

# Early Childhood Education

APRC 2005-2006

section 1 of 2

# **EARLY CHILDHOOD EDUCATION ASSOCIATE DEGREE PROGRAM**

## **Academic Program Review**

**September, 2005**

### **Program Review Panel Members**

- 1. Diane Fleming, Chair and Program Faculty**
- 2. Rosalyn Templeton, School of Education Interim Coordinator (until  
7/1/05)**
- 3. Liza Ing, Program Faculty (Acting School of Education Coordinator  
as of 7/1/05)**
- 4. Karen Norman, School of Education Faculty**
- 5. Leonard Johnson, School of Education Faculty**
- 6. Virginia Hines, School of Education Faculty**
- 7. Randy Vance, College of Optometry Faculty**

## APRC Questions for Early Childhood Education PRP

### I. Program Overview

1. *What is the financial and career advantage for a person with an AAS in Early Childhood Education (ECE) to get a BS degree? Is there a premium for a BS degree in ECE?*

Teachers in Head Start (a federal program) will soon be required to have a Bachelor's degree and their salaries will certainly rise. Salaries of the teachers in Tot's Place range from \$14,500 with an AAS to \$20,800 with a Bachelor's degree—a difference of approximately \$6,000. Admittedly this is low, as are all salaries in the Early Childhood field, but having a Bachelor's degree does translate to more money in the field. Students who are employed in other areas of Michigan who hold AAS degrees command a higher salary than those without any degree and those with a Bachelor's degree command an even higher salary. The type of early childhood center will also determine salary ranges. For example, centers run by corporations can and do pay more money for teachers with higher degrees. A Bachelor's degree is necessary to teach preschool in a public school setting where salaries are higher than in private day care centers.

2. *Why isn't ECE getting Perkins funds? Can this be changed?*

The history of our receiving Perkin's Grant money is as follows:

Year	Enrollment	Amount of \$
94	74	18,300.
95	68	15,708.
96	59	20,426.
97	61	23,636.
98	60	15,421.
99	58	0
00	63	41,450.
01	54	0
02	35	0
03	39	0
04	37	0

Perkin's grant is set up for associate degree programs to receive money for equipment that would help students learn the information in their field of study better. There are two categories of money offered, equipment over \$1,000 and equipment under \$1,000. Traditionally our ECE program has used the Perkin's category of equipment under \$1,000 that other associate degree programs on campus have not wanted to use. The ECE program has been able to purchase books, toys, and children's computers that students use in our classrooms for practice teaching.

Dr. Johnston, Liza Ing & I have all tried to get answers to our questions about what happened to the funds. We have asked Tom Oldfield and Maureen Milzarski about the funding and have not received explanations. The financial award determination is made by the amount of students and by the amount of special needs students in the program, but according to my figures above, enrollment must not be the only determining factor. Once I was told that Ferris gets to determine which programs receive money on campus and that Ferris rearranged the list so the ECE is no longer on the top. My personal opinion is that since Linda Golden left her job of handling the Perkin's Grant, things have gotten mixed up or reinterpreted, but the money received in 2000 doesn't fit that

## APRC Questions for Early Childhood Education PRP

theory. Each year we fill out the required program review for the Perkin's Grant and send in a list of equipment desired. We have never been given any explanation of why we receive money or why we don't receive money-I usually just get a phone call in October stating that the program has 2 weeks to spend whatever amount of money we received or I don't get a call.

There definitely needs to be a change in the system because the ECE program is not receiving the money which we are entitled to according to the Perkin's Grant and other Early Childhood programs at community colleges and vocational centers are still receiving money. Change to this problem can't take place at the faculty member's end, several administrators will need to clarify the Perkin's Grant system at Ferris.

### 3. *Is there a shortage of ECE graduates nationally? Regionally? Locally?*

There is a shortage of *qualified* early childhood educators at all levels. Low salaries, low status and job stress contribute to a high turnover rate in this field, so that more qualified teachers are always needed. There is a shortage of early childhood professionals at all educational levels, AAS, BA, MA, and PHD. Until the United States, as contrasted with France, changes the pattern of low respect and low salaries for this job, and realizes the importance of this field, the shortage will continue.

## II. *Collection of Perceptions*

### 1. *Discuss what kind of formal assessment ECE students receive at Tot's Place and their internship sites.*

Students enrolled in EDCD 210 & 211 do 2 hour weekly labs at Tot's Place where they go into the classroom and teach children. They are evaluated by the teacher in Tot's Place on a point scale for each activity that they do. Teachers in Tot's Place also evaluate the students at mid-term and the final on the student's readiness skills for their internship. Students also do lesson plans that are video taped and the professor for the course grades those activities. Each evaluation has a printed form and points attached that are part of the student's semester grade.

Interns are evaluated by the Tot's Place teacher on their lesson plans and daily teaching routines. The teachers evaluate the interns at mid-term and the final on their overall teaching skills (interaction with children, parents, quality of lessons, etc.). These are all printed forms which affect the student's grade. The Ferris professor visits the intern in the Tot's Place classroom at least twice (more if necessary) during the semester, for 2-3 hours each visit and fills out an evaluation form, then meets with the student and the Tot's Place teacher to discuss the evaluation form. The intern's semester grade is determined by the required paperwork assignments (1/3), by the teaching evaluations of the Tot's Place teacher (1/3) and by the teaching evaluations of the professor (1/3).

### 2. *How are ECE student internship sites decided upon? Are they assigned? Do the students select them?*

The internship sites currently are required to be done at Tot's Place and students request the classroom they prefer, but schedules do not always allow student's to get their preferred classroom. The ECE program changed our internship policy in 1998 from allowing students to choose their own site anywhere in Michigan to requiring the internship to be at Tot's Place. This change was made to eliminate students

## APRC Questions for Early Childhood Education PRP

choosing centers based on ease of transportation and amount of pay instead of quality centers, also to have students closer to the professor if problems arose, and to eliminate travel time and expenses for the faculty. Since we have required interns to be at Tot's Place we have eliminated the number of students who do not pass their internship. Students may request a deviation from this policy if they have an extreme hardship (not merely monetary) with the policy. Students who receive a deviation must do their internship at an NAEYC accredited center, such as Tot's Place.

With the internships included in the ECE Bachelor's degree, we will probably return to student's choosing their own placements from a list of accredited centers.

3. *Some student comments made reference to a "content overlap" in the ECE courses. To what extent is this a deliberate feature of the program?*

This overlap is a very deliberate feature of the program since we have generally had low level (ability) associate degree students who need a great deal of repetition. The comments on overlapping have only recently occurred and I think those comments come from the El. Ed. students who are typically higher level students. The challenge in each of our classes now that we have El. Ed. students is to make the course challenging for the high level students but not overwhelming for the low level students. In each class there are students who understand a concept easily because it has also been introduced in their El. Ed. classes, while there are associate degree students who need additional explanations.

4. *What would be the value of more frequent advisory board meetings?*

The Advisory board members asked for more meetings to keep up with the many changes that are occurring in our program with the El. Ed. students and with the Bachelor's degree. The value to the faculty will be for hearing the opinions of others in the field as to our program requirements and course offerings. There also is value in letting the board members know what Ferris is offering so that they can help advertise our program.

### III. Program Profile

1. *How many students are ECE majors? How many minors? How many ZA endorsement students? Do some of these categories overlap?*

For 2004-2005 enrollment there were 32 students officially counted. These are all ECE majors in the AAS degree. The number of minors from El. Ed. is the amount we have no idea of. In the report I stated that there were 72 on the winter 05 list from Institutional Research, but when I looked at the names on the list, only 23 of the 72 were currently in EDCD classes, while another 23 students were in our classes and registered as El. Ed. but were not on the minor list. So, the numbers are anywhere between 23 and 72 minors (this is the area that needs to be correctly counted by administration). ZA endorsement students are the same as the El. Ed. minors, except for 2 additional students who are working on their endorsement and have already graduated with a teaching certificate.

## APRC Questions for Early Childhood Education PRP

2. *Discuss possible solutions to the “bumping” problem experienced by ECE freshmen and sophomores when El/ Ed. Juniors and seniors fill the required classes first. Why not simply restrict enrollment in these classes to majors only?*

What we have done is temporarily close one lab section in a class (most EDCE classes have 2 lab sections), until the freshmen & sophomores are ready to register, then open the lab section. Majors-the AAS students- need the classes but the El. Ed. minors also need the same classes for their minor. Since our EDCE classes are only offered once per year, it is imperative that those associate degree students who are trying to finish in a timely manner get into their courses. The El. Ed. students who are juniors and seniors are also trying to finish this minor before they can do their student teaching in the elementary schools. The best solution to this class overload problem would be to offer the classes each semester, or more than one section of a class-but limited faculty is the big issue. We have not come up with any other possible solutions.

3. *Why does it take students four years to complete the ECE program?*

Two reasons, one is that we have very low level students who need to repeat Gen. Ed. classes to get a 2.0 gpa or remove an F from their transcript, students who need to repeat early childhood classes to get a 2.5 gpa, or students who need to take all the remedial courses offered at Ferris (Univ. 101, Math 010, Engl. 074, etc.). We also have a high number of special needs students. The second reason is that our ECE courses are only offered once each year and without seeing an advisor a student can easily put themselves a whole year behind.

4. *Comment on the need for a program coordinator with release time for ECE currently, and with the addition of the BS degree.*

I recommended a liaison with Tot's Place with release time, not a program coordinator. That liaison would assist Tot's Place teachers with the evaluation forms that they fill out on our students as discussed in question # II.1 above. Also that liaison would be available to give training sessions to Tot's Place teachers on how to be a better mentor to our students. The liaison would also meet with Tot's Place and Head Start to discuss any problems with students that may arise due to their being in the classroom. The liaison would also help to smooth any misunderstandings in this shared grading process that we have set up. As I mentioned in the report, we did have a formal liaison agreement in place for one semester and it was an asset to our program and to Tot's Place.

5. *What is the plan to staff the ECE programs when the BS program starts accepting students for classes in January?*

Unfortunately, the plan for staffing is even murkier than it was when I wrote the report, due to Liza Ing's position as Interim Department Head. With only offering two new Bachelor's classes this winter, Liza is not available to teach classes, and that leaves me to teach 30 credits. We made the decision (which I'm sure will be unpopular with students) to not offer two courses that we usually do in the winter and offer them in the summer instead. We will make them 6 week courses to run in the same session, so

## APRC Questions for Early Childhood Education PRP

students can have some of the summer free. We have hired our adjunct to teach one course that she has taught before, Liza will teach one course-even though she doesn't have time, I'll teach all the rest. Did I mention that more faculty is needed?

### **IV. Facilities and Equipment**

1. *Comment on the program's ability to find additional classroom space.*

Classroom space in Bishop Hall is at a premium. As mentioned in my report, I've taught classes in every building on campus. We just take what's available & hope for ones in Bishop Hall-but all the education professors & criminal justice professors are fighting over 4 classrooms. One thing we plan to do for the Bachelor's degree is offer night classes, so hopefully the classrooms will be more available then. Some semesters I've had a class in Starr, then 10 minutes later, a lab in Bishop-I can't make it in 10 minutes-especially in the winter- so I've told students that my lab will start late.

2. *Discuss the library resources needed for the BS in ECE program.*

We sent a library request form with the Bachelor's degree proposal that was OK'd. The journals that FLITE has now are fine, with maybe one more needed. Basically we don't need a lot of extra resources, just weeding out of old textbooks and replacing them with more recent ones, which Anne Kelley is doing. The toy library that is at FLITE and the children's books were purchased with our ECE Perkin's Grant monies so that if we receive more grant money we can add to those resources.

Sincerely,  
Diane K. Fleming



# FERRIS STATE UNIVERSITY

## MEMORANDUM

TO: Academic Program Review Committee  
c/o Dr. Douglas Haneline, Chair

FROM: Michelle A. Johnston, Dean, College of Education and Human Services

DATE: August 23, 2005

RE: **Early Childhood Education**

I am pleased to write to you about the Early Childhood Education program, which is a viable program with an excellent future. Its goals, curriculum, internships, practica, and observation requirements provide its students with a hands-on, experiential education approach to learning that includes technology, collaboration, and holistic teaching. The enrollment numbers in the Early Childhood Education program might look problematical because many of the Early Childhood Education associates degree-level students also enroll in elementary education. Thus, the sections of the early childhood program classes are full, often above capacity. Ferris State University needs a mechanism for counting students enrolled in two programs.

The Early Childhood program has a newly approved Bachelor of Science in Early Childhood Education program, which is not for teachers, but for students who want to become professional early childhood educators or early childhood program managers. Moreover, the new baccalaureate program reflects the new standards to which Michigan is moving. The newly approved program will have two immediate impacts:

1. Students will not transfer out of Ferris State University after completing their associate degree; and
2. Off-campus enrollments will improve as this program is easily deliverable at remote sites.

In the past, the Early Childhood program relied on Perkins funds to purchase its manipulative materials and computers to address programmatic needs. For the last few years, it has not received any Perkins money. Therefore, a new source of revenue needs to be identified to support the program. Regarding materials, the Early Childhood program has its materials in FLITE and categorized online for easy student access. Having the materials at FLITE and categorized online is very innovative.

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Besides additional revenue for materials and computers, the Early Childhood program has a critical need for a faculty member for its Bachelor of Science program and to assist with the over enrolled associate-level classes.

I perceive the Early Childhood Program, currently at the associate-level and in the future at the baccalaureate-level, as aligned to the mission of Ferris State University because it provides its graduates with career opportunities that help the State of Michigan. Ferris State University is in the unique position to graduate productive people who can contribute to the Michigan economy. Graduates of this program, not only contribute to the current Michigan economy, they contribute to the future of the State, because all of their clients represent the future.

The Early Childhood program is visible throughout the community and Michigan. It is an engaged program that services the constituents of Ferris State University. Additionally, the Early Childhood Advisory Council members represent non-profit agencies and businesses throughout Michigan.

The program is valuable because Michigan and other states are in a childcare crisis. They do not have enough highly qualified pre-school and early childhood professionals to offer adequate care to young children. Furthermore, the students in the elementary education program can use the classes in the Early Childhood program for their ZA Endorsement which makes them more hireable as early elementary teachers.

The Early Childhood program is distinct because it uses Tot's Place in Bishop Hall for its observations for the 100-level classes, for activities for the 200-level classes and for the students' 240 hour internship. Therefore, coordination between Tot's Place staff and ECE faculty is needed for all the student use to go smoothly.

Similarly, other colleges and departments, such as nursing, social work, and optometry, occasionally use Tot's Place for observations. The interdisciplinary observations help the Early Childhood students gain a holistic view of their students. For example, during the 2004-2005 academic year, the Early Childhood students collaborated with the Optometry students to promote good vision and reading.

The program had a coordination agreement with Tot's Place for one year. Liza Ing got release time for it to meet with Headstart and Tot's Place regularly to discuss student problems, student assignments and licensing forms needed by the students. Liza also provided training to Tot's Place teachers who supervise and grade our students. (This was a recommendation from the 1999 Academic Program Review). Since the release time was taken away, this coordination has only happened in our spare time, but is too necessary to only be left on a voluntary basis.

This current academic program review does an excellent job in explaining the characteristics of the students as well as their employability.

The Early Childhood curriculum and instructional methodologies are of high quality because they are aligned to national standards proposed by the National Association for the Education of Young Children and the Michigan Department of Education standards which approved the courses for the ZA endorsement for teachers of young children.

The two faculty members in the Early Childhood program are tenure-track faculty members who actively work to keep abreast of all developments in their field. However, as the program grows with the implementation of the baccalaureate and off-campus expansion, the program will need another tenure-track faculty member.

As I mentioned before, the Early Childhood program no longer receives Perkins funds and needs a new revenue source. Its facilities are in Bishop Hall, a former dormitory, which has limited teaching space. However, the most positive aspect about being in Bishop Hall is that the Early Childhood classrooms, which are above Tot's Place, facilitate observations. Specifically, the equipment in the observation rooms in Tot's Place that all ECE students use needs to be replaced. The wiring is not designed to handle all of the equipment which is more than ten years old and the microphones keep shorting out.

In summary, as the Academic Program Review shows, the Early Childhood program is a viable program that supports the mission of Ferris State University and the College of Education and Human Services. With the implementation of the new baccalaureate-level program, the Early Childhood program will grow.

# EARLY CHILDHOOD EDUCATION ASSOCIATE DEGREE PROGRAM

## Academic Program Review

September, 2005

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# Table of Contents

*Additional page numbers on front page of each Section*

<b>SECTION 1</b>	<b>Early Childhood Education Program Overview.....</b>	<b>1-1</b>
<b>SECTION 2</b>	<b>Collections of Perceptions.....</b>	<b>2-1</b>
	A) Graduate follow-up survey.....	2-1
	B) Employer follow-up survey.....	2-8
	C) Graduate exit survey.....	2-14
	D) Student program evaluation.....	2-21
	E) Faculty Perceptions.....	2-34
	F) Advisory committee perceptions.....	2-40
<b>SECTION 3</b>	<b>Program Profile.....</b>	<b>3-1</b>
<b>SECTION 4</b>	<b>Facilities and Equipment.....</b>	<b>4-1</b>
<b>SECTION 5</b>	<b>Conclusions.....</b>	<b>5-1</b>
<b>APPENDIX A:</b>	<b>Faculty Vitae.....</b>	<b>A-1</b>
<b>APPENDIX B:</b>	<b>Check sheets and Syllabi.....</b>	<b>B-1</b>

**Section One:**  
**EARLY CHILDHOOD EDUCATION**  
**PROGRAM OVERVIEW**

<b>A. Program Goals.....</b>	<b>1-1</b>
<b>B. Program Visibility and Distinctiveness.....</b>	<b>1-2</b>
<b>C. Program Relevance.....</b>	<b>1-5</b>
<b>D. Program Value.....</b>	<b>1-6</b>

## 1    **A. Program Goals**

2            The mission of the Early Childhood Education program is to provide students with the  
3            combination of child development theory and experiential activities to be able to work  
4            effectively with young children. One of the goals of the program includes helping  
5            students realize the responsibility that early childhood professionals have in providing  
6            children with safe, healthy, learning environments. Another goal is to help students  
7            become strong advocates for young children. A third goal is for students to be able to  
8            provide developmentally appropriate curriculum for young children in the classroom. The  
9            mission and goals were established by the three tenure-track faculty in this program's  
10           history, Dr. McCorrison (emeritus), Diane Fleming, M.S. & Dr. Ing, Ed.D.

11           The mission of the Early Childhood Education program fits quite well with the  
12           mission of Ferris State University because the use of hands-on, experiential learning is a  
13           large component of the program. Each ECE course exposes students to real children in  
14           different types of early childhood centers. Employers of graduates of the E.C.E. program  
15           have found this component of the program to be one of its best features.

16           The mission of the College of Education and Human Services is to deliver high  
17           quality instruction and services in programs that are relevant, accessible, effective and  
18           flexible. The ECE program is certainly relevant to anyone who works with or has young  
19           children of their own. The program is accessible by offering classes in the daytime,  
20           evenings and summer. Graduates and employers of our graduates have said that the  
21           program is effective. The program is flexible as it strives to meet the needs of both early  
22           childhood and elementary education students. The goals of the School of Education, the  
23           department that the Early Childhood program is part of, include technology, experiential  
24           learning, awareness, collaboration & holistic teaching (TEACH). The goals of the ECE  
25           program align to these departmental goals, especially fulfilling the experiential learning  
26           since hands-on learning and actual teaching with children is a major part of our program.

27           Improvements listed in the outcomes of the 1989 Academic Program Review included  
28           at least one more tenure track faculty, accreditation of Tot's Place by NAEYC (National  
29           Association for the Education of Young Children), offering a Bachelor's degree in Child  
30           Development, and more classroom space for teaching labs. In the 1991-92 Academic  
31           Program Review the conclusion listed exactly the same improvements that needed to be

1 made to the program. Nevertheless, no funding was forthcoming to bring about these  
2 improvements. The surprise is that the ECE program continued to thrive without the  
3 needed funding; however the future of the program would have been even brighter if any  
4 action had been taken on these reports. The Academic Program Review of 1999 again  
5 listed these same issues. Finally in the six years since that report, progress has occurred  
6 and the Early Childhood Program now has a second tenure-track faculty member, Tot's  
7 Place has received accreditation by the NAEYC, and a proposed Bachelor's degree has  
8 been approved by the Academic Senate. We have seen the needed improvement in our  
9 program but the need for more improvements will be noted in this report.

## 11 **B. Program Visibility and Distinctiveness**

12 One of the unique features of the Early Childhood Education program is our  
13 collaboration with the campus child care center. Tot's Place Child Development center  
14 was established in 1985 with a dual purpose of serving as a lab facility and as a fully  
15 functioning daycare center for students and parents. Early Childhood Education students  
16 use Tot's Place on a daily basis to observe children, participate with the children, perform  
17 lesson plans and activities in the children's classrooms and complete their internships.

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

28 In addition to the AAS degree, the Early Childhood Education program offers an  
29 Early Childhood endorsement (ZA) as a third minor to Elementary Education students  
30 who are interested in teaching kindergarten, first or second grade. When the Elementary  
Education Program was being constructed at Ferris (1999-approved by the MDOE,

1 Michigan Department of Education, 2001), the possibility for students to complete the  
2 requirements for an Early Childhood Endorsement (Z.A.) was added to the program.  
3 Ferris won accolades from the MDOE for being one of the only universities in Michigan  
4 to offer this stream-lined service to students. Our Early Childhood classes currently meet  
5 all of the requirements for this endorsement. In addition, Michigan elementary teachers  
6 who already hold a teaching certificate may return to Ferris and take the Early Childhood  
7 Education courses to earn a ZA endorsement. To meet the No Child Left Behind  
8 mandates for highly qualified teachers, elementary school principals across Michigan are  
9 requiring teachers of the younger children to have this endorsement. The Early Childhood  
10 classes are now filled with both associate and bachelor's degree students which have  
11 helped raised the quality of students. The streamlined approach to the endorsement has  
12 increased our attractiveness for prospective students.

13 The addition of Elementary Education at Ferris has helped attract quality students to  
14 our Early Childhood program through the ZA endorsement, as will the proposed  
15 Bachelor's degree. With the proposal of our Bachelor's Degree in Early Childhood  
16 Education, (passed by the Academic Senate, April 26, 2005), students who are interested  
17 in a four-year degree in Early Childhood Education will no longer need to transfer to  
18 another university. The Bachelor's in ECE will be an alternative choice for students who  
19 are primarily interested in teaching young children, birth through 8 years, instead of  
20 Elementary Education which prepares teachers from kindergarten through eighth grade.  
21 Many students are very interested in the proposed degree.

22 The Early Childhood Education program also offers students a Child Development  
23 Associate (CDA) certificate. The CDA certificate is a national certificate program that  
24 requires less college credit than an associate degree. Most of the students choose to  
25 receive the Associates of Arts and Sciences degree but many also opt for the CDA  
26 certificate at the same time to increase their employment possibilities. Most employers  
27 prefer the AAS to the CDA certificate, but some (e.g., Head Start) will give an additional  
28 raise to graduates with both the certificates and the degree. Early Childhood Education  
29 classes are set up to help students fulfill both the degree and the certificate at the same  
30 time. The CDA certificate does require an evaluation by the National CDA Board and an  
31 additional fee of \$350.00. The certificate option is explained to students in their courses



1 and sources offering scholarships for the CDA fee are announced. All the Early  
2 Childhood Education students who have applied to and been evaluated by the CDA  
3 National Board have received their certificates.

4 The Early Childhood Education program participates in the FSU Articulation  
5 Agreement with Michigan secondary vocational/technical schools that offer childcare  
6 courses. A student may be eligible for a waiver of four credits in the E.C.E. curriculum  
7 by completing a National Occupational Job Readiness Test (NOCTI) at or above the  
8 prescribed percentage level.

9 The Early Childhood Education program has an active recognized student  
10 organization. With the opening of the Elementary Education degree, El. Ed. students  
11 were invited to become part of this organization and the group has an average of 25  
12 members. Students have performed fund raisers, bake sales, and book, food and toy  
13 collections for needy children.

14 The Early Childhood Education program meets the criteria for the federally funded  
15 Perkins Grant. Over the past ten years, the ECE program has received an average of  
16 \$18,000 yearly from this grant. Equipment purchases have been made with the grant  
17 money to improve the quality of instruction to ECE students. Specific equipment  
18 purchases will be mentioned in Section Four of this report. Unfortunately, this funding is  
19 in danger of being eliminated by the federal government and in the recent past, the ECE  
20 program has received little or no funds.

21 The ECE program at Ferris is in competition with community colleges in Michigan  
22 which traditionally offer associate degrees. Grand Rapids Community College, Lansing  
23 Community College, and Baker College offer associate degrees in Early Childhood  
24 Education. Baker College lacks an on-site lab for students to practice teaching with  
25 young children, and students who have transferred from Baker into our program are  
26 lacking in experiential learning. GRCC's and LCC's associate degree programs are  
27 comparable to ours. All programs have no lack of students. With the addition of  
28 Elementary Education at Ferris and the proposed Bachelor's degree in ECE, students in  
29 our program have a streamlined method of continuing their education. No credits are lost  
30 if a student changes from an associate degree to a bachelor's degree while at Ferris as

1 compared to credits lost when students transfer from a community college to a 4 year  
2 institution.

