



El Camino College

Division of Behavioral and Social Sciences
Dr. Gloria Miranda, Dean

Childhood Education Department
Program Review

Fall 2007

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Table of Contents

- I. Overview
 - A. Description of Program
 - B. Status of Previous Recommendations

- II. Program Statistics
 - A. Demand
 - B. Offerings
 - C. Scheduling
 - D. Retention and Success
 - 1. Retention Rates
 - 2. Success Rates

- III. Curriculum
 - A. Course and Content
 - 1. Courses Not Offered
 - 2. Course Revisions and Additions
 - B. Articulation
 - C. Instruction and Assessment
 - 1. Active Learning
 - 2. Assessment

- IV. Program Requirements
 - A. Instructional Support
 - B. Facilities and Equipment
 - C. Staffing.
 - D. Planning

- V. Conclusions
 - A. Prioritized Recommendations
 - B. Major Needs
 - C. Strategies

I. Overview

A. Description of Program

The degree and the certificates in childhood education prepare students for careers in private or public programs serving infants, toddlers, preschoolers, children with special needs, or children in before and after school care. The transfer degree option prepares students to continue studies at a four-year institution. Students will acquire the ability to apply developmental theories in observing and assessing children in the physical, cognitive, and psychosocial domains and will develop skills needed for working effectively with families, co-workers, and community agencies. Students will also gain the ability to design, implement, and evaluate developmentally appropriate and culturally sensitive curriculum. Program assessment will be conducted regularly through examinations, presentations, student self-assessment, portfolios, and tracking student employment and promotion in the teaching field.

B. Status of Previous Recommendations

The last recommendations were drafted in 1998. The status of the previous report will be based on the Executive Summary of that report.

Program strengths are still current. This includes the effective utilization of campus resources such as EOPS, the Special Resource Center, the Learning Resources Center and Tutorial Services. The department faculty work together to maintain strong interpersonal relationships. In addition, they regularly participate in professional growth activities. (Surveys based on multicultural, alumnae and community organizations were not reviewed.)

Some program weaknesses have been addressed, such as a need for “hands on” experiences. A concerted effort has been made to include hands on learning experiences in all child development courses and to provide students with volunteer and paid experiences in early childhood education settings. The department will soon be offering one- and two-unit courses that examine specific areas of special education curriculum and provide students with practical experience that will prove helpful in their work with children with special needs. One major area which has not been fully addressed is the alignment of the philosophy and practices of the Childhood Education Department and the Child Development Center.

The status of other previous recommendations is as follows:

- The Childhood Education Advisory Committee has been activated and meets twice a year.
- Student awareness of College resources and support services has increased
- Departmental meetings which include and support part-time faculty have been conducted.
- More work needs to be done in working collaboratively with the Child Development Center. Faculty has determined that this is a priority in this current review process.

- Topics and classroom experiences that deal with understanding and appreciating diversity as well as methods and principles for observing and guiding children are continually being woven into the curriculum.
- Topics and classroom experiences relating to working with children with special needs is being integrated into all courses.
- The department brochure needs to be revised.
- Storage and technologically supportive equipment has also increased in availability and but are areas that require more attention in the current program review.

The status of the previous validation team's recommendations is as follows (please note that the details and specifics will be addressed in the relevant areas of the current review):

- Work with the El Camino Camino College Child Development Center is still in its early stages and continues to be a challenge.
- Classroom space is still an issue as it limits the time classes can be offered and their availability.
- Access to the Smart Classrooms is limited.
- Classroom space that supports our "hands on" and group activities is inadequate. Students need to spread out into empty classrooms and hallways.
- Academic technology has increased significantly in the last 10 years.
- Cooperative Career Education courses have not been offered due to budget cuts.
- The curriculum has grown significantly and provides students with the opportunity to acquire experience in the profession, transfer to four-year institutions, and meet State Permit requirements.

