THE SELF-STUDY REPORT TEMPLATE

RENEWAL ACCREDITATION

(FOR PROGRAMS USING THE 2010 NAEYC STANDARDS FOR INITIAL EARLY CHILDHOOD PROFESSIONAL PREPARATION)

JEFFERSON STATE COMMUNITY COLLEGE

CHILD DEVELOPMENT PROGRAM

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Self-Study Report Completion Checklist

Use the following checklist to determine if your Self-Study Report is complete and ready for submission. The program should also review the definition for a complete Self-Study Report in the most recent Accreditation Handbook and review the *Instructions for Submitting Accreditation Reports and Forms,* which can be found in the online community resource library. Programs should place an "X" in the left-hand column to verify that each item below was addressed.

	Technical and Formatting Items
X	The program uses the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation.
X	The program uses the current Self-Study Report template. (If the most current edition was shared less than six months prior to the submission of this report, the program may use one version prior.)
X	The document has been proofread by at least one person external to the program, including for consistency around where the program intends key assessments to align.
X	The Table of Contents and page numbers are updated to correspond with the sections of the Self-Study Report template. The report uses page numbers to help readers find report sections.
X	The font is 10 to 12 points. Narrative sections are single-spaced with an extra space between paragraphs.
X	Responses fall within the word limits associated with various sections of the Self-Study Report.
X	The final Self-Study Report is ready to be submitted as a **single, read-only PDF file.** Other file formats will not be accepted. Please note that only a single PDF file should be e-mailed, not a collection of multiple files. **Supporting documents** that are not part of the report templates should be set aside for review during your site visit, not submitted with reports.
	Items Associated with Part One of the Self-Study Report
X	The program has affirmed (or reaffirmed) that it meets all Accreditation Eligibility Requirements.
	Items Associated with Part Two of the Self-Study Report
X	Each Accreditation Criterion in Part Two of the report has been addressed and, for each, the sources of evidence required for the report are included.
	Items Associated with Part Three of the Self-Study Report
X	The Learning Opportunities chart is filled out, with information provided for each key element and with the requested narratives (commentary on the chart and description of challenges/strengths/plans) included.
X	The chart of key assessments is submitted, with alignment indicated for each **key element associated with Standards One through Six**.

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X	For Self-Study Reports addressing more than one degree program, the multi-program alignment chart is completed.
X	Five or six key assessments are submitted that address alignment with each **key element associated with Standards One through Six. The key elements are labeled within the relevant sections of instructions and rubric of each Key Assessment.**
X	For every key assessment in the Chart of Key Assessments, a complete (and single) evidence chart, set of instructions, and rubric are submitted.
X	For every key assessment, the program affirms that the key assessments submitted ensure that candidates are individually evaluated on Standards 1-6, not evaluated as a group.
X	If a key assessment is a portfolio assignment, the program affirms that it has reviewed NAEYC's guidance on portfolios (found in the online resource library) to ensure it meets the requirements for a key assessment.
X	For every key assessment, key elements are not clustered within a rubric row or with an associated task in the instructions.
X	Candidate performance data from two applications of each applicable key assessment is submitted for each standard. Data may reflect the key assessments included in the Self-Study Report or assessments that were used prior to the current versions if data are not yet available from the current versions due to the recency of assessment revisions. Data are disaggregated by key element and by program (if a Self-Study Report includes more than one degree program). The program has provided a narrative describing candidate performance on each standard, as well as the program's use of data related to that standard.
X	The program has included a two- to four-page narrative that reviews strengths, challenges, and plans related to the assessment system.
X	For Standard 7, the narrative and chart are completed, and associated evidence documents are included.
Items Associated with Part Four of the Self-Study Report	
X	The program has included data for Outcome Measures #1, #2 and #3.
X	The data on the outcome measures are published on the program's website, or there is a web link on the program's website landing page that leads to the data published elsewhere on the institution's website.

This list is based on the 2020 Self-Study Report Templates for Renewal Accreditation. It will be updated to reflect subsequent changes to the Self-Study Report template; however, it is the responsibility of the program to ensure that it has fully completed the most current template.

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When your Self-Study Report is complete and the annual review fee is ready to be paid, the program should email the Self-Study Report to highered@naeyc.org.

Fees can be paid via check, credit card or ACH. Mail fees in the form of a check to the address below. If your institution makes other purchases from NAEYC, be sure that accreditation fees are clearly addressed to Higher Education Accreditation and not to Resource Sales, Membership, etc. It is helpful to send an email to highered@naeyc.org to indicate that the check has been mailed. If paying by credit card or ACH please contact highered@naeyc.org for further instructions.

<div align="center">

NAEYC Accreditation of Early Childhood Higher Education Programs
PO BOX 96261
Washington, DC 20090-6261

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Part One: Program Information and Confirmation of Eligibility Requirements

Institution Name	Jefferson State Community College
Mailing Address	2601 Carson Road (*preferred) or 4600 Valleydale Road Birmingham, Al. 35215 Birmingham, Al. 35242
Website Address	https://www.jeffersonstate.edu/ (Main Website) https://www.jeffersonstate.edu/chd (Child Development Website)
Date Submitted	**March 31, 2022**

Full Name and Current Enrollment for Each Degree Program Seeking Accreditation (add additional lines as needed):

Name of Program (e.g., A.S. Early Childhood; B.S. Child Development)	Current Enrollment
A.A.S. Child Development	94

If the program operates on multiple campuses, please complete the following chart (add additional lines as needed):

Campus Name	Distance from Main Campus	Current Enrollment

Online Classes: Are online classes offered to candidates in any of the degree programs listed above?
☒ Yes ☐No

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If yes, please indicate what percentage of courses in each program is offered online. (Check one; repeat as needed for each program.)

Name of Program	Percentage of Program Available Online	If this program is available 100% online, what percentage of candidates complete the program fully online?
Child Development Educarer Child Development Administration Child Development Afterschool	☐25% or less ☐26-50% ☐More than 50% ☒ This program is available 100% online.	100%

Confirmation of Eligibility Requirements

The Accreditation Eligibility Requirements are objective, baseline criteria that programs must meet in order to pursue accreditation. The requirements affirm that the institution in which the program is housed is in good standing, that the program meets a threshold regarding early childhood content and faculty who have early childhood academic credentials. Each degree program submitted for review must meet the following:

1. The institution offering the degree program(s) must be located in a U.S. state, district, or territory and be currently accredited by a regional institutional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.

2. The program(s) must not be designated as "low-performing" by the state, as outlined by Title II of the Higher Education Act.[1]

3. The program(s) must be a specialized degree in early childhood or child development with at least 18 credit hours of early childhood coursework. This may include courses from other departments, such as child psychology, sociology of the family, or children's literature if these courses are aligned with NAEYC accreditation standards and faculty are willing to participate in site visit interviews. (Evidence for meeting this requirement will be documented in Criterion Three: Program of Study)

4. The program(s) requires field experiences. (Evidence for meeting this requirement will be documented in Section 3C: Field Experiences)

5. The program(s) must have graduated at least one individual. (Evidence for meeting this requirement will be documented in Section 4: Program Outcomes)

 6. The faculty for each associate degree program(s) must include at least one full-time faculty member (a) whose primary responsibilities are in the early childhood program(s) submitted for review and (b) who holds a graduate degree in early childhood education, child development, child and family studies, or a related discipline, with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact; one person may serve in this role for multiple programs. The faculty for each baccalaureate and master's degree program must include at least one full-time faculty member (a) whose primary responsibilities are in the early childhood program(s) submitted for review and (b) who holds a terminal degree in early childhood education, child development, child and family studies, or a related discipline, with at least 18 graduate credits in early childhood/family studies. This faculty member must serve as either the primary or secondary contact; one person may serve in this role for multiple programs. (Evidence for

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[1](Teacher licensure programs are required by the U.S. Department of Education to define criteria and procedures for identifying low-performing programs within the state. This requirement does not apply to early childhood programs that do not lead to teacher licensure.)

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meeting this requirement will be documented in Criterion 8: Qualifications and Composition of Faculty)

By completing this form each individual listed below confirms the following: Our institution intends to pursue accreditation for the degree program(s) listed above. Each degree program listed on this Self-Study Report is maintaining all of the eligibility requirements listed above. We verify that the information contained in this report is complete per the Self-Study Report Completion Checklist that follows and is an accurate representation of the program's characteristics. Furthermore, we have read the most recent version of the Accreditation Handbook and agree to adhere to the policies and procedures as described.

Primary Contact (Faculty member representing the program)	
Name	Dr. Cindy Shackelford
Title	Chair/Program Coordinator/Advisor
Phone	(205) 856-6047
Email	cindy.shackelford@jeffersonstate.edu
Is this the person who meets eligibility requirement #6? (if no, secondary contact must meet this requirement)☐ Yes☐ No	

Secondary Contact (Faculty member representing the program)	
Name	Heather Seagle
Title	Instructor/Advisor
Phone	(205)856-7821
Email	heather.seagle@jeffersonstate.edu
Is this the person who meets eligibility requirement #6? (if no, secondary contact must meet this requirement)☐ Yes☐ No	

President, Dean or other administrator representing the institution:	
Name	Keith Brown
Title	President
Phone	(205) 856-7765
Email	kbrown@jeffersonstate.edu

DESCRIPTION OF THE COMPONENTS OF THE SELF-STUDY REPORT

Part Two: Program Context - Addressing Accreditation Criteria

In this part, the early childhood degree program will describe what it does to support candidate learning in relation to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation.* This is an opportunity for the program to describe its context and the community it serves, and how this informs the way the program designs its learning opportunities and candidate assessments (which are described and included in Part Three of the report).The twelve accreditation criteria fall under the five major areas as outlined below:

Program Identity and Role
Criterion One: Mission and Role

Program Design
Criterion Two: Conceptual Framework
Criterion Three: Program(s) of Study
Criterion Four: Quality of Teaching
Criterion Five: Role in the Supporting the Education Career Pathway

Candidates
Criterion Six: Qualifications and Characteristics of Candidates
Criterion Seven: Advising and Supporting Candidates

Faculty
Criterion Eight: Qualifications and Composition of Faculty
Criterion Nine: Professional Responsibilities
Criterion Ten: Professional Development

Supportive Infrastructure and Organization of Program
Criterion Eleven: Program Organization and Guidance
Criterion Twelve: Program Resources

Part Three: Program Content and Assessments

In this part, the program will describe how it is aligned to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation.* This part is divided into two sections.

Section A: Learning Opportunities- Here the program will describe and reflect on the many learning opportunities and assessments it offers to develop candidates' knowledge, understanding and application of the standards.

Section B: Assessment and Evidence of Candidate Outcomes - Here the program will submit 5-6 key assessments to demonstrate how it is aligned to all of the standards. The program will submit candidate performance data from each assessment and reflect on what the data indicate about candidates' understanding of the standards, as well as implications for program revision.

Part (i): Multi-Program Assessment Chart – An institution submitting multiple programs within the same Self-Study Report will identify the key assessments associated with each program.

Part (ii): Overview Chart of Key Assessments Aligned with Accreditation Standards 1-6 – The program will complete this chart showing how the key assessments are aligned to the standards and the key elements within each standard.

Part (iii): Key Assessment Descriptions –In this part, the program will describe the course in which each assessment is required, show the assessments' alignment to the relevant standards, and submit the instructions as given to candidates as well as the rubric for each assessment.

Part (iv): Reporting and Analysis of Data by Standard - For Standards 1-6, the program will submit the relevant candidate performance data from the key assessments (or describe a data collection plan if data are not yet available), reflect on candidate performance in relation to the standard, and describe how it will use the data to improve teaching and learning as related to the standard.

Part (v): Reflection on the Program's Assessment System – In this section the program will reflect on its assessment system as a whole, identifying strengths and challenges related to assessing, reporting, and analyzing candidate performance on Standards 1-6 of the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation.*

Section C: Field Experiences

Part Four: Program Outcome Data

In this part, the program will report on performance indicators related to candidate/graduate success in the program.

PART TWO: PROGRAM CONTEXT – The Accreditation Criteria

PROGRAM IDENTITY AND ROLE

Criterion 1: Mission and Role

The early childhood degree program has established a clear identity and role in its community, as community is defined by the institution or program, and is responsive to stakeholders.

> Rationale: Strong early childhood degree programs are closely connected with the community as they have defined it, and they respond to the growing need to prepare a workforce (educators, administrators, specialists, etc.) to serve young children and families. Stakeholders see the program as providing an important service.

Indicators of strength:

- The program has a clear sense of its mission and identity in meeting the needs of the community with which it identifies.

- The program is able to clearly identify the roles, settings, and age groups for which each degree program is preparing early childhood professionals along with the degree level of each program.

- Others outside the institution or program recognize and value the program's role.

Sources of evidence:

1) Report: a one- to two-page description of mission and program identity, particularly in relation to the indicators of strength. Include a description of how your program's mission and role have changed over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the mission and role remain applicable and visible in your program.

Mission:

> *Jefferson State Community College (JSCC), as a comprehensive, public, two-year, community college, provides an educational environment in which the needs of the individual student, the community, and other target audiences can be met. Within this educational environment, JSCC endeavors to make collegiate education accessible to all who seek it and, in a manner, consistent with the vision, mission, goals, and objectives of the Alabama College System.*
>
> *JSCC is dedicated to offering programs and activities which reflect those characteristics that define an educated person. Characteristics include a level of general education that enables the individual to understand his or her culture and environment; the development of skills in analysis, communication, quantification, and synthesis necessary for further growth as a lifelong learner and a productive member of society; the identification of a system of personal values based on*

> *accepted ethics that lead to civic and social responsibility, and the attainment of skills that enhance the development of leisure activities and a healthful lifestyle. These characteristics are attained through organized courses and programs, through the intellectual and social climate of the college and through a variety of social, cultural, civic, and other educational activities that are offered based on the needs of the students and the community.*

The Child Development Program adds its own dimension with the following mission and vision statement:

> *The mission of the Jefferson State Community College Child Development Program is to provide a high quality, innovative program of study and to promote Child Development (Early Care and Education) as a professional field of study. It is the vision of the program to become a model of excellence for the Child Development (Early Care and Education) Associate Degree awarding programs. Our goal is to be the lead Child Development Associate Degree program through innovative programming, collaboration and promotion of the profession.*

JSCC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The College as well as the Child Development program has a long history of working closely with the community, building connections beyond the campus, and establishing partnerships with the external community to continue to provide programs and services that meet the needs of students, employers, and the community. The program continues to hold the Annual Stepping-Stones Conference providing training for hundreds of childcare professionals in the area. In addition, the program offers classes for specific groups such public/private centers and dual enrollment high school programs under career and technical education, and others through regular offerings and training for business and industry (TBI). With its open-door admissions policy, easy access, flexible scheduling, and affordable tuition, Jefferson State and the Child Development Program continue to be a leader in changing the lives of children, families, and individuals. The Mission of the JSCC and the Child Development program have remained much the same since the initial self-study. However, both the college and the program have experienced facility additions and technology changes that bring adjustments as we continue to grow both as an institution and a Program within the institution.

The college has four primary locations: Shelby and Jefferson Campuses, Chilton-Clanton site, and the St.Clair-Pell City site. The Child Development (CHD) program offers all child development courses online at all campuses. The addition of the St.Clair-Pell City or Chilton-Clanton sites instructional sites provide increased access to the required general education classes for CHD students who reside in or near these areas, particularly online students, as well as increased service area for which the program can meet the needs of childcare programs such as Alabama First Class Pre-K programs, Headstart, and private centers.

Since our last self-study conducted, the mission of the Child Development program and the College have essentially remained the same. The college and the program continue to serve students and the community providing opportunities necessary to educate and prepare students for the workforce and meet the needs of the childcare profession and the community at large. Both the college and the Child Development Program have experienced growth through expansions, facility additions, and technology changes since the last self-study. These changes and additions brought about new opportunities including**:** (1) The addition of the Respiratory Therapy program and Welding program at the Shelby-Hoover campus; (2) The launch of the new Jefferson State mobile app; (3) the continued growth of the Nursing, Manufacturing, and general education classes at the St. Clair-Pell City site; (4) The

continued development of CHD hybrid and online courses with compact courses (8 weeks) offered each semester; (5) Technology upgrades to the Banner System and Blackboard such as the new Blackboard Ultra; (6) Additional Child Development practicum sites and new apprenticeship sites added to our program (7) Growth in in the Child Development program for dual enrollment high school students online. Three school districts have been added within the last two years; (8) Enhanced partnership with the Council for Professional Recognition to allow for launch of mentorship program towards CDA completion; (9) Addition of our Child Development mobile number for enrolled students (10) Relaunch of our Alpha Beta Chi organization and Virtual Student Chat and Chew events. 11). Adding of the CDA Cohort program and the Adopt-A-Center program 11) Adding of short-session option to complete the Basic Certificate in our Educarer degree track. Because of these additions and expansions, the program is better able to serve and meet the needs of this high growth community.

The foundation of the Child Development Program mission was reaffirmed and strengthened with accreditation. There is constant re-evaluation of the mission and the needs of the program to achieve program improvement. From each annual review, the program continues to be more cognizant of integrating class learning to more directed field experiences utilizing a more reflective process throughout to help students better internalize their learning.

In 2014, the program added compact courses to allow for faster completion of courses required for the Child Development certificates or associate degrees in our program. In March of 2020, the program transitioned to full online teaching of all child development courses with four courses being offered in eight week formats each semester for faster completion of the basic certificate.

JSCC's Child Development program remains one of the largest and oldest programs in Alabama's Two-Year College System. The program continues to partner and collaborate with childcare programs, professional organizations, and others within the community to provide educational and professional development opportunities for students and childcare professionals. The program and its faculty are actively involved in the profession through service on local and state committees, local service projects, presenters at workshops/conferences, providing meeting locations, joint professional development and training activities and working with individual programs. The mission, though unchanged since the last self-study, continues to be viable and applicable as evidenced through the program's activities, offerings, and community partnerships. Activities of the program reach across the state and impacts not only the local metro area community but others in smaller communities. The Child Development Program continues to seek out ways to provide high quality, accessible, and innovative programming, and strives to meet the needs of children, families, childcare centers, businesses, and the community at large by continuing to work toward program improvement to become a model of excellence for the childcare profession.

2) <u>Site Visit</u>: Interviews with stakeholders as identified by the program.

PROGRAM DESIGN

Criterion 2: Conceptual Framework

The early childhood degree program is based on a conceptual framework that is linked to the program's mission and values.

> Rationale: Strong early childhood degree programs are more than a collection of courses. Strong programs gain coherence by developing, sharing, and implementing a clear, overarching mission and set of values.

Indicators of strength:

- The conceptual framework is linked to the degree program's unique mission and goals (Criterion 1) and to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*. [Note: The program's conceptual framework may be adapted from the conceptual framework of the larger educator preparation program (if applicable)]

- The conceptual framework is a living document: developed collaboratively; clearly written and presented; and recognized and used by program faculty, candidates, field placement supervisors, and other stakeholders.

- The conceptual framework supports the program's commitment to diversity, equity, and inclusion and to preparing candidates to work in diverse, inclusive settings

Sources of Evidence:

1) Report:

- A one- to two-page summary of the program's conceptual framework, in relation to the indicators of strength, and how it has been developed and used. Include a description of how your conceptual framework has changed over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how your conceptual framework remains applicable and visible in your program.

  "*Emphasis is upon developing competencies in guiding the experience of preschool children*" – Jefferson State Community College Catalog 1974-75

  Child Development Mission Statement:

  The mission of the Jefferson State Community College Child Development Program is to provide a high quality, innovative program of study and to promote Child Development (Early Care and Education) as a professional field of study.

The Conceptual Framework remains a work in progress guided by what is best for all. Core principles remain authentic in theory and best practice, knowledge based, reflective in nature, with the understanding that learning is an on-going process and adaptive to the ever developing professional field. Our belief is that there is room for the framework to grow while maintaining the primary focus on what is best for each student, as professionals in the Early Childhood field in relation to their work with and for the children, the families, the programs and communities where they live.

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The faculty continues to recognize that each student is unique and that their learning is affected by cultural differences, spiritual diversity and life experiences. We also believe that ownership of their learning experience belongs to the student, and we encourage independent thinking based on sound educational principles and current research. We strive to reinforce and encourage their "life-long" learning and commitment to advocate for children, their families and their chosen profession.

The faculty believes that the teaching and learning process should prepare graduates to be effective practitioners, contributing community members and passionate advocates who have a positive impact on the learning and development of a diverse population of children, their families, the programs and the communities they serve. To this end, we believe that students should begin their educational journey with the understanding, appreciation, and knowledge of the foundational nature of the core values as stated in the NAEYC Code of Ethical Conduct. To be effective practitioners, students will need to be motivated and knowledgeable to meet the needs of a diverse population. As contributing members of the community, students will need to develop professional relationships and take opportunities to respectfully promote the needs of children, their families, their profession and the community at large. Students will also need to develop effective advocacy tools which include awareness of diverse needs of a diverse population combined with sound principles and best practices information to demonstrate a professional commitment. " (JSCC accreditation, 2014)

The conceptual framework continues to be interactive. Candidate input through surveys and open communication, faculty meetings, the Child Development Advisory Committee, the early childhood community, and the community-at-large, contribute to the program's dynamic conceptual framework. Each challenge and recommendation has been and still is through a reflective process of what is best for the candidate and what comprises standards-based best practice incorporating best practice in the field and best practice for each individual candidate, contributing to conceptual framework improvements both in theory and practice in an authentic way.

In 2021, the Child Development Advisory committee re-examined the JSCC Child Development Program Mission, Vision, and Goals and made several adjustments. It was determined the document was supportive of the Program both in program representation and program practice while supporting the framework's foundational values, direction and scope overall. This framework continues to operate on the beliefs of the importance of students, faculty and collaboration with the professional community at large and based on the NAEYC standards and supportive skills, valuing the foundational past, reinforcing the present practices while continually looking to the future.

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- A one-page description of plans to address challenges and build on current strengths in this area.

Continual program development is based on the desire to 1) organize the program goals to better meet the needs of the students and the community; 2) to base these decisions on the most current research and 3) to incorporate these goals into choosing the best practices in teaching to attain student success for diverse learners and learning styles.

The faculty continues to recognize and reflect on the uniqueness of each candidate when making program decisions. Assignment development, both academically and experientially, reflects the desire to scaffold candidates' learning as professionals in the early childhood field. Armed with the strong belief that candidates need to be active learners with greater ownership of their learning, the faculty believes several tools need strengthening to aid candidates as they navigate important aspects of their role as teacher. In addition to field experiences ranging from birth to age eight, one tool is greater exposure to a variety of assessments in order for candidates to increase their understanding of the relationship between and the purpose of assessments and implications for teaching in the classroom to better meet the needs of each and every child. Candidates need to develop more reflective, critical thinking grounded in basic knowledge that incorporates the NAEYC standards, Alabama Early Learning Guidelines, Childcare Licensing and Performance standards, and what is developmentally appropriate; and then make decisions based on the ability to think critically and reflectively about each and every child in their care. Candidates also need to develop greater technology skills, both in use and effectiveness, to gain greater access to information while being ever sensitive to the impact of technology in an early childhood setting.

Candidates enter this program seeking to achieve an educational goal of CDA, certificates, or an associate degree. Some candidates feel Child Development will be an easy journey and are surprised to realize they are actually going to have to be engaged in a continuous process of reflective research and practice. The educational journey becomes for the faculty, a challenge to find effective ways to lead candidates towards a more thoughtful teaching process where decisions are based on child knowledge and teaching practices grounded in standards and developmentally appropriate practice. Instruction to support best learning practices has been and continues to be a work in progress.

2) <u>Site Visit:</u> Interviews with faculty, candidates, and other stakeholders.

Criterion 3: Program(s) of Study

The program of study is a coherent series of courses and field and clinical experiences that promote candidate learning in relation to the NAEYC Professional Preparation Standards.

> Rationale: Strong early childhood programs are more than a collection of courses. The program of study has a logical, developmental progression and has sufficient depth and breadth of content to prepare candidates adequately to enter the field as professionals.

Indicators of strength:

- The program has a combination of courses and field and clinical experiences that prepares candidates to have a positive impact on the lives of young children and families.

- Program requirements and the sequence of courses reflect the program's mission, role and conceptual framework.

- The program's design is clearly influenced by the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

- The program takes into account state early learning standards, Head Start standards, standards of the Council for the Accreditation of Educator Preparation, and/or other relevant standards.

- If applicable, the program is designed to meet the needs of transfer and online candidates and satellite sites.

Sources of evidence:

1) Report:
   a) A one- to two-page summary of the program(s) of study that addresses the indicators of strength, and how the program of study has been developed and used.

JSCC's Child Development Associate in Applied Science degree is intended to offer candidates a well-rounded course of study that includes professional, as well as general courses and is in compliance with the State requirement of no less than 60 and no more than 76 semester hours. The AAS program continues to offer three certificate and three degree tracks under the Child Development umbrella. The tracks are the Educarer (teacher) track, the Administrative (directors, owners, and program directors) track and the Afterschool (before- and after-school professional) track focusing on the early childhood (PreK-3rd grade) years.

All degree tracks provide a mixture of general studies courses (38%) with major courses (62%). This combination of general studies and major courses in each track provides candidates with a balanced education. Of note are the choices within the General Studies coursework. The intent is to allow candidates the opportunity to choose courses based on personal interest and need. The courses in the degree checklists denote opportunities to maximize transfer opportunities and encourage candidates to choose with the goal of

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continuing their education.

The major courses are presented in a preferred sequential order. We do, however, recognize that the order may not be realized by the candidate depending on time of entrance to the college and choice of location and/or courses available. Each degree track contains 65% of the same courses, both General and Major courses. The remaining 35% are specific to each degree track; Educarer, Administrator, or Afterschool. Degree track specific courses were determined based on research from nationally recognized institutions focusing on each of the specializations as well as local input from students, teachers in the field, directors of programs, and the CHD Program Advisory Committee.

Four major changes to the programs of studies are: 1.)Live and pre-recorded classes embedded in our online courses. 2.)Changing the title advance certificate to just certificate as directed by the Alabama Community College administration and 4.) Changing all basic certificate courses to compact courses to last 8 weeks.
Moving the format of child development courses to fully online with a hybrid option for our dual enrollment programs if preferred by their district administration. All course options are available at registration each semester as opposed to alternating courses.

In 2019, the Child Development Program began to pilot live classrooms with the use of the learning management system to ensure that engagement and synchronous learning was available to all students without being face to face on our campuses. Due to student work and family obligations this option has been beneficial to the students and allows for students to enroll in our program across our state and beyond and have access to faculty through use of learning management systems. Live classrooms are recorded for candidates who cannot attend in live time. Students are still able to meet with both full-time faculty members at both the Jefferson and Shelby locations but during the peak of the pandemic, virtual meetings options were added and available 7 days with an alternate phone number created for weekend and night help by phone.

The original requirements of the certificates remain unchanged as of today. However, the title of the advance certificate was changed to certificate removing the title advanced as directed by the Alabama Community College administration. The certificate still provides candidates with further professional and educational recognition. All four courses required for the basic certificate are the same, but now are taught as compact courses and can be completed in 8 weeks each. This allows for a candidate to move faster towards meeting the education requirements to be eligible for hire into the Alabama First-Class Pre-K program.

 In efforts to continue to meet the needs of students and the community, the program
now offers courses fully online formats. The program observed an 80% decline in student enrollment in on campus courses in 2019, which affected the allowance of courses to be taught on campus. An initial move towards offering courses fully online began by offering hybrid courses which then transitioned to fully online child development courses as students were not able to attend on days when the courses were on campus. For our dual enrollment students who are still in high school, hybrid courses are beneficial, desired by the high school administration and come in a variety of forms. However, high school may choose the online or hybrid option. The in-class time for one course alternates with the in-class time for the second course, and both courses alternate online weeks as they alternate in-class weeks. An additional benefit of hybrid courses to dual enrollment high school candidates is the opportunity to support and nurture them towards technology.

While the Child Development program does not control how many students will register, it was important to us to reflect upon the voices of the students who were eager to move closer to their education goals each semester. In the summer of 2020, the Child Development program chose to offer each course in our program for students to register for each semester allowing for continuing progress as opposed to gaps due to a course not being listed or the alternating of offered courses. While an enrollment number per course is required per the college, this gives students the opportunity to enroll in their needed courses each semester.

b) The published student learning objectives[2] for the program(s) and a description of the evidence the program(s) uses to determine if students have met the objectives. In addition, the program must include the weblink where it publishes the student learning objectives and provides evidence of meeting those objectives. *(In some cases, programs may use the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation as the student learning objectives and in other cases, programs may have established separate objectives. Either is acceptable.)*

https://info.accs.edu/index.cfm/workforce-development/career-technical-education/plans-of-instruction/?subDir=/B%20-%20C%20Programs/CHD-CGM%20-%20Child%20Development

https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/naeyc-higher-ed-accreditation-standards.pdf

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[2] "Student learning objectives", sometimes known as "program learning outcomes", "student learning outcomes" or "program learning objectives", are the expectations for what students will learn by the completion of the ECE program.

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c) The program(s) of study as published in the course catalog, including admission and graduation requirements, and concentrations or other degree program options. The courses in the program should include brief course descriptions. [Baccalaureate and graduate programs that have achieved national recognition through NAEYC's partnership with the Council for Accreditation of Educator Preparation (CAEP) may attach the document they provided in answer to Question 3 in Section I of the CAEP program report.]

Child Development

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"Positively Imprinting Young Children's and Families' Lives Through Education"

The mission of the Jefferson State Community College Child Development Department is to provide a quality, innovative program of study and to promote Child Development (Early Care and Education) as a professional field of study. The Child Development program is the first associate degree program in Alabama to receive the Early Childhood Higher Education Program accreditation by the National Association for the Education of Young Children's (NAEYC).

The Child Development Program seeks to provide students with a well-rounded, specialized, quality education to excel professionally with the skills and knowledge necessary to work effectively with young children (Birth to Age 5 - Afterschoolers) and their families. Graduates may be employed as educarers (teachers of young children) in private and not-for-profit early care and education programs, as assistant teachers in state pre-kindergarten 4, administrators in child care programs, professionals in before and after school programs, or aides in public school systems. Students transferring into an elementary education baccalaureate program should refer to the "University Parallel Programs" section of the Catalog and Student Handbook.

While completing courses for the AAS, students may complete incremental steps of professional recognition leading towards their degree – Basic Short Certificate, Short Certificate, and Advanced Certificate.

Child Development courses are aligned with the Early Childhood Higher Education Program Standards and more than meet the specific training requirements for the Alabama Department of Human Resources Minimum Standards. Alabama Act 2000-775 requires criminal history check and child abuse and neglect check on all current and prospective early care and education

teachers, directors, and any additional staff working with young children. Students entering this program must undergo the required checks including but not limited to criminal history, child abuse and neglect background and health checks as required by law. For more information contact the Alabama Department of Human Resources at 334-242-1425 or visit their website at: dhr.alabama.gov/ documents/MinimumStandards_DayCare.pdf. See pages 38-53. Criminal history background check information and application are located at: www.dhr.alabama.gov/quicklinks/Criminal_History.aspx and Child Abuse and Neglect application is located at: www.dhr.alabama.gov/services/Child_Protective_Services/CentralRegistryClearance.aspx.   Prior to taking courses, the student should meet with an advisor and develop a comprehensive plan for satisfying program requirements. Since many of the major courses are offered only once a year at the Jefferson and Shelby-Hoover Campuses and online, it is recommended that students check with an advisor for available courses and intersperse general courses with major courses to complete the program in a timely manner. Students are required to participate in on-site, directed field experiences and observations in each course and should plan accordingly.

Child Development courses are offered in a traditional, hybrid (half online and half in class) and full online format offerings – online full semester and online compact half semester. With the exception of internship, the Educarer and Afterschool degree tracks are fully online. Students taking hybrid or online courses are to have met the minimum computer requirements for access. More information regarding this program can be found online at: www.jeffersonstate.edu/chd/.

Associate in Applied Science Degree Requirements

It is the responsibility of graduating students from the Child Development Program to be prepared professionally to follow the professional code of ethical conduct and to meet the state's minimum professional requirements, including health screenings, child abuse and neglect check and criminal background check. At least two semesters prior to graduation, students are to complete and submit a Graduation Application for certificates and the degree to the Enrollment Services Graduation Office.

Note: Students anticipating transfer to a four-year institution will need to check with the four-year institution for the transferability of courses in this program. While this program is not designed to transfer to a four-year institution, some course options for transfer have been identified and can be found at the Child Development website. Continued education is strongly recommended and encouraged.

Courses required for:
Child Development Degree
• Educarer Track (AAS C050)

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- Administrator Track (AAS C049)
- Afterschool Track (AAS C216)

General Courses (28 hours)

Course	Title	Sem Hrs
ENG 101	English Composition I	3
ENG 102	English Composition II	3
MTH Elective:	(A116) MTH 100 or MTH 116 or higher level math course	3
	(MTH 110 Finite Math is recommended for transfer)	
SPH 107	Fundamentals of Public Speaking or	3
SPH 106	Fundamentals of Oral Communication	
Lab Science Elective: (ASCI)		4
	(astronomy, biology, chemistry,	
	physical science, physics) BIO 101 is	
	recommended for transfer	
Humanities and Fine Arts Elective: (AHUM)		3
	(art, humanities, religion, theatre,	
	music philosophy, foreign language, literature)	
PSY 200	General Psychology	3
General Elective		3
	(BIO 102, History or Literature recommended	
	for transfer)	
Computer Elective		3
	(CIS 146 recommended for transfer)	

Educarer Track (33 hours)

Course	Title	Sem Hrs
CHD 100	Introduction to Early Care and Education of Children	3
CHD 201	Child Growth and Development Principles	3
CHD 202	Children's Creative Experiences	3
CHD 203	Children's Literature and Language Development	3
CHD 204	Methods and Materials for Teaching Children	3
CHD 205	Program Planning for Educating Young Children	3
CHD 206	Children's Health and Safety	3
CHD 209	Infant and Toddler Education Programs	3
CHD 210	Educating Children with Exceptional Needs	3
CHD 214	Families and Communities	3
CHD 215	Supervised Practical Experience in Child Development	3
Total Credit Hours		**61**

Administrator Track (35 hours)

Course	Title	Sem Hrs
CHD 201	Child Growth and Development Principles	3
CHD 203	Children's Literature and Language Development	3
CHD 205	Program Planning for Educating Young Children	3
CHD 206	Children's Health and Safety	
CHD 208	Administration of Child Development Programs	
CHD 210	Educating Children with Exceptional Needs	
CHD 214	Families and Communities	
CHD 219	Supervised Practical Experience	
MST 111	Elements of Supervision	
MST 215	Small Business Management	
BUS 215	Business Communications	
BUS 263	Legal and Social Environment of Business	
Total Credit Hours		**63**

Afterschool Track (35 hours)

Course	Title	Sem Hrs
CHD 230	Introduction to School-Age Programs	3
CHD 201	Child Growth and Development Principles	3
CHD 202	Children's Creative Experiences	3
CHD 203	Children's Literature and Language Development	3
CHD 204	Methods and Materials for Teaching Children	3
CHD 206	Children's Health and Safety	3
CHD 210	Educating Children with Exceptional Needs	3
CHD 214	Families and Communities	3
CHD 231	School-Age Programming	3
CHD 213	Child Development Trends Seminar	3
CHD 212	Special Topics In Child Development	2
CHD 215	Supervised Practical Experience in Child Development	3
Total Credit Hours		**63**

Courses required for:

Child Development Certificate

- Child Development Educarer Track (CER C050)
- Child Development Administrator Track (CER C049)
- Child Development Afterschool Track (CER C216)

The courses listed below are part of the A.A.S. degree. While completing requirements for A.A.S. degree, a student can earn the certificate. At least two semesters prior to graduation, students are to complete and submit a Graduation Application for the certificate to the Enrollment Services Graduation Office.