### 3 4 **C. Program Relevance**

5 The impact of ECE students on the lives of young children and eventually on the  
6 future of society is enormous. As Dr. McCorriston (emeritus) said, “Ten ECE graduates  
7 per year working with twenty children per year over ten years are affecting the lives of  
8 11,000 children.” A great deal of attention is currently being focused on child  
9 development and quality childcare in the United States and internationally. In the  
10 MCCTE (Michigan Council Career Tech Education) Spring 1999 Newsletter the U.S.  
11 department of Labor Women’s Bureau stated that “Childcare workers are critical to the  
12 success of the nation’s working families and employers.” Childcare workers/early  
13 childhood specialists are responsible for nurturing and teaching young children during  
14 their formative years and are essential to accomplishing our national goals. New brain  
15 research findings have reinforced the importance of a child’s early learning. In NEA  
16 Today, 1999 the National Education Association reported that early intervention during  
17 the years between infancy and elementary school is critical for brain development.

18 Quality childcare is critical for the young children in the U.S. living in families with  
19 working women. According to the U.S. Department of Labor, 65.3% of the women in  
20 the labor force (2000) have children less than 6 years of age. This percentage has  
21 increased from 1990, when 58.2% of the women had children less than 6 years of age.  
22 (U.S. Department of Labor, Bureau of Labor Statistics, 2001).The percentage has been  
23 steadily increasing, thus the need for care for these children has increased. With the  
24 increase in need comes an increase in need for qualified early childhood teachers.

25 A qualified early childhood teacher is one of the determining features of a quality  
26 early childhood center. NAEYC (National Association for the Education of Young  
27 Children) Accreditation sets the norm for what it means to be a high quality early  
28 childhood program. The new standards for NAEYC accreditation (to be implemented by  
29 2006) mandates that teachers in an accredited center have a minimum of a CDA and be  
30 working on their Associate degree. By 2010, the teachers must have a minimum of an  
31 Associate degree and be working on a Bachelor’s degree. According to the National

1 Research Council's Committee on Early Childhood Pedagogy report, "Each group of  
2 children in an early childhood education and care program should be assigned a teacher  
3 who has a Bachelor's degree with specialized education related to early childhood."  
4 (Bowman, Donovan & Burns, 2001)

5 Given the increasing need for early childhood teachers, and the increasing stress on  
6 quality/educated teachers, the Early Childhood Education program will continue to be in  
7 demand by students. To meet the No Child Left Behind mandates for highly qualified  
8 teachers, elementary school principals across Michigan are requiring teachers of younger  
9 children to have specialized training in Early Childhood/Child Development.

10 The ECE program has planned to meet the increasing need for qualified early  
11 childhood educators by offering a Bachelor's degree (proposal passed the Academic  
12 Senate on April 26, 2005). ECE faculty will continue to work closely with the Michigan  
13 Department of Education to ensure that our Elementary Education students fulfill the  
14 requirements for the Early Childhood Endorsement, and continue monitoring the test  
15 scores of students who have taken the Michigan Dept. of Education test for the early  
16 childhood endorsement to ensure that students have the knowledge to pass the test.

17 A program evaluation of the ECE program is given each semester to students who are  
18 completing their internship and graduation requirements. The faculty has and will  
19 continue to make changes to classes based upon these surveys when the suggestions have  
20 merit. Employers of ECE graduates seem to be pleased with the amount of experience  
21 E.C.E. graduates have had and evaluations of the Early Childhood Education program  
22 have remained high over the years, as have the student satisfaction ratings. The Early  
23 Childhood Education Advisory Board has consistently given the program good reviews,  
24 as have alumni.

#### 25 26 **D. Program Value**

27 The Early Childhood program benefits the university by offering an associate degree  
28 and an elementary endorsement in a field that is much needed. The elementary  
29 endorsement offers the chance for students to be highly qualified and sought after in the  
30 market place. The faculty in Early Childhood has been active in university wide  
committees including: Distinguished Teacher Award Committee, Professional

1 Development Committee, Arts & Lecture Committee, and the Graduate Professional  
2 Committee. The ECE faculty has been very active in college and departmental  
3 committees.

4 The Early Childhood curriculum contains much experiential learning, which is  
5 beneficial to students because it gives them actual teaching experience before they are  
6 employed in the field. Learning by doing has been proven to be more beneficial to  
7 students. Our hard-working faculty who both have experience teaching with young  
8 children are beneficial to students because they provide the students with many relevant  
9 examples from the field.

10 The employer surveys have shown that directors of early childhood centers are very  
11 satisfied with ECE students in terms of their knowledge of early childhood education,  
12 their ability to work as a team, and their professionalism (all of which are invaluable to  
13 employers). Ferris ECE students are well trained in a field that is in high demand.

14 The faculty of the Early Childhood Education program has provided a plethora of  
15 services to external early childhood professional organizations. Dr. Ing is a validator for  
16 the NAEYC Accreditation body. She visits early childhood centers to assess whether  
17 programs are meeting the standards of high-quality. Dr. Ing is currently the vice  
18 president for the Mecosta Osceola Area Association for the Education of Young  
19 Children. Diane Fleming has been on the Advisory Board for the MOISD Early Child  
20 Care program for eleven years. She recently gave the advisory board a briefing about the  
21 Child Development Associate Certificate (CDA). Diane Fleming represented Ferris as the  
22 leader of a People to People Ambassador Child development educational trip to China.  
23 She shared information about her trip with faculty, students, the Big Rapids Rotary Club,  
24 and wrote an article that was published in the Big Rapids Pioneer. Both faculty have  
25 helped NOCTI (National Occupational Competency Testing Institute) rewrite  
26 occupational tests for the area of early childhood education. Both faculty represent Ferris  
27 as members of several professional organizations including: the National Association for  
28 the Education of Young Child, Association for Childhood Educators International,  
29 National Association of Early Childhood Teacher Educators, Council for Exceptional  
30 Children, Association of Supervision & Curriculum Development, and Phi Lambda  
31 Theta. Both faculty's vitas are included in this report for further information.

1 Diane Fleming hosts tours of the Early Childhood program to the MOISD (Mecosta  
2 Osceola Intermediate School District) and Career Line Tech career/vocational centers in  
3 an effort to get high school students interested in continuing their education. Dr. Ing has  
4 run for the Big Rapids school board twice in an effort to represent our program and the  
5 School of Education. Early Childhood students in EDCD 104 volunteer in early  
6 childhood centers for 30 hours a semester to help the children and teachers and also to  
7 help themselves determine if this field is right for them. Students in EDCD 160 are  
8 required to do an Advocacy Project and volunteer 2 hours of their time toward helping  
9 the community understand the importance of the NAEYC Month of the Young Child.  
10 Their advocacy projects have included such services as writing letters to congressmen,  
11 putting up bulletin boards/displays, having a bake sale to benefit a child with cancer, and  
12 helping to build the Playscape playground in Big Rapids.

13  
14 **Conclusions:**

15 Along with a general overview of the program, progress from the 1992 APR was  
16 noted; specifically the hiring of a second tenure-track faculty for the program, the  
17 accreditation of Tot's Place by the NAEYC and the proposed Bachelor's degree in  
18 Early Childhood Education. The addition of an ECE minor to the Elementary  
19 Education program and the value of the faculty to the university and the community  
20 was noted. The need for qualified early childhood educators with Associate degrees  
21 remains high. There is also a need for teachers with four-year degrees in Early  
22 Childhood Education. The need for quality childcare is receiving more political  
23 attention now than it ever has.

## Section Two: Collection of Perceptions

<b>A. Graduate Follow-up Survey</b>	
<b>Summary</b> .....	2-1
<b>Original Survey</b> .....	2-3
<b>Survey Data</b> .....	2-4
<b>B. Employer Follow-up Survey</b>	
<b>Summary</b> .....	2-8
<b>Original Survey</b> .....	2-10
<b>Survey Data</b> .....	2-11
<b>C. Graduate Exit Survey</b>	
<b>Summary</b> .....	2-14
<b>Original Survey</b> .....	2-16
<b>Survey Data</b> .....	2-17
<b>D. Student Program Evaluations</b>	
<b>Summary</b> .....	2-21
<b>Original Survey</b> .....	2-24
<b>Survey Data</b> .....	2-28
<b>E. Faculty Perceptions</b>	
<b>Summary</b> .....	2-34
<b>Original Survey</b> .....	2-36
<b>Survey Data</b> .....	2-38
<b>F. Advisory Committee Perceptions</b>	
<b>Summary</b> .....	2-40
<b>Original Survey</b> .....	2-42
<b>Survey Data</b> .....	2-44
<b>Advisory Board Roster</b> .....	2-48

## A. Graduate Follow-up Survey

### Summary:

101 surveys were sent to graduates of the Early Childhood Education/Child Development program, and 35 responses were received representing each graduation year from 1997 through and including 2005. 46% of all respondents were currently employed in the field of Early Childhood Education, while 54% reported not being employed in the field. 23% were presently seeking employment in the field at the time of the survey. Among the currently employed graduates, reported annual salaries were as follows: less than \$10,000 (27%), \$10,000-\$15,000 (27%), \$15,000-\$20,000 (13%), and greater than \$20,000 (33%). This group also reported they were satisfied (61%) or very satisfied (28%) with their jobs.

A majority of all respondents (51%) have continued their education towards a Bachelor degree, primarily in Elementary Education, but also in fields such as Communication, Business Administration, Early and Middle Childhood Education, and Social Work. Of those who had not pursued completion of a Bachelor's degree, 63% indicated they were interested in doing so. The indicated majors they would seek were Elementary Education and Early Childhood Education.

In judging how well the Early Childhood Education program prepared them for the field, the results were overwhelmingly positive with 67% responding "Well prepared" and 29% responding "Adequately prepared". Likewise, graduates rated their overall level of satisfaction with the Early Childhood Education program as "Very satisfied" (54%) or "Satisfied" (46%). Advising in the program also received strong approval with 57% responding they were "Very satisfied" with advising, and 40% responding they were "Satisfied" with their advising experience.

The program received high marks when graduates were asked if they had enough contact with children during their training and whether the time with children was considered to be quality time. 86% said they had enough time with children and that it was quality time.

21 Only 11% felt they could have benefited from more contact time with children, and 3%  
22 did not respond to the question.

33  
34 When asked about the strengths of the program, graduates expressed appreciation for the  
35 hands-on experiences, learning to plan activities and share them with children, their  
36 faculty and the internships they served. Individual positive comments included helping to  
37 prepare you for life outside of college and the small class size. When asked to recall any  
38 weaknesses of the program, several responses involved needing a bachelor's degree, and  
39 classes overlapping in content. Individual comments included a desire for more frequent  
40 feedback from teachers at Tot's Place during training, and a desire for more information  
41 on placement opportunities that their associate degree may qualify them for, other than  
42 daycare.

43  
44 Suggestions for improving the program tended to parallel the concerns expressed. A  
45 frequent response was the desire to have a BA program offered in the field and having the  
46 internship at Tot's Place (a change that has been implemented since these respondents  
47 graduated) and to spend more time with children and less time observing. Individual  
48 responses suggested a desire for more off-site opportunities for internships, for more  
49 options such as to work with special needs children, to participate in settings other than  
50 daycares, to learn more about Head Start programs, and to learn more about handling  
51 parents.

52  
53 **Conclusions:**

54 Graduates employed in the ECE field were satisfied with their jobs and earning  
55 between \$15,000-\$20,000 +. Graduates who were not employed in the field were  
56 continuing their education beyond the associate degree level. Graduates mentioned many  
57 strengths of the program. The survey highlighted the hands-on, practical components of  
58 the Early Childhood Education program, and the faculty of the program. Graduates felt  
59 that they were well prepared for their careers. The weakness of the program that was  
60 identified was the need for a Bachelor's degree in Early Childhood Education.



## Original Survey:

Please help us by filling out this survey for Early Childhood Education/ Child Development graduates.

*The E.C.E. program is being reviewed and the outcome determines the future!*

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

2. Are you currently employed in the field of E.C.E.? YES NO

*If yes, continue to # 3. If No, continue 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 E.C.E.? YES NO

7. Have you continued your education towards 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 do you feel the E.C.E. program prepared you for the field of E.C.E.?

a. Well prepared b. adequately prepared c. somewhat prepared d. poorly prepared

9. In general, how satisfied were you with your overall experience in the E.C.E. 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 strengths of the program?

13. What do you recall as weakness of the program?

14. What changes would you suggest to improve the quality of the E.C.E. program?

## Survey Data:

### Survey for Early Childhood Education Graduates winter 2005-35 Respondents

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

1997 -1	2004 -5
1998 -4	2005 -1
1999 -7	Total -35
2000 -3	
2001 -7	
2002 -4	
2003 -3	

#### 2. Are you currently employed in the field of E.C.E.?

Yes-16	46%
No-19	54%
Blank-0	0%
Total-35	100%

#### 1. Could we have the 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?

• Percentages of the respondents from question # 2

Below \$ 10,000 -4	27%
\$10,000-\$15,000 -4	27%
\$15,000-\$20,000 -2	13%
\$20,000 and above-6	33%
Total-16	100%

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

\* Percentages of the respondents from question # 2

Very satisfied -5	28%
Satisfied -11	61%
Dissatisfied -2	1%
Very dissatisfied -0	0%
Total-18	100%

#### 6. Are you presently seeking employment in E.C.E.?

Yes -8	23%
No -22	63%
Blank -5	14%
Total -35	100%

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

Yes -18	51%
No -17	49%
Blank -0	0%
Total -35	100%

**If Yes, in what field?**

Elementary Education -8  
Communication  
Early Childhood Education  
Business Administration  
Language Lit. And Writing  
Middle Childhood Education  
Social Work

**If No, are you interested in completing a Bachelor's Degree?**

\* Percentages of respondents from first part of this question

Yes - 12	63%
No- 7	37%

**In what field?**

Early Childhood Education -5  
Elementary Education -2  
Secondary Education  
Education

**8. How well do you feel the E.C.E. program prepared you for the field of E.C.E.?**

Well prepared -23	67%
Adequately prepared -10	29%
Somewhat prepared -1	2%
Poorly prepared -0	0%
Blank -1	2%
Total -35	100%

**9. In general, how satisfied were you with your overall experience in the E.C.E. program?**

Very satisfied -19	54%
Satisfied -16	46%
Dissatisfied -0	0%
Very dissatisfied -0	0%
Blank -0	0%
Total -35	100%

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

Very satisfied -20	57%
Satisfied -14	40%
Dissatisfied -1	3%
Very dissatisfied -0	0%
Blank -0	0%
Total -35	100%

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

Yes -30	86%
No -4	11%
Blank-1	3%
Total -35	100%

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

Yes -30	86%
No -1	3%
Blank -4	11%
Total -35	100%

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

- 1) Hands on experience/ classes. (8)
- 2) Planning activities and sharing them with the children. (4)
- 3) Great faculty and professors. (4)
- 4) Internship (3)
- 5) Diane Fleming/ Liza Ing are great and very helpful/knowledgeable faculty. (2)
- 6) It prepared you for not only for a career in the E.C.E. field, but it prepared you for life outside college. (2)
- 7) Very informative.
- 8) Class size was small
- 9) Learning how to handle/ redirect children that misbehave.
- 10) Learned good observation skills.

**13. What do you recall as weakness of the program?**

- 1) It wasn't a bachelor's level program. (5)
- 2) Some classes seem to overlap a great deal. (4)
- 3) Quality care at Tot's place.
- 4) Not enough professors to teach the classes, and the classes were not offered all the time.
- 5) Not enough information on jobs/careers that could be perused with associates in E.C.E. other than a daycare
- 6) Need more information about conflicts in a classroom; biting, hitting, pushing.
- 7) Input from the teachers at Tot's Place should be daily.
- 8) Having the internship at Tot's Place.
- 9) Some of the labs were not already scheduled for you.
- 10) There should be more time with the children for more experience.
- 11) Wasn't satisfied with the group work.

**14. What changes would you suggest to improve the quality of the E.C.E. program?**

- 1) Put in a 4 year BA program. (4)
- 2) More time with children and less time observing. (2)
- 3) Have the internship in Tot's Place (2)
- 4) Having more add-on options/like special needs.
- 5) Learning about licensing issues and how to handle parents.
- 6) More emphasis on other types of experiences working with children not just in daycares.
- 7) More time with Hands on projects.
- 8) Professor and advising on one system track with each other with new plans and changes.
- 9) Provide more off-site opportunities to observe and for the internship.
- 10) Should learn more about Head Start.
- 11) The number of visits /in some classes it irritates the different schools in Big Rapids.
- 12) There was a lot of team work which didn't always work because not everyone contributed.
- 13) Have guest speakers come in and talk about what they are doing and how the program has impacted their life.
- 14) Get students involved in community activities.

## B. Employer Follow-up Survey

### Summary:

Twenty employer surveys were mailed in April of 2005 to employer addresses received from University Advancement and Marketing. Of the twenty solicited participants, six (thirty percent) of the agencies responded. The questions on the survey inquired about employment of graduates, the skills and knowledge bases the employees brought to the workplace, and the likelihood of hiring additional graduates of the Ferris State University Early Childhood Education program.

Of those employers who responded seventy percent (70%) stated that they currently employ a graduate of the ECE Program of Ferris State University. Of those institutions, eighty percent (80%) of their employees who are Ferris alum are currently or have been employed by the responding administrators. (Questions 1 and 2).

The salary for these individuals ranges from below \$10,000 to above \$20,000 per year, with the majority of those employed earning above the \$20,000 level. The analysis of the results is as follows: 16% are earning less than \$10,000, 16% are earning between \$15,000-20,000, and 50% are earning above the \$20,000 level. One respondent did not provide any information. (Question 5)

The respondents noted that of those graduates who have been or are currently employed, there was agreement among the respondents that eighty percent (80%) of the individuals are well prepared for the workplace and twenty percent (20%) of the respondents strongly agreed these skills are present. The same response was noted for the questions related to skills and knowledge of child development, attitude, teamwork, and the ability to relate to children. The ability to engage in curricular development and instruction was rated with eighty percent (80%) stating they agreed, and twenty percent (20%) with strong agreement that the graduates are well prepared. While eighty percent (80%) of the respondents agreed that graduates are well prepared in communication skills, twenty

27 percent (20%) strongly agreed and twenty percent (20%) stated that they disagreed that  
33 these skills are a strength of the graduates. (Question 6, a-j)

34  
35 When compared to the preparation of graduates from other institutions, sixty percent  
36 (60%) of those responding agreed that FSU graduates are comparatively prepared, twenty  
37 percent (20%) strongly agreed with the statement. (One employer did not provide any  
38 information.) These employers stated that they would hire another graduate of the ECE  
39 program at Ferris State University, with twenty percent (20%) agreeing strongly and  
40 eighty percent (80%) in agreement.

41  
42 None of the respondents had ever hosted a Ferris Student for an internship at their  
43 agency. (Question 3)

44  
45 The employers noted that current trends in Early Childhood Education are requiring  
46 employees to have earned bachelor or master degrees in the field. There is also a trend  
47 for these prospective employees to have a knowledge base about literacy, understanding,  
48 and early math skills for young learners. Additionally it was suggested that the graduates  
49 of the program acquire a depth of knowledge about social development and strengthen  
50 their communication skills, in particular, their writing skills.

51  
52 **Conclusions:**

53 Employers are pleased with the quality of the graduates from the Ferris State  
54 University Early Childhood Program. The graduates have a good understanding of child  
55 development and the appropriate practices and skills used in the learning environment as  
56 well as the skills to work collaboratively with others. Suggestions to improve the E.C.E.  
57 program included continuing to provide exemplar professional education to the students  
58 by offering a four-year program. This program should focus on understanding of the  
59 multifaceted aspects of child development, the cognitive processes of the early learner,  
60 and intensive integration of the communicative arts.

**Original Survey:**

**Ferris State University  
Early Childhood Education Program  
(Formerly Child Development)  
Employer Survey**

*Please aid us in our study and evaluation of our program and our graduates' success by completing the following survey. Please circle your response or provide the information in the space provided. Thank you for your participation.*

1. Do you currently employ a graduate of the Ferris State University Early Childhood Education/Child Development Program? Yes No
  
2. What is the total number of FSU Early Childhood Education Graduates employed by you? (Past and Present) \_\_\_\_\_
  
3. Have you had FSU Early Childhood Education Interns in the past? Yes No
  
4. What is the total number of FSU Early Childhood Education Interns you have hosted? (Past and present) \_\_\_\_\_
  
5. The starting salary in your organization for a full-time worker who has earned an Associate degree is
 

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

**Please rate the interns/graduates on the following items on a scale of 1-5; 5 being strongly agree and 1 being strongly disagree.**

	Strongly Agree	Agree	Does Not Apply	Disagree	Strongly Disagree
1. The FSU graduates/interns were well prepared for the workplace.	5	4	3	2	1
2. FSU interns and graduates have knowledge of and demonstrate an understanding of child development.	5	4	3	2	1
3. The FSU interns /graduates have knowledge of and demonstrate developmentally appropriate practice.	5	4	3	2	1
4. The FSU interns/graduates have demonstrated an attitude conducive to the working/learning environment.	5	4	3	2	1
5. The FSU interns/ graduates have demonstrated quality team-work skills with staff and parents.	5	4	3	2	1
6. The FSU interns/graduates have demonstrated dependability.	5	4	3	2	1
7. The FSU interns/graduates have demonstrated communication skills.	5	4	3	2	1
8. The FSU interns/graduates have demonstrated the skills and behaviors to effectively relate to children in the learning environment.	5	4	3	2	1
9. The FSU interns/graduates have demonstrated the skills and behaviors to effectively plan activities for children.	5	4	3	2	1
10. The FSU interns/graduates have demonstrated the skills and behaviors to effectively implement activities for children.	5	4	3	2	1
11. The FSU interns/graduates are as prepared as interns/graduates from other college programs.	5	4	3	2	1
12. Our organization would hire another FSU Early Childhood Education Program graduate.	5	4	3	2	1

**Are there any E.C.E. trends that you believe might have an impact on our Ferris program? Please provide us with any additional comments or suggestions for the improvement of our program.**

**Thank You!**



**Survey Data:**

**EARLY CHILDHOOD EDUCATION  
EMPLOYER QUESTIONNAIRE-6 Respondents**

**1. Do you currently employ a graduate of the Ferris State University  
Early Childhood Education/Child Development Program?**

Yes: 4- 70%

No: 2- 30%

**2. What is the total number of FSU Early Childhood Education  
Graduates employed by you? (Past and Present)**

0: 1- 20%

1: 2- 40%

2: 1 -20%

3: 1- 20%

**3. Have you had FSU Early Childhood Education  
Interns in the past?**

Yes: 0- 0%

No: 6- 100%

**4. What is the total number of FSU Early Childhood Education  
Interns you have hosted? (Past and present)**

0: 3- 60%

1: 0- 0%

2: 0- 0%

3: 0- 0%

Blank: 2- 40%

**5. The starting salary in your organization for a full-time worker who has earned an  
Associate degree is**

a) below \$10,000: 1- 16%

b) \$10,000 – 15,000: 0-0%

c) \$15,000 – 20,000: 1-16%

d) above \$20,000: 3- 50%

Blank: 1-16%

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

**a) well prepared for the workplace**

Strongly Agree: 1 –20%

Agree: 4 – 80%

Does not apply: 0 – 0%

Disagree: 0 – 0%

Strongly disagree: 0 – 0%

**b) knowledge of child development**

Strongly Agree: 1 -20%  
Agree: 4- 80%  
Does not apply: 0 -0%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**c) Knowledge of and demonstrate developmentally appropriate practice.**

Strongly Agree: 1 -20%  
Agree: 4 - 80%  
Does not apply: 0 -0%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**d) attitude**

Strongly Agree: 1 -20%  
Agree: 4 -80%  
Does not apply: 0 -0%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**e) team-work skills**

Strongly Agree: 1 -20%  
Agree: 4 - 80%  
Does not apply: 0 -0%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**f) dependability**

Strongly Agree: 1 -20%  
Agree: 4- 80%  
Does not apply: 0 -0%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**g) communication skills**

Strongly Agree: 1 -20%  
Agree: 3 -60%  
Does not apply: 0 -0%  
Disagree: 1- 20%  
Strongly disagree: 0 -0%

**h) Relate to children**

Strongly Agree: 1 -20%  
Agree: 4- 80%  
Does not apply: 0 -0%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**i) Effectively plan activities for children**

Strongly Agree: 1 -20%  
Agree: 3- 80%  
Does not apply: 0 -0%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**j) Effectively implement activities for children.**

Strongly Agree: 1 -20%  
Agree: 4- 80%  
Does not apply: 0 -0%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**k) Prepared as interns/graduates from other college programs**

Strongly Agree: 1 -20%  
Agree: 3- 60%  
Does not apply: 1- 20%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**l) Would hire another graduate**

Strongly Agree: 1 -20%  
Agree: 4- 80%  
Does not apply: 0 -0%  
Disagree: 0 -0%  
Strongly disagree: 0 -0%

**Are there any E.C.E. trends that you believe might have an impact on our Ferris program?**

- Two year degree programs will not help student's secure adequate employment.
- Employers will be pushing to employ individuals with a bachelor's or masters degree
- Literacy and understanding
- Do early math skills

**Please provide us with any additional comments or suggestions for the improvement of our program.**

- More social emotional development
- Writing skills-grammar, punctuation, ect...