II. Program Statistics

A. Demand

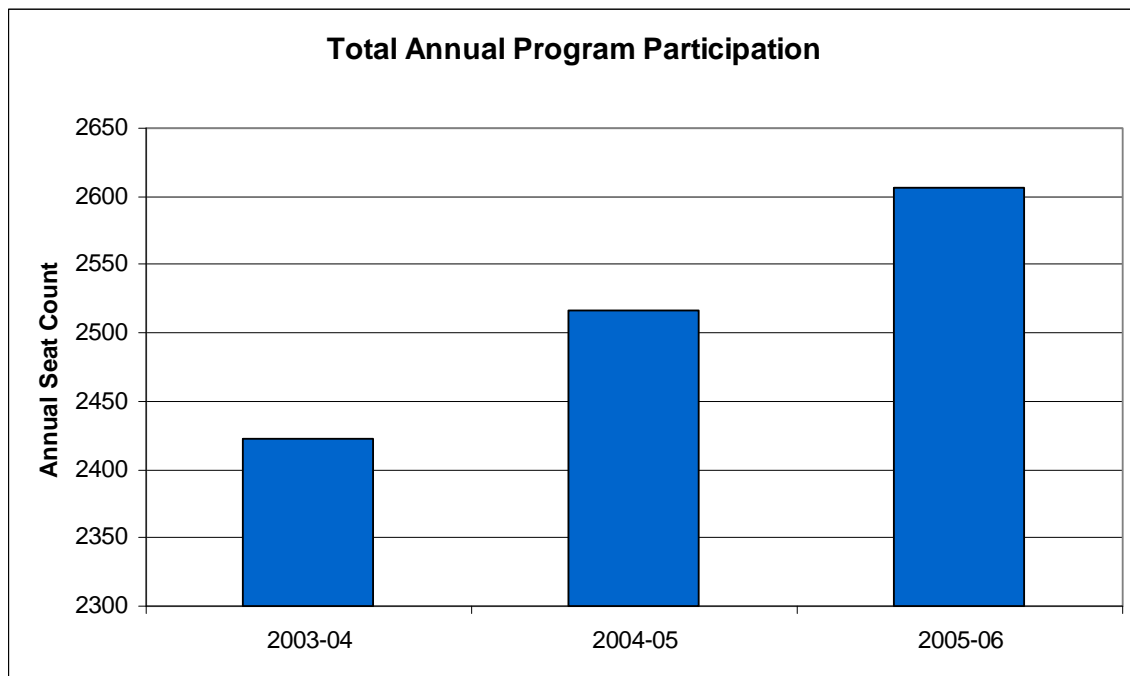
Instructions: Analyze the FTES by Course/Program using 1st census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

FTES by Program	Year 1	Year 2	Year 3
	Fall 2004	Fall 2005	Fall 2006
	124.95	134.35	137.29

B. Offering: Fill Rates

	Year 1	Year 2	Year 3
	Fall 2004	Fall 2005	Fall 2006
Day classes	99.6	92.9	100.0
Evening Classes	93.3	81.9	80.7

Annual Seat Count	Year 1	Year 2	Year 3
Day classes	2,422	2,529	2,607



C. Scheduling

Instructions: Complete the chart below. Indicate the time when sections of course in the program are currently scheduled to staff. . Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

Courses Fall 2007	Before 10 am	10 am to 1:55 pm	2 pm to 4:25 pm	4:30 and later	Saturday	Via Online
CDEV 3	1	3	2	2	1	1
CDEV 4				1		1
CDEV 7				1		
CDEV 8				1		
CDEV 9		1	1	1		1
CDEV 10		1				
CDEV 11					2	
CDEV 12			1	1		
CDEV 16		1		1		
CDEV 19		1		1		
CDEV 29						1
CDEV 30						1
CDEV 31				1		
CDEV 32	1					
CDEV 34		1				
CDEV 39					1	
CDEV 40					1	
CDEV 45					1	
TOTALS	2	8	4	11	6	5

1. What (if anything) is indicated by the student satisfaction with scheduling?

Students indicated that they would like more courses to be offered on Saturdays as well as more options for online courses. They have also requested that additional curriculum course be offered each semester instead of only being offered alternative semesters. An additional section of Child Development 8 should be added since it is a core course with one scheduled in the evening and one during the day. Child Development 31 should be offered each semester online.