Child Development Educarer Track

Course	Title	Sem Hrs
ENG 101	English Composition I	3
MTH Elective:	(A116) MTH 100 or MTH 116 or higher level math course	3

Course	Title	Sem Hrs
Humanities and Fine Arts Elective: (AHUM)		3
	(art, humanities, religion, theatre,	
	music philosophy, foreign language, literature)	
Computer Elective		3
	(CIS 146 recommended for transfer prerequisite)	
CHD 100	Introduction to Early Care and Education of Children	3
CHD 201	Child Growth and Development Principles	3
CHD 202	Children's Creative Experiences	3
CHD 203	Children's Literature and Language Development	3
CHD 204	Methods and Materials for Teaching Children	3
CHD 205	Program Planning for Educating Young Children	3
CHD 206	Children's Health and Safety	3
CHD 210	Educating Children with Exceptional Needs	3
Total Credit Hours		**36**

Child Development Administrator Track

Course	Title	Sem Hrs
ENG 101	English Composition I	3
MTH Elective:	(A116) MTH 100 or MTH 116 or higher level math course	3
Humanities and Fine Arts Elective: (AHUM)		3
	(art, humanities, religion, theatre,	
	music philosophy, foreign language, literature)	
Computer Elective		3
	(CIS 146 recommended for transfer prerequisite)	
CHD 201	Child Growth and Development Principles	3
CHD 203	Children's Literature and Language Development	3
CHD 205	Program Planning for Educating Young Children	3
CHD 206	Children's Health and Safety	3
CHD 208	Administration of Child Development Programs	3
CHD 210	Educating Children with Exceptional Needs	3
CHD 214	Families and Communities	3
MST 111	Elements of Supervision or	
BUS 263	Legal and Social Environment of Business	3
Total Credit Hours		**36**

Child Development Afterschool Track

Course	Title	Sem Hrs
ENG 101	English Composition I	3
MTH Elective:	(A116) MTH 100 or MTH 116 or higher level math course	3
Humanities and Fine Arts Elective: (AHUM)		3
	(art, humanities, religion, theatre,	
	music philosophy, foreign language, literature)	
Computer Elective	(CIS 146 recommended for transfer)	3
CHD 230	Introduction to School-Age Programs	3

Course	Title	Sem Hrs
CHD 201	Child Growth and Development Principles	3
CHD 202	Children's Creative Experiences	3
CHD 203	Children's Literature and Language Development	3
CHD 204	Methods and Materials for Teaching Children	3
CHD 206	Children's Health and Safety	3
CHD 210	Educating Children with Exceptional Needs	3
CHD 213	Child Development Trends Seminar	3
Total Credit Hours		**36**

Courses required for:

Child Development Short Term Certificate

- Child Development Educarer Track (STC C050)
- Child Development Administrator Track (STC C049)
- Child Development Afterschool Track (STC C216)
- Child Development Basic Certificate (STC C239)

The courses listed below are part of the A.A.S. degree. While completing requirements for A.A.S. degree, a student can earn the short term certificate. At least two semesters prior to graduation, students are to complete and submit a Graduation Application for the short term certificate to the Enrollment Services Graduation Office.

Child Development Educarer Track

Course	Title	Sem Hrs
ENG 101	English Composition I	3
MTH Elective:	(A116) MTH 100 or MTH 116 or higher level math course	3
CHD 100	Introduction to Early Care and Education of Children	3
CHD 201	Child Growth and Development Principles	3
CHD 202	Children's Creative Experiences	3
CHD 203	Children's Literature and Language Development	3
CHD 204	Methods and Materials for Teaching Children	3
CHD 205	Program Planning for Educating Young Children	3
CHD 206	Children's Health and Safety	3
Total Credit Hours		**27**

Child Development Administrator Track

Course	Title	Sem Hrs
ENG 101	English Composition I	3
MTH Elective:	(A116) MTH 100 or MTH 116 or higher level math course	3
CHD 201	Child Growth and Development Principles	3
CHD 203	Children's Literature and Language Development	3
CHD 205	Program Planning for Educating Young Children	3
CHD 206	Children's Health and Safety	3
CHD 208	Administration of Child Development Programs	3
CHD 214	Families and Communities	3
MST 111	Elements of Supervision or	
BUS 263	Legal and Social Environment of Business	3
Total Credit Hours		**27**

Child Development Afterschool Track

Course	Title	Sem Hrs
ENG 101	English Composition I	3
MTH Elective:	(A116) MTH 100 or MTH 116 or higher level math course	3
CHD 230	Introduction to School-Age Programs	3
CHD 201	Child Growth and Development Principles	3
CHD 202	Children's Creative Experiences	3
CHD 203	Children's Literature and Language Development	3
CHD 204	Methods and Materials for Teaching Children	3
CHD 206	Children's Health and Safety	3
CHD 213	Child Development Trends Seminar	3
Total Credit Hours		**27**

Child Development Basic Certificate

Course	Title	Sem Hrs
*CHD 100	Introduction to Early Care and Education of Children	3
CHD 204	Methods and Materials for Teaching Children or	3
CHD 209	Infant and Toddler Programs	
*CHD 206	Children's Health and Safety	3
General Elective (CHD or Gen Ed)		3
Total Credit Hours		**12**

Complete the educational component ONLY of the Child Development Associate Credential (CDA).

Students interested in achieving the Child Development Basic Certificate while meeting the educational component of the nationally recognized CDA credential may take the above three child development courses required for the Basic Certificate. These courses satisfy the requirements of the Basic Certificate and the functional areas of study identified by the CDA Council.

*Additional CDA credential requirements are the responsibility of the student.
**Credential and credentialing fees are administered by the Council for Early Childhood Professional Recognition.
***The CDA credential and/or the JSCC Child Development certificate are the current minimum requirements for Assistant Teachers in the expanding Alabama PreK.

Computer Information Systems Technology

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Shelby-Hoover Campus

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Anthony Blevins, advisor, Web Technologies
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Linda Dobyns, advisor, Networking Option
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These programs are for students who wish to seek employment in the computer field.

Associate in Applied Science Degree Requirements

This curriculum is designed to serve students planning to enter the field of computer information technology and those already employed who need specialized skills required by the computing industry. Options are available for concentrated study in computer programming, computer networking, and web technologies.

Check with your four-year institution for the transferability of courses in this program. This program is not designed to transfer to a four-year institution.

Full-time students planning to complete the Associate in Applied Science degree should concurrently work towards completion of requirements from a chosen option and General Courses requirements. For example, each term, a full-time student should take two to three courses that meet requirements from the student's chosen option and two to three courses that meet requirements in the General Courses section.

Admissions Policies

For admissions to an Alabama Community College System institution an applicant must provide:

All students must complete admission application, submit one primary form of identification, and provide high school transcript and other appropriate documentation prior to beginning the registration process. For admission, applicants must present one primary form of identification. Examples of primary forms of identification are unexpired Alabama Driver's License or instruction permit, unexpired Alabama identification card, unexpired U.S. Passport, unexpired U.S. Permanent Resident Card, Resident Alien Card-Pre-1997, unexpired Driver's License or instruction permit from another state or possession that verifies lawful presence, dated 2000 and beyond, U.S. Alien Registration Receipt Card (Form I-151) prior to 1978, BIA or tribal identification card with photo and I-797 Form with expiration date.

Applicants should submit the identification referenced above in person. Those applicants unable to present identification in person must submit a legible copy by mail or via electronic submission consistent with local institutional policy.

Applicants who fail to satisfy the forms of identification requirement will not be admitted to any ACCS institution.

All international applicants must provide: a VISA acceptable to the United States and an official translated copy of the student's high school/college transcript: a minimum score on an approved English as a Foreign Language exam as specified in the guidelines; signed, notarized statement verifying adequate financial support; and documentation demonstrating adequate health and life insurance which must be maintained during enrollment.

For the protection of the public and to assist in maintaining state and local security persons who are not citizens of the United States may not be admitted to any Alabama Community College System institution for the purpose of enrolling in flight training, or in any segment or portion of a flight training program, until appropriate certification and approval have been received from the office of the Attorney General of the United States, pursuant to the section 113 of the Aviation Transportation and Security Act, regulations of the Immigration and Naturalization Service, and all other applicable directives.

An applicant who fails to satisfy the requirements above will not be admitted to the institution.

Required Admission Documentation

Applicants who have not previously attended a duly accredited postsecondary institution will be considered first-time college students or "native" students.

Degree seeking students must submit an admission application, primary form of identification, proof of high school graduation, official transcript(s) from high school or GED, and all other colleges attended, as well as ACT scores. Students who have achieved a minimum of a Baccalaureate degree are only required to submit a transcript from the granting institution.

Admission to Courses Creditable Toward an Associate Degree

There are two types of admission status: unconditional and conditional. Unconditional status: Students who have submitted all required documentation may be admitted as unconditional status. Conditional status: Students who have not submitted all required documentation may be admitted as conditional status. Failure to provide documentation by the end of the first semester, as determined by local institutional calendars, will prevent a student from future registration and official transcript release.

Residency Policy

For the purpose of assessing tuition, applicants for admission will be classified in one of three categories.

I.   **Resident Student**
   A. A resident student will be charged the in-state tuition rate established by the Alabama Community College System.
   B. A resident student is an applicant for admission who meets all legal requirements or is a duly registered resident in the state Alabama for at least twelve (12) months immediately preceding application for admission, or whose non-estranged spouse has resided and had habitation, home, and permanent abode in the state of Alabama for at least twelve (12) months immediately preceding application for admission. Consequently, an out-of-state student cannot attain resident student status simply by attending school for twelve (12) months in the state of Alabama.
   C. In the case of minor dependents seeking admission, the parents, parent, or legal guardian of such minor dependent must have resided in the state of Alabama for at least twelve (12) months preceding application for admission. If the parents are divorced, residence will be determined by the residency of the parent to whom the court has granted custody.

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1. Minor: An individual who, because of age, lacks the capacity to contract under Alabama law. Under current law, this means a single individual under nineteen (19) years of age and a married individual under eighteen (18) years of age but excludes an individual whose disabilities of non-age have been removed by a court of competent jurisdiction for a reason other than establishing a legal residence in Alabama. If current law changes, this definition shall change accordingly.

2. Supporting Person: Either or both of the parents of the student, parents who are living together, or if the parents are divorced or living separately, then either the parent having legal custody or, if different, the parent providing the greater amount of financial support. If both parents are deceased if neither have legal custody, supporting person will mean, in the following order: the legal custodian of the student, the guardian, and the conservator.

D. In determining resident student status for the purpose of charging tuition, the burden of proof lies with the applicant for admission.

1. Students having graduated from an Alabama high school or having obtained a GED in the state of Alabama within three (3) years of the date of application for admission shall be considered resident students for tuition purposes.

2. An individual claiming to be a resident will certify by a signed statement each of the following:

   a. a specific address or location within the state of Alabama as his or her residence;

   b. an intent to remain at this address indefinitely; and

   c. possession of more substantial connections to the state of Alabama than with any other state.

3. Though certifications of an address and an intent to remain in the state indefinitely will be prerequisites to establishing status as a resident, ultimate determination of that status will be made by the institution by evaluating the presence or absence of connection with the state of Alabama. This evaluation will include the consideration of the following connections:

   a. consideration of the location of high school graduation;

   b. payment of Alabama state income taxes as a resident;

   c. ownership of a residence or other real property in the state and payment of state ad valorem taxes on the residence or property;

   d. full-time employment in the state;

   e. residence in the state of spouse, parents, or children;

   f. previous periods of residency in the state continuing for one (1) year or more;

   g. voter registration and voting in the state; more significantly, continuing voter registration in the state that initially occurred at east one year prior to the initial registration of the student in Alabama at a public institution of higher education;

   h. possession of state or local licenses to do business or practice a profession in the state;

   i. ownership of personal property in the state, payment of state taxes on the property, and possession of state license plates;

   j. continuous physical presence in the state for a purpose than attending school, except for temporary absences for travel, military service, and temporary employment;

   k. membership in religious, professional, business, civic, or social organizations in the state;

   l. auxiliary services in the state of checking and savings accounts, safe deposit boxes, or investment accounts; and;

   m. in-state address shown on selective service registration, drivers' license, automobile title registration, hunting and fishing licenses, insurance policies, stock and bond registrations, last will and testament, annuities, or retirement plans.

E. Students determined to be eligible for resident tuition will maintain that eligibility upon re-enrollment within one (1) full academic year of their most recent previous enrollment unless there is evidence the student subsequently has abandoned resident status, for example: registering to vote in another state.

Students failing to re-enroll within one (1) full academic year must establish eligibility upon re-enrollment.

II. **Non-Resident Student**

A. A non-resident student is one who does not meet the standard of having resided in the state of Alabama for at least twelve (12) months immediately preceding application for admission.

B. A non-resident student will be charged the in-state tuition rate established by the Alabama Community College System under the following circumstances, provided such student is a citizen of the United States.

1. The dependent student is one:

   a. whose supporting person is a full-time permanent employee of the institution at which the student is registering; or

   b. whose supporting person can verify full-time permanent employment in Alabama and will commence said employment within ninety (90) days of registration; or

   c. whose supporting person is a member of the United States military on full-time active duty stationed in Alabama under order for duties other than attending school; or

   d. whose supporting person is an accredited member of a consular staff assigned to duties in Alabama.

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2. The student is not a dependent (as defined by Internal Revenue Codes) who:

   a. is a full-time permanent employee of the institution at which the student is registering or is the spouse of such an employee; or

   b. can verify full-time permanent employment within the state of Alabama or is the spouse of such an employee and will commence said employment within ninety (90) of registration with the institution; or

   c. is a member of or the spouse of a member of the United States military on full-time active duty stationed in Alabama under orders for duties other than attending school; or

   d. is an accredited member of, or the spouse of, an accredited member of a consular staff assigned to duties in Alabama.

C. In determining non-resident student status for the purpose of charging tuition, the burden of proof lies with the applicant for admission. The College may request proof the applicant meets the stipulations noted above prior to admission.

III. Out-of-State Student

A. Any applicant for admission who does not fall into Section II (Non-Resident Student) above shall be charged a minimum tuition of two (2) times the resident tuition rate charged by that institution.

B. Students initially classified as ineligible for resident tuition will retain that classification for tuition purposes until documentation is provided verifying eligibility for resident tuition.

Residency Policy for Veterans, Dependents, and Spouses

For the purpose of assessing tuition, students who are veterans, dependents, and spouses will receive in-state tuition rates if classified as one of the following:

I. The student is a member or spouse of a member of the United States military on full-time active duty stationed in Alabama under orders other than attending school.

II. Commencing on May 22, 2012, the student has been a member of the Alabama National Guard for a period of at least two years immediately preceding qualification for resident tuition and continues to be a member of the Alabama National guard while enrolled at the public institution of higher education.

III. The student is a veteran of the Armed Forces of the United States, provided that the veteran has become a resident of Alabama and satisfies at least one of the following conditions:

A. The veteran has served on active duty for a continuous period of time, not less than two (2) years, and has received an honorable discharge as verified by a United States Department of Defense Form 214 within five (5) years of enrolling at an Alabama public institution of higher education.

B. The veteran is currently serving in a reserve component of the Armed Forces of the United States, as verified by a memorandum from the commanding officer of the veteran student.

C. The veteran has been assigned a service-connected disability by the United States Department of Veterans Affairs.

IV. The student is an out-of-state veteran who resides within ninety (90) miles of a campus located in Alabama and has enrolled at an institution whose board of trustees has voted to allow non-resident in-state tuition for active and retired military.

V. The student is, at the time of registration, a minor whose supporting person is a member of the United States Military on full-time active duty stationed in Alabama under orders for duties other than attending school.

Admission Classification

First Time

A student who has no prior post-secondary experience, attending any institution for the first time.

Transfer

A student entering the institution for the first time, having previously attended a post-secondary institution. The student may transfer with or without credit. Acceptance of transfer credits is based upon local institutional policy.

Unconditional Admission of Transfer Students

For Unconditional Admission, transfer students must have submitted to the college an application for admission and official transcripts from all duly accredited postsecondary institutions attended and any other documents required for any firsttime student.

Note: If the student intends to obtain a degree from Jefferson State, transcripts from all institutions must be submitted for evaluation prior to graduation. If the student intends to register for courses requiring prerequisites that have been fulfilled at another institution, transcripts from those institutions must be submitted for evaluation prior to enrolling in those courses at Jefferson State. An official transcript must be mailed from the sending institution directly to Jefferson State. Transcripts delivered by students will not be considered official.

Conditional Admission of Transfer Students

Transfer students who do not have official transcripts from all postsecondary institutions attended and any additional documents required by the institution on file may be granted Conditional Admission. No transfer student shall be allowed to enroll for a second semester unless the college, prior to registration, has received all required admissions records for the second semester.

If the college, prior to issuance of first-semester grades, has not received all required admissions records, the grades will be reported on the transcript, but the transcript will read "Continued Enrollment Denied Pending Receipt of Admissions Records." This notation will be removed from the transcript only upon receipt of all required admissions records. Conditionally admitted students are not eligible for Financial Aid.

Initial Academic Status of Transfer Students

1. Transfer students who have not submitted all required admissions records to the college prior to the issuance of first semester grades do not have an initial academic status and cannot be given one until all required admissions records have been received. The grade report and transcript will read "Status Undetermined." This status will be updated upon receipt of all required admissions records.
2. Transfer students whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale will be admitted on Clear academic status.
3. Transfer students whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale will be admitted only on Academic Probation. The transcript will read "Admitted on Academic Probation."
4. Applicants who have been academically suspended from another regionally or Council on Occupational Education accredited post-secondary institution may be admitted as transfer students only after following the complaints/appeals process established for "native" students who have been academically suspended. If the transfer students are admitted upon appeal, they will enter Jefferson State on Academic Probation. Their transcripts will read "Admitted Upon Appeal-Academic Probation."
5. Transfer students who are admitted on academic probation retain that status until they have attempted at least 12 credit hours at Jefferson State. If the cumulative GPA is below 1.5 after the semester in which 12 or more credit hours are attempted, the students are suspended. Their transcripts will read "Suspended-One Semester."
6. Transfer students who attend another post-secondary institution and who seek to earn credits for transfer to that parent institution may be admitted to the college as transient student. The student must submit an application for admission and a transient letter from the institution

they have been attending which certifies that the credit they earn at the college will be accepted as a part of their academic program. Such students are not required to file transcripts of their previously earned credits at other postsecondary.

General Principles for Transfer Credit

1. Transfer credit will be evaluated and recorded by the Enrollment Services Office once all official transcripts are on file in Enrollment Services. Transfer credit for courses with a grade of "D" cannot be accurately determined until all official transcripts are on file and the cumulative grade point average has been calculated. Students should have all institutions attended forward an official transcript to Enrollment Services as quickly as possible to facilitate this process. Students may check their transfer credits online through their Jefferson State student account.
2. Transfer credit will be awarded based on the following criteria.
   A. Coursework transferred or accepted for credit toward a program must represent collegiate coursework relevant to the formal award, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own degree and certificate programs. A course completed at other regionally or duly accredited post-secondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements.
   B. A transfer student from a collegiate institution not accredited by the appropriate regional association or duly accredited postsecondary institution may request an evaluation of transfer credits after completing 15 semester hours with a cumulative GPA of 2.0 or above.
   C. A transfer grade of "D" will only be accepted when the transfer student's cumulative GPA is 2.0 or above. If the student has a cumulative 2.0 or above, the "D" grade will be accepted the same as for native students.
3. Courses included in the Approved Alabama General Studies Committee General Course Listing for which Jefferson State Community College does not have an equivalent course will be accepted as a core requirement for the appropriate core area in the General Education Core.
4. The transfer course must be 6 or more quarter hours or 4 semeste hours to satisfy the requirements of a 4 semester hour course a Jefferson State; 4 or more quarter hours or 3 or more semester hour to satisfy the requirements of a 3 semester hour course at Jefferso State; 3 or more quarter hours or 2 semester hours to satisfy th requirements of a 2 semester hour course at Jefferson State; 2 more quarter hours or 1 semester hour to satisfy the requireme of a 1 semester hour course at Jefferson State. Exceptions must I

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requested by the student and approved by the advisor, appropriate chairperson/associate dean/dean and the dean of instruction.

5. The criteria for awarding credit for work completed at international colleges and universities are the same as for institutions within the United States. Students must obtain a "Catalog Match" evaluation report from Education Perspectives. Their website is www.edperspective.org/jscc.

6. Credit may be awarded based on previous formal training. Examples include military training, Community College of the Air Force, and Police Academy.

International Students - (F-1 Visa Holders)

International: A student who is a citizen of another country.

Admissions Procedures

All prospective international students must apply for admission to Jefferson State prior to the issuance of the Form I-20. The admissions process must be completed before enrolling in classes.

Admission to Jefferson State Community College requires each of the following to be presented:

1. A completed Jefferson State Community College application for admission.

2. Passport copy and photo.

3. An official copy of the score on the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Step EIKEN must be submitted to the International Student Services Office as proof of English proficiency. A minimum score ranging from 5.5-6.0 on the IELTS as determined by the college, or a total score of 61 on the Internet-based TOEFL or 500 of paper based TOEFL, or a 2A on the Step EIKEN in Practical English Proficiency. Students may request that copies of their TOEFL or IELTS scores be electronically sent to the College. Jefferson State's institutional TOEFL exam code is 1352. Exemption: Students from a country where English is the native** language may be exempt from the TOEFL and IELTS exam. Transfer students who have successfully completed ENG 101 or higher at a regionally accredited institution with a grade of C or above may also be exempt from the TOEFL and IELTS requirement.

*Contact the International Student Services Office for the list of countries that are currently exempt from the TOEFL or IELTS requirement, as set by the The Alabama Community College System.

4. Financial documentation must be provided to Jefferson State including The Affidavit of Financial Support Form an original current bank letter or statement from the sponsor's financial institution showing sufficient funds to support the student's educational expenses.

5. Students must obtain a credential evaluation from an accredited company. Jefferson State accepts "High School Reports/Evaluations" from any NACES (naces.org) accredited evaluator or Lisano International. Students who have completed international college and/or university coursework must obtain a "Catalog Match" with Education Perspectives (www.edperspective.org/jscc).

6. All international students must submit a physical and proof of immunizations as set out in the Medical History Form (available online at www.jeffersonstate.edu/international under Forms). This is due at the time of enrollment.

7. Proof of adequate health insurance including medical evacuation and repatriation.

8. Copy submitted of the paid I-901 fee receipt (www.fmjfee.com) which was part of the visa application.

Applicants who have previously attended one or more U. S. colleges and/or universities other than Jefferson State will be considered transfer students and will be required to furnish official transcripts of all work attempted. Transfer students must request from the registrar of each college and/or university attended that an official transcript be sent directly to Jefferson State. In addition, a Transfer Clearance Form from U.S. colleges must be submitted. This form must be completed by the International Student Advisor at the most recent college or university attended.

Students who have completed international college and/or university coursework must obtain a "Catalog Match" evaluation report from Education Perspectives at (www.edperspective.org/jscc). Transfer credit is not guaranteed.

Issuance of Form I-20

The Form I-20 will be issued to the student only after all requirements above have been met and the student's file is complete in the International Student Services Office.

Full-time Enrollment Required

F-1 visa holders are generally required to be enrolled full-time (12 semester hours) each semester. See the International Student Services Office for a detailed discussion of status.

Insurance

It is a requirement that all international students be covered by adequate accident, life, and health insurance. This coverage must be maintained during all periods of enrollment, including annual vacations. Students must purchase insurance through the health insurance company that our institution has chosen unless they are insured through a spouse policy or employer policy. No refunds will be issued for health insurance. The College is authorized under federal law to enroll non-immigrant alien students.

Transient Students

Transient: A student enrolled at another college or university who is taking classes at an ACCS institution for the express purpose for transferring credit back to the home college or university.

1. Transient students must complete an application form available in Enrollment Services at one of our locations or online at www.jeffersonstate.edu. Applicants should submit their application no later than two weeks prior to the semester in which they plan to enroll.
2. A transient letter must be received in Enrollment Services before a student may register. The transient letter must list all courses the student is eligible to take. This letter guarantees the transferability of courses taken at Jefferson State Community College to the student's home Institution.
3. International transient students in F-1 status must also provide Jefferson State with an Transient Approval Form completed by their Designated School Official (Immigration Advisor) and is available through the International Services Office.

Accelerated High School Program

Accelerated: A secondary education student who is earning college credit while still in high school. Accelerated High School program may not substitute for high school credit.

Jefferson State offers qualified high school juniors and seniors the chance to enroll in a special academic program. During the junior and senior years in high school, students may take courses that fulfill college requirements. Upon graduating from high school, the students may continue at Jefferson State or transfer the college credits to another postsecondary institution. Acceptance of transfer credit is a decision made by each individual college. An important point to remember is that the content and teaching methodology of all classes will be at the college level. Students are eligible for the Accelerated High School Program if they meet all the following criteria:

1. The student must have successfully completed the 10th grade.
2. The student must have completed any required high school prerequisites

(for example: a student may not take English Composition until all required high school English courses have been completed).
3. An Accelerated High School Form must be completed each term, and the local principal and counselor must certify that the student has a minimum cumulative 3.0 average and recommend that the student be admitted to this program.

Students must have the completed Accelerated High School Form on file in Enrollment Services prior to registering for courses. All college credit completed at Jefferson State Community College prior to earning the high school diploma or GED is conditionally awarded. The student's transcript will read "Conditional Credit" until an official high school transcript showing the date of graduation has been received by Enrollment Services. Accelerated high school students are not eligible for financial aid.

Exceptions may be made to requirements 1 and 2 above for students documented as gifted and talented according to the standards included in the State Plan of Exceptional Children and Youth.

Dual Enrollment Program

Dual Enrollment and Dual Credit: A secondary education student who is earning college credit while in high school. Dual enrollment credit may be applied toward a high school diploma.

On April 24, 1997, the Alabama State Board of Education authorized local boards of education to establish dual enrollment programs allowing qualified high school students to enroll in postsecondary institutions in order to dually earn credits for a high school diploma and/or a postsecondary degree. An important point to remember is that the content and teaching methodology of all classes will be at the college level. Enrolled students must pay normal tuition as required by Jefferson State Community College. Jefferson State has developed dual enrollment agreements with the local boards of education in its service area to make these opportunities available to qualified students. Students are eligible for the Dual Enrollment Program if they meet all the following criteria:

Student Eligibility

1. Students must satisfy the requirements prescribed in Alabama Community College System Policy 801.01: Admission: General, with the exception of proof of high school graduation or GED completion.
2. Students must be in grade 10, 11, or 12. An exception may be granted by the Chancellor of the Alabama Community College System for students documented as gifted and talented in accordance with Alabama Administrative Code §290-8-9.12.
3. Students seeking enrollment in courses leading to Dual Enrollment for Dual Credit coursework must have a minimum cumulative (unweighted) high school grade point average of 2.5 on a 4.0 scale.

Associate Degree Outcomes

Students at Jefferson State may earn one of three associate degrees – associate in arts, associate in science, or associate in applied science – by completing one of the Jefferson State degree plans. Within each degree plan is a core of courses designed to provide general skills and broaden the students' perspectives, resulting in the following general education competencies:

- The student will demonstrate effective reading, writing and speaking skills.
- The student will demonstrate ability to apply reasoning and logic to assess ideas and situations, support positions, draw conclusions and solve problems.
- The student will demonstrate ability to identify, analyze, organize, and synthesize credible resources in a manner that respects intellectual property.
- The student will demonstrate understanding of mathematical concepts and scientific principles, and ability to use computers.
- The student will demonstrate understanding of events in history and developments in the arts and social sciences that have shaped civilization.
- The student will complete the general education core requirements for one of the three degrees offered by the college as specified below.

Degree and Certificates Offered

Jefferson State awards the associate in arts, the associate in science, the associate in applied science degrees and certificates for non-degree programs. Students must complete the approved curricula for their course of study as well as meet the following degree and certificate requirements.

Associate Degree Requirements

The following requirements must be met in order to receive a degree. A student should apply for graduation in Enrollment Services. A student who seeks a degree should apply during the term before he or she anticipates completing graduation requirements. The student will be informed, in writing, of his or her academic status with regard to qualifying for graduation.

A student may elect to graduate under any Jefferson State degree plan in effect during his or her enrollment, the date of the earliest degree plan not to exceed four years prior to the date of anticipated graduation.

Some programs, such as nursing, have more rigid policies. See exceptions under degree requirements for each program.

A student shall be awarded the associate in arts, associate in science, or associate in applied science degree upon satisfactory completion of the requirements of the specific degree plan as specified by the College and by the Alabama Community College Board of Trustees.

A student must:

1. For a degree, satisfactorily complete a minimum of 60 semester hours of college credit in an approved program of study, including prescribed general education courses.
2. Earn a 2.0 cumulative grade point average in all courses attempted at the college. The calculation of the grade point average for graduation shall not include grades earned in institutional credit courses. A course may be counted only once for purposes of meeting graduation requirements.
3. Complete at least 25 percent of the degree plan coursework at Jefferson State for an associate degree.
4. Complete and transfer appropriate courses with a grade of "C" or better from a regionally or Council on Occupational Education accredited institution to satisfy degree requirements. A transfer grade of "D" will only be accepted when the transferred student's cumulative grade point average is 2.0 or above.
5. Students can receive either an Associate in Arts or an Associate in Science degree from Jefferson State.
6. Submit a formal application for graduation during the term before he or she anticipates completing graduation requirements.
7. Fulfill all financial obligations to the college.
8. Count no credit hours for any courses disregarded when declaring academic bankruptcy or forgiveness in the cumulative grade point average toward the total number of hours required for a degree.
9. Competency in the basic use of the computer is a requirement of the Southern Association of Colleges and Schools Commission on Colleges. Courses listed in the "Course Descriptions" section of the Catalog and Student Handbook with the computer designation 💻 substantially integrate use of the computer as a course requirement and satisfy the Jefferson State computer competency requirement. Students should speak to an advisor regarding transferability of these courses.
10. Remove all admissions conditions.

The Associate in Arts and Associate in Science Degree Core Requirements

Students can receive either an Associate in Arts or an Associate in Science degree from Jefferson State.

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The associate in arts and associate in science degrees are the basic degrees awarded to students completing a planned university-parallel program designed to meet the requirements of the first two years of a Bachelor of Arts or Bachelor of Science degree. Students must print and retain the STARS articulation guide for their major along with the transfer institution's Area V courses. This information is available from the appropriate academic division, Enrollment Services, and our home page. All associate in arts and associate in science degrees will contain the following General Education Core requirements. Since not all courses will satisfy these requirements in all programs, courses should be chosen from a STARS articulation guide, approved degree plan or Degree Works audit to ensure they meet the requirements. The STARS articulation guide, degree plan or Degree Works audit will also indicate the courses needed in addition to the General Education Core to complete the degree.

Note: Courses satisfying Areas I-IV are noted in the "Course Descriptions" and "University Parallel" sections of the Catalog and Student Handbook.

All students receiving the Associate in Arts or Associate in Science degree will complete ORI 101 unless the student transfers in 12 or more hours.

Area I:
Written Composition I and II   6

Requirements: The oral communication competency is a requirement of the Southern Association of Colleges and Schools Commission on Colleges. This requirement may be accomplished through the integration of oral communication proficiencies within a required discipline-specific course(s).

Area II: *
Humanities and Fine Arts   12

- Literature**   3
- Arts   3
- Remaining semester hours to be selected from Humanities and/or Fine Art   6

(Humanities and arts disciplines include but are not limited to area/ethnic studies, art and art history, foreign languages, music and music history, philosophy, ethics, religious studies, speech, theater and dance.)

Area III:
Natural Science and Mathematics   11

- Mathematics at the Precalculus Algebra or Finite Math Level   3
- Natural Sciences (laboratory)   8

In addition to mathematics, disciplines in the natural sciences include: astronomy, biological sciences, chemistry, geology, physical geography, earth science, physics, and physical science.

Area IV: *
History, Social, and Behavioral Sciences   12

- History**   3
- Other disciplines in the Social and Behavioral Sciences   9

No more than six hours of History may be completed for Area IV. (Social and behavioral sciences include, but are not limited to: anthropology, economics, geography, political science, psychology, and sociology.)

Areas I-IV:
Minimum General Education Requirements   41

Area V:
Pre-Professional, Pre-Major, and Elective Courses   **19 - 23

Courses appropriate to the degree requirements and major of the individual student and electives. See your advisor, Degree Works Audit, or see Area V on the transfer institution's web site (stars.troy.edu/area_V.html).

Area I-V:
General Studies Curricula   ***60 - 64

Students completing courses that have been approved for the General Studies Curriculum and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among Alabama's public two-year and four-year colleges and universities.

*Engineering Exceptions: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 semester hours to 9 semester hours. This reduction allowed for additional hours (6 semester hours to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would need national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

**Must complete a six-semester hour sequence either in literature or in history. The sequence in Area II and IV in literature or history needs to follow the sequence requirements according to the student's major and transfer plans.

***Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Dependent upon the total hours allocated for the bachelor's degrees, institutions in The Alabama Community College System will only be authorized to provide 50 percent of that total (60-64)

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d) A catalog course list with brief course descriptions (if this is not already included in the response to the previous bullet).

Child Development (CHD)

CHD 100 Introduction of Early Care and Education of Children. 3 hrs.
PREREQUISITE: None
This course introduces students to the child education and care profession. It is designed to increase understanding of the basic concepts of child development and the developmental characteristics of children from birth through age 8/9 years. This course is the foundation for planning appropriate activities for children and establishing appropriate expectations of young children. This class also offers an opportunity to study the developmental domains (social, emotional, cognitive/language and physical). Course includes observations of the young child in early childhood settings.

CHD 201 Child Growth and Development Principles. 3 hrs.
PREREQUISITE: None
This course is a systematic study of child growth and development from conception through early childhood. Emphasis is on principles underlying physical, mental, emotional and social development, and methods of child study and practical implications. Upon completion, students will be able to use knowledge of how young children differ in development and approaches to learning to provide opportunities that supports physical, social, emotional, language, cognitive, and aesthetic development.

CHD 202 Children's Creative Experiences. 3 hrs.
PREREQUISITE: None
This course focuses on fostering creativity in preschool children and developing a creative attitude in teachers. Topics include selecting and developing creative experiences in language arts, music, art, science, math and movement with observation and participation with young children required. On completion, students will be able to select and implement creative and age-appropriate experiences for young children.

CHD 203 Children's Literature and Language Development. 3 hrs.
PREREQUISITE: None
This course surveys appropriate literature and language arts activities designed to enhance young children's speaking, listening, pre-reading and writing skills. Emphasis is placed on developmental appropriateness as related to language. Upon completion, students should be able to create, evaluate and demonstrate activities which support a language-rich environment for young children.

CHD 204 Methods and Materials for Teaching Children. 3 hrs.
PREREQUISITE: None
This course introduces basic methods and materials used in teaching young children. Emphasis is placed on students compiling a professional resource file of activities used for teaching math, language arts, science, and social studies concepts. Upon completion students will be able to demonstrate basic methods of creating learning experiences using developmental appropriate techniques, materials, and realistic expectations. Course includes observations of young children in a variety of childcare environments.

CHD 205 Program Planning for Educating Young Children. 3 hrs.
PREREQUISITE: None
This course provides students with knowledge to develop programs for early child development. Specific content includes a review of child development concepts and program contents. Upon completion students will be able to develop and evaluate effective programs for the education of young children.

CHD 206 Children's Health and Safety. 3 hrs.
PREREQUISITE: Current First Aid Certificate
This course introduces basic health, nutrition and safety management practices for young children. Emphasis is placed on setting up and maintaining a safe, healthy environment for young children including specific procedures for infants and toddlers and procedures regarding childhood illnesses and communicable diseases.

CHD 208 Administration of Child Development Programs. 3 hrs.
PREREQUISITE: None
This course includes appropriate administrative policies and procedures relevant to preschool programs. Topics include local, state and federal regulations, budget planning, record keeping, personnel policies and parent involvement. On completion, students should be able to identify elements of a sound business plan, develop familiarity with basic record-keeping techniques, and identify elements of a developmentally appropriate program.

CHD 209 Infant and Toddler Education Programs. 3 hrs.
PREREQUISITE: None
This course focuses on child development from infancy through thirty-five months of age with emphasis on planning programs using developmentally appropriate material. Emphasis is placed on positive ways to support an infant's social, emotional, physical and intellectual development. Upon completion, students should be able to plan an infant-toddler program and environment, that is appropriate and supportive of the families and the children.

CHD 210 Educating Children with Exceptional Needs. 3 hrs.
PREREQUISITE: None
This course explores the many different types of exceptionalities found in young children. Topics include speech, language, hearing and visual impairments; gifted and talented children; mental retardation; emotional, behavioral, and neurological handicaps. Upon completion, students should be able to identify appropriate strategies for working with children.

CHD 212 Special Topics in Child Development. 2 hrs.
PREREQUISITE: CHD 230

This course provides students with knowledge of a variety of issues and trends related the childcare profession. Subject matter will vary according to industry and student needs. Upon completion students should be able to discuss special topics related to current trends and issues in child development.

CHD 213 Child Development Trends Seminar. 3 hrs.
PREREQUISITE: CHD 230

This course includes current topics in the child development field as an update to the professional caregiver industry needs determined by course topics. Upon completion of this class, students will demonstrate the competency needed in meeting the course objectives.

CHD 214 Families and Communities in Early Care and Education Programs. 3 hrs.
PREREQUISITE: None

This course provides students with information about working with diverse families and communities. Students will be introduced to family and community settings, the important relationships with children, and the pressing needs of today's society. Students will study techniques for developing these important relationships and effective communication skills.

CHD 215 Supervised Practical Experience in Child Development. 3 hrs. (Int 15)
PREREQUISITE: Permission of Program Coordinator, meet DHR standards.

This course provides a minimum of 135 hours of hands-on, supervised experience in an approved program for young children. Students will develop a portfolio documenting experiences gained during this course.

