrooms, two observation rooms, quiet areas and an outdoor playground that is attractively fenced. Equipment used by the Child Development students in the observation rooms in Tot's Place includes five video cameras, four VCR's, four overhead microphones, four remote microphones and children's computers with age-appropriate software. The equipment was purchased by the Child Development department with Perkins Grant money. CD students conduct observation/assessment assignments of teachers and children as part of their classes (EDCD 110, 111 & 160) using the observation rooms. CD students also engage in activities with children (EDCD 210, 211 & internship) in the children's classrooms. Faculty members critique the students' efforts as they occur while observing through the one-way windows in the observation rooms and videotape provides the opportunity for self-assessment by the student afterward. CD staff and the Tot's Place director meet weekly to discuss any problems that may arise with this collaborative effort. The observation rooms are also available to the parents and staff of Tot's Place to observe the children.

Replacement of equipment will be an ongoing need in the observation rooms in Tot's Place. Another need is for an onsite technician to help students and parents with the operation of the equipment in the observation rooms. On a weekly basis there are technical problems with the cameras being off-line, the microphones short-circuiting or people misusing equipment. Currently the CD faculty try to correct the problems and, when unsuccessful, call Pat Tobin from Television Production to repair equipment. This results in downtime and affects our students' ability to complete their assignments.

The two-room suite on the second floor of Bishop came about only recently (1996) when a synergistic arrangement was negotiated by two faculty members; one from Child Development and one from Teacher Education. Teacher Education had set aside Room 205 for an educational technology course when first moving into Bishop Hall



(mid-1980s). The room had some equipment: a vintage plain paper copy machine, a thermal copy machine, a dry mount press, cutting boards, overhead projector, slide projector and a Polaroid Slide Maker. The Child Development professor didn't have a room set aside but, with the use of Perkins grant money, purchased new equipment that in part duplicated the teacher education inventory. Since there was no place to store this new equipment, it had to be moved from room to room as needed and sometimes to another building! The CD professor proposed sharing a room and the equipment with the teacher education faculty and students. That summer a closet was built in room 209, a door was put in between the two classrooms and all the new equipment was moved into 205 replacing some of the older machines. Since then the staff has tried to give scheduling priority to the classes in each curriculum that need the laboratory (e.g. EDUC 340, EDCD 211). Lectures are held in 209 and then both rooms can be used when lab is in session. The laboratory is also open for some hours when classes are not in session so students can work on their projects. Recent purchases have bolstered the equipment inventory. Now available for students from both curricula in Room 205:

Thermal Copy Machine	Plain paper copier	Hot laminator
Dry mount press	Book Binder	Overhead projector
Cutting boards (2)	Scanner	Computers (4)
Polaroid Slide Maker	Slide Projector	LCD Projector
Laptop Computer	Merlin Letter Mach.	Ellison Machine
Large screen Monitor	VCR	Pc/Tv converter
Computer white board	White board	Video cameras(8) with tripods

Replacement of equipment and the replacement of non-reusable items will be of future need in this two-room suite. The following needs are anticipated in near future:

1. The dry mount press should be replaced.
2. The video cameras are in need of repair or replacement.
3. More Ellison dies should be purchased.
4. A "Rizograph" copy machine would allow construction paper copies.
5. Another laminator would be welcome.
6. Replacement of non-reusable supplies such as laminating film, book binding, copy paper, construction paper, mounting board, etc.,
7. Digital camera(s)
8. Digital scanner(s)

In addition to future equipment needs, adequate classroom space is a current need. The staff attempt to give scheduling priority to CD classes for the two-room suite, but the fact is that there is not enough classroom space in Bishop Hall. Consequently, there are times when CD classes meet in other buildings and the two-room suite is unavailable for CD use because other faculty are given priority in classroom space determined by their length of tenure. The Child Development students need access to the equipment that the CD department purchased. The CD students also need an additional classroom where they can do creative art projects (with access to water), and noisy movement activities while practicing to become early childhood teachers. Other faculty have complained about the use of regular classrooms for these lab activities, but there is no other space available.

The Child Development program also has a library of books and equipment available for lending to students. Some equipment items and supplies are stored in the 209 closet and some are in the Child Development office suite (529). Seven hundred and fifteen individual items are held in storage for use by CD students in designing lessons for small children. All items were purchased with Perkins Grant monies. All of the lending library equipment is listed in a computer database for student access by categories, themes, authors, etc. The categories include:

Cognitive Games	Dramatic Play	Discovery Boxes
Children's books	Text books	Curriculum resources
Puzzles	Musical Instruments	Art Supplies
Flannelboard Stories	Big Books	Infant/Toddler Toys
Gross Motor Equipment	Woodworking Tools	Magnet Stories
Manipulative Toys	Puppets	Block Props

In addition to replacement costs, another future need of the CD lending library would be the hiring of a librarian to categorize and re-shelve all this equipment. Presently, the Child Development program coordinator includes these library duties as part of her responsibilities. The number of items in the library has increased to the point where doing a yearly inventory takes a great deal of time. The CD library also requires the creation a storage area for all of the library items so that the items are all in one location. Students would have greater access to the library if all items were in one place and if there was a librarian to help them and monitor the library. Currently, students can only access the library if they can locate a CD faculty member.

As demonstrated, the Child Development equipment is in fairly good shape due to receiving Perkins Grant funding. As a result of the rearrangement of priorities by Ferris and the Perkins Grant guidelines, grant money was not awarded to Child Development this past year. If the Perkins Grant is no longer awarded to Child Development, replacement costs will need to be budgeted, since CD currently has no equipment budget. In the future, if the grant money remains unavailable, the maintenance and replacement of all this equipment will become a burden on the Child Development department.

**SECTION 10**  
**Curriculum Evaluation**

## CURRICULUM EVALUATION FOR CHILD DEVELOPMENT

One tenure track faculty (Diane Fleming) and one full-time temporary faculty (Joni Clegg) teach the curriculum for the Child Development program. One faculty member from the Teacher Education department (Dr. Anderson) is currently teaching two classes for Child Development. Although the department is small, the faculty are highly qualified. Both Diane and Joni have Master's degrees in Child Development and both have considerable experience teaching early childhood education with young children. Diane has been an adjunct at Ferris and a full-time temporary faculty for three years and a tenure track faculty member for two years. Joni has been a full-time temporary faculty member for two years.

One outstanding feature in the Child Development curriculum is the amount of hands-on, practical experience with young children that our classes require. The one hundred level classes (EDCD 105, 110, 111, 160) all incorporate the observation of children, early childhood centers & early childhood teachers. The two hundred level classes (EDCD 205, 210, 211) incorporate actual teaching experience with infants, toddlers and preschoolers, culminating in a 240 hour internship (EDCD 291) as actual teachers. Child Development students receive an equal amount of classroom lectures, textbook learning and theory and an equal amount of practical experience. The importance to our curriculum of experiential learning fits well with the goals of Ferris and gives our students an advantage over students from other institutions. The Child Development program curriculum checksheet and the course syllabi are included in this report.

Quite a few changes have been made to the curriculum in the two years since the previous program coordinator retired. Students taking the capstone course, (EDCD 299), are routinely asked to evaluate each of the courses offered in the Child Development program and many curriculum changes have occurred in response to their suggestions. Some curriculum changes were simply clean-up changes that needed to be done such as adding prerequisites to EDCE 210 & 211. It has always been assumed that students would take EDCE 110 & 111 before EDCE 210 & 211, but this was never stated on the checksheet. The electives were rearranged to reflect changes that had been made, but not recorded on the checksheet. EDUC 25I was moved from a required class to an elective due to considerable overlapping in course content with EDCE 110 & 111. CAHS 205 was put in its place as a required course. The Child Development program has always taught EDCE 160 (Education of Children) even though it has been listed as EDUC 160. The course includes information about education for children ages 0-12 years only, so it was changed to the Child Development course prefix. EDCE 299 was changed from one to two credits to include an internship seminar. EDCE 100 was added to the checksheet since it has been offered for several years.

In addition to these changes, the Math requirement was changed from Math 115 to Math 110 and the grade point requirement from 3.0 to 2.5. These requirements were raised several years ago when the proposal for a Bachelor's degree in CD was written. Since the Bachelor's degree has not been forthcoming and some students were having difficulty obtaining these requirements, these standards were re-evaluated. Before making any changes, all of the universities and community colleges in Michigan that offer CD associate degrees were contacted. The other departments at Ferris that offer associate degrees were also compared. While the positive trend at Ferris is to raise standards, the Ferris CD requirements were higher than all other institutions and other associate degrees on campus. The decision was made to lower the requirements in order to compare with other schools and evaluate the students fairly. If a CD Bachelor's degree is ever offered at Ferris, the Math and GPA requirements will then reflect the higher standards required for that degree.

EDCD 210 (Infant and Toddler Environments) was increased to 4 credits to include extra assignments and experience teaching in both the infant & toddler classrooms. Revisions have been made in each of the Child Development classes to eliminate repetitive assignments, topics and videos. Course outlines and lecture notebooks for all of the classes have been completed so that the same material will be covered each time no matter who the instructor might be.

The internship policy was changed effective Summer 1999 in an attempt to make the internship successful for more students. Previously, students had been free to choose their own sites anywhere in Michigan. After the students completed a written evaluation of the site, these sites would be eligible for approval by the faculty. What was happening in many cases, was that students would choose a site that was convenient for them and that paid them for their internship instead of a quality placement. Faculty did not have time or money to actually visit these sites beforehand so had to rely on the student's written assessment. When faculty actually did visit a student's site (at least twice during the internship), the majority of sites were not of high quality. Additionally, students who chose sites more than 100 miles from campus were excused from attending half of the weekly seminars. In many cases, students that were not in face to face contact with their instructors often fell behind in their weekly assignments. After discussions with college administrators and the CD advisory board, the decision was made to require the internship site to be on campus at Tot's Place Child Development Center. Because of our working relationship with Tot's Place, CD faculty can assure a quality placement. Students are expected to attend seminars and meet with the instructor on a weekly basis. Faculty are easily available should any problems arise during the student's internship.

This decision was not popular with students because they lost their freedom of choice, they could not live at home during their internship and they could no longer get paid for their internship. At the time the student survey was completed, no student had completed their internship under the new policy, however at the end of summer semester 1999, all seven CD interns successfully completed their internship. This was the first semester in several that had a 100% completion rate on the internships. At the interns' exit interview, all seven were happy with their experience as interns at Tot's Place. After several

semesters with the new policy in place, it will be re-evaluated. As always, students will be given a chance to evaluate their internship at their exit interview. While the primary goal of the policy change was to ensure the success of the students' internship experience, the new policy also saves faculty travel time and expense.

One concern from the CD advisory board, when asked for advice about changing our internship policy, was the lack of student exposure to other early childhood settings. In response to this concern, one additional curriculum change is being planned to offer more hands-on experience to students. A one-credit practicum is being written to give students field experience prior to their internships. This practicum will give students exposure to centers other than Tot's Place. This practicum will also aid the Child Development articulation agreement with area Technical schools, because it can be used as a credit to award students from vocational schools who score highly on the required tests.

One curriculum area of concern is the number of Child Development classes being taught by temporary staff. With program coordination release time the faculty member (Diane Fleming) is actually teaching fewer credits than the temporary staff (Joni Clegg). The number of changes in instructors to this program is documented in the enrollment section of this review. The turnover of temporary staff does not give the Child Development program the stability it needs. The quality of the temporary staff has fluctuated greatly in the past five years. During winter 1997, students taking labs from the temporary staff did not receive high quality instruction and unfortunately that fact is being demonstrated in their internships. This instability is bad for the students and for the reputation of the Child Development program, both of which ultimately affect the program's growth.

Another area of concern is the lack of availability of our Child Development classes. Our program size and the lack of faculty have affected the availability of our courses. It has been impossible to offer courses more than once per year, during the summer, in the evenings and at off-campus locations. This also affects the progress of students through our curriculum. Growth of our program would be enhanced with an improvement in the availability of our curriculum courses as well as with an improvement in the stability of staffing.

**CHILD DEVELOPMENT - ASSOCIATE OF APPLIED SCIENCE DEGREE**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 9 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1	3	
ENGL	250	English 2	3	
COMM	121	Fundamentals of Public Speaking	3	
<b>SCIENTIFIC UNDERSTANDING - 3-4 Credit Hours Required: 1 course in the natural sciences: ASTR; BIOL; CHEM; GEOG 111 or 121; GEOL; PHSC; PHYS.</b>				
			3-4	
<b>QUANTITATIVE SKILLS - Proficiency in MATH 110 or higher: This requirement can be completed by ONE of the following options: 1. Pass MATH 110 or higher. 2. Pass course proficiency exam in MATH 110 or higher. 3. ACT Math subtest score of 19 or higher. * MATH 115 is required for any bachelors degree at FSU.</b>				
			0-4	
<b>CULTURAL ENRICHMENT - 3 Credit Hours Required:</b>				
LITR	326	Children's Literature	3	
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b>				
PSYC	150	Introduction to Psychology	3	
PSYC	241	Psychology of Exceptional Children	3	
SOCY	121	Introductory Sociology	3	
<b>PROFESSIONAL REQUIREMENTS – 35 Credit Hours Required: (2.50 GPA is required)</b>				
EDCD	105	Child Development Leadership	3	
EDCD	110	Child Development 1	3	
EDCD	111	Child Development 2	3	
EDCD	160	Education of Children	3	
EDCD	205	Computer Applications in Child Care	3	
EDCD	210	Infant-Toddler Environment & Curriculum (Prerequisite EDCD 110)	4	
EDCD	211	Children's Activities (Prerequisite EDCD 111)	4	
EDCD	285	Child Development Internship Orientation	1	
EDCD	291	Child Development Internship	4	
EDCD	299	Professional Assessment	2	
CAHS	205	Child Care Food and Nutrition	3	
HLTH	125	Responding to Emergencies	2	
<b>ELECTIVES - 3 Credit Hours Required:</b>				
EDUC*	251	Life Span Human Growth & Development	3	
PSYC*	341	Child Psychology	3	
SOCY*	225	Marriage and the Family	3	
EDCD	100	C.D.A. Introduction	2	
		or an Open Elective	3	

8/99 (\*These courses should be taken if you plan on completing a B.S. degree in Wage Earning Home Economics)

**OBJECTIVES:** Students will:

- ❖ Be given information about the CDA process.
- ❖ Gain knowledge about the requirements for obtaining a CDA.
- ❖ Begin process of obtaining CDA.
- ❖ Gain knowledge about how to assess quality childcare settings.
- ❖ Write sample competencies for each of the functional areas.

**REQUIRED PURCHASES**

CDA PACKET to be purchased from Council for Early Childhood Professional Recognition  
Mary Thompkins. Best Practices  
Beaty, Janice J. Skills for Preschool Teachers

**MAGAZINE ARTICLE**

The magazine article is from Young Children. March 1997. Child Development Associates: Stories from the Field. Pg. 25-30. You will write a two page summary telling how each woman benefited from receiving her CDA. Typed, double-spaced, 12 font size, 1 inch margins.