2. Are there period of high student demand which are not being addressed?

Yes No

How could such demand be addressed?

Schedule additional classes on Saturday, offer Child Development 31 online each semester, and offer an additional section of Child Development 8 online or on campus each semester. In addition, the department should consider offering off-site classes at locations such as local school districts or the One-Stop locations.

Recommendations:

Offer incentives to full and part-time faculty to undergo the necessary training to teach online courses. Offer additional Saturday classes, such as a curriculum course, and other core courses.

D. Retention and Success

1. Retention

Instructions: Review and analyze the data on retention. (Course completing with a grade other than W) over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer), and course levels.

Retention Rates			
	Fall 2004	Fall 2005	Fall 2006
Day	95.7	91.09	93.54
Evening	90.57	88.96	85.40

Trends:

The data indicates a slight decrease in the retention rate of evening students each year.

Recommendations:

Offer workshops for evening students to make them aware of support services.

2. Success Rates:

Instructions: Review and analyze the data on success rate students who earned a grade of A,B, C or Credit) over a three-year cycle comparing day to evening classes.

Overall Success Rates for Day and Evening Students			
	Fall 2005	Fall 2006	Fall 2007
Day	76.15	68.91	69.34
Evening	79.87	81.19	72.26

Trends: In order to better understand the downward trend in success rates, our study revealed that the online success rate has been declining (46% to 61%) in some classes such as Child Development 3 and Child Development 9, yet remain high in the other courses. In addition, it was also discovered that although the success rate is declining in these courses, the retention rate remains very high (74% to 91%) It appears that there is a tendency for students to remain in the online class, even if they are failing compared to students taking courses on campus.

Recommendations: This trend will be carefully monitored. Online faculty will meet to discuss possible solutions to this problem.

III. CURRICULUM

A. Courses and Content

1. Courses Not Offered

The following courses have not been offered within the past three years:

Child Development 50 Special Topics in Child Development
Child Development 95/96 Cooperative Career Education
Child Development 99 Independent Study

None of the courses need to be inactivated at this time. The special topics and independent study courses are options that will allow the department to be responsive to student needs in this dynamic and changing profession. Child Development 95/96 offers students course credit for their work in the profession, but was discontinued when the budget was reduced.

2. Course Revision and Additions

The following course outlines are in need of revision:

Child Development 8 The Preschool Child
Child Development 9 The Home, The School, and The Community
Child Development 20 Child Development Practicum
Child Development 31 Supervising and Mentoring Adults
Child Development 37 Mentor Seminar A
Child Development 38 Mentor Seminar B
Child Development 39 Mentor Seminar C
Child Development 40 Mentor Seminar D
Child Development 95/96 Cooperative Career Education

Courses Inconsistent with Current Practice:

Child Development 20 – Child Development Practicum is in need of review and revisions. The 45-hour requirement for practicum hours is inadequate to prepare students for working with young children in a classroom setting. Most other colleges require a minimum of 90 hours for the practicum. The faculty at the Compton Center have voiced their concerns with the low number of required hours and agree that it does not adequately prepare students for work with children.

New Courses:

The following new courses have been added to the Childhood Education Curriculum:

CDEV 34 Observing and Guiding Children
CDEV 135 Parenting in Contemporary Society
CDEV 160 Working with Children: Autism Spectrum Disorders
CDEV 163 Working with Children: Attention Deficit Disorders
CDEV 166 Working with Children: Physical Disabilities/Health Impairments
CDEV 169 Special Education Practicum

Child Development 34, 135, and 163 were developed in response to the partnership with Compton College. The Compton Child Development faculty felt that these courses were essential components of their program. The ECC faculty reviewed the courses and determined that they would be viable additions to childhood education curriculum. The ECC faculty developed the courses and presented them to the Division Curriculum Committee and the College Curriculum Committee for approval. In addition, the Child Development Major and all of the certificates were revised to include these courses.