CHD 219 Supervised Practical Experience. 2 hrs. (Int 10)
PREREQUISITE: Permission of Program Coordinator, meet DHR standards

This course provides hands-on, supervised experience in an approved program for young children. Emphasis is placed on performance of daily duties which are assessed by the college instructor and the cooperating teacher. Upon completion, students will be able to demonstrate competency in a child care setting.

CHD 230 Introduction to Afterschool Programs. 3 hrs.
PREREQUISITE: None

This course will introduce and discuss the unique aspects of quality afterschool programs and the roles of the adult staff. Topics will include a brief view of child development, positive guidance techniques, administrative consideration, beginning program planning and adaptations for a variety of program settings. Upon completion, students should be able to understand the staff's role, create and modify unique program settings, use positive guidance, and implement a quality program.

CHD 231 Afterschool Programming. 3 hrs.
PREREQUISITE: None

This course focuses on the specialized variety of needs for a quality afterschool program. Topics will include program planning and material considerations for a variety of quiet/active, indoor/outdoor activities, health/safety/nutrition needs, parent and community information and involvement. Upon completion, students should be able to select a variety of age-appropriate activities, implement a safe, healthy, quality program, and effectively communicate with parents and the community.

Civil Design Technology (CDT)

CDT 205 Fundamentals of Surveying. 3 hrs. (2-2)
PREREQUISITE: Eligible for MTH 100

The purpose of this course is to introduce the student to the basic principles of surveying. This will include the use of the tape, the transit, and the level. Upon completion of this course, the student will know how to measure distances, angles, and elevations; analyze errors in measurements; compute positions, areas, and volumes, and develop a site plan. (Su)

CDT 221 Structural Drafting for Technicians. 3 hrs. (2-2)
PREREQUISITE: AET 101S and AET 110

The purpose of this course is to introduce the student to structural detailing. This will include wood, steel, and concrete detailing. Upon completion of this course, the student will be able to detail in wood, steel, and reinforced concrete. (Sp)

CDT 225 Mechanics and Strength of Structures. 4 hrs.
PREREQUISITE: PHY 115

The purpose of this course is to introduce the student to the study of mechanics and strength of structures. This will include the study of statics and strength of materials involving the use of algebra and trigonometry without the use of calculus. Upon completion of this course, the student will become familiar with the trigonometry used in statics; understand the concepts of resultant and equilibrium of concurrent and nonconcurrent forces, center of gravity, moment of inertia, and radius of gyration; and understand the relationship between applied and internally induced stresses in various types of structural members. (F)

A chart summarizing the number of credit hours required for the early childhood education, general education, non ECE-education courses in the program (see example chart below).

The number of required early childhood credit hours in the program.	33-Educarer Track 27-Administrator Track 35- Afterschool Track
The number of required general education credit hours in the program.	28 Credit Hours
The number of required non-early childhood education methodology and other education courses in the program.	12 Credit Hours for Administration Track Only

a) A one-page description of plans to address challenges and build on current strengths in this area.

Key assessments remain in shared courses and degree tracks. Courses in the Basic Certificate are all now 8 - week courses which allows for faster completion of the credential. All certificate courses are still applied toward the associate degree.

Field experience for working students remains a challenge and a strength for students and faculty for various reasons. Covid-19 affected our student ability for access to field experience sites between 2020 and spring of 2021. Since the summer of 2021, student access to facilities has increased to complete field experiences as they have in the past. Planning for completion of field experiences, however, has taken longer due to each semester, location, and permission being based upon Covid-19 cases. For students, not currently working in the field, the challenge is taking time from their employment to complete field experience. Students have, for the most part, found ways to shift schedules in order to complete the assignments. For students working in the field, the challenge has been to creatively find ways to complete some of their field experiences outside of their classroom. Students used ways to accomplish their field experience assignments. The Child Development program has also established apprenticeship opportunities to create income for students while they apply what they learn when it is time for their child development practicum. This has helped those who were concerned about losing income to complete their required field experiences.

For faculty, the challenge is the quality of the field experience in relation to the programs and the variety of settings being utilized to complete the assignments. Students are actively encouraged to seek accredited programs to complete their field experiences assignments. They are also encouraged to complete assignments in a variety of settings. The impact of the reflective additions to the field experiences have, for the most part, had a positive effect and are becoming more of a strength. It was found that through field experience reflections, students were utilizing what they were learning in their studies to become discerners of quality. Student are expressing their positive experiences as well as their concerns in relation to field experiences.

The program of studies has remained much the same with regards to the structures of the degree tracks. We feel this is a strength and an affirmation of each program of study. While most were necessary, each has presented challenges and strengths. The strength of the program is the willingness of faculty, the college, the Advisory committee, along with the community, to be open to meaningful change that may come with adjustments but result in positive growth and development of the CHD Program as a whole. The overarching challenge is maintaining a quality program while expanding the program learning opportunities and making sure candidates have equal access to quality programs during Covid-19.

2) <u>Site Visit:</u> Interviews with administrators and faculty

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Criterion 4: Quality of Teaching

The teaching strategies used by program faculty reflect the characteristics, instructional methods, and evaluation strategies that are likely to promote candidate learning in relation to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*. They reflect the current professional knowledge base and are responsive to the characteristics of the program's candidates.

> Rationale: Today, we know a great deal about how to promote the learning of candidates in early childhood degree programs. Teaching-learning experiences in strong programs reflect that knowledge base and are responsive to the characteristics of the program's candidates.

Indicators of strength:

NOTE: Indicators should be evident whether faculty are full-time or part-time, and whether courses are offered in day or evening, in distance or other formats, on- or off-campus.

- The teaching-learning experiences offered in the degree program are consistent with the program's mission, role, conceptual framework and the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

- The content of the program's teaching-learning processes reflects the early childhood field's current knowledge base derived from research on early development and education and other professional sources.

- Teaching reflects current research about the role of faculty as facilitators of candidate learning and about learner-centered education that uses a variety of methods and strategies.

- Candidate participation is frequently fostered and monitored, as appropriate, to the delivery (face-to-face, online, hybrid) of the program.

- Teaching reflects knowledge about and experiences with diverse populations of adults and is based on knowledge of adult learning theories and approaches and culturally responsive practices.

- The program continuously evaluates the quality of its teaching-learning processes such as through peer review, self-reflection, reflective supervision, course evaluations, and other candidate feedback and uses the results, including candidate performance data from the program's assessments (not just key assessments), to improve the program and to promote all candidates' learning in relation to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

Sources of evidence:

1) Report:
   - A one- to two-page summary of the program's quality of teaching in relation to the indicators of strength. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.

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Candidates and faculty engage in a continuous collaboration to promote teaching and learning. Faculty models a variety of learning styles and methods for the adult learner and encourages ownership of learning. Awareness and concern for the strengths, weaknesses, abilities, and challenges of each student drives the teaching and learning process. Faculty meet together regularly two to three times per semester, prepare, share, and learn through professional development, regional and national conferences, in-services, and program workshops. Faculty receive plans of instruction developed by the state as guides, prior course and unique student demographic information, as well as encouragement to combine professional expertise with a variety of teaching methods (such as lecture, demonstration, divergent questioning, media presentation, small group discussions, Advocacy Awareness time, etc.). Ongoing development and revision of rubrics, assignments, assessments, and course materials requires collaboration among faculty and increases professional growth. The program also seeks faculty that has both the educational and professional background experience needed, and early childhood related masters with 18 hours in-field. The experiential background desired includes experience with diverse adult learners, awareness of cultural diversity, and work in the field either as a classroom teacher, administrator or educational coordinator. These attributes are equal in importance.

Instructional feedback is a necessary and essential teaching tool. Student evaluations are used for faculty reflection on teaching quality. Each semester a college-wide faculty/course evaluation instrument is provided for feedback. Each faculty is presented a copy of his or her compiled evaluation and candidate suggestions for improvement. Feedback from faculty is encouraged and valued. It is understood that the more information shared the greater the benefit for improved quality of teaching. It is of note that instructional changes have been made based on professional considerations and thoughtful recommendations such as adding live classrooms and recorded classrooms for our online courses. Observation and reflection as components of learning are reinforced through a wide array of learning opportunities from candidate presentations, role playing, journaling, group discussions, to field experiences and more. Modified formal and informal assessments, such as, the ELLCO, ASQ, CLASS, Denver, ITSEA, ITERS, and ECERS with reflection provide exposure to observational tools and learning opportunities for candidates, as well as increased awareness of best practices.

The change to fully online child development classes, as well as increased use of and development in Blackboard Ultra have resulted in improvements in on-line course discussions such as adding of live and recorded classrooms. Weekly time frames are set to encourage timely discussion exchanges between candidates. Night help sessions and weekend help session hours have been added. To help focus discussion and support learning, parameters are set such as using the text or professional journal citations to support answers and replies, reflections on potential teaching applications, minimum number of questions answered, and minimum number of replies to classmates. These parameters support greater reflection and personalization of learning to ensure candidates will know and are able be effective teachers of young children.

- A one-page description of plans to address challenges and build on current strengths in this area.

Weakness in candidate verbal and written or typed communication can be an instructional challenge at times. The program faculty encourage candidates to use the writing center and requires a grammatically competent proofreader. In addition, a student handbook was revised in 2019 and provided to all candidates in all courses. The handbook includes information regarding the program standards, classroom expectations, assignment descriptions including a print manuscript chart for poster-like assignments, expectations for all written assignments, how and where candidates can access help, and supportive skills rubrics to ensure candidates are aware of grammatical and contextual expectations of assignments. The regular certificate also requires English 101 as the first course. Candidates are now more likely to complete two English 102 sooner as it is required in the degree track. Verbal communication continues to be addressed in role play online discussion experiences, as well as recorded oral
presentations.

The incorporation of full online child development courses is a strength and can be a challenge at times also. The ability to offer candidates a wide variety of course styles, as well as, offering more courses each semester are strengths for the program and beneficial to the candidates. The challenges have been making sure candidates are learning and receiving the same instruction regardless of course delivery method. Technological challenges also exist for faculty in providing materials online that would otherwise be provided in class. Candidates have been challenged to use technology to upload and share presentations and ideas that have previously been shared in person. Faculty have engaged in a continual process of change while maintaining high standards as ongoing development of distance learning programs including Blackboard Ultra have been adopted. The strength of being able to offer all campus candidates equity of environments and hands-on experiences supports their growth and learning.

An additional strength is a second resource room for candidates and faculty usage located at the Shelby campus. As faculty and candidates research the most current resources for early childhood, every attempt is made to ensure they are available in the resource rooms. While Covid-19 has limited the request for student use of our resource rooms, the rooms remain accessible should they need them.

2) <u>Site Visit:</u> Interviews with faculty and candidates; observations of classes that illustrate indicators of strength.

Criterion 5: Role in Supporting the Education Career Pathway

The program of study allows early childhood professionals to build on prior credentials and prepares them for future professional education opportunities in order to advance early childhood education and support young children's learning and development.

> Rationale: The professional preparation standards are relevant throughout an early childhood professional's educational study, as individuals pursue education opportunities to advance their knowledge, serve young children in their learning environments, meet professional performance standards in the degree program, and achieve career aspirations. Successful programs consider ways to build on candidates' prior credentials and position them for seamless advancement in their educational studies through supporting transfer, articulation and collaboration across programs and institutions to sequence and reduce redundancy in content and requirements.

Indicators of strength:

- The program(s) reflects on the credentials with which candidates commonly enter the program and considers opportunities to avoid duplication and/or deepen coursework at a more advanced level of study while ensuring that all candidates, regardless of their pathway into the program, demonstrate proficiency on the standards. Programs located within institutions that offer early childhood education degrees at multiple levels should consider how they address this criterion within their own institution as well as with institutions in or near their service area.

- The program(s) identifies common educational steps its graduates take prior to entering and after completing the program and proactively addresses opportunities to streamline requirements, reduce redundancy, align coursework, etc. to create a seamless higher education pipeline for early childhood candidates and professionals

- The program(s) actively participates in partnerships with relevant high schools, community colleges, and/or four-year colleges and universities and graduate programs to support the recruitment and development of early childhood candidates through higher education pathways. (Examples might include dual enrollment agreements or articulation agreements).

Sources of evidence:

1) Report:
   - A one- to two-page summary of the program's participation in the professional pipeline in relation to the indicators of strength. This description should include a discussion of how key assessments are managed for students who transfer into the program (either from a different program at the same degree level, or, for baccalaureate programs, candidates who complete the first half of their baccalaureate program at the associate-degree level). Programs located within institutions that offer early childhood education degrees at multiple levels should consider how they address this criterion within their own institution as well as with institutions in or near their service area. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.

Students typically enter our program without previous credentials earned in child development. However, degree audits are conducted when students apply to the college where this is applicable to avoid repeating of courses within our program that could potentially delay their certificate or degree completion. Students who may transfer from other courses have their transfer credits examined to allow substitution where applicable to help enhance completion of the desired credential.

Field experiences are a crucial component of each child development course. It is through field experiences candidates are able to see philosophical foundations, growth and development, and developmentally appropriate practices as they observe and assess the early childhood environment and young children. Candidates are required to obtain the necessary documentation for state licensed centers: First/Aid CPR Certification, criminal history and child abuse background check, and health certification, which are required for working in a licensed program and internship. Each semester and in each course, faculty provide students with field experience requirements and a journal to focus the experiences which range from general to specific information followed with reflection. With the exception of the practicum, the candidates choose the child care/afterschool sites, often in the early childhood programs where they are employed but also in a variety of program types and with a variety of ages of children depending upon the assignment or assessment. The use of formal and informal assessments such as the Denver, ITERS, ECERS, modified ELLCO and CLASS offer structured observations in the field for candidate learning and professional development. Field experience reflection journals give candidates the opportunities to focus on classroom activities, teacher characteristics, and their personal learning.

In addition to field experiences in each child development course, practicums and/or apprenticeships are a critical component of helping to prepare candidates for the workforce. These portfolio requirements paired with the proper placement allows the students to put learning into practice and prepare for the workforce during and after completion of the program. For some students who are already employed in child development, the practicum and/or apprenticeship experiences enhance their awareness and ability to identify NAECY and DHR standards within their program and determine an action plan with their leadership for improvement where needed.

The program continues to enhance opportunities for high school students to have the opportunity to study in our program and graduate high school with either a basic or short certificate. With the dual enrollment program growing in partnerships statewide, this allows for the child development program to recruit students in high school and create alternative pathways that will allow for a positive experience in the dual enrollment program as child development majors and for an aligned and streamlined transition from high school to college. The program partners with dual enrollment in orientations, parent meetings, and student Q & A sessions to ensure that students are aware of their pathway opportunities while also being aware of their requirements as college students in high school. In 2021, the program was invited to serve on the CDA Council for Professional Recognition Alternative Pathway Committee to help create additional alternatives to complete additional credentials in child development. With the addition of the high school dual enrollment CDA curriculum, the college has been able to provide support to partnering high schools as needed to help students graduate high school with their CDA in addition to their basic and short certificate in the child development educarer major. The program continues to seek opportunities for students to further their education beyond their associate degree. With two 4-year colleges allowing transfer of the program's coursework into their programs, graduates have the opportunity to pursue a bachelor's degree in early childhood education, human development with an opportunity to obtain licensure for the Alabama First Class Pre-K program, P-3, and early childhood technical education. This is an ongoing process for growth and improvement.

- A one-page description of plans to address challenges and build on current strengths in this area.

It is understood that not all field experience sites represent quality. Still, even poor-quality sites provide important learning opportunities. As students reflect on these field experiences, they learn to identify and articulate challenges helping them to grow not only as professionals in the field but as advocates for positive change in the field. Some of the most articulate field experience reflections have been the result of these types of field experiences which leads to better focus for how they view and implement change in their classrooms.

The variety of field experience locations for each student is a challenge for two major reasons; cost to candidates and affordability programs. For the 90% of students currently working in the field, taking time to leave their program to complete a field experience assignment can be costly, especially when the pay is hourly and just barely above minimum wage. For the programs where the candidate is employed, it is the affordability of releasing an employee to complete the assignment and supplying a substitute during their absence.

Covid has also been a barrier to access to centers for field experiences over the last two years with some centers who normally allow our students to complete their field experiences to not continue or close. For dual enrollment students, the challenge has been not having access to quality facilities in their area, or being unable to drive to the sites to complete their field experiences. The program has created an alternative to support dual enrollment and students by providing virtual observations from videos such as Results Matter, Alabama First Class Pre-K virtual observations, and the Infant and Toddler Video Observation Bank.

Through specific formal and informal assessments, and evaluation components, faculty have observed an increase in candidate documentation of awareness of DAP, NAEYC standards, and ethical advocacy in their field experience journals. Candidates continue to be encouraged to complete required observations, assessments, and teaching opportunities to ensure quality of each experience.

Another strength is 90% of the candidates are in a "field experience" situation daily providing them the opportunity to focus their learning on a more immediate and personal level. We know positive changes have occurred in classrooms and programs as a direct result of what students are learning and observing. These candidates are also encouraged to complete some of their field experiences outside of their employment. The remaining 10% of students are able to make arrangements with faculty input when needed, to complete observations and teaching experiences which have provided valuable insight for what is needed to work with young children and families.

The program would like to see to growth in articulation agreements across and beyond the state in child development and seek to recruit colleges who are interested in the partnership while also being recruited as a program to partner in articulation. At this time, the barrier in growth is the time it takes for the potential colleges to create a program for child development or human development and/or ensure that the articulation agreement states that the JSCC Child Development Program's students must complete their associate degree in child development in order to transfer. We find it encouraging to see many of our students who have chosen to pursue their bachelor's degree, choose to complete it with the four-year universities where we have an articulation agreement.

2) <u>Site Visit:</u> Interviews with faculty; candidates; administrators; P-12 partners, and other educational partners when relevant. Review of articulation agreements, letters of support, and other documents that reflect partnerships and cross-institutional initiatives to provide a seamless early childhood higher education pipeline.

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CANDIDATES

Criterion 6: Qualifications and Characteristics of Candidates

The program encourages enrollment of a diverse group of candidates who have potential to succeed as early childhood educators.

> Rationale: Strong degree programs actively seek out and encourage candidates who will contribute to a future work force of diverse, well-prepared early childhood professionals, as well as welcome candidates with many kinds of prior experiences.

Indicators of strength:

- The program actively encourages enrollment of candidates who demonstrate potential for success in the early childhood field as defined by faculty.

- The program actively encourages attention to recruitment, retention, and graduation of a diverse candidate population to meet its mission, goals, and community context.

- The program engages in efforts to ensure that candidates graduating are well qualified and prepared for the roles and early childhood settings in which they may serve.

Sources of evidence:

1) Report:
   - A one- to two-page summary of qualifications and characteristics of candidates in relation to the indicators of strength. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.

Basic qualifications and characteristics of candidates have not changed. Child Development candidates are primarily part-time students. The population is diverse and with a mean age of 35-37. Candidates range from new high school graduates to parents and grandparents. A significant percentage of candidates are females working full-time in-field. Many students have families to support both emotionally and financially. A higher-than-average percent of candidates are first generation college students. Candidates represent public, private, corporate, family, government, and state centers. Although most are from Jefferson, Shelby, St. Clair and Chilton counties, other counties are also represented.

Candidates are recruited through a variety of techniques. The JSCC website and Child Development page are continually updated to provide comprehensive information for potential candidates. Faculty create and distribute semester mailings, email blasts, visits to centers, college fairs, and career fairs to aid, remind, and encourage current and potential candidates to register for the upcoming semester. Faculty regularly plan and carry out community and campus events, such as Stepping Stones Early Childhood Conference, Advisory Meetings, and Ready to Work Tours for all high schools, where registration and program information is shared, and new candidates are recruited. New programs such as the CDA Cohort program and the Adopt-A-Center program allow for recruitment of candidates who are needing mentorship in the CDA program or groups of candidates employed in one center who would like to complete their CDA or higher as a group.

Current students are also involved in recruiting new candidates at many of these events, as well as, through involvement in the Alpha Beta Chi (ABX) Child Development Student Club. The ABX

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Child Development Student Club candidates are encouraged to participate in professional development, community service opportunities, and to be involved in the professional field, the community, and with other candidates through networking and mentoring.
Jefferson State Community College and the Child Development program have open admission. Candidates must have a high school diploma or GED to be admitted. ACT Compass placement tests, or equivalent, are required for English and Math placement. These test scores help determine appropriate candidate placement in the respective courses. Developmental courses are available and encouraged for the basic skills necessary for entry into the required college level general education courses. Candidates admitted to the college with previous comparable college coursework from an accredited institution may have applicable credits transferred to the college.

Two major scholarship sources are available and promoted for eligible candidates. The T.E.A.C.H scholarship, administered by the Alabama Partnership for Children, is for candidates working in a licensed child care program thirty hours a week or more. The Leadership Scholarship, administered by the Alabama Community College System and funded by the Alabama Department of Human Resources, are available for candidates in licensed and licensed-exempt child care programs. The Leadership Scholarship is available to candidates working in Afterschool programs. Financial Aid is also available to candidates.

- A chart describing demographics of the candidate population

	N	%
Enrolled full-time	43	37%
Enrolled part-time	74	63%
African American or Black	49	42%
Caucasian or White	63	53%
Latinx	3	3%
American Indian/Native American/Native Alaskan	2	2%
Native Hawaiian/Pacific Islander		
Male	2	2%
Female	115	98%
Pell Grant recipient	50	43%
English language learner		
Working outside of school (full- or part-time)	114	97%
Has a documented disability	1	1%

- A one-page description of plans to address challenges and build on current strengths in this area.

Most child development candidates work full-time and attend school part-time. They are inspiring as they are balancing home, work and school with no guarantee of a pay increase when they achieve their educational goal in a field that is grossly underpaid and currently requires limited education. While some candidates are required to pursue education by the employers, others are actively discouraged. The pandemic has affected the discouragement even more as some are not able to remain employed due to cuts or choose not to remain employed due to other barriers. However, most candidates desire to learn, grow as professionals, and improve recognition for their chosen profession. These candidates are one of the program's greatest strengths.

To put this into perspective, Head Start candidates are mandated to be working on a college degree and NAEYC program accreditation is implementing similar expectations. However, the majority of Alabama's teachers of young children in licensed child care programs are only required to have 12 -15 training hours and afterschool program training requirements only exist in 21st Century programs. The 12-15 training hours can come from a variety of sources but is equivalent to one quarter of a college course. A significant number of child care and afterschool programs are licensed exempt, and these programs have no stated training requirements. An additional strength includes student mentoring in Blackboard. Through group discussions and shared assignments students continue to have a positive learning impact on each other. Blackboard offers an alternative environment from the classroom and therefore, candidates often respond in unique ways. Candidates find ways both inside and outside of Blackboard to partner, encourage each other, and even develop a cohort sense of community as they complete their learning journey together.

Recruitment of candidates will always be a challenge and the reasons can vary from every semester to every year. The economy and the pandemic have been the major two causes of the downward impact on the number of candidates in the program. The college continues to offer Career and Technical Education scholarships which has helped current and future candidates obtain financial assistance for their education. The Program is also continuously growing in partnerships to enhance CDA completion or higher and also enhance advocacy and grant efforts for the field of child development and early childhood education. With the creation of the CDA Cohort program, the Adopt-A-Center program, and JSCC Child Development Coalition partnerships have been formed with various centers in the state to increase CDA completion with support from the first course to completion of the CDA exam.

In addition to these partnerships, the program serves on several state-wide committees, with potential to bring about an educational demand for college preparation for teachers of young children. The Alabama School Readiness Alliance, The Voices for Alabama's Children Childcare Coalition, The Alabama First Class PreK Task Force, The Alabama Farm to ECE Coalition, The Alabama Public Television Ready to Learn Neighborhood Committee, The Childcare Coalition Steering Committee, and the Alabama Course of Study Education and Training Task Force for Career and Technical Education. Through appointments and invitations, the program continues to look for ways to partner to enhance awareness of the importance of the field and enhance opportunities for credential completion and career readiness.

A positive strength is that the JSCC Child Development program has continued to have one of the highest percentages of T.E.A.C.H. and Leadership scholarship recipients in the state. Future candidates will continue to need support and advocacy to obtain scholarship funds, as current candidates are consuming most of the available funds. It is hoped with the expansion of the Alabama First Class PreK and QRIS now headed by the Alabama Department of Early Childhood, that state that funding will follow.

2) <u>Site Visit:</u> Interviews with faculty, stakeholders, and candidates as appropriate.

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Criterion 7: Advising and Supporting Candidates

The program ensures that candidates are adequately advised and supported.

> Rationale: Candidates need many kinds of assistance if they are to gain the competencies reflected in the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*. Strong programs ensure that comprehensive services are available to all candidates, and that candidates' career goals are being met.

Indicators of strength:

- Advising and supports are designed around the needs and characteristics of the candidate population.

- The program ensures that all candidates have equitable access to a comprehensive support system including appropriate academic advisement, career counseling, financial aid information, academic support services, resources for English language learners, and other resources from admission to the completion of their education.

- On a regular basis, program faculty review the performance of candidates in relation to learning outcomes (including the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*) and provide candidates with advice and counseling regarding their progress and potential in the program and early childhood profession.

- The program has protocols in place for identifying and advising candidates whose behaviors, actions and/or performance related to the standards are not appropriate for working with young children.

- The program makes every effort to ensure that candidates complete their course of study in a way that recognizes and supports each candidate's goals and characteristics.

Sources of evidence:

1) Report:
   a) A one- to two-page summary of how the program advises and supports candidates in relation to the indicators of strength. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.

Candidates are offered an array of advising and support options in order to meet their diverse, individual needs. New student orientation and advising is held every semester at each campus or online and attended by child development faculty. Early registration is held each semester. One week at the beginning of early registration is designated for regular advising. However, advising occurs year-round. Enrollment Services and the Advising Center are also available to candidates. Candidates are encouraged to seek advising. Advising is an open-door, ongoing process via a variety of modes: in-person, on the phone, online and in some cases off-site. Advising occurs throughout each week in the child development program and is offered during the day, at night, and on the weekends. Advising variations include but are not limited to virtual sessions, by office phone, and by an alternative cell created by the program. This type of advising was determined to be the most ideal to reach the largest number of candidates no matter their schedule as most candidates work during regular advising hours and are all over the state. Information is shared at the convenient time for all candidates. Advising also takes place in childcare centers where there are teachers who are candidates enrolled in the program in the same courses. If allowed and preferred by the child development directors, faculty schedules mass advising sessions during the rest time of the facilities to allow coverage of classrooms so that candidates are able to receive advising. Advising checklists and the program handbook accompanies the advising session, however advising checklist videos and child development program handbooks are also embedded into all online courses.

During advising and in the first week of all child development courses, candidates are informed of the requirement of the completion of their background check and Child Abuse Neglect form. Candidates understand that this is necessary for the safety of the children they are observing, and future of their career in the field, that they must be cleared to do so.

Faculty is available for candidates at each campus with the need currently being at the Jefferson and Shelby campuses. Candidates are encouraged to make appointments for advising and support. Candidates are also encouraged to be advised by Child Development faculty to ensure they are obtaining the most current program information aligned with NAEYC standards, have chosen an "appropriate" degree track, and are registering for the aligned courses available in the location of their choice and/or online. Faculty office hours are posted in all courses. However, most students receive informal advisement by calling the office on their time.

Candidates also have the support of numerous campus programs such as New Options for adult candidates returning to college with workshops on Study Skills, Time Management, and other topics such as Financial Aid advising, and ESL resources located in the library to support students as needed. The Learning Success Centers offers online tutoring through in writing and math through their Online Tutoring program. Computer Labs and Libraries (Online and On-campus) are also available. An updated, comprehensive advising tool, DegreeWorks, is available for candidates and faculty. This program tracks candidates' progress, informs candidates of the courses they have remaining, and provides them with their current GPA. Recently the graduation department added a link where candidates are aware when they eligible to apply for their certificate or degree. The faculty uses this tool to determine if a candidate is eligible to complete their degree and candidates to prepare for their final semester in the program.

Lastly, events such as the Student Chat and Chew and Alpha Beta Chi organization hosted by program faculty allows for candidates to support each other within the field of child development.

- A one-page description of plans to address challenges and build on current strengths in this area.

The addition of night and weekend help sessions, the alternative cell number for night and weekends, and the welcome videos have been very effective in providing advising tools to cover important program information and create awareness of available support and services, including technical support when needed. The implementation of DegreeWorks continues to enhance the program's advising of candidates. DegreeWorks helps to track student progress and is an effective advising tool to guide students towards certificate and degree completion.

A challenge with advising and the use of DegreeWorks is that candidates may not take advantage of the seven day a week advising opportunities provided or may not use the DegreeWorks tool as advised for registering of courses. This sometimes results in candidates choosing courses that are not in their DegreeWorks audit and needing to drop a course and attempt to enroll in the required course(s) aligned with their degree. Some candidates may not understand of the use of DegreeWorks unless they have an advising appointment or video to see how to navigate through the page. The program has implemented "how to" videos within the child development courses and access to the link for how to access DegreeWorks and apply for graduation within the courses.

Another challenge is that some candidates wait until the last minute to complete their background checks or Child Abuse Neglect form even after advising in and out of class. This hinders candidates from being able to complete their field experiences, practicums, or apprenticeships in a timely manner if they are not already employed in a DHR licensed facility. The program has now made it a requirement to have the DHR Advising checklist as a part of their grade completed which has enhanced a quicker turnaround for returns of background checks and Child Abuse Neglect forms.

Both a strength and a challenge in supporting candidates is the child development student club, Alpha Beta Chi (ABX). The club offers candidates the opportunity to be involved in service projects, community involvement, child advocacy, and growth as professionals. Membership in the club is open to current child development candidates and alumni. Officers are chosen each year and semester meetings are planned. Faculty support the club through attendance at all meetings, as well as offering support in planning, recruiting, and general club housekeeping.

Attendance of club meetings is a challenge for candidates. While many may join initially, attendance is not as high as the number of actual members. Meetings were generally in public during the last self-study, but limited members since our campuses are statewide. With the pandemic we changed meetings to virtual which allowed members in various locations across the state to join the organization. The implementation of online meetings enable all students to come together in a meaningful way to strengthen the camaraderie and student-to-student support within the program. Reflection of recruitment and participation opportunities will continue to be ongoing for growth in the organization.

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2) <u>Site Visit:</u> Interviews with candidates, faculty, administrators and other campus staff as appropriate.

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FACULTY

Criterion 8: Qualifications and Composition of Faculty

The program ensures that faculty members demonstrate the qualifications and characteristics needed to promote candidates' learning in relation to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

> Rationale: Strong programs ensure that both full- and part-time faculty have the academic and practical expertise to guide candidates toward mastery of the competencies reflected in NAEYC's Professional Preparation Standards, and to serve as models and mentors for candidates.

Indicators of Strength

NOTE: Indicators apply to all faculty, whether temporary, part-time, or full-time.

- Faculty have experience in early childhood education or a closely related field. In addition, faculty teaching at the associate's and/or baccalaureate level have a graduate degree in early childhood education or a closely related field; faculty teaching at the graduate level have a doctoral degree in early childhood education or a closely related field.

- Faculty have academic qualifications appropriate to the courses they are assigned to teach.

- Faculty know about and implement the principles in NAEYC's Code of Ethical Conduct, including its Supplement for Early Childhood Adult Educators.

- The program uses a variety of strategies to recruit, hire, mentor, and retain a diverse faculty.

- The institution regularly evaluates faculty on their teaching, scholarship, and service.

Sources of evidence:

1) Report:
   - A one- to two-page description of strategies for recruitment, hiring, mentoring and retention of a diverse and qualified faculty in relation to the indicators of strength. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.

The Child Development Program is fortunate to have access to a diverse and highly qualified faculty with various educational and work experiences including but not limited to field research, working with children of various ages; afterschool program experience, working with exceptional children, and program administration. The minimum requirement for instructors is a Master's with a minimum of 18 hours in field. The faculty collectively ranges from a Master's in child development or early childhood education to a doctoral degree in early childhood education and curriculum and instruction preschool through higher education. Faculty are required to complete a faculty roster to ensure that credentials are aligned with the courses taught each semester. Each faculty member is eligible to teach all courses in the program.

Faculty are aware and updated on all NAEYC standards and information and are required to implement this information in all courses taught. Evaluations are conducted to ensure that that the information is taught effectively to all students.

All full-time faculty are hired utilizing an employment process, which consists of advertising the position, receiving applications, determining which applicants meet the requirements of the job description, interviewing each qualified candidate by a committee (includes Program representatives) appointed by the President utilizing a standard set of questions, selecting the top three candidates and interviewing those candidates. The College President is the hiring authority for the College who determines the final choice.

Part-time faculty is recruited the same as full -time faculty for individuals seeking to teach Child Development at the college. Most individuals interested in faculty positions contact the Program Coordinator. Some potential candidates submit an application and resume to Human Resources who then forward applicant information to the Program Coordinator. The Program Coordinator then reviews the resumes, determines if the applicant meets minimum qualifications, and interviews the candidates for part-time positions focusing on instructional strengths. For example, previous instructional experience, experience working in childcare or afterschool, or a program administrator are a plus when determining specialized courses.

Faculty is provided a part-time faculty packet for the college and for the program. Additionally, any training offered through the college, in particular, technical assistance for hybrid and online courses is available. Full-time and part-time faculty meet at least three times per semester to go over any changes, instructional adjustments, or faculty needs. Additional meetings take place to keep information and instructional support as current as possible and for inclusion in the decision-making process of the program.

The addition of online child development courses continues to be the most significant change in how faculty serves in the program. The addition of online child development courses was directly the result of two new campus sites in St. Clair and Chilton counties, but now has become the main source of how courses are offered unless a dual enrollment site is the location. Also, JSCC is the only Afterschool associate degree track in the state. The slight decrease in candidate population is aligned with economic factors and child care programs closures.

Annually, all full-time faculty are reviewed on their teaching, scholarship, and service and an action plan is discussed for continuing growth. Part-time faculty are reviewed each semester for every course that they taught. Evaluations for part-time faculty are sent to the deans after evaluations are completed and discussed with the program chair.

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- A chart listing program faculty with brief description of qualifications (see example below).Baccalaureate and master's degree programs that have achieved national recognition through NAEYC's partnership with the Council for Accreditation of Educator Preparation may use the chart submitted with their most recent program report.

Chart of faculty *names* and qualifications - include all faculty, whether temporary (Temp), part-time (PT), full-time (FT), on-campus or online/distance.

Name	Temp/PT/FT	Assignment (e.g., courses, field supervision, advising, program coordination)	Academic degrees	Professional experience (including children's age groups and settings where faculty have worked)
Heather Seagle	FT	All courses, advising, on campus and online	MS-University of Alabama	Instructor – University of Alabama Child Care Teacher
Ronda Charping	PT	All courses – on campus and online	MS-Concordia	Child Care Teacher Afterschool Teacher City-Wide Afterschool Coordinator (7 programs) CDA Professional Development Specialist
Salaam Green	PT	All courses – online and hybrid	MS-University of Dakota	Education Coordinator: JCCEO Head Start First Class Public Pre-K Technical Assistant Alabama Public Television Ed Specialist UA:CMA Child Development Specialist Extended Day Site Director Child Care Teacher
Cindy Shackelford	FT	All courses, advising, on campus and	MS-Liberty University	Child Care Teacher Child Care Trainer, PD Specialist

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		online, field supervision, program coordinator, chair		Child Care Director Child Care Program Specialist Child Care Training Developer and Coach Early Childhood Education teacher Early Childhood Education Instructor/Professor Alabama Infant/Toddler PD Network Director Alabama First Class Pre-K Task Force Program Chair/ Coordinator

- A chart listing the demographics of the faculty.

	N	%
African American or Black	2	50%
Caucasian or White	2	50%
Latinx		
American Indian/Native American/Native Alaskan		
Native Hawaiian/Pacific Islander		
Male		
Female		
Has a documented disability		
Speaks more than one language		

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- A one-page description of plans to address challenges and build on current strengths in this area.

The JSCC faculty is small, stable, and dedicated to its student population. We consider our individualized and caring approach to students our greatest strength. The openness and willingness of full-time faculty to share information, maintain community contacts and support candidates have been hallmarks of the program. Part-time faculty are a valued part of the program both for their area of expertise and innovation.

The retirement of several part-time faculty members balanced the slight decline in the Child Development candidate population. With the growth of state Pre-Kindergarten and the Quality Rating and Improvement System (QRIS), bringing the necessity for more highly qualified teachers, it is anticipated that the demand for faculty will grow.

Communication with part-time faculty can sometimes be a challenge as most faculty work in other employment. E-mails and phone calls are the most frequent avenues of communication. Meetings have been called at various times during a semester to address program specific issues. Additionally, part-time faculty also serves as members on the Child Development Program Advisory Committee. We continue to seek ways to inform and include all faculty in every aspect of program development as we believe in the importance and benefits of open communication.

Faculty members are also included in all professional development opportunities offered by the college, especially in the area of online instructional courses. Faculty is supported through the process of course development and implementation by the full-time Child Development faculty and technical services. As with students, there is an open-door policy with regards to faculty support.