## C. Graduate Exit Survey

### Summary:

At the end of every student's internship, the Early Childhood Education faculty gives students an opportunity to give feedback regarding the program. Included in this report are the interns from Summer 2000 through Winter 2005, which equaled fifteen semesters and included 95 students. Students are asked to give written responses to each of the classes taken within the Early Childhood professional sequence courses. These courses are generally taught by the full-time Early Childhood faculty with one adjunct who teaches one course a year. The overall response to the program has been positive. The students like the hands on experiences that they receive in many of the classes. Some have commented that they would like more lab time. Students commented that they learned a lot and enjoyed learning about designing their own center. The field experiences were beneficial and helped them to gain experience with a variety of settings. The students identified areas of overlap in some of the classes. Other comments related to cost of materials needed to complete the projects in some of the courses. Most of the issues that were identified have been acted upon, when appropriate as we review comments every semester.

The comments about the courses outside of the Early Childhood program have also been positive; however the Nutrition course (CAHS 205) had many mixed comments. This course is traditionally taught by an adjunct faculty in the College of Allied Health and has been limited to a Friday morning, 3 hour course. Students have not been happy with this arrangement and we have been working with Allied Health to resolve this issue. Comments regarding content include: "really liked it", "learned about what children should and should not eat". Negative comments included: "class was too long", "did not learn enough about kids" and "50 websites assignment was horrible". The Responding to Emergencies (HLTH 125-now RMLS 122) course also had mixed comments. Students liked the hands on portion but are concerned whether they would do it correctly in an emergency. Some would prefer to have taken it through Red Cross and not for credit. The Psychology of Exceptional Children course (PSYC 241) had the least positive comments. Students felt like they did not learn anything about children did not like it as an on-line course and were not positive about the instructor. Children's

1 Literature (LITR 326) comments mainly concerned the need for more information related  
2 to younger children. Students commented that much of the reading was for the upper  
3 elementary and middle school child.

4 Overall comments about the ECE program included the need for a Bachelor's  
5 degree and the need for more time with children. Specific comments included: "very  
6 helpful for the big world outside", "loved the program", "wouldn't take it anywhere  
7 else", "best three years of my life", "need to advertise the program more", and "prepared  
8 me well". Comments regarding the number of faculty included the need for more  
9 teachers. Some liked having the same instructor for all classes, while other students did  
10 not.

11 These student comments show that there is room for improvement in the program  
12 but that the program is doing well. Students are positive about what they have learned  
13 and feel prepared to enter the job market. The need for more faculty in the program is  
14 evident and needs to be addressed. Also the need for a Bachelor's degree was commented  
15 on. This is in the final stages of approval through the University. This degree will serve to  
16 enhance the program and further meet the needs of the students.

17  
18 **Conclusions:**

19 The overall response has been positive. Students like the hands-on experiences  
20 with children that are included in the program. The need for more faculty and the  
21 Bachelor's degree were commented on by students preparing to graduate from the ECE  
22 program.

**Original Survey:**

*Students were given an enlarged copy with ample space allotted for comments.*

EDCD 299      **Early Childhood Education Program Review**

Name \_\_\_\_\_

Please honestly evaluate each of the following classes. Give positive and negative aspects, and any suggestion for change.

EDCD 104/105 Child Development Leadership

EDCD 110/111 Child Development 1 & II

EDCD 160 Education of Children

EDCD 205 Computer Applications for Children

EDCD 210 Infant-Toddler Environment and Curriculum

EDCD 211 Children's Activities

EDCD 285 Child Development Internship Orientation

EDCD 291 Child Development Internship

EDCD 298 Internship Seminar

EDCD 299 Professional Assessment

CAHS 205 Child Care Food and Nutrition

HLTH 125/RMLS 122 Responding to Emergencies

PSYC 241 Psychology of Exceptional Children

LITR 326 Children's Literature

Final comments about overall program and preparation for a position in Early Childhood Education.

**Survey Data:**

**Summer 2000-Winter 2005  
Graduate Exit Survey-15 semesters**

**EDCD 104/105**

- ❖ Learned a lot about team work/liked the group work (2)
- ❖ Peer evaluations shouldn't be part of the grade (2)
- ❖ Ride accommodations were tough (2)
- ❖ Fun making floor plans
- ❖ Grade shouldn't be based on group work – should take into account the poor group members. Hard to deal with slackers
- ❖ Excellent hands on
- ❖ Should have a budget for equipment
- ❖ Should have a class field trip to visit other centers
- ❖ Great class
- ❖ The class let you know if this was what you wanted to do
- ❖ I liked the flexibility of where to do 30 hours
- ❖ Fun class to design own center/ and sharing each others

**EDCD 110/111**

- ❖ Like how you grade on absences-makes me come to class (3)
- ❖ Should be able to go into room, its to hard to observe infants
- ❖ Baby biography was hard to understand
- ❖ Update videos
- ❖ Baby bio was fun
- ❖ Some information was overlapped
- ❖ Good for learning the “book stuff”
- ❖ Like the childbirth video
- ❖ Night class once a week did not work for me
- ❖ Contraceptive speaker was good
- ❖ EDCD 110 was one of my favorites

**EDCD 160**

- ❖ Liked going to other daycares (3)
- ❖ Should have to visit less child care facilities (3)
- ❖ More practice teaching of adults than just one day
- ❖ Information from other classes were repeated
- ❖ Good hands on experience
- ❖ Loved the class- a lot of group discussions
- ❖ Don't feel like I learned a lot from the text book (Diana let us out early a lot)

## **EDCD 205**

- ❖ Mostly common sense (2)
- ❖ Liked working on computers
- ❖ Need more hands on with hatch computers
- ❖ Should have been an online class or at least once a week
- ❖ Class needs to be more about children
- ❖ Needs to be less about basic computer skills
- ❖ Fun/easy class days that Liza didn't know how to do stuff she was teaching us
- ❖ Should be beginner and an advance class
- ❖ Liked the web-page

## **EDCD 210**

- ❖ Good with hands on experience (2)
- ❖ Don't need to do so many infant activities (2)
- ❖ Liza was really lenient with grades
- ❖ Making art projects were hard because paint and glue didn't dry
- ❖ Need more time for projects
- ❖ Need newer movies
- ❖ The toddler box was to expensive
- ❖ Should have time committed to discipline and ways to handle toddlers
- ❖ Wouldn't recommend taking with internship-too much working
- ❖ Less cards for infant/ toddler projects
- ❖

## **EDCD 211**

- ❖ Class was expensive to make resource box (3)
- ❖ Need more lab/project time (2)
- ❖ Class was to much busy work (2)
- ❖ Need to do more lesson plans
- ❖ Felt rushed on projects
- ❖ I thought it was a good class-fun
- ❖ Hard to make stuff as college kids-older kids had more money

## **EDCD 285**

- ❖ Getting ready for an internship was very helpful (4)
- ❖ Should put more portfolios together in class
- ❖ Didn't use the book
- ❖ Shouldn't have the lessons plans and other work the lecture would have been fine
- ❖ The class shouldn't have been a semester long
- ❖ Kind of repetitive-but that's what helped
- ❖ Did help prepare you, would recommend that you take it before internship
- ❖ Hated writing the competencies



## **EDCD 291/299**

- ❖ Portfolio was good for interviewing (3)
- ❖ Make sure to have a meeting with supervising teacher at least once a week
- ❖ Check the time cards to make sure that they are doing them
- ❖ Prepared students for an interview with future employer
- ❖ 291/298/299 should be one class and not 3
- ❖ Good class very helpful
- ❖ Seminar is very helpful-gets needed questions answered

## **CAHS 205**

- ❖ Should only be 50 minutes long (2)
- ❖ Really liked it
- ❖ Didn't learn enough about kids
- ❖ Too much of it was common sense
- ❖ Waste of time
- ❖ Learned about what children should and should not eat
- ❖ The 50 websites on nutrition was horrible
- ❖ Learned a lot-tests very hard (Cook-O'Neil)

## **HLTH 125-RMLS 122**

- ❖ The class was almost all lecture
- ❖ A lot of hands on work
- ❖ Boring
- ❖ Good life saving tips everyone should know
- ❖ Should have a one week class for CPR
- ❖ Didn't know that you could just get certified on week-ends, instead of taking class on campus
- ❖ I don't feel like I'd do it right in emergency situation

## **PSYC 241**

- ❖ Hated having the class on-line
- ❖ Doing the building evaluation was the worst
- ❖ Didn't learn much about kids
- ❖ Should have someone else to teach the class – (Rosak) nice but not a good teacher, tests are really hard
- ❖ Learned a lot about Rosak experiences

## **LITR 326**

- ❖ Needs to talk about younger kids-he did add a few more picture books
- ❖ Needs to drop the novels for older kids
- ❖ Change the professor that teaches it (Russell)
- ❖ There's too much with middle school kids
- ❖ Resource notebook was a waste
- ❖ Class was expensive-had to buy \$150 book
- ❖ Mirtz-was hard, but a good teacher

## Overall comments

- ❖ Needs Bachelor's degree (4)
- ❖ I am very pleased with the program/ very well prepared me (3)
- ❖ Classes should be 50 minutes long (2)
- ❖ A lot of classes overlapped (2)
- ❖ Still need more time with kids
- ❖ Good hands on
- ❖ Very helpful for the "big world outside"
- ❖ Need more teachers-have same person for all classes
- ❖ I liked having one teacher for all classes
- ❖ If Ferris don't have classes' interns shouldn't have to go
- ❖ Diane makes it fun to learn/and her door is always open
- ❖ Loved the program, wouldn't take it anywhere else, best three years of my life, need to advertise program more
- ❖ Have classes in Social Work for electives
- ❖ Liked making the musical instruments
- ❖ Each week have a study hall type group work to help each other

## D. Student Program Evaluation

### Summary:

During the 2005 winter semester, 62 enrolled Early Childhood Education students answered the Student Satisfaction Questionnaire. Twenty-nine questions were asked covering demographics and opinions about advisors, quality of courses and observation facilities, and overall quality of the Early Childhood Education Program.

Demographics. The majority of the respondents, 90 percent, were full-time students as well as 98.3 percent female. Over 58 percent of the respondents reported working 10-30+ hours on a job during winter semester, 2005. The respondents were spread well over student classifications: freshman, 13.3 percent; sophomore, 21.7 percent; junior, 36.7 percent; and, senior, 28.3 percent.

Choosing College and Program. When asked if they could start college over, would they choose Ferris State University, 56.7 percent said “definitely yes or probably yes” up from the 1999 survey where 42 percent answered “definitely yes or probably yes.” In 2005 only 16.7 percent said “probably no or definitely no;” in 1999, 31 percent said “probably no or definitely no.” Continuing with the 2005 results, when asked whether they would also choose the Early Childhood Education program, 81.7 percent said “definitely yes or probably yes.” The most important reasons for attending Ferris and choosing the Early Childhood Education program were “advice of parents, friends or high school teachers or cost and/or location”, (53.3 percent).

Career Goals and Plans. The majority, 54.2 percent, said their career goal was elementary teacher, 18.6 percent indicated early childhood teacher, while 11.9 percent said Head Start/public preschool teacher and another 11.9 percent said early childhood administrator or director. After completing the Early Childhood courses, 35.6 percent reported they would be seeking employment in the field of early childhood, while 6.8 percent will be looking for work in a different field. A high percentage, 45.8 percent, reported continuing at Ferris State University earning a bachelor’s degree; 6.8 percent

21 will seek a bachelor's degree at another university. Of those continuing their education,  
22 56.7 percent reported seeking the Elementary Education field of study.  
23

24 Academic Advisors. Over three quarters, 78.3 percent, reported meeting with  
25 their Early Childhood advisor every quarter or most quarters and 75.9 percent said their  
26 advisors were available. The feeling was from 74.2 percent that they received sound  
27 advice from their advisor.

28  
29 Instructors. The perceived availability (71.2 percent), willingness to help (88.1  
30 percent), and attitude of faculty toward students (78.1 percent) were rated high at  
31 "excellent or good." Instructors kept students aware of their programs (74.6 percent) and  
32 were perceived as being fair in grading. 72.9 percent of respondents rated their  
33 instructor's fairness as "excellent or good." In addition, 23.7 percent marked "fair" for  
34 instructors' fairness of grading and availability outside of class time. In open-ended  
35 responses regarding ECE faculty, repeated comments stated that the faculty were  
36 excellent teachers (8 responses) who were very helpful (7), nice and easy to get along  
37 with (4). The common responses also included that the ECE program needs more faculty  
38 (5).  
39

40  
41 Quality of Courses. The overall quality of courses helping to prepare respondents  
42 for employment was rated "excellent or good" by 72.9 percent of the students compared  
43 to 70 percent in the 1999 survey.  
44

45  
46 Field/Lab Study. The respondents indicated they were pleased with the  
47 opportunities for contact with children, 78 percent marking "excellent or good." The  
48 majority rated the quality of observation facilities and quality of lab site for participating  
49 with children as "excellent or good" (83.0/ 77.9 percent). The overall quality of the  
50 internship experience was rated as follows: 66.7 percent marked "excellent or good;" and  
51 22.8 percent marked "fair."  
52  
53  
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61            Classroom Facilities and Textbooks. 77.9 percent of the respondents rated the  
62 quality of classroom facilities “excellent or good” and 20.3 percent rated “fair.”  
63 Textbooks were rated “excellent or good” by 79.6 percent of the respondents. Only 18.6  
64 percent felt they were “fair.”

65  
66            Overall Quality of Program. In the 2005 survey, the majority of respondents, 72.6  
67 percent, felt the overall quality of the Early Childhood Education program was “excellent  
68 or good” compared to 40 percent in 1999. When asked to give open responses as to the  
69 strengths of the ECE program, common themes included the field experiences with  
70 children (9), the experienced faculty (5), and the Tot’s Place lab site (3). Weaknesses of  
71 the program that were common responses included the lack of a Bachelor’s program (13),  
72 course content overlapping (2) and lack of organization (2). According to the  
73 respondents improvements needed in the program included offering the Bachelor’s  
74 degree (5), offering classes in the summer and more than one semester per year, and  
75 classes with more time options (10).

76  
77  
78            **Conclusions:**

79            The Early Childhood Education program received many favorable comments  
80 from the current students. The comments were more favorable than student responses on  
81 the student survey done for the 1999 Program Review. Areas of concern that were noted  
82 were the need for a Bachelor’s degree in E.C.E., more faculty, course content overlapping  
and more choice of times and semesters for course offerings.

**Original Survey:**  
EARLY CHILDHOOD EDUCATION STUDENT SATISFACTION QUESTIONNAIRE

1. While attending FSU, you have 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. Indicate one career direction you are working towards.
  - A. Early Childhood teacher
  - B. Head start/ Public preschool teacher
  - C. Early Childhood administrator/director
  - D. Elementary teacher
  - E. None of the above
  
4. 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
  
5. What is your gender?
  - A. Female
  - B. Male
  
6. How many hours per week are you currently working at a job this semester?
  - A. I am not working
  - B. 1-9 hours a week
  - C. 10-19 hours a week
  - D. 20-29 hours a week
  - E. 30 or more a week
  
7. How often have you met with your E.C.E advisor?
  - A. Every quarter
  - B. Most quarters
  - C. More than once per quarter
  - D. Never

8. If you could start college over, would you choose to attend FSU?
- A. Definitely yes
  - B. Probably yes
  - C. Uncertain
  - D. Probably no
  - E. Definitely no
9. If you could start college over again, would you choose E.C.E.?
- A. Definitely yes
  - B. Probably yes
  - C. Uncertain
  - D. Probably no
  - E. Definitely no
10. What was your most important reason for attending FSU as an E.C.E major?
- A. Academic reputation of the E.C.E. program.
  - B. Advice of parents, friends, or high school teachers.
  - C. Cost and/or location.
  - D. Admission standards.
  - E. None of the above reasons.
11. What are your plans after completing your E.C.E. classes?
- A. I plan to seek employment in the E.C.E. field.
  - B. I plan to seek employment in a different field.
  - C. I plan to earn a bachelor's degree at Ferris.
  - D. I plan to earn a bachelor's degree at another university.
  - E. None of the above.
12. If you are continuing your education, what field are you planning to pursue?
- A. E.C.E.
  - B. Elementary Education.
  - C. Child Psychology or Social Work
  - D. None of the fields listed.
  - E. I do not plan to continue my education.

Indicate the letter that best describes your response to the following statements

		Excellent	Good	Fair	Poor	Unacceptable
13.	Availability of my advisor.	A	B	C	D	E
14.	Willingness of my advisor to help me.	A	B	C	D	E
15.	Sound advice from advisor about E.C.E. Careers.	A	B	C	D	E
16.	Fairness of grading in my E.C.E. courses.	A	B	C	D	E
17.	Availability of instructors outside of class time.	A	B	C	D	E
18.	Willingness of instructors to help me.	A	B	C	D	E
19.	Instructors keep students aware of their programs.	A	B	C	D	E
20.	Attitude of faculty towards students.	A	B	C	D	E
21.	Quality of courses in helping me prepare for employment.	A	B	C	D	E
22.	The opportunities for contact with children.	A	B	C	D	E
23.	Quality of classroom facilities.	A	B	C	D	E
24.	Quality of observation facilities.	A	B	C	D	E
25.	Quality of lab site for participating with children.	A	B	C	D	E
26.	Quality of textbooks used in E.C.E. department.	A	B	C	D	E
27.	Quality of the internship experience.	A	B	C	D	E
28.	Overall quality of the E.C.E. program.	A	B	C	D	E
29.	Overall quality of the students in E.C.E	A	B	C	D	E



**EARLY CHILDHOOD EDUCATION STUDENT SATISFACTION QUESTIONNAIRE**

**Comments about the E.C.E. faculty and staff.**

**Comments about the E.C.E. program in general.**

**Strengths:**

**Weaknesses:**

**How would you improve the E.C.E program?**

**Thank you!**

**Survey Data:****EARLY CHILDHOOD EDUCATION  
STUDENT SATISFACTION QUESTIONNAIRE-62 respondents**

1. While attending FSU, you have been mostly
  - A. a part-time student 6=10%
  - B. a full time student 56=90%
  
2. What is your classification?
  - A. freshman 8=13.3%
  - B. sophomore 13=21.7%
  - C. junior 22=36.7%
  - D. senior 17=28.3%
  
3. Indicate one career direction you are working towards.
  - A. Early Childhood teacher 11=18.6%
  - B. Headstart/ Public preschool teacher 7=11.9%
  - C. Early Childhood administrator/director 7=11.9%
  - D. Elementary teacher 32=54.2%
  - E. None of the above 2= 3.4%
  
4. What is your overall grade point average?
  - A. less than 2.00 0=0.0%
  - B. 2.01 – 2.50 6=10.0%
  - C. 2.51 – 3.00 21=35.0%
  - D. 3.01 – 3.50 21=35.0%
  - E. 3.51 – 4.00 12=20.0%
  
5. What is your gender?
  - A. Female 59=98.3%
  - B. Male 1= 1.7%
  
6. How many hours per week are you currently working at a job this semester?
  - A. I am not working 22=36.7%
  - B. 1-9 hours a week 3= 5.0%
  - C. 10-19 hours a week 18=30.05
  - D. 20-29 hours a week 13=21.75
  - E. 30 or more a week 4= 6.7%
  
7. How often have you met with your E.C.E advisor?
  - A. Every quarter 39=65.0%
  - B. Most quarters 8=13.3%
  - C. More than once per quarter 8=13.3%
  - D. Never 5= 8.3%

8. If you could start college over, would you choose to attend FSU?
- |                   |          |
|-------------------|----------|
| A. Definitely yes | 11=18.3% |
| B. Probably yes   | 23=38.3% |
| C. Uncertain      | 16=26.7% |
| D. Probably no    | 9=15.0%  |
| E. Definitely no  | 1= 1.7%  |
9. If you could start college over again, would you choose E.C.E.?
- |                   |          |
|-------------------|----------|
| A. Definitely yes | 31=51.7% |
| B. Probably yes   | 18=30.0% |
| C. Uncertain      | 7=11.7%  |
| D. Probably no    | 4= 6.7%  |
| E. Definitely no  | 0= 0.0%  |
10. What was your most important reason for attending FSU as a E.C.E major?
- |   |          |
|---|----------|
| A. Academic reputation of the E.C.E. program.           | 1= 1.7%  |
| B. Advice of parents, friends, or high school teachers. | 14=23.3% |
| C. Cost and/or location.                                | 18=30.0% |
| D. Admission standards.                                 | 1= 1.7%  |
| E. None of the above reasons.                           | 26=43.3% |
11. What are your plans after completing your E.C.E. classes?
- |  |          |
|--|----------|
| A. I plan to seek employment in the E.C.E. field.            | 21=35.6% |
| B. I plan to seek employment in a different field.           | 4= 6.8%  |
| C. I plan to earn a bachelor's degree at Ferris.             | 27=45.8% |
| D. I plan to earn a bachelor's degree at another university. | 4= 6.8%  |
| E. None of the above.  | 3= 5.1%  |
12. If you are continuing your education, what field are you planning to pursue?
- |  |          |
|--|----------|
| A. E.C.E.                                  | 15=25.0% |
| B. Elementary Education.                   | 34=56.7% |
| C. Child Psychology or Social Work         | 2= 3.3%  |
| D. None of the fields listed.              | 4= 6.7%  |
| E. I do not plan to continue my education. | 5= 8.3%  |

Indicate the letter that best describes your response to the following statements

	Excellent	Good	Fair	Poor	Unacceptable
13. Availability of my advisor.	A 19=32.8%	B 25=43.1%	C 11=19.0%	D 2=3.4%	E 1=1.7%
14. Willingness of my advisor to help me.	A 31=53.4%	B 18=31.0%	C 8=13.8%	D 1=1.7%	E 0=0.0%
15. Sound advice from advisor about E.C.E. careers.	A 16=27.6%	B 27=46.6%	C 12=20.7%	D 2=3.4%	E 1=1.7%
16. Fairness of grading in my E.C.E. courses.	A 17=28.8%	B 26=44.1%	C 14=23.7%	D 2=3.4%	E 0=0.0%
17. Availability of instructors outside of class time.	A 13=22.0%	B 29=49.2%	C 14=23.7%	D 3=5.0%	E 0=0.0%
18. Willingness of instructors to help me.	A 21=35.6%	B 31=52.5%	C 6=10.2%	D 1=1.7%	E 0=0.0%
19. Instructors keep students aware of their programs.	A 18=30.5%	B 26=44.1%	C 12=20.3%	D 2=3.4%	E 1=1.7%
20. Attitude of faculty towards students.	A 20=34.0%	B 26=44.1%	C 10=16.9%	D 3=5.0%	E 0=0.0%
21. Quality of courses in helping me prepare for employment.	A 9=15.3%	B 34=57.6%	C 12=20.3%	D 3=5.0%	E 1=1.7%
22. The opportunities for contact with children.	A 29=49.2%	B 17=28.8%	C 11=18.6%	D 2=3.4%	E 0=0.0%
23. Quality of classroom facilities.	A 12=20.3%	B 34=57.6%	C 12=20.3%	D 1=1.7%	E 0=0.0%

24. Quality of observation facilities.	A	B	C	D	E
	18=30.5%	31=52.5%	9=15.3%	1=1.7%	0=0.0%
25. Quality of lab site for participating with children.	A	B	C	D	E
	16=27.1%	30=50.8%	12=20.3%	0=0.0%	1=1.7%
26. Quality of textbooks used in E.C.E. department.	A	B	C	D	E
	10=16.9%	37=62.7%	11=18.6%	1=1.7%	0=0.0%
27. Quality of the internship experience.	A	B	C	D	E
	11=19.3%	27=47.4%	13=22.8%	4=7.0%	2=3.5%
28. Overall quality of the E.C.E. program.	A	B	C	D	E
	14=23.7%	31=52.5%	11=18.6%	2=3.4%	1=1.7%
29. Overall quality of the students in E.C.E	A	B	C	D	E
	12=20.7%	34=58.65	12=20.7%	0=0.0%	0=0.0%

**Comments about the E.C.E. faculty and staff:**

- Excellent teachers. (8)
- They are very helpful (7)
- The E.C.E. program needs more staff. (5)
- They are nice and easy to get along with. (4)
- Both members seem to love their job and children. (2)
- Not very organized.
- They are ok.
- Very knowledgeable.
- When I've made appointments with my advisor, she was late.
- To picky on assignments.
- Some of the faculty and staff do not show faith in us as future teachers.
- It is ridiculous that my advisor never mentioned the ZA endorsement.
- Students in the Education program should not have to take the 27 credit hours in E.C.E. The E.C.E classes should be incorporated in the program and not have to be a minor.

**Strengths about the E.C.E. program:**

- Field experience with children (9)
- Most of the professors/ experienced teachers. (5)
- Lab on campus (2)
- Good education/ Quality of program (2)
- Good activities in classes. (2)
- Good classes.
- Textbooks help you learn the material to work with children.
- Not too many students in one classroom.
- Courses come easy to some kids.

**Weakness of the E.C.E. program:**

- No Bachelor program. (3)
- Course overlap. (2)
- Very unorganized. (2)
- The teacher- student interaction
- Communication between teachers and students
- Some classes were at night.
- Paid internships
- Not enough sections offered.
- Need more ED CD classes to take.
- More teachers.
- Internship location.
- There are no classes on how to run and operate our own child care center.
- Transportations to schools.
- Lack of information.
- A lot of observation time that was hard to fit in.
- Most of it is common sense. The classes should go into depth.