**ASSIGNMENTS**

___ 100 Points	Two Professional Surveys		
___ 50 Points	Professional Assessment using Best Practices		
___ 50 Points	Professional Assessment using Best Practices		
___ 25 Points	CDA Magazine Article Summary		
___ 325 Points	13 Sample Competencies		
___ 25 Points	Competency #1	___ 25 Points	Competency #7
___ 25 Points	Competency #2	___ 25 Points	Competency #8
___ 25 Points	Competency #3	___ 25 Points	Competency #9
___ 25 Points	Competency #4	___ 25 Points	Competency #10
___ 25 Points	Competency #5	___ 25 Points	Competency #11
___ 25 Points	Competency #6	___ 25 Points	Competency #12
		___ 25 Points	Competency #13
___ 30 Points	Attendance		
___ 25 Points	Final Exam		
		___ Total:	505

**LETTER GRADE ASSIGNMENTS**

A	505-475	B-	423-404	D+	353-338
A-	474-455	C+	403-389	D	337-323
B+	454-439	C	389-374	D-	322-303
B	438-424	C-	373-354	F	302 and below

**LATE ASSIGNMENTS**

Any assignment turned in after the class period when it is due will be considered late and will have points deducted. No late papers will be accepted more than one week after the date it is due.

**EXTRA CREDIT** will be assigned as needed but will not be assigned to make up for missed assignments and tests.



READING ASSIGNMENTS

<b>WEEK 1 - SEPTEMBER 2</b>	Introductions. Tour Tot's, Overview. Syllabus, Performance Items, Early Childhood Professional Categories, Candidate Checklist, Options, Settings, Competencies, Assessment Route Scholarship Information. CDA Pamphlet.	
<b>WEEK 2 - SEPTEMBER 9</b>	Competencies, Functional areas, objectives, rationales. Competencies outline. Membership and Resource organizations. Goal I, Functional Area #1 Safety. Verification of hours	Chapter 1 -Safety
<b>WEEK 3 - SEPTEMBER 16</b>	<b>COMPETENCY #1 DUE (Safe)</b> Goal I, Functional Area #2 Healthy Video: Building Quality Child Care	Chapter 2 -Healthy
<b>WEEK 4 - SEPTEMBER 23</b>	<b>COMPETENCY#2 DUE (Healthy)</b> Goal I: Functional Area #3 Learn. Envir.	Chapter 3 -L.E.
<b>WEEK 5 - SEPTEMBER 30</b>	<b>COMPETENCY #3 DUE (L. E.)</b> Goal II: Functional Area #4 Physical	Chapter 4 -Physical
<b>WEEK 6 - OCTOBER 7</b>	<b>COMPETENCY#4 DUE (Physical)</b> Goal II: Functional Area #5 Cognitive	Chapter 5 -Cognitive
<b>WEEK 7 - OCTOBER 14</b>	<b>COMPETENCY#5 DUE (Cognitive)</b> <b>MAGAZINE ARTICLE DUE</b> Goal II: Functional Area #6 Comm CDA Packet, requirements, application.	Chapter 6 -Communication
<b>WEEK 8 - OCTOBER 21</b>	<b>COMPETENCY#6DUE(Communication)</b> Goal II: Functional Area #7 Creative	Chapter 7 -Creative
<b>WEEK 9 - OCTOBER 27</b>	<b>COMPETENCY #7 DUE (Creative)</b> Goal III: Functional Area #8 Self	Chapter 8 -Self
<b>WEEK 10 - NOVEMBER 4</b>	<b>COMPETENCY #8 DUE (Self)</b> Goal III: Functional Area #9 Social Film: Discipline: Appropriate Guidance	Chapter 9 - Social
<b>WEEK 11 - NOVEMBER 11</b>	<b>COMPETENCY #9 DUE (Social)</b> Goal III: Functional Area #10 Guidance	Chapter 10 -Guidance
<b>WEEK 12 - NOVEMBER 18</b>	<b>COMPETENCY #10 DUE (Guidance)</b> Goal IV: Functional Area #11 Families Film: Partnerships with Parents	Chapter 11 -Family
<b>WEEK 13 - NOVEMBER 25</b>	<b>COMPETENCY #11 DUE (Families)</b> <b>PROFESSIONAL SURVEYS AND BEST PRACTICES DUE</b> Goal V: Functional Area #12 Prog Man	Chapter 12 -Program Man.
<b>WEEK 14 - DECEMBER 2</b>	<b>COMPETENCY #12 DUE (Progr Man)</b> Goal VI: Functional Area #13 Profession	Chapter 13 - Professionalism
<b>WEEK 15 - DECEMBER 9</b>	<b>COMPETENCY #13 DUE (Profession)</b> Developmentally Appropriate Practice	

EDCD 105  
Office Hours  
M11-1, T11-1, W11-12  
E-Mail: fsuclegg@aol.com

**CHILD DEVELOPMENT LEADERSHIP**  
WINTER 1999

Joni Clegg  
Bishop 523  
592-2097

**1. OBJECTIVES – By the end of the semester the student will:**

- demonstrate team-working skills by working in a group with 3 or 4 other people.
- gain knowledge about careers in childcare and early childhood education.
- gain knowledge about the education requirements and expectations in the study of children.
- organize a portfolio to be used for professional assessment at completion of A.A.S.
- gain knowledge of ethical behavior related to the field of early childhood education.

**2. REQUIRED PURCHASES and MATERIALS:**

- a. **NAEYC MEMBERSHIP** (*Young Children Magazine* comes with this membership)
- b. A portfolio container to be kept and developed during the completion of the degree.
- c. **Licensing Rules for Childcare Centers.**  
State Of Michigan, Family Independence agency, Division of Day Care Licensing,  
P.O. Box 30650, Lansing, MI 48909  
(*This is free. You can ask for up to 5 copies, free of charge.*)
- d. **Catalogues** from School supply companies. Have each member of your team choose one company to call so that your team will have a variety of catalogues to use for projects. Some companies have indoor and outdoor catalogues. You will need both.
  1. KAPLAN – Indoor and Outdoor. 1-800-334-2014
  2. ENVIRONMENTS – Indoor. 1-800- 342-4453
  3. LAKESHORE – Indoor. 1-800-421-5354
  4. BURKE- Jack Golden Associates – Outdoor. 1-800-356-4057
  5. CONSTRUCTIVE PLAYTHINGS – Indoor. 1-800-448-1412

**3. LATE ASSIGNMENTS**

Any assignment turned after the class period when it is due will be considered late and will have  $\frac{1}{4}$  of its points deducted. No late papers will be accepted more than one week after the date it is due. No late papers will be accepted during finals week.

**4. EXTRA CREDIT**

You may do up to two extra credit assignments. This will involve choosing an issue from the Taking Sides book on reserve at Timme Library. You must have your topic approved and a time for presentation will be assigned prior to week 14. Each presentation will be worth up to 15 points.

**5. ASSIGNMENTS**

All assignments must be typed. Spelling and grammar are part of the grade for the assignment.

**6. EVALUATION (TOTAL: 675 Points)**

**\_\_\_\_\_ 50 Points CURRICULUM DATA**

- \_\_\_\_\_ 15 Points Intake Forms
- \_\_\_\_\_ 10 Points Self Estimates
- \_\_\_\_\_ 25 Points Instructor Interview

**\_\_\_\_\_ 120 Points PROFESSIONAL PRESENTATIONS – Careers**

- \_\_\_\_\_ 15 Points Team Commitment Statements
- \_\_\_\_\_ 50 Points Team Presentation
- \_\_\_\_\_ 15 Points Presentation Outline
- \_\_\_\_\_ 20 Points Peer Evaluation
- \_\_\_\_\_ 20 Points Career Summary

**\_\_\_\_\_ 250 Points MNI-PRESENTATIONS**

- \_\_\_\_\_ 50 Points Indoor Environment: Floor Plan & Philosophy
- \_\_\_\_\_ 50 Points Indoor Environment: Equipment
- \_\_\_\_\_ 50 Points Outdoor Environments
- \_\_\_\_\_ 50 Points Parent Workshops
- \_\_\_\_\_ 50 Points Business Plans

**\_\_\_\_\_ 125 Points TESTS**

- \_\_\_\_\_ 25 Points Teamwork
- \_\_\_\_\_ 25 Points Professional Ethics and Journal Summary
- \_\_\_\_\_ 25 Points Licensing
- \_\_\_\_\_ 50 Points Final Exam, Cumulative and Journal Article

**\_\_\_\_\_ 100 Points INDIVIDUAL PROFESSIONAL MATERIALS**

- \_\_\_\_\_ 10 Points NaEYC Membership
- \_\_\_\_\_ 10 Points Health Forms
- \_\_\_\_\_ 20 Points Resume
- \_\_\_\_\_ 20 Points Letter of Application
- \_\_\_\_\_ 20 Points Autobiography
- \_\_\_\_\_ 20 Points Portfolio Container-labeled

**\_\_\_\_\_ 30 Points ATTENDANCE**

**\_\_\_\_\_ TOTAL**

**LETTER GRADE ASSIGNMENTS**

A	675-635 Points	C	519-500 Point
A-	634-605 Points	C-	499-473 Points
B+	604-587 Points	D+	472-452 Points
B	586-567 Points	D	451-432 Points
B-	566-540 Points	D-	431-405 Points
C+	539-520 Points	F	404 and below

## 7. LECTURE AND ASSIGNMENT SCHEDULE

Week	Date	LECTURE AND ASSIGNMENTS
1	January 12 January 14	Introduction activities. Introduction to course/CDA. Overview of courses. Syllabus. Explain Autobiography, self-estimates, portfolios, intake forms. Fill out information cards. Brainstorm career opportunities in E.C.E. Choose teams. Video: Men Caring for Children
2	January 19 January 21	Teamwork Activities. Teamwork Strategies. Take Child Development Pre-test. <b>\$\$Money Due for Young Children magazine</b> Teamwork: Strategies for successful team presentation. Team Jobs Teamwork: role-play Problems in teams
3	January 26 January 28	Explain Professional Presentations outline and evaluations Begin outlines. Work on Presentations. Teamwork: Write Team commitment statements <b>AUTOBIOGRAPHY, SELF ESTIMATES and INTAKE FORMS DUE</b> Teamwork: Philosophy. Write a team Philosophy Give grading sheets and peer evaluations
4	February 2 February 4	Professional Ethics. Journal Assignments Work on Professional Presentations <b>TEAMWORK TEST PORTFOLIOS DUE</b> Professional Ethics. Panel discussion about Dottie's Dilemma.
5	February 9 February 11	<b>PROFESSIONAL PRESENTATIONS</b> Overview of Childcare Project. Name your center. <b>PROFESSIONAL PRESENTATIONS</b> Résumé's and Letters of Application
6	February 16 February 18	<b>TEST: PROFESSIONAL ETHICS AND JOURNAL SUMMARY.</b> Active learning: Indoor Learning Environment <b>CAREER SUMMARY DUE.</b> Active Learning: Indoor Learning Environment. Grading sheets and peer evaluations
7	February 23 February 25	<b>INDOOR LEARNING ENVIRONMENT</b> <b>FLOOR PLAN PRESENTATIONS</b> Active Learning: Indoor Environment: Equipment
8	March 2 March 4	Active Learning: Indoor Environment: Equipment Lists and Budgets <b>RESUME'S AND LETTERS OF APPLICATION DUE</b> Active Learning: Outdoor environment

**MARCH 8-12****SPRING BREAK**

- 9     March 16     Assess Outdoor Learning Environment  
      March 18     **INDOOR LEARNING ENVIRONMENT EQUIPMENT PRESENTATIONS**
- 10    March 23     Licensing Rules  
      March 25     Making a Business Plan
- 11    March 30     **OUTDOOR LEARNING ENVIRONMENT PRESENTATIONS.**  
      April 1     **EASTER BREAK**
- 12    April 6     Staffing and budgets.  
      April 8     **TEST: LICENSING RULES       HEALTH FORMS DUE**
- 13    April 13     Parent Involvement. Brainstorm ideas. Handout.  
      April 15     **BUSINESS PLAN REPORTS**
- 14    April 20     Tools for Assessing Quality. Assess indoor Learning Environment  
      April 22     Video: Building Quality Child Care: An Overview
- 15    April 27     **PARENT WORKSHOP PRESENTATIONS**  
      April 29     **PARENT WORKSHOP PRESENTATIONS**

**FINAL EXAM - TIME AND DAY TO BE ANNOUNCED**

## GENERAL INFORMATION

1. **Course Objectives:** At the end of the semester the student will be able to
  - a. name and compare Freud, Piaget, Vgotsky, and Erikson's approaches to the study of human development.
  - b. explain the changes taking place at each stage of infant development and the cultural influences on early growth and development.
  - c. explain how trust and love grow.
  - d. observe and record human behavior accurately and objectively.
  - e. apply the various stages of infant development to their own babyhood.
2. **Textbooks:**

Diane Papalia & Sally Olds (1996), *A Child's World: Infancy Through Adolescence*, 7th Ed., McGraw-Hill Co., New York.

Kay Kuzma (1978), *Child Study Through Observation and Participation*, R. & E. Research Association, Inc., California.

### 3. Assignments: 565 Total Points Possible

\_\_\_\_\_ **200 Points TESTS**

- \_\_\_\_\_ 50 Points Test #1
- \_\_\_\_\_ 50 Points Test #2
- \_\_\_\_\_ 50 Points Test #3
- \_\_\_\_\_ 50 Points Test #4

\_\_\_\_\_ **20 Points PRACTICE OBSERVATIONS**

- \_\_\_\_\_ 10 Points Practice Observation #1
- \_\_\_\_\_ 10 Points Practice Observation #2

\_\_\_\_\_ **200 Points OBSERVATION OF CHILDREN**

- \_\_\_\_\_ 25 Points \* Neonate Observation #3
- \_\_\_\_\_ 25 Points \* Infant 3 - 6 Months Observation #4A
- \_\_\_\_\_ 25 Points \* Infant 6 - 12 Months Observation #4B
- \_\_\_\_\_ 25 Points Feeding Observation
- \_\_\_\_\_ 25 Points \* Toddler 12 - 18 Months Observation #5A
- \_\_\_\_\_ 25 Points \* Toddler 18 - 24 Months Observation #5B
- \_\_\_\_\_ 25 Points Toddler 24 - 30 Months Check sheet
- \_\_\_\_\_ 25 Points Naptime Observation
- \_\_\_\_\_ \* Observation Manual

\_\_\_\_\_ **50 Points MAGAZINE ARTICLES**

- \_\_\_\_\_ 25 Points Infant Article
- \_\_\_\_\_ 25 Points Toddler Article

\_\_\_\_\_ **50 Points BABY BIOGRAPHY**

\_\_\_\_\_ **45 Points ATTENDANCE**

\_\_\_\_\_ **Total Points Earned**

565 – 531 Points = A  
530 – 509 Points = A-  
508 – 492 Points = B+  
491 – 475 Points = B  
474 – 452 Points = B-  
451 – 435 Points = C+

434 – 418 Points = C  
417 – 396 Points = C-  
395 – 379 Points = D+  
378 – 362 Points = D  
361 – 339 Points = D-  
338 – below = F

**5. Due Dates:**

**Assignments will be accepted for only 1 week after the due date with 5 points deducted.**

**Monday Lab assignments will be due on Thursday by 10:00 a.m.**

**Wednesday Lab assignments will be due on Monday by 10:00 a.m.**

**Lab assignments will be placed in my mailbox in Tot's Place.**

**6. Explanations:**

**INFANT-TODDLER OBSERVATIONS** Critical data must be filled out: Name of child, date of birth, date, time and place of observation. Each section must be completed with attention to neatness, correct spelling and content covered in depth with specific examples included. Observations must be typed. If your assignment is more than one page long, you must staple all pages together before turning it in. **DO NOT HAND IN LOOSE PAGES.**

**EXTRA CREDIT:** You may do a second observation of one assignment to turn in as extra credit. (25 Points). The original observation needs to be stapled to the back of the extra credit assignment and the extra credit assignment needs to be marked, "Extra Credit" All extra credit assignments are due no later than Monday of Week 14.