2) <u>Site Visit:</u> Interviews with program coordinator and faculty.

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Criterion 9: Professional Responsibilities

Faculty responsibilities allow them to promote candidates' learning in relation to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

> Rationale: Strong early childhood degree programs make sure that faculty assignments balance teaching, institutional and community service, and/or research and scholarly work (in whatever combination is consistent with the mission of the institution and program) in order to fulfill their job responsibilities and support the program in meeting its goals.

Indicators of Strength:

NOTE: Indicators apply to all faculty, whether hired on a temporary, part-time, or full-time basis.

- Work assignments accommodate faculty involvement in activities appropriate to their role in the program and important to their ability to support candidate learning. In addition to teaching and supervision, these may include curriculum development and evaluation; advising and mentoring; collaboration with families and other professionals; scholarly activities; and service to the institution, profession, and community.

- Faculty teaching responsibilities, including overloads and off-campus teaching, are mutually agreed upon and designed to allow faculty to engage effectively in activities appropriate to their role in the program and to their ability to promote candidate learning.

- The program regularly compares the full-time to part-time faculty ratio and faculty to candidate ratio with other programs in the institution to identify whether the program needs additional allocations for faculty.

Sources of evidence:

1) Report:
   - a one- to two-page summary of how the program makes sure faculty assignments balance teaching, institutional and community service, and/or research and scholarly work in relation to the indicators of strength. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.

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Average teaching loads continue to be five courses (15 semester hours) for each full-time faculty. The Program Coordinator is provided one course release for administrative duties. The normal work week is a minimum of 35 hours per week to include instruction, preparation, advising, and college and community meetings. Part-time instructor load is based on need with a three-course maximum per semester contract. Since the last accreditation, faculty has added night and weekend office hours with an alternative cell number to provide more assistance increasing weekly hours between 35- 50 hours.

Teaching assignments are made based on enrollment and faculty teaching load. The required number of enrollments in every course is the same for full-time and part-time faculty in all programs across the institution. Additional consideration in course assignment is based on faculty choices and needs. Full-time faculty instructional courses are assigned first, followed by part-time faculty assignments. While the program coordinator is provided with a course release, course overloads are taught by the program coordinator to ensure that students who are close to graduation are able to take their courses to complete their education goals by requesting a justification. Additional courses are also taught if the load for all other faculty has been met to not exceed the allowed number of semester hours taught including overloads. All courses taught on dual enrollment sites are open to all faculty for teaching.

Faculty continues to serve on various committees at both college and community-at- large level. Examples of committees where faculty serve are the college's curriculum committee, Alabama School Readiness Alliance, CDA Council for Alternative Pathways, Alabama First Class Pre-K Task Force, Birmingham City Schools Early Childhood Education Advisory Committee, Farm to ECE Learning Committee, Alabama Public Television Ready to Learn Neighborhood Committee, Voices for Alabama's Children Childcare Coalition, Jefferson State Community College Curriculum Committee and Steering Committee. These collaborations and partnerships statewide and beyond allow for marketing and enrollment increases in the program and create new opportunities for partnership with additional child development and early childhood education organizations.

The program formed a coalition with local and state child development programs to ensure that information about the program and grant opportunities were accessible to all programs and that any upcoming education or community events were made aware to the child development programs. The faculty continues to participate in scholarly opportunities to enhance knowledge in the field and conduct or serve in research opportunities individually and must include these opportunities as a part of evaluations.

- a one-page description of plans to address challenges and build on current strengths in this area

Teaching assignments each semester can be a challenge. Consistency of course assignments is a goal for the faculty. Teaching assignments are governed by enrollment. The program has now implemented offerings of every course in the child development educarer and administration majors, but this still does not guarantee the enrollment requirement is met. Candidate delays in registering can lead to course closures. Closures require a shift in faculty course assignments leaving faculty limited time to prepare a course.

Online courses have presented a new challenge. Courses were piloted incrementally to develop content to match traditional and hybrid courses. Several configurations of the courses have been tried and to date the framework of required weekly participation has been found to be the most successful. An overview of the courses has allowed for faculty to collaborate on updates of the syllabi that support online learning. It was clear that words such as "in a binder," or "you will present a poster in class," needed to be revised to support that all submission would be uploaded in the Blackboard learning management system.

Faculty members review and reflect on course content seeking to provide candidates with meaningful learning. The focus has expanded to include more candidate reflection and ways to balance the in-class and on-line learning. Faculty members share in the belief of the importance of education for teachers of young children. Faculty also believes that learning never ends. The goal is to move candidates from basic learning towards a more focused, reflective learning. The faculty engages in continuous learning to support best practices through attending conferences, reading current in-field journals, collaboration with local professionals, and memberships in professional organizations. The faculty strives to stay on the cutting edge by staying abreast of current trends in the child care profession and implementing new instructional methods and learning opportunities for candidates. Just as students are expected to grow and develop, faculty have the same expectations.

Updates to state-wide endeavors: The Quality Rating and Improvement System is no longer under the Department of Human Resources for Childcare and is now under the Alabama Department of Early Childhood education. The program coordinator serves on the Board of Directors for the Alabama School Readiness Alliance which helps to expand state PreK. Promotion of grant implementation brings program growth but also extends the growth and development of students. The DHR Minimum Standards for Childcare is now called Childcare and Licensing Performance Standards. The program markets and promotes these endeavors to ensure that all child development programs have access to this information. Faculty continues to go above and beyond to prepare candidates and promote their awareness of the information necessary for them to be successful as a teacher, director, or afterschool professional. Faculty will continue to grow, develop and focus, especially in relation to current information in Alabama on behalf of candidates.

2.) Site Visit: Interviews with faculty and administrators as needed.

Criterion 10: Professional Development

Faculty are provided with professional development that strengthens their ability to promote candidates' learning in relation to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

> Rationale: Early childhood education is a rapidly developing and changing field. Strong programs help faculty keep current and engaged in their profession, and they continuously assess faculty effectiveness, so that ultimately candidates may benefit.

Indicators of strength:

Note: Indicators apply to all faculty, whether hired on a temporary, part-time, or full-time basis.

- Faculty members stay current and engaged in the field. Depending on the institutional and program mission and the faculty member's individual role in the program, this may occur through a combination of active participation in professional organizations, conferences, scholarly activity, and/or service to the profession.

- Faculty members have opportunities to develop knowledge and collaborative relationships with professionals in other disciplines, such as health, speech and language, or special education.

- Opportunities are provided for faculty development, such as travel support, leave, in-service training, education visits, exchanges, and fellowships.

- Faculty members' performance is periodically reviewed and evaluated; the review uses multiple methods of evaluation, such as self-assessment and reflection, candidate evaluations, professional early childhood peer evaluations, and assessment by other individuals.

- Faculty supervisors support/recommend professional development opportunities for faculty based on program needs, faculty interests, the results of performance reviews (or professional growth plans) and evaluations, and faculty responsibilities (such as teaching online).

Sources of evidence:

1) Report:
   - A one- to two-page summary of how the program provides professional development and how it conducts and uses faculty evaluations in relation to the indicators of strength. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.

Professional development for faculty is provided in a variety of ways. The college offers both technical and professional training opportunities for all faculty. Faculty is encouraged to attend in-field conferences and meetings on the local, state and national levels. Examples of conferences and meetings attended or where a session was presented are: Department of Human Resource, Success by Six (local), Stepping Stones – locally, Alabama Community Education (afterschool), Alabama Pre-Kindergarten (state conferences), Smart Start, the Young Child Conference , NAEYC annual conference, Professional Development Institute (national), Quality Matter Online Consortium, and Childcare Resources Virtual Conference. JSCC continues its endeavor to encourage and promote professional development of faculty knowing the importance of staying current and engaged in the field for the benefit of both faculty and candidates.

A major difference in professional development for the Child Development faculty has been in the area of technical training in order to move the degree tracks to an online option. Many questions arose as we worked to develop and understand how to meet diverse, individual candidates' needs and program expectations in a technological method online, both as hybrid and fully online courses. Due to Covid, there was a shift across the institution which increased the need for quality development of online courses and online teaching.

Faculty evaluations by candidates are completed college-wide each semester. Faculty is provided compilations of the candidate evaluations. The evaluations are reviewed. If there is a need to adjust a course or faculty presentation in a course, consideration is given by the faculty to determine a course of action to take to improve instruction. Reflective practice to improve instruction is utilized by faculty, individually, and as a whole to focus philosophically on identified needs and to promote exemplary professional practice.

Faculty has an annual review completed by the immediate supervisor. At the meeting, positive comments and areas for improvement are addressed. The annual review is then forwarded to the college's Human Resources department where it becomes a permanent part of the individual faculty member's personnel file. Faculty also has the opportunity to provide suggestions, address concerns, and discuss action plans for improvement for professional growth and ongoing success of the students in the program. Faculty continues to look for ways to partner with programs where applicable for student success. An example would be the future partnership with the culinary department to provide cooking classes to children in the JSCC Childcare Coalition as a part of the Farm to ECE program under the Alabama Partnership for Children.

- A one-page description of plans to address challenges and build on current strengths in this area.

Faculty actively seeks opportunities for professional growth and is open to innovation to better meet the needs of the candidates. The Child Development Program was the first program at the college to offer hybrid courses on behalf of our working candidates. While the first few semesters were a learning curve for both the candidates and the faculty, the success of this course format outweighs the challenges. With the move to fully online child development courses, professional development for synchronous learning in online courses continue to be a growing need. While the program is seeing success, the awareness of understanding how to implement accommodations for online courses is a learning process daily and each semester as a whole.

Technology continues to be a learning and growing process. Professional development in effective teaching strategies for online courses continue to be a required and suggested need in the program and across the institution. Since our last self-study, there have been a minimum of three new Blackboard learning management systems released. The newest Blackboard system, Blackboard Ultra has some similarities, but major differences as well. There are some things that faculty could do before that now have to be done by the online department administration. Student ease with the new Blackboard program has been a challenge at times as well for some students. For example, successfully uploading assignments and making sure the assignments are not in drafts can be perceived incorrectly resulting in an assignment not being submitted. Providing navigation videos for the students has proven to help with this so that there is success with the use of the program no matter where the student is located. There are positives and negatives to the newer version and there is still much to learn about the program, in addition to learning how to incorporate best online teaching practices. The faculty decided to assist with ensuring that all courses were accessible to all students. Teaching strategies in our professional development trainings have been implemented. ADA Accommodation information and Technology Assistance tabs have been added to the courses. Synchronous learning strategies from our trainings have been implemented and have proven to be successful. Grading rubrics have also been updated within online courses to ensure alignment and clear demonstration by the students of what is required for successful completion of the assignment submission.

Faculty continues to complete required professional development for online courses. We also discuss the best strategies that have proven to work for the students in the program. These strategies are evaluated as a team and modifications, new pilot ideas, and revisions are developed in faculty meetings as needed. Additional professional development focusing on the program focus remains a requirement. The faculty reflects how the professional development benefits the program and can be used in the future.

2) <u>Site Visit:</u>   Interviews with administrators and faculty

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E. SUPPORTIVE INFRASTRUCTURE AND ORGANIZATION OF PROGRAM

Criterion 11: Program Organization and Guidance

The program's organization and guidance are aligned to the mission and are participatory, placing the needs of candidates as its first priority.

> Rationale: Strong programs function out of a clear sense of mission, seek the involvement of all stakeholders, and place the needs of candidates at the center of their operations.

Indicators of strength:

- The program sets goals and plans in conjunction with the college and program mission and in response to stakeholder and community needs.

- Faculty, including part-time faculty, are informed about and regularly participate in program decision-making.

- As appropriate to their role, faculty have opportunities to participate in college-wide decision-making.

- Candidates participate in evaluation of courses, faculty, field experiences, and the program.

- The program (including full- and part-time faculty and program administrators) regularly evaluates its impact on candidate learning and candidate and program outcomes such as year-to-year retention in the program, graduation rates, graduates' employment and education outcomes, graduates' and employers' satisfaction with the program, etc.

- With advisory council, faculty, and other stakeholder involvement, the program establishes strategic objectives to address candidate and stakeholder needs; incorporate new knowledge about the education of children and families and enhance its performance.

Sources of evidence:

1) Report:
   - a one- to two-page summary of key features of program organization and governance; strategies to engage faculty in program and institution-wide decision-making; and strategies to engage faculty, candidates and other stakeholders in program development. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.

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The child development program includes a Program Coordinator/Instructor, one full-time and two part-time faculty. Recently, the program housed the Alabama Infant Toddler Professional Development Network which included a program coordinator, office manager, and six early childhood specialists. This program was contracted under the Department of Human Resources and ended on September 30th of 2021. The child development program is housed within the Center for Professional, Career and Technical
Education which is directly supervised by the Associate Dean of Technical Programs. The Child Development program shares a full-time office manager with other programs within the Center for Professional, Career and Technical Education. The office manager provides important clerical support. Additional clerical support is also available from the Administrative Assistant to the Associate Dean of Technical Programs.

The Dean of Instruction oversees all instructional matters for the college. Both the Associate Dean of Technical Programs and the Dean of Instruction report to the JSCC President. Since the last self-study, the interim president has become the president. The Associate Dean of Career and Technical Education replaced the Dean of Career and Technical Education who retired in 2021. The current Dean of Instruction was appointed in 2021.

The Distance Education Department has become even more vital since the pandemic that began in 2020 as online courses were the only form of instruction between 2020 and 2021 . While some courses have resumed in person across the institution, the need for guidance and assistance for effective online course development and teaching has increased. As the online portion of the child development program has grown and developed, it has led to a greater role in guidance of the associate degree in development and evaluation of the online course offerings. The program made the decided to offer all educarer and administration child development courses on-line each semester and the courses are reviewed by the Distance Education Division.

The Office of Institutional Effectiveness continues to maintain their role in guidance for all programs in maintaining candidate learning outcomes as well as course evaluations. The college continues to improve program evaluation and effectiveness and uses assessment documents to determine changes needed to increase goals and objectives met. "Class Climate" online evaluation tools are now sent out each semester. Faculty receives emails to be aware that they have been sent to students.

The Child Development faculty continues to be engaged in institutional decision making. A faculty member serves on the college's Curriculum Committee enabling our department to more fully understand the college's curriculum process of updating and making changes to the program. Program Coordinators are required to participate in voting of changes to curriculum. Faculty recommendations and changes are reviewed, discussed, and a determination is made on how to proceed. Full meetings are open to all faculty and are held on an as needed basis and offer additional opportunities for faculty input. The program coordinator provides the part-time faculty with any changes proposed to gather input or to make them aware of changes that have been determined by the Alabama Community College System.

The Child Development Program Advisory Committee serves as a guide for the program and is comprised of a variety of programs representing both the local and state communities. The wide range of members provides greater guidance and opportunities for our candidates. Members include: directors from several local childcare programs both licensed and license exempt, center-based, family child care and university-based, Head Start, four of the area university programs, T.E.A.C.H., afterschool programs – public schools and organizational, Department of Children's Affairs and the Department of Human Resources, several organizations such as and local Resource and Referral, the student club president as well as program faculty and staff. The committee meets bi-annually, and communication is maintained

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throughout the year. The two advisory meetings provide an opportunity for the program to inform, be informed, and to be guided. Committee discussions and recommendations provide opportunities for program improvement to better meet the needs of the candidates. Full-time and part-time faculty members serve on several local advisory committees for high schools and organizations. Faculty continues to serve on various committees at both college and community-at- large level. Examples of committees where faculty serve are the college's curriculum committee, Alabama School Readiness Alliance, CDA Council for Alternative Pathways, Alabama First Class Pre-K Task Force, Birmingham City Schools Early Childhood Education Advisory Committee, Farm to ECE Learning Committee, Alabama Public Television Ready to Learn Neighborhood Committee, Voices for Alabama's Children Childcare Coalition, Jefferson State Community College Curriculum Committee, and Steering Committee. These collaborations and partnerships statewide and beyond allow for marketing and enrollment increases in the program and create new opportunities for partnership with additional child development and early childhood education organizations.

The students continue to the driving force of the program. Candidates are considered a part of the Child Development Program team in that they have a unique perspective to offer for program improvement. Instruction is student driven. They are encouraged to provide feedback, not just on faculty evaluations, but throughout the semester in a variety of ways including but not limited to surveys, student club involvement, and Key assessment evaluations.

- A one-page description of plans to address challenges and build on current strengths in this area.

Several strengths of the program governance are the administration, the faculty, the Child Development Program Advisory Committee, and the candidates. The Child Development program continues to be supported by the college administration. The Child Development program was created to improve the lives of young children in childcare programs. Minimum standards in the state of Alabama do not require any college education, with the exception of Head Start. The JSCC Administration supported the development of this associate degree and has maintained support for the program over the past 54 years providing opportunities for candidates to study and learn in their field of choice. In a field where so many challenges exist in relation to educational and professional development for candidates, a supportive administration is noteworthy.

The Child Development Program Advisory committee is diverse and, as previously mentioned, a strong support for the Program. The Program plans to increase its advisory committee membership to expand including more local and state representatives. We will continue to seek representatives in these areas with the help of our Advisory committee, College Administration, and others in the field.

Another strength of the program has been the faculty and their participation in the program above and beyond instruction and standard college participation. Before the pandemic, conferences were offered and co-sponsored by the Child Development Program, Stepping Stones, a conference for teachers and directors of area child care programs. Another addition was the Afterschool Summit for individuals who work in before and after school programs. The planning and implementation of these conferences added to an already full workload. While there are regularly scheduled program meetings each semester, often more meetings are called in order to improve the program for candidates. Statewide child development and early childhood education career fairs have since been added also to enhance partnership with child development programs and organizations and provide support for career placement and students graduate each semester with their certificate or higher.

Candidates' input is and will remain an important part of the decision-making in the program. Improvements to the program have been made as a direct result of their input, from clarifying assignments to making syllabus changes to better meet their needs. "Class Climate" surveys have been minimal in return. Sending email reminders to the candidates has improved responses. The ultimate goal for the program is how to best meet the needs of the candidates and maximize their learning and their learning opportunities. This information can best be learned from the candidates.

2) Site Visit: Interviews with stakeholders. Program should have available a summary of current strategic objectives and how they were developed.

Criterion 12: Program Resources

The program has sufficient resources to support its efforts to promote candidates' learning in relation to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

> Rationale: Appropriate learning materials, support staff, and budget resources are essential if strong programs are to meet candidates' learning needs.

Indicators of strength:

- Faculty and candidates have access to and use of appropriate instructional materials and technology to support candidates' success in relation to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*, such as early childhood classroom materials, consumable supplies, digital resources, other media equipment and computers.

- The institution's library/information technology center reflects a commitment to child development and early childhood education as reflected in the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*. A sufficient number of current books, journals, periodicals, media, and other materials that reflect the diversity of philosophy in the field are available. Adequate library/information technology center resources may include study space for candidates; instructional and curriculum laboratories; media and data processing and technological equipment; and cooperative educational and research relationships with early childhood settings and practitioners.

- The program's budget reflects a level of support comparable to other programs at the institution or to similar early childhood programs elsewhere and is adequate to allow the program to support candidates' learning in relation to the standards.

- Faculty have access to adequate institutional resources (such as institutional research offices, marketing communications offices, etc.), to allow them to meet their responsibilities in the program.

Sources of evidence:

1) Report:
   - A one- to two-page description of the program's budget and other resources in relation to the indicators of strength. The program may include a chart comparing the support for the early childhood education program with support for comparable programs at the institution. Include a description of changes in this area over the past seven years. Reflect on where you were and where you are now. What led to these changes? If there have been no changes, explain how the indicators of strength above remain applicable and visible in your program.

The program maintains sufficient resources to support efforts to promote candidates' learning. The planning and budgeting process begins at the program level. Strategic plans are required to be developed by the Program Coordinator which includes the program's annual budget requests. Budgets are submitted for the Program's annual needs including equipment, supplies professional development, accreditation and other instructional needs, based on the previous years' expenditures and projected needs. Faculty and Program Advisory Committee input regarding resource needs are encouraged and factored into the program budget. The Associate Dean for Technical Programs reviews the budget requests and submits for final approval.

The Child Development program maintains sufficient resources for candidate learning in relation to NAEYC standards and supportive skills. The faculty has appropriate access and use of instructional materials and technology. Faculty also has the opportunity to stipulate the instructional materials needed including computers, media equipment and candidate resource rooms located at the campus sites.

Funding allocated to the Child Development program is comparable to the budget for other college programs in the Center. While some educational programs within the college receive more funding such as Culinary, Nursing, and Manufacturing and Technology, in relation to the instructional equipment needs, the amount provided the Child Development Program is commensurate and meets program needs.

The Child Development program has a dedicated classroom at each campus. These classrooms are sometimes shared with other departments, however their primary use is for the CHD Program. These classrooms are equipped with audio-visual equipment and on-line technology access. A shared secondary classroom is equally equipped with audio visuals and internet access to support teaching and learning when needed. Since the implementation of the fully online program, the classrooms are now used for the program meeting spaces and for training spaces for child development and early childhood organizations.

Candidate Resource rooms are located at each campus and are adjacent to the classrooms. The Resource rooms provide candidates with examples and hands-on learning materials, consumable materials, and instructional support equipment. Every effort is made to equip each resource room with similar materials to assure equal access. The faculty is responsible for maintaining and purchasing needed educational materials and equipment for the rooms. College libraries are located at each campus and are staffed with qualified full-time and parttime librarians, as well as full-time library technical support staff to assist Candidates. Both the Jefferson and Shelby Campus locations have an ever-growing collection of early childhood books, journals and audio-visuals. Most acquired materials are the result of recommendations by the Child Development faculty and Librarians.

In support of the Child Development Program, the Learning Resource Centers [LRCs] provide learning and instructional resources and services in both traditional and electronic formats. The combined collections of the Learning Resource Centers include over 701,000 titles in books [print and electronic], journals, periodicals, streaming video and other materials. The LRCs subscribe to 132 journals in print and provide access to over 423,00 journals in electronic format. The collection includes access to over 60 premier research and reference databases either licensed specifically for the LRCs or available through the state funded Alabama Virtual Library.   In addition to discipline specific resources for the Child Development Program, the Learning Resource Centers also provide access to online learning platforms which provide additional support in college and career success. Both discipline specific and learning support resources are described below.

Library Resources Specific to the Child Development Program

Books [print and electronic]
- Child Care: 35,760 titles
- Child Development: 187,949 titles
- Early Childhood Development: 103,217 titles

Key Academic Journals and Periodicals [print and electronic]
- Journals in Child Care: *Childcare; Childcare In Practice; Childcare Issues; Childcare Worker; Childcare Bridges; Exchange; Young Children; Young Exceptional Children; Zero to Three*
- Journals in Child Development: *Child Development; Child Development Perspectives; New Directions for Child Development; Early Education and Development; Child: Care, Health, and Development; Child Study Journal; Education and Treatment of Children*
- Journals in Early Childhood Development: *Early Childhood Education Journal; Childhood Education; Early Education and Development; International Journal of Early Childhood; Topics in Early Childhood Special Education; Weekly Reader Pre-K Edition*
- Journals Providing Children's Book Reviews: *Book Links; Booklist; Kirkus Reviews; School Library Journal*

Streaming Video Titles
- Child Development: 159 titles
- Classroom Management: 56 titles
- Education: 1,589 titles
- Early Childhood Education: 279 titles
- Effective Teaching: 378 titles

Research Databases and Reference Resources
- Academic Search Complete: Designed for academic institutions, this database is the leading resource for scholarly research with more full-text journals and more peer-reviewed journals than any other database available. It supports high-level research in the key areas of academic study by providing journals, periodicals, reports, books, and more.
- Associates Program Source Plus: This database is designed specifically for the research needs of students at two-year colleges and provides comprehensive coverage of the most relevant Associates Program level content. It contains a wide range of essential full-text resources to help students succeed in their chosen field.
- Elementary School Resources: From the Alabama Virtual Library.
- ERIC: ERIC, the U.S. Department of Education Educational Resource Information Center database, provides citations and abstracts from over 980 educational and education-related journals, as well as full text of more than 2,200 digests.
- Feature Films for Education: This outstanding collection focuses on both current and hard-to-find titles for educational instructional purposes, including dramas, literary adaptations, blockbusters, classics, Academy Award® winners, and more. Teach with the best Hollywood has to offer and harness the storytelling power of film as a tool for engaging and inspiring students.
- Films On Demand Master Career & Technical Collection: The Master Career & Technical Education Collection provides 24/7 access to thousands of videos on careers and job search; family and consumer sciences; guidance and counseling; and technical education.
- Gale Elementary eBooks: Elementary age-appropriate electronic books on the arts through social sciences from the Alabama Virtual Library.

Online Learning Platforms

- Computer Skills Center: Learn the fundamentals of your computer, the Internet, and popular software applications with these easy-to-follow multimedia tutorials—and take advantage of all that today's technology has to offer.
    - Get Started With Your Computer
    - Get Started With the Internet
    - Popular Software Tools
    - Learn Computer Graphics and Illustration
    - Understanding Your Operating System
- PrepSTEP for Community Colleges offers targeted learning centers with practice tests, tutorials, e-books, articles and flashcards to help you achieve your goals. Specific content includes the following interactive modules:
    - Core Math and Science Skills: Get help with algebra, geometry, probability and statistics, pre-calculus, calculus, chemistry,biology, physics and more.
    - Core English Skills: Brush up on your reading, writing, grammar and vocabulary skills.
    - College Success Skills: Find tips for achieving success inside and outside the classroom. Topics include staying organized, taking better notes, avoiding plagiarism, managing your money and developing healthy habits.
    - Career Preparation: Discover potential careers in allied health, nursing, teaching, law enforcement and more. Prepare for occupational certification tests and build workplace skills.
    - Placement Test Preparation: Prepare for ACCUPLACER® and ASSET® college placement tests as well as CLEP®, DSST®, TOEFL iBT® and IELTS™ exams.
    - ACT and SAT Preparation: Prepare for the ACT® and SAT® tests. Also search for graduate schools, programs and scholarships.
    - High School Equivalency [GED] Center: Find skill-building exercises in writing, math, grammar and vocabulary skills. Prepare for the GED® test (in English or Spanish).
- Job and Career Accelerator: EBSCO LearningExpress® Job & Career Accelerator is a dynamic online college, career and job search platform full of resources that can help you find and prepare for success in a chosen profession.
    - Build Resumes and Job Letters
    - Find a Career Match
    - Explore Occupations
    - Search for Jobs and Internships
    - Prepare for an Interview
    - Career eBooks Library
    - Discover Schools and Scholarships
- Peterson's Career and Test Prep: Find all the tools you need to discover your passion, ace your exams, and excel in your career.
    - Prepare for standardized tests with eBooks, online courses, and full-length practice tests for GED, SAT, ACT, AP, PSAT, GRE, LSAT, MCAT, TOEFL, U.S. citizenship, and more.
    - Research undergraduate and graduate programs, finding tuition assistance, and exploring and preparing for careers whether you're entering the workforce for the first time or searching for new opportunities.
    - A variety of interactive methods prompt personalized career recommendations and insight on programs, knowledge, skills, and ability.
    - Search for jobs and create visually interesting résumés, cover letters, and websites that can be externally shared with prospective employers, using prebuilt templates.

Access to Library Related Resources and Instructional Technology

The Learning Resource Centers provide access to all library resources and services via an integrated suite of library technology which is available from any internet connection. This suite includes Springshare's LibGuides CMS, LibWizard, and LibAnswers platforms and the EBSCO Discovery Service and Cloud Apps. The library website includes resource and subject guides created for all courses, programs, and learning support. A program guide specific to the Child Development Program LibGuide is available from the library website or via its unique URL: https://library.jeffersonstate.edu/CDP . A PDF screenshot of the live resource guide is included as part of this document. The library website also contains custom guides for content relevant to the entire college community: ACT Preparation Resources; College and Career Success; Copyright and Fair Use; Fake News Guide; Information and Media Literacy; and Online Learning Readiness.

The LibGuides CMS platform also includes interoperability with the college's learning management system [Blackboard] via various LTI tools. The EBSCO Discovery Service and various Cloud Apps are integrated with LibGuides CMS to provide a single search feature for all library resources [print and electronic books, research databases, online reference resources, and learning support resources] and interoperability of the federated search features within Blackboard. This integrated platform is accessible from any internet connection and is fully operational from desktops, tablets, or smart phone technology. Remote authentication is provided via OpenAthens Single-Sign-On authentication software and all students enrolled through Jefferson State [regardless of location or program] are granted remote access. All students, faculty, and staff have access to the library's vast resources regardless of location or course delivery [traditional, hybrid, online, or dual enrollment].

Instruction in the use of online and on site resources

Springshare's LibWizard platform is utilized to create online interactive tutorials which provide consistent instructional guidance to faculty and students regardless of a location or course delivery. These tutorials can be accessed from the library's website, as Web Links in Blackboard, and as direct URLs in any browser. The major tutorials include a comprehensive "*Virtual Orientation to the JSCC Libraries*" which covers everything from access [both on and off campus] and navigation to research assistance and methods of finding help. A video orientation which follows the content of the interactive tutorial mentioned above is also available. Other tutorials include interactive guides to library resources and services for career programs, general education courses, individual library databases, library learning support platforms, information literacy, and faculty guides for embedding LibGuides content into their Blackboard courses.

LibWizard is also used to generate online forms for collaboration between the library and the campus community. This collaboration includes online forms for research assistance, collection development, resource analysis, LibGuide development, and assessment data for various learning support resources. The forms can be completed and submitted online and are available at various locations throughout the library's website.

Learning Resource Centers Facilities

The Learning Resource Centers of Jefferson State Community College have four physical locations: Jefferson Campus, Shelby Campus, St. Clair-Pell City Center, and the Chilton-Clanton Center. The Jefferson Campus Learning Resource Center, located on the second floor of the Allen Library Building, has a seating capacity of

over 250 via study tables spread liberally throughout the library. In addition, there are a dozen study carrels at various locations throughout the library as well as a group study room and a separate multi-media classroom which can be reserved by students. The Current Periodicals Area also has casual furniture (couches, armchairs, small tables)capable of seating 10 to12 comfortably. The Jefferson LRC is equipped with networked computers, printing, and copying services for student use. The separate multi-media classroom is utilized in delivering library instruction to faculty, classes, or other groups as needed.

The Shelby Campus Learning Resource Center, located on the first floor of the General Studies Building, has a seating capacity of approximately 120 which includes study tables, carrels, individual study rooms, a computer lab, and an instructional classroom that is available to students when not in use by librarians. Additional casual seating is available in the Current Periodicals Area as well as various locations throughout the library. The Shelby LRC is equipped with networked computers, printing, and copying services for student use. A separate multi-media classroom is utilized in delivering library instruction to faculty, classes, or other groups as needed.

The Learning Resource Center at the St. Clair-Pell City Center, located in Room 117 of the main building, is a full-service library with a networked computer area for student use, printing and copying services, designated periodicals area, and study tables with estimated seating capacity of 45. In addition to individualized instruction, the professional librarian assigned to the location takes full advantage of multimedia computer labs in which to conduct library instruction for faculty, classes, or other groups as needed.

The Learning Resource Center at the Chilton-Clanton Center, located in Room 114 of the main building, is a full-service library with a networked computer area for student use, printing and copying services, designated periodicals area, and study tables with estimated seating capacity of 45. The library also provides video-conferencing capabilities. In addition to individualized instruction, the professional librarian assigned to the location takes full advantage of multimedia computer labs in which to conduct library instruction for faculty, classes, or other groups as needed.

All students have access to the materials and resources on any campus library. The libraries utilize the campus courier service to deliver materials between campuses. Students requesting items from other campus libraries can usually receive the item the following day. Intercampus loans are a robust part of library circulation statistics. The libraries are also equipped with scanners for library staff's use in document delivery to campus locations as needed. This is particularly useful for requests for non-circulating items in the library's reference collections.

In addition, candidates have access to electronic/on-line resources contained within the Alabama Virtual Library system, a comprehensive database of over 60 on-line databases that include research-based journals and publications offering candidates access to unlimited professional full-text articles. Access to this database is available to all candidates via the library, the Learning Success Centers, and candidates' personal computer system. Additionally, each Library has multiple computers for candidates to access research and information while receiving any needed assistance in order to complete assignments. The college also offers interlibrary resource sharing. The Child Development program shares a full-time office manager with other programs within the Center for Professional, Career and Technical Education. The office manager provides important clerical support. Additional clerical support is also available from the Administrative Assistant to the Associate Dean of Technical Programs.

- A one-page description of plans to address challenges and build on current strengths in this area.

The program maintains a resource room at the Jefferson and Shelby campus. Each resource room continues to be equally stocked with materials and professional resources. Faculty continues to ensure materials are ordered, organized, and utilized effectively. Faculty will continue to request the latest technology, resources, and share ideas with administrators to ensure candidates have access to the best possible learning environments. The current challenge is that since the pandemic, student use of the resource rooms has decreased. At the beginning of the pandemic use of the resource rooms were at a halt and not allowed for use as social distancing in the resource room was not able to be accommodated. However, since the return to campus across the institution and student enrollment statewide, the need for the resource room has not been requested. The program will look into ways to enhance use of the resource rooms for candidates as the improvement in the decline of pandemic cases continues.

Candidates are taught how to effectively utilize instructional technology within the early childhood setting through hands on application opportunities. The online courses have enhanced use of technology that can be used or introduced in classrooms where candidates are employed or will be in the future. The use of technical programs will continue to provide additional learning opportunities as many PreK, and early childhood public school classrooms utilize similar technology. It is essential that candidates are comfortable and familiar with technology and are prepared to incorporate it into DAP instructional practices. The program will continue to build upon this strength by providing candidates with more opportunities to utilize technical devices to enhance their learning experiences in online courses.

The program has explored a possibility of an interactive lab that would provide candidates with an additional learning environment that will mirror an early childhood classroom and offer opportunities for candidates to facilitate developmentally appropriate practices. However, with the growth of apprenticeships and practicum sites across the state including the Alabama First Class Pre-K and additional NAEYC child development programs, access to quality classrooms provides an increase to interactive labs across the state at an ongoing basis. Furthermore, faculty instruction continues to be strengthened as the needs of our diverse population of learners are met. Weekly visits to child development programs allows for the program to add to the database of programs that may serve as interactive labs for candidates as they progress through the program no matter where they are located.

2) <u>Site Visit:</u>   Interviews with faculty and administrators. Review of additional materials related to program resources. Tours of relevant sites such as media center or curriculum lab, as needed and as suggested by the program.

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PART THREE: PROGRAM CONTENT AND OUTCOMES

A. LEARNING OPPORTUNITIES

What is the evidence that the program's candidates have opportunities to learn and are gaining competence in relation to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*?

> Rationale: Strong programs ensure that their candidates can take advantage of courses, field experiences, and other learning experiences that help them gain the knowledge, skills, and professional dispositions appropriate for early childhood degree program graduates. All early childhood degree programs have a responsibility to address all of the standards while recognizing that certain aspects of a standard may appear especially important for programs at particular degree levels and/or with other particular characteristics.

Indicators of Strength:

- The program analyzes what aspects of the standards are emphasized in the program's learning opportunities, and at what breadth and depth.
- The program offers a wide array of opportunities for candidates to understand and apply each NAEYC standard.

Sources of evidence:

1) Report:
   - A five- to ten-page chart of the program's learning opportunities and sample assessments in relation to the standards. Describe the activity or assessment in a phrase such as "family interview" or "quiz," with course numbers. A sample chart follows. Note: This list should provide a thoughtfully selected view of the most meaningful opportunities offered in the program for each standard and is not restricted to the key assessments. The program should primarily highlight learning opportunities in required courses for the degree program.
   - A one- to two-page commentary on the chart (for example, description of how the program decides which aspects of the standards to address in greater depth; themes or aspects of the conceptual framework embedded throughout the opportunities). Include a description of how your learning opportunities chart has changed since your initial self-study. Reflect on where you were and where you are now. What led to these changes?
   - A one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Document review, including course packets that link to the curriculum chart. Interviews with faculty and candidates; visits to classes and field experience sites to expand on and support report.

Learning Opportunities Chart

This chart (5-10 pages) describes learning opportunities and assessments for each accreditation standard[3]

Learning opportunities address the many ways in which the program helps candidates know, understand, and apply the standards. Learning opportunities are much more than the key assessments a program uses. They include classroom discussions, guest speakers, group projects, textbook/journal/periodical readings, reflections, etc. The "related formal and informal assessments of candidate performance" can include the key assessments, daily reflections, article reviews, quizzes, portfolios, practica self-evaluations, etc. The assessments do not have to be directly tied to the Learning Opportunities listed in the middle column of the chart below. Given that there is a ten-page limit for this chart, a program is not expected to list every activity and assessment that it offers. Instead, the program should focus on Learning Opportunities and Related Assessments that occur in required courses and that most directly address the key elements of the standards.