Revisions to the Conditions of Enrollment:

The Childhood Education Certificates were revised in the Fall of 2006. All of the certificates are consistent with current practice. None of the certificates need to be inactivated at this time.

The faculty have conducted content review on Child Development 45 – The School Age Child , and Child Development 46 –Principles and Practices of School Age Care Program, and determined that the prerequisite of Child Development 3 – Child Development should be changed allow students to take either of these courses concurrently with Child Development 3.

In response to a request by the Department of Education, the Childhood Education faculty have developed an Early Intervention Assistant Certificate to prepare students for work with infants and preschool children with special needs. The certificate will be forwarded to the State System Office in the Spring and is scheduled to be available to students in Fall 2008.

The enrollment limitations for Child Develop 29, 30, and 31 vary. In order to be consistent with the experience requirements for the Child Development Permit, the department has determined that this enrollment limitation should be 50 days of experience of a minimum of three hours per day within the past two years for all three classes.

Students were unsure about the process for attaining clearance to enter these classes. The prerequisite clearance form used by the counseling department was very confusing to students and in most cases they were completing the

Prerequisite Waiver form by mistake. In response to this problem, the Childhood Education faculty developed a prerequisite clearance form that clearly outlined the requirement for each class. This form has been presented to the counseling division and to the Curriculum and Education Enrollment Management Subcommittee for their review and recommendations.

Prerequisite Clearances:

A serious problem with prerequisite clearances surfaced this semester. Students who have met the prerequisite of Child Development 3 at another college must go through the prerequisite clearance procedure every semester for any course that requires Child Development 3 as a prerequisite. This has caused a great deal of frustration for students, has kept them from getting into classes, and in some cases has led to students seeking courses elsewhere. It also requires that they have to come to campus unnecessarily in order to submit the clearance form. This also puts extra work on the faculty and division office staff who have to process the forms.

When a student has taken an equivalent course at another college, they should be automatically cleared for all courses for which that course serves as a prerequisite. This problem was presented to the Curriculum and Education Enrollment Management Subcommittee and the matter is being reviewed.

Recommendations:

1. Revise the prerequisite for Child Development 45 and 46 to Child Development 3 or concurrent enrollment.
2. Complete the required paperwork in order to submit the Early Intervention Assistant Certificate to the State System Office for approval.
3. Review the enrollment limitations for Child Development 29, 30, and 31.
4. Work with ITS and counseling to develop a mechanism that allows students to be automatically cleared for all courses for which that course serves as a prerequisite.
5. Offer Child Development 95/96 each semester to allow students the opportunity to develop objectives specific to their work environment and for areas of professional growth and to gain course credit that can be applied to an ECC Certificate, an Associate's degree, and the Child Development Permit awarded by the Commission on Teacher Credentialing.
6. Survey other colleges to determine the number of hours they require for their practicum courses and use this data to revise Child Development 20.

B. Articulation

There are several courses that need to be submitted for articulation with CSU and UC system. Articulation Agreements with CSU Dominguez Hills and CSU Long Beach need to be developed.

High School articulation agreements need to be developed with all of our local high schools offering child development courses.

The articulation agreement with the Southern California Regional Occupational Center needs to be reviewed and revised as students are currently being misled into thinking that the SCROC course is equivalent to Child Development 3. Currently, students who have taken the SCROC child development course are allowed to take an equivalency exam. In the past 15 years, only two students have passed the exam. Meetings with the SCROC coordinator need to take place and the curriculum needs to be aligned in order to prepare students for the college-level course.

CSU Dominguez Hills has recently developed a Bachelor of Science Degree in Child Development. This degree is theoretical by design and does not offer students the opportunity to develop skills in curriculum development and implementation. In addition, it does not offer a course specific to children with special needs nor a course equivalent to the Home, School, and Community. This means that when a student is working towards a Child Development Permit awarded by the Commission on Teacher Credentialing they can not take the required core courses for even the second level of the Child Development Permit. They will need to wait until they graduate with a bachelor's degree and then apply for the permit under alternative qualifications. Work needs to be done with the Child Development Department at CSU Dominguez Hills to recommend that they revise their degree in order to meet the needs of practicing preschool teachers. Otherwise, it will not be in the best interest of ECC students to attain a bachelor's degree from CSUDH.