**RE-SUBMITTING PAPERS** Only the practice observations may be re-submitted for a higher grade. If a Practice Observation is re-submitted the student must do a new observation. You may not just correct errors pointed out on the original. It must be a new observation. It will be due the next class period after it has been turned back to the class and must have the original observation stapled to it.

**MAGAZINE ARTICLES** There will be two magazine articles assigned during this semester. They are from the May 1998, Young Children Journal of the National Association for the Education of Young Children. This journal is on reserve at Timme Library. Students who had EDCD 105 last year will have this journal. Each article is worth 25 points and will involve a 10 point multiple choice quiz and a 15 point application project to show knowledge about the article's topic.

1. **"Respectful, Individual, and Responsive Caregiving for Infants,"** pg. 61-64. 10 Point Multiple Choice quiz and an application project (15 points) Make up an infant and take them through a morning schedule making sure to talk about all of the issues in the article Include times and what will happen during each time. Example: 8:00-8:30 Play time: Timothy arrives at the center and is placed on a blanket on the floor with a few hand and chew toys. Soft music is playing in the background. 1 Page minimum. (1 inch margins, double spaced, 12 font. Must be typed.)
2. **"Simply Sensational Spaces: A Multi-"S" Approach to Toddler Environments,"** pg. 11-17. 10 Point multiple choice quiz and application project: Design a Toddler room floor plan based on the "S" Approach talked about in the article. Write a one page explanation of how each "S" has been included in the floor plan. Explanation is to be 1 page minimum. (1inch margins, double spaced, 12 font. Must be typed.) You will be turning in two pages (one floor plan and one explanation).

**BABY BIOGRAPHY-** This is a story about a baby—YOU! It will contain the following sections:

1. **(5 Points) Prenatal Development and Birth,** starting before birth—development, stories, birth experience. Include your height, weight, description, who you looked like, and the other special things about you when you were born and for the first few months after birth. Relate what we have discussed in class to your own life experiences.
2. **(10 Points) 0 - 12 months:** Describe your growth and development to your first birthday. This could include changes in your height and weight, things you were learning to do each month, daily schedules, favorite toys, teething times, inoculations, your reactions to things such as other babies, mirrors, noises, bedtime, music, spicy foods, etc. Include cute things you did, physical feats like when you first lifted yourself up, first steps and other firsts like waved bye-bye, played "pat-a-cake," held your bottle alone, picked up objects, used thumb and forefinger, and imitated sounds, etc. Compare the norms in your textbook to your development.

24 months, and 30 months. This could include any of the above suggestions that are appropriate, plus the social, physical, emotional, and intellectual (particularly language) experiences that describe YOU at these ages. Compare yourself to the toddlers you have observed in lab.

Other Baby Biography Requirements:

1. (5 Points) Photographs (they will be returned) or pictures from magazines that represent the approximate age you are describing. This does not have to be done for each month, just space creatively throughout the project. Minimum 5 Pictures.
2. (6 Points) At least three entries in your bibliography from sources in addition to the text.
3. (5 Points) Creativity, (2 Points) neatness, and (2 Points) correct English/Grammar usage.
4. (5 Points) Minimum length: Five pages, typed. Paper will be single-spaced with 1-inch margins, 12 font.

**7. Attendance**

Attendance will be taken in lab and lecture. Each session is worth 1 point toward your final grade. If you would like me to consider an absence excused, you must bring me written proof that the absence was unavoidable. I will make the determination to excuse the absence or not.

**8. Portfolio**

You will be adding the following items to your professional portfolio:

- a. Observation Packet (6.16)
- b. Developmental Characteristics of Infants and Toddlers (6.15)
- c. Optional - Baby Biography (Examples of professional writing)

**9. Weekly Schedule**

	Introductions Syllabus		Pap/Olds 1 Kuzma 1 & 4
<u>Week 1</u> August 31 September 2		NO LABS	
	NO CLASS Theories		
<u>Week 2</u> September 7 September 9		Observations: What & how	
	Sexuality Anatomy		Pap/Olds 2
<u>Week 3</u> September 14 September 16		<b>DUE: MAGAZINE #1</b>	
	Conception Contraception		
<u>Week 4</u> September 21 September 23		Class Baby Practice Observation#1	
	<b>TEST #1</b> Review Test		Pap/Olds 3
<u>Week 5</u> September 28 September 30		Practice Observation#2	
	Film: Miracle of Life Part 1 Film: Miracle of Life Part 2		Pap/Olds 4 Kuzma 8
<u>Week 6</u> October 5 October 7		<b>DUE: MAGAZINE #2</b>	
	Pre-natal Development Pregnancy		
<u>Week 7</u> October 12 October 14		<b>READING ASSIGNMENTS</b>	<u>Week 8</u> October 19 October 21
	<b>LABS</b>		
<b>LECTURE</b>	Tour of lab. Intro.	Pap/Olds Intro	<u>Week 9</u> October 26 October 28



<b><u>Week 10</u></b> November 2 November 4	Principles of Develop. Physical Development	6-12 Month Observation #4B	Pap/Olds Ch. 6
<b><u>Week 11</u></b> November 9 November 11	Intellectual Development Language Development <b>BABY BIOGRAPHY DUE</b>	Feeding Observation	
<b><u>Week 12</u></b> November 16 November 18	<b>TEST #3</b> Review Test	12-18 Month Old Observation #5A	
<b><u>Week 13</u></b> November 23 November 25	Film: Right From the Start Failure to Thrive	18-24 Month Old Observation #5B Naptime Observation	Pap/Olds Ch. 7 Kuzma 10
<b><u>Week 14</u></b> November 30 December 2	S.I.D.S. Young Toddlers	24-30 Month Old Check sheet	
<b><u>Week 15</u></b> December 7 December 9	Older Toddlers Review for Exam	<b>OBSERVATION PACKET DUE OBSERVATION FINAL</b>	
<b>FINAL EXAM</b>	<b>TEST #4</b>	<b>NO LABS</b>	

Joni Clegg

Winter 1999

Diane Fleming

523 Bishop, 592-2097

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**1. COURSE OBJECTIVES: Students will be able to**

- a. discuss the developmental milestones for children ages 2½ to 12 years old.
- b. discuss the physical, intellectual, social and emotional development of children.
- c. make accurate, objective observations of children.
- d. identify the influences on families that affect the development of children.
- e. discuss several child development theories.

**2. TEXTBOOKS:**

Papalia, D.E., & Olds, S.W. (1996). *A Child's World: Infancy Through Adolescence*. New York: McGraw-Hill. Eighth Edition.

Kuzma, K. (1978). *Child Study Through Observation and Participation*. CA: R & E Research Association. Inc.

**3. TESTS**

The tests will be 50 multiple-choice questions. Please bring two #2 pencils for use with scantrons.

**4. CHILD OBSERVATIONS**

- a. Observations must be typed with scholarly attention to grammar, spelling and neatness.
- b. Critical data must be filled out: Name of child, date of birth, age at time of observation, date, time and place of observation.
- c. Write specific, detailed examples of what you actually see children doing as you observe. Indicate your opinions separately.
- d. Two hours a week have been scheduled for your lab. You can come any additional time required to complete the assignment.
- e. Observation Packet. Keep all lab assignments. This makes up your observation packet. It will need to be turned in at the last lab session.

**5. SCHEDULE OF OBSERVATION ASSIGNMENTS DUE TO LAB**

Monday Lab    ~~~ DUE    ~~~ Wednesday by 10:00 A.M.  
 Wednesday Lab ~~~ DUE    ~~~ Friday        by 10:00 A.M.  
 Thursday Lab    ~~~ DUE    ~~~ Monday        by 10:00 A.M.

6. **LATE ASSIGNMENTS** will have ¼ of the points deducted. No assignment will be accepted more than one week after the due date. No late assignments will be accepted during finals week. If you have an excused absence, you must attach written verifiable proof to the paper. The instructor will determine if the absence is excused.

7. **EXTRA CREDIT** may be done and turned in no later than Monday of week 14. You may do an observation of a 6-12 year using the assignment sheet provided. The MiAEYC conference in April or other conferences may also be attended for extra credit with prior approval.
8. **FAMILY PAPER.** The purpose of the Family Paper is to **research** significant influences that have impacted your family and your development. The paper will be 5-6 typed pages, double-spaced. Neatness, spelling, grammar and creativity will also be a part of the grade. **This is a research paper.** You will need to find information from three sources other than your textbook and include information from these sources in your paper. Correct format for bibliographic entries is expected. The content will include:

**GRADING SHEET FOR FAMILY PAPER (50 Points)**

_____	5 Points	Definition and Description of family – Use bibliography and lecture material	
_____	5 Points	Description of your family	
_____	20 Points.	Four Influences on your family. (5 Points each)	
_____	5 Points.	How these influences impact your working with children.	
_____	6 Points	Bibliography (3 pts-correct entries, 3 pts.-using sources in paper)	
_____	4 Points	Creativity(Binder, cover decoration, page decoration, picture display)	
_____	3 Points.	Grammar and Spelling	
_____	5 Points	Pictures (Need at least 5 pictures)	
_____	2 Points	Neatness	<b>Total _____</b>

**9. MAGAZINE ARTICLES**

- a. Article 1 is an article on suspected child abuse. It is an ethical problem. You are to 1. read the article 2. describe the incident 3. state the various points of view presented in the article and 3. give your own opinion supporting it with information from NAEYC’s Code of Ethical Conduct. **Be sure to support your opinion.** This is to be one page, typed, double-spaced, 1” margins, 12 font, with a correct bibliography at the end. This article is on reserve at Timme Library.

“What would you do? Real-Life Ethical Problems Early Childhood Professional Face.” Young Children. July 1998. 52-54.

- b. Article 2 is about conflicts and social problem solving. You are to read the article and summarize it. Include: What is conflict resolution? Responses to conflict (what they are and what they teach or don’t teach.). What is the social problem approach? What are the steps to the social problem solving method (list and describe)? What are the prerequisites for success? What are the benefits to children and teachers? This is to be two pages, typed, double-spaced, 1” margins, 12 font, with a correct bibliography at the end. This article is on reserve at Timme Library.

Dinwiddie, Sue A. The Saga of Sally, Sammy, and the Red Pen: Facilitating Children’s Social Problem Solving. Young Children, July 1994, 13-19.

**10. Assignments: Possible 590 Points**

_____ 200 Points	Tests	
	_____ 50 Points	Test #1
	_____ 50 Points	Test #2
	_____ 50 Points	Test #3
	_____ 50 Points	FINAL
_____ 20 Points	Practice Observation	
	_____ 10 Points	Practice Observation #1
	_____ 10 Points	Practice Observation #2
_____ 75 Points	Check sheets	
	_____ 25 Points	3 year-old
	_____ 25 Points	4 year-old
	_____ 25 Points	5 year-old
_____ 150 Points	Kuzma Workbook	
	_____ 25 Points	Physical Development #6
	_____ 25 Points	Intellectual Development #7
	_____ 25 Points	Language Development #8a
	_____ 25 Points	Language Development #8b
	_____ 25 Points	Social Development #10
	_____ 25 Points	Personality Development #9
_____ 50 Points	Family Paper	
_____ 50 Points	Magazine Articles	
	_____ 25 Points	Magazine Article #1
	_____ 25 Points	Magazine Article #2
_____ 45 Points	Attendance	

\_\_\_\_\_ **TOTAL POINTS**

**Letter grade assignments:**

A	590-555	C	453-437
A-	554-531	C-	436-413
B+	530-513	D+	412-395
B	512-496	D	394-378
B-	495-472	D-	377-354
C+	471-454	F	353 →

## 10. WEEKLY OUTLINE

WEEK	DATE	LECTURE/TOPIC	READING ASSIGNMENTS		LAB ASSIGNMENTS
			P/O	KUZMA	
1	Jan 11 Jan 13	Introduction Observing Strategies	Introduction Ch 1	Ch 1&4	Tour of Tot's Place
2	<b>Jan 18</b> Jan 20	<b>NO CLASS</b> Studying Children			<b>NO LABS</b>
		<b><u>EARLY CHILDHOOD</u></b>			
3	Jan 25 Jan 27	Physical Development Motor Development	Ch 8	Ch 11	Practice Observation 1
4	Feb 1 Feb 3	Health and Safety Child Abuse	<b>MAGAZINE ARTICLE #1</b>		Practice Observation 2
5	Feb 8 Feb 10	Cognitive Development Language Development	Ch 9	Ch 12 Ch 13	3 Year Old Chcksheet
6	Feb 15 Feb 17	Development of memory <b>TEST #1</b>			Physical Develop. #6
7	Feb 22 Feb 24	Psychosocial Development Play	Ch 10	Ch	4 Year Old Chcksheet
8	Mar 1 Mar 3	Family Influences Problem solving	<b>MAGAZINE ARTICLE #2</b>		Intellectual Devel. #7
	<b>Mar 8-12</b>	<b>SPRING BREAK</b>			
		<b><u>MIDDLE CHILDHOOD</u></b>			
9	Mar 15 Mar 17	Cognitive Development Motor Development	Ch 11		Language Devel. #8a
10	Mar 22 Mar 24	Health, fitness, and safety <b>TEST #2</b>			Language Devel. #8b
11	Mar 29 Mar 31	Cognitive Development Language Development	Ch 12		<b>NO LABS</b> <b>EASTER</b>
12	Apr 5 Apr 7	Special Needs The family	Ch 13	Ch 14	5 Year Old Chcksheet
13	Apr 12 Apr 14	Psychosocial Development Emotional Development	<b>FAMILY PAPER</b>		Social Develop. #10
14	Apr 22 Apr 24	<b>TEST #3</b> Current Issues – Television			Emotional Devel. # 9
15	Apr 26 Apr 28	Video-7 in America Test Review			Observation Packet <b>Final Observation</b> <b>(20 Points)</b>
16	May 3-7	<b>FINAL (30 Points)</b>			

**GENERAL INFORMATION**

1. **Objectives:** After completing this course the student will be able to:
  - a. Identify unique components of various educational programs for children.
  - b. Specify criteria of developmentally appropriate practices observed in visiting programs involved with direct care of children.
  - c. Identify characteristics and roles of teachers of young children and assess your own strengths and weaknesses to be a teacher or worker with young children.
  - d. Role-play effective communication skills and guidance techniques used between teachers and children.
  - e. Integrate the basic areas of development in an early childhood curriculum.
  - f. Experience working in teams and learning the cooperative skills necessary to be an effective teacher.