Standard 1: Promoting Child Development and Learning	Learning Opportunities (activity, course number)	Related formal and informal assessments of candidate performance
1a: Knowing and understanding young children's characteristics and needs	CHD 100 – Intro to Early Care and Ed. Preschool Child Observations Simple first observation touching on the developmental areas of a preschooler	Successful completion of the observation
	CHD 201 – Child Growth and Development Child Developmental Timeline covering each of the first 8 years, addressing each developmental area and aligning to a theory of development	Successful completion and presentation of a timeline highlighting important developmental characteristics of each age aligned with a theory of development.
1b: Knowing and understanding the multiple influences on development and learning	CHD 214 – Families and Communities Celebrating Diversity Notebook compiled resources for working with families related to cultures, languages, religions, and situational circumstances, such as, divorce, adoption, special needs	Successful completion of notebook documenting a variety of available resources for working with diverse families.
	CHD 231 – Afterschool Programming	

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[3] In considering alignment of learning opportunities and key assessments, programs should refer to the full standards publication beyond the summary of key elements included in this report template.

	Human Relationship Tool Complete survey and reflection. CHD 206 – Health and Safety Cultural Health Investigation Investigation into two cultures' views on health and healthcare and reflect on learning.	Successful completion of survey and Reflection Successful completion of the investigation
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	CHD 202 – Creative Activities Creative Classroom Assessment (CCA) Classroom observation and evaluation CHD 204 - Materials and Methods for Teaching Young Children Modified Classroom Makeover with Peer Support Based on understanding of classroom environmental considerations, students rearrange a classroom and discuss reasons for changes. CHD 231 – Afterschool Programming Environmental Safety Checklist and Reflection A prepared checklist to evaluate afterschool environment	Completion of CCA and evaluation Successful completion of a developmentally appropriate classroom makeover based on knowledge of children's developmental needs and a thoughtful reflection of modifications with a peer. Completion of checklist
Standard 2:Building Family and Community Relationships	**Learning Opportunities** **(activity, course number)**	**Related formal and informal assessments of candidate performance**
2a: Knowing about and understanding diverse family and community characteristics	CHD 210 – Exceptional Young Children Family Interviews with Reflection Interviews of two families with young children with special needs, reflecting on what was learned and how the information can be used to support their work CHD 212 – Special Topics in Child Development Family Resource List Preparation of a resource list for families including quality afterschool, educational resources, financial resource, etc.	Successful completion of the interviews with thoughtful reflection on what was learned and how to use the information. Submission of complete designated topics resource list

2b: Supporting and engaging families and communities through respectful, reciprocal relationships	CHD 206 – Children's Health and Safety Family Questionnaires Distribution and collection of family questionnaires	Submitted collection of family questionnaires
	CHD 213 – Trends in Child Development Family Handbook Development of an afterschool program handbook to guide, to inform, and to support families.	Successful completion of the components to be addressed in the family handbook for afterschool.
	CHD 214 – Families and Communities Mock Family Conferences Preparation with a partner to include prep checklist for family and role play a family-teacher conference	Successful completion of the family conference prep checklist and role play.
2c: Involving families and communities in their children's development and learning	*CHD 209 – Infants and Toddlers Two Developmental Posters Preparation of two posters on developmental growth for display in classrooms.	Successful completion of the developmental posters
	*CHD 215/219 – Supervised Practicum Family "Meet and Greet" Plan for a basic, reciprocal, creative "Meet and Greet" for future use in a classroom/program	Successful completion of the reciprocal "Meet and Greet" plan
Standard 3:Observing, Documenting, and Assessing to Support Young Children and Families	**Learning Opportunities (activity, course number)**	**Related formal and informal assessments of candidate performance**
3a: Understanding the goals, benefits, and uses of assessment	CHD 100 – Introduction to Early Care Ages and Stages Discovery complete online exploration of ASQ to become familiar with one of many accessible teaching tools	Successful completion of the Discovery assignment
	CHD 213 – Trends in Child Development Child Observations Observation to inform and guide program planning to meet the needs of children in program.	Successful completion of Child Observations and planning.
	CHD 210 – Exceptional Young Children	

	Building Inclusive Child Care Observation Observation to consider cultural, linguistic, and ability diversity among children to help in the development of an inclusive environment	Successful completion of the BICC
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	CHD 208 – Administration of Programs Ages and Stages Discovery and Preschool Observation complete online exploration of ASQ to become familiar with one of many accessible teaching tools and observation touching on the developmental areas of a preschooler	Successful completions of the ASQ Discovery and Preschool Observations
	CHD 209 – Infant and Toddler Programs Modified Denver Screening Completion of Part 2 screening	Successful completion of screening
	CHD 219 – Supervised Practicum Modified NAEYC Classroom Evaluations Complete a modified form of the NAEYC accredited classroom evaluation	Successful completion of the modified NAEYC classroom evaluation
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child	CHD 204 – Materials and Methods Modified ECERS and Classroom Makeover A modified ECERS with before-after classroom design, then based on DAP reflection	Successful completion of the ECERS and Makeover.
	CHD 206 – Children's Health and Safety Safety Checklists Development and completion of indoor and outdoor daily checklists	Successful development and completion of created indoor and outdoor checklists
	CHD 209 – Infant and Toddler Programs Modified Infant-Toddler Social-Emotional Assessment Complete the BITSEA (Part 1)and with observation summary (Part 3)	Successful completion of the BITSEA Assessment and summary
3d: Knowing about assessment partnerships with families & other professional colleagues	CHD 214 – Families and Communities Family Involvement Surveys Develop, survey and summarize directors/providers about center/home family involvement	Successful development and completion of family involvement survey with summary of findings.

	CHD 208 – Administration of Programs Family Interviews with Student Reflection Prepared, extended and implementation of questionnaire with reflection	Successful completion of Family Interviews with reflection
Standard 4:Using Developmentally Effective Approaches to Connect with Children and Families	**Learning Opportunities** **(activity, course number)**	**Related formal and informal assessments of candidate performance**
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children	CHD 202 – Creative Activities Creative Activities with Inclusive Adaptations and Diversity Plans Develop "new" activities with adaptations and cultural considerations for class presentation. CHD 203 – Children's Language and Literature Children's Books Evaluations Prepare book cards/pages summarizing and evaluating children's books. CHD 204 – Materials and Methods for Teaching Young Children Reviewed Family Letters Preparation of three focused letters reviewed to provide information to families in their classroom	Successful completion of creative activities and presentation. Successful completion of books discovery and evaluations Successful completion of the three individual family letters
4b: Knowing and understanding effective strategies and tools for early education	CHD 203 – Children's Language and Literature A-B-C Activity Develop and demonstrate an alphabet activity with an accompanying book CHD 204 – Materials and Methods Curriculums Investigation Complete a guided investigation of two major curriculum identified in text.	Successful development and demonstration of the activity Successful completion of the investigation
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches	CHD 203 – Children Language and Literature Group Time Presentations with Peer Evaluations A presentation including an introduction, an	Successful preparation, presentation and evaluation of a group time

	activity, a related book, a closing, and a transition	
	CHD 206 – Health and Safety Basic Hygiene Classroom Poster or Puppet and Presentation Development of a poster or puppet to promote basic hygiene	Completion of a puppet or poster promoting basic hygiene
	CHD 231 – Afterschool Programming Activities Planning Unit Development of a variety of activities to be used in Afterschool to included examples of adaptations	Successful completion of the activities
4d: Reflecting on their own practice to promote positive outcomes for each child.	CHD 204 – Materials and Methods Field Experience Journal Preparation and implementation of themed learning activities with self-evaluations.	Successful completion and documentation of teaching activities
	CHD 215 – Student Practicum Video Teaching Segments and Reflection Student conduct and record teaching segments with multi-layered reflection	Submission of internship teaching videos with accompanying reflection
Standard 5: Using Content Knowledge to Build Meaningful Curriculum	**Learning Opportunities** **(activity, course number)**	**Related formal and informal assessments of candidate performance**
5a: Understanding content knowledge and resources in academic disciplines	CHD 202 – Creative Activities Adaptive Art Activities Planning accompanied with adaptations and diversity considerations Development of topic-driven activities	Successful development of thematic activities with considerations
	CHD 209 – Infants and Toddler Programs Homemade Toys Development of one homemade activity or toy for each age group with accompanying information	Successful creation of multi-age-related activities for infants and toddlers
5b: Knowing and using the central concepts, inquiry tools, and	CHD 202 – Creative Activities Gallery of Art Stages Observations and evaluations of a variety of	Successful completions of portfolio

structures of content areas or academic disciplines	children engaged in developmental art activities submitted in a portfolio	
	CHD 203 – Children's Language and Literature Modified Emergent Literacy and Language Classroom Observation with accompanying reflection	Successful completion of modified ELLCO
	CHD 100 – Introduction to Early Care Historical Poster Poster highlighting the EC contributions of a Theorist	Submission of EC-focused theorist poster
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	CHD 202 – Creative Activities Gallery of Art Stages Observations and evaluations of a variety of children engaged in art activities with photo samples placed in a portfolio	Submission of completed modified observation and before-after classroom design
	CHD 203 – Children's Language and Literature Flannel-board Presentation Create and present a flannel-board presentation to accompany a book, poem, song	Successful creation-presentation of flannel board
Standard 6:Becoming a Professional	**Learning Opportunities** **(activity, course number)**	**Related formal and informal assessments of candidate performance**
6a: Identifying and involving oneself with the early childhood field	CHD 100 – Introduction to Early Care Professional Organizations Discovery An internet search of EC professional organizations with a summary of what's offered at the website and potential benefits as an EC professional	Successful completion of the internet search and organizations' offerings and professional benefits.
	CHD 209 – Infant and Toddler Programs Infant-Toddler Focused Theorist Paper Research paper on theorist and their contribution	Submission of the paper with summary reflection

	to infant-toddler knowledge with reflection on impact.	
	CHD 230 – Introduction to Afterschool Pioneers in the Field An informational paper on a selected individual who has had a major impact in the afterschool field.	Submission of the paper.
6b: Knowing about and upholding ethical standards and other professional guidelines	CHD 100 – Introduction to Early Care Code of Ethical Conduct Discovery Utilize accompanying videos and the Code content to reflect on personal meaning as EC professionals.	Successful completion of the assignment
	CHD 214 – Families and Communities Family Roles Listening Experience Students conduct a guided listening experience and reflect in what was learned.	Completion of the experience and reflection on the assignment
	CHD 231 – Afterschool Programming NAA Standards Investigation and Reflection Summary Guided assignment examining the components of the NAA standards with reflection on the impact of standards	Successful submission of the investigation results and reflection.
6c: Engaging in continuous, collaborative learning to inform practice	CHD 204 – Materials and Methods for Teaching Young Children Resource Portfolio – 2nd half of CDA Professional Portfolio including lesson plans, agencies for exceptionalities, recordkeeping, etc.	Successful completion of resource portfolio part 2
	CHD 209 – Infant and Toddler Programs Infant Floor Plan Presentation Based on research, students prepare presentation on floor plans for assigned infant-toddler rooms.	Successful presentation of researched floor plan information
	CHD 100 – Introduction to Early Care Director/Provider Interview conduct an interview based on standard questions	Successful completion of director/provider with questions created to gain information on administration of child development center and efforts to enhance family engagement with an included reflection from the interview.

	plus, student developed question and reflect on what is learned.	
6d: Integrating knowledgeable, reflective, and critical perspectives on early education	CHD 204 – Materials and Methods Professional Philosophy Statement Initial preparation of an educational philosophy	Successful development of initial philosophy statement
	CHD 215/219 – Supervised Practicum NAEYC Standards Reflection Summaries Summaries of the importance of each standard in relation to their courses and their personal understanding.	Thoughtful and professional presentation of the summaries.
6e: Engaging in informed advocacy for children and the profession	CHD 215/219 – Student Practicum Teaching /Administering Reflection Journal Guided journaling of practicum experiences	Successful completion of the journal
	CHD 208 – Administration of Programs CCIE Articles Journal Compilation of Child Care Information and Exchange themed articles	Successful completion of the journal
	CHD 100 – Introduction to Early Care Quality Care Summary or CDA Competency Statements Paper(s) focusing on quality child care or CDA competency statements	Successful completion of either Quality Care Summaries or CDA Competency statements

Narrative Descriptions of the Learning Opportunities Chart

- Please include a one- to two-page commentary on the chart (for example, description of how the program decides which aspects of the standards to address in greater depth; themes or aspects of the conceptual framework embedded throughout the opportunities). Include a description of how your learning opportunities chart has changed since your initial self-study. Reflect on where you were and where you are now. What led to these changes?

Assignments are continually changed and updated based on greater understanding of candidates' needs, current research, stakeholder input if applicable and the faculty's professional growth and development. Since our reaccreditation, faculty continues evaluation of the program and makes adjustments to curriculum and assignments as needed. At this time, no additional changes have been made since the faculty re-examined the Standards and determined Standard 3 – Observing and Assessing and Standard 6 – Growth as a Professional to be the program focus for continued growth. However, the faculty continues to target observation and assessment assignments that have been developed, disseminated and implemented throughout the courses. More reflection continues in a variety of ways and has been incorporated into assignments. The faculty continues to reflect on assessment data as a team to determine adjustments if needed per semester.

Observations and field experiences lacking focus were addressed in the last self-study. Improvements were made to ensure that candidates were provided more focused observations and directed field experiences with reflection. The reflection portion of the assignments has also provided more information to help faculty determine each candidate's learning.

The Alabama First Class PreK program and the Quality Rating and Improvement System (QRIS) both under the Alabama Department of Early Childhood Education has been a strong addition to our program partnership as student desire to be employed in these programs has increased with the Alabama Department of Early Childhood Education seeking program students as they meet the minimum employment requirement with the CDA or basic certificate. This continues to show that candidates need to have ongoing knowledge and experience with the observation tools utilized by these programs. Interacting with the observational tools would not only provide introductory knowledge regarding these tools but increase understanding of the purpose and content of the assessments if only in a modified format. Assessment opportunities include but are not limited to modified ITERS, Denver, ECERS, Ages and Stages, CLASS, CCA, ELLCO, PAS, Afterschool assessments, and other observations implemented by state-wide programs.

 The process of observing, documenting and assessing continues to grow and develop. Candidates are continuing to learn and become more objective and are learning to link the information to theory and to curriculum planning and practice. As a result, candidates are better able to address the needs of each and every child. Reflections and changes in the program courses had the greatest impact on the curriculum chart since our reaccreditation. Reflections became a more focused component in the program of study. Reflections have not always been an easy process for candidates who are more used to restating facts rather than being asked to draw upon their professional experiences to support their learning. Faculty are challenging candidates with added reflections in assignments and requiring candidates to reply in discussions with documentation of support and teaching applications. This enhances research skills and support of the knowledge that they share with each other in class and that they currently share or will share as professionals in the field.

- Please include a one-page description of plans to address challenges and build on current strengths in this area.

The faculty continues to focus on how to make learning more meaningful for candidates. Improvement in candidates' informational writing continues. It is believed to be the result of more stringent guidelines for participation in online discussion. Grammatical errors, however, remain. Assigned papers with the rough draft and the grammatically competent proofreader's signature continues to help. Tutoring is available for candidates, but not always utilized even with the online tutoring program added and accessible since the last self-study. Program faculty will continue to encourage students to utilize the services available to them through the college's Learning Success Center, particularly, the Online Tutoring program and the computer tutorials in math, English, reading and other disciplines offered through PLATO Learning system. Because online tutoring is available to all JSCC students through SmartThinking, including Child Development, students have greater access to free tutoring with more opportunity for focused learning. Online tutoring provides the flexibility needed to accommodate both online and traditional students' schedules and allows students access to help when needed.

The faculty continues to expect that candidates' overall writing abilities will continue to improve as students choose to utilize the tutorial resources available to them combined with the program's increased emphasis on integrating writing/writing assignments into CHD courses. Program faculty will continue to encourage students to utilize these services.

Computer literacy remains a challenge as the age range and computer experience of our candidates vary across the state. The program added video recordings with simple, basic information on accessing Blackboard, navigation through the JSCC website, program information, and where to seek additional information. In addition to basic computer literacy, the faculty has enhanced focus on the importance of synchronous learning to enhance the overall online learning success. The faculty continues to seek additional ways to enhance use of elements to support learning. Significant improvements in learning opportunities have shown to be beneficial for candidates. Reflective questioning is prompting greater ownership of learning by the candidates.

Observing and assessing through providing more directed observations and guidance on assessment continue to be areas of ongoing improvement. Observation and reflection are areas that will always be viewed as meaningful learning opportunities. Plans to further develop some of the assignments to include more standard-focused reflections are assessed each semester.

Candidate-centered learning is a program strength and is continually being cultivated. Examining the learning opportunities, making changes, and making improvements to best meet candidate's learning needs is ongoing. It will remain an active approach to learning, keeping in mind the candidates' needs both inside and outside the program, as well as the candidate's professional needs for the children, families and communities they serve.

B. ASSESSMENTS AND EVIDENCE OF CANDIDATE OUTCOMES

Rationale: Early childhood professional preparation focuses on outcomes or results for candidates and ultimately for children. Evidence of candidate outcomes is a stronger indicator of program quality than the details of how courses and field experiences are organized. Documented evidence of candidate competence is essential for programs to know how to meet candidate needs and plan for the future.

The report will highlight no more than six assessments, selected as key to the program's design and alignment with Standards 1-6 of the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation. Five key assessments are required for submission, and programs may include an optional sixth key assessment. (While submitting a sixth key assessment is encouraged in order to provide the most opportunity to demonstrate alignment with the standards, it is not a requirement. In deciding whether to include a sixth assessment, programs are encouraged to consider the extent to which the depth and breadth of the standards can be fully addressed within the program's first five assessments.)

Indicators of Strength

The program has developed a system that is used regularly to document evidence of candidate competence related to the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

- Collectively, they assess Standards 1-6,

- Each is used by all faculty across relevant course sections, and

- Each is used with all candidates. Explain exceptions for transfer and prior learning assessment in the narrative.

Typically, each of these assessments will address more than one standard. They will evolve in response to evidence of effectiveness. If the key assessments provided in this report have been updated by the time the program receives a site visit, any new or revised materials should be provided to the team as part of the document review.

Sources of Evidence

Report:
- Multi-Program Key Assessment Chart (for institutions submitting multiple degree programs in one Self-Study Report)
- Overview Chart of Key Assessments Aligned with Accreditation Standards for collection of key assessments
- Key Assessment Descriptions, including instructions and rubrics exactly as they are presented to candidates
- Reporting and Analysis of Data by Standard
- Reflection on the Program's Assessment System

Site Visit:
- Review of additional examples of assessments related to standards, their rubrics, and evidence of candidate competence.
- Discussion with faculty and administrators about how these assessments and candidate performance data are being used or will be used to support candidate growth and program improvement.

REQUIREMENTS AND GUIDANCE FOR CREATING KEY ASSESSMENTS THAT CLEARLY ALIGN WITH THE STANDARDS AND WILL LEAD TO MEANINGFUL DATA

1. ***All key assessments must be required of each candidate***. Therefore, key assessments should be used in core courses, rather than elective courses that may not be taken by all candidates.
2. Strong programs ***develop key assessments that reflect the strengths and challenges of their unique context***. It is about the standards, not standardization.
3. ***All the key elements of the standards that are the primary focus of the assessment are easily identifiable and labeled within the student instructions and rubrics***. Some programs find it helpful to use the exact language from standards when labeling key assessments, but this is not required.
4. While strong key assessments do typically measure more than one standard, by ***focusing only on the standards within each assessment for which alignment is the strongest***, the performance data will be more informative. Although collectively the package of assessments should address the full depth and breadth of all standards (i.e., all key elements), it is worth noting that the more standards the program aligns with each assessment, the more complicated data collection and analysis will be.
5. However, a program will also want to ***avoid relying on a single key assessment as the sole source of evidence of meeting any particular standard***. Limiting opportunities to demonstrate alignment to a standard too much can result in gaps if the Commission does not see strong alignment to that standard in the identified key assessment.
6. Pay close attention to the ***depth and breadth of the cognitive demands and skill requirements described in each Standard***. Collectively, the key assessments should measure what candidates know and understand, as well as their application of that knowledge. The key elements of the standards generally follow a "know-understand-use" pattern. Be clear about which components of the assessment are measuring the candidates' knowledge, understanding, or ability to use their knowledge of the standards. If one assessment is strong in measuring candidates' knowledge of the standards but not their ability to apply that knowledge, be sure the application piece is addressed in another assessment(s).
7. Use ***objective, measurable, qualitative language to describe how candidates will be scored***. The rubrics should support consistency and accuracy. This does not mean replacing qualitative descriptors with quantitative ones, but it does mean asking whether rubric indicators will be interpreted the same way by everyone who uses the instrument, and whether each cell in the rubric represents one possible score or a range of scores. Rubrics should clearly delineate levels of performance between how candidates meet or do not meet the standards.
8. ***Key assessments must assess the performance of individual candidates***, even if part or all of the assignment is completed in a group.
9. A ***portfolio assignment can be used as a key assessment, but only if it is evaluating something new*** [e.g., rubric is evaluating candidates' reflections on why they chose each artifact in their portfolio to demonstrate alignment with standard(s), rather than evaluating the alignment of the previously evaluated artifacts themselves].
10. ***Data collection and analysis should focus on candidate performance specifically related to the standards***. When designing rubrics, keep in mind that measuring more than one key element within a single rubric row will lead to data that is not meaningful because it is not disaggregated by key element.
11. ***Use this process to support institution-wide efforts*** related to candidate-centered practices, learning outcomes and data-driven decision making. A program may incorporate other local and national standards in the key assessments provided the connections and alignment are clear.
12. ***Diversity, inclusion, technology, and a focus on the full early childhood spectrum of birth through age 8 are interwoven throughout each standard***. Individual assessments might demonstrate various aspects of these themes; the program should ensure that these areas are embedded within the collective package of assessments and learning opportunities.

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B(ii) Overview Chart of Key Assessments Aligned with the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*

Please list the names of each of the program's key assessments in the chart below

	Name of Assessment and Course Number in Which It is Given	Are two applications of data available from the current version of this key assessment? [See B(iv).]
Key Assessment 1	Child Observation Portfolio/CHD 201	☐ Yes ☐ No
Key Assessment 2	Family Focus Project/CHD 214	☐ Yes ☐ No
Key Assessment 3	Modified Accessibility Material/Oral Presentation/ CHD 210	☐ Yes ☐ No
Key Assessment 4	Comprehensive Unit Planning /CHD 206	☐ Yes ☐ No
Key Assessment 5	Ethical Dilemma with Educational Philosophy Journal/CHD 205	☐ Yes ☐ No
Key Assessment 6 (if applicable)		☐ Yes ☐ No

In the chart below place and "x" in the appropriate box(es) to indicate which key assessment(s) evaluate each of the key elements. **Each key element must be indicated as aligned with at least one key assessment.** *(Note: The program has the option to submit either five or six key assessments.)* All subsequent charts in Part Three should reference the same alignment of key elements to key assessments as indicated in the chart below.

Standard 1: Promoting Child Development and Learning	Key Assessment					
Key Elements	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.	X		X		X	
1b. Knowing and understanding the multiple influences on development and learning.	X	X				
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.			X			
Standard 2: Building Family and Community Relationships	**Key Assessment**					
Key Elements	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.	X	X				
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.		X				

FormRev09/20

2c. Involving families and communities in young children's development and learning.	X	X				

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	**Key Assessment**					
Key Elements	**1**	**2**	**3**	**4**	**5**	**6**
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.	X		X			
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.	X		X			
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	X					
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.			X			

Standard 4: Using Developmentally Effective Approaches	**Key Assessment**					
Key Elements	**1**	**2**	**3**	**4**	**5**	**6**
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.	X			X	X	
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.			X	X		
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.				X		
4d. Reflecting on own practice to promote positive outcomes for each child.			X	X	X	

Standard 5: Using Content Knowledge to Build Meaningful Curriculum	**Key Assessment**					
Key Elements	**1**	**2**	**3**	**4**	**5**	**6**
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.				X		
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.				X		
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.				X		

Standard 6: Becoming a Professional	**Key Assessment**					
Key Elements	**1**	**2**	**3**	**4**	**5**	**6**
6a. Identifying and involving oneself with the early childhood field.					X	
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.		X			X	
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.		X				

6d. Integrating knowledgeable, reflective, and critical perspectives on early education.	X				X	
6e. Engaging in informed advocacy for young children and the early childhood profession.		X				

B(iii)Key Assessment Descriptions

Key Assessment 1 Description

Name of Key Assessment: **Child Observation Portfolio**_____

Briefly describe this assessment and list the courses (course number as well as course name) that use this assessment. *(Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.)***:**

<table>
<tr><td>

CHD 201 – Child Growth and Development

Candidates complete sequential child observations of three different developmental ages/stages of children. Included for each child observation are the following steps: 1) signed family permission for observation, 2) a completed child observation checklist, 3) a completed child observation with reflection, 4) a family interview with reflection, 5*) a preschooler(only)Piagetian Task assessment, and 6) reflection on accumulated information.

</td></tr>
</table>

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.) This information should reflect the same alignment with key elements as indicated in the Key Assessment 1 column of the Overview chart of Key Assessments Aligned with the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e
X	X		X		X	X	X	X		X										X	

		Yes	No
A	**For any degree program in which this key assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?**		X
B	**For any degree program in which this key assessment is required, is this key assessment offered in an elective, rather than required course, for the degree program?**		X
C	**Does the rubric measure individual candidates' performance with regard to the standards (as opposed to evaluating groups of candidates together)?**	X	

If you answered "yes" to A or B in the above chart, please describe how you ensure that those candidates take the key assessment prior to completing the program.

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

X Online

- ☐ **Face-to-Face**
- ☐ **ITV**
- ☐ **Other**_____

Include:

1) The directions or guidelines for Key Assessment 1 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)

2) The rubric for Key Assessment 1 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

(INSERT Key Assessment 1 Directions and Rubric Here)
Key Assessment 1
CHD 201 – Child Observation Portfolio
45 points total
REMINDER: Key Assessments are to be retained.

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NAEYC ASSOCIATE DEGREE STANDARDS FOCUS

NAEYC Standard 1: Promoting Child Development and Learning
> **1a**: Knowing and understanding young children's characteristics and needs, from birth through age 8.
> **1b**: Knowing and understanding the multiple influences on early development and learning

NAEYC Standard 2: Building Families and Communities Relationships
> **2a:** Knowing about and understanding diverse family and community characteristics
> **2c:** Involving families and communities in young children's development and learning

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
> **3a:** Understanding the goals, benefits, and uses of assessment – including its use in development
>   of appropriate goals, curriculum, and teaching strategies for young children
> **3b:** Knowing about assessment partnerships with families and with professional colleagues to
>   build effective learning environments
> **3c:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches,
>   including the use of technology in documentation, assessment and data collection.

NAEYC Standard 4: Using Developmentally Effective Approaches
> **4a**: Knowing, understanding, and using positive relationships and supportive interactions

NAEYC Standard 6: Becoming an Early Childhood Professional
> **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education

NAEYC Supportive Skills: 1. Self-assessment and self-advocacy
>   2: Mastering and applying foundational concepts from general education
>   3: Written and verbal skills
>   4: Making connections between prior knowledge/ experience and new learning

</div>

NOTE: THIS ASSIGNMENT WILL TAKE MORE THAN TWO OR THREE WEEKS TO COMPLETE!
There are seven steps laid out for you week by week if you want but if you wait to the last minute to complete it, it will be a challenge. <u>You can submit the Assessment EARLY</u>!
REMINDERS: CONFIDENTIALITY IS REQUIRED
BE FACTUAL!
REMEMBER YOU ARE NOT A DIAGONOSTICIAN.

ASSIGNMENT OVERVIEW – *A cornerstone of working with young children is to have knowledge of and use understanding of each child's basic characteristics and needs while considering in the multiple influences interacting and impacting each and her/his development. Then using this knowledge and understanding of each child's development to create learning environments that are healthy, respectful, supportive, and challenging for each and every child - individually, developmentally and culturally.*

*This Child Observation Portfolio is intended to provide students with a <u>sequential</u> opportunity to observe and record specific developmental information on individual children from <u>**three**</u> of four developmental ages – infancy, toddlerhood, preschool and elementary school-age. The observations will include opportunities to develop greater awareness and understanding of the multiple influences on each child. The student will then utilize the observation information gained to consider and reflect on how to create an individually supportive, developmentally appropriate, culturally sensitive learning environment to meet each individual child's needs.*

Step 1: Signed Permissions (Std. 2c, SS1) – Week 1 – 3 points
> A. (**2c**)You MUST have signed permissions from each child's family **BEFORE** receiving your observation checklists. REMEMBER a
>   Preschooler aged 3-5-years is required. Submit signed permissions in Blackboard E-mail
> B. (**2c**) You must also secure child care/afterschool program and child's home observation permission for each child.

Step 2: Observation Checklists   (Std. 3c) – Week 2 – 3 points
> (**3c**)Upon receipt of the signed family permission forms, you will receive copies of an age-related child observation checklist to
>   be completed. NOTICE the FACTUAL NATURE of the Checklist as your individual observation should be as factual,

Step 3 Parts a-c: Individual Observations and Reflections – (Std. 1a, 1b, 3b) – Week 3 - 9 points

(1a)Using the text as an observation guide, factually state what is observed in each of the 14 designated areas for EACH child. (NOTE: There should be a minimum of a paragraph for each developmental area and in some cases two or more paragraphs to adequately state what is SEEN.) Additionally, complete a Preschooler Piagetian Tasks with the chosen preschool-aged child.

(3b)Observation points are based on content such including a brief description of the child; professional presentation (typed), thoroughness, organization and factual information on each child observed, as well as professional a final reflection including theories of child development and learning in relation to the child and how to create supportive, developmentally appropriate, culturally sensitive learning environments to better meet the needs of each individual child.

KEEP IN MIND…

Observations are FACTS not opinions.
"*She must be fed well because she looks healthy*." OPINION…did you observe how well she was fed?

It's all about what is seen!! You are not to write what is not seen.
"*Her parents read to her every night*." Did the observer see this?

Child observations provide you with opportunities to learn about children from children using a variety of approaches and to demonstrate your ability to be a critical observer of children.

Each observation is to be completed separately. Upon completion of each observation, you are to submit the
   (3-a) actual observation documentation with notes and appropriate forms,
   (3-b) a description of the observation and
   (3-c) a reflection with descriptive examples of what you feel you learned individually from each child's observation

   Thoroughly describe the following**: (1b)**

1. Physical Description/Age Range	8. Family Characteristics
2. Health Status	9. Relationships/Parent-Child / Sibling(s)-Child / Teacher-Child
3. Physical development	10. Early Childhood setting
4. Cognitive development	11. Class/Small group/Teacher-child
5. Social development	12. Play development
6. Emotional development	13. Technology in and around the child's life
7. Language development	14. Community characteristics

Step 4 - A: Individual Family Interviews and Reflections (4-page minimum for each family) (Std. 2a, 2c 4a) – Week 4 – 9 points
You are to interview a custodial family member of each child being observed. This interview is to be factual in nature (NO PERSONAL OPINIONS) and a MINIMUM of two typed pages. (NOTE: It is important to be mindful of family member's time. Schedule the interview at their convenience and take notes. Don't try to write your interview while sitting with the interviewee.) A suggestion - as soon as possible after the interview, take time to more fully "fill-in" the information. *Be sure to thank the interviewee for volunteering their time, sharing information and helping you complete your assignment*.

The written interview is to be thorough and professional in content and appearance. Information to include in your interview and is not limited to but is to include ALL the following information: (Note: Feel free to ask follow-up questions if needed.)

(**2a**)Describe the family demographics (family type, living situation, parent characteristics, approximate age of parents at child's birth, siblings, birth order, others in the home, employment-type, education level, other languages spoken in household)

(**2c**)Current child care background (description of the current child care setting, full-time or part-time, length of time at program, approximate number and ages of children served, program philosophy, distance to home/workplace, considerations that guided the decision to choose the program, what, if any, outside advise or information was sought before deciding.) Any previous child care experiences, length of time at current program (i.e., individuals or programs, if so full-time or part-time for how long and at what ages).

(**4a**)**In the past six months to year:** separately addressing **each** area of the child's growth and development
describe the child's physical, social, emotional, language and intellectual development-challenges and successes.
Final interview questions:
- What did you find to be the top two-three challenges raising your child?
- In general, what do you see as the challenges, in general, of raising a young child today?
- What do you see as the benefits to having your child in child care?

- What do you see as the challenges of having your child in child care?
- What child growth and development information do you wish you had had?
- What information about a child's growth and development do you want teachers of young children to have?

Step 4 – B

(2a)Family Interview Summary/Reflection: You will consider all the information shared to write an in-depth summary/reflection integrating the information obtained in ALL parts of the interview. This is to be at least of two typed pages or more.

Factually summarize the family situation and involvement with the child. Elaborate on what you think are the most significant and relevant points gleaned from the interview in relation to the child. What are some of the influences that you feel contribute to the child's development both positively and possibly negatively. Why does this matter?

Step 5: Piagetian Task for Preschooler ONLY – 3 parts (Description, Tasks, Reflection) (Std. SS2, 3b) – Week 5 – 6 points
(SS2, 3b) The student will complete the Preschool Piagetian Tasks with a Preschooler.

Step 6: **Combined Child Development Case Study Reflection (Std. 6d, 3b) – Week 6 – 6 points**
(6d)A combined reflection of the child observations include in this reflection:
(a)   any theoretical/development perspective you have studied (minimum of three or more) such as Piaget, Erickson, etc. in relation to the children observed
(b) **(3b)** and the importance of creating supportive, developmentally appropriate, culturally sensitive learning environments.

Step 7: Self Check and Assignment Assessment and ALL Steps (SS1, SS3, SS4) – Week 7 – 9 points

OBSERVATION PERMISSION SAMPLE can be used for both families and programs….

DATE: _____

(SS4) Dear _____
Family or Program Name

During this semester, I, _____, a Jefferson State Child Development
Student Name
student, am taking CHD 201—Child Growth and Development. This course is about gaining greater understanding and knowledge about how to support each and every young child's growth and development in the first years of life. The course involves observing and linking important teaching skills to and for each child.

I ask your permission to observe, _____, and communicate with you and your child
Child's Name
during daily life activities. Please know we, students, are reminded we are not "diagnosticians" but rather in the capacity of student learner, we are researchers discovering and reinforcing our observational skills and our teaching skills. Confidentiality is a priority.

Please complete and sign below. Thank you for your support of my professional growth as a student and the positive long-lasting benefits I hope to gain from this opportunity both now and in the future.

- -
Parents'/Guardians'/Program's Permission (Note: Program permission FOLLOWS Parent/Guardian permission.)

I give permission for my/this child to be observed by _____, as a CHD 201 student.
Student Name
Child's Name:_____   Age of Child: _____
(Please Print)   Months/Years
Signature: _____(Parent/Legal Guardian/Program)

Date:_____

Name: _____   **Date: _____**

KEY ASSESSMENT 1 - CHD 201 – Child Observation Portfolio – 45 pts				
NAEYC Standards and Skills	*Meets Professional Development Standards*	*Emerging Professional Development Standards*	*Does not meet Professional Standards*	*Point Value-Comments*
Step 1				
Supportive Skill 2: Mastering and applying foundational concepts from general education	All family and program observation sites permission forms included for each child	Omitted one- or two-family permission forms/or program observation sites	One or no observation sites or permission forms included	
Step 2				
Supportive Skill 2 *Mastering and applying foundational concepts from general education*	All age-appropriate observation checklists with comments completed	At least one or two age-appropriate observation checklists with comments is completed	Incomplete or no age-appropriate observation checklist(s).	
Step 3				
Standard 1a *Knowing and understanding young children's characteristics and needs, from birth through age 8.*	Used more than two methods of observation for documentation that focused on each child's characteristics and needs.	Used two methods of observation for documentation that focused on each child's characteristics and needs.	Observations do not meet observational documentation	
Standard 1b *Knowing and understanding the multiple influences on development and learning*	Multiple theoretical connections are made in the observation summaries.	Limited theoretical connections are made in the observation summaries.	No theoretical connections are made in the observation summaries.	
Standard 3b *Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, and data collection*	Detailed description of specific observations for each child and supporting information are placed in a thoughtful, logical way	Description of specific observations are present however lack supporting information	Limited or missing and description of observations and lacking supporting documentation	
Step 4				
Standard 2a *Knowing about and understanding diverse family and community characteristics*	Detailed description of family and community characteristics were presented.	Adequate description of description of family and community characteristics were presented.	Limited or no description of description of family and community characteristics were presented.	
Standard 2c *Involving families and communities in young children's development and learning*	Factual information and reflection on family impact for each child is provided	Factual information and reflection on the family impact for two children's families	Limited or no factual family information is provided.	
Standard 4a *Knowing, understanding, and using positive relationships and supportive interactions.*	Thoughtful reflections on family interview and the family-child relationships along with possible developmental impact were provided.	Limited or missing sections of the family interview, the family child relationships and reflections and developmental impact	One or no reflection on family interview, relationships, and reflection and no developmental impact	
Step 5				
Supportive Skill 2 *Mastering and applying foundational concepts from general education*	Piagetian Task completed	Piagetian Task partially completed	Piagetian Task not completed.	
Standard 3b *Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, and data collection*	Assessment of information demonstrates a clear understanding and reflection of child's developmental characteristics.	Assessment of information demonstrates understanding and reflection of child's developmental characteristics	Assessment of information demonstrates little or no understanding of children's developmental characteristics	

NAEYC Standards and Skills	Meets Professional Development Standards	Emerging Professional Development Standards	Does not meet Professional Standards	
Step 6				
Standard 6d *Integrating knowledgeable, reflective, and critical perspectives on early education*	Demonstrated strong understanding of the observation "process and product" and included more than three educational theory references per child.	Demonstrated adequate understanding of the observation "process and product" and included less than three educational theory references per child.	Limited or no understanding of the observation "process and product" and included less than no educational theory references per child.	
Standard 3b *Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection*	Factual comments/conclusions are supported in the overall reflection by the data recorded in the observation.	Most factual comments/conclusions are supported in the final conclusion by the data recorded in the observation.	Very few or no comments/conclusions are supported by the data recorded in the observation.	
All Steps				
Supportive Skill 3 *Written and verbal skills*	Writing is free from error and structurally correct.	Few writing errors and is basically sound.	Multiple writing errors and grammatical structure are lacking.	
Supportive Skill 4 *Making connections between prior knowledge/ experience and new learning*	Student articulates theory and research drawing on prior learning experience; reflecting on it, combining prior learning with new insights.	Student articulates limited theory and research to draw upon prior learning or experiences making connections to their new learning.	Student fails to make any connections between their prior learning or experiences to their new learning.	
Supportive Skill 1 *Self-assessment and self-advocacy*	Student fully completed Student Self Check and Assignment Assessment	Student partially completed Student Self Check and Assignment Assessment	Student did not submit a Student Self Check and Assignment Assessment	

Additional Comments: _____

_____

Child Observation Portfolio - Key Assessment #1
Student Self Check and Assignment Assessment
To Be Completed and Submitted with the Assignment

SELF-CHECK
Did I remember to include the following?