**Improvements to the E.C.E. program:**

- Offer classes in summer, more times, and more semester options. (10)
- Hurry With the Bachelors' Degree. (5)
- Less night classes. (2)
- Internship some where else other than Tot's Place. (2)
- Help students with landing jobs after graduation.
- More E.C.E. electives.
- More staff/ advisors.
- More time with children when you're a freshman.
- Seminars for all classifications to make sure we know others in our program.
- Have planned programs for the students so that they have their college career outlined for them so they know when to take certain classes.
- Ferris should be in contact with the surrounding schools and daycare, so that when its time to observe and volunteer they are not bombarded.
- Incorporate E.C.E. classes in the elem. Ed. program.
- Make it more organized and make sure that the Elementary Education advisors are helping the students take the right classes and not any that they don't need or not benefiting them.

## **F. Faculty Perceptions Survey**

### **Summary:**

Given the fact that there are only two full-time faculty in the Early Childhood program to fill out the survey, Diane Fleming (tenure-track) and Liza Ing, Ed. D. (tenure-track), 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 areas of concern.

Both agreed that the Early Childhood Education program is consistent with Ferris' mission, the curriculum is current in the field, the interns are well supervised, the program compares favorably with others in the state, the students receive appropriate advising and that there is a need for the Bachelor's degree. Both agreed on one negative aspect of the Early Childhood Education program, that there is not enough tenure-track or adjunct faculty to serve the program.

There were a couple of statements that there was not agreement on, but after discussing each statement we did reach agreement. The first is whether there is adequate instructional equipment to accomplish the program's mission. Both agreed that while the equipment used in the classroom is adequate, the equipment in the observation rooms of the lab are very outdated. The second difference is in whether the program enjoys adequate instructional facilities to accomplish its mission. Both agreed that there is limited classroom space available for this program however the room available does have technology that is adequate. In the question related to adequate clerical and support staff, this difference probably is effected by the view of whether the School of Education in itself has adequate clerical and support staff. Both would agree that student workers are necessary for the ECE program. The other question where there was non-agreement was about the operating budget. Both agree that the department has sufficient funds for things such as professional development and small purchases, but has lost a significant amount of funding for larger purchases and updating other equipment.

On the open ended questions there was agreement, both stated that the strengths of the program include the faculty being highly qualified and sharing similar philosophies of ECE and that there is a good variety of courses. They also agreed on some areas of improvement such as



1 the need for more faculty, updating of equipment and to reinstate the liaison for Tot's Place.  
2 Both also agreed that there needs to be a Bachelor's degree and that the responsibility of  
3 maintaining the advisory board should not fall upon a faculty member.  
4

5 In all there was much agreement among the faculty members in regards to the positive  
6 and negative aspects of the program. Other areas of improvement that fit into the scope of the  
7 Academic Program Review include: offering a Bachelor's degree (which is in its final stages of  
8 approval), more faculty and upgrading of equipment and facilities. With the approval of the  
9 Bachelor's degree there will certainly be a need for more faculty to handle the increased course  
10 load.  
11

12 **Conclusions:**

13 Both faculty agreed that the Early Childhood Education program is consistent with Ferris'  
14 mission, the curriculum is current in the field, the interns are well supervised, the program  
15 compares favorably with others in the state, the students receive appropriate advising and that  
16 there is a need for the Bachelor's degree. They also agreed on some areas of improvement such  
17 as the need for more faculty, updating of equipment and to reinstate the liaison for Tot's Place.  
18 Both also agreed that the responsibility of maintaining the advisory board should not fall upon a  
19 faculty member.

## Original Survey:

### Ferris State University Faculty Survey

*The faculty were to rate each question between 5-1 with 5 being Strongly agree and 1 being strongly disagree*

1. The E.C.E. Program is consistent with the mission of Ferris State University.
2. FSU Administration supports the E.C.E. program.
3. Students receive appropriate academic advising.
4. The E.C.E. program curriculum is guided by an articulated philosophy.
5. The E.C.E. program is regularly reviewed and kept current.
6. The directed electives are relevant to the E.C.E. program goals and student needs.
7. Sufficient opportunities are available for field experiences and internships.
8. Field experiences and internships are appropriately supervised.
9. Students receive appropriate career planning and placement advising.
10. An adequate number of tenure-track, well-qualified faculty serve the program.
11. Faculty are given ample professional development activities.
12. Faculty regularly participate in professional development activities.
13. The E.C.E. program enjoys adequate instructional faculties to accomplish its mission.
14. The E.C.E. program enjoys adequate instructional equipment to accomplish its mission.
15. The E.C.E. program is served by an adequate number of clerical and support staff.
16. The library and learning resources are adequate to meet the E.C.E. program needs.
17. The E.C.E. program is guided by an effective program advisory committee
18. The current operating budget is adequate to meet the E.C.E. program needs and support the objectives.

19. The quality of the A.A.S. degree in E.C.E. at FSU compares favorably with similar degrees throughout the state.

20. A need for a Bachelors degree in E.C.E. exists at FSU.

21. What do you see as the strengths of the E.C.E. 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?

## **Survey Data: Faculty Survey-2 respondents**

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

**14. The E.C.E. program enjoys adequate instructional equipment to accomplish its mission.**

- 1- Strongly agree
- 1- Disagree

**15. The E.C.E. program is served by an adequate number of clerical and support staff.**

- 1-Neutral
- 1- Disagree

**16. The library and learning resources are adequate to meet the E.C.E. program needs.**

- 1- Strongly Agree
- 1- Agree

**17. The E.C.E. program is guided by an effective program advisory committee.**

- 1- Agree
- 1- Strongly Disagree

**18. The current operating budget is adequate to meet the E.C.E. program needs and support the objectives.**

- 1- Strongly agree
- 1- Neutral

**19. The quality of the A.A.S. degree in E.C.E. at FSU compares favorably with similar degrees throughout the state.**

- 2- Strongly Agree

**20. A need for a Bachelors degree in E.C.E. exists at FSU.**

- 2- Strongly Agree

**21. What do you see as the strengths of the E.C.E. program?**

- Good variety of courses with experience at different levels
- Highly qualified faculty
- Teamwork between 2 faculty- sharing same philosophies of E.C.E. and of teaching college students

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

- More Faculty
- Update equipment in observation rooms
- Need another faculty or highly qualified adjunct
- Reinstitute the release time for Tot's Place coordination

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

- Start the bachelor's degree
- Have Dept. ( school of education) chair/director who will keep Advisory Bd. going- shouldn't be a faculty job
- Have release time to do this program review the next time

## F. Advisory Committee Perceptions Survey

### Summary:

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

Five members of the ECE Advisory Board completed the survey at their meeting in April, 2005. Advisory Board members who responded to the survey were very favorable about both the ECE curriculum providing job skills for employment in the field and on the amount of practical experiences provided to the students (#1,2). The survey respondents also have highly favorable ratings of the program's faculty regarding experience and knowledge of current theories and practices in Early Childhood Education (#5, 6). While the Advisory Board members rated the instructional equipment as adequate for the student's needs, they were evenly divided as to whether or not the instructional facilities were adequate (#10, 11). All of the respondents agreed that the accreditation of Tot's Place has improved the quality of the ECE program (#7). All of the respondents agreed that job opportunities do exist for students upon completion of the program and that the ECE program compares favorably with other programs offered in the State of Michigan (#12, 13).

The Advisory Board respondents were in agreement about changes that need to be made to the program. One hundred percent of the members of the Advisory Board (100%) stated that the Early Childhood Education program does not have enough full-time, permanent faculty to meet student needs (#3). Furthermore, eighty percent (80%) indicated that the program does not have enough full-time, permanent faculty to provide consistent quality of instruction (#4). Eighty percent (80%) also thought that the funds currently provided for Tot's Place were not adequate enough to ensure a quality lab setting for ECE students (#8).

When asked to identify strengths of the ECE program, four (4) respondents cited the addition of a Bachelor's degree. Other strengths noted by respondents included: strong faculty,

1 knowledgeable, competent and team players; the Tot's Place director; improvements in ECE and  
2 Tot's Place; opportunities for students to expand learning; and, the working relationship with  
3 Tot's Place and the E.C.E. Program. All comments about the faculty in general were highly  
4 favorable.

5  
6 In open responses as to the weaknesses of the ECE program and suggested areas for  
7 improvement, four respondents cited the need for a funded liaison between the program and  
8 Tot's Place. Other comments included the need for an advisory committee with regularly  
9 scheduled meetings, updated equipment in Tot's Place, the BA degree and making Tot's Place a  
10 fully-funded lab site.

11  
12 **Conclusions:**

13 The Advisory board members were very favorable about the E.C.E. program. They were in  
14 agreement as the following improvements that need to be made to the program: Adding the  
15 Bachelor's degree, more permanent faculty, the need for fiscal support of Tot's Place to ensure a  
16 quality lab site, the need for a paid liaison between the program and Tot's Place, and the need for  
17 regularly scheduled Advisory Board meetings.

## **Original Survey:**

### **Early Childhood Education Advisory Board Survey**

Respondents were asked to rate each statement from 1-5, with 1 being Strongly Disagree and 5 being Strongly Agree.

1. The E.C.E. curriculum is based on developmentally appropriate practices and current job skills required for successful entry level employment.
2. The E.C.E. program provides students with practical experiences.
3. The E.C.E. program has enough full time, permanent faculty to meet student needs.
4. The E.C.E. program has enough full time, permanent faculty to provide consistent quality of instruction.
5. The E.C.E. program has faculty experienced in the field of E.C.E.
6. The E.C.E. program has faculty who have knowledge of current theories & practices in E.C.E.
7. The accreditation of Tot's Place Child Development Center has improved the quality of the E.C.E. program.
8. The administration adequately provides funds for Tot's Place Child Development Center to assure a quality lab setting for students.
9. It is essential for E.C.E. students, that Tot's Place and the E.C.E. program maintain a cooperative working relationship.
10. Instructional equipment (student check-out library, computers, Ellison machine, laminator, binding machine) is adequate for student needs.
11. Instructional facilities (observation labs, Tot's Place, classrooms) provided are adequate for student and instructional needs.
12. Job opportunities exist for students completing the program.
13. The E.C.E. program is a quality program compared to other associate degree E.C.E. programs in Michigan.



**Comments about the E.C.E. program:**

**Strengths:**

**Weaknesses:**

**Comments about the E.C.E. faculty:**

**Improvements for the E.C.E. program:**

## Survey Data:

### Early Childhood Education Advisory Board Survey-5 respondents

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

Strongly Disagree	0 - 0%
Disagree	0 - 0%
Don't Know	0 - 0%
Agree	1 - 20%
Strongly Agree	4 - 80%

**2. The E.C.E. program provides students with practical experiences.**

Strongly Disagree	0 - 0%
Disagree	0 - 0%
Don't Know	0 - 0%
Agree	1 - 20%
Strongly Agree	4 - 80%

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

Strongly Disagree	0 - 0%
Disagree	5 - 100%
Don't Know	0 - 0%
Agree	0 - 0%
Strongly Agree	0 - 0%

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

Strongly Disagree	0 - 0%
Disagree	4 - 80%
Don't Know	1 - 20%
Agree	0 - 0%
Strongly Agree	0 - 0%

**5. The E.C.E. program has faculty experienced in the field of E.C.E.**

Strongly Disagree	0 - 0%
Disagree	0 - 0%
Don't Know	0 - 0%
Agree	1 - 20%
Strongly Agree	4 - 80%

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

Strongly Disagree	0 - 0%
Disagree	0 - 0%
Don't Know	0 - 0%
Agree	1 - 20%
Strongly Agree	4 - 80%

**7. The accreditation of Tot's Place Child Development Center has improved the quality of the E.C.E. program.**

Strongly Disagree	0 - 0%
Disagree	0 - 0%
Don't Know	0 - 0%
Agree	1 - 20%
Strongly Agree	4 - 80%

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

Strongly Disagree	0 - 0%
Disagree	4 - 80%
Don't Know	1 - 20%
Agree	0 - 0%
Strongly Agree	0 - 0%

**9. It is essential for E.C.E. students, that Tot's Place and the E.C.E. program maintain a cooperative working relationship.**

Strongly Disagree	0 - 0%
Disagree	0 - 0%
Don't Know	0 - 0%
Agree	0 - 0%
Strongly Agree	5 - 100%

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

Strongly Disagree	0 - 0%
Disagree	1 - 20%
Don't Know	1 - 0%
Agree	1 - 20%
Strongly Agree	3 - 60%

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

Strongly Disagree	0 - 0%
Disagree	2 - 40%
Don't Know	1 - 20%
Agree	2 - 40%
Strongly Agree	0 - 0%

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

Strongly Disagree	0 - 0%
Disagree	0 - 0%
Don't Know	0 - 0%
Agree	1 - 20%
Strongly Agree	4 - 80%

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

Strongly Disagree	0 - 0%
Disagree	0 - 0%
Don't Know	1 - 20%
Agree	1 - 20%
Strongly Agree	3 - 60%

**Comments about the E.C.E. program:**

**Strengths:**

- ❖ Offering Bachelor's degree (4)
- ❖ Strong faculty, knowledgeable, competent and team players
- ❖ Tot's Place director
- ❖ Many improvements in E.C.E and Tot's
- ❖ Students have many opportunities to expand learning
- ❖ Working relationship with Tot's Place and E.C.E. program

**Weaknesses:**

- ❖ No funded liaison (4)
- ❖ An advisory committee with regular meetings is needed (2)

**Comments about the E.C.E. faculty:**

- ❖ Excellent Administrator at Tot's Place
- ❖ Excellent communication and strong drive to make program as strong as possible
- ❖ Dedicated and knowledgeable
- ❖ Limited faculty positions/assistance
- ❖ An asset to community collaboration
- ❖ Excellent faculty provide graduates who are well prepared for workforce

**Improvements for the E.C.E. program:**

- ❖ Update equipment in Tot's place (2)
- ❖ Huge need for bachelors' program (2)
- ❖ More advisory meetings
- ❖ Make Tot's Place a fully funded lab site

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## **Section Three:**

### **Early Childhood Education**

#### **Program Profile**

<b>A. Profile of Students.....</b>	<b>3-1</b>
<b>B. Enrollment.....</b>	<b>3-5</b>
<b>C. Program Capacity.....</b>	<b>3-6</b>
<b>D. Retention and Graduation.....</b>	<b>3-7</b>
<b>E. Access.....</b>	<b>3-9</b>
<b>F. Curriculum.....</b>	<b>3-10</b>
<b>G. Quality of Instruction.....</b>	<b>3-12</b>
<b>H. Composition and Quality of Faculty.....</b>	<b>3-13</b>
<b>I. Service To Non-Majors.....</b>	<b>3-15</b>
<b>J. Degree Program Cost and Productivity Data.....</b>	<b>3-16</b>
<b>K. Assessment and Evaluation.....</b>	<b>3-17</b>
<b>L. Administration Effectiveness.....</b>	<b>3-19</b>
<b>Administrative Program Review.....</b>	<b>3-21</b>

## 1 A. Profile of students

2 Over the past five years the gender of students in the Early Childhood  
3 Associates degree has been all female except one in the Fall 2000 semester. The  
4 breakdowns of race/ethnicity of the students in the early childhood program from  
5 Fall 2000 to Fall 2004 are as follows: Total number of students enrolled in the  
6 program— 195. African American- 10%, Hispanic American- 3%,  
7 Indian/Alaskan- less than 1%, Asian/Pacific Islander- less than 1%, White- 81%,  
8 not indicated- 6%. The average age over the five years was- 22.3 years.

9 192 of the students enrolled at the University in the Early Childhood  
10 Education program over the five year span were from in-state. Three students  
11 were from out-of-state. There were no foreign students enrolled in the program.

12 155 of the students were enrolled full-time at the University. 40 students  
13 were part-time. This program is mostly a day time program. Each semester only  
14 one course is offered in the evening. This program is only offered on Ferris State  
15 University's main campus. None of the early childhood courses are offered in on-  
16 line or mixed delivery formats.

17 We began to offer courses in the evening to accommodate the non-  
18 traditional student. We continue to rotate the courses through the evening. Some  
19 courses do not fit well into the evening format so we do not offer them at that  
20 time. We have offered some courses in the summer session but they do not fill.  
21 The only courses offered in the summer are the internship and seminar.

22 Using the data for students enrolled as freshman in Fall 2003 and Fall  
23 2004: The range of the GPA for this group is 1.706 to 4.0. The average GPA of  
24 these students who are still in the program is 2.56. The range of ACT scores for  
25 this group is 10 to 25 with the average ACT score of 17.8.

26 This data does not surprise us. The GPA requirement for a student to  
27 complete their internship in this program only takes into account the courses  
28 within the early childhood program and does not include general education  
29 courses. In order for a student to be placed in an internship they must have a  
30 minimum GPA of 2.5 in those courses. In order to pass the internship the student  
31 must receive a grade of B or better. These requirements force the students to be



1 proficient in their Early Childhood courses. From our observation it seems that  
2 the Mathematics requirement is often the cause of the lower GPA in these  
3 students.

4 The data for students graduating during 2000-2001, 2001-2002, 2002-  
5 2003 and 2003-2004 shows the range of the GPA for this group was 2.27-3.973  
6 with an average GPA of 3.01. The range of ACT scores was 7-33 with an average  
7 ACT score of 17.1.

8 The GPA of students completing this program shows that the average  
9 student has an overall GPA that is at the above average range. This shows that  
10 students seeking the Associates degree are not doing so just because they have  
11 poor academic ability. The ACT data is indicative of the lower ACT requirement  
12 allowed for admissions to Ferris State University.

13 At this time no other measures are being used to assess students who enter  
14 the program other than those in the individual courses. In two of our courses the  
15 students are required to work in Tot's Place where they are also graded by the  
16 teachers in that program. These courses are not usually taken until the student's  
17 second year in the program. The information provided by the teacher is used when  
18 determining placement in the student internship.

19 Students in the Early Childhood Education program are eligible to receive  
20 the Mary McCorrison Scholarship for Early Childhood Education. Each year one  
21 student is chosen to receive the scholarship. Students are nominated and voted on  
22 by the faculty who teach in the program. Students must have a GPA of 3.0 or  
23 better to qualify for the scholarship. It is available only to students completing the  
24 Associates degree. This scholarship is endowed by a former faculty member. The  
25 Michigan 4C program also offers scholarships through their T.E.A.C.H. program.  
26 These scholarships are available to students completing an Associates Degree or a  
27 Bachelor's degree. This scholarship is available to any student who is enrolled in  
28 early childhood education, is planning on working in the field of Early childhood  
29 education and will commit to staying the field for at least two years after  
30 completion of the program. Any scholarship is of significance to our program

1 because it allows students who might not otherwise be eligible for financial  
2 assistance to complete their education.

3 Students are encouraged to participate in the Michigan Association for the  
4 Education of Young Children Conference held every spring in Grand Rapids.  
5 Many students attend the conference and students have shared the presentations  
6 with faculty. The program's recognized student organization has had fund raising  
7 projects to help students afford registration at this conference. This conference is  
8 extremely beneficial to the students as they learn a lot of information about  
9 working with children birth to 8 years. The conference brings professionals from  
10 all over the state and the surrounding states as well as businesses related to early  
11 childhood education.

12 Every year one student is selected as the Outstanding Student in Early  
13 Childhood Education. This award is presented by the College of Education and  
14 Human Services. The student nominated for this award must have a cumulative  
15 GPA of 3.0 or higher. The student is selected by the two faculty within the  
16 department and the award is presented at a special ceremony held in April of each  
17 year.

18 The employability of students is difficult to ascertain as many of the  
19 graduates of this program move into the Elementary Education program at Ferris  
20 State University. Follow-up surveys of our graduates who do not go into the  
21 Elementary Education program show that 100% of them are employed full-time  
22 within one year. This data indicates that there is a need for early childhood  
23 professionals and that our program produces graduates who are capable of  
24 attaining full-time positions within the field for which they have been prepared.

25 The responders of the Graduate Follow-up survey indicated salary  
26 ranges in the field of ECE of \$15,000-20,000+. We know that salaries in  
27 early childhood education are relatively low. Salaries both regionally and  
28 nationally average about \$18,000- 20,000 per year for a full-time lead teacher  
29 position. Assistant teachers average about \$12,000- 15,000 per year. While there  
30 is a national trend to promote higher salaries it has been a difficult uphill road.

1            Graduates employed in this field on a full-time basis remain employed in the  
2 field. Those who move on to the Elementary Education program are usually employed in  
3 an elementary school.

4            Our graduates are employed throughout the state of Michigan and its surrounding  
5 states. Actual data has not been collected regarding this issue. However, we receive  
6 requests for recommendations for many of our students and these requests come from this  
7 geographic area.

8            In the graduate follow-up survey, 51% of the respondents have continued their  
9 education. 63% of those students wanted to complete a Bachelor's degree in either ECE  
10 or Elementary Education. We hear from many students that they want to receive a  
11 Bachelor's degree in Early Childhood Education but few programs exist within the state  
12 of Michigan. This data shows us that there is a need for a Bachelor's degree at Ferris  
13 State University. Many of the students who go on to the Elementary program do so just to  
14 obtain a BS but do not want to teach at the elementary level.

## 1 **B. Enrollment**

2 According to Institutional Research, enrollment in the ECE program has decreased  
3 since the last program review. This trend is affected by the addition of the Elementary  
4 Education program. While the enrollment in the Early Childhood program itself has  
5 decreased, our class sizes have increased due to the interest in the Early Childhood  
6 endorsement (ZA) within the Elementary Education program. SCH's average about 481  
7 (data obtained from 7<sup>th</sup>/4<sup>th</sup> Day Counts from Institutional Research and Testing January  
8 26, 2005). Ferris does not tabulate the number of El. Ed. students with an ECE minor,  
9 however, Mike King (Institutional Research) ran off a list of ECE minors as of January,  
10 2005. There are 72 students on this list. 23 of those students were in ECE classes during  
11 winter 05 semester, while another 23 El. Ed. students were in our classes but had not  
12 appeared on the list. It is clear that we do not have an accurate count of our students in  
13 the ECE program. The decreased enrollment count for the program is only counting the  
14 students taking the program to earn an Associate degree. The increase of students from  
15 El. Ed. is not being counted, but those students are definitely filling our classes.

16 After discussion with several people in Institutional Research and Testing,  
17 accessibility to the number of applicants to the ECE program was non-doable. Prior to  
18 Fall 2004 this information was not collected and reported in the current format. I was  
19 informed that if we needed to get this information we would have to go through several  
20 hours of paperwork to get the information. Therefore, we are reporting on Fall 2004  
21 information only. According to the information available there were 90 applicants to the  
22 program. Of those applications 26 applications were pending.

23 Again for the Fall 2004 year only, of the 64 actual applications that were  
24 complete and ready to be evaluated, 49 were accepted for admissions. 8 of those students  
25 cancelled their application for a net acceptance of 41. This is an acceptance percentage of  
26 46% of the total applicants and 64% of the actual applications reviewed.  
27 Of the 41 applicants accepted to the program 32 enrolled. This is 78% of the accepted  
28 applicants.

29 As stated previously in this report, while the number of students enrolled in our  
30 program is low, this is not reflected in our class sizes. This is specifically related to the  
31 requirements for a ZA endorsement in the Elementary Education program. Our goal is to

Student  
Count

1 increase the current number of students who apply to the Associates Degree program  
2 however this will mean even larger class size which will have to be dealt with in terms of  
3 faculty. One way that we may increase enrollment is the recent submission of a Bachelors  
4 degree in Early Childhood Education. While students may directly enroll in that program  
5 we should see some increase in the Associates degree as a first step for many of these  
6 students. We are also working with marketing to look at ways to increase student  
7 enrollment.

### 9 **C. Program Capacity**

10 The appropriate program enrollment capacity would be 30-40 students per year.  
11 With only two faculty we are extremely limited in the number of sections that can be  
12 offered in a specific course. We have limited adjunct faculty who can teach in this  
13 program which also is a factor in enrollment capacity. Other issues include physical  
14 resources. In several of our courses students are required to gain experience working with  
15 young children. Big Rapids and the surrounding area have limited accredited day care  
16 and preschool facilities which limits the number of students that can be enrolled in those  
17 courses. Our students are required to do all field work at Tot's Place unless they are able  
18 to find an NAEYC Accredited center that is within reasonable driving distance for our  
19 faculty. Our current enrollment of 32 students is within the program's capacity range,  
20 however, current enrollment is not counting the El. Ed. students who are getting the ECE  
21 minor.

1 **D. Retention & Graduation**

2 The table below shows the number of students admitted each year and the percent  
 3 and number still in the program at key years after admissions.