2. **Textbooks:**  
Maxim, G. W. (1997). *The Very Young: Guiding Children From Infancy Through the Early Years*. (Fifth Edition) Prentice-Hall Publishing.

3. **Assignments:**

150	Tests 3 @ 50	_____	_____	_____
50	Sweep Observations 2 @ 25	_____	_____	
20	Collage	_____		
50	Self-Report	_____		
50	Team Center Visit Presentation	_____		
50	Advocacy Project & Presentation	_____		
50	Team Teaching Presentation	_____		
50	Case Study	_____		
30	Attendance	_____		
50	Final Exam	_____		
<b>550</b>	<b>TOTAL</b>		<b>TOTAL</b>	_____

**Letter grade assignments for total points:**

550-517= A	423-407= C
516-495= A-	406-385= C-
494-479= B+	384-369= D+
478-462= B	368-352= D
461-440= B-	351-330= D-
439-424= C+	329-0 = F

**4. Explanations:**

**Tests:**

The tests will be a combination of multiple choice, true-false, matching and/or essay.

**Sweep Observations:**

Everyone will do an observation of two centers to look at room arrangement, interest areas and relationships between children and teachers.

**Collage:**

The collage is a pictorial gathering from magazines or other materials (not family albums) that tells about you and your likes, dislikes, hobbies, dreams, etc. This art piece about you needs to be larger than a notebook size piece of paper. Neatness and creativity count.

**Self- Report:**

The self-report will be a five page typed comparison of teacher characteristics with your own personal characteristics. An outline will be provided.

**Team Center Visit Presentation:**

Each team will present information about a visit to an early childhood program. An outline of the information to include will be provided. Addresses for visits will be provided.

**Advocacy Project & Presentation:**

Each student will do an advocacy project of their choice from a list of options. Proof of your hours and a written summary will be required along with an oral presentation of your project. Suggestions will be provided.

**Team Teaching:**

Each team will teach curriculum theme activities to their peers. The activities will demonstrate your knowledge of developmental appropriateness along with your understanding of curriculum areas.

**Case Study:**

The case study is a five page typed report on information gathered on the developmental areas of two children. You will choose two children from Tot's Place to observe and compare. An outline will be provided.

**Attendance:**

Attendance is taken in lab and there are attendance checks in lecture. Each absence is worth 2 points which will be deducted from a total of 30 points.

**Late Assignments:**

Five points will be deducted for late papers. Assignments later than one week will not be accepted.

**Resubmits:**

The first Sweep Observation, Self-Report & Case Study may be resubmitted within one week from the date they are returned to improve your score. Late papers may not be resubmitted.

**Extra Credit:**

A third Sweep Observation may be done for 10 points of extra credit at a third center. Another option is to attend the MiAEYC conference and type a half-page summary. You may choose only **one** option for extra credit. Extra credit is due by Monday of week 12.

- \* **If you find you are falling behind, or do not understand something discussed in class, or want to explore other issues, please come and visit with me during my office hours.**



<b>EDCD 160</b>	<b>WEEKLY OUTLINE Winter 1999</b>	<b>Readings</b>	<b>Labs (M &amp;W)</b>
1 JAN 11 JAN 13	What is Education? Ethics and Professionalism	Chp 1 & App A	Introductions Ethics discussion
2 JAN 18 JAN 20	<b>NO CLASSES</b> ECE History	Chp 2	<b>No Labs</b>
3 JAN 25 JAN 27	Video-Career Encounters Characteristics of Teachers		Sweep Observation
4 FEB 1 FEB 3	<b>DUE: Sweep Obs. Video-D.A.P</b> <b>TEST #1: Chps 1-3 &amp; App.A</b>	Chp 3	Choose teams-First year Explain Center Visit
5 FEB 8 FEB 10	Review test-Play and Children Interest Centers	Chp 4 & 5	Center Visits
6 FEB 15 FEB 17	The Teacher's Role Questioning Skills	Chp 7	Discuss Swp. Obs.- Interest areas-Teamwork
7 FEB 22 FEB 24	Cognitive Activities <b>Center Presentations</b>	Chp 9	<b>DUE: Collage</b> -Self inventories & reports
8 MAR 1 MAR 3	<b>Center Presentations</b> <b>Center Presentations</b>		Sweep Observation
	<b>* MAR 8 - MAR 14 SPRING BREAK *</b>		
9 MAR 15 MAR 17	<b>DUE:Sweep Obs. Types of ECE programs</b> <b>TEST #2: Chp.4,5,7,9</b>		Discuss observations Advocacy / Case Study
10 MAR 22  MAR 24	<b>DUE: Self-report Sensory &amp;</b> Physical Activities Creative Art Activities	Chp 12  Chp. 13	Review test Case Studies
11 MAR 29 MAR 31	Language Activities Language Activities	Chp 10 & 11	Guidance Techniques
12 APR 5 APR 7	Video-Guidance <b>DUE: Case Study</b> Discipline and Guidance	Chp 6	Team Planning for Teaching Presentations
13 APR 12 APR 14	<b>TEST #3: Chp. 6, 10-13</b> Video-Musical Activities	Chp 14	<b>Team Teaching</b> <b>Presentations</b>
14 APR 19 APR 21	Nurturing Environments Classroom Arrangement	Chp. 3 Chp. 5	Review test <b>Team Teaching</b>
15 APR 26  APR 28	<b>DUE: Advocacy Project</b> Curriculum Children & Families	Chp 8  Chp 15	<b>Advocacy</b> <b>Presentations</b>
16 MAY 3-7	<b>Final Exam: Chp. 8,14,15 &amp; comprehensive</b>		

EDCD 205  
Computer Applications for Childhood educators  
Course Description

Professor: Thomas R. Anderson  
519 Bishop Hall  
(616) 592-2705  
andersot@fsunotes1.ferris.edu

Required Textbooks: None  
Credit: Three (3) Semester Hours  
Catalog

Description: Designed to provide positive experiences for inexperienced computer users. Emphasis will be on developing the skills necessary for operating the computer in Pre-school settings. An overview of the functions and capabilities of Computer application programs.

Scope of the  
Course:

The computer can be a powerful tool in any line of work. That is especially true in teaching. Computers can assist in presenting information, recording student information, designing tutorial programs and managing instructional duties like planning. If pre-school teachers are to use these machines fully, they must first become users of them in simple ways. This course can start lifetime habits in word processing, accounting (spread sheets), and in storing valuable information (databases). When pre-school teachers in training begin using this technology as students, they are very likely to continue once their career begins. If more sophisticated skills are introduced during this course it is much more likely that a higher level of functioning can be expected later in the sequence of courses which make up the child development curriculum. This then is an early course which can serve a useful purpose in all subsequent courses. It also follows that this utility will continue to serve the participant as they enter the profession.

Course

Objectives:

Given effective instruction the student will be able to:

- \* identify computer components and their functions.
- \* demonstrate the functions of computer hardware.
- \* identify factors involved in selecting a computer system.
- \* recommend the selection of hardware necessary to meet education-specific requirements.
- \* demonstrate the operation of a computer including:
  1. turn on a computer, insert a disk, view a directory,

2. set up a computer for use and attach peripherals,
  3. list the basic steps of regular computer maintenance,
  4. using special keys appropriately (e.g.; control, alt, delete, insert, home, page up, page down, end, F1.....F12, num lock, scroll lock, print screen, etc.),
  5. recognizing and resolving common hardware and software problems.
- \* demonstrate the capabilities of various output devices like printers and monitors.
  - \* demonstrate the capabilities of various input devices like keyboards, joysticks and a mouse.
  - \* define key terms related to computer usage (e.g.; RAM, ROM, boot, format, etc.).
  - \* demonstrate the capabilities of common application programs like word processing, database, spread sheets and telecommunications.
  - \* list three sources of information about classroom uses of computers.
  - \* explain the unique capabilities of the computer for use in instruction.
  - \* use software evaluation techniques to identify specific courseware for classroom use.
  - \* identify appropriate points in a lesson for computer-based instruction.
  - \* relate content area goals to the capabilities of different types of application programs.

#### Task List:

A comprehensive list of tasks will be distributed at the first class meeting. Demonstration of task competence is an essential element of the course. Students may choose to use the list as a pre-test check of their readiness for a competency examination.

#### Examinations:

Competency based practical examinations are available on an "on-demand" basis. Testing therefore is an on-going process which is dictated by each individual student's readiness. Each student will be tested in four categories:

Exam # 1 - Disk Organization & File Management	[20 points]	On-demand until Week Five
Exam # 2 - Electronic Mail	[20 points]	On-demand until Week Eight
Exam # 3 - Word Processing	[20 points]	On-demand until Week 12
Exam # 4 - Presentation Graphics	[20 points]	On-demand until Week 15

Each exam results in a finished product and will be evaluated on a twenty point basis. Alternative exams are provided to allow time for more study and practice if one fails to pass an exam.

Two cognitive tests (multiple choice) will also be given. The questions will be drawn from class lecture, laboratory activity, and from related reading distributed in class:

Mid-Semester Exam - Week Eight	[20 points]
Final Exam - Week Sixteen	[20 points]

*A competency exam is available (80 points). It can be taken at any time and supersedes the first four exams. It includes using a data base in addition to the four categories covered by the regular exams.*

**Final grades:**

A combination of practical and cognitive exams are balanced in the following way:

Each competency exam is equated on a twenty-point basis and All four are totaled. [80 points possible]

Each written exam (2) is equated on a twenty-point basis then the two will be averaged. [20 points possible]

Therefore, one hundred points are possible and final grades will be determined using the following scale:

94 = A	74 = C
90 = A-	70 = C-
88 = B+	68 = D+
84 = B	60 = D
80 = B-	58 = D-
78 = C+	

**NOTE:** *The schedule and procedures in this course are subject to change in the event of extenuating circumstances.*

# Computer Applications for Childhood Educators

## Course Description

This is a course designed to provide positive experiences for inexperienced computer users. Emphasis will be on developing the skills necessary for operating the computer in Pre-school settings. An overview of the functions and capabilities of computer application programs.

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[Scope of the course](#)|[Course Objectives](#)|[Examinations](#)|[Final Grade](#)

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[Back to Internet Support Page](#)

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***Dr. T. R. Anderson***

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**519 Bishop Hall**  
**(616) 592-2705 FAX 592-3792**

**GENERAL INFORMATION-PREREQUISITE FOR THIS CLASS IS SUCCESSFUL COMPLETION OF ED CD 110.**

**1. CLASS GOAL:**

This class will focus on the growth development of infants and toddlers. Students will learn to plan and evaluate Infant and Toddler growth and development as well as provide enrichment activities.

**2. CLASS OBJECTIVES:**

Students will:

- A. prepare activities for infants and toddlers.
- B. demonstrate knowledge about the components of creating a healthy, safe, learning environment for the care and education of infants and toddlers.
- C. collect resources for use with infants and toddlers from 3 to 30 months in the following areas:
  - 1.) storytelling
  - 2.) music
  - 3.) art
  - 4.) science
  - 5.) manipulatives
  - 6.) physical
- D. develop appropriate communication and guidance techniques for working with infants and toddlers.
- E. demonstrate their competence as teachers of infants and toddlers by direct teaching experiences with infants and toddlers.

**3. TEXTBOOK**

Weiser M.G. (1991). *Infant/Toddler Care and Education*. New York: Macmillian Publishing Co.

**4. SUPPLIES**

- A. Supply Tote: scissors, glue, markers, recyclable materials, construction paper, etc.
- B. Covered box for collecting teacher resources.
- C. Lab Apron with your name printed to be purchased from **MIDWEST PRESS -207 S. Michigan Ave. (796-6852)**  
**MUST BE ORDERED BY MONDAY JANUARY 18! YOU MUST HAVE THIS BY THE BEGINNING OF WEEK 3 TO GO INTO THE CLASSROOM FOR YOUR LESSON PLAN ACTIVITY.**

**5. TEACHING TEAMS**

Each lab will be divided into teams. Each team will spend time in the infant and the toddler rooms. Each team will divide into 2 groups for observing and participating when in the infant or toddler room. Each student will spend 1 hour in the classroom each week. You are to spend the time with the children and doing your activities. The second hour will be spent in the observation room doing peer evaluations and taping the students who are in the classroom **YOU MUST HAVE A SIGNED LESSON SLIP FROM THE CLASSROOM TEACHERS TURNED IN WITH ALL COMPLETED ACTIVIES OR ½ OF THE POINTS WILL BE DEDUCTED FROM THE ACTIVITY/LESSON PLAN.**

**6. OBSERVATIONS**

Peer observations include taping and watching your partners while they work on the floor. The team members will then switch places and those on the floor will then do the peer observations. Each team will have a tape to record your progress. Taping is part of your peer evaluation grade. If you do not adequately record your team members work, points will be deducted from your peer evaluation score. **NO EATING OR DRINKING IN THE OBSERVATION ROOM!**

**7. LAB EXPERIENCES, TEACHING AND RESOURCES**

**Each student will:**

- practice diapering and feeding an infant.
- develop a teaching resource box of materials to use with toddlers.
- make an infant ring of developmentally appropriate activities for infants 3 months to 13 months.
- write and teach music and storytelling lesson plans with infants and toddlers.

**Each team will:**

- write and teach a creative lesson plan with infants and toddlers.
- teach a unit with a written lesson plan. The team will teach once to another team and then with infants and toddlers.

**8. EXTRA CREDIT**

Extra credit opportunities will be assigned by the instructor as deemed necessary and will consist of extra time spent in the infant/toddler environment with activities planned by the student. You may not do an extra credit assignment to make up for an assignment that was missed because of an unexcused absence or not turned in.

**9. ATTENDANCE**

Attendance will be taken at each classroom and lab time. Students who are not in attendance at the time attendance is taken will lose the attendance point for the day. Papers turned in late because of an excused absence must have written proof of excuse attached to paper. The instructor will determine if the excuse is acceptable. Do not give the excuse to the instructor unless it is for attendance only.