Observation 1	Developmental Checklist for Child 1
Observation 2	Developmental Checklist for Child 2
Family/Program 1 Permission(s)	**FACTUAL** Observation of Child 1
Family/Program 2 Permission(s)	**FACTUAL** Observation of Child 2
Family 1 Interview	Observation Reflections of Child 1
Family 2 Interview	Observation Reflections of Child 2
Family 1 Interview Reflection	**PRESCHOOL** Piagetian Tasks
Family 2 Interview Reflection	Child Development Case Study Reflection
	Self-Assessment Form

_____ Did I reread this assignment before submitting it to make sure the information included is thoroughly addressed?

_____ Did I submit this assignment in a neat, orderly manner?

ASSESSMENT

When I consider the Standards/Goals addressed in this assessment, do I feel this Key Assessment helped me achieve a greater understanding? _____ (Yes/No) **HOW?** (To adequately explain, feel free to continue on back)

IF NOT, how might this assignment be improved to help achieve greater understanding of this Key Assessment?
(To adequately explain, feel free to continue on back)

How would I grade this assignment?
   Presentation of all materials (originality, organization, neatness, completeness)   _____ (letter)
   Effort (research, preparation, creativity)   _____ (letter)

61

(SS1 , SS3)

106

Key Assessment 2 Description

Name of Key Assessment: **Family Focus Project**_____

Briefly describe this assessment and list the courses (course number as well as course name) that use this assessment. *(Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.)***:**

CHD 214-Families and Communities

Candidates interview three diverse families using a prepared set of questions and documenting the answers. Students then prepare a composite reflection of the interviews using a set of questions as a guide along with the standards. Lastly, the candidates prepare an online "family workshop" based on the topic that they feel would be most beneficial for the families from the interviews completed.

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.) This information should reflect the same alignment with key elements as indicated in the Key Assessment 2 column of the Overview chart of Key Assessments Aligned with the *2010 NAEYC Standards for Initial Early*

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e
	X		X	X	X													X	X		X

Childhood Professional Preparation.

		Yes	No
A	For any degree program in which this key assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?		X
B	For any degree program in which this key assessment is required, is this key assessment offered in an elective, rather than required course, for the degree program?		X
C	Does the rubric measure individual candidates' performance with regard to the standards (as opposed to evaluating groups of candidates together)?	X	

If you answered "yes" to A or B in the above chart, please describe how you ensure that those candidates take the key assessment prior to completing the program.

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

- ☐ X Online
- ☐ Face-to-Face

☐ **ITV**
☐ **Other_____**

Include:

1) The directions or guidelines for Key Assessment 2 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)

2) The rubric for Key Assessment 2 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

(INSERT Key Assessment 2 Directions and Rubric Here)

Key Assessment 2
CHD 214 – Family Focus Project
70 points total – 3 sections
REMINDER: Key Assessments are to be placed in your professional portfolio.

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NAEYC ASSOCIATE DEGREE STANDARDS FOCUS

NAEYC Standard 2: Building Family and Community Relationships:
  2a: Knowing and understanding diverse family and community characteristics
  2b: Supporting and engaging families and communities through respectful, reciprocal relationships
  2c: Involving families and communities in their children's development and learning
NAEYC Standard 1: Promoting Child Development and Learning,
  1b: Knowing and understanding the multiple influences on development and learning
NAEYC Standard 6: Becoming a Professional:
  6b: Knowing about and upholding ethical standards and other professional guidelines
  6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
  6e: Engaging in informed advocacy for children and the profession.

NAEYC Supportive Skills: 1. Self-assessment and self-advocacy
                 3. Written and Verbal Communication
                 4. Making Connections between prior knowledge and new learning
                 5. Identifying and Using Professional Resources.

</div>

REMINDERS: CONFIDENTIALITY IS REQUIRED

ASSIGNMENT OVERVIEW –*The most impactful relationship for a young child is that child's family. Therefore, as teachers of young children it is important to encourage and include families as a part of the "classroom team" to strengthen the positive impact on a child's life and to provide meaningful reciprocal relationships for all. The Family Focus Project is intended to provide students with a greater understanding of the diversity of families found in classrooms and a greater appreciation and need to work with diverse families.*

Students will interview families. The interviews are to provide students with examples of the various constructs of families found in each classroom. Through reflection of the interview information and utilizing professional and community resources, the student will develop a meaningful, respectful family workshop to appropriately and effectively address identified challenges and questions in support of the families.

Section 1: Family Interview: 30 points – 10 points each **(Focus: Standards 2a, 2b, 6b)**
   (2a) Make arrangements to interview three families with young children(Birth to 5*). Mix and match to include as many as possible of the following criteria: (1) at least two of the families need to have a child in some form of care outside the home; (2) include at least one father, (3) one family of an infant-toddler, (4) one family needs to have multiple children, (5) one family should have a child with a disability or English as their second language. Be polite and considerate when scheduling the interview. Schedule the interview at their convenience first. Use this form as a guide for the questions.

   Note there are three sections for ALL families to answer. You are to develop two thoughtful interview questions to include in the interview. Take brief reminder notes during the interview. Don't keep them waiting while you try to write down everything they say. Remember they are volunteering their time, sharing their information, and helping you complete an assignment. Each interview is to be a **minimum** of 2-typed pages (6+ total pages) and INCLUDE THE FOLLOWING INFORMATION AT THE TOP OF EACH INTERVIEW.

   (6b) Lastly, prepare thank you notes and send to EACH family. Personalize your thank you for each family and thank them for their willingness to share information about their family with you and for taking time from their busy schedules to help you complete an assignment! Include a **copy** of each thank you note (send the original note). Each thank you note should be professional in presentation and demonstrate respect unique to each family.

Through age 8, for Afterschool degree track ONLY

Section 1: Family Interview (cont.) (2b)

Interview Guide

Name of Interviewee: _____Date of Interview: _____

Age of Child(ren): _____   Relationship to child(ren): _____

Describe the family demographic information and characteristics, family type, living situation, siblings, others in the home, etc. Provide background on the child care arrangements (description of the type of program: center/family child care/ Head Start/other)

1. **FOR ALL FAMILIES-PART A**
    a.   What was your reaction to parenthood: adjustments, positive and negative aspects, changes in adult relationships and lifestyles?
    b.   How do you think the role of family has changed since your parents' generation?
    c.   What do you feel are the greatest family challenges today?
    d.   Describe a typical day with your child(ren)
2. *For families with an Infant-Toddler*
    a.   What are your greatest challenges with your child?
    b.   What do you enjoy about your child at this age?
3. *For families with multiple children*
    a.   Did you experience a change in family dynamics when the second child came along?
    b.   What are some examples of these changes?

4. *For families with a child with a disability or where English is the second language:*
    a.   What are the additional challenges you feel you face in trying to meet the needs of your child?
    b.   Do you feel child care programs are working to meet your child's needs?
    c.   How do you think child care programs could better meet this need(s)?
5. *For families with children in an out of home program*
    a.   What do you look for when seeking an out of home care for their child(ren)?
    b.   What convinced you that this was the right program for your child?
    c.   What do you want in terms of your own involvement with the child care program and the teacher?
    d.   What are some things you feel you have gained from your child's teacher?
    e.   What is an example of a time when you felt you and the teacher were working as partners?
    f.   What do you see as a benefit of the teacher and family working together?
    g.   Have your child care experiences been positive or challenging?
    h.   What, if anything, would you want to see changed or improved in child care programs?
    i.   What do you think could be barriers to communication between a teacher and family?
6. **FOR ALL FAMILIES – PART B**
    a.   Do you feel businesses and communities benefit from having quality child care? How? If not, why?
    b.   How do you feel communities and our state can better support young children and families?
    c.   Are you aware that scientific studies are now proving what we have known for years that the first years are the most formative years in a person's life?
    d.   Are you aware that Alabama has the second highest percentage of children in out of home care in the country according to a recent national study?
    e.   Are you aware that being a licensed child care program means meeting a MINIMUM health and safety standard?
7. **FOR ALL FAMILIES - PART C - *Develop two professional, thoughtful questions of your own to ask?***

    THANK YOU NOTES Reminder!

Section 2: Family Interviews Reflection: 20 points (Focus on Standards: 1b, 6d, ss3, ss4)

(6b)Utilizing the information from each of the three interviews in Section 1 and focusing on the NAEYC Standards, prepare a minimum of 2-typed pages summary/reflection of the interviews. REMINDER: Remain as factual as possible. Refer to the standards in your summary.

1. Factually describe the families and their living situations.
2. What are the families' strengths and challenges?

Section 2: Family Interviews Reflection (cont.) **(1b)**

3. What do you think is the most significant information gained from the interviews as it relates to working with families?
4. What did you learn about the families' experiences with child care/afterschool (both positive and/or negative)?
5. How do you see as the value to building reciprocal relationships with families as a result of what you learned?
6. What are some ways these families could be supported?
7. How might you involve these families in your program?
8. If you could choose one topic (either about parenting or child development) you feel would benefit these families, what topic would you choose and why?*
9. What community resources would you use and provide to the families to support this topic?
10. NAEYC Associate Degree Standards(above) are cited and incorporated into the reflection.

_____

Section 3: Family Workshop: (20 points) (**Standards: 2c, 6e ss3, ss5**)
 Using the topic you identified in your Reflection as beneficial to the families you interviewed, prepare a family workshop. Include the following:

1. Title of the Workshop
2. (**6e**)What is the overall goal of the workshop? (What do you hope the families will learn/gain from your workshop?)
3. (**6e**)What considerations went into determining the need for the chosen topic?
4. **(6e)**What are at least six facts or important pieces of information you want to share with the families about this topic? Present the facts/information as a PowerPoint, YouTube, Zoom, Prezi, or online flip chart visible to a group of people. Make sure it's clear, concise and grammatically correct. (See CHD handbook for online submissions.)
5. **(2c, SS5)**Develop a list of hands-on or visual information such as handouts, brochures, pictures, posters, etc. to promote your workshop and to support the information being shared in your workshop.
6. **(2c)**Lastly, list at least three ways you can engage families during the workshop.

Self-Check and Assessment (SS1, SS3))

Student Name_____   Date Submitted_____

KEY ASSESSMENT 2 - Family Focus Project Rubric (70 pts.)

FAMILY INTERVIEWS (30 points)				
NAEYC Standards and Skills	*Meets Professional Development Standards 6-7 pts*	*Emerging Professional Development Standards 4-5 pts*	*Does not meet Professional Standards >3 pts*	*Point Value*
Standard 2a *Knowing about and understanding diverse family and community characteristics*	3 Interviews conducted with families of children (birth to 5*) of varying criteria, follow-up questions are thought-provoking and professional.	3 Interviews conducted with families of children (birth to 5*) and follow-up questions included	<3 Interviews conducted with families OR follow-up questions not included.	
Standard 2b *Supporting and engaging families and communities through respectful, reciprocal relationships*	Interview answers all questions with depth and detail and includes follow up answers that reveal quality information about relevant concerns about development, care and advocacy.	Interview answers questions with detail, providing essential information gathered based upon familial concerns about child care and development.	Key interview questions are omitted or not fully answered, includes brief discussion of questions and obtains little relevant information.	
Standard 6b *Knowing about and upholding ethical standards & other professional guidelines*	Evidence of three individualized thank you notes for each family expressing appreciation for their assignment help.	Evidence of less than three thank you notes and/or lack of Individualized appreciation for their assignment help	Limited or no evidence of an expression of appreciation to the families.	
REFLECTION – 20 pts. (6d, 1b, ss4)				
Standard 6d *Integrating knowledgeable reflective, and critical perspectives on early education*	Responses to all interview and summary questions clearly and thoroughly described in detail with relevant ideas for professional and community awareness and involvement.	Responses to interview and summary questions answered, some valuable, relevant, information and ideas provided	Summary and reflection are incomplete, vague, or unclear, provide little relevant information about family or child.	
Standard 1b *Knowing and understanding the multiple influences on early development and learning*	A strong topic is identified from the interviews clearly representing the families perspectives and consideration of needs	An appropriate topic is identified based on the families' perspectives.	No clear topic emerges due to a weak interview.	
Supportive Skill 4 *Making Connections between prior knowledge/ experience and new learning*	More than three connections between prior learning and new learning are articulated in the reflection.	Less than three connections between prior learning and new learning are articulated in the reflection.	No articulation of any connection between prior learning and new learning.	
FAMILY WORKSHOP – 20 pts (2c, 6e, ss5)				
Standard 6c *Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.*	Technology such as video platforms, learning management systems, PowerPoint, or other technology platforms are used effectively to present information to families with electronic resources based on detailed parent	Technology such as video platforms, learning management systems, PowerPoint, or other technology platforms were not used effectively to present information to families and provision of electronic resources based on detailed	Technology such as video platforms, learning management systems, PowerPoint, or other technology platforms were not used effectively to present information to families or provision of electronic resources based on detailed	Family engagement workshop in the required format using technology was not included.

	interviews to support and provide information on the importance of family engagement.	parent interviews to support and provide information on the importance of family engagement were not fully included.	parent interviews to support and provide information on the importance of family engagement were not included.		
Standard 6e *Engaging in informed advocacy for children and the profession*	Evidence was provided to justify the topic choice based on a (1) reflective approach to combined family information (2) merged with professional values and standards, (3) as well as current research.	Some evidence was provided to justify the topic choice on a limited basis and lacked (1) on a reflective approach to combined family information (2) merged with professional values and standards, (3)as well as current research.	No real evidence was provided to justify the topic choice and did not articulate a reflective process for determining the topic.		
Standard 2c *Involving families and communities in young children's development and learning*	Workshop is based on family perspective determined in interview process. Consideration of reading level, amount of information are specific for the family audience, conveying a positive, developmentally appropriate, educational presentation	Some local community or professional resources and information are identified in workshop to engage the family with the topic and/or with outside resources.	Resources provide unreliable, poor quality and/or false information and may not engage the family with the topic or community resources.		
Supportive Skill 5 *Identifying and using professional resources*	Students identify multiple professional resources demonstrate an understanding of how the resources could be of benefit to children and families	Students identify (less than three) professional resources and demonstrate a vague understanding of how the resources could benefit children and families.	Professional resources are not identified adequately and no reference to how the resources could benefit children's families.		
ALL SECTIONS					
Supportive Skill 3 *Written and Verbal skills*	Sections are typed with less than 2 errors in spelling and written skills, well organized, easy to read, respectful, and confidential.	Sections are typed with less than 5 errors in spelling and written skills. Fairly well organized and easy to read, evidence of confidentiality and respect.	Sections are not typed and have errors in spelling and writing skills, poorly organized and hard to read. Lacks respect and confidentiality.		
Supportive Skill 1 *Self-assessment and self-advocacy*	Student fully completed Student Self Check and Assignment Assessment	Student partially completed Student Self Check and Assignment Assessment	Student did not submit a Student Self Check and Assignment Assessment		

Comments: _____

_____

Key Assessment #2 - Student Self Check and Assignment Assessment
To Be Completed and Submitted with the Assignment

SELF-CHECK

	Did I remember to include the following?
	Grading Rubric
	Section 1 Family Interview Part A, B, & C
	Section 2 Interview Reflection
	Section 3 Family Workshop Electronic Format
	Self-Assessment Form

_____ Did I reread this assignment before submitting it to make sure the information included is thoroughly addressed?

_____ Did I submit this assignment in a neat, orderly manner?

1. When I consider the Standards/Goals addressed in this assessment, do I feel this Key Assessment helped me achieve a greater understanding of Families? _____ **HOW?** (*Feel free to continue on back*)

   If not, how might this assignment be improved to help achieve greater understanding of this Key Assessment and the importance of Family Connection and Communication?

2. How would I grade this assignment?
   Presentation of all materials (*originality, organization, neatness, completeness*)   _____ (letter)
   Effort (*research, preparation, creativity*)   _____ (letter)

Key Assessment 3 Description

Name of Key Assessment: _____ **Modified Accessibility Material- Oral Presentation and Project**
_____

Briefly describe this assessment and list the courses (course number as well as course name) that use this assessment. *(Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.)***:**

CHD 210 – Exceptional Young Children

Candidates complete an observation form then reflect on the child, the challenge, and what might be needed to support the child's learning opportunities. Utilizing the information and related article research, the candidate develops modified material to benefit the child and prepares an online presentation to introduce and explain the development of the material and benefit for the child.

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.) This information should reflect the same alignment with key elements as indicated in the Key Assessment 3 column of the Overview chart of Key Assessments Aligned with the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e
X		X				X	X		X		X		X								

A	For any degree program in which this key assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?	Yes	No X
B	For any degree program in which this key assessment is required, is this key assessment offered in an elective, rather than required course, for the degree program?		X
C	Does the rubric measure individual candidates' performance with regard to the standards (as opposed to evaluating groups of candidates together)?	X	

If you answered "yes" to A or B in the above chart, please describe how you ensure that those candidates take the key assessment prior to completing the program.

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

- ☐ X Online
- ☐ Face-to-Face
- ☐ ITV
- ☐ Other_____

Include:

1) The directions or guidelines for Key Assessment 3 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)

2) The rubric for Key Assessment 3 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

(INSERT Key Assessment 3 Directions and Rubric Here)

CHD 210 – Modified Accessibility Material - Oral Presentation and Project
Key Assessment 3
points total – 3 sections
REMINDER: Key Assessments are to be placed in your Professional Portfolio.

NAEYC ASSOCIATE DEGREE STANDARDS FOCUS

NAEYC Standard 1: Promoting Child Development and Learning,
> **1a:** Knowing and understanding young children's characteristics and needs, from birth through age 8.
> **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
> **3a:** Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
> **3b:** Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
> **3d:** Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

NAEYC Standard 4: Using Developmentally Effective Approaches
> 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
> 4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC Supportive Skills: 1: Self-assessment and self-advocacy
> 2: Mastering and applying foundational concepts from general education
> 3: Written and verbal skills
> 4: Making connections between prior knowledge/ experience and new learning
> 5. Identifying and Using Professional Resources

NOTE: THIS ASSIGNMENT WILL TAKE MORE THAN TWO OR THREE WEEKS TO COMPLETE!

ASSIGNMENT OVERVIEW – *This Modified Material Accessibility assignment is intended to provide students with an opportunity to observe a child with special needs, consider the needs of the child, and using the knowledge gained through observation, previous Child Development studies and research, develop a simple accessibility material that will enable the child to achieve greater success in the classroom. It is NOT about developing a technologically detailed assistance but IS about discovering a creative way to assist a child. It is also about remembering to consider each and every child in the classroom discovering each child's strengths and challenges to offer creative learning opportunities to meet their full potential.*

_____

Step 1: Signed Permissions (SS2)
> Locate a child with a disability. With family and program permission copies <u>to be included with your observation reflection</u> (sample permission provided) choose and observe a child with special needs.

Step 2: (**3b**)Observation should include notes and information about covering the child's development; physically, mentally, socially and emotionally; their learning style; Gardner's intelligences

Step 3: (3b))Observation Reflection
> Write a three-page observation summary and include copies of the observation for and information note about the child's challenge and what was observed. Prepare a one-page reflection on your observation. (Four pages TOTAL)] Remember to include the permission slips.

Step 4: (1c, 3a, 3d, 4d))Modified Accessibility Material
> (**3a**)Using the observation information, article research (at least two or more articles CITED); together with what you have learned in this course and previous Child Development courses. (**1c, 3d**)Prepare a modified device to provide greater activity accessibility for the child observed.

(cont.)

Modified Materials – Pg 2

Step 5: Presentation (4d)

Prepare an oral presentation for the class online*. See Presentation requirements in the Child Development Handbook. The presentation will include the following descriptions:

The child and his/her challenge (NO real names – Confidentiality) (4b, 4d, SS4. SS5)

 a. **(4b)**the modified materials currently being utilized
 b. **(4b, SS4)**how you determine your modified material including article research citations
 c. **4b)**how you created the modified material
 d. **4b)**how the child can use this item
 e. **4b)**the developmental skills your modified material benefits
 f. **4b, SS4))**the amount of money spent (*it should be a very small amount of money, if any*)
 g. **4b)**the durability and attractiveness of the modified material
 h. **4b)**description of how the child did with the modified material
 i. **(4d)**what changes you might make the next time you make this item.
 j. (**4d**, **SS5**)the potential teaching applications
 k. **(4d**)and a summary reflection of this project

*Choose one of two options: 1) prepare and upload a video presentation in specially designated Blackboard discussion area labeled Modified Materials Project with the modified material; or upload a sound recording an uploaded detailed poster and visibly visual photos of the modified device.

OBSERVATION PERMISSION SAMPLE can be used for both families and programs**…. (SS2)**

DATE: _____

Dear _____
Family or Program Name

During this semester, I, _____, a Jefferson State Child Development
Student Name
student, am taking CHD 210—Exceptional Young Children. This course is about gaining greater understanding and knowledge about how to support each and every young child's growth and development in the first years of life. The course involves observing and linking important teaching skills to and for each child.

I ask your permission to observe, _____, and communicate with you and your child
Child's Name
during daily life activities. Please know we, students, are reminded we are not "diagnosticians" but rather in the capacity of student learner, we are researchers discovering and reinforcing our observational skills and our teaching skills. Confidentiality is a priority.

Please complete and sign below. Thank you for your support of my professional growth as a student and the positive long-lasting benefits I hope to gain from this opportunity both now and in the future.

- -

Parents'/Guardians'/Program's Permission (Note: Program permission FOLLOWS Parent/Guardian permission.)

I give permission for my child to be observed by _____, as a CHD 210 student.
Student Name
Child's Name:_____ Age of Child: _____
(Please Print)   Months/Years
Signature:_____(Parent/Legal Guardian/Program)

Date:_____

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Name: _____   **Date: _____**

KEY ASSESSMENT 3 - CHD 210 - Modified Accessibility Material Project and Oral Presentation				
NAEYC Standards and Skills	*Meets Professional Development Standards* ___ pts	*Emerging Professional Development Standards* ___ pts	*Does not meet Professional Standards* ___ pts	*Point Value*
Supportive Skill 2: *Mastering and applying foundational concepts from general education*	All family and program observation sites included for each child, as well as all permission forms	Omitted one- or two-family permission forms/or program observation sites included.	One or no observation sites or permission forms included.	
Standard 3b *Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments*	The student provides detailed descriptions of current adaptations and how they are to benefit the child	The student provides general descriptions of current adaptations and how they are to benefit the child.	The student demonstrates little or no knowledge of current adaptations and/or benefit to the child	
Standard 3a *Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children*	The student provided a detailed description utilizing developmental knowledge, assessment information and goals based on the information to develop a modified material	The students described the approach to modified material determination utilizing less than three of the determining factors; developmental knowledge, assessment and appropriate goals/strategies to benefit the child.	The student briefly presented information that comprised	
Standard 1c *Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children*	The student identified two or more developmental needs of the child to help determine a modified material need for the child.	The student identified one developmental consideration for modified material.	The student did not provide a limited description or no description of the developmental consideration for the modified material.	
Standard 3d *Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.*	The student described more than two assessments used to determine what modified material to develop.	The student described an assessment used to determine the development of the modified material.	The student did not describe any assessment to determine modified material development.	
Standard 4d *Reflecting on own practice to promote positive outcomes for each child*	The student described the process used determine the modified material choice.	The student can accurately identify one area of development that may be enhanced from the use of this item.	The student cannot accurately identify any area of development that may be enhanced from the use of this item.	
Standard 4b *Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology*	The item is well constructed of quality materials and is attractive and appropriate for the young child and will withstand reasonable handling by a young child.	The item is constructed of materials that are somewhat attractive and appropriate for the young child will withstand only minimal handling by the young child.	The item is not attractive and/or not appropriate for the young child and will not withstand handling.	
Supportive Skill 4 *Making connections between prior knowledge/ experience and new learning*	The student's presentation provides complete and accurate information on the description of the child, current adaptations, and the description and resources	The student's presentation provides partial information on the description of the child; current adaptations, and the description and resources used in determining the	The student's presentation provides inadequate or no information on the description of the child, current adaptations, and the description and resources	

	used in determining the development of modified material	development of modified material	used in determining the development of modified material	
Standard 4d *Reflecting on own practice to promote positive outcomes for each child*	The presentation closes with a thoughtful reflection on the modified material project and the potential teaching applications.	The presentation closes with a moderate reflection on the modified material project and/or the possible potential teaching applications.	The presentation lacked reflection on the project and/or potential teaching applications.	
Supportive Skill 5 *Identifying and using professional resources*	Students identify multiple professional resources demonstrate an understanding of how the resources could be of benefit to children and families	Students identify (less than three) professional resources and demonstrate a vague understanding of how the resources could benefit children and families.	Professional resources are not identified adequately and no reference to how the resources could benefit children's families.	
Supportive Skill 1 *Self-assessment and self-advocacy*	Student fully completed Student Self Check and Assignment Assessment	Student partially completed Student Self Check and Assignment Assessment	Student did not submit a Student Self Check and Assignment Assessment	

Comments: _____

_____

Key Assessment #3 - Student Self Check and Assignment Assessment

To Be Completed and Submitted with the Assignment

SELF-CHECK

Did I remember to include the following?

	Signed Permission
	Observation
	Observation Reflection
	Modified Accessibility Material
	Oral Presentation
	Self-Assessment Form completed

_____ Did I reread this assignment before submitting it to make sure the information included is thoroughly addressed?

_____ Did I submit this assignment in a neat, orderly manner?

---

3. When I consider the Standards/Goals addressed in this assessment, do I feel this Key Assessment helped me achieve a greater understanding of a) observing and assessing as well as b) for a child with an exceptionality? _____ **HOW?** (*Feel free to continue on back*)

    If not, how might this assignment be improved to help achieve greater understanding of this Key Assessment and the importance of a) observing and assessing as well as b) greater understanding of a child with an exceptionality? (*Feel free to continue on back*)

4. How would I grade this assignment?

    Presentation of all materials (*originality, organization, neatness, completeness*)   _____ (letter)

    Effort (*research, preparation, creativity*)   _____ (letter)

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Key Assessment 4 Description

Name of Key Assessment: **Comprehensive Unit Planning Assignment**
_____

Briefly describe this assessment and list the courses (course number as well as course name) that use this assessment. *(Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.)***:**

CHD 206 – Children's Health and Safety OR **CHD 231 – Afterschool Program Planning** Candidates uses an online program to prepare a color-coded presentation that includes a unit web of a chosen topic based on curriculum areas, areas of development and senses, as well as teaching approaches. Upon completion of the unit web, candidates prepare four lesson plans and a concept board online to accompany the topic. ***NOTE:** CHD 231 in the Afterschool track is the equivalent courses CHD 205 in the Preschool track within the Child Development degree. This assignment is exactly the same with the exception of the focus - CHD 205 focuses on Preschool programs and CHD 230 focuses on Elementary afterschool (K-3) early childhood years.

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.)

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e
										X	X	X	X	X	X	X					

This information should reflect the same alignment with key elements as indicated in the Key Assessment 4 column of the Overview chart of Key Assessments Aligned with the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*.

A	For any degree program in which this key assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?	Yes	No X
B	For any degree program in which this key assessment is required, is this key assessment offered in an elective, rather than required course, for the degree program?		X
C	Does the rubric measure individual candidates' performance with regard to the standards (as opposed to evaluating groups of candidates together)?	X	

If you answered "yes" to A or B in the above chart, please describe how you ensure that those candidates take the key assessment prior to completing the program.

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

☐ X Online

☐ **Face-to-Face**
☐ **ITV**
☐ **Other**_____

Include:

1) The directions or guidelines for Key Assessment 4 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)

2) The rubric for Key Assessment 4 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

(INSERT Key Assessment 4 Directions and Rubric Here)

CHD 206/CHD 231 – Comprehensive Unit Planning Assignment
Key Assessment 4
100 points

REMINDER: Key Assessments are to be retained.

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NAEYC ASSOCIATE DEGREE STANDARDS FOCUS

NAEYC Standard 4: Using Developmentally Effective Approaches:

    4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

    4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

    4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

    4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum:

    5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts- music and movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies

    5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

    5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

NAEYC Supportive Skills: 2: Mastering and applying foundational concepts from general education

                                  3: Written and verbal skills

</div>

ASSIGNMENT OVERVIEW – *Unit planning is an important tool for classroom teachers. It promotes the teaching-learning process and helps teachers maximize each and every child's learning potential based on the knowledge of how children grow and develop as well as the ongoing observation and assessment. Planning also provides organization and helps provide focus to the activities within the classroom for each child.*

This assignment is intended to provide students with the opportunity to plan a comprehensive, developmentally appropriate, topical unit of study, including all of the components and considerations incorporated in the classroom learning opportunities. Components included in the assignment are a concept board and lesson plans. Unit planning considerations to include are: addressing all developmental areas for each and every child (socially, emotionally, mentally, and physically), all senses (seeing, feeling, tasting, smelling, and hearing), and child-initiated or teacher directed activities; as well as a concept board and lesson plans.

_____

Please label each section with the appropriate heading.

Part 1: Unit Web: (Standards 4b, 4c, 5c)

1. **(4b)**The student will develop a unit of study on one chosen curriculum topic.
    a. This unit can be brainstormed in a rough draft format then placed in a web format with the chosen curriculum topic in the center.

2. **(5c)**Surrounding the center topic should be various subject areas, such as art, science, outdoor play, books, sand/water play, etc.
    a. Each of these subject areas should have 3 to 4 activities listed that focus on the chosen curriculum topic.

3. **(4c)**Students will then develop a color code for their web that includes a color for each of the four developmental areas (social, emotional, mental, and physical), senses (seeing, feeling, tasting, smelling, and hearing), and child-initiated or teacher-directed (11 colors in all).

4. (**4b**)Each activity in the various subject areas will be color coded for a major developmental area, and either child-initiated or teacher-directed (3 colors) to show a well-rounded curriculum.
    a. Students should see a variety of colors when they are finished color coding their web,
    b. If there is not a variety of colors the student may have too many activities that focus on one developmental area or one sense, or the teacher may be overly involved and therefore not promoting autonomy or not involved enough and therefore not building positive relationships with children.

5. (**4b**)The finished web should be displayed on a poster in a professional manner, neat and organized with a color code legend. (Take a picture of your finished web. Place your picture in your document.)
    a. Pictures of your poster should be inserted into your word document. DO NOT download jpg pictures to the Assignments tab. They will not be opened! It is important that when you turn your work in online, that you have ONE complete document with ALL your work in the order given here. Work that is turned in in pieces will not be graded.

Part 2: **Lesson Plans: (Standards 4d , 5a, 5b)**
1. (**5b**)The student will choose four activities from the various subject areas on their web that focus on their curriculum topic and create developmentally appropriate lesson plans for each.
    a. Each lesson plan should include Name of activity, objectives, materials, procedures, cultural, linguistic, and ability diversity and evaluation/reflection.

2. (**5a**)Lesson plans should be detailed, organized, typed, and follow the guidelines from the text.
    Unit Planning (Chapters 11, 14,19)

The student will choose four activities from the various subject areas on their web that focus on their curriculum topic and create developmentally appropriate lesson plans for each. Each lesson plan should include the following**…(5b)**

Your lesson plans should follow this basic guideline. Keep in mind that four activities are REQUIRED, but you may do more.

I Activity Title:

Age Group:

Goals/objectives for Children's learning:

Materials Needed:

Procedures/Strategies for teaching this activity:
Learning activities/cultural/Linguistic and ability diversity

Evaluation/Reflection: Your evaluation of each activity should be no less than 4 multiple word sentences. These can be incorporated into your comprehensive reflection of the assignment.

II Activity Title:

Age Group:

Goals/objectives for Children's learning:

Materials Needed:

Procedures/Strategies for teaching this activity:
Learning activities/cultural/Linguistic and ability diversity

(4d)Evaluation/Reflection: Your evaluation of each activity should be no less than 4 multiple word sentences. These can be incorporated into your comprehensive reflection of the assignment.

III Activity Title:

Age Group:

Goals/objectives for Children's learning:

Materials Needed:

Procedures/Strategies for teaching this activity:
Learning activities/cultural/Linguistic and ability diversity

Evaluation/Reflection: Your evaluation of each activity should be no less than 4 multiple word sentences. These can be incorporated into your comprehensive reflection of the assignment.

IV. Activity Title:

Age Group:

Goals/objectives for Children's learning:

Materials Needed:

Procedures/Strategies for teaching this activity:
Learning activities/cultural/Linguistic and ability diversity

Evaluation/Reflection: Your evaluation of each activity should be no less than 4 multiple word sentences. These can be incorporated into your comprehensive reflection of the assignment.

Part 3: Concept Board: (Standards 4a and 4c and Supportive Skill 2 and 3)
   1. **(4a)**Using the curriculum topic and a 2' X 3' display board or appropriate box (must be clean, empty, and shallow) the student will prepare a concept board to be used for group/circle time.   Your concept board and all materials collected her should be a useable unit for the group of children you are currently working with, or with the age group you plan to work with. This should be materials that you will use in your classroom.
        a. **(4c, SS3)**The concept board should display the chosen curriculum topic as well as, two related detachable materials to use during group time, two children's books on the curriculum topic, five related, open ended subject questions and vocabulary words for expansion of knowledge and connecting of prior knowledge.

b. **(SS2)**The concept board should be aesthetically pleasing, visible by each-and-every child at group/circle time and follow the manuscript chart in the student handbook.

c. It is suggested that you provide a YouTube video for the instructor with you describing/explaining your work.

See Assignment Guidelines in the Child Development Student Handbook.

Your Name: _____   **Date: _____**

➢ **Comprehensive Unit Planning Assignment Rubric** is for you to check your work. You may add your comments in the point value-comments section, I will also use this to grade your work. Please add your comments in red.