	Year admitted	Number of students	Year 2	Year 3	Year 4	Year 5
# and % Graduated	2000	14	0	0	1=7%	2=14%
# and % Still enrolled			10= 71%	8=57%	7=50%	4=28%
# and % Persisters			10= 71%	8=57%	8=57%	6=42%
# and % non-persisters			4= 29%	6=43%	6=43%	8=58%
# and % Graduated	2001	8	0	0	2=25%	
# and % Still enrolled			4=50%	4=50%	1=12%	
# and % Persisters			4=50%	4=50%	3=37%	
# and % non-persisters			4=50%	4=50%	5=63%	
# and % Graduated	2002	5	0	0		
# and % Still enrolled			1=19%	1=19%		
# and % Persisters			1=19%	1=19%		
# and % non-persisters			4=81%	4=81%		
# and % Graduated	2003	7	0			
# and % Still enrolled			3=42%			
# and % Persisters			3=42%			
# and % non-persisters			4=58%			
# and % Graduated	2004					
# and % Still enrolled						
# and % Persisters						
# and % non-persisters						

4  
 5 Currently the Early Childhood Education faculty spends a lot of their advising  
 6 time doing career planning with many of their students. Students who are wishing to

1 change out of the program are advised as to possible career options. The faculty spends  
2 time trying to help students figure out where they want to be in their future careers.

3 The possibility of a Bachelor's degree in Early Childhood Education will also  
4 assist in the retention of students within this program as many who leave the program do  
5 so to get into the Bachelor's degree in Elementary Education. While this is not always the  
6 best option or the career path the student really wants, this is currently the closest option  
7 for a Bachelor's degree for students wanting to work with young children.

8 The trends in the number of degrees awarded are similar to those already addressed in  
9 this report. The numbers of students completing the degree are based on the desire of the  
10 student to obtain a Bachelor's degree. Many choose not to complete the degree because  
11 they desire a higher level degree and usually choose Elementary Education. Some of the  
12 courses required in the Associates degree, general education and nutrition course, do not  
13 directly transfer into the Bachelor's degree therefore students choose not to complete all  
14 the requirements needed to complete the Associates degree. The following is a chart of  
15 the number of students graduating from this program since the 1999-2000 school years.

16 This information was obtained from Institutional Research and Testing Fact Books-  
17 2002-03, 2003-04 and 2004-05.

18	19 Academic Year	20 No. of Graduates
21	1999-2000	22
22	2000-2001	14
23	2001-2002	12
24	2002-2003	12
25	2003-2004	15

26  
27 Over the past 5 years the trend shows that none complete the degree in the  
28 prescribed time of two years. This may be related to the order in which courses are  
29 offered both within the Early Childhood requirements themselves and the general  
30 education requirements. Many of the students entering this program need to take lower  
31 level math classes prior to taking Math 110 which is the lowest level of math allowed to  
32 complete the program. Also many of the students are only taking 12 credits per semester  
33 because they need to work while attending college. Some students do not seek out their  
34 advisors who can make students aware of prerequisite classes and the order in which they

1 are offered, even though this information is available on check sheets, some students to  
2 do not pay attention to these details.

3 On average it will take a student 4 years to complete the degree. It is designed and is  
4 feasible to complete the degree in the two year time span but the average student is not  
5 completing the requirements in a timely fashion. Due to the addition of the ZA  
6 endorsement, more students are enrolling in the ECE courses which prohibits the  
7 Associates degree students from enrolling in the courses since they are usually  
8 underclassmen and therefore register later in the semester. Also, students attending  
9 orientation in the summer are unable to get into some of the courses that are offered only  
10 in the fall because they are full to capacity. This forces a delay in the student's entire  
11 program by at least one year.

### 12 13 **E. Access**

14 The Early Childhood Education program accepts course work from many other  
15 institutions within the state of Michigan. The program also has articulation agreements  
16 with most Career and Technical Centers in Michigan for students coming from one of  
17 these programs. The agreements allow students to be waived from one field experience  
18 and one elective course. We have tried to offer courses during the Summer however this  
19 has not been well received. An additional problem is that offering certain courses during  
20 the summer term causes an overload in other courses that are limited by space at their  
21 field experience site. Courses that can be offered that will not directly impact those  
22 courses have been under-enrolled for the summer and therefore are not feasible to be  
23 offered. Students are able to complete their internship during the summer which has been  
24 well received and allows students to complete their program without having to return  
25 during a regular semester. We also offer at least one course per semester in the evening to  
26 help meet the needs of the non-traditional student.

27 Due to the limited faculty teaching within this program we are not able to run the  
28 program off-site. Students may enter the program at any point as there are always courses  
29 offered that do not have pre-requisites.

30 The summer internship and evening course has made a difference for many  
31 students. The summer internship has been the most successful and given the most



1 flexibility. While the evening course offering is always fully enrolled, the majority of  
2 students enrolled are the traditional student. None of these things have had a positive  
3 effect on decreasing faculty load. We have had to seek out adjunct faculty to assist with  
4 course offerings each semester. This is difficult in that there is a general lack of qualified  
5 faculty in the area. The summer internship has required that at least one of the two faculty  
6 work during the entire summer. The faculty is willing to do this for the student however  
7 both faculty members do not have the option to have the summer off if they choose.

8 The actions described neither advance nor hinder the program goals and priorities.  
9 These actions do assist our students in completing the degree requirements in a more  
10 timely fashion and assist the non-traditional student in helping to meet their needs.

## 11

### 12 **F. Curriculum**

13 *Student checksheets and course syllabi for all courses offered in the ECE*  
14 *program are included in Appendix B.* Students are required to take two introduction type  
15 courses. The first is an introduction to the field of early childhood education which also  
16 helps the perspective student gain understanding of the types of careers available in the  
17 field. The second course is an introduction to the teacher's role in early childhood  
18 education. Both courses have a related field experience which allows the student to gain  
19 experiences related to their chosen career.

20 Students are required to take two early childhood development courses which  
21 introduce the students to theories, typical and atypical development, and other areas of  
22 early human growth and development. Both of these courses have an assigned  
23 observation-lab experience where the student observes children at different ages of  
24 development. Students are taught how to observe using objective skills rather than  
25 subjective. These two courses are prerequisite courses to the two activities related courses  
26 in the program. The two activities related courses require the student to have a two hour  
27 per week experience in Tot's Place with the related age group. Students learn about types  
28 of activities that are appropriate for children at different age groups, how to run a small  
29 group activity, how to write lesson plans, etc. The field experience allows the student to  
30 practice their skills working directly with young children.

# Early Childhood Education

APRC 2005-2006

section 2 of 2

1 Students are required to take a technology course which helps the student  
2 understand how to integrate technology in the early childhood classroom. Students learn  
3 to evaluate children's software and websites, do power point presentations that might be  
4 used in a parent meeting, learn to use excel spread sheets, etc. Students are also required  
5 to get first aid/CPR trained either through a course offered at the University or through  
6 the American Red Cross. They also take a food and nutrition class through Allied Health  
7 that assists the student in gaining knowledge related to proper nutrition for children and  
8 themselves.

9 Students are required to take an Internship orientation course which prepares them  
10 for their internship experience and assists in getting the required paperwork complete.  
11 The internship is completed with two courses; one of which is the internship seminar  
12 which is designed to allow students to share their experiences with the other interns. The  
13 other course is the program's capstone course which assists the students with gaining  
14 skills in assessing children's developmental skills as well as assessing their own skills  
15 and preparing for employment.

16 All of the courses required meet the standards addressed by the National  
17 Association for the Education of Young Children, which is the organization that sets the  
18 standards for the field. These standards are the very highest endorsed by this governing  
19 body. Our courses are aligned with the standards which makes our students very  
20 marketable upon completion of the program.

21 There are no directed electives in this program. The directed General Education  
22 courses were chosen as they best meet the standards for the NAEYC but are courses  
23 offered outside of the department. These courses are also courses that the faculty believe  
24 will assist the student with gaining broad based background knowledge that will make  
25 them successful teachers of young children. There are no hidden prerequisite courses.  
26 There have been no significant changes in this program since the last review. There are  
27 no curricular or program changes currently in the review process, nor are there any plans  
28 for revisions in the next three to five years.

29  
30  
31

## 1 **G. Quality of Instruction**

2 In the recent surveys of students and alumni, both groups were very satisfied with  
3 the ECE program's quality of instruction. The advisory committee and the employer  
4 perceptions of quality echoed those of the students and alumni. All surveyed groups  
5 rated the quality of instruction as high. All groups mentioned the hands-on learning and  
6 the internship as being quality learning experiences. The need for more faculty and the  
7 Bachelor's degree were mentioned in the responses to all four of the surveys.

8 The classrooms in Bishop Hall where early childhood classes are being held have  
9 been updated with new technology. We have been able to have a link to one classroom in  
10 Tot's Place in one class on the second floor to be used as observation. This has been very  
11 helpful for one of the classes. More links would be beneficial. We do not currently have  
12 graduate or undergraduate assistants in the department.

13 Both full-time tenure-track faculty have taken WebCT training to better enhance  
14 course presentation. One faculty member attended a Problem-based Learning workshop  
15 offered by the Center for Teaching and Learning. Both faculty members attend  
16 conferences and workshops related to the field of early childhood education.

17 Students are encouraged to attend the Michigan Association for the Education of  
18 Young Children conference held in Grand Rapids. Students have been given extra credit  
19 points for attending the conference. One faculty member (Diane Fleming) presented at  
20 the conference and had two students demonstrate one of their projects to the group.  
21 Students are also encouraged to attend the workshops offered by the area Early Success  
22 program which was originally organized using the ASAP-PIE grant monies. All students  
23 are also encouraged to join the NAEYC as a student member. The ECE program  
24 sponsors the student recognized organization, Association of Future Educators. Students  
25 work on projects to benefit themselves and the children in the community. One faculty  
26 member is the organization's advisor, but the organization is run by students and their  
27 peers.

28 Current research and practice are infused in the total curriculum. Students gain  
29 valuable work experience in each semester enrolled in the program. Students are able to  
30 observe and participate in teaching experiences of qualified early childhood teachers. The  
31 students gain much experience during their practicum experiences.

1 Students are much more highly qualified as they leave the program. The real-life  
2 experiences that they receive guide them into successful career choices and opportunities.

### 5 **H. Composition and Quality of Faculty**

6 *Liza Ing, Ed. D., Professor*

7 Doctorate in Special Education- Emphasis in Early Childhood Education

8 She has previous teaching experience at the University level in Early Childhood

9 Education as well experience teaching young children in the field of Early Childhood

10 Education (*vita is in Appendix A*) Liza received a promotion from Associate to Full

11 Professor during the 2004-2005 academic year. Liza received tenure in 2004.

12 *Diane Fleming, M.S., Assistant Professor*

13 Master of Science in Early Childhood Education from the University of Wisconsin-Stout.

14 She has 11 years teaching experience at the University level in Early Childhood

15 Education as well as 18 years of experience teaching young children in the field of Early

16 Childhood Education. (*vita is in Appendix A*) Diane received a merit award during the

17 2002-2003 academic year. Diane received tenure in 2002.

18 Much of the information on faculty professional activities can be found on the faculty  
19 vitae in Appendix A. Both faculty have attended conferences and workshops during the  
20 past five years. Diane serves as faculty coordinator of the student organization,  
21 Association of Future Educators. She also serves as an Advisory Board Member to the  
22 Mecosta Osceola Intermediate School District, Child Related Careers Program. She is  
23 also a consultant to NOCTI Child Development Occupational Test. Liza serves as a  
24 Board member to the Mecosta Osceola Association for the Education of Young Children.  
25 She has served as Vice President for the past 4 years. She is also a consultant to NOCTI  
26 Child Development Occupational Test.

27 The normal annualized teaching load of faculty in this program is 24 credits, however  
28 all faculty have had to accept overload in order to meet the needs of the students.

29 Faculty have also had to work during the summer semesters to cover internships and  
30 other courses offered. Diane Fleming's annualized teaching load has been as follows:

1                   2000- 27.05  
2                   2001- 25.30  
3                   2002- 26.05  
4                   2003- 27.40  
5                   2004- 30.15

6 Her average workload for these years was 27.9 credits. Diane Fleming has no desire to  
7 have more than 24 credits each year, but there are not enough faculty to cover all of the  
8 ECE classes. Liza Ing has had 2-5 credits of overload every semester since Fall 2001 and  
9 works every summer. Her overload is partially based on teaching outside of the ECE  
10 program and other duties for which she receives release time. Her expertise in the other  
11 programs is necessary because the entire School of Education is understaffed.

12       Diane Fleming receives no release time. Liza Ing received release time (3 credits) for  
13 ECE-Tot's Place liaison for one year and 4 credits release time, every semester including  
14 summers, as graduate coordinator since Fall 2002.

15       Since 1999 the ECE program has only been allowed to hire one new faculty member.  
16 The usual recruiting process was used, advertising through the Chronicle of Higher  
17 Education. Recruitment for adjuncts has mainly been through word of mouth and  
18 contacts with the Advisory Board.

19       Qualifications for new faculty include a doctorate in Early Childhood or related field,  
20 at least 3 years experience working in the field of ECE and preference to those who also  
21 have Elementary Education experience/course work. The program strives for the most  
22 diverse faculty possible. The number of males working in the field of ECE is extremely  
23 low and almost non-existent at the doctoral level. When advertising for positions the  
24 program tries to advertise in media that would attract persons of diverse backgrounds.  
25 The question of salary impact on recruitment of faculty cannot be answered as we have  
26 only been able to hire one faculty member during this review period.

27       Orientation of new faculty is limited. All faculty are encouraged to attend sessions  
28 held by the Center for Teaching and Learning. A mentor faculty is assigned to work with  
29 the faculty for the first year.

30       All faculty are encouraged to do professional development. Travel expenses can be  
31 requested. Most travel has been reimbursed 100% if presenting at conferences and at  
32 about 80% or higher for attendance only. The ECE program has a separate budget within  
33 the School of Education and therefore has a little more flexibility in its ability to

1 reimburse travel for professional development. The ECE program does not receive  
2 incentive monies from UCEL or FSUGR because we do not offer courses through either  
3 of these offices. At one time the ECE program received Perkins money, but over the past  
4 couple of years they have not received money except for purchase of some computers.  
5 We do not understand why this money no longer comes to the department but we have  
6 tried to determine the reason through a variety of people including the Department Head,  
7 Dean, and Associate Dean.

8 Except for money for travel, there is little other incentive money. Faculty work  
9 overloads every semester which limits their ability to do other activities such as research.  
10 For example, faculty working on this report are required to do so with no additional  
11 compensation (either release time or financial). Both faculty are working this summer  
12 which adds to the workload. Enhancing the diversity and inclusion of faculty is not a  
13 component of the reward structure.

14 No graduate instruction is offered by the ECE program. We do not have any full time  
15 non-tenure-track faculty teaching in the program.

16 *Diana Bitler, Adjunct faculty*


17 B.A. in Elementary Education from Anderson University. Currently enrolled in Masters  
18 of Education in Curriculum and Instruction with emphasis in Special Education, Ferris.  
19 She has 10 years of experience teaching young children.

20 Diana teaches one course each semester. (8% of the courses) She usually teaches  
21 EDCD 160 Education of Children or EDCD 110 Child Development 1 or EDCD 111  
22 Child Development 2.

23 The minimum qualification for an adjunct in the ECE program is a Bachelors  
24 degree in a related field. Experience in the Early Childhood Education field is required.  
25 Diana Bitler meets both requirements.

### 26 27 **I. Service To Non-Majors**

28 This program does not generally serve non-majors. Students in the Elementary  
29 Education program do take courses if they choose the Early Childhood Minor (ZA  
30 endorsement) as part of their program. Students outside of the school of education are  
31 allowed to take courses as long as they have any of the necessary pre-requisites. We



1 have served some students from the Social Work department who are interested in  
2 working with young children and families. The ECE program has no non-General  
3 Education service courses or courses for other programs.

4 The impact of general education courses on the program is minimal. The program  
5 specifically lists the general education courses a student must take in order to meet the  
6 program goals and standards. These courses were chosen based on their relation to the  
7 field of ECE. These courses are specifically related to the social awareness category.

8 The program has no plans to change the level of service courses required. The  
9 number of courses is adequate to meet the standards and goals of the program.

#### 11 **J. Degree Program Cost and Productivity Data**

12 According to the table taken from the FSU Office of Institutional Research and  
13 Testing *Productivity Report Fall 1999- Winter 2004* (pages 38 and 41), productivity for  
14 the Early Childhood Education program has remained fairly consistent during the last  
15 five years. The Early Childhood program's current productivity of 438.77 is almost at  
16 the Ferris State University overall productivity amount of 454.22 (page 1). Productivity  
17 for the 2003-04 year was the highest in the five year span. Productivity is high because  
18 faculty carry overloads due to the fact that there is a lack of qualified adjuncts who can  
19 teach in the program. The addition of the Elementary Education program has also  
20 contributed to the increase of productivity as there are many students who have a third  
21 minor in ECE, increasing the number of students enrolled in the ECE classes. While  
22 high productivity is the goal, it will be detrimental to the program if it is achievable  
23 only by working the faculty beyond reasonable limits. Increasing the enrollment of the  
24 ECE program could help maintain the productivity level if additional faculty are hired.

#### 25 **STUDENT CREDIT HOUR PER FULL-TIME EQUIVALENT FACULTY** 26 **SCH/FTEF**

27	<b>Year</b>	<b>Fall + Winter</b>
28	1999-2000	380.98
29	2000-2001	416.37
30	2001-2002	297.63
31	2002-2003	383.09
32	2003-2004	438.77



1           In Winter 2001 a full-time faculty member was hired in the ECE program. This  
2 has helped in productivity however this faculty member has had other responsibilities  
3 in addition to teaching courses in ECE, which increases the overload of both faculty.  
4 Increase in summer offerings has also contributed to productivity. The reliance on  
5 overloads and summer teaching by the full-time faculty tends to cause increased stress,  
6 which affects the integrity of the program. In an effort to reduce the stress level of the  
7 faculty, the program has begun to limit the number of times a course is offered in an  
8 academic year. This is obviously impacting not only SCH but a student's ability to  
9 move through the program in a timely fashion. Courses fill to capacity during the fall  
10 and winter semesters early in the registration period due to the number of elementary  
11 education students with a minor in ECE. This has prevented students in the Associates  
12 degree program from being able to register for courses. In an effort to alleviate this  
13 problem, temporary closure of one section of each class has been implemented until  
14 freshman and sophomores are able to register. There has also been an impact on the  
15 summer orientation registration. The College of Education and Human Services  
16 Student Affairs office has always been able to rely on some ECE courses being  
17 available during this time. During the past few years this has not been the case.

18           The need for more faculty in the program is evident so that additional sections of  
19 courses can be opened to meet the needs of the students and to reduce the overloading  
20 of the current faculty.

## 21 22 **K. Assessment and Evaluation**

23           Students are given a pre-test during their first early childhood education course and  
24 then reassessed using the same instrument at the end of their program. This test-retest  
25 method allows us to determine if there is new knowledge gained by students after  
26 completing the ECE program. There are also several points during their program where  
27 they work directly with young children, birth to 5 years of age in which they are  
28 evaluated. They are also required to complete a 240 hour internship in a classroom.  
29 There are other typical assessment measures within each course such as tests, quizzes,  
30 and papers. Students seeking the ZA endorsement on their Elementary Certification are

1 also required to pass the Michigan Test for Teacher Certification (MTTC) subject area  
2 test in Early Childhood Education.

3 Pre- and post-test data show that the student's knowledge base does increase as  
4 they complete the program. The following chart shows the average pre- and post-test  
5 scores of students who completed their program internships during the various  
6 academic years. Students completing an internship in the summer were counted in the  
7 academic year preceding the summer.

8	Academic Year	Pre-	Post-
9	1999-2000	37.6	45.5
10	2000-2001	35.3	44.1
11	2001-2002	34.8	35.7
12	2002-2003	37.5	44.4
13	2003-2004	35.3	43

14  
15  
16 In the academic year of 200-2001, one student did not have a pre-test score and  
17 in 2001-2002, three students were Elementary Education students who were not given  
18 the post-test. Reviewing these pre and post test scores shows that there is a significant  
19 increase in knowledge upon completion of the program.

20 Michigan Test of Teacher Certification (MTTC) results show that 94.1% of  
21 Ferris State University's Elementary Education students with a minor in Early  
22 Childhood Education are passing the ECE subject area test. This is closely aligned with  
23 the state average of 96.8% of test takers from all Universities with Early Childhood  
24 Education programs. These averages are based on whether a student takes the test and  
25 passes during a specific testing cycle (October to July). If a student takes and fails the  
26 test during one of the four test dates within the cycle but does not retake and pass the  
27 test in the same cycle their data only counts against the University. If that student  
28 retakes the exam in the next cycle it does not count whether they pass or fail.

29 The results of the pre- and post-test help us to determine if the students are receiving  
30 all the information that they require. This is determined by comparing their individual  
31 scores as well as comparing the number of students who get each question incorrect.  
32 This test is given using Scantron which allows us to easily access this information.

33 Field placements allow us to determine if students have the necessary skills to work  
34 with and plan activities for young children. Feedback from the classroom teachers and

1 videotaping assist us in determining this information. Recommendations from the  
2 cooperating teachers are also taken into consideration when students request placement  
3 in their internship.

4 Review of the data has shown that there are several reasons why our test results  
5 are not at 100%. The first is that we were able to identify students taking the MTTC who  
6 were weaker students or students with test anxiety issues. There are times when a student  
7 takes the MTTC prior to completing the education coursework which may influence the  
8 passing ability of the student on the test. Another problem with the use of these results is  
9 that a student may have taken the ECE course work at another institution but are  
10 completing all other education course requirements at Ferris, and those students pass/fail  
11 rates are included in Ferris' scores.

12 The trend in the data of the assessment tools used indicate that the program goals  
13 are being met. Student knowledge base increases as a result of taking the classes and field  
14 experiences included in the program. The high pass rate on the MTTC shows that the  
15 students are receiving the necessary content.

## 16 17 **L. Administration Effectiveness**

18 In Fall 2000, the Child Development department was moved to be included under  
19 the School of Education. The administration and clerical staff of the SOE now oversee  
20 the Early Childhood Education program. While this has had a positive impact overall on  
21 the program, there have been some tasks that were not done and therefore had some  
22 impact on the program, i.e., recruitment of students. The use of student workers has  
23 helped in the day to day tasks.

24 The program and the department are run in an efficient manner.

25 Scheduling of courses is given to the faculty for initial input. That information is then  
26 input into the general schedule and represented to the entire faculty for comment prior to  
27 officially being entered.

28 For the most part students are able to take courses in a timely fashion. Courses that  
29 are not offered every semester are identified on the students' ECE program checksheet.  
30 Those courses are offered during the same term each year so that the student can plan  
31 their schedule in advance.

1  
2 **Conclusions:**

3       The average ECE student is white, female, 22 years old and enrolled full-time on  
4 campus with an average GPA of 2.56 and an average ACT of 17.8. The average student  
5 takes 4 years to complete the Associate degree. The average graduate of the ECE  
6 program has a 3.01 GPA . Of the students who do not choose to continue their education  
7 past the Associate degree, there is 100% employability. While on paper the enrollment  
8 in the program has decreased, the enrollment in the ECE classes has almost doubled due  
9 to offering the ECE minor as part of the El. Ed. Bachelor's degree. These students need  
10 to be included in the enrollment count. Counting all of the El. Ed. students makes the  
11 enrollment count exceed the current capacity of the program (30-40 students with two  
12 faculty). Adding the Bachelor's degree in ECE will increase the retention of this  
13 program. The amount of hands-on, experiential learning that is required of students was  
14 evident in the curriculum. Current research and practice are infused in the total  
15 curriculum. Students are required to learn to integrate technology into the early  
16 childhood classroom. No significant changes in the curriculum have been made since the  
17 last APRC report. Both of the ECE program faculty are highly qualified and active in  
18 their professional fields at the local, state and national levels. One adjunct (a Head Start  
19 teacher in Tot's Place) also teaches one class each semester.

20       The ECE program does not serve non-majors, with the exception of students in  
21 Elementary Education who choose the ECE minor. Students outside the school of  
22 education are allowed to take courses if they have the necessary prerequisites.

23       Productivity in the ECE program is high because of over-loads on faculty and the use  
24 of an adjunct. The reliance on overloads and summer teaching by the full-time faculty  
25 affects the integrity of the program. The faculty will not be able to teach all of the new  
26 courses for the Bachelor's degree in ECE with their existing overloads.

27       Results from the ECE program's assessment and evaluation tests have been positive.  
28 The movement of the ECE program into the School of Education has had a positive  
29 impact overall.

30

**I. Program Assessment/Assessment of Student Learning**

- a) What are the program's learning outcomes?

Students who enroll in the Associates of Applied Science degree in Early Childhood Education are expected to gain skills in becoming an effective day care/preschool educator. Other outcomes for this program are set by the Michigan Department of Education as the current program also serves as a minor within the Elementary Certification program.

- b) What assessment measures are used, both direct and indirect?

Students are given a pre-test during their first early childhood education course and then reassessed using the same instrument at the end of their program. There are also several points during their program where they work directly with young children, birth to 5 years of age in which they are evaluated. They are also required to complete a 240 hour internship in a classroom. Other typical assessment measures within each course such as tests, quizzes, and papers. Students seeking the ZA endorsement on their Elementary Certification are also required to pass the MTTC subject area test in Early Childhood Education.

- c) What is the assessment cycle for the program?

The program is continually reviewed by the faculty who teach within it. Changes are made as necessary. Students are given the opportunity to evaluate the entire program during their internship semester changes are often made when appropriate based on those evaluations. It is also reviewed during the Academic Program Review Process.

- d) What assessment data were collected in the past year?

Student evaluations of the program are done every semester and information is compiled and kept in the Early Childhood offices.

- e) How have assessment data been used for programmatic or curricular change?