**10. ASSIGNMENTS – Total 910 Points. Assignments will not be accepted more than one week past the due date.**

**NO LATE PAPERS WILL BE ACCEPTED DURING FINALS WEEK.**

- \_\_\_\_\_ 20 Points Health Safety/Floor Plan
- \_\_\_\_\_ 20 Points Feeding Infant (under 12 months)
- \_\_\_\_\_ 20 Points Diapering Infant
- \_\_\_\_\_ 100 Points Toddler Teaching Unit
  - \_\_\_\_\_ 75 Toddler Teaching Unit (with toddlers)
  - \_\_\_\_\_ 25 Teaching Unit (with peers)
  
- \_\_\_\_\_ 100 Points Infant Unit
  - \_\_\_\_\_ 75 Infant Teaching Unit (With infants)
  - \_\_\_\_\_ 25 Teaching Unit (With peers)
  
- \_\_\_\_\_ 150 Points Lesson Plans
  - \_\_\_\_\_ 25 Infant - Story-telling - Individual
  - \_\_\_\_\_ 25 Infant - Creative – Team
  - \_\_\_\_\_ 25 Infant - Music - Individual
  - \_\_\_\_\_ 25 Toddler – Story-telling – Individual
  - \_\_\_\_\_ 25 Toddler – Creative – Team
  - \_\_\_\_\_ 25 Toddler – Music – Individual
  
- \_\_\_\_\_ 80 Points Peer Evaluations
  - \_\_\_\_\_ 10 #1-Infant - Storytelling
  - \_\_\_\_\_ 10 #2-Infant - Creative
  - \_\_\_\_\_ 10 #3-Infant - Diapering
  - \_\_\_\_\_ 10 #4-Infant - Feeding
  - \_\_\_\_\_ 10 #5-Infant - Music
  - \_\_\_\_\_ 10 #6-Toddler - Storytelling
  - \_\_\_\_\_ 10 #7-Toddler - Creative
  - \_\_\_\_\_ 10 #8-Toddler - Music
  
- \_\_\_\_\_ 50 Points Infant Ring- Developmentally Appropriate Activities
- \_\_\_\_\_ 50 Points Toddler Resource Box
- \_\_\_\_\_ 20 Points Self-Evaluation Paper
- \_\_\_\_\_ 45 Points Attendance (30 for class attendance, 15 for lab attendance)
- \_\_\_\_\_ 200 Points Tests
  - \_\_\_\_\_ 50 Test #1
  - \_\_\_\_\_ 50 Test #2
  - \_\_\_\_\_ 50 Test #3
  - \_\_\_\_\_ 50 Comprehensive Final
  
- \_\_\_\_\_ 25 Points Parent Workshop
- \_\_\_\_\_ 10 Points Safety Brochure
- \_\_\_\_\_ 20 Points Team Evaluations-Done at the end of Infant and Toddler experiences.
  - \_\_\_\_\_ 10 Team Evaluation #1
  - \_\_\_\_\_ 10 Team Evaluation #2
  
- \_\_\_\_\_ **TOTAL**

**Letter grades will be assigned on the following scale:**

<b>A</b>	<b>910-855 Points</b>	<b>C</b>	<b>700-673 Points</b>
<b>A-</b>	<b>854-819 Points</b>	<b>C-</b>	<b>672-637 Points</b>
<b>B+</b>	<b>818-792 Points</b>	<b>D+</b>	<b>636-609 Points</b>
<b>B</b>	<b>791-764 Points</b>	<b>D</b>	<b>608-582 Points</b>
<b>B-</b>	<b>763-728 Points</b>	<b>D-</b>	<b>581-546 Points</b>
<b>C+</b>	<b>727-701 Points</b>	<b>F</b>	<b>545 and below</b>

## LECTURE SCHEDULE

<u>Week 1</u>	DATE	TOPIC	READING ASSIGNMENT
Tuesday	January 12	Interactive Strategies	Chapter 1
Thursday	January 14	Lesson Plans, Storytelling	
<u>Week 2</u>			
Tuesday	January 19	Cognitive	Chapter 2. Appendix B
Thursday	January 21	<b>STORYTELLING LESSON PLANS DUE</b> Creative, discipline	Pages 92-100
<u>Week 3</u>			
Tuesday	January 26	Theme Planning	
Thursday	January 28	Physical, Music	Chapter 5
<u>Week 4</u>			
Tuesday	February 2	Feed, Diaper, Bathing	
Thursday	February 4	<b>CREATIVE LESSON PLAN DUE</b> Language Development	Chapter 3. Appendix C
<u>Week 5</u>			
Tuesday	February 9	Social Development	Chapter 4
Thursday	February 11	<b>MUSIC LESSON PLAN DUE</b> Safety, Parent Brochures <b>THEME UNIT DUE</b>	
<u>Week 6</u>			
Tuesday	February 16	<b>TEST #1</b>	
Thursday	February 18	<b>D.A.P. TEACH THEME UNIT TO PEERS</b>	
<u>Week 7</u>			
Tuesday	February 23	Temperaments-Video	
Thursday	February 25	Safety	Chapter 8
<u>Week 8</u>			
Tuesday	March 2	Parent Involvement	Chapter 11
Thursday	March 4	<b>PARENT WORKSHOPS</b>	Chapter 13
	<b>March 8-12</b>	<b>SPRING BREAK</b>	
<u>Week 9</u>			
Tuesday	March 16	Daily Schedule. <b>SAFETY BROCHURE DUE</b>	
Thursday	March 18	<b>STORYTELLING LESSON PLAN DUE</b> <b>TEST #2</b>	
<u>Week 10</u>			
Tuesday	March 23	Caregiver Characteristics	
Thursday	March 25	Special Needs	Appendix A
<u>Week 11</u>			
Tuesday	March 29	Assessment	Appendix D
Thursday	April 1	<b>CREATIVE LESSON PLAN DUE</b> <b>EASTER BREAK</b>	
<u>Week 12</u>			
Tuesday	April 6	Nutrition. <b>MUSIC LESSON PLAN DUE</b>	Chapter 7
Thursday	April 8	Health. <b>THEME UNIT DUE</b>	Chapter 6
<u>Week 13</u>			
Tuesday	April 13	Equipment for Infants	Chapter 9
Thursday	April 15	Equipment for Toddlers <b>TEACH THEME TO PEERS</b>	
<u>Week 14</u>			
Tuesday	April 20	Infant Curriculum-video	Chapter 10
Thursday	April 22	Toddler Curriculum-video	
<u>Week 15</u>			
Tuesday	April 27	<b>TEST #3</b>	
Thursday	April 29	<b>SELF EVALUATION AND TEAM EVALUATION PAPERS DUE</b>	



# LAB SCHEDULE

	TEAM 1 – INFANT	TEAM 2 -TODDLER
<b>WEEK 1</b> <b>JANUARY 11 &amp; 13</b>	Informal visits-Purple bag activities Physical Environment Observation-DUE	Informal visits-Purple bag activities Physical Environment Observation-DUE
<b>WEEK 2</b> <b>JANUARY 18 &amp; 20</b>	<b>NO LABS</b>	<b>NO LABS</b>
<b>WEEK 3</b> <b>JANUARY 25 &amp; 27</b>	Storytelling Lesson Plan-Individual	Storytelling Lesson Plan-Individual
<b>WEEK 4</b> <b>FEBRUARY 1 &amp; 3</b>	ALL TEAMS IN SEMINAR ROOM THEME PLANNING	ALL TEAMS IN SEMINAR ROOM THEME PLANNING
<b>WEEK 5</b> <b>FEBRUARY 8 &amp; 10</b>	Creative Lesson Plan -Team Diapering and peer evaluation	Creative Lesson Plan -Team
<b>WEEK 6</b> <b>FEBRUARY 15 &amp; 17</b>	Feeding Infant Under 12 months Music Lesson Plan -Individual	Music lesson plan -Individual
<b>WEEK 7</b> <b>FEBRUARY 22 &amp; 24</b>	TEACH THEME UNIT 1. Story 2. Music 3. Creative	TEACH THEME UNIT Circle Time (Story, Music, Large Motor) Small Motor, Creative)
<b>WEEK 8</b> <b>MARCH 1 &amp; 3</b>	ALL TEAMS IN SEMINAR ROOM INFANT RING DUE. TEAM EVALUATION DUE	ALL TEAMS IN SEMINAR ROOM TODDLER BOX DUE TEAM EVALUATION DUE
<b>WEEK 9</b> <b>MARCH 15 &amp; 17</b>	<b>TEAM 1 – TODDLER</b>	<b>TEAM 2 - INFANT</b>
	Informal visits-Purple bag activities	Informal visits-Purple bag activities
<b>WEEK 10</b> <b>MARCH 22 &amp; 24</b>	Storytelling Lesson Plan-Individual	Storytelling Lesson Plan-Individual
<b>WEEK 11</b> <b>MARCH 29 &amp; 31</b>	ALL TEAMS IN SEMINAR ROOM THEME PLANNING	ALL TEAMS IN SEMINAR ROOM THEME PLANNING
<b>WEEK 12</b> <b>APRIL 5 &amp; 7</b>	Teach Creative Lesson Plan-Team	Teach Creative Lesson Plan-Team Diapering
<b>WEEK 13</b> <b>APRIL 12 &amp; 14</b>	Music Lesson Plan – Individual	Music Lesson Plan-Individual Feeding Infant Under 12 months
<b>WEEK 14</b> <b>APRIL 19 &amp; 21</b>	TEACH THEME UNIT Circle Time (Story, Music, Large Motor) Small Motor, Creative)	TEACH THEME UNIT 1. STORY 2. MUSIC 3. CREATIVE
<b>WEEK 15</b> <b>APRIL 26 &amp; 28</b>	ALL TEAMS IN SEMINAR ROOM TODDLER BOX DUE TEAM EVALUATION DUE	ALL TEAMS IN SEMINAR ROOM INFANT RING DUE TEAM EVALUATION DUE

**EDCD 211 Children's Activities**  
**Fall 1998**

**Diane Fleming**  
**Bishop 518**  
**x-2392**

**Office Hours: Mon. 1:00-4:00**  
**Wed. 1:00-3:00**

**1. Class Objectives:**

*OUR BASIC GOAL IS TO FOCUS ON CHILDREN SO WHATEVER WE DO, SAY, PLAN, EVALUATE IS FOR THEIR GROWTH AND ENRICHMENT.*

By the end of the semester, you as the student will be able to:

- a. Know your importance as a role model to children--to be prepared, to have fun, and to know how children will benefit from your competence.
- b. Have individualized resources developed to use in storytelling, music, representation, science, art, cognitive and physical activities that are appropriate for preschool children.
- c. Develop communication skills and guidance techniques in working with children of various ages, cultures, and ethnic backgrounds.
- d. Gain self confidence by having direct teaching experiences with preschool children and adults.

**2. Textbooks:**

1. *The Very Young, Guiding Children From Infancy Through The Early Years.* (1997), Fifth Edition, Maxim, George.

2. *Finger Frolics, Fingerplays For Young Children.* (1983), Cromwell & Hibner.

Optional:

3. *Creative Resources For The Early Childhood Classroom.* (1995), Herr & Libby.

**3. Supplies:**

1. Supply Tote: scissors, glue, markers, construction paper (for workshops)
2. Covered box for collecting teacher resources.
3. Lab apron w/name. Available from Different By Design, 592-0202.

**4. Assignments:**

20	Equipment Checksheet and Floor Plan	_____			
20	Practice Lesson Plans 2 @ 10	_____	_____		
40	C.O.R. Child Observation Record 4 @ 10	_____	_____	_____	_____
Lesson Plans Taught To Children 8 @ 50					
	#1 Representation -Team (Blocks, D.P., Woodworking)	_____			
	#2 Science -Individual (Sensory, Discovery, Cooking)	_____			
	#3 Cognitive Games -Individual	_____			
	#4 Storytelling -Individual	_____			
	#5 Story w/o Book-Individual	_____			
	#6 Creative Art -Team	_____			
	#7 Music -Individual	_____			
	# 8 Large Motor -Team	_____			
400		<b>Total</b>	_____		
100	FINAL Team Lesson Plan Theme-Presentation to Peers and Teach with Children, 7 curriculum areas.	_____			
30	Attendance	_____			
100	Quizzes 10 @ 10	_____	_____	_____	_____
		_____	_____	_____	_____
140	Teacher Resource Box 7 @ 20 One resource prop for each of the 7 curriculum areas	_____			
850	<b>TOTAL</b>	<b>Total</b>	_____		

**5. Grading Scale:**

850-799 =A	713-680 =B-	594-570 =D+
798-765 =A-	679-655 =C+	569-544 =D
764-740 =B+	654-629 =C	543-510 =D-
739-714 =B	628-595 =C-	509- 0 =F

## **6. Explanations:**

### **Observations**

The Equipment Checksheet and floorplan will aid us in the discussion of curriculum. The Child Observation Records (COR) will aid in your observation skills and in planning developmentally appropriate activities.

### **Teaching Teams**

The class will be divided into appropriate teams. Each team will rotate between the preschool classrooms in Tot's Place. Each team will be on the floor for 2 hours. Team partners will divide themselves so that one half of the team is on the floor working with children and the other half is observing children, filming & watching peers with children. Each team will be given a video tape to record your progress. Your lesson plans and tapes will be graded after each lab.

### **Teacher Resource Box**

A teacher resource for each of the 7 curriculum areas covered in class will be collected in your box. These will include an Art Sampler & Cognitive Games which we will do in class workshops. A list of suggestions for resources will be provided. The due dates for each section of the resource box are on the syllabus.

### **Class Sessions**

Each class session will be divided into lecture and teamwork on your planned activities.

### **Attendance**

Attendance is taken in lab and there are attendance checks in lecture. Each absence will result in 2 points being deducted from a total of 30 points.

### **Lesson Plans**

Each lesson plan is worth 50 points. 25 points will be for the written plans and 25 points will be for teaching the activity. You will be given more specific breakdowns of the points for each lesson plan assignment.

### **Final Lesson Plan**

At the end of the semester each team will teach a thematic unit to children for a complete 2 hour lab session. You will be responsible for all the activities during this time. Each team will plan activities in each of the 7 curriculum areas covered in class. An outline and instructions will be provided.

### **Re-Submits**

The first six written lesson plans may be resubmitted to improve your grade. Re-submits will be due with your activity video.

**Extra Credit**

10 points of extra credit will be given for attending a professional workshop or conference. Proof of your attendance and a typed paragraph summarizing the event will be required. 10 points are the maximum extra credit available. The extra credit points will be added to your total class points.

.....**NOTE:** Child Development students will add the following to their portfolio (the code corresponds to the portfolio outline):

1. Cultural Music (2.4)
2. Art Sampler (2.5)
3. Bibliographies (3.6, 3.7, 3.8)

\* If you find you are falling behind or do not understand something discussed in class, or want to explore other issues, please come and visit me during my office hours.