Key Assessment 4
CHD 206/231 Comprehensive Unit Planning Assignment Rubric

Part 1: Unit Web (35 Points)				
NAEYC Standards and Skills	*Meets Professional Development Standards*	*Emerging Professional Development Standards*	*Does not meet Professional Standards*	*Your Comments*
Standard 4b *Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology*	Web is professional in appearance, organization, with color legend, displayed exceptionally (graphics are appropriate, not too much or too little) as an effective strategic tool for planning and educating	Web is complete, organized, with color legend, graphic may or may not be included and/or appropriate, useful for planning	Web lacks organization, legend, and evidence of knowledge or understanding of its use as an effective tool, web would not be useful for planning or educating in current state	
Standard 4c *Using a broad repertoire of developmentally appropriate teaching/learning approaches*	Developmental areas, senses, and child-initiated/teacher-directed activities, as evidenced by rich variety of colors, ensure a vast array of approaches	Developmental areas, senses, and child-initiated/teacher-directed activities show some variations for appropriate approaches	Developmental areas, senses, and child-initiated/teacher-directed activities are similar, lacking variety of approaches, limiting developmentally appropriate teaching opportunities	
Standard 5c *Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child*	Activities are numerous, supportive of subject areas, creative, diverse, challenging, meaningful, and developmentally appropriate for each and every child.	Activities align with subject areas, with evidence of some creativity, diversity, and are of developmental appropriateness for curriculum	Activities are lacking in some or all subject areas, not creative, diverse, challenging, or developmentally appropriate.	
Part 2: Lesson Plans (35 Points)				
NAEYC Standards and Skills	*Meets Professional Development Standards*	*Emerging Professional Development Standards*	*Does not meet Professional Standards*	*Comments*
Standard 4d *Reflecting on own practice to promote positive outcomes for each child*	Lesson plans are developmentally appropriate, written for each and every child, include cultural, linguistic, and ability diversity. Evaluation/ Reflection is based on own practice, thorough, and promotes positive outcomes for each child	Lesson plans are developmentally appropriate, and show some evidence of cultural, linguistic, and ability diversity. Evaluation/ Reflection is included, and consideration is evident for positive outcomes	Lesson plans are not developmentally appropriate, are not written for each and every child, do not include cultural, linguistic, or ability diversity. Evaluation/ Reflection is not included	
Standard 5a *Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-*	Lesson Plans show understanding of content knowledge of subject areas through detailed and thorough objectives, procedures, and materials. Lesson plans cover multiple	Lesson plans contain objectives, procedures, and materials. Lesson plans cover at least three subject areas and include resources from appropriate disciplines	Lesson plans do not contain objectives, procedures, or materials. Lesson cover less than three subject areas and do not include resources from appropriate disciplines	

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music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	subject areas, evidence of knowledge, and ability to include resources from appropriate disciplines			
Standard 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	Four activities were chosen from various subject areas using the web format created focused on a selected curriculum topic.	Three activities were chosen from various subject areas using the web format created board focused on a selected curriculum topic.	Two or less activities were chosen from various subject areas using the web format created focused on a selected curriculum topic.	

Part 3: Concept Board (30 Points)				
NAEYC Standards and Skills	*Meets Professional Development Standards*	*Emerging Professional Development Standards*	*Does not meet Professional Standards*	*Comments*
Standard 4a *Understanding positive relationships and supportive interactions as the foundation of their work with young children*	Concept board development of chosen topic and materials shows clear evidence of positive and supportive teacher/child relationship and preparation for learning, with hands on materials, consideration of attention span, and learners' various developmental levels. All materials are safe, reflective of the five senses, and each developmental area.	Concept board development and chosen topic and materials support learning, with consideration of safety and senses.	Concept board development and topic is lacking in supportive learning, materials are not sensory related or safe.	
Standard 4c *Using a broad repertoire of developmentally appropriate teaching/learning approaches*	Concept board is strongly based on a DAP topic, includes DAP materials for teaching and learning, expands learning and connects to prior knowledge through the use of multiple detachable materials, books, questions, and vocabulary that include each and every learner as well as their cultural, linguistic, and ability diversity.	Concept board is based on a DAP topic and includes all required DAP material. Evidence of consideration or learners' needs is evidenced in materials, books, questions, and vocabulary.	Concept board is not based on a DAP topic and does not include all DAP required materials. Lacks evidence of consideration of learners needs	
Supportive Skill 2 *Mastering and applying foundational concepts from general education*	Concept board is viewable by each and every learner, with appropriate manuscript, and is aesthetically pleasing and inviting to learners.	Concept board is viewable with appropriate manuscript.	Concept board is not viewable by each and every learner, does not contain appropriate manuscript is not aesthetically pleasing or inviting.	
Supportive Skill 3 *Written and verbal skills*	Lesson Plans are grammatically correct, precise, explanatory in nature, and include new vocabulary for expansion.	Lesson Plans are grammatically correct, clear, and well organized.	Lesson Plans are grammatically incorrect, unclear and unorganized.	

➢ **Comments: (Reflect on what you have learned from this assignment.**

Reflect on what you have learned from this assignment.

It is important that you reflect on what you are doing and providing for the children in your care.

Please use as much space as you need.

This last piece is ESPECIALLY important. Reflection on what you are reading, researching, and applying to working with children and families are the foundation of what you are doing in early care and education. Read, ask questions and give complete, thoughtful responses. The goal is for you to have a complete unit of study for your classroom. This is NOT busy work!

Key Assessment 5 Description

Name of Key Assessment: __**Ethical Dilemma Journal Assignment**
_____

Briefly describe this assessment and list the courses (course number as well as course name) that use this assessment. *(Note: The program is responsible for ensuring consistency in key assessment name and standard alignment throughout its Self-Study Report.)***:**

CHD 205 – Program Planning for Young Children OR CHD 231 – Afterschool Program Planning*
Candidates begin by reviewing the appropriate Code of Ethical Conduct and reflecting on their professional understanding of the Code based on assigned videos and guided review. Candidates choose identified ethical dilemmas and begin a process of determining how to address each dilemma. Information is collected and includes candidate viewpoint, peer viewpoint, code of ethical conduct and statement of commitment, and program standards. Once the information is compiled and a determination is made, the candidate reflects on the process of dealing with each dilemma. Upon completion of the journal, the candidate develops a personal, professional philosophy of education or reviews their previously developed philosophy of education for any amendments then submits the philosophy and the journal. ***NOTE:** CHD 231 is the equivalent courses for CHD 205 in the Afterschool track within the Child Development degree. This assignment is exactly the same with the exception of the focus - CHD 205 focuses on Preschool programs and CHD 230 focuses on Elementary afterschool (K-3) early childhood years.

This key assessment is aligned with which of the following key elements? (Place a check or X where applicable.)
This information should reflect the same alignment with key elements as indicated in the Key Assessment 5

1			2			3				4				5			6				
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e
X										X		X					X	X		X	

column of the Overview chart of Key Assessments Aligned with the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation.*

A	For any degree program in which this key assessment is required, is this key assessment offered in a course for which candidates can receive transfer credit or prior learning experience credit?	Yes	No X
B	For any degree program in which this key assessment is required, is this key assessment offered in an elective, rather than required course, for the degree program?		X
C	Does the rubric measure individual candidates' performance with regard to the standards (as opposed to evaluating groups of candidates together)?	X	

If you answered "yes" to A or B in the above chart, please describe how you ensure that those candidates take the key assessment prior to completing the program.

Please indicate how this key assessment is delivered to the candidate (check all that are applicable):

- ☐ X Online
- ☐ Face-to-Face

☐ **ITV**
☐ **Other**_____

Include:

1) The directions or guidelines for Key Assessment 5 as they are given to candidates. (The key elements of the relevant standards addressed in the directions/guidelines are clearly labeled.)

2) The rubric for Key Assessment 5 that is used by faculty or field supervisors to evaluate candidate work on each of the key elements of the standards they are designed to assess. (The key elements of the relevant standards addressed in the rubric are clearly labeled.)

(INSERT Key Assessment 5 Directions and Rubric Here)

Key Assessment 5
CHD 205/CHD 231 – Ethical Dilemma with Educational Philosophy Journal Assignment

120 points total? Ask about thoughts on adding a self-evaluation column
REMINDER: Key Assessments are to be retained.

NAEYC ASSOCIATE DEGREE STANDARDS FOCUS

NAEYC Standard 1: Promoting Child Development and Learning
   1a: Knowing and understanding young children's characteristics and needs, from birth through age 8
NAEYC Standard 4: Using Developmentally Effective Approaches
   4b: Knowing and understanding young children's characteristics and need, from birth through middle childhood.
NAEYC Standard 6: Becoming a Professional:
   6a: Identifying and involving oneself with the early childhood field
   6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
   6d: Integrating knowledgeable, reflective, and critical perspectives on early
NAEYC Supportive Skills: 1. Self-assessment and self-advocacy
                  2: Mastering and applying foundational concepts from general education
                  3: Written and verbal skills
                  4: Making connections between prior knowledge/ experience and new learning
                  5: Identifying and using professional resources

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ASSIGNMENT OVERVIEW – *The NAEYC Code of Ethics was intended to serve as a thoughtful, researched guide for individuals working in the Early Childhood field. Daily decisions are made by teachers and administrators in response to situations. The Code provides ideals and principles to be considered as important decisions are being made that have the potential to positively or negatively impact children, families and programs.*

The Ethical Dilemma Journal will provide students the opportunity to choose from a group of professional dilemmas provided. And utilizing the information within the Code; NAEYC Associate Degree Standards; other professional resources; as well as discussions with others, the students will reflect and journal their journey to informed responses to each of the dilemmas. The student will also develop a personal Philosophy of Education based on their research and experiences.

The importance of having a philosophy of education when working with young children and diverse families __?__cannot be underestimated. It is understood that personal philosophies grow and change with new learning and understanding. However, each individual needs time to consider personal philosophy of education. This assignment will either begin the process of developing a personal and professional educational philosophy or fine-tune the philosophy.

Layout for Ethical Dilemma Journal (A suggested online format for the journal is in Course Content)
         Title Page
         Part 1 - Overview of the Code – hard copies of the Codes (links provided) and required YouTube videos
         Part 2 – Eight Ethical Dilemmas with reflections (1-8) (16 typed pages)
         Part 3 – Journal Reflection ?
         Partner Signature Page (this may need to be scanned or inserted as a .jpg)

Part 1: NAEYC/NAA Codes of Ethical Conduct Discovery and Reflection: (6b (SS3)
   A.   Print out and read the *National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct*
      http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf
       and *National Afterschool Association's (NAA) Code of Ethics*. http://naaweb.org/images/NAACodeofEthics.pdf
       (NOTE: It is important for all CHD students to be aware of BOTH Codes.) Then answer the following five reflection questions:
            (6b, SS3)
         1.   *The NAEYC Code of Ethical Conduct (CHD 205) begins with a Preamble. The NAA Code (CHD 231) begins with an Introduction. Describe your understanding of the purpose of the **respective** Code as set forth in the document*

2. *All – NAEYC Code identifies Core Values that lay the foundation for the Code. Choose two of the Core Values and explain in two or more paragraphs why, for this time, these two Core Values speak more strongly to you.*
3. *Both Codes are divided into four sections. Identify the four sections and discuss the one section, you feel is least considered in our profession and why you feel it is not considered as much. (paragraph MINIMUM)*
4. *Both Codes identify the same basic overriding principle. What is it and what does it say to you? (Paragraph MINIMUM)*
5. *The NAEYC Code closes with a Statement of Commitment? Choose two of the Statements that for this time speak most to your personal commitment and discuss why.*

B. (6b) There is no better person to explain the NAEYC Code of Ethical Conduct (and by association the NAA Code of Ethical Conduct) than one of the co-authors of the NAEYC Code. Go to: http://www.youtube.com/playlist?list=PL569CD621F4D81C29 You will find a series of seven YouTube videos explaining the history, purpose and use of the Code of Ethical Conduct. You are to view a MINIMUM of FOUR (more preferred) of the videos. Two of the videos: *#2-Overview* and *#3-Use* are **REQUIRED**, as is either *#4 Scenario* **OR** *#5 Scenario*, you are to choose the remaining video to view. Then answer the following questions in a word document to be placed at the beginning of your Ethical Dilemma Journal.

1. *In NAEYC YouTube #2 on the Code Overview, Stephanie Feeney discusses three things we bring to our work. Choose one and reflect on it and how you see it impacting your work with young children.*
2. *In NAEYC YouTube #2, the mission and the purpose of the Code are explained. In your own words, explain both as you see them.*
3. *Describe your thoughts regarding the "Ethical Scenario YouTube" you choose to view.*
4. *Reflect on the following comment by Lillian Katz quoted in YouTube video #2 "The more powerless the client is in relation to the practitioner in any profession, the more imperative the professional ethics becomes."*

Part 2: Ethical Dilemmas: (**Standards 6a, 6b, 1a, SS3 SS4, SS5**) (50 points)
(6a) The student will choose eight ethical dilemmas from the text/list to discuss in writing with two partners/classmates/coworkers (no repeat partners). **(6a)**The student will provide their personal opinion regarding the dilemma, as well as their partners' opinion. **(6b)**At the end of each dilemma discussion the student should refer to the dilemma, supporting information listed below and a list of additional professional resources utilized in the decision.
(1a, SS3) Each dilemma should be a MINIMUM of 2 typed pages in a complete, detailed, and professional manner.
    a. **(1a, SS3, SS4, SS5)**NAEYC Code of Ethical Conduct and provide the principal or ideal that supports each dilemma's decision
    b. **(1a, SS3, SS4, SS5)**Statement of Commitment
    c. **(1a, SS3, SS4, SS5)**NAEYC Associate Degree Standard that most influenced their considerations for each dilemma.

Part 3: Ethical Dilemma Summary/Reflection: (**Standards 6a, 6b, 1a, SS3,SS5**) (15 points)
The student will consider all the information that was shared and gained through the eight ethical dilemmas, using the following questions to write an in-depth reflection and summary. This should be no shorter than 2 typed pages and should integrate the knowledge obtained from ethical dilemmas and the NAEYC Code of Ethics in Part 1.

- *(6a, SS3, SS5)Summarize the ethical dilemma situations and explain their relevance for early childhood teachers. Elaborate on what you think are the most significant dilemmas for teachers today.*
- *(6b, SS3, SS5)What was learned from the responses to the ethical dilemmas? Compare and contrast responses in relation to the NAEYC Code of Ethical Conduct.*
- *(1a, SS3, SS5)What ideas do you have for sharing the NAEYC Code of Ethical Conduct to increase awareness of the code as a resource for teachers?*

Appendix: Signatures of the peer discussion **(6a)**

Part 4: Philosophy of Education: (**Standards 4a, 4d, 6d SS3**), (15 points) (**4a, 4d**)Based upon your research and readings (Code of Ethical Conduct, text, other professional resources), experiences, and the following questions; develop a personal philosophy of educating each and every young child. (**4a**)The philosophy should be no shorter than 1 typed page. (**SS3**)Proper grammar, spelling, freedom from bias and stereotypes, are expected. Philosophy development suggestions: http://ucat.osu.edu/selected_links/teaching_portfolio/philosophy/Phil_guidance.html

1. **(4a)**What do you believe the purposes of education are?
2. **(4d)**In what ways and under what conditions do children learn best?
3. **(6d)**What qualities are important for a teacher of young children?
See Presentation requirements in the Child Development Handbook.

Name: _____   **Date:** _____

KEY ASSESSMENT 5
CHD 205/CHD 231 – Ethical Dilemma and Educational Philosophy Journal Assignment Rubric

Part 1 – NAEYC/NAA Codes of Ethical Conduct Discovery and Reflection (5 points)				
NAEYC Standards and Skills	*Meets Professional Development Standards 4-5 pts*	*Emerging Professional Development Standards 2-3 pts*	*Does not meet Professional Standards 0-1 pts*	*Point Value-Comments*
Standard 6b *Knowing about and upholding ethical standards & other professional guidelines*	At least four NAEYC Code videos were viewed and relate questions answer thoroughly and completely.	At least 2-3 NAEYC Code videos were viewed thereby limited the completeness and thoroughness of the questions.	Limited or no evidence of NAEYC Code videos viewing nor were related questions completed.	*Moved from Part 2*
Part 2 – Ethical Dilemma Journal (70 points)				
NAEYC Standards and Skills	*Meets Professional Development Standards 11-14 pts*	*Emerging Professional Development Standards 5-10 pts*	*Does not meet Professional Standards 0-4 pts*	*Point Value-Comments*
Standard 6b *Knowing about and upholding ethical standards & other professional guidelines*	At least four NAEYC Code videos were viewed and relate questions answer thoroughly and completely.	At least 2-3 NAEYC Code videos were viewed thereby limited the completeness and thoroughness of the questions.	Limited or no evidence of NAEYC Code videos viewing nor were related questions completed.	
Standard 1a *Knowing and understanding young children's characteristics and needs, from birth through age 8*	Dilemma opinion discussions (student) include consideration of early childhood field and relevant application to the early childhood setting	Dilemma opinion discussions (student) include evidence of consideration of early childhood field and some application to early childhood setting	Dilemma opinion discussions (student) are omitted	
Standard 6b *Knowing about and upholding ethical standards and other early childhood professional guidelines*	NAEYC Code of Ethical Conduct Principles and Ideals are included and written out completely with each (10) dilemma	NAEYC Code of Ethical Conduct Principles or Ideals are included	NAEYC Code of Ethical Conduct Principles or Ideals are not included or incomplete	
Standard 6a *Identifying and involving oneself with the early childhood field*	Ten different partners (all signatures) were used to discuss early childhood ethical dilemmas	Partners were used to discuss early childhood ethical dilemmas and signature obtained, > 2 were repeated or omitted	Partners (and signatures <3) were not used to discuss early childhood ethical dilemmas	
Supportive Skill 5 *Identifying and using professional resources*	NAEYC Statements of Commitment and NAEYC Standards are complete, detailed and supportive of each dilemma	NAEYC Statements of Commitment and NAEYC Standards are included with each dilemma	NAEYC Statement of Commitment and/or NAEYC Standard are omitted from dilemmas	
Supportive Skill 4 *Making connections between prior knowledge/ experience and new learning*	Student articulates dilemma response drawing on their research and experience; reflecting on it, combining prior learning with greater insights.	Student articulates limited dilemma response with fewer research, experience and reflection of both to making connections to their deeper learning.	Student fails to make any connections between their prior research, reflections, or experiences to their new learning.	*Moved from the end*
Part 3: Ethical Dilemma Summary/Reflections (20 points)				
NAEYC Standards and Skills	*Meets Professional Development Standards*	*Emerging Professional Development Standards*	*Does not meet Professional Standards*	*Point Value-Comments*

	4-5 pts	*2-3 pts*	*pts*	
Standard 6a *Identifying and involving oneself with the early childhood field*	Ten different partners (all signatures) were used to discuss early childhood ethical dilemmas	Partners were used to discuss early childhood ethical dilemmas and signature obtained, > 2 were repeated or omitted	Partners (and signatures <3) were not used to discuss early childhood ethical dilemmas	
Standard 6b *Knowing about and upholding ethical standards and other early childhood professional guidelines*	NAEYC Code of Ethical Conduct Principles and Ideals are included in all reflections and written out completely with each (10) dilemma	NAEYC Code of Ethical Conduct Principles or Ideals are included	NAEYC Code of Ethical Conduct Principles or Ideals are not included or incomplete	
Standard 1a *Knowing and understanding young children's characteristics and needs, from birth through age 8*	Dilemma opinion discussions (student) include consideration of early childhood field and relevant application to the early childhood setting	Dilemma opinion discussions (student) include evidence of consideration of early childhood field and some application to early childhood setting	Dilemma opinion discussions (student) are omitted, limited of no application or consideration of early childhood field	
Supportive Skill 5 *Identifying and using professional resources*	NAEYC Statements of Commitment and NAEYC Standards are complete, detailed and supportive of dilemmas	NAEYC Statements of Commitment and NAEYC Standards are included with each dilemma	NAEYC Statement of Commitment and/or NAEYC Standard are omitted from dilemmas	

Part 4: Philosophy of Education (15 points)?				
NAEYC Standards and Skills	*Meets Professional Development Standards 4-5 pts*	*Emerging Professional Development Standards 2-3 pts*	*Does not meet Professional Standards 0-1 pt*	*Point Value- Comments*
Standard 4a *Understanding positive relationships and supportive interactions as the foundation of their work with young children*	Philosophy is strongly based on key questions, avoiding bias and stereotypes	Philosophy is mostly based on key questions, conveys a positive and appropriate tone with little bias or stereotyping	Philosophy is not strongly based on key questions, may include bias or stereotypes	
Standard 4d *Reflecting on own practice to promote positive outcomes for each child*	Philosophy includes reflection and application to each and every child of cultural, linguistic and ability diversity	Philosophy includes reflection and application for each and every child	Philosophy does not include reflection or application to each and every child	
Standard 6d *Integrating knowledgeable, reflective, and critical perspectives on early education*	Philosophy includes developmentally appropriate content, integrates NAEYC Code of Ethical Conduct and current research	Philosophy includes developmentally appropriate content and is supported by readings	Philosophy includes developmentally inappropriate content	

ALL PARTS (10 points)				
NAEYC Standards and Skills	*Meets Professional Development Standards 2-3 pts*	*Emerging Professional Development Standards 1 pts*	*Does not meet Professional Standards 0 pt*	*Point Value- Comments*
Supportive Skill 2 *Mastering and applying foundational concepts from general education*	All parts of the assignment were completed	1-2 parts of the assignment were not completed	Less than half of each assignment was completed.	
Supportive Skill 3 *Written and verbal skills*	No errors in spelling and writing, content is concise and fluid	3-5 errors in spelling and writing skills, content is clear	More than 5 errors in spelling and writing skills, content is minimal or unclear	
Supportive Skill 1 *Self-assessment and self-advocacy*	Student fully completed Student Self Check and Assignment Assessment	Student partially completed Student Self Check and Assignment Assessment	Student did not submit a Student Self Check and Assignment Assessment	

Comments: _____

_____

Ethical Dilemma and Education Philosophy - Key Assessment #5
Student Self Check and Assignment Assessment
To Be Completed and Submitted with the Assignment

SELF-CHECK

Did I remember to include the following?

	Codes of Conduct Reflection		*d) Signatures of Peers/classmates/coworkers/trusted who participated in your summaries*
	Rough draft with signature		
	Code YouTube Reflection		*e) 10-Rough drafts with grammatical signature*
	Rough draft with signature		
	10-Ethical Dilemma Summaries with		***Philosophy of Education***
	a) Partners included for each		*Self-Check/Assessment form*
	b) Code(s) reference(s) included with each		
	c) Summaries for each		

_____ Did I reread this assignment before submitting it to make sure the information included is thoroughly addressed?

_____ Did I submit this assignment in a neat, orderly manner?

ASSESSMENT

When I consider the Standards/Goals addressed in this assessment, do I feel this Key Assessment helped me achieve a greater understanding? _____ (Yes/No) **HOW?** (To adequately explain, feel free to continue on back)

IF NOT, how *might this assignment be improved to help achieve greater understanding of this Key Assessment?* (To adequately explain, feel free to continue on back)

How would I grade this assignment?
      Presentation of all materials (*originality, organization, neatness, completeness*) _____ (letter)
      Effort (*research, preparation, creativity*) _____ (letter)

B(iv) Reporting and Analysis of Candidates' Performance Data by Standard

In this section the program will report and analyze candidate performance data from the key assessments by standard. **All programs seeking renewal accreditation must submit the two most recent of data for each key assessment.** The data applications may be two semesters, two years, or a different configuration based on how often the assessment is given to candidates—but should reflect the most recent times the assessment was given to candidates.

If one or more assessments was recently revised, a program might not yet have two applications of data for one or more key assessments listed in B(ii). In those cases [assessments where the program checked "no" in B(ii)], the alignment charts below should clearly reflect the key assessments listed in B(ii), but some of the data tables may come from key assessments (or versions of key assessments) that were in use prior to the current assessments. Data from older key assessments should be clearly identified: "This data table was generated from a key assessment that was in use prior to the current version of Key Assessment ___."

Standard 1: Promoting Child Development and Learning

The key elements of Standard 1 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.)

Standard 1: Promoting Child Development and Learning	Key Assessment					
Key Elements	1	2	3	4	5	6
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.	X		X		X	
1b. Knowing and understanding the multiple influences on development and learning.	X	X				
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.			X			

Looking *collectively across all key assessments aligned with the key elements of Standard 1*, include a data table with two applications of the program's most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data table should be replicated for each program).

Data tables should reflect data reported by the key elements within the standard. **All data tables must clearly distinguish between how many degree candidates met or did not meet the standard.** All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment. NAEYC guidance on collecting, reporting and analyzing data can be found in the Accreditation Resource Library under "Guidance Documents and Other Resources." Programs are encouraged to review the guidance when completing this section of the Annual Report

Program name: Child Development Program

Date(s) of Key Assessment 1: Spring 2021 , Summer 2021
Date(s) of Key Assessment 2: Spring 2021, Summer 2021
Date (s) of Key Assessment 3: Spring 2021, Summer 2021
Date(s of Key Assessment 5: Spring 2021, Summer 2021

Key Elements of Standard 1	Not Met	Met	Exceeds
	Row 1= Spring 2021 **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**
Key Element (a)	Key Assessment 1 N= 4% N=2%	Key Assessment 1 N = 8% N=9%	Key Assessment 1 N = 0% N=0%
	Key Assessment 3 N = 0% N=0%	Key Assessment 3 N = 4% N=6%	Key Assessment 3 N = 3% N=1%
	Key Assessment 5 N=3% N=1%	Key Assessment 5 N=7% N=3%	Key Assessment 5 N=0% N=0%
Key Element (b)	Key Assessment 1 N = 3% N=2%	Key Assessment 1 N = 7% N=8%	Key Assessment 1 N = 2% N=0%
	Key Assessment 2 N=1% N=4%	Key Assessment 2 N=6% N=4%	Key Assessment 2 N=1% N=2%
Key Element (c)	Key Assessment 3 N = 0% N=0%	Key Assessment 3 N =6% N=4%	Key Assessment 3 N = 1% N=2%

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1.How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (500-word limit) . It is understood candidates are in the process of growing and developing as Early Childhood professionals. For most candidates, the focused child observation assignment was a new learning experience. The scope of the observations represented in this assignment was more extensive than candidates had previously experienced. Performance data also indicated candidates were challenged tying observations to theory as the candidate performance indicated. Until the program sees above 90% and above meeting this standard there is always more to do for improvement. While majority of the candidates met the

standard with key element 1a being the most met , the pandemic played a major role in why there were those who did not from the reporting dates. Circumstances between some students getting Covid, to some who lost their employment, to others who mentally struggled with all of it, the decline in the meeting of this standard was beyond the candidates' control as a whole. With only 78% meeting the standards during a pandemic, the data lets us know that the ability to meet standard 1 is not above the candidates but can be more challenging than usual if the ability to do what they normally do as childcare educators or the access to childcare centers is confronted with barriers due to safety. We are hopeful with the improvement of the pandemic that candidates will be able to exceed this standard as things adjust to the new normal.

2.How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit) The faculty determined the need to reinforce the step-by-step process to complete the assessment through live classrooms using learning management systems with access to the recordings of the live classrooms 24 hours a day. More examples are also being provided to show how to relate what is being observed to theoretical references and to support both the observations and references with more information regarding the purpose of observation and the benefit to their work with children and families. Faculty has also incorporated more reviewed observation video clips. The delivery mode in our online courses continues to be assessed. The goal after completion of each course paired with review of the assessment data is to continue to determine how our synchronous teaching practices need to be enhanced for increased success. For example, Key Assessment 1 may include a live class to explain the steps of the Key Assessment at once. However, Key Assessment 2,3, and 5 may call for each section to be taught weekly until it is all explained allowing for candidates to process the information and ask questions per section in the live class. This is something the faculty reviews each semester and will continue to do so. Reflection of the data for this standard in each of the assessments will affect how the implementation of synchronous practices vary even though the synchronous practices will remain as a whole. In addition to synchronous teachings, the program has implemented an alternative number for night and weekend help and night and weekend virtual sessions to ensure that help is provided for additional clarity as needed. The faculty continues to participate in professional development opportunities to enhance teaching effectiveness and overall success for all students.

3.If your data does not show that at least 80% of your candidates are meeting the standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500-word limit) The data reported for this standard was during the middle of the pandemic. It is believed based upon the circumstances between some students getting Covid, to some who lost their employment, to others who mentally struggled with all of it, that the decline in the meeting of this standard was beyond the candidates' control as a whole. While 78% percent of the candidates met the standard, we will continue to review our synchronous teaching practices built into our online courses to help improve the successful completion rate to above 80%. In addition to synchronous teachings, the program has implemented an alternative number for night and weekend help and night and weekend virtual sessions to ensure that help is provided for additional clarity as needed. Continuous improvement as a program remains as an ongoing process to be evaluated after completion of each course.

Standard 2: Building Family and Community Relationships

The key elements of Standard 2 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.)

Standard 2: Building Family and Community Relationships	Key Assessment					
Key Elements	1	2	3	4	5	6
2a. Knowing about and understanding diverse family and community characteristics.	X	X				
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.		X				
2c. Involving families and communities in young children's development and learning.	X	X				

Looking *collectively across all key assessments aligned with the key elements of Standard 2*, include a data table with two applications of the program's most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data table should be replicated for each program).

Data tables should reflect data reported by the key elements within the standard. **All data tables must clearly distinguish between how many degree candidates met or did not meet the standard.** All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment. NAEYC guidance can be found in the Accreditation Resource Library under "Guidance Documents and Other Resources." Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name: Child Development Program			
Date(s) of Key Assessment 1: Spring 2021, Summer 2021 Date(s)of Key Assessment 2: Spring 2021, Summer 2021			
Key Elements of Standard 2	**Not Met**	**Met**	**Exceeds**
	Row 1= Spring 2021 **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**
Key Element (a) KA X	Key Assessment 1 N = 4% N=2%	Key Assessment 1 N = 6% N=9%	Key Assessment 1 N = 2% N=0%
	Key Assessment 2 N = 1% N= 4%	Key Assessment 2 N = 3% N=6%	Key Assessment 2 N = 3% N=1%

Key Element (b) KA X	Key Assessment 2 N = 3% N=2%	Key Assessment 2 N = 2% N=8%	Key Assessment 2 N = 2% N=1%
Key Element (c) KA X	Key Assessment 1 N = 4% N=2%	Key Assessment 1 N = 7% N=7%	Key Assessment 1 N = 2% N=1%
	Key Assessment 2 N = 3% N=2%	Key Assessment 2 N = 2% N=5%	Key Assessment 2 N = 4% N=2%

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1. **How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (500-word limit)** Standard 2 reported being met at 73% with element 2a being the highest met. While element 2c was the next highest met it is connected with element 2b as communication with families was not as accessible during these reporting periods. With the challenge of the pandemic during the reporting period overall, it is understood candidates are in the process of growing and developing as Early Childhood professionals. Key Assessment 1 showed that for some of the candidates who worked in the field, communication with and understanding of the diversities of families served was either new or difficult to assess during that time. Data also indicated candidates had a challenge in Part 2 of Key Assessment 2 – (interview reflections), addressing the information more subjectively. Candidates also experienced difficulty connecting interview information from Parts 1 and 2 to determine a meaningful workshop topic. Candidates developed informative workshop topics but were challenged to articulate the reasons for their topic choice in relation to what they learned in the interviews. With only 78% meeting the standards during a pandemic, the data lets us know that the ability to meet standard 1 is not above the candidates but can be more challenging than usual if the ability to do what they normally do as childcare educators or the access to childcare centers is confronted with barriers due to safety. We are hopeful with the improvement of the pandemic that candidates will be able to exceed this standard as things adjust to the new normal.

2. **How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500-word limit)** More examples of objective versus subjective course to help guide their process of becoming more objective observers-listeners continue to be needed in various formats of understanding. Instructors continue to seek ways to help guide students in determining 1)the common challenges faced by the families interviewed; 2)possible reasons for the challenges; and 3) taking the information to develop two or three goals to support and guide families as they navigate challenges. In regard to creation of workshops for families, it was determined that in the implementation of live classrooms example of family workshops where the families are the audience needed to be clearly explained to avoid candidates creating workshops where

they address the instructors as the receiver of the information. The goal after completion of each course paired with review of the assessment data is to continue to determine how our synchronous teaching practices need to be enhanced for increased success. Helping students to understand that what they do in the courses can be used in their current or future classroom is ongoing. In addition to synchronous teachings, the program has implemented an alternative number for night and weekend help and night and weekend virtual sessions to ensure that help is provided for additional clarity as needed. The faculty continues to participate in professional development opportunities to enhance teaching effectiveness and overall success for all students.

3. **If your data does not show that at least 80% of your candidates are meeting the standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500-word limit)** . Until the program sees above 90% and above meeting this standard there is always more to do for improvement. The data reported for this standard was during the middle of the pandemic. It is believed based upon the circumstances between some students getting Covid, to some who lost their employment, to others who mentally struggled with all of it, that the decline in the meeting of this standard was beyond the candidates' control as a whole. As higher education faculty, we are still students ourselves learning from the data to determine what is working, what is not working, and what could be better. There are no changes in this key assessment that need to be made, however we continue to look at how we can provide more information and resources for successful course and key assessment completion for each student. Students need more practice in communication through writing skills. The assignments in our courses increase practice in articulating information which is what the students need. This standard requires this skill. Many of the students have succeeded in this key assessment/standard because they receive multiple instructions on how to do so and are given the opportunity to redo or add to in order to make corrections or connections. Through assignments such as discussion posts and field experiences where NAEYC standards are required to be included, the students can continue to work in this area as they work toward completion of their AAS degree. While 73% percent of the candidates met the standard, we will continue to review our synchronous teaching practices built into our online courses to help improve the successful completion rate to above 80%. In addition to synchronous teachings, the program has implemented an alternative number for night and weekend help and night and weekend virtual sessions to ensure that help is provided for additional clarity as needed.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

The key elements of Standard 3 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.)

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements	Key Assessment					
	1	2	3	4	5	6
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.	X		X			
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.	X		X			
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	X					
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.			X			

Looking *collectively across all key assessments aligned with the key elements of Standard 3*, include a data table with two applications of the program's most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data table should be replicated for each program).

Data tables should reflect data reported by the key elements within the standard. **All data tables must clearly distinguish between how many degree candidates met or did not meet the standard.** All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment. NAEYC guidance can be found in the Accreditation Resource Library under "Guidance Documents and Other Resources." Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name: Child Development Program			
Date(s) of Key Assessment 1: Spring 2021, Summer 2021 Date (s) of Key Assessment 3: Spring 2021, Spring 2021			
Key Elements of Standard 3	**Not Met**	**Met**	**Exceeds**
	Row 1= Spring 2021 **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**
Key Element (a)	Key Assessment 1 N = 3% N=3%	Key Assessment 1 N = 5% N=7%	Key Assessment 1 N = 4% N=1%
	Key Assessment 3 N = 0% N=0%	Key Assessment 3 N = 4% N=2%	Key Assessment 3 N = 5% N=2%
Key Element (b) **KA X**	Key Assessment 1 N = 5% N=1%	Key Assessment 1 N = 8% N=6%	Key Assessment 1 N = 3% N=0%
	Key Assessment 3 N = 0% N-0%	Key Assessment 3 N = 5% N=3%	Key Assessment 3 N = 4% N=1%
Key Element (c)	Key Assessment 1 N = 5% N=1%	Key Assessment 1 N = 6% N=5%	Key Assessment 1 N = 3% N=3%
Key Element (d)	Key Assessment 3 N=0% N=0%	Key Assessment 3 N=7% N=2%	Key Assessment 3 N=1% N=3%

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1.How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (500-word limit) 83% of the candidates met standard 3 with element b being the highest element met. Both Key Assessment 1 and Key Assessment centers on observations to effectively complete the remainder of the assignment. Both courses that include these assessment assignments are typically taken later in the degree track. The teaching of observations, assessment tools, and the effective use of them are introduced in the first course of the degree track. This seems to help candidates prepare for the meeting of standard 3. Key Assessment 3 also enhances action plans from the use of observation tools by challenging candidates to create modifications to items to accommodate exceptionalities observed. Until the program sees above 90% and above meeting this standard there is always more to do for improvement. The reporting of this data was during the middle of the pandemic. While the meeting of standard 3 was exceeded by 3%, there were candidates who struggled with access to observations and the opportunity to interview families. While

we saw enhanced meetings of this standard, there were barriers for students to who did not including but not limited to exposure to Covid, not being allowed to enter into centers, or simply choosing to not complete the work for personal reasons.

2. **How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500-word limit)** The pilot of weekly live classrooms was implemented during the data period for Key Assessment 3 whereas an overall live classroom was implemented for Key Assessment 1. While there were no changes made to the curriculum, the data from both courses where these assessments are included, indicates a need for continuous synchronous teaching strategies to ensure understanding across the board. In addition to synchronous teachings, the program has implemented an alternative number for night and weekend help and night and weekend virtual sessions to ensure that help is provided for additional clarity as needed. The faculty continues to participate in professional development opportunities to enhance teaching effectiveness and overall success for all students.

3. **If your data does not show that at least 80% of your candidates are meeting the standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500-word limit)** This standard was met by 83%. However, continuous improvement as a program remains as an ongoing process to be evaluated after completion of each course.

Standard 4: Using Developmentally Effective Approaches

The key elements of Standard 4 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.)

Standard 4: Using Developmentally Effective Approaches	Key Assessment					
Key Elements	**1**	**2**	**3**	**4**	**5**	**6**
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.	X			X	X	
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.			X	X		
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.				X		
4d. Reflecting on own practice to promote positive outcomes for each child.			X	X	X	

Looking *collectively across all key assessments aligned with the key elements of Standard 4*, include a data table with two applications of the program's most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data table should be replicated for each program).

Data tables should reflect data reported by the key elements within the standard. **All data tables must clearly distinguish between how many degree candidates met or did not meet the standard.** All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment. NAEYC guidance can be found in the Accreditation Resource Library under "Guidance Documents and Other Resources." Programs are encouraged to review the guidance when completing this section of the Annual Report.