Again, courses have been modified based on data, proposal of a Bachelor's degree have been made this year based on assessment information and sequencing of courses have been modified.

## **II. Course Outcomes Assessment**

- a) Do all multi-sectioned courses have common outcomes?

Not applicable. At this time there is only one section of each course. However if multiple sections were offered they would.

- b) If not, how do you plan to address this discrepancy?

- c) How do individual course outcomes meet programmatic goals?

All course outcomes are based on National Association for the Education of Young Children standards. These standards are used to determine course content and lead to assisting the student to be successful and meet the program outcomes.

## **III. Program Features**

### **1. Advisory Board**

- a) Does the program have a board/committee? When did it last meet? When were new members last appointed? What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.)?

The program does have an advisory board. It last met on March 18, 2005. The board had not met for the past 5 years, so many of the members that make up the board were on the board from 5 years ago. The members include two alumni who are also child care providers/directors, there are three members who are directors of child care centers, one member of the Regional Early Childhood organization, a former K-12 administrator, two faculty members and an FSU administrator.

- b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.
- c) Has feedback from the Advisory Board affected programmatic or curricular changes?

In the past it has helped to make changes to the program. We continue to listen to the members of the Advisory Board and use suggestions when appropriate or feasible.

2. **Internships/Cooperative or Experiential Learning**

- a) Is an internship required or recommended?  
Yes an internship is required of all students.
- b) If the internship is only recommended, what percentage of majors elect the internship option?
- c) What challenges does the program face in regard to internships? What is being done to address these concerns?

Most challenges are that students do not always want to do the internship at the site the program requires. Students are allowed to request a change in site but they must have justifiable reasons. Faculty review the request and a decision is made. The one requirement is that if an alternative site is allowed it must be an accredited center. Currently we do not have any other issues that we are not able to work out. It would also be useful to have a liaison between the Early Childhood Program and Tot's Place. This position was in place for a year. During this time the placements ran much more smoothly.

- d) Do you seek feedback from internship supervisors? If so, does the feedback affect pedagogical or curricular change?

Yes, feedback is integral to the student's success as well as to program requirements. Some changes have been made to the curriculum based on the feedback.

3. **On-line Courses**

- a) Please list the web-based courses, both partial internet and fully on-line, offered last year.

No courses were offered on-line.

- b) What challenges and/or opportunities has web-based instruction created?
- c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program?

All faculty have completed WebCt training. Other professional development opportunities are also encouraged, but not required.

- d) How has student feedback been used to enhance course delivery?
- e) Is there any plan to offer this program on-line? If yes, what rationale is there to offer this program on-line? (emerging market opportunity, expand enrollment, demand for niche program offering? Etc,).

No there is no plan to offer this program on-line.

**4. Accreditation**

- a) Is the program accredited or certified?  
Yes and no. The Associates degree itself is not accredited or certified, however it will be part of the School of Educations NCATE accreditation. The ZA endorsement requirements are accredited by the Michigan Department of Education.
- b) By whom? MDE
- c) When is the next review? When the Elementary Education program is reviewed- within the next two years.
- d) When is the self-study due?
- e) How has the most recent accreditation review affected the program?

**5. Student/Faculty Recognition**

- a) Have students within the program received any special recognition or achievement?

Yes, each year a student is chosen to receive a scholarship and one to receive the outstanding student award within the College of Education and Human Services.

- b) Have faculty within the program received any special recognition or achievement?

Yes, one faculty member has received the Dean's Recognition award within the College of Education and Human Services. Both faculty have either recently been promoted or received a merit award.

**6. Student Engagement**

- a) Is volunteerism and student engagement a structured part of the program?

Yes.

- b) Does the program utilize service learning in the curriculum?

No.

- c) Does the program participate in the American Democracy Project?

No.



**Areas of Strength:**

- The ECHE program offers a vital minor to the Elementary Education program. This minor is needed by every Elementary Education student who wishes to teach in grades K-2. This minor could not be offered without the ECHE Associates degree program.
- It is central to Ferris' mission.
- This program is very service oriented and is geared to give the students a wide variety of experiences within the field. These experiences begin early in the program and continue throughout.
- A demand exists for the program, but also exists for a B.S., which is currently in the University approval process.
- Faculty members are extremely well qualified.

**Areas of Concern:**

- With only two faculty members (one also teaches classes in Special Education) who teach within the program, we are unable to offer enough sections of the courses to meet the increasing number of students.
- We are also in desperate need of new observation equipment to assist students in successful engagement in their learning process.

How do we plan to address these concerns?

- The issue of faculty is currently beyond our control.
- As for equipment we are submitting requests using one-time dollars and Perkins money to replace current equipment.

**Future Goals:**

- To offer a Bachelor's degree in Early Childhood Education.

**Other Recommendations:**

- Hiring of at least one more faculty member, fully dedicated to the program, to teach within the program. This will be necessary when the new Bachelor's degree is implemented.

Form completed by: Liza Ing, Ed. D. 3/31/05

Reviewed by Dean: \_\_\_\_\_

**Section 4:**  
**Facilities and Equipment**

**A. Instructional Environment.....4-1**

**B. Computer Access and Availability.....4-3**

**C. Other Instructional Technology.....4-4**

**D. Library Resources.....4-4**

## 1 **A. Instructional Environment**

2 Quantity as opposed to quality of classroom space is an issue for Early Childhood  
3 Education. Our classroom in Bishop Hall (209) has new tables and chairs (for group  
4 projects), a new computer station that includes access to the internet, a VCR & LCD  
5 projector and a visualizer. That classroom also has a camera wire to the Infant/Toddler  
6 classroom in Tot's Place to observe the children. This classroom currently meets our  
7 needs quite nicely, but this classroom is in demand by all of the Education and Criminal  
8 Justice classes. Because classroom space is very limited in Bishop Hall, many of our  
9 classes are taught in buildings other than Bishop Hall. Early Childhood classes have been  
10 taught in Pennock, Pharmacy, Allied Health, Business, IRC, and Starr. This is especially  
11 difficult for students with a lab in Tot's Place immediately after their lecture. It takes  
12 more than 10 minutes to walk from one side of campus to Bishop Hall for the student's  
13 lab. When classes are offered in other buildings, students lose the ability to make use of  
14 the Early Childhood instructional technology that will be discussed in this section. A  
15 future building is planned for the College of Education and Human Services as part of the  
16 university's Master Plan, which will hopefully allow more classrooms and proximity to  
17 Tot's Place so that students are close to the equipment and to their lab site.

18 Early Childhood students also need a classroom where they can do creative art  
19 projects with access to water (for cleaning up paint) and where they can do noisy  
20 movement activities while practicing to become early childhood teachers. This need was  
21 mentioned in our last program review but has not been addressed. Other faculty have  
22 complained about the use of regular classrooms for these lab activities, but there is no  
23 other space available. Early Childhood education in the young child's classroom is active  
24 and noisy, and our students need to be able to practice these conditions.

25 Students and faculty in the Early Childhood Education program make extensive use  
26 of the campus Child Development Center, Tot's Place, for labs. Tot's Place Child  
27 Development Center is a day care facility that serves children 6 weeks-12 years. For  
28 Ferris administrative purposes, Tot's Place is under the category of Campus Auxiliary  
29 Services and does not report to the College of Education or to the Early Childhood  
30 Education program. Tot's Place occupies the entire first floor of Bishop Hall and  
31 includes 4 classrooms for young children, and 2 observation rooms with one-way mirrors

1 to see each of the classrooms. Two Head Start programs are currently renting space in  
2 two of the classrooms. Tot's Place recently acquired accreditation by the National  
3 Association for the Education of Young Children, a rigorous process that has earned them  
4 the mark of an outstanding center. The Administrator of Tot's Place, Lori Johnson, is  
5 one of the alumni of our program and was given the Outstanding Student award from our  
6 program in 1993. The equipment in the observation rooms consists of: VCR's and  
7 monitors, video cameras & overhead microphones in the children's classrooms, and a  
8 remote microphone system. All of the observation equipment was purchased by the ECE  
9 program with Perkin's Grant money. Early Childhood Education students conduct  
10 observation and assessment assignments of teachers and of children in the observation  
11 rooms as part of their classes (EDCD 105, 110, & 111). Students engage in activities  
12 with children in Tot's Place classrooms in their upper level ECE courses (EDCD 205,  
13 210, 211 & 291). Faculty members critique the student's teaching efforts while  
14 observing through the one-way mirrors in the observation rooms and by viewing  
15 videotapes of student's teaching.

16 Following a recommendation from the last APRC report, Dr. Ing was given release  
17 time for coordination with Tot's Place staff and ECE faculty for 2 semesters. An  
18 Understanding of Collaboration and Agreement was written and signed by all parties  
19 involved. During that time she gave training sessions to Tot's Place staff on evaluating  
20 our students and how to facilitate the student's learning. This coordination ended the  
21 next year with the loss of release time for the faculty. The ECE faculty desperately need  
22 release time to coordinate our activities with Tot's Place staff. We need time to discuss  
23 problems with students and to meet with the Head Start supervisor to keep abreast of  
24 their policy changes. This coordination should not be left to our spare time; we need to  
25 purposefully work together with the lab site for the sake of our students.

26 Replacement of equipment continues to be an ongoing need in the observation  
27 rooms of Tot's Place. We did install locking cabinets on the microphone systems to keep  
28 parents and students from adjusting and readjusting all of the control knobs, Head Start  
29 purchased a new camera with their own funds and the ECE program purchased  
30 replacement microphones, but the equipment is over 10 years old and equipment failures  
31 are occurring more frequently. On a weekly basis there are technical problems with the

1 cameras being off-line and the microphones short-circuiting. These problems all existed 6  
2 years ago and were mentioned in our last Program Review. No attention has been given  
3 to this concern other than the new equipment mentioned, so that time has only increased  
4 the frequencies of equipment failure. The ECE faculty must rely upon Pat Tobin  
5 (Telecommunications) to repair the equipment. Pat Tobin is not assigned to help our  
6 program with these needs but has tried to offer assistance. He has an increasingly full  
7 schedule and can't respond to our needs immediately. Equipment problems result in  
8 downtime for the students and their inability to complete their assignments.

## 9 10 **B. Computer Access and Availability**

11 The ECE program has the use of computers and equipment in Bishop 205 that have  
12 been purchased in the past with Perkin's Grant money. The lab room is adjacent to the  
13 Bishop 209 classroom so that students can use it in conjunction with their class  
14 assignments. The lab is also open for some hours when classes are not in session for  
15 students to work on their projects. The Perkin's Grant allowed us to purchase a laptop  
16 computer, 4 desktop computers, a scanner, a color printer, a large screen monitor, VCR, 2  
17 Hach children's computers with touch screen monitors, and children's computer software  
18 for infants, toddlers, preschoolers and kindergarteners, and an LCD projector. Students  
19 use all of this equipment in their technology class, EDCD 205, as well as the COEHS  
20 computer lab in Bishop 223. Students use the Hach children's computers and software to  
21 learn how to run the programs and to evaluate the educational aspects of specific  
22 software. Replacement of this equipment is a future concern. The replacement of  
23 computers and children's software is not included in the ECE budget and we have seen a  
24 lack of Perkin's funding the past several years.

25 ECE students also make use of the COEHS computer lab in Bishop 223, and EDCD  
26 205 is taught in that lab. The computers in this lab have been recently replaced as well as  
27 the teaching station, and the printer.

28 On-line services for Early Childhood Education are adequate for our program. We  
29 currently have one WebCt aided course (EDCD 205 –Children and Technology) and the  
30 majority of textbooks in our courses have textbook web pages with easy student access.

1 The ECE program has websites for our required courses, an overview of our program,  
2 each of our faculty and our student organization. There is a need in the School of  
3 Education for a programmer to keep our websites updated, since the faculty do not have  
4 access to them. That position is currently posted.

### 6 **C. Other Instructional Technology**

7 Also heavily utilized is the specialized equipment for early childhood education in  
8 Bishop 205 and at FLITE. Students make educational games and books, educational  
9 displays, and other educational resources using all of this equipment. The lab is open to  
10 all education students who have been trained to use the equipment. The equipment that  
11 we have purchased includes: 2 large paper cutters, video camcorder, laminator, Ellison  
12 machine, binding machine, digital camera, copy machine, and video cameras & tripods.

13 Replacement of equipment and the replacement of non-reusable items are needs for  
14 the lab. The copy machine is too old to be repaired, and currently laminating film,  
15 binding spines, and copy paper come out of the department budget. The department  
16 budget does not include large item equipment and the Perkin's Grant monies are  
17 becoming non-existent so that replacement of the larger items will be very difficult.

18 The staff attempt to give scheduling priority to the ECE classes that need access to the  
19 lab room in Bishop 205 containing specialized early childhood equipment, but the fact is  
20 that there is not enough classroom space in Bishop Hall. Consequently, there are times  
21 when ECE classes meet in other buildings and the two- room suite is unavailable for our  
22 use, or other classes are scheduled to meet in Bishop 205 during times when our students  
23 need to use the equipment.

### 25 **D. Library Resources**

26 One recommendation from the 1998 APRC that has been accomplished in the  
27 category of equipment and facilities is the housing of all of our early childhood toy and  
28 book lending library in FLITE. Our library of over 1,000 toys and books was added to  
29 the FLITE circulation in the summer of 2004. Students can now access FLITE's on-line  
30 catalogue to find photos of all of the toys that are on reserve at FLITE. Students doing  
31 activities in EDCD 210 & 211 are required to use the equipment in FLITE and this has

1 increased their library use. Replacement of broken or lost toys is now handled through  
2 the library fine system so that the money to replace items comes from the fines. This has  
3 been beneficial to FLITE, to the students and especially to the ECE faculty, as we no  
4 longer have to act as librarians for our equipment. All of this equipment was purchased  
5 with Perkin's Grant monies, which has lately been unavailable. In the future,  
6 replacement of this equipment or additions to this equipment that can not be handled with  
7 fine money will need to come from the ECE department budget. We have an adequate  
8 amount of equipment now, but as it gets older, it will need to be replaced.

9 The journals and hard cover textbooks available in FLITE are adequate for our  
10 associate degree program, but additions may need to be made for our proposed  
11 Bachelor's degree.

12 The COEHS library liaison has been extremely helpful in notifying us of books and  
13 journals that she has purchased for our program, and about soliciting our opinion on those  
14 purchases. This had not happened in previous years.

#### 16 **Conclusions:**

17 One positive change in this area has been that the student check-out equipment owned  
18 by the department is now housed in FLITE, thus eliminating the need for program faculty  
19 to function as librarians and resulting in more students using FLITE. Due to the E.C.E.  
20 program having received Perkins grant money in the past, the equipment is in sound  
21 shape. However, the absence of Perkins monies will create problems for future E.C.E.  
22 budgets. Concerns regarding equipment were in the areas of money for replacement of  
23 equipment, especially in the observation rooms, and the need for a liaison between Tot's  
24 Place and the ECE program. Concerns as to the facilities centered on the need for lab  
25 space for hands-on activities, and classroom space.

## **Section Five:**

### **Conclusions**

<b>A. Relationship to FSU Mission.....</b>	<b>5-1</b>
<b>B. Program Visibility and Distinctiveness.....</b>	<b>5-1</b>
<b>C. Program Value.....</b>	<b>5-1</b>
<b>D. Enrollment.....</b>	<b>5-1</b>
<b>E. Characteristics, Quality &amp; Employability of Students... </b>	<b>5-2</b>
<b>F. Quality of Curriculum and Instruction.....</b>	<b>5-2</b>
<b>G. Composition and Quality of the Faculty.....</b>	<b>5-2</b>
<b>Final conclusions.....</b>	<b>5-2</b>
<b>Recommendations.....</b>	<b>5-3</b>



1 **EARLY CHILDHOOD ACADEMIC PROGRAM REVIEW CONCLUSIONS**

2  
3 **Conclusions based on the specific categories outlined in the Academic**  
4 **Program Review Guidelines**

5  
6 **A. Relationship to FSU mission:**

7 The mission of the Early Childhood Education program fits quite  
8 well with the mission of Ferris State University because the use of hands-on,  
9 experiential learning is a large component of the program. Before completion  
10 of the program each student must successfully complete a 240 hour teaching  
11 internship.

12 **B. Program Visibility and Distinctiveness**

13 The Early Childhood Education program utilizes Tot's Place  
14 Child Development Center (on campus) as a teaching lab site for the students.  
15 The ECE program offers an associate degree, a ZA endorsement for  
16 Elementary Education, a CDA national certificate and a proposed Bachelor's  
17 degree in Early Childhood Education. The program also has articulation  
18 agreements with high school students from Michigan vocational schools. The  
19 ECE program has a recognized student organization on campus and the  
20 program meets the qualifications for equipment money through the Perkin's  
21 Grant.

22 **C. Program Value**

23 Early Childhood Education graduates provide an invaluable service  
24 to the state and nation by providing children with safe and high quality care  
25 and education. The ECE program offers education in a field where many  
26 teachers are currently needed. The elementary endorsement offers the chance  
27 for the students to be highly qualified in the public school setting.

28 **D. Enrollment**

29 The Ferris enrollment count does not include the elementary students  
30 who are enrolled in the ECE minor. This minor has more than doubled the  
31 amount of students in the ECE courses. An accurate count of all the ECE  
32 students needs to be done by the university.

1                   **E. Characteristics, Quality and Employability of students**

2                   The ECE program received positive feedback on the quality of the  
3 program from all parties surveyed. The demand for graduates is high and  
4 average salaries range between \$15,00-\$20,000. The employability of  
5 graduates is 100%, however the majority of students are opting for more  
6 education.

7                   **F. Quality of Curriculum and Instruction**

8                   The ECE program received positive feedback on the quality of  
9 instruction from all surveyed parties.

10                  **G. Composition And Quality Of The Faculty**

11                  The faculty in the ECE program are current in their field and regularly  
12 attend and give presentations at professional conferences.

13  
14                  **Final Conclusions based on all of the sections:**

15                  Strengths of the ECE program include the hands-on learning required by  
16 students, the excellent faculty and the capability to graduate students who are  
17 well prepared for the work force.

18                  Weaknesses of the ECE program include the need for a Bachelor's degree,  
19 the need for more faculty, which would address the need for more course  
20 offerings at varied times, and the need for more classroom and lab space.  
21 Ferris's current practice of not including the El. Ed. students in the program's  
22 enrollment count leads to misinformation about the total enrollment in the  
23 courses offered and needs to be changed. Improvements concerning the lab  
24 site, Tot's Place, included the replacement of the observation equipment, a  
25 funded liaison with Tot's Place, and more funds being made available for a  
26 quality lab site. Another improvement mentioned was the need for regular  
27 advisory committee meetings without faculty being responsible for the  
28 advisory committee.

## Recommendations:

1  
2  
3 **1. Another faculty position is necessary for the ECE program's expansion.** The  
4 Early Childhood Education Program is a vital program for Ferris State University. The  
5 program should be continued with enhancements. All surveys mentioned a need for a  
6 Bachelor's degree in ECE. This proposed degree was approved by the Board of Trustees  
7 on July 15, 2005 and will be offered this fall. The new classes will make class size and  
8 faculty loads impossible without more faculty.

9  
10  
11 **2. Co-ordination between the ECE program and Tot's Place (the lab site) should be**  
12 **mandatory.** A funded liaison position should be established to handle this coordination.  
13 This position could be filled by a faculty person with three credits release as it was for  
14 one year, or could be filled with a different arrangement keeping in mind that the  
15 program needs more faculty. The important factor would be for the coordination to occur  
16 without relying on non-reimbursed volunteers.

17  
18  
19 **3. A system needs to be established so that Ferris and the College of Education have**  
20 **an accurate count of students taking ECE classes.** Ferris's current practice of not  
21 including the El. Ed. students in the program's enrollment count leads to misinformation  
22 about the total enrollment in the ECE program and needs to be changed.

23  
24  
25 **4. Funds need to be made available for replacement of equipment used by the**  
26 **program and for replacement of the observation equipment in Tot's Place.** The  
27 dean of the College of Education, the director of the School of Education and the faculty  
28 have communicated with university personnel to get Perkin's Grant monies again, but  
29 have been unsuccessful. Other community colleges with early childhood education  
30 programs are still receiving the grant. If Ferris has decided not to let our program have  
31 access to these funds, equipment replacement money needs to be found.

Appendix A:  
Early Childhood Education  
Faculty Vitae

Diane Fleming.....A-1  
Liza Ing.....A-8

14110 Ruby Lane  
Big Rapids, MI 49307  
231-592-4951

Ferris State University  
Early Childhood Education  
Bishop Hall 403  
Big Rapids, MI 49307  
231-591-2392  
[flemingd@ferris.edu](mailto:flemingd@ferris.edu)

### **Education**

- 1981 M.S. University of Wisconsin-Stout, Early Childhood Education,  
3.97 G.P.A.  
1976 B.A. Ohio Wesleyan University, Child Development,  
Magna Cum Laude

### **Employment**

- 1997-Present Assistant Professor, Ferris State University, Tenured 2002  
1996-1997 Full-time Temporary Faculty, Ferris State University  
1994-1996 Adjunct Faculty, Ferris State University  
1994-1989 Administrator, First United Methodist Day Care Center, Bellevue, Ohio  
1987-1988 Curriculum Writer/Specialist, Youthland Academy, Cincinnati, Ohio  
1983-1987 Family Day Care Provider, Menomonie, Wisconsin  
1981-1983 Master Teacher, Child and Family Study Center, University of  
Wisconsin-Stout, Menomonie, Wisconsin  
1979-1981 Graduate Assistant, University of Wisconsin-Stout  
1978-1979 Teacher, Building Block Day Care, New Brighton, Minnesota  
1977-1978 Teacher Aide, Bristol Elementary School, Bristol, Illinois  
1976-1977 Teacher, Heather Rosa's Home Day Care, St. Paul, Minnesota

### **Recognition of Teaching**

- Recognition in 1999, 2001 Annual Student Satisfaction Survey
- Nominated by student in 2000, 2002 Who's Who in America's Teachers

## Teaching Responsibilities

- EDCD 100 Introduction to C.D.A.
- EDCD 104 Child Development Practicum
- EDCD 105 Child Development Leadership
- EDCD 110 Child Development I w/Lab
- EDCD 111 Child Development II w/Lab
- EDCD 160 Education of Children w/Lab
- EDCD 205 Computer Applications for Children
- EDCD 210 Infant/Toddler Curriculum w/Lab
- EDCD 211 Children's Activities w/Lab
- EDCD 285 Orientation To Internship
- EDCD 291 Child Development Internship Supervision
- EDCD 297 Special Studies in Child Development
- EDCD 298 Internship Seminar
- EDCD 299 Professional Assessment

## Faculty Loads

Winter Semester, 2005: 14.125 credits

Fall Semester, 2004: 15.75 credits

Summer, 2004: 8.25 credits

Winter Semester, 2004 : 14.4 credits

Fall Semester, 2003 : 12 credits

### **Winter Semester, 2003**

EDCD 104	1
EDCD 105	3
EDCD 110 w/Labs	4
EDCD 111 Labs	2
EDCD 160	2
EDCD 291	1.4
EDCD 298	1
EDCD 299	<u>1</u>
	<b>15.4 credits</b>

### **Fall Semester, 2002**

EDCD 104	1
EDCD 105	3
EDCD 110 w/Labs	4
EDCD 205	<u>3</u>
	<b>11 credits</b>

### **Winter Semester, 2002**

EDCD 104	1
EDCD 105	3
EDCD 110 w/Lab	3
EDCD 111w/Labs	4
EDCD 285	1
EDCD 291	1.05
EDCD 299	<u>2</u>
	<b>15.05 credits</b>

Fall Semester, 2001

EDCD 104	1
EDCD 105	3
EDCD 111 w/Labs	4
EDCD 205	3
EDCD 285	<u>1</u>
	<b>12 credits</b>

Winter Semester, 2001

EDCD 100	2
EDCD 110	2
EDCD 160 w/Labs	4
EDCD 291	3.30
EDCD 299	<u>2</u>
	<b>13.30 credits</b>

Fall Semester, 2000

EDCD 104	1
EDCD 105	3
EDCD 110	2
EDCD 211 w/Labs	5
EDCD 285	1
EDCD 291	.35
EDCD 299	<u>2</u>
	<b>14.35 credits</b>

Summer Semester, 2000

EDCD 291	1.05
EDCD 299	<u>2</u>
	<b>3.05 credits</b>

Winter Semester, 2000

EDCD 105	3
EDCD 111	5
EDCD 160 w/Labs	4
EDCD 291	<u>.7</u>
	<b>12.7 credits</b>

Fall Semester, 1999

EDCD 105	3
EDCD 211 w/Labs	5
EDCD 291	2.6
EDCD 299	<u>2</u>
	<b>12.6 credits</b>

Summer Semester, 1999

EDCD 291	1.35
Program Coordinator	
Release Time	<u>3</u>
	<b>4.35 credits</b>

Winter Semester, 1999

EDCD 111	3
EDCD 160 w/Lab	4
EDCD 285	1
Program Coordinator	
Release Time	<u>5</u>
	<b>13 credits</b>

Fall Semester, 1998

EDCD 211 w/Labs	5
EDCD 291	1.55
EDCD 299	2
Program Coordinator	
Release Time	<u>5</u>
	<b>13.55 credits</b>