### EDCD 211 Fall 1998 Weekly Schedule

DATES	LECTURES	ASSIGNMENTS	LABS
<b>Week 1</b>			
Sept. 1	1. Defining Course Title		Introductions
Sept. 3	2. Course Outline		Tot's Place Tour Checksheet & Floorplan
<b>Week 2</b>			
Sept. 8	1 Dev App Practices	Chap. 3 & 8	Interactions w/children
Sept. 10	2. Quiz #1 Curriculum	D.A.P. Handouts DUE:Practice LP: fingerplay & book	DUE:Checksheet & Floorplan Practice video taping Team Assignments
<b>Week 3</b>			
Sept. 15	1.Teaching video/Learning Centers	Chap. 4 & 5	Practice LP: fingerplay & book Interactions w/children
Sept. 17	2. Quiz #2 Dramatic Play	DUE:Practice LP:manipulative	
<b>Week 4</b>			
Sept. 22	1.Teaching video/Representation: Blocks		Practice LP: manipulative
Sept. 24	2. Woodworking	DUE: LP # 1: Representation	
<b>Week 5</b>			
Sept. 29	1. Teaching video/ Science-Sensory,	Chap. 12 (p.442) & Chap. 7	LP #1-Representation
Oct. 1	Discovery 2. Quiz #3 Cooking Projects	DUE: LP #2: Science Resource Box #1	
<b>Week 6</b>			
Oct. 6	1. Cognitive/Math	Chap. 7 (p.271) & 9	LP#2-Science
Oct. 8	2. Quiz #4 Cognitive		COR #1
<b>Week 7</b>			
Oct. 13	1. Cognitive games Workshop	DUE: Resource Box #2 LP #3: Cognitive Games	Computer activities DUE:COR #1
Oct. 15	2. cont'd		
<b>Week 8</b>			
Oct. 20	1. Language & Literature	Chap. 10 & 11	LP#3-Cognitive Games
Oct. 22	2. Quiz #5 Storytelling	DUE: LP#4: Storytelling	COR #2 DUE:Resource Box #3
<b>Week 9</b>			
Oct. 27	1. Language & Lit.	Handouts	LP#4:Storytelling
Oct. 29	2. Story w/o book	DUE:LP#5: Story w/o book	DUE:COR #2

**Week 10**

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Nov. 3	1. Quiz #6 Creative Art	Chap. 13	LP #5:Story w/o book COR #3
Nov. 5	2. Art Workshop	<b>DUE: LP#6: Creative Art</b>	

**Week 11**

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Nov. 10	1. Music	Chap. 14	LP#6-Creative Art <b>DUE: COR #3</b>
Nov. 12	2. Quiz #7 Music	<b>DUE: LP#7: Music &amp; Resource Box #4</b>	

**Week 12**

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Nov. 17	1. Physical Activities	Chap. 12	LP #7-Music COR #4
Nov. 19	2. Quiz #8 Large Motor Skills	<b>DUE:LP#8: Large Motor &amp; Resource Box #5</b>	

**Week 13**

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Nov. 24	1. Multicultural Curriculum	Handouts	No Labs
Nov. 26	2. Thanksgiving		

**Week 14**

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Dec. 1	1. Workday for /Final Lesson Plans		LP#8: Large Motor <b>DUE: COR #4</b>
Dec. 3	2. Transitions	<b>DUE: Final LP &amp; Resource Box #6</b>	

**Week 15**

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Dec. 8	1. Guidance	Chap. 6 & 8	Final Lesson Plans
Dec. 10	2. Quiz # 9 Curriculum Review	<b>DUE: Resource Box #7</b>	

**Week 16**

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exam week	1. Quiz #10	<b>DUE:Final Resource Box</b>	Final Lesson Plans
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# EDCD 285: Orientation to Internship

Diane Fleming  
Bishop 518 x-2392  
[flemingd@ferris.edu](mailto:flemingd@ferris.edu)

Winter 1999 Syllabus  
Office Hours: T- 9:30 - 11:00  
T,W,Th.- 1:30 - 3:00

## 1. OBJECTIVES and COURSE CONTENT:

By the end of this term, the student will:

- a. complete the necessary paperwork needed for internship.
- b. read & discuss the six competencies needed for internship.
- c. observe and write examples of the competencies and lesson plans.
- d. role-play various situations found in field experience.
- e. have an internship site and agreement signed by your site supervisor.

### Other areas this class will cover:

- a. Internship requirements
- b. Internship expectations
- c. Review of discipline guidelines.
- d. Answering Internship questions.

2. **TEXTBOOKS:** Beaty, Janice J. (1996). *Skills for Preschool Teachers*. Fifth Edition. New York: Merrill.  
McCorriston, Mary (1998). *Field Experience Handbook*. Big Rapids, MI: FSU.  
Thompkins, Mark (1998). *Best Practices*.

## 3. SUMMARY OF GRADE EVALUATION: (Total = 365 pt.)

110	_____	Completion of Checksheet of intern materials.
	_____	5 Points Graduation Clearance
	_____	5 Points Intern Questionnaire
	_____	25 Points Philosophy
	_____	25 Points Resume
	_____	5 Points Medical with TB Form
	_____	5 Points Red Cross Card
	_____	30 Points Agency Agreement--Three signatures
	_____	5 Points FSU Faculty-Student Agreement
	_____	5 Points Conviction Statement
25	_____	Assessment of Early Childhood Center
20	_____	Competency #1
20	_____	Competency #2
20	_____	Competency #3
20	_____	Competency #4
20	_____	Competency #5
20	_____	Competency #6
20	_____	Lesson Plan #1
20	_____	Lesson Plan #2
20	_____	Lesson Plan #3
20	_____	Lesson Plan #4
15	_____	ATTENDANCE
15	_____	Final
<b>365</b>	_____	<b>TOTAL</b>



**Letter grade assignments:**

A	365-343 Points	C	280-270 Points
A-	342-329 Points	C-	269-188 Points
B+	328-318 Points	D+	187-245 Points
B	317-307 Points	D	244-234 Points
B-	306-292 Points	D-	233-219 Points
C+	291-281 Points	F	218 and below

**4. LATE PAPERS: 5 POINTS WILL BE DEDUCTED FOR LATE ASSIGNMENTS**

**5. ATTENDANCE:** This is a class designed to review course materials to aid in a successful intern experience. Each absence is worth a 1 point deduction from the 15 points allotted for attendance. You are expected to attend class.

**6. RESUBMITTED PAPERS:** The first competency and the first lesson plan may be resubmitted to improve your score. The resubmits are due one week from the day they are returned to students.

**7. EXTRA CREDIT:** No extra credit is available for this class.

**8. EXPLANATIONS:**

**Check sheet of Intern Materials:** One Check sheet and packet of intern materials will be given to you and one will be kept in your file to keep track of necessary paperwork.

**Competencies & Lesson Plans:** The correct format will be given to you and these will be based on your observations in each of the competency chapters in your text.

**9. INTERNSHIP PLACEMENT:** Students who are working on a CDA certificate will be placed first in the appropriate classroom. Placement for your internship will be done on a first-come basis, after the completion of your check sheet.

**\* If you find you are falling behind or do not understand something discussed in class, please make an appointment during my office hours.**

<i>WEEK 1</i> January 11	Introductions, Syllabus, Course Objectives, Internship Expectations, New Intern Policy	
<i>WEEK 2</i> January 18	<b>NO CLASSES-Martin Luther King, Jr. Day</b>	Chapters 1, 2, 3 (Goal 1)
<i>WEEK 3</i> January 25	Goal 1: Health, Safety & Learning Environment Competency and Lesson Plan Format, Teaching Philosophies	
<i>WEEK 4</i> February 1	<b>COMPETENCY #1 &amp; LESSON PLAN #1 DUE</b> Check sheet of intern materials	
<i>WEEK 5</i> February 8	<b>PHILOSOPHY DUE</b> Assessment of Early Childhood Center, Resumes	Chapters 4,5,6,7 (Goal 2)
<i>WEEK 6</i> February 15	<b>RESUBMITS DUE</b> Goal 2: Physical, Cognitive, Communication, Creative	
<i>WEEK 7</i> February 22	<b>COMPETENCY #2 &amp; LESSON PLAN #2 DUE</b> Check sheet Reminders	Chapters 8, 9, 10 (Goal 3)
<i>WEEK 8</i> March 1	<b>RESUME DUE</b> Goal 3: Self, Social, Guidance	Chapter 11 (Goal 4)
	<i>March 8</i> <b>SPRING BREAK WEEK</b>	
<i>WEEK 9</i> March 15	<b>COMPETENCY #3 &amp; LESSON PLAN #3 DUE</b> Goal 4: Families	Field Experience Manual
<i>WEEK 10</i> March 22	<b>ASSESSMENT OF CENTER DUE</b> Field Experience Manual, Requirements for Interns	
<i>WEEK 11</i> March 29	<b>CHECKSHEET COMPLETED</b> <b>COMPETENCY #4 &amp; LESSON PLAN #4 DUE</b>	Chapter 12 (Goal 5)
<i>WEEK 12</i> April 5	Goal 5: Program Management Self-Choices, Video, & Case Study	
<i>WEEK 13</i> April 12	<b>COMPETENCY #5 DUE</b> Journal, Lesson Plans & Theme Units	Chapter 13 (Goal 6)
<i>WEEK 14</i> April 19	Goal 6: Professionalism Guidance & Discipline role-playing	
<i>WEEK 15</i> April 26	<b>COMPETENCY #6 DUE</b> Guidance & Discipline & Internship role-playing	
<i>WEEK 16</i>	<b>EXAM WEEK: Time and Day to be announced</b>	

**EDCD 291/299**  
**INTERN SEMINAR AND**  
**PROFESSIONAL ASSESSMENT**  
**Winter 1999**

**Office Hours**

M11-1, T 11-1, W11-1  
Bishop 523 x 2097

Instructor: Joni Clegg

E-mail: FSUClegg@aol.com

**1. OBJECTIVES:** By the end of the semester the student will:

- ❖ Complete a self-evaluation.
- ❖ Review the Child Development Program.
- ❖ Produce a portfolio of early childhood resources relevant to the Child Development competencies.
- ❖ Demonstrate knowledge of child development.
- ❖ Discuss with other interns and the instructor experiences, successes and failures during internship.

**2. LATE ASSIGNMENTS**

Any assignment turned in after the class period when it is due will be considered late and will have  $\frac{1}{4}$  of its points deducted. Papers will not be accepted more than one week after the date it is due. No late papers will be accepted during finals week.

**3. RE-SUBMITTING PAPERS**

For the Field Experience Manual, only the first assignment in each category may be re-submitted for a higher grade. Re-submitted papers will not be eligible for full points. Papers that were turned in late are not eligible to be re-done.

**4. EXPLANATIONS**

- a. Self-Evaluation -will be completed to assess your preparation and readiness to work with young children.
- b. Child Development Program Review - A program summary from your point of view.
- c. Portfolio - Professional resources collected from course work and other sources to be prepared in a personal system of organization. The portfolio is to be arranged so additional information may be added as your career with children develops. An outline will be provided.
- d. Comprehensive Exam -This will be similar to the national exam given to CDA candidates on completion of their presentation and interview. There will be 50 questions.

**299 EVALUATION**

_____	25 Points	Self-Evaluation		
_____	25 Points	Child Development Program Review		
_____	75 Points	Portfolio		
_____	50 Points	Comprehensive Exam		
_____	30 Points	Attendance		
_____	100 Points	Weekly assignments		
	_____ 10	Student/Agency	_____ 10	Goal 3.8-10 materials
	_____ 10	Portfolio	_____ 10	Guidance Experience
	_____ 10	Bulletin Board idea	_____ 10	Song & Science
	_____ 10	Goal 1.1-3 Materials	_____ 10	Goals 4.11, 5.12, 6.13
	_____ 10	Goal 2.4-7 Materials	_____ 10	Working with families

\_\_\_\_\_ **305 Points TOTAL**

**Letter Grade Assignments**

A	305-287 Points	C	234-226 Points
A-	286-275 Points	C-	225-214 Points
B+	274-265 Points	D+	213-204 Points
B	264-256 Points	D	203-195 Points
B-	255-244 Points	D-	194-183 Points
C+	243-235 Points	F	182 and below

**291 Field Experience Packet (Field Experience Packet grade will be combined with the grade given by the supervising teacher and the field visits for a final grade. You must receive either an A or a B to complete this course.)**

_____	100 Points	Self-Choice Activities		
	_____	20 Self Choice #1		
	_____	20 Self Choice #2		
	_____	20 Self Choice #3		
	_____	20 Self Choice #4		
	_____	20 Self Choice #5		
_____	15 Points	Weekly Lesson Plans		
_____	300 Points	Competencies		
	_____	50 Competency #1	_____ 50	Competency #4
	_____	50 Competency #2	_____ 50	Competency #5
	_____	50 Competency #3	_____ 50	Competency #6
_____	160 Points	Lesson Plans		
	_____	20 Lesson Plan #1	_____ 20	Lesson Plan #5
	_____	20 Lesson Plan #2	_____ 20	Lesson Plan #6
	_____	20 Lesson Plan #3	_____ 20	Lesson Plan #7
	_____	20 Lesson Plan #4	_____ 20	Lesson Plan #8
_____	75 Points	Thematic Unit		
_____	25 Points	Journal		
_____	50 Points	Case Study		
_____	50 Points	Video with Lesson Plan #9		
_____	<b>775 Points TOTAL</b>			

**Letter Grade Assignment for Field Experience Packet:**

A	775-729	C	596-574
A-	728-698	C-	573-543
B+	697-674	D+	542-519
B	673-651	D	518-496
B-	650-620	D-	495-465
C+	619-597	F	464 and below

## 5. WEEKLY OUTLINE

<b>Week</b>	<b>Date</b>	<b>Topic and Assignments</b>
1	Jan 12	1st week reports: Course Outline: Complete paperwork. Review requirements in field experience manual.
2	Jan 19	Schedule first site visits. Talk about planning bulletin boards <b>STUDENT-AGENCY INFORMATION TEAR OUT SHEETS DUE (10pts)</b>
3	Jan 26	Bring Organized Portfolio Container (10pts) Bring Bulletin Board Plan (10pts) <b>SELF CHOICE ACTIVITIES #1 DUE</b>
4	Feb 2	Bring Goal 1.1-3 materials in portfolio.(10pts) <b>GOAL 1 COMPETENCY DUE</b>
5	Feb 9	Goal 2.4-7 Competency materials in Portfolio (10pts) <b>LESSON PLAN #1 AND SELF CHOICE #2 DUE</b>
6	Feb 16	Goal 3.8-10 materials in Portfolio (10 pts). Bring samples of Guidance experiences with children. 1 that went really well and 1 that did not. (10pts) <b>GOAL 2 COMPETENCY AND LESSON PLAN #2 DUE</b>
7	Feb 23	Goal 4.11, Goal 5.12 and goal 6.13 materials in Portfolio. (10 pts) Bring example of working with families. (10 pts) Schedule second visits <b>LESSON PLAN #3 AND SELF CHOICE #3 DUE</b>
8	Mar 2	<b>GOAL 3 COMPETENCY AND LESSON PLAN #4 DUE</b> <b>FIRST INTERN EVALUATION DUE</b>
	Mar 9	<b>NO CLASSES. SPRING BREAK</b>
9	Mar 16	<b>PORTFOLIO AND LESSON PLAN #5 DUE</b>
10	Mar 23	Bring one song (words & tune) and one science activity to share.(10pts) <b>GOAL 4 COMPETENCY AND LESSON PLAN #6 DUE</b>
11	Mar 30	<b>COMPREHENSIVE EXAM</b> <b>GOAL 5 COMPETENCY AND LESSON PLAN #7</b>
12	Apr 6	<b>COMPETENCY 6 AND LESSON PLAN #8 DUE</b>
13	Apr 13	Child Development Program Review <b>CASE STUDY AND SELF CHOICE #4 DUE</b>
14	Apr 20	Self Evaluation and discussion <b>VIDEO WITH LESSON PLAN AND SELF CHOICE #5 DUE</b>
15	Apr 27	Self Evaluation and discussion <b>FIELD EXPERIENCE PACKETS DUE</b> <b>JOURNAL AND THEMATIC UNIT DUE</b>
16	May 4	Return graded Field Experience Packet

**SECTION 11**  
**Enrollment Trends**

## ENROLLMENT TRENDS FOR CHILD DEVELOPMENT

Enrollment in the Child Development program has remained fairly constant in the past five years, as demonstrated by the table. During the past five years the enrollment average has been 60 students. The enrollment profiles for the Child Development program since 1989 are also included in this section. Over the past eleven years the enrollment has averaged out to be 69 students. Child Development did have several high enrollment years. The decrease in enrollment seems to have followed the Ferris State University enrollment pattern. The number of graduates in the Child Development program has also remained constant in the past five years, with the exception of AY 96-97. While no evidence exists to explain this decline, this was a year of faculty change. Dr. McCorrison retired and as a result winter semester 1997 was the more recent of two occasions when Child Development had no program coordinator or tenure-track faculty (Faculty Loads chart in Section 12).