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Program name: Child Development Program			
Date(s) of Key Assessment 1: Spring 2021, Summer 2021 Date (s) of Key Assessment 3: Spring 2021, Summer 2021 Date(s) of Key Assessment 4: Spring 2021, Summer 2021 Date(s of Key Assessment 5 : Spring 2021, Summer 2021			
Key Elements of Standard 4	**Not Met**	**Met**	**Exceeds**
	Row 1= Spring 2021 **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**
Key Element (a) KA X	Key Assessment 1 N =4% N=2%	Key Assessment 1 N = 8% N=5%	Key Assessment 1 N = 3% N=0%

	Key Assessment 4 N = 1% N=1%	Key Assessment 4 N = 9% N=5%	Key Assessment 4 N = 0% N=0%
	Key Assessment 5 N=3% N=1%	Key Assessment 5 N=2% N=7%	Key Assessment 5 N=1% N-0%
Key Element (b) KA X	Key Assessment 3 N = 0% N=0%	Key Assessment 3 N = 2% N=9%	Key Assessment 3 N = 1% N=1%
	Key Assessment 4 N = 1% N=1%	Key Assessment 4 N = 8% N=7%	Key Assessment 4 N = 0% N=0%
Key Element (c) KA X	Key Assessment 4 N = 1% N=1%	Key Assessment 4 N = 18% N=7%	Key Assessment 4 N = 0% N=0%
Key Element (d)	Key Assessment 3 N=0% N=0%	Key Assessment 3 N=3% N=3%	Key Assessment 3 N=3% N=1%
	Key Assessment 4 N=2% N=0%	Key Assessment 4 N=7% N=8%	Key Assessment 4 N=0% N=0%
	Key Assessment 5 N=2% N=2%	Key assessment 5 N=6% N=4%	Key Assessment 5 N=0% N=0%

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1.How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (500-word limit) Standard 4 was met with 84% with element 4a being the highest met and element 4d being the second highest met. It is understood that candidates are growing as early childhood professionals and knowing how to use developmentally effective approached are a part of that. This standard focused in on elements of reflection and the ability to use the information to enhance teaching practices. Element 4a challenged candidates to not only reflect on interview completions but the ability to express how the information affected the developmental impact in child development. The understanding of this standard seemed to be modeled in the reflection of Key Assessment 3 as the data showed candidates met or exceeded the standard. Key Assessment 4 and 5 also showed high passing rates of this standard as the ability to create teaching units while understanding dilemmas and how to respond to them professionally, effectively using ethics as the guide is created from reflection daily and is ongoing week but week, quarter by quarter, or semester by semester in the career field. While we saw enhanced meetings of this standard, there were barriers for students to who did not including but not limited to exposure to Covid, not being allowed to enter into centers, or simply choosing to not complete the work for personal reasons.

2. How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500 word limit)) The pilot of weekly live classrooms was implemented during the data period for Key Assessment 3 and Key Assessment 4 whereas an overall live classroom was implemented for Key Assessments 1 and 5. While no changes were made to the curriculum, the data from both courses where these assessments are included, indicates a need for continuous synchronous teaching strategies to ensure understanding across the board. In addition to synchronous teachings, the program has implemented an alternative number for night and weekend help and night and weekend virtual sessions to ensure that help is provided for additional clarity as needed. The faculty continues to participate in professional development opportunities to enhance teaching effectiveness and overall success for all students.

3.If your data does not show that at least 80% of your candidates are meeting the standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500-word limit) This standard was met by 84%. However, continuous improvement remains as an ongoing process to be evaluated after completion of each course.

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

The key elements of Standard 5 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below)

Standard 5: Using Content Knowledge to Build Meaningful Curriculum	Key Assessment					
Key Elements	1	2	3	4	5	6
5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.				X		
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	X			X		
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.				X		

Looking *collectively across all key assessments aligned with the key elements of Standard 5*, include a data table with two applications of the program's most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data table should be replicated for each program).

Data tables should reflect data reported by the key elements within the standard. **All data tables must clearly distinguish between how many degree candidates met or did not meet the standard.** All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment. NAEYC guidance can be found in the Accreditation Resource Library under "Guidance Documents and Other Resources." Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name: Child Development Program			
Date(s) of Key Assessment 4: Spring 2021, Summer 2021			
Key Elements of Standard 5	Not Met	Met	Exceeds
	Row 1= Spring 2021 Row 2= Summer 2021	Row 1= Spring 2021 Row 2= Summer 2021	Row 1= Spring 2021 Row 2= Summer 2021
Key Element (a)	Key Assessment 4 N = 1% N= 1%	Key Assessment 4 N = 8% N=6 %	Key Assessment 4 N = 0% N=0%
Key Element (b)	Key Assessment 4 N= 1% N=1%	Key Assessment 4 N=7% N=7%	Key Assessment 4 N=0% N=0 %

Key Element (c)	Key Assessment 4 N = 2% N=0%	Key Assessment 4 N = 7% N=7%	Key Assessment 4 N = 0% N=0%

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1.How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (500-word limit)) Standard 5 was met by 87% with element 5a and 5c being met equally. It is understood that candidates are growing as early childhood professionals and knowing how to create teaching units is a part of that. With majority of candidates being employed in child development programs, it is believed this helped in being able to create unit webs aligned with academic disciplines and lesson plans that included objectives, materials, accommodations to support diversities of culture and exceptionalities. Therefore, the performance data indicated candidates were able to use a variety of activities to implement more diverse learning opportunities. While we saw enhanced meetings of the standard, there were barriers for candidates who did not including but not limited to exposure to Covid, not being allowed to enter into centers, or simply choosing to not complete the work for personal reasons. Additional challenges reported ranged from first unit web creations and concept boards to limited ability to access information and ideas for the topic. In one candidate's case the challenge was recreating developmentally appropriate learning activities to relate to the chosen topic.

2.How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500-word limit) Key assessment 4 was piloted implementing live classrooms for candidates. While no changes, were made to the curriculum, the performance data continues to indicate a need for continuous synchronous teaching strategies to ensure understanding across the board. In addition to synchronous teachings, the program has implemented an alternative number for night and weekend help and night and weekend virtual sessions to ensure that help is provided for additional clarity as needed. The faculty continues to participate in professional development opportunities to enhance teaching effectiveness and overall success for all students.

3.If your data does not show that at least 80% of your candidates are meeting the standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500-word limit) This standard was met by 87%. However, continuous improvement as a program remains as an ongoing process to be evaluated after completion of each course.

Standard 6: Becoming a Professional

The key elements of Standard 6 are addressed in which key assessments? (Place a check or X in each applicable box in the chart below.)

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

Looking *collectively across all key assessments aligned with the key elements of Standard 6*, include a data table with two applications of the program's most recent candidate performance data for this standard. If a key element is measured in more than one key assessment, programs can combine data from the two assessments or disaggregate data for each key assessment; however, data from different applications (dates) should not be combined. If submitting multiple programs in this Self-Study Report, these data must be disaggregated by program (the data table should be replicated for each program).

Data tables should reflect data reported by the key elements within the standard. **All data tables must clearly distinguish between how many degree candidates met or did not meet the standard.** All data tables must clearly indicate which key assessments are included and the dates of application for each key assessment. NAEYC guidance can be found in the Accreditation Resource Library under "Guidance Documents and Other Resources." Programs are encouraged to review the guidance when completing this section of the Annual Report.

Program name: Child Development Program			
Date(s) of Application 1 Key Assessment 1: Spring 2021, Summer 2021 Date(s) of Application 2: Key assessment 2 Spring 2021, Summer 2021 Date(s of Application 5: Key Assessment 5 Summer, 2021, Summer 2021			
Key Elements of Standard 6	**Not Met**	**Met**	**Exceeds**
	Row 1= Spring 2021 **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**	**Row 1= Spring 2021** **Row 2= Summer 2021**
Key Element (a)	Key Assessment 5 N = 1% N=2%	Key Assessment 5 N = 1% N=3%	Key Assessment 5 N = 0% N=6%

Key Element (b) KA X	Key Assessment 2 N = 2% N=3%	Key Assessment 2 N = 2% N=7%	Key Assessment 2 N = 3% N=1%
	Key Assessment 5 N = 1% N=1%	Key Assessment 5 N = 2% N=5%	Key Assessment 5 N = 2% N=1%
Key Element (c)	Key Assessment 2 N=2% N=3%	Key Assessment 2 N=3% N=6%	Key Assessment 2 N=2% N=2%
Key Element (d)	Key Assessment 1 N = 4% N=2%	Key Assessment 1 N = 7% N=8%	Key Assessment 1 N = 2% N=0%
	Key Assessment 5 N = 1% N=3%	Key Assessment 5 N = 3% N=5%	Key Assessment 5 N = 1% N=0%
Key Element (e)	Key Assessment 2 N=1% N=4%	Key Assessment 2 N=5% N=8%	Key Assessment 2 N=0% N=0%

Data Reporting and Analysis Questions

After reviewing the data reported above, answer the following questions:

1. **How are candidates performing in regard to the key elements of the standard on which the program reported? Briefly describe each program's data results across all key assessments designed to measure the standard chosen. (500-word limit)** The reporting data for standard 6 was at 68%. Understanding the profession of child development and how professionalism is required in each element of the field is taught with the opportunity to observe and/or experience this in practice in each child development course. Key assessment 1, 2, 5 each provided opportunities for reflections to connect between what candidates already knew, experienced, and what they have learned through the application of each assessment. The standard challenged candidates to self-reflect on their perspectives in early childhood and what they see currently as a need for change in the field. Using their voice and action for change and improvement in the field was viewed as a challenge that candidates took on during this reporting period. From the current events during this period including the pandemic and discussions in our online discussion board and reflection portion of the assessments, candidates discussed a need for more awareness of the importance of the field. For some of the candidates, per their reflection, the completion of the assessments helped them to see themselves differently in the field. It is understood that candidates are growing professionals in the field and each assessment is designed to help them grow. Element 6c challenged candidates to use interview data from families to create online parenting workshops through use of various technology programs. While 10 out of 14 candidates successfully met this key element, some candidates needed additional help sessions to use the learning management systems or technology programs effectively and successfully. whereas other candidates struggled with how to demonstrate professional communication in their online presentations for .families. Barriers for candidates were due to Covid or simply choosing to not complete the work to meet the standards for personal reasons. The additional challenge presented

itself for some in providing detail in their philosophy. However, the ability to incorporate the information was understood collectively with more improvement needed on how to express this as professionals within the assessments and their careers.

2.How is the program using the data from the standard to improve teaching and learning related to the standard? (Programs may want to note changes made to curriculum, field experiences, program delivery mode, sequencing of courses/field experiences, academic support provided to candidates, professional development offered to/required of faculty, etc.) (500-word limit) While no changes were made to the curriculum, the performance data continues to indicate a need for continuous synchronous teaching strategies to ensure understanding across the board. More teaching videos on how to use various kinds of learning management systems or online platforms for online presentations may be helpful. In addition to synchronous teachings, the program has implemented an alternative number for night and weekend help and night and weekend virtual sessions to ensure that help is provided for additional clarity as needed. As higher education faculty, we are still students ourselves learning from the data to determine what is working, what is not working, and what could be better. We continue to look at how we can provide more information and resources for successful course and key assessment completion for each student. The faculty continues to participate in professional development opportunities to enhance teaching effectiveness and overall success for all students.

3.If your data does not show that at least 80% of your candidates are meeting the standard, please describe your program's analysis of the potential causes of this performance. What plans have you put in place to address this concern? (500-word limit Students need more practice in communication through writing and verbal skills. The assignments in our courses increase practice in articulating information which is what the students need. This standard requires this skill. The students who succeeded in these key assessments/standards did so because they received multiple instructions on how to do so and are given the opportunity to redo or add to in order to make corrections or connections. Through assignments such as discussion posts and field experiences where NAEYC standards are required to be included, the students can continue to work in this area as they work toward completion of their AAS degree. The faculty will also continue to encourage use of the online success center for writing skill improvement and perhaps practice videos of their online presentations to share with their peers for helpful feedback before actual submission. Continuous improvement as a program remains as an ongoing process to be evaluated after completion of each course.

B(v) Reflection on the Program's Assessment System

Below, include a narrative reviewing the program's candidate assessment system, including strengths, challenges, and plans. In the narrative, address the following questions:

- **Describe the program's data collection system. In this response, the program may want to address what software system or other method it is using to collect and house the data, who is involved in the review and analysis of the data, and how often the data are analyzed. If the program does not yet have data for the key assessments, please describe the data collection plan addressing the components in the prior sentence. (800-word limit)** In the fall of 2019, key assessment data was emailed each semester. This submission process continued to be best as the college was completely remote during the pandemic season of the summer and fall of 2020. In 2021, the program chair created an assessment data form for each assessment for faculty to submit at the end of each semester if that key assessment was offered. Assessment data is discussed in faculty meetings and individually for any suggestions for improvement and then stored in a one drive. The assessment data is used not only for NAEYC annual reporting and NAEYC self-study documents, but also for the assessment records that are submitted annually to the Institution of Effectiveness dean and associate dean of the Center for Career and Technical Education. Once key assessment data form is received by the chair from faculty it is stored either in a tangible or One Drive file for easy access for reporting purposes. If desired, these forms can be reviewed by the deans of the college.

How do the key assessments collectively work together to address all key elements of all six standards? (500-word limit) How does the program support consistency in administering key assessments and analyzing data from them across course sections and faculty? (500-word limit) Standards and supportive skills are addressed throughout the Key Assessments. Consistency across courses is maintained with common assessments. While respecting faculty's differing instructional approaches, Key Assessments are uniform to provide students with an expectation of consistency in learning. Faculty collaborate to update Key Assessments each semester as needed based on information gained from the previous semester data, new research, and new information based on the professional community input.

How have the assessments evolved and improved in response to new developments in the profession, evidence of effectiveness, and input from stakeholders? (500-word limit) In 2014, changes across the Assessments were made stemming from standards and supportive skills not providing the information to better target areas of weakness in the grading rubrics. Previous assessments were too general in nature. Changes that were made in the rubrics aligned one standard or supportive skill to one element of the assessment providing greater purpose and focus for candidates and faculty. Key Assessments continue to be organized and comprised of more multi-level components to build toward a more comprehensive, tiered Assessment. Rubric terminology has not been changed since the last self-study as candidates continue to be informed from their entrance into the program of their ownership of their learning. Candidates are being called upon to learn in a different way from earlier educational experiences and new developments within the profession including requirements set by QRIS, DHR, and Alabama Department of Early Childhood Education for effective teaching and learning. Overall reflections; tiered purpose-driven assessments; as well as self-reflection and self-assessments; combined with ownership of learning continue to evolve from these updates. Meeting the standard, emerging towards the standard, or not meeting the standard
in the rubrics continues to affirm focus on the standards, while self-evaluations and self-reflections added to the Assessments continue to help candidates as they navigate assessments and begin to articulate their understanding of the assessments and their purpose. As the new NAEYC standards have been launched, the

program is preparing for an update to key assessments and grading rubrics in addition to child development courses as a whole and finally the addition of a Key Assessment 6.

Looking across assessments and at each standard, what do the data on candidate performance related to the standards convey about the strengths of the program? What do these data convey about challenges in the program? How will this information be used for program planning and improvement? (800-word limit)
Performance data continues to have an impact on the program. Standards through the Key Assessments will always provide the program the opportunity to coalesce around focused principles and high expectations. Focus on the standards will remain the foundation of the Key Assessments and the program. It is, however, anticipated that current and future Assessments and rubrics will change as the needs of the candidates change as we continue to meet the needs of differing student populations. This is in addition to the implementation of the new NAEYC standards. They will also change as faculty continues to examine the success of what is hoped candidates are learning, new research, and stakeholders' input. Candidate performance on assessments continue to overall indicate student success, however it is understood there is always room for improvement. Just as we teach candidates, learning is about the process. Faculty continues to find the process of completing an Assessment or an assignment to be important for a candidate's growth and development as a professional and it is understood that the expectation for any Assessment or assignment is quality.

What changes or improvements is the program considering for the coming year? (500-word limit)

The program understands that there is always room for program improvement and important reasons to maintain a quality program for candidates. As the NAEYC standards have been launched, the program is preparing for an update to key assessments and grading rubrics where applicable in addition to child development courses as a whole and finally the addition of a Key Assessment 6. With the launch of the Adopt-A-Center program in 2021, the program looks forward to enhancing ways to enhance enrollment beyond our service areas and improve completion opportunities beyond the CDA with teaching staff within child development centers as a group. We look forward to hosting more child development director support events on campus or virtually with directors such as a director's summit as the cases from the pandemic decline. Through our marketing efforts, we hope to increase opportunities for candidate apprenticeship sites to meet or exceed our current practicum sites. Establishing Alpha Beta Chi chapters across the state to serve candidates on and around each of our campus locations is a goal to enhance community service opportunities within the child development program and more engagement opportunities locally in communities where the candidates live. Improving our database of field experience sites for all candidates is another addition we look forward to adding to increase assistance with finding facilities to complete observations for candidates who are not already employed in the field across the state. Faculty will continue to honor the rich foundational history of this program and maintain continued growth and development of the Program to the benefit of each and every candidate both now and in the future. Every effort will continue to be made to provide candidates greater opportunities to improve in their growth and development. The program will continue to seek additional opportunities help support and move candidates towards success. The program understands that success will continue to come in a variety of ways whether it is in course-by-course completion; guiding students in their professional studies; encouraging candidates in their educational and sometimes personal journey; to seeing the growth and development of each candidate. For the program and faculty, the rewards of each candidate's success cannot be overstated. There are many miles left to cover for daily and annual improvement as a program. The program plans to increase its advisory committee membership to expand including more local and state representatives and will continue to seek representatives in these areas with the help of our Advisory committee, College Administration, and others in the field.

C. Reflection on the Program's Field Experiences (Standard 7)

As defined in the Accreditation Handbook, field experiences include "informal and formal opportunities for field observations, field work, practica, student teaching and other clinical practice experiences such as home visiting. A planned sequence of these experiences supports candidate development of understanding, competence and dispositions in a specialized area of practice." NAEYC reviews the characteristics and quality of a program's field experiences to ensure that they are meeting the breadth and depth of Standard 7. During the site visit, the Peer Review Team will interview faculty, candidates, cooperating teachers, and other supervisors regarding the quality of field experiences. The team will also review documents such as partnership agreements with field and clinical sites, documents/tools used to train cooperating teachers and supervising faculty, documents such as student handbooks.

Below, include a narrative reviewing the program's field experiences, including strengths, challenges, and plans. *The program should include how the field experiences have evolved during the course of the accreditation period.* In the narrative, address the following questions:

(a) **How are the program's field and clinical experiences consistent with outcomes emphasized in the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation and with the mission and goals of the program? (500-word limit)** Field experiences/observations are embedded into each course and designed to meet the NAEYC standards for the particular course they are in. With the completion of each unique set of observations, activities, and etc. each field experience and practicum aligns with the outcomes in the NAEYC standards and professional preparation for the workforce in child development and early childhood education.

(b) **Describe the program's partnerships with field and clinical settings that support candidate development and contribute to the needs of the settings. How are field and clinical experiences selected, planned and sequenced, to allow candidates to integrate theory, research, and practice? (500-word limit)** The program has partnerships with over three hundred child development programs state wide covering birth to age eight including HeadStart, JCCEO, Alabama First -Class Pre-K programs, and family childcare homes. New sites are added each semester. While field experience sites may be chosen by the candidates, the partnering sites are available for candidates that may have difficulty finding a quality site within their area that meets minimum Childcare and Licensing Performance Standards requirements NAEYC standards. Clinical settings or practicum sites are selected by the program coordinator as they are completed during the semester before graduation.

(c) **Describe how the program ensures that adults who mentor and supervise candidates provide positive models of early childhood practice consistent with the 2010 NAEYC Standards for Initial Early Childhood Professional Preparation. (500-word limit)** No matter where a candidate completes their clinicals/ practicums, the program coordinator travels to their approved site weekly to ensure that they are able to integrate theory, research, and practice where they are. Candidates being observed is a part of their grade. For candidates completing field experiences, they are given advising before they begin to know what they should be and should not be allowed to do in the settings. Permission forms with signatures are required to confirm where the candidates are to allow for a follow up by the program coordinator explaining what the candidates need and to ensure that the candidates have the support and mentorship required to do so. Field experience documents provide information to the director and mentoring teacher(s) about what will be required for the candidate to successfully complete their field experience assignments.

(d) **When the settings that are available to be used for field and clinical experiences do not reflect standards of quality, how does the program (1) provide candidates with other models and/or experiences to ensure that they are learning to work with young children and families in ways that are consistent with the *2010 NAEYC Standards for Initial Early Childhood Professional Preparation*, and (2) work with the settings to support stronger alignment with the program's standards of quality? (500-word limit)** During the mass advising and individual advising for candidates before they begin a field experience or practicum, candidates are made aware of their rights and responsibility to inform the program coordinator and/or faculty if where they are does not reflect standards of quality so that they may be placed in another facility. Candidates are reminded that even with the program coordinator coming out weekly to the sites, this does not mean that the sites are always doing what they should when the program coordinator is not there to observe. Therefore, candidates are required to document their daily experiences and inform the program coordinator/faculty about their concern so that they may be removed and placed where they can successfully complete their field experience and practicum requirements.

(e) **How do faculty and other supervisors help candidates to make meaning of their experiences in early childhood settings and to evaluate those experiences against standards of quality? How does the program provide training and/or guidance to the cooperating teachers and supervising faculty in the field and clinical settings to ensure consistency in the mentoring and evaluation of the candidates? (500-word limit)** Implementation documents, evaluations of placement of classrooms and programs by the candidates, self- evaluations, evaluations of candidates by the supervising teachers, daily journals, and etc. are a part of the guide to knowing how to measure the experiences against the NAEYC standards. Field experience documents provide information to the director and mentoring teacher(s) about what will be required for the candidate to successfully complete their field experience assignments. Before a candidate begins, meetings are held with the director to discuss the required support needed of the cooperating teachers such as allowance of implementation of routines, activities, and even teaching videos of the candidates

(f) **Describe the cultural, linguistic, ethnic, and/or ability diversity that candidates experience during their field experiences. If the opportunities are limited to work with diverse young children's populations, please describe other ways the program prepares candidates to work with diverse populations. (500-word limit)** For the field experience journals candidates are advised to complete their field experiences in a variety of settings since the journal requirement document calls for observations of various age groups and cultural backgrounds and learning backgrounds such as children with exceptionalities. For example, the observation/field experience in CHD 210 focuses on children with exceptionalities whereas the field experience in CHD 202 may focus on implementing art activities with accommodations to support various culture and ethnic background within the classroom. If a candidate is not able to successfully complete this required criterion where they are, they are provided with assistance to be placed where they can work with diverse populations.

(g) **Describe opportunities for candidates to experience appropriate use of technology, including assistive technology, during field experiences. (500-word limit)** The level of technology varies from site to site for candidates. Some sites may not have access to assistive or teaching technology at all. Candidates complete field experiences in various locations and classrooms to have the opportunities to observe and experience the appropriate use of technology. Candidates observe and reflect on this in their journal based upon their experience and access. With the pandemic, there has been an increase in the use of technology observed to decrease contact such as electronic sign-in and out requirements for parents, and use of the technology programs such as ProCare to document a child's daily report. Candidates who are placed for their

practicums are already in facilities where access to appropriate use of technology including assistive technology during their practicums are evident. If a candidate is already employed in a DHR licensed or NAEYC accredited facility, this criterion is evaluated by the program coordinator to ensure that the candidate can complete their field experience or practicum there so that these types of opportunities are accessible as it is needed for documentation of teaching practices. Candidates continue to learn about how to use technology within their courses through completion of assignments such as online portfolios, observations, and assessments. For candidates in the Alabama First Class Pre-K programs and the update to the QRIS implementation starting in the infant classrooms, this will continue to increase.

(h) **How does the program ensure that each candidate meets the requirements for age groups and settings as well as experience the diversity described in (e)? For some programs, the field experience chart that follows will specify particular experiences that are required of all candidates in the program, thereby ensuring that the requirements are met for each candidate. In other programs, candidates may have more flexibility in selecting different field experience sites at different points in their program; those programs should document individual candidates' placements via a tracking system that ensures all requirements are met by the time of program completion.** *If the program uses such a tracking system, please include a blank copy of the relevant tracking sheet or similar documentation in the Self-Study Report following the field experience chart.***(250 word limit for the narrative response to this section)**
For the field experience journals, candidates are required to complete their field experiences in a variety of settings since the journal requirement document calls for observations of various age groups and cultural backgrounds and learning backgrounds such as children with exceptionalities across the courses. By the time a candidate finishes the child development program, they have completed field experiences covering ages from birth up to age eight. Each field experience journal is designed to require the criterion of a certain age to be a part of the successful completion of the field experience. Signature pages and permission forms created by the program for confirmation of these various environments are required for credit in these assignments to track completion and are confirmed. The signature pages and permission forms also indicate the required number of completion hours with dates and times which allows the program to track each candidate for confirmation. If a candidate is employed in a DHR licensed or accredited program, they are allowed to complete their field experiences within that program but must include their permission forms and signature pages with their submission . For candidates completing their practicum course, meetings are held with the directors before they begin, as practicum candidates are required to complete their practicum in various classrooms covering birth up to age 8 and in some instances are required to complete their practicums in various locations ranging between DHR licensed facilities and NAEYC accredited facilities. Practicum candidates are observed weekly by the program coordinator until their practicum is complete. Implementation documents, evaluations of placement of classrooms and programs by the candidates, self- evaluations, evaluations of candidates by the supervising teachers, daily journals, and etc. are a part of the guide to knowing how to measure the experiences against the NAEYC standards and ensuring various age groups are observed.

Baccalaureate and graduate programs that have achieved national recognition through NAEYC's partnership with the Council for Accreditation of Educator Preparation are encouraged to use content from their response to Question 2 in Section I of the CAEP program report to address this section of the Self-Study Report.

Field Experiences Chart

In order to meet Standard 7, a program must provide opportunities for **all** candidates to **observe _and_ practice** with at least two age groups (birth-age 3, 3-5 years old, and 5-8 years old) in at least two settings (Head Start program, early school grades, early learning centers, or home-based settings). *Institutions that are submitting multiple programs in a single Self-Study Report must complete the information below separately for each program.*

Total number of field experience hours required in this program: 180**-Afterschool Track**_275- **Administration Track** 295- **Educarer Track**_____

In which age groups do all of your candidates have an opportunity to observe *(must select at least two to meet Standard 7)***?**

- ☐ **X** Birth-age 3
- ☐ **X** Age 3-5
- ☐ **X** Age 5-8

In which age groups do all of your candidates have an opportunity to practice *(must select at least two to meet Standard 7)***?**

- ☐ **X** Birth-age 3
- ☐ **X** Age 3-5
- ☐ **X** Age 5-8

In which settings do all of your candidates have an opportunity to observe *(Must select at least two to meet Standard 7)***?**

- ☐ **X** Head Start (or state equivalent) programs
- ☐ **X** Early school grades
- ☐ **X** Early learning centers
- ☐ **X** Home-based settings

In which settings do all of your candidates have an opportunity to practice *(Must select at least two to meet Standard 7)***?**

- ☐ **X** Head Start (or state equivalent) programs
- ☐ **X** Early school grades
- ☐ **X** Early learning centers
- ☐ **X** Home-based settings

Complete the following chart to describe the field experiences (add rows as necessary).

	Indicate the course name and number in which the field experience is located	Indicate the age group of the young children for the field experience in this column (Standard 7a)	Number of Field Experience Hours	Location/ Setting (Head Start program, Early learning or care center or home, early school grades) (Standard 7b)	Indicate if the field experience is an observation opportunity, a practice opportunity, or both.	Is this field experience required of all candidates in the program? (Y/N; if N, please estimate what percentage of candidates participate in this field experience)	If this field experience is part of a key assessment, please indicate which one
Field Experience #: Intro to Early Care Children Observation Part 1 and 2/Field Experience Journal	Intro to Early Care Children/CHD 100 hours	Birth-Preschool, Early School Grades	20	Head Start program, Early learning or care center or home, early school grades	☐ Observation ☐ Practice ☐ **X Both**	N 95% Candidates that choose the Administrative track are not required to complete this field experience.	N
Field Experience #Child Growth and Development Principles Observation Portfolio/ Field Experience Journal	Child Growth and Development Principles/ CHD 201	Birth-Preschool, Early School Grades	20	Head Start program, Early learning or care center or home, early school grades	☐ Observation ☐ Practice ☐ **X Both**	Y	KA 1-Child Observation Portfolio
Field Experience #Children's Creative Experiences Field Experience Documentation	Children's Creative Experiences/CHD 202	Birth-Preschool, Early School Grades	20	Head Start program, Early learning or care center	☐ Observation ☐ Practice ☐ **X Both**	N 95% Candidates that choose the Administrative track are not	N

				or home, early school grades		required to complete this field experience.	
Field Experience # ELLCO(Early Language and Literacy Classroom Observation Tool) and Field Experience Journal	Children's Literature and Language Development/CHD 203	Birth-Preschool, Early School Grades	20	Head Start program, Early learning or care center or home, early school grades	☐ Observation ☐ Practice ☐ **X Both**	Y	N
Field Experience #Methods and Materials for Teaching Young Children ECERS (Early Childhood Environmental Rating Scale) Classroom Observation/Teaching Field Experience Reflection Journal	Materials and Methods for Teaching Young Children/CHD 204	Birth-Preschool, Early School Grades	20	Head Start program, Early learning or care center or home, early school grades	☐ Observation ☐ Practice ☐ **X Both**	Y	N
Field Experience #Program Planning for Yong Children Observation/Field Experience Documentation	Program Planning for Young Children/CHD 205	Birth-Preschool, Early Grades	20	Head Start program, Early learning or care center or home, early school grades	☐ Observation ☐ Practice ☐ **X Both**	Y	N
Field Experience #X Administration of Programs for Young Children Observation/Field Experience Journal	Administration of Programs for Young Children/CHD 208	Birth-Preschool, Early Grades	20	Head Start program, Early learning or care center or home,	☐ Observation ☐ Practice ☐ **X Both**	N 5% Only candidates in Administration track are required to complete this	N

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				early school grades			field experience.
Field Experience# Infant and Toddler Observation in Four Parts	Infant and Toddler Programs/CHD 209	Birth-3 years	20	Head Start program, Early learning or care center or home	☐ **Observation** ☐ Practice ☐ Both	N 90% Candidates that choose the Administrative or Afterschool track are not required to complete this field experience.	N
Field Experience# ELORS Early Learning Observation and Rating Scale (Observation Reflection Field Experience	Educating Exceptional Young Children/CHD 210	Birth-Preschool, Early Grades	20	Head Start program, Early learning or care center or home, early school grades	☐ Observation ☐ Practice ☐ **X Both**	Y	KA 3- Modified Accessibility Material-Oral Presentation and Project
Field Experience: Families and Communities Field Experience Documentation	Families and Communities/CHD 214	Birth-Preschool, Early Grades	20	Head Start program, Early learning or care center or home, early school grades	☐ Observation ☐ Practice ☐ **X Both**	Y	N
Field Experience: Supervised Practical Experience	Supervised Practical Experience/CHD 215	Birth-Preschool, Early Grades	135	Head Start program, Early learning or care center or home, early school grades	☐ Observation ☐ Practice ☐ **X Both**	N 95% Candidates that choose the Administrative track are not required to complete this field experience.	N

Field Experience: Supervised Practical Experience	Supervised Practical Experience/CHD 219	Birth-Preschool, Early Grades	135	Head Start program, Early learning or care center or home, early school grades	□ Observation □ Practice □ X Both	N 90% Candidates that choose the Educarer or Afterschool track are not required to complete this field experience.	N

PART FOUR: PROGRAM OUTCOME DATA

As part of the program's achieving and maintaining NAEYC accreditation, it must report annually on at least three of the following measures and display these data via an easily located link on the program's website.

The program is strongly encouraged to meet with its Institutional Research (IR) office to assist in gathering the data on the outcome measures. Below are suggested data reporting templates, but the program is encouraged to report the data in a format that best meets its program needs. **For institutions with more than one accredited program, data must be disaggregated and reported for each program.**

Outcome Measure #1: The Number of Program Completers

In the chart below, please indicate the number and percentage of program completers for the three most recent academic years. Note: the percentages across each row must add up to 100%.

Academic Year	Number of program completers	% of program completers who were attending full-time (at the time of completion)	% of program completers who were attending part-time[4] (at the time of completion)
201910-201930	36	3%	97%
202010-202030	24	13%	87%
202110-202130	19	47%	53%

Outcome Measure #2: The Program Completion Rate

What is the published timeframe for full-time candidates to complete the early childhood program(s) included in this Self-Study Report? (Please indicate in terms of the number of academic years; e.g., five semesters would be 2.5 academic years.)____3 years_____

In the following chart, please indicate **the percentage of full-time candidates completing the program within the program's published timeframe.[5] The program must complete the information for the 150%**

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[4] Part-time status is defined by the institution.

[5] "The Commission defines the published time frame as the number of terms an individual student was actually enrolled in the program. The terms do not have to be consecutive, but the total number of terms must meet the program's expected time frame for completion. University-approved withdrawals (e.g., leaves of absence for reasons of health, maternity/paternity, mission work, military assignment) do not count toward the number of terms a student was enrolled in the program. Students taking longer due to reasons other than university-approved withdrawals (e.g., course repeats, remediation plans) cannot be considered as meeting completion expectations." *Language adapted from the Council on Academic Accreditation for Audiology, Speech Language Pathology of the American Speech Language Hearing Association at*http://caa.asha.org/news/calculating-program-completion-rates/.

indicator and choose to report on either the 100%, 200% (or twice) or 300% (three times) indicator. The academic years selected must fall within eight years of the date this report is submitted.

Example: A program with a published timeline of two years (four semesters at 15 credits a semester) to complete an A.A.S. in Early Childhood could select a Fall 2011 cohort on which to report. The 150% indicator, indicates all members of the Fall 2011 cohort (full-time at the time of enrollment) who completed the program by Spring 2014. The 100% indicator only contains members of the Fall 2011 cohort who completed the program by Spring 2013. The 200% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2015, including those already counted in the 150% indicator. Lastly, the 300% indicator contains all members of the Fall 2011 cohort who completed the program by Spring 2017, including those already counted in the 150% indicator.

Program Name: _____Child Development_____

Academic year in which a Fall cohort of **full-time** candidates enrolled in the program (select three sequential years)	Percentage of those candidates who completed the program within 150% of the published timeframe	Percentage of those candidates who completed the program within 100%, 200% (twice) *or* 300% (three times) of the published timeframe **(Please circle, underline or bold the indicator above on which the program will report.)**
FA 16 11 Students	10%	10%
FA 17 15 Students	20%	33%
FA 18 6 Students	33%	33%

A program may (but is not required to) insert below a short narrative description (150 words) of the data reflected above to provide context.

Outcome Measure #3: Institutional Selected Data

All programs are required to select at least one of the following outcome measures on which to report. (Institutions submitting multiple programs in a single Annual Report may select the same or a different measure for each program; a separate chart must be submitted for each program.)

(A) The fall-to-fall retention rate in the program for each of the three most recently completed academic years

Academic Year	% of Part-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Part-Time Candidates	% of Full-Time Candidates Enrolled in the Program (% of Total Enrollment)	Retention Rate among Full-Time Candidates
18/19	81%	41%	19%	56%
19/20	75%	28%	25%	57%

| 20/21 | 72% | 36% | 28% | 50% |

OR

(B) The number and percentage of program graduates employed in the early childhood profession or pursuing further education in the profession within one year of graduation for each of the three most recent academic years for which information is available.

Academic Year	Number of Graduates	Percentage of Graduates employed in the early childhood profession within one year of graduation*	Percentage of Graduates pursuing further education in the early childhood profession within one year of graduation*

*The figures in these two columns do not need to add up to 100%

OR

(C) Institutionally designed measure that speaks to candidate outcomes in the program (list the measure and the data for the measure). The data must be reported for the most recent three academic years. Such measures might include the average GPA of the graduating class, the number of candidates who completed their courses with a "C" or above, the pass rate on national performance assessments such as edTPA, etc.

Academic Year	Outcome Measure	Performance Data

3) **Please provide the specific web link where the data on Outcome Measures #1, #2 and #3 of this section are published on the institution's website.** The link should be accessible from the program's home page on the institution's website. The data could be housed directly within the program's section of the institution's website. If an institution has a page that houses accreditation data and/or candidate success data for all programs at the institution, the program outcome measures may be included there instead, but must still be linked to directly from the program's homepage.

https://www.jeffersonstate.edu/wp-content/uploads/2021/09/2019-2020-CHD-Program-Data-.pdf

This is the end of the Self-Study Report Template. Please be sure to review and complete the "Self-Study Report Completion Checklist" on pp. 3-5 of this template prior to submitting the report