Winter Semester, 1998

EDCD 111	3
EDCD 160 w/Lab	4
EDCD 285	1
EDCD 291	.35
Program Coordinator	
Release Time	<u>4</u>
	<b>13.35 credits</b>

## **Program Coordinator Activities**

### **1998-1999**

- Submitted Annual Report
- Submitted Unit Action Plan
- Organized Program Review Panel for Academic Program Review
- Wrote Academic Program Review for Child Development program
- Established job placement/conference information bulletin board
- Wrote new internship and lab policies
- Held weekly staff meetings with Tot's Place to discuss student problems in labs
- Aligned articulation agreement with national and state norms
- Held several meetings with Yoplait in hopes of establishing a childcare partnership

### **1997-1998**

- Submitted Three-Five Year Long Range Plan
- Created Access database for student check-out library
- Designed, ordered Child Development program stationary
- Sorted program files and unlabeled disks from 1960-1997
- Re-organized Child Development Advisory board
- Re-applied for Recognized Student Organization status because charter lapsed
- Updated ZA endorsement for accreditation report
- Established outcome and assessment procedures for program
- Submitted Outcome and Assessment Report
- Wrote policy statement for Child Development students
- Updated Child Development articulation agreement and wrote newsletter
- Wrote alumni newsletter article
- Sent five curriculum changes to University Curriculum Committee

## **Professional Memberships**

- National Association for the Education of Young Children
- Michigan Association for the Education of Young Children
- Big Rapids Association for the Education of Young Children
- National Association of Early Childhood Teacher Educators
- Association for Childhood Educators International
- American Associate Degree Early Childhood Educators



## University Committees

### *University-Wide*

2004-present	Arts & Lecture Committee
2000-2003	Professional Development Committee, <b>Chair</b> , 2002
2001-2002	Honor's Council (Honor's Program)
1998-2000	Distinguished Teacher Award Committee

### *Searches*

2002	Education, Full-Time Tenure Track Faculty
2000	<b>Chair</b> , Early Childhood Education, Full-Time Tenure Track Faculty
1998	<b>Chair</b> , Child Development, Full-Time Temporary Faculty
1998	College of Education, Dean

### *College-Wide*

2004-2005	College of Education Tenure Committee
1997-2003	College of Education Sabbatical Committee
1997-1999	College of Education Promotion/Merit Committee, <b>Chair</b> , 1999
1996-1997	College of Education Curriculum Committee

### *Departmental*

2002-present	School of Education Curriculum Committee
2002-present	School of Education Tenure Committee, <b>Chair</b> , 2004
2002-present	Career Tech. Education Advisory Board
2000-03/04-present	Education Undergraduate Curriculum Committee, <b>Chair</b> , 2001

## University Activities/Services

2005	<b>Chair</b> , Program Review Panel, Academic Program Review for Early Childhood Education
2004-2005	Author, Curriculum Proposal for Bachelor's Degree in E. Ch. Ed.
1997-present	Faculty Advisor, Association of Future Educators of Children, Recognized Student Organization
1997-present	Tour Guide for Prospective Students, Early Ch. Ed. Program
1997-2001	Informal Advisor, Tot's Place Child Development Center
1997-2001	Yearly Display of Program in College of Education Display Case
1997-2001	Program Display at Autumn Adventure
1998,2000	Member, Social Work Student Portfolio Presentation
2000	Faculty/Student Marshall at May Commencement
1997,1998,1999, 2003	Recipient/Manager, Child Development Perkins Grant, \$23,600, \$15,400, \$41,450, \$19,600
1999	Display at May Donor Dinner
1999	Activities at September Futures Conference
1999	Calder for Kids Exhibit
1998	Mentor, New Child Development Temporary Faculty
1999	Participant, University College Career Exploratory Course

## **Professional Development**

- 2004 Beginning Piano, MUSI 201, 3 credits, Ferris State Univ.  
2001 Calvin College, Grand Rapids, Mi. "Parker Palmer: The Courage to Teach"  
2001 Center for Teaching Learning & Faculty Development, Ferris State University, "WebCT: Preparing for your First Semester" (8 weeks)  
2000 Delegation Leader for People to People Ambassador Program's Child Development Education Delegation to China  
1996-2003 National Association for the Education of Young Children's Professional Development Institutes, Minneapolis, Minn., Bal Harbor, Florida, Cincinnati, Ohio, San Francisco, California, Portland, Oregon  
1998-2000 Center for Teaching, Learning & Faculty Development, Ferris State University, "Writing Effective Tests", "Web CT Sharing Forum", "A Teaching Bag of Tricks", "Finally A Meeting I Didn't Mind Attending"  
1998 Michigan Association for the Education of Young Children Conference, April, Grand Rapids, MI.  
1997 Midwest Area Association for the Education of Young Children Conference, April, Grand Rapids, MI.  
1996 National NAEYC Conference, Dallas, Texas

## **Presentations/Publications**

- 2002 "Educational Activities for Infants and Toddlers" at the Michigan Association for the Education of Young Children's Early Childhood Conference, Grand Rapids, MI.  
2001 "Early Childhood Education in China: Infancy-Early Elementary" and "What Good Are Games If Not For Winning?" at the Michigan Association for the Education of Young Children's Early Childhood Conference, Grand Rapids, MI.  
2000 "Infant Rings and Toddler Boxes" at the Michigan Association for the Education of Young Children's Early Childhood Conference, Grand Rapids, MI.  
2000 Editor/Introduction, People to People Ambassador's Program's *Journal of Professional Proceedings for the Child Development Education Delegation to China*, available from People To People.

## **Professional /Community Activities**

- 2002-2003 Volunteer, Re-Member, Pine Ridge Indian Reservation
- 2001-present Consultant, NOCTI Child Development Occupational Test
- 2001 Preschool Teacher, Vacation Bible School, Big Rapids
- 2001 Guest Speaker for Big Rapids Rotary, "China's Educational System"
- 2001 Presentation on China to The Third-Agers and PITS groups, The United Church, Big Rapids
- 2001 Participant, Muscular Dystrophy Lock-In, Ferris State University
- 2000 Wrote article on China trip for Humanities Council of West Central Michigan
- 1994-present Advisory Board for Mecosta Osceola Intermediate School District, Child Related Careers Program, Big Rapids
- 1994-present Member of Chancel Bell Choir, Big Rapids
- 1994-present Member of United Church Choir, Big Rapids
- 1997-present Walker for Cancer Society's Relay for Life, Big Rapids
- 1999 Collector, March of Dimes, Mother's March, Big Rapids
- 1998 Built swinging balance beam for Playscape, Big Rapids
- 1997 Designed & equipped church nursery, United Church, Big Rapids
- 1994-1997 Building For The Future Committee, United Church, Big Rapids

**LIZA ING, Ed. D.**

**EDUCATION**

**UNIVERSITY OF NORTHERN COLORADO**  
**Doctorate of Education**  
Emphasis: Special Education- Early Childhood  
Dissertation: Attitudes Among Professors, Teachers  
and Graduate Students in Early Childhood Special  
Education Towards Infants, Toddlers and Preschoolers  
with HIV/AIDS

**GREELEY, CO 80639**  
August 1996

**UNIVERSITY OF NORTHERN COLORADO**  
**Master of Arts in Special Education**  
Certification: Special Education/Elementary Education

**GREELEY, CO 80639**  
December 1985

**STATE UNIVERSITY OF NEW YORK**  
**COLLEGE AT BROCKPORT**  
**Bachelor of Professional Studies**  
Recreation (Therapeutic)  
Certification: Elementary Education (N, K-6)  
Special Education

**BROCKPORT, NY 14420**  
August 1979  
December 1980  
January 1986

**EMPLOYMENT**

**FERRIS STATE UNIVERSITY**  
**Professor**

**BIG RAPIDS, MI**  
January 8, 2001- present

\*Teach undergraduate courses in Early  
Childhood Education, graduate courses in  
Special Education, student advising, serve  
on various committees, Graduate Student Coordinator.

\*Administrator in Training- School of Education

January 2005- present

**WEST SHORE COMMUNITY COLLEGE**  
**Adjunct Professor**

**SCOTTSDALE, MI**  
Fall 2003, 2004

\*Designed and taught an on-line course-  
Introduction to Special Education

**MASSACHUSETTS COLLEGE OF LIBERAL ARTS**  
**Assistant Professor**

**NORTH ADAMS, MA**  
July 1996- Dec. 2000

\*Teach undergraduate and graduate courses  
in the Education Department. Member of various  
committees within the department and at the college  
level, advise students in early childhood  
education and graduate special education.

**UNIVERSITY OF NORTHERN COLORADO  
Graduate Assistant**

\*Assisted in final report writing of a Federal Grant in Paraprofessional Training in Early Childhood Special Education. Student coordinator on a research project through the Bresnahan/Halstead Foundation.

**GREELEY, CO 80639**  
January 1993- 1996

**WELD COUNTY DISTRICT #6  
Substitute Teacher**

\*Substitute at all levels and all subjects.

**GREELEY, CO 80631**  
January 1993- 1996

**MAJURO COOPERATIVE SCHOOL  
Teacher**

\*3rd grade teacher self- contained class (30) ESL, multicultural, special education and entrance assessments.

**MAJURO, MARSHALL ISLANDS 96960**  
August 1990- May 1992

**FRANKLIN COUNTY ASSOCIATION FOR  
RETARDED CHILDREN**

**Early Intervention Teacher**

\*Home based program for infants, birth to 3 years with disabilities. Assessment, development and implementation of programs.

**Preschool Teacher**

\*Self contained class (12) of children with various disabilities, ages 2 1/2 to 5 years.  
\*Supervised and trained staff, worked with interdisciplinary team.

**P.O. BOX 1328  
TUPPER LAKE, NY12986**  
Sept. 1986-June 1988

July 1988-August 1990

**WELD COUNTY DISTRICT 6  
Interim Special Educator**

\*Teacher of multiple-disabled high school students, self-contained class (6). Implemented pre-developed IEP goals.

**GREELEY, CO 80631**  
March 1986- June 1986

**WELD COUNTY COMMUNITY CENTER  
Host Home Provider**

\*Direct care and supervision for two mentally disabled women in my home.

**Residence Counselor**

\*Direct care worker in a community residence for eight mentally disabled women.

**3819 St. Vrain  
Evans, CO 80620**  
July 1985- May 1986

August 1984- June 1985

**NASSAU COUNTY BOCES  
Rosemary Kennedy Center  
Teacher Assistant**

**WANTAGH, NY 11793  
Oct. 1983-June 1984**

\*assisted with severely disabled high school students.

**NASSAU COUNTY ASSOCIATION FOR THE  
HELP OF RETARDED CHILDREN  
House Manager**

**189 WHEATLEY RD.  
BROOKVILLE, NY 11545  
June 1982-June 1984**

\*Opened a group home and provided live-in  
direct care for eight mentally disabled men.  
Also employed, supervised and trained  
weekend and domestic staff.

### **PROFESSIONAL ACTIVITIES**

**SCHOOL OF EDUCATION  
Education Department Faculty  
Undergraduate Curriculum Committee  
Graduate Curriculum Committee  
Liaison with Tot's Place Child Development Center  
Graduate Coordinator**

**Ferris State University  
January 2001-Present  
January 2001- May 2003  
January 2001- Present  
Sept. 2002- May 2003  
January 2002- Present**

**COLLEGE OF EDUCATION AND  
HUMAN SERVICES  
Promotion and Merit (Chair)  
Graduate Committee  
Curriculum Committee**

**Ferris State University  
Sept. 2001- May 2003  
Sept. 2002- present  
Sept. 2004- present**

**UNIVERSITY COMMITTEES  
Graduate Professional Council**

**Ferris State University  
June 2002- present**

**Mecosta-Osceola AEYC (formerly Big Rapids)  
Board of Directors, Vice President**

**Sept. 2002- present**

**EDUCATION DEPARTMENT  
Education Department Faculty  
Undergraduate Curriculum Committee  
Graduate Curriculum Committee**

**MCLA  
Sept. 1996- Dec. 2000**

**MCLA COMMITTEES  
AIDS Education Advisory Committee  
Academic Policies Committee  
Committee for the Concerns of the Disabled**

**Sept. 1996- Dec. 2000**

<p><b>OAK HILL CHILD CARE CENTER</b>  <b>Board of Directors</b></p>	<p><b>Pownal, VT</b>  January 1999- Dec. 2000</p>
<p><b>DIVISION OF SPECIAL EDUCATION</b>  <b>Internal Advisory Committee</b>  *Student representative on the committee that dealt with issues related to the Special Education Department faculty and students, such as evaluations, promotion and tenure policy, etc.</p>	<p><b>318 McKee</b>  <b>UNC</b>  August 1993-May 1995</p>
<p><b>COUNCIL FOR EXCEPTIONAL CHILDREN</b>  <b>Student Chapter- 381</b>  <b>President</b>  *Coordinate activities for the student chapter, hold meetings, represent the division at state Federation, National CEC Delegate Assembly, and at University Student Government.  <b>Vice-President</b>  *Responsible for meetings in place of the president, member of Delegate Assembly at National CEC.</p>	<p><b>318 McKee</b>  <b>UNC</b>  <b>Greeley, CO 80639</b>  August 1994- Aug.1995    Sept. 1993-August 1994</p>
<p><b>COLORADO DIVISION OF EARLY CHILDHOOD</b>  <b>Board of Directors</b>  *Attend monthly meetings, voting member on division related issues regarding policy and events.</p>	<p>June 1994- 1996</p>
<p><b>UNC CAMPUS CHILDCARE CENTER</b>  <b>Advisory Board</b>  *Involved in policy and financial decisions at the center. Member of the Student Fee Allocation Board for the center.</p>	<p><b>1514 Bishop-Lehr</b>  <b>UNC</b>  <b>Greeley, CO 80639</b></p>
<p><b>GRADUATE STUDENT ASSOCIATION</b>  <b>Student Director/ Chair</b>  *Director of graduate student fee allocation of \$77,500. Responsible for holding meetings and overseeing expenditures of funds to graduate students. Developing budget for 96-97 academic year.  <b>President- Division III</b>  *Responsible for advertising and holding division meetings to allocate funds (\$10,000) to students wishing to attend conferences or other events.</p>	<p><b>255 McKee</b>  <b>UNC</b>  <b>Greeley, CO 80639</b>  June 1995- 1996    August 1994-May 1995</p>

**UNC GRADUATE COUNCIL  
Student Representative**

August 1995- 1996

\*Represent graduate students to the graduate faculty in an ex-officio capacity and a member of the curriculum committee of the council.

**PROFESSIONAL ORGANIZATIONS**

**COUNCIL FOR EXCEPTIONAL CHILDREN** 1993- present

- \*Division of Early Childhood
- \*Division of Mental Retardation and Developmental Disabilities
- \*Division of Teacher Education
- \*Division of International Special Education
- \*Council for Children with Behavior Disorders

**NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN** 1994- present  
Accreditation Validator Training 1999

**ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT** 1998- present

**PI LAMBDA THETA** 1999- present  
**Gamma Mu Chapter**

**PRESENTATIONS AND PUBLICATIONS**

**FOSTER PARENT TRAINING CONFERENCE** March 2003  
The Special Education Hurdle Grand Rapids, MI

**18<sup>th</sup> ANNUAL PACIFIC RIM CONFERENCE ON DISABILITIES** March 2002  
Do Rural Colleges and Universities Really Meet the Needs of Students with Disabilities? Honolulu, HI

**AMERICAN COUNCIL ON RURAL SPECIAL EDUCATION 2000 NATIONAL CONFERENCE** March 2000  
*Who are the paraprofessionals in rural elementary schools?* Alexandria, VA

**RESOURCES FOR CHILDCARE** December 1999  
Parent involvement in Early Childhood Education North Adams, MA



<b>RESOURCES FOR CHILD CARE</b> Age Appropriate Behavior Management	October 1998 Pittsfield, MA
<b>BERKSHIRE MEDICAL JOURNAL</b> Current Trends in Special Education	Spring 1999
<b>NORTH ADAMS PUBLIC SCHOOLS</b> Strategies that Support Inclusive Education	Winter 1997-98 North Adams, MA
<b>CHILD CARE OF THE BERKSHIRES, INC.</b> Behavior Management for Home Day Care Providers	December 1997 Pittsfield, MA
<b>1997 TED CONFERENCE</b> HIV/AIDS in Teacher Preparation Programs	November 1997 Savannah, GA
<b>UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL/BERKSHIRE MEDICAL CENTER PEDIATRIC LECTURES</b> <i>Recent Trends in Special Education</i>	May 1997 Pittsfield, MA
<b>INTERNATIONAL EARLY CHILDHOOD CONFERENCE ON CHILDREN WITH SPECIAL NEEDS</b> Attitudes toward children with HIV/AIDS among ECSE professors, teachers, and graduate students	December 1996 Phoenix, AZ
<b>COUNCIL FOR EXCEPTIONAL CHILDREN ANNUAL CONVENTION</b> <i>HIV and AIDS: What do teachers need to know?</i>	April 1996 Orlando, FL
<b>NORTHEAST CONFERENCE ON FRAGILE X</b> <b>Presenter</b> -Teaching Strategies for Effective Education	November 1994 Tarrytown, NY
<b>COURAGE TO RISK</b> <b>Presenter</b> -HIV and AIDS and the Effects on Infants and Toddlers	March 1995 Colorado Springs, CO
<b>COLORADO ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN CONFERENCE</b> <b>Presenter</b> -Infants and Toddlers with HIV or AIDS and the Effects on Development	March 1995 Denver, CO

## **AWARDS**

**STUDENT COUNCIL FOR EXCEPTIONAL  
CHILDREN: Ethnic Minority Student Scholarship**

March 1995  
Indianapolis, IN

**AMERICAN ASSOCIATION OF UNIVERSITY  
WOMEN: Student Scholarship**

Greeley, CO 80631  
Academic Year 94-95

# Appendix B:

## Early Childhood Education Program Checksheets & Syllabi

ECE Checksheet.....	B-1
Elementary Education ECE Minor Checksheet..	B-2
Syllabi for ED CD 100-ED CD 299.....	B-3

REQUIRED		EARLY CHILDHOOD EDUCATION - ASSOCIATE OF APPLIED SCIENCE DEGREE	S.H	GRADE
		<b>COMMUNICATION COMPETENCE - 9 Credit Hours Required: *ENGL 321 is required for those pursuing a bachelor's degree.</b>		
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 - 36 Credit Hours Required: (2.50 GPA is required)</b>		
EDCD	104	Child Development Practicum (co-requisite EDCD 105)	1	
EDCD	105	Child Development Leadership (co-requisite EDCD 104)	3	
EDCD	110	Child Development 1	3	
EDCD	111	Child Development 2 (can be taken prior to EDCD 110)	3	
EDCD	160	Education of Children (Offered winter semester only)	3	
EDCD	205	Computer Applications in Child Development	3	
EDCD	210	Infant-Toddler Environ. & Curr. (Prerequisite EDCD 110) (offered winter only)	4	
EDCD	211	Children's Activities (Prerequisite EDCD 111) (offered fall semester only)	4	
EDCD	285	Child Development Internship Orientation	1	
EDCD	291	Child Development Internship	4	
EDCD	298	Internship Seminar (must be taken with EDCD 291)	1	
EDCD	299	Professional Assessment (must be taken with EDCD 291)	1	
CAHS	205	Child Care Food and Nutrition (offered winter semester only)	3	
RMLS	122	Responding to Emergencies	2	
		<b>ELECTIVES - 3 Credit Hours Required:</b>		
PSYC	341	Child Psychology	3	
SOCY	225	Marriage and the Family	3	
EDCD	100	C.D.A. Introduction	2	
			63	
			Minimum Credit Hours	

**Ferris State University  
COLLEGE OF EDUCATION & HUMAN SERVICES**

**EARLY CHILDHOOD MINOR  
ELEMENTARY EDUCATION**

**(27 CREDITS)**

<b>REQUIRED</b>		<b>COURSE TITLE</b>	<b>S.H.</b>	<b>GRADE</b>
EDCD	104	Child Development Practicum (co-requisite: EDCE 105)	1	
EDCD	105	Child Development Leadership (co-requisite: EDCE 104)	3	
EDCD	110	Child Development I	3	
EDCD	111	Child Development II (can be taken prior to EDCE 110)	3	
EDCD	160	Education of Children (offered winter semester only)	3	
EDCD	210	Infant-Toddler Environment & Curriculum (offered winter only)	4	
EDCD	211	Children's Activities (offered fall semester only)	4	
EDCD	285	Child Development Internship Orientation	1	
EDCD	291	Child Development Internship (minimum B-)	4	
EDCD	298	Internship Seminar (must be taken with EDCE 291) (minimum B-)	1	

NOTE: A 2.50 GPA is required in the major/minor.

A 2.75 GPA is required in the Professional Education course sequence.

- Successful completion of this minor will result in a Z.A. Endorsement on your elementary education teaching certificate. You must take and pass the Michigan Test for Teacher Certification (Early Childhood) before applying for your ZA endorsement.
- This optional minor is in addition to the two subject minors required for the Elementary Education program.

## EDCD 100

### Introduction to CDA

**1. 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 quality early childhood settings and professionals.
- ❖ write sample competencies for each of the functional areas.
- ❖ begin the CDA Professional Resource File

**2. REQUIRED Textbooks:**

- ❖ **CDA PACKET** to be purchased from Council for Early Childhood Professional Recognition  
*Order forms available in class.*
- ❖ Beaty, Janice J. (1999). *Skills for Preschool Teachers*. Sixth Edition. New York: Merrill.

**3. ASSIGNMENT NOTES:**

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

❖ **Journal Article Summary**

You will write a one-page summary of an assigned journal article. This summary must be typed and must include your opinion of the article.

❖ **Late Assignments**

Any assignment turned in after the class period when it is due will be considered late and will have 5 points deducted. No late papers will be accepted more than one week after the date it is due.

❖ **Extra Credit**

Students have the option of reading a second journal article and writing a summary for 10 extra credit points. Extra credit will be due on Week 12.

❖ **Professional Interview**

Each student will be required to interview an individual who has a current CDA certificate. The interview questions will be written as a group assignment. The interview summary will be an individual assignment.

❖ **Professional Resource File**

Following the CDA guidelines, a file will be set up and resources to put into your file will be collected.

❖ **Attendance**

Two points will be deducted from a total of 30 points for each class absence.

❖ **Sample Competencies**

For each functional area, you will observe an early childhood teacher fulfilling a specific competency. The example will be written up following the outline to be discussed in class.

❖ **Autobiography**

A short paper about yourself and your career goals will be required. An outline will be provided.

❖ **Quizzes**

Six pop quizzes will be given, unannounced, during the semester for 10 points each. The quizzes will cover the textbook reading assignments.

#### 4. ASSIGNMENTS

_____ 25 Points	Interview with CDA professional		
_____ 25 Points	Professional Resource File		
_____ 25 Points	Journal Article Summary		
_____ 20 Points	Autobiography		
_____ 260 Points	13 Sample Competencies		
_____ 20 Points	Competency #1	_____ 20 Points	Competency # 7
_____ 20 Points	Competency #2	_____ 20 Points	Competency # 8
_____ 20 Points	Competency #3	_____ 20 Points	Competency # 9
_____ 20 Points	Competency #4	_____ 20 Points	Competency #10
_____ 20 Points	Competency #5	_____ 20 Points	Competency #11
_____ 20 Points	Competency #6	_____ 20 Points	Competency #12
		_____ 20 Points	Competency #13
_____ 150 Points	Resources for File, 15 @ 10 pts. each		
-----			
_____ 60 Points	Quizzes, 6 @ 10 pts. each		
-----			
_____ 30 Points	Attendance		
_____ 50 Points	Final Exam		
_____	<b>Total: 645</b>		

#### 5. LETTER GRADE ASSIGNMENTS

A	645-606	C	496-477
A-	605-580	C-	476-451
B+	579-561	D+	450-432
B	560-542	D	431-413
B-	541-516	D-	412-387
C+	515-497	F	386 and below



**EDCD 104**  
**Child Development Practicum &**  
**EDCD105**  
**CHILD DEVELOPMENT LEADERSHIP**

**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.
- gain knowledge of ethical behavior related to the field of early childhood education.
- be able to assess the components of a quality childcare program (licensing regulations, budgets, staffing, interior and exterior floor plans and equipment).
- gain on-site experience in an early childhood setting.

**REQUIRED PURCHASES and MATERIALS:**

- a. Bredekamp, S. & Coppola, S. (1997). *Developmentally Appropriate Practice*.  
Washington, DC: National Association for the Education of Young Children.
- b. *Course Pack for EDCD 104 & 105*, FSU
- c. **LICENSING RULES FOR CHILDCARE CENTERS.**  
<http://www.cis.state.mi.us/brs/cdc/home.htm>  
Call 517-241-2488 and request a paper copy.
- 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

**ASSIGNMENTS**

All assignments must be typed. Spelling and grammar are part of the grade for the assignment. Any assignment turned in after the class period when it is due will be considered late and will have 5 points deducted. No late paper will be accepted more than one week after the date it is due.

**EDCD 104 PRACTICUM**

You are required to spend 2 hours per week at an early childhood setting, for a total of thirty hours at the same setting. You will find your own site, from a list of centers in Big Rapids or from your hometown. An attendance form will be given to you to give to the site director. We will discuss your experiences in class. Two visits to accredited early childhood centers are required along with a three-page paper comparing your visits. You will be given an outline for the paper in class.