### CHILD DEVELOPMENT ENROLLMENT

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Enrollment on-campus total	68	59	61	60	58

### CHILD DEVELOPMENT GRADUATES

	AY 93-94	AY 94-95	AY 95-96	AY 96-97	AY 97-98
Number of Graduates - Total	13	19	19	9	17

The ideal enrollment number would be higher than it currently is and several changes are already in progress or are being planned that address the issue of recruitment. The Child Development program's articulation agreement with Michigan vocational/tech schools will increase the enrollment. CD is just beginning to receive some students from this agreement. The College of Education is currently in the process of hiring an administrative department head to handle the Teacher Education and Child Development program coordination. One of the biggest assets to this change should be the number of recruitment activities that a department head will be able to accomplish. More can be done with recruitment, such as visiting the vocational/tech schools during their career fairs that could not be done by an individual with a faculty instructional assignment. The Child Development program's Unit Action Plans have included ideas to offer courses in off-campus locations to improve our enrollment, but lack of faculty is a problem. As was mentioned in the curriculum review, changes have been made to CD internship policies in order to insure more success for students, because each semester several students do not successfully complete their final course requirement. Adding a Bachelor's degree in Child Development or Elementary Education will also add to the enrollment numbers, since many students transfer after one year when they realize that neither of these options are available for them at Ferris.

ENROLLMENT PROFILE  
COLLEGE OF EDUCATION - FERRIS STATE UNIVERSITY  
FALL SEMESTER

Enrollment by Curriculum	87-88 Num.	88-89 Num.	89-90 Num.	90-91 Num.	91-92 Num.	92-93 Num.	93-94 Num.	94-95 Num.	95-96 Num.	96-97 Num.	97-98 Num.	98-99 Num.	% of 97-98 Enroll
C-D	*	75	57	97	77	89	74	68	59	61	60	58	4
C-J Grad													
C-J Adm	*	*	*	*	*	*	*	*	*	*	31	39	3
C-J Under Grad													
Pre-C-J	*	*	*	*	*	309	412	373	374	354	325	303	
C-J	516	566	544	596	674	500	369	284	255	208	214	225	
Subtotal	516	566	544	596	674	809	781	657	599	562	539	528	37
REC	69	83	80	100	113	94	109	93	82	89	77	77	5
TEA-GRAD	59	53	47	51	31	49	38	41	56	53	63	67	5
TEA-UNDER GRAD													
Allied Health	30	30	13	25	23	20	16	13	16	17	12	11	
Biology	*	*	*	*	*	*	31	34	39	45	45	55	
Business	112	127	115	106	85	80	82	74	72	65	62	48	
Certification	23	25	13	19	19	14	12	8	17	29	35	60	
Chemistry	*	*	*	*	*	*	6	7	8	9	8	11	
English	*	*	*	*	*	*	*	*	*	*	86	124	
Mathematics	48	58	63	62	68	60	56	56	64	54	67	80	
PreTeach Ele.	*	*	*	*	85	87	78	74	63	61	65	63	
PreTeach Sec.	*	*	*	*	62	68	61	67	70	67	52	48	
Science	45	64	63	62	53	59	9	0	0	2	0		
Technical	64	76	56	61	53	60	42	38	24	20	24	31	
TBI	*	4	2	3	7	6	6	4	4	2	0	2	
Undeclared	*	26	10	7	21	32	56	31	44	48	69	67	
WEHE	2	5	10	7	7	9	13	8	5	8	4	6	
Subtotal	324	415	345	352	483	495	468	414	426	427	529	606	42
AVP	89	105	98	42	12	2	0	0	0	0	0		
TVP	81	76	83	141	137	113	122	99	77	42	38	57	4
Subtotal	170	181	181	183	149	115	122	99	77	42	38	57	
<b>TOTALS</b>	<b>1138</b>	<b>1373</b>	<b>1254</b>	<b>1379</b>	<b>1527</b>	<b>1651</b>	<b>1592</b>	<b>1372</b>	<b>1299</b>	<b>1234</b>	<b>1260</b>	<b>1432</b>	
CERTIFICATION													
Inactive	337	325	432	443	314	377	432	439	450	405	399	431	



ENROLLMENT PROFILE  
COLLEGE OF EDUCATION - FERRIS STATE UNIVERSITY  
WINTER SEMESTER

1/99

Enrollment by Curriculum	87-88 Num.	88-89 Num.	89-90 Num.	90-91 Num.	91-92 Num.	92-93 Num.	94 Num.	95 Num.	96 Num.	97 Num.	98 Num.	99 Num.	% of 99 Enroll
C-D	*	74	66	94	68	87	74	58	55	63	65	55	.04
C-J Grad													
C-J Adm	*	*	*	*	*	*	*	*	*	*	38	43	.03
C-J Under Grad													
Pre-C-J	*	*	*	*	76	289	367	325	345	310	293	299	
C-J	513	586	607	609	618	459	345	270	216	215	219	208	
Subtotal	513	586	607	609	694	748	712	595	561	525	512	507	.36
REC	69	86	81	103	114	108	105	92	89	87	84	82	.06
TEA-GRAD	76	52	43	48	41	42	35	44	65	43	66	79	.06
TEA-UNDER GRAD													
Allied Health	35	28	12	15	19	15	10	12	13	13	13	7	
Biology	*	*	*	*	37	40	26	32	40	43	40	46	
Business	103	115	98	92	78	71	83	69	64	59	47	49	
Certification	37	21	10	17	18	10	5	14	21	31	43	61	
Chemistry	*	*	*	*	5	8	7	9	10	10	7	12	
English	*	*	*	*	*	*	*	*	*	35	105	128	
Mathematics	45	60	59	50	61	55	58	56	57	54	67	74	
PreTeach Etc.	*	*	*	*	102	92	64	65	54	60	61	61	
PreTeach Sec.	*	*	*	*	62	62	61	66	66	55	39	44	
Science	47	61	61	54	12	9	6	0	3	1	0	0	
Technical	70	67	50	39	40	48	50	25	19	25	17	33	
TBI	*	3	4	4	5	3	3	4	2	1	0	2	
Undeclared	8	24	6	2	36	30	38	39	43	67	81	60	
WEHE	4	8	7	4	9	10	10	6	5	3	5	9	
Subtotal	352	388	308	277	484	453	421	397	397	429	525	586	.42
AVP	91	95	78	34	9	1	1	0	0	0	0	0	
TVP	66	74	80	136	118	100	106	88	62	35	32	51	.04
Subtotal	157	169	158	170	127	101	107	88	62	35	32	51	
<b>TOTALS</b>	<b>1167</b>	<b>1355</b>	<b>1263</b>	<b>1301</b>	<b>1528</b>	<b>1539</b>	<b>1456</b>	<b>1274</b>	<b>1229</b>	<b>1210</b>	<b>1322</b>	<b>1403</b>	
CERTIFICATION													
Inactive	393	371	417	475	351	401	429	433	480	373	442	578	

**SECTION 12**  
**Program Productivity/Cost**

## CHILD DEVELOPMENT PRODUCTIVITY/COST

According to the table taken from the FSU Office of Instructional Research's *Productivity Report Fall 1993-Winter 1998*, (page 30), productivity for the Child Development department has remained fairly consistent in the last five years. The CD program's current productivity of 394.52 is almost at the Ferris overall productivity amount of 442.1 (*Productivity Report*, page 1). Productivity was very high in 1993-94 (552.23), which was also the year that the CD faculty carried a large overload, because no adjuncts could be found to teach the CD courses (Faculty Loads chart). While high productivity is the goal, it will be detrimental to the department if it is achievable only by working the faculty beyond reasonable limits. Increasing the enrollment of the Child Development program could help maintain the productivity level if additional faculty are hired.

### STUDENT CREDIT HOUR PER FULL-TIME EQUIVALENT FACULTY

	<u>SCH/FTEF</u>	
Year		Fall + Winter
1993-94		552.23
1994-95		443.54
1995-96		350.73
1996-97		393.19
1997-98		394.52

According to the FSU Institutional Research publication, *Degree Program Costs Fall 1997-Winter 1998*, (page 6 and page 45), the instructor cost for the Child Development program is very low. The instructor cost per student credit hour for Child Development is \$93.33 while the average instructor cost for Ferris is \$134.30. The instructor cost is the lowest of the programs in the College of Education. The Child Development program is obviously an inexpensive program for Ferris to offer.

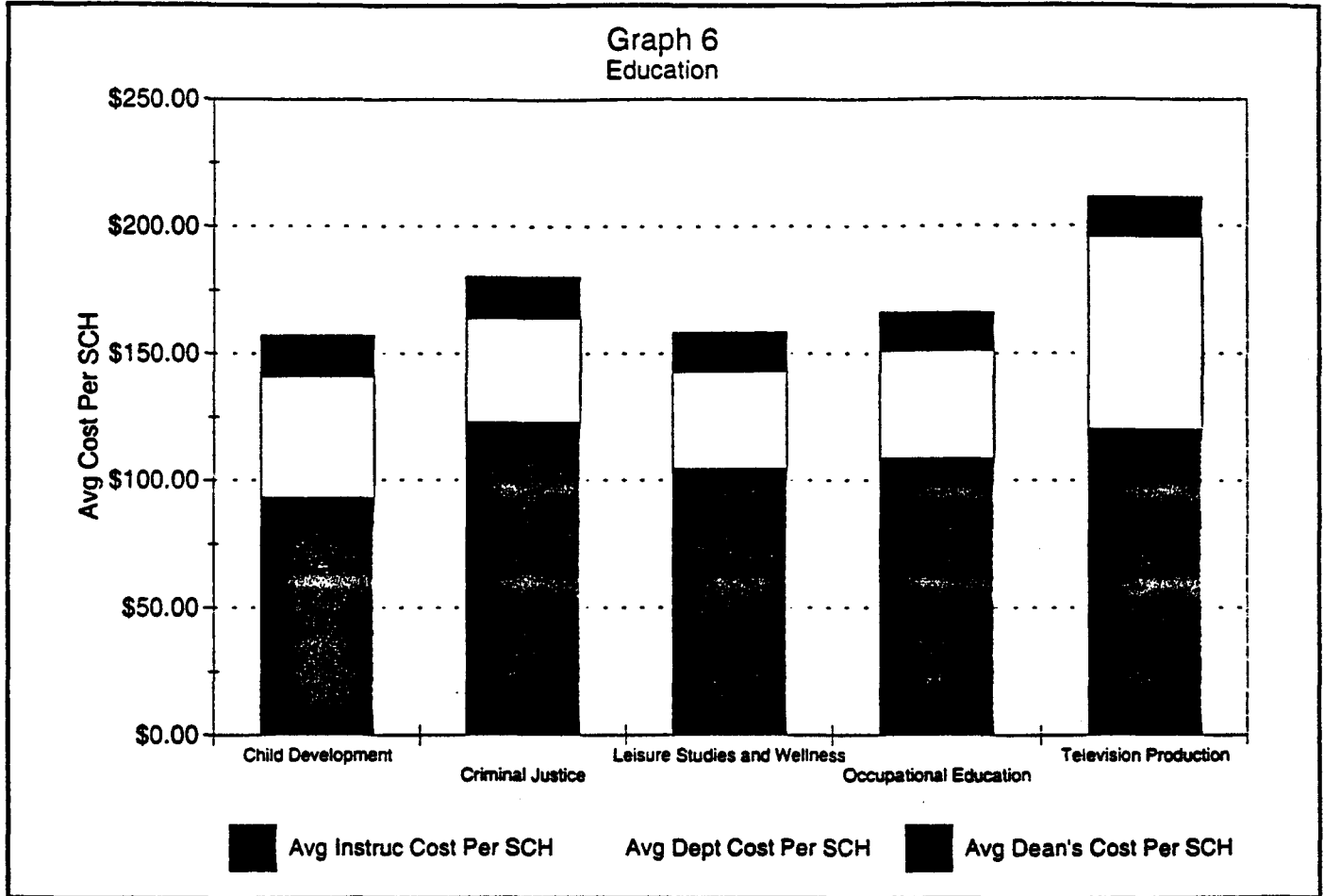
One reason the Child Development program's cost is low is that CD has relied on temporary faculty and adjuncts as course instructors. While this is helpful in keeping the program inexpensive, it has some detriments to the stability and consistency of the department, which could be affecting the enrollment. A table has been included to demonstrate the use of temporary faculty and adjuncts for the past ten years. One danger of this practice could be that the integrity of the program could fluctuate as the instructors fluctuate. It seems surprising that the enrollment for the program has remained stable given the instability of the instructors. There were three terms and one semester when the Child Development program had no tenure-track faculty at all, and a temporary was in charge of the department (during Dr. McCorrison's sabbatical and retirement). Fortunately, during these times there were two excellent temporaries to cover the department; otherwise there might have been chaos.

As demonstrated on the chart, at times there have been no qualified adjuncts available to hire, which necessitated faculty overloads. There are twelve instances on the chart when faculty overloads were required to cover all of the classes. The reliance on overloads tends to cause faculty stress, which also affects the integrity of the department. During the Winter 1997 semester an adjunct instructor caused turmoil because the differences between the quality of the classes taught by a temporary and the adjunct were very apparent to the students. Student complaints to the dean were increased that semester as students realized they were not getting their money's worth in the adjunct's classes.

Adjuncts and temporary faculty in Child Development have traditionally been given faculty loads and responsibilities, such as advising students, representing Ferris at Autumn Adventure, and the Donor Dinner, and college committee work because there are not enough faculty in the program. Child Development's costs reflect the faculty responsibilities these individuals have done while being paid much less than a faculty salary. When it becomes apparent that the job will remain temporary, these individuals have left, to the detriment of the department.

It should be obvious that additional faculty are needed to cover all of the Child Development courses that are offered, since CD currently has a full-time temporary, a tenure-track faculty and still must rely on a faculty member from another department to cover the curriculum courses offered.

**Ferris State University**  
**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs**  
**Departments in the College of Education**  
**1997 - 1998 Data**



<u>Departments</u>	<u>Avg Instruc Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>
Child Development	\$93.33	\$47.61	\$16.22
Criminal Justice	\$123.08	\$41.06	\$16.20
Leisure Studies and Wellness	\$104.87	\$38.09	\$15.47
Occupational Education	\$108.97	\$42.19	\$15.10
Television Production	\$120.45	\$75.28	\$15.56

**Ferris State University**  
**Degree Program Costing 1997 - 1998 (Summer, Fall, and Winter)**

College : Education  
 Department : Child Development

**Program Name: Child Development AAS**

**Program Credits Required (Total credits to graduate) 63**

\*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$93.33

\*\*Department Cost per Student Credit Hour \$47.61

\*\*\*Dean's Cost per Student Credit Hour \$16.22

**Total Cost per Student Credit Hour (Average for program) \$157.16**

Total Program Instructor Cost (Assumes a student will complete program in one year) \$5,879.88

Total Program Department Cost \$2,999.17

Total Program Dean's Cost \$1,022.09

**Total Program Cost (Assumes a student will complete program in one year) \$9,901.13**

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
CAHS205	L	\$2,124	\$4,440	\$1,650	57	\$37	\$78	\$29	3	\$112	\$234	\$87
COMM121	L	\$218,034	\$68,791	\$25,005	2742	\$80	\$25	\$9	3	\$239	\$75	\$27
EDCD105	L	\$8,133	\$9,637	\$3,257	156	\$52	\$62	\$21	3	\$156	\$185	\$63
EDCD110	L	\$7,919	\$9,637	\$3,257	156	\$51	\$62	\$21	3	\$152	\$185	\$63
EDCD111	L	\$10,454	\$6,672	\$2,255	108	\$97	\$62	\$21	3	\$290	\$185	\$63
EDCD205	L	\$9,732	\$2,780	\$940	45	\$216	\$62	\$21	3	\$649	\$185	\$63
EDCD210	L	\$6,390	\$5,189	\$1,754	84	\$76	\$62	\$21	3	\$228	\$185	\$63
EDCD211	L	\$7,764	\$5,683	\$1,921	92	\$84	\$62	\$21	4	\$338	\$247	\$84
EDCD285	L	\$2,452	\$1,544	\$522	25	\$98	\$62	\$21	1	\$98	\$62	\$21
EDCD291	L	\$13,641	\$4,818	\$1,629	78	\$175	\$62	\$21	4	\$700	\$247	\$84
EDCD299	L	\$3,444	\$1,174	\$397	19	\$181	\$62	\$21	1	\$181	\$62	\$21
EDUC160	L	\$4,839	\$4,665	\$1,754	84	\$58	\$56	\$21	3	\$173	\$167	\$63
EDUC251	L	\$51,562	\$31,819	\$11,964	573	\$90	\$56	\$21	3	\$270	\$167	\$63
ENGL150	L	\$669,969	\$163,474	\$57,206	6273	\$107	\$26	\$9	3	\$320	\$78	\$27
ENGL250	L	\$396,226	\$104,292	\$36,496	4002	\$99	\$26	\$9	3	\$297	\$78	\$27
HLTH125	L	\$17,825	\$26,210	\$13,572	650	\$27	\$40	\$21	2	\$55	\$81	\$42
LITR326	U	\$18,467	\$3,518	\$1,231	135	\$137	\$26	\$9	3	\$410	\$78	\$27
MATH115	L	\$275,088	\$32,236	\$33,268	3648	\$75	\$9	\$9	3	\$226	\$27	\$27
PSYC150	L	\$298,096	\$175,235	\$38,466	4218	\$71	\$42	\$9	3	\$212	\$125	\$27
PSYC241	L	\$13,743	\$4,985	\$1,094	120	\$115	\$42	\$9	3	\$344	\$125	\$27
SCIUELE	E	\$2,125,709	\$780,771	\$220,024	24127	\$88	\$32	\$9	3	\$264	\$97	\$27
SOCY121	L	\$118,910	\$89,612	\$19,671	2157	\$55	\$42	\$9	3	\$165	\$125	\$27

\* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course

\*\* Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department

\*\*\* Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

## Summary of Faculty Loads Child Development

Term/Semester and Year		Tenure-Track Faculty	Credits	Full-time Temporary Faculty	Credits	Adjunct Faculty	Credits
Fall	89-90	M. McCorrison	12	M.K. Anderson	12		
Winter	89-90	M. McCorrison	12	M.K. Anderson	12		
Spring	89-90	M. McCorrison	15 *	M.K. Anderson	14 *		
Fall	90-91	McCorrison - sabbatical	0	M.K. Anderson	12	C. Tuuri	?
Winter	90-91	McCorrison - sabbatical	0	M.K. Anderson	12		
Spring	90-91	McCorrison - sabbatical	0	M.K. Anderson	15 *		
Fall	91-92	M. McCorrison	12	C. Tuuri	?		
Winter	91-92	M. McCorrison	12	C. Tuuri	12		
Spring	91-92	M. McCorrison	12			C. Tuuri	4
Fall	92-93	M. McCorrison	17*			C. Tuuri	?
Winter	92-93	M. McCorrison	16.4 *			K. Stark	2
Spring	92-93	M. McCorrison	15.15*				
Fall	1993	M. McCorrison	15.10*			S. Garlick	4
Winter	1994	M. McCorrison	14.45*				
Fall	1994	M. McCorrison	12			D. Fleming L. Stifler	3.00 2.90
Winter	1995	M. McCorrison	12			D. Fleming	7.25
Fall	1995	M. McCorrison	12	D. Fleming	12		
Winter	1996	M. McCorrison	14 *	D. Fleming	12.45*		
Fall	1996	M. McCorrison	12	D. Fleming	12		
Winter	1997			D. Fleming	12	M. McCorrison M. Luchies	6.15 5.00
Fall	1997	D. Fleming	12	J. Clegg	12		
Winter	1998	D. Fleming	12	J. Clegg	12	T. Anderson**	3
Fall	1998	D. Fleming	13.55*	J. Clegg	12	T. Anderson	3
Winter	1999	D. Fleming	13*	J. Clegg	12	T. Anderson	6
Fall	1999	D. Fleming					

\* = Faculty overloads

\*\* = Full-time, tenured faculty member, Teacher Education Dept.

**SECTION 13**  
**Conclusions**



# **CHILD DEVELOPMENT ACADEMIC PROGRAM REVIEW CONCLUSIONS**

Conclusions from each section of this Academic Program Review will be presented first and then conclusions that address the specific criteria outlined in the Academic Program Review Guide for Participants will be addressed.

## **Conclusions from each section of the Academic Program Review**

### **1. Conclusions from the program overview:**

Along with a general overview of the program, the repetition of identified needs in previous Academic Program Reviews (1998 & 1992) was highlighted. In the previous reviews the improvements that were mentioned included more faculty, accreditation of Tot's Place, offering a Bachelor's degree in CD and more classroom space for teaching labs.

### **2. Conclusions from the graduate survey:**

Graduates mentioned many strengths of the program. The survey highlighted the hands-on, practical components of the Child Development program. Graduates felt that they were well prepared for their careers. Weaknesses of the program that were identified were the need for even more time with children at centers other than Tot's Place, a Bachelor's degree in Child Development, Elementary Education or Special Education, better preparation for job interviews, better advising and improvements to Tot's Place.

### **3. Conclusions from the employer survey:**

Employers agreed that Child Development graduates and interns were thoroughly prepared with strong job skills for the workplace. The quality of the CD background from Ferris was the reason why employers were impressed with the graduates. Suggestions to improve the CD program included the need to inform students of the low wages in the field, more information/experience with children's parents, offering a four-year degree and an Elementary teaching certificate and several topics to add to the curriculum.

### **4. Conclusions from the student evaluation:**

The Child Development program received many favorable comments from the current students. Areas of concern that were noted were the need for a Bachelor's degree in CD or Elementary Education, more faculty, improvements to Tot's Place, and concerns about the new internship requirement.

### **5. Conclusions from the faculty survey:**

The faculty both agreed that the curriculum is sound. Improvements needed to the program that were highlighted included an updated curriculum philosophy, more support from the Administration, offering a Bachelor's degree, more faculty and better classroom facilities.

6. Conclusions from advisory committee survey:

The Advisory board members were very favorable about the CD program. They were in agreement as to the following improvements that need to be made to the program: more permanent faculty, accreditation of Tot's Place, the need for fiscal support of Tot's Place, the need for a department head to handle the administration of the program, and more administrative support from Ferris.

7. Conclusions from the labor market analysis:

The need for qualified childcare workers with Associate degrees remains high. There is also a need for employees with four-year degrees in Child Development. The salaries remain low and will probably remain low, although childcare is receiving more political attention now than it ever has.

8. Conclusions from the evaluation of facilities/equipment:

Due to the CD program having received Perkins grant money in the past, the equipment is in sound shape. However, the absence of Perkins monies will create problems for future CD budgets. Concerns regarding equipment were in the areas of accessible storage space, money for replacement of equipment, and an individual to keep track of and repair the equipment. Concerns as to the facilities centered on the need for lab space for hands-on activities, and classroom space.

9. Conclusions from the curriculum evaluation:

The amount of hands-on, experiential learning that is required of students was evident in the curriculum. Many minor curriculum clean-up changes have been recently made. Improvements in courses have been made and several more changes are in progress. Two areas of concern were noted: the reliance on temporary staff causing instability in the program and no classes offered at off-campus locations and in the evenings due to lack of faculty.

10. Conclusions from the enrollment trends:

The enrollment has remained constant over the past five years. Ideas mentioned to increase enrollment were hiring a department head to do more recruiting, offering off-campus classes with more faculty, and adding a Bachelor's degree in Child Development or Elementary Education to stop the transfer of students to other universities.

11. Conclusions from the program productivity/cost:

Productivity in CD is high and costs are low, because of over-loads on faculty and the use of adjuncts and temporary faculty. The history of staffing patterns was included to highlight the instability of faculty. To improve the program in the long run, the stability of faculty is needed, even though this may decrease the productivity and increase the costs of the program.

12. Final Conclusions based on all of the sections:

There are obvious areas of improvement that need to be made to the Child Development program that are mentioned in more than one section of this report. The needs that were identified in 1989 & 1992 were not addressed and are still needed. The suggestions for improvement to the curriculum can and will be made by the CD faculty. In order to improve the Child Development program and increase the size of the program, the following needs must be addressed by others: more faculty, more classroom space, the accreditation of Tot's Place and offering a Bachelor's degree in Child Development and/or Elementary Education.

## **Conclusions based on the specific criteria outlined in the Academic Program Review**

1. The Child Development program is consistent with the mission statement of Ferris State University and is a valuable asset to the University.
2. The uniqueness of the Child Development program stems from the large amount of experiential learning required of students in this program. More can be done to publicize this unique aspect of the program.
3. Child Development graduates provide a much-needed service to the state and nation by providing young children with safe, quality care and education.
4. The enrollment trends remain stable. Improvements to the program could increase the enrollment.
5. The Child Development program received positive feedback on the quality of the program and the quality of instruction from all surveyed parties.
6. The demand for graduates is high, with placement rates of 99-100% and average salaries in the \$15,000 range. Low salaries have not dramatically affected the desire of students to enter the field.
7. Service to non-majors includes quality childcare for students who are parents in Tot's Place and Child Development classes taken as electives by many students who are interested in improving their parenting skills.
8. The CD program has benefited from receiving Perkins Grant money to purchase observation equipment and educational equipment for the students' use. Plans for future costs need to be made. Classroom facilities could be improved.
9. Library information resources are limited, but are supplemented by a Child Development student lending library that is housed in the department.
10. Cost of the Child Development program is quite low, due to the utilization of adjunct and temporary faculty.
11. The faculty in Child Development are current in their field and regularly attend professional development conferences offered by the National Association for the Education of Young Children (NAEYC).
12. Administrative effectiveness will hopefully be improved with the hiring of a department head to cover the Child Development program. Support from the Administration of Ferris State University is needed for the improvements suggested in the Child Development program and Tot's Place Child Development Center.

**SECTION 14**  
**Recommendations**

## **RECOMMENDATIONS**

- 1. The Child Development program is a vital program for Ferris State University. The program should be continued with enhancements. A second permanent faculty position needs to be added to the Child Development program to maintain stability. A third faculty position is necessary for program expansion.**
- 2. Co-ordination between Tot's Place and the Child Development program should be mandatory and added to the College of Education administrative responsibilities. Tot's Place Child Development Center is vital to the Child Development program as the lab site and should be given resources to work towards improvement and national accreditation.**
- 3. Because of the current proposal for an Elementary Education program, the Child Development Bachelor's degree should be planned after the establishment of the Elementary Education degree. In the event that the Elementary Education degree is not offered at Ferris, the CD Bachelor's degree should be planned immediately.**
- 4. Improved classroom space is a concern of all of the programs in the College of Education and attention should be given to the College of Education/UCEL capital outlay proposal for a new building.**

## PROGRAM REVIEW PANEL EVALUATION

Program: Child Development

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score 4.16

5      4      3      2      1

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score 4.0

5      4      3      2      1

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score 4.16

5      4      3      2      1

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score 4.33

5      4      3      2      1

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score 4.5

5      4      3      2      1

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

6. Use of Profession/Industry Standards

Average Score 4.83

5	4	3	2	1
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Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information

Average Score 4.16

5	4	3	2	1
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Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses

Average Score 4.16

5	4	3	2	1
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Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors

Average Score 4.0

5	4	3	2	1
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All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing

Average Score 2.0

5	4	3	2	1
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Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

11. Facilities

Average Score 3.0

5	4	3	2	1
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Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.



12. Scheduling of Instructional Facilities

Average Score 3.84

5	4	3	2	1
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Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score 4.0

5	4	3	2	1
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Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score 4.5

5	4	3	2	1
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Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score 4.16

5	4	3	2	1
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Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