**EDCD 104 PRACTICUM EVALUATION: Credit/No Credit (one credit)**

- \_\_\_\_\_ Participation in discussions relating to your experiences
- \_\_\_\_\_ Paper discussing 2 visits to accredited centers
- \_\_\_\_\_ Attendance sheet indicating 30 hours signed by center director

**EDCD 105 EVALUATION (TOTAL: 540 Points) (three credits)**

- \_\_\_\_\_ **120 Points INDIVIDUAL ASSIGNMENTS**
  - \_\_\_\_\_ 20 Points Resume
  - \_\_\_\_\_ 20 Points Letter of Application
  - \_\_\_\_\_ 20 Points Autobiography
  - \_\_\_\_\_ 10 Points Education Advisor Interview
  - \_\_\_\_\_ 20 Points Career Summary
  - \_\_\_\_\_ 30 Points ATTENDANCE
  
- \_\_\_\_\_ **250 Points TEAM ASSIGNMENTS**
  - \_\_\_\_\_ 50 Points Career Presentation
  - \_\_\_\_\_ 50 Points Floor Plan Presentation
  - \_\_\_\_\_ 50 Points Equipment Presentation
  - \_\_\_\_\_ 50 Points Outdoor Environment Presentation
  - \_\_\_\_\_ 50 Points Business Plan Presentation
  
- \_\_\_\_\_ **60 Points TEAM PRESENTATIONS**
  - \_\_\_\_\_ 20 Points Team Commitment Statement
  - \_\_\_\_\_ 20 Points Mid-term Peer Evaluation
  - \_\_\_\_\_ 20 Points Final Peer Evaluation
  
- \_\_\_\_\_ **110 Points TESTS**
  - \_\_\_\_\_ 20 Points Teamwork Test
  - \_\_\_\_\_ 20 Points Professional Ethics Test
  - \_\_\_\_\_ 20 Points Licensing Test
  - \_\_\_\_\_ 50 Points Final Exam, Cumulative
  
- \_\_\_\_\_ **TOTAL Points Earned**

**EDCD 105 LETTER GRADE ASSIGNMENTS**

A	540-508 Points	C	415-400 Points
A-	507-486 Points	C-	399-378 Points
B+	485-470 Points	D+	377-362 Points
B	469-454 Points	D	361-346 Points
B-	453-432 Points	D-	345-324 Points
C+	431-416 Points	F	323 and below

**\*Please make an appointment with me if you are falling behind in class, or want more clarification on any lecture or assignment.**

**EDCD 110**  
**Child Development I**  
**Infant & Toddler Development**

**1. Course Objectives:**

Upon completion of this course, the student should be able to:

- a. Name and compare several theories of the study of child development.
- b. Demonstrate knowledge of the changes taking place at each stage of infant/toddler development and the cultural effects on early growth and development.
- c. Discuss possible influences on developmental changes and explain how trust and love grow.
- d. Observe infant/toddler behavior in an objective manner and record it accurately.

**2. Textbooks:**

Fabes, R. & Martin, C. (2001). *Exploring Development Through Childhood*. Allyn & Bacon: Boston.  
*EDCD 110 Course Packet/Lab Manual, FSU*

**3. Explanations:**

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

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.

Journal Articles **MUST BE ABOUT INFANTS OR TODDLERS.**

A one page typed summary of a journal/magazine article will be worth 25 points. Each article will include a brief opinion statement and a correct bibliography. ***Your first article will be about infants. The second article will be about toddlers.***

**4. Extra credit:**

You may do Observation #1 (Neonate) for 20 extra credit points. Extra credit is due week 11.

**5. Attendance:**

Attendance is taken in lab and attendance is checked in lecture. Each absence will result in a two point deduction from a total of 30 points.

**6. Web Help:**

The textbook for this class has a website that contains chapter summaries and practice tests. It is strongly recommended that you use this free help.  
<http://www.abacon.com/fabes>

**Assignments: 440 Total Points Possible**

<i>Points</i>	<i>Assignments</i>	<i>Points Earned</i>
200	Multiple Choice Tests (4 @ 50 pts ea)	_____
20	Practice Observations (2 @ 10 pts ea)	_____
140	Observation of Children: (7 @ 20 pts ea)	
	#2: Infant 3 - 6 mos Obs.	_____
	#3: Infant 6 - 12 mos Obs.	_____
	#4: Feeding Observation	_____
	#5: Toddler 12 - 18 mos Obs.	_____
	#6: Toddler 18 - 24 mos Obs.	_____
	#7: Toddler 24 - 30 mos Checksheet	_____
	#8: Naptime Observation	_____
50	Journal Articles (2 @ 25 pts ea)	_____
30	Attendance	_____
	Extra Credit (20 pts.) Obs.#1: Neonate	_____
		_____ <b>Total Points</b>

**Earned**

**Grading Scale:**

440-414 =A	369-352 =B-	307-295 =D+
413-396 =A-	351-339 =C+	294-282 =D
395-383 =B+	338-326 =C	281-264 =D-
382-370 =B	325-308 =C-	263-0 =F

- If you find you are falling behind or do not understand material covered in lecture or lab, please come to see me during office hours.
- Any changes to this syllabus, including assignment dates, will be announced at least one week in advance in class.

**EDCD 111  
CHILD DEVELOPMENT 2**

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

- a. discuss the developmental milestones for children ages 3 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:**

Fabes, Richard and Martin, Carol. (2001). *Exploring Development Through Childhood*. Boston: Allyn and Bacon.  
EDCD 111 *Course Packet/Lab Manual*

**3. TESTS**

The four tests will be 50 multiple-choice questions, matching, true/false & essay.  
Please bring two #2 pencils for use with scantrons.

**4. CHILD OBSERVATION LABS**

- a. You will do an observation of children each week in your lab.
- b. Observations must be **typed** with scholarly attention to grammar, spelling and neatness.
- c. Critical data must be filled out: Name of child, date of birth, age at time of observation, date, time and place of observation.
- d. Write specific, detailed examples of what you actually see children doing as you observe. Indicate your opinions separately.
- e. Two hours a week have been scheduled for your lab. You can come any additional time required to complete the assignment.
- f. 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. JOURNAL ARTICLES**

A one page typed summary of the assigned article or choice of articles will be worth 25 points. Each article will include a brief opinion statement and a correct bibliography. Article 1 will deal with the issue of child abuse and Article 2 will deal with violence or divorce. All articles must be about children ages 3 to 12 years old.

**Assignments: (Possible Total = 460 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
_____ 160 Points	Preschool Child Observations	_____ 20 Points	#1: 3 year-old Rating Form
		_____ 20 Points	#2: Physical Development
		_____ 20 Points	#3: 4 year-old Rating Form
		_____ 20 Points	#4: Cognitive Development
		_____ 20 Points	#5: Social Development
		_____ 20 Points	#6: Emotional Development
		_____ 20 Points	#7: 5 year-old Rating Form
		_____ 20 Points	#8: School-age Observation
_____ 50 Points	Journal Articles	_____ 25 Points	Article #1
		_____ 25 Points	Article #2
_____ 30 Points	Attendance		
_____ 460	<b>TOTAL POINTS</b>		

Letter grade assignments:

A	460-432	C	353-340
A-	431-414	C-	339-322
B+	413-400	D+	321-308
B	399-386	D	307-294
B-	385-368	D-	293-276
C+	367-354	F	275 →

# EDCD 160

## Education of Children

1. **Objectives:** After completing this course the student will be able to:
  - b. 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:**

Jalongo, M. & Isenberg, J. (2000). *Exploring Your Role*. Merrill/Prentice-Hall Publishing.  
*EDCD 160 Course Packet/Lab Manual*, FSU
  
3. **Explanations:**

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

**Sweep Observations:**  
Everyone will do observations of early childhood centers to look at room arrangement, interest areas and relationships between children and teachers.

**Labs:**  
**Labs will meet each week for an opportunity to visit early childhood centers in the area serving children 0 – 8 yrs. Short lab assignments will be explained before you leave for your visits. It is expected that you spend a minimum of one hour visiting a different site each week.**

**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.

**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.

  - Changes to the syllabus or assignment due dates will be announced ahead of time in class.

**4. Assignments:**

**Class Assignments:**

150 Tests 3 @ 50 \_\_\_\_\_  
50 Advocacy Project & Presentation \_\_\_\_\_  
50 Self-Report \_\_\_\_\_  
50 Final Exam \_\_\_\_\_  
30 Attendance \_\_\_\_\_

**Lab Assignments:**

50 Center Visits 5 @ 10 \_\_\_\_\_  
80 Sweep Observations 4 @ 20 \_\_\_\_\_  
40 Sweep Observation # 5 \_\_\_\_\_  
50 Team Teaching Presentation \_\_\_\_\_  
550 TOTAL For Course TOTAL \_\_\_\_\_

**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

- **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.**



## EDCD 205

### COMPUTER APPLICATIONS FOR CHILDREN

1. **COURSE OBJECTIVES:** Students will:
  - a. use the computer system, run software, and publish results.
  - b. use technology in communicating, conducting research, and making presentations.
  - c. evaluate children's software for appropriateness and quality.
  - d. demonstrate knowledge of uses of technology in the early childhood classroom.
  
2. **TEXTBOOK AND REQUIRED MATERIALS:**
  - a. Thouvenelle, S. & Bewick, C. (2003) *Completing the Computer Puzzle: A Guide For Early Childhood Educators*, Allyn & Bacon: Boston.
  - b. EDCD 205 Course Packet, FSU
  - c. You will need two 3 ½ IBM formatted High Density Floppy Disks.

3. **EXPLANATION OF ASSIGNMENTS:**

HANDS-ON/WRITTEN TESTS: Four hands on tests on the computer will be given on the date listed in the syllabus. In addition there will be multiple choice/written test questions on the readings from the textbook and course packet.

E-MAIL RESPONSES: Students will send five responses to the instructor throughout the semester.

PARENT NEWSLETTER: Students will write a 200 word newsletter to parents including graphics to give the document a professional appearance. Content for this newsletter will be from information researched on the web.

ASSESSMENT OF CHILDREN'S SOFTWARE: Students will use and evaluate children's software and write a report about the best and worst features of the software programs evaluated.

FIELD EXPERIENCES: Students will spend time in early childhood centers observing the use of computers with children.

INTERNET LIST: Students will research and type a list of internet sites for teachers and parents of young children.

MULTIMEDIA PROJECT: After a demonstration of the equipment available, students will choose two pieces of equipment to use in making a project of their choice.

POWER POINT PROJECT: Students will prepare a Power Point demonstration to be used with young children or parents of young children. Presentations to the class will be worth 10 points of extra credit.

FIVE POINT TASKS: Five point tasks will be completed in class. Instructions for each task will be given. Tasks are due at the end of the class period. Help will be provided if needed.

**ASSIGNMENTS: 345 Total Points Possible**

_____ 195 Points	<b>Projects</b>	
_____	25 Points	Five E-mail Responses @ 5 pts. each
_____	25 Points	Parent newsletter
_____	25 Points	Assessment of Children's software
_____	25 Points	Field Experience #1 Report
_____	25 Points	Internet List
_____	25 Points	Multimedia Project
_____	25 Points	Power Point Project
_____	20 Points	Field Experience #2

_____ 70 Points	<b>Five Point Tasks</b>	
_____	5 Points	1. Introduction Task and survey
_____	5 Points	2. Timed test #1
_____	5 Points	3. Disk organization Task
_____	5 Points	4. Spell check Task
_____	5 Points	5. Internet Task
_____	5 Points	6. Word Processing Task #1
_____	5 Points	7. Word Processing Task #2
_____	5 Points	8. Letter & envelope Task
_____	5 Points	9. Newsletter Task
_____	5 Points	10. Timed test #2
_____	5 Points	11. Excel #1 Task
_____	5 Points	12. Excel #2 Task
_____	5 Points	13. Power Point Task #1
_____	5 Points	14. Timed test #3

_____ 80 Points	<b>HANDS-ON/WRITTEN TESTS</b>	
_____	20 Points	Test One: Disk Organization & readings
_____	20 Points	Test Two: Word Processing & readings
_____	20 Points	Test Three: Internet/E-Mail & readings
_____	20 Points	Test Four: Power Point & readings & glossary

\_\_\_\_\_ Extra Credit

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

**GRADING SCALE:**

345 - 324 Points = A	265 - 255 Points = C
323 - 311 Points = A-	254 - 242 Points = C-
310 - 300 Points = B+	241 - 231 Points = D+
299 - 290 Points = B	239 - 221 Points = D
289 - 276 Points = B-	229 - 207 Points = D-
275 - 266 Points = C+	206 - below = F

## EDCD 210

### Infant/Toddler Curriculum and Environments

#### Class Objectives

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

Students will:

- a. Plan developmentally appropriate activities for infants and toddlers.
- b. Demonstrate knowledge of the components of creating a healthy, and safe learning environment for the care and education of infants and toddlers.
- c. Collect resources for use with infants and toddlers from 3-30 months in the following areas: cognitive, language, motor and social/emotional.
- d. Develop communication skills and guidance techniques in working with infants and toddlers, particularly with various cultural and ethnic backgrounds.
- e. Demonstrate competence as teachers of infants and toddlers by having direct teaching experiences.

#### *Textbook*

Watson, L.D., Watson, M.A. & Wilson, L.C. (2003). *Infants and Toddlers: Curriculum and Teaching*, 5<sup>th</sup> edition. New York: Delmar Publishers  
*EDCD 210 Course Packet/Lab Manual*

**Lab Experiences, Teaching and Resources** Each student will have practice diapering and feeding an infant; develop a teaching resource box of materials to use with toddlers; develop an infant ring with developmentally appropriate activities for infants 3 months to 13 months; write and teach lesson plans for 4 domains for infants and toddlers.

Videotapes will be made of your teaching experiences.

**Lab** You are expected to be in the Infant/Toddler room at you scheduled time each week. If you are videotaping, please check-in with your supervising teacher before setting up the equipment. If you need to miss a lab, you must call Tot's Place at least 2 hours prior to your scheduled time. You may make up your assignment if you have an excused absence. To get an excused absence, you will need a note from your professor. Your course packet has further details regarding your lab requirements. You are expected to notify Tot's Place staff of your planned activities one week in advance to avoid duplication.

**Infant Ring and Toddler Resource Box** Outlines for both of these projects will be given and explained in class well before the due dates.

**\*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.**

**\*Any changes to this syllabus, including assignment dates, will be announced at least one week in advance in class.**

**Assignments:**

10	Safety Brochure	_____
10	Developmental Profile	_____
10	Parent Workshop	_____
30	Checklist of Activities 6 @ 5 To be done in any order	
	1. Reading	_____
	2. Manipulatives	_____
	3. Dramatic play/Lg. motor	_____
	4. Song/Music	_____
	5. Infant ring	_____
	6. Toddler resource box	_____
200	Lesson Plans Taught To Children 4 @ 50 (videotaped) To be done in any order	
	#1 Social/Emotional	_____
	#2 Motor	_____
	#3 Language	_____
	#4 Cognitive	_____
50	Infant Ring	_____
50	Toddler Resource Box	_____
50	Infant/Toddler Theme Unit	_____
30	Attendance & Participation	_____
150	Tests 3 @ 50	_____
50	Final Exam	_____
20	Supervisor's Evaluation 2 @ 10	_____
<b>660</b>	<b>TOTAL</b>	<b>Total</b> _____

**Grading Scale:**

660-620 =A	553-528 =B-	461-442=D+
619-594 =A-	527-508 =C+	441-422 =D
593-574 =B+	507-488 =C	421-396 =D-
573-554 =B	487-462 =C-	395- 0 =F

## EDCD 211

# Children's Activities

### Class Objectives:

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 and activities developed to use in curriculum areas that are developmentally 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 and experience by having direct teaching experiences with preschool children and adults.

### Textbooks:

1. Jackman, H. (2001). *Early Childhood Curriculum*, 2<sup>nd</sup> edition. Thompson/Delmar :Albany, N.Y.
2. Cromwell & Hibner. (1983), *Finger Frolics, Fingerplays For Young Children*. Partner Press, Mi.
3. *Course pack for ED CD 211*. FSU.

### Strongly Recommended:

4. Herr & Libby-Larson. (2004) *Creative Resources For The Early Childhood Classroom*. Fourth Edition. Thompson/Delmar :Albany, N.Y.

**Observations:** The Equipment Checksheet and Floor Plan will aid in the discussion of curriculum. The Child Observation Record (COR) will aid in your observation skills and in planning developmentally appropriate activities. These observation assignments need to be done at Tot's Place during your lab.

**TBA Labs:** Each student (with a partner) will sign up with Tot's Place for a 2 hour weekly lab. You are required to be in attendance each week at your assigned time and to do the lab assignment as scheduled in the syllabus. You will be required to video tape your lesson plan activities. You are expected to inform the Tot's Place staff of your lesson plan activity one week in advance to avoid duplication of activities. You are also expected to notify Tot's Place in the event of an unavoidable absence. You can only make up missed time if the absence is approved by the professor. Make up time should be scheduled with Tot's Place staff.

**Resource Box:** Resources for 4 individual curriculum areas covered in class will be made. These will include Cooking Recipe Cards, Musical Instruments, Flannel board/Puppet story pieces & Cognitive Games. Each resource will be collected in a covered resource box. The due dates for each resource box are on the syllabus.

**Activities:** You will do six activities (without lesson plans) during your Tot's Place lab for 5 points each. Your activity ideas will be turned in for approval prior to doing your activity during lab. Your activities will be done with 2 – 4 children.

**Lesson Plans:** You will be doing four graded lesson plans this semester worth 50 points each. 25 points will be for the written plans and 25 points will be for the video evaluation of your activity by your professor and your Tot's Place supervisor. Each lesson plan will be turned in for approval prior to doing your activity during your lab. Your lesson plans will be done with at least 5 children.



# EDCD 285

## Orientation to Internship

### 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 placement and agreement signed.

**Other areas this class will cover:**

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

2. **TEXTBOOKS:**
1. Beaty, Janice J. (1999). *Skills for Preschool Teachers*. Sixth Edition. New York: Merrill.
  2. *Field Experience Handbook*. FSU.
  3. Thompkins, Mark (1998). *Best Practices in Early Childhood Education*
  4. *EDCD 285 Course Packet*

### 3. 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.

4. **INTERNSHIP PLACEMENT:** Placement for your internship at Tot's Place will be done on a first-come basis, after the completion of your check sheet of intern materials. You may choose any of the classrooms at Tot's Place, but may not get your first choice if other students have been placed in that room before you are eligible for a placement appointment with Tot's Place.

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

**\* Any changes to this syllabus, including assignment dates, will be announced at least one week in advance in class.**

**SUMMARY OF GRADE EVALUATION: (Total = 325 pt.)**

85	_____	Completion of Checksheet of intern materials.
	_____	5 Points Graduation Clearance
	_____	5 Points GPA form
	_____	5 Points Intern Questionnaire
	_____	25 Points Philosophy
	_____	25 Points Resume
	_____	5 Points Medical with TB Form
	_____	5 Points Red Cross Card
	_____	5 Points FSU Faculty-Student Agreement
	_____	5 Points Conviction Statement & FIA Clearance
25	_____	Assessment of Early Childhood Center
120		6 Competencies @ 20 pts. each
	_____	Competency #1
	_____	Competency #2
	_____	Competency #3
	_____	Competency #4
	_____	Competency #5
	_____	Competency #6
80		4 Lesson Plans @ 20 pts. each
	_____	Lesson Plan #1
	_____	Lesson Plan #2
	_____	Lesson Plan #3
	_____	Lesson Plan #4
15	_____	ATTENDANCE
325	_____	<b>TOTAL</b>

**Letter grade assignments:**

A	325-305 Points	C	249-240 Points
A-	304-292 Points	C-	239-227 Points
B+	291-283 Points	D+	226-218 Points
B	282-273 Points	D	217-208 Points
B-	272-260 Points	D-	207-195 Points
C+	259-250 Points	F	194 and below



## EDCD 291/298/299

### EARLY CHILDHOOD EDUCATION INTERNSHIP, INTERN SEMINAR and PROFESSIONAL ASSESSMENT

#### COURSE DESCRIPTIONS/OBJECTIVES

**EDCD 291: 4 credits** This is the culminating internship for the Early Childhood Associate's Degree program as well as the Early Childhood Minor (ZA endorsement) for the Elementary Education program. This is a 240-hour field experience in an early childhood setting working with children, staff and parents. Upon completion of the class

the student will:

- ❖ Gain skills in working with children, staff and parents in an early childhood setting.
- ❖ Gain skills in lesson plan writing, thematic unit presentation, developmentally appropriate curriculum requirements and guidance techniques.

**EDCD 298: 1 credit** This course is designed for all interns to discuss their internship experience. Upon completion of the class the student will:

- ❖ Discuss with other interns and the instructor experiences, successes and frustrations during the internship experience.
- ❖ Demonstrate knowledge of child development.

**EDCD 299: 1 credit** This course is designed as the capstone class for the Early Childhood Education Associate degree. Upon completion the student will:

- ❖ Review the Early Childhood Education Program.
- ❖ Produce an employment portfolio.
- ❖ Complete a self-evaluation of personal teaching skills

#### GRADES

You must receive either an A or a B to complete EACH of these courses.

## **ASSIGNMENT EXPLANATIONS**

### ***EDCD 291:***

#### **Field Experience Manual-**

All assignments for the internship are listed in the required Field Experience Manual. Assignments are due according to the syllabus. These assignments have been explained in the Orientation class, but will be reviewed. Students will turn in a completed Field Experience Packet at the end of the semester containing all assignments.

#### **Internship Grade-**

The Field Experience Packet grade will be combined with the grade given by the supervising teacher and the field visits for a final grade.

### ***EDCD 298:***

#### **Seminar Assignments-**

Five assignments will be due throughout the semester. Each assignment is worth 10 points and needs to be typed when applicable and will be presented orally. These are in *Italics* on the weekly outline.

#### **Comprehensive Exam -**

This is the same exam students were given upon entry into the ECE program. This will be similar to the national exam given to CDA candidates.

#### **Developmental Scale –**

You will complete a checklist of developmental skills for a child in the classroom in which you are doing your internship.

### ***EDCD 299:***

#### **Early Childhood Education Program Review –**

Your review of the program, including suggestions, comments, and information for continued growth will be discussed.

#### **Portfolio -**

This should be a compilation of material including lesson plans, thematic units, a resume & philosophy statement, video tapes of teaching, multimedia displays & professional development activities to be used for an employment interview.

#### **Case Study -**

You will complete a case study for a child in the classroom in which you are doing your internship. You will be accumulating information on the child for this assignment during the semester.

#### **Inventory of Practices/Self-Evaluation -**

A self-inventory will be completed as a self-assessment of your preparation and readiness to work with young children.

**291 FIELD EXPERIENCE PACKET** (Field Packet grade will be combined with the grade given by the supervising teacher and the field visits for a final grade.)

- \_\_\_\_\_ 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
- \_\_\_\_\_ 10 Points **Weekly Lesson Plans**
- \_\_\_\_\_ 160 Points **Lesson Plans**
  - \_\_\_\_\_ 20 LP #1
  - \_\_\_\_\_ 20 LP #2
  - \_\_\_\_\_ 20 LP #3
  - \_\_\_\_\_ 20 LP #4
  - \_\_\_\_\_ 20 LP #5
  - \_\_\_\_\_ 20 LP #6
  - \_\_\_\_\_ 20 LP #7
  - \_\_\_\_\_ 20 LP #8
- \_\_\_\_\_ 75 Points **Thematic Unit**
- \_\_\_\_\_ 50 Points **Journal**
- \_\_\_\_\_ 30 Points **Video with LP#9**
- \_\_\_\_\_ 10 Points **Final self-evaluation**
- \_\_\_\_\_ 10 Points **Organization/Neatness of Field Experience Packet**
- \_\_\_\_\_ **445 Points TOTAL**

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

- A 445-418                      B 386-373
- A- 417-400                    B- 372-356
- B+ 399-387                    F 355 and below

**The Manual grade equals a third of your final grade for EDCD 291.**

**298 INTERNSHIP SEMINAR**

- \_\_\_\_\_ 25 Points Developmental Scale
- \_\_\_\_\_ 50 Points Comprehensive Exam
- \_\_\_\_\_ 25 Points Attendance
- \_\_\_\_\_ 50 Points Seminar assignments
  - \_\_\_\_\_ 10 Bulletin Board idea
  - \_\_\_\_\_ 10 Intro. Letter to parents
  - \_\_\_\_\_ 10 Song to share
  - \_\_\_\_\_ 10 Idea for change
  - \_\_\_\_\_ 10 Guidance Experiences
- \_\_\_\_\_ **150 Points TOTAL**

**299 PROFESSIONAL ASSESSMENT EVALUATION**

- \_\_\_\_\_ 25 Points Early Childhood Education Program Review
- \_\_\_\_\_ 50 Points Employment Portfolio
- \_\_\_\_\_ 25 Points Attendance
- \_\_\_\_\_ 25 Points Case Study
- \_\_\_\_\_ 25 Points Inventory of Practices/Self-Evaluation
- \_\_\_\_\_ **150 Points TOTAL**

**298 & 299 Letter Grade Assignments**

- A 150-141 Points
- A- 140-135 Points
- B+ 134-130 Points
- B 129-126 Points
- B- 125-120 Points
- F 119 and below