Articulation difficulties need to be investigated in more detail and meetings with the local CSU and UC representatives need to be arranged.

Recommendations:

1. Designate a faculty member to work with the ECC Articulation Officer, and a representative from CSU Long Beach and CSU Dominguez Hills to better align curriculum and to develop formal memorandums of understanding.
2. Designate a faculty member to work with the SCROC Program Director in order to align the curriculum. This would include recommending course materials, assignments, and textbooks as well as including SCROC child development students in program activities such as Children's Day and Story Hour.
3. Keep the SCROC Program Coordinator on the Childhood Education Advisory Committee.

4. A Childhood Education faculty member needs to be part of the SCROC advisory board and attend regular meetings.
5. Keep informed about the work done by California Community Colleges Early Childhood Equivalency Project which is monitoring the progress of the alignment of college level childhood education courses across the state so all courses reflect state wide objectives

C. Instruction and Assessment

1. Active Learning

Childhood education faculty excel in this area. They are continually assessing their instructional methods and integrating teaching and learning techniques to enhance students learning. The department also incorporates interactive lectures, group activities, simulation, small and large group discussions, group presentations, and speakers. In addition, the following learning methods are actively incorporated inside and outside of the program to promote success:

- Incorporation of Gardener's Multiple Intelligence's in order to support of the variety of student learning styles (visual, auditory, hands on, social) of the students.
- Incorporation of technology including PowerPoint, DVDs, Videos, CDs and interactive software programs.
- Developing assignments that require students to observe and report on children in natural settings such as infant centers, preschools, school-age programs, and programs that serve children with special needs.
- Working collaboratively to develop rubrics to clearly describe criteria for assignments and to allow students the opportunity to assess their own work

Electronic Classroom Clicker System:

The faculty recently attended a presentation on the interactive "clicker" system. In this learning system, students are given a small hand-held device which allows them to electronically select answers to questions posed by the instructor. The answers are shown on the screen allowing the instructor to check for understanding. The system has been tested on campus with extremely positive results.

Recommendations:

1. Purchase two sets of classroom "Clickers" to be shared by the Childhood Education faculty.
2. In the course review process, make sure that all courses are culturally sensitive and address children with special needs adequately.

2. Assessment

The department excels in this area and has worked very hard to offer various opportunities for the assessment of learning. The faculty have begun developing Student Learning Outcomes (SLO) and assessment of the first SLO took place in summer, 2007. The faculty have developed SLOs for the following courses: Child Development, Survey of Children with Special Needs, Music and Movement for Young Children, Language Arts for Young Children, Science and Math for Young Children, and Creative Art for Young Children. The development of SLOs will be expanded to additional courses in Spring 2008.

Faculty consistently provide students with comprehensive well-developed syllabi which allow them to understand what is expected for each class and to organize their time in order to maximize their success.

Faculty use data from formal and informal evaluations to revise and refine assignments in order to promote and improve student learning and improve the quality of the program. Faculty collaborate on assignments to ensure consistency among instructors. New courses are developed to meet the needs of the students and the children they serve. Faculty develop and offer workshops for students and workshops are developed to new courses, add support services such as the Teacher Resource Room, run workshops, review new textbooks, research and update syllabi.

Recommendations:

1. Funds should be made available to full and part-time faculty from ECC and the Compton Center in order to hold a one-day retreat in order to develop student learning outcomes and assessments.

IV. Program Requirements

A. Instructional Support

Libraries and Programs

x	Library	x	Special Resource Center	x	Basic Skills Study Center	x	Library Orientation
	Music Library	x	Puente Program	x	Honor's Transfer Program	x	Careers in Child Care Program
x	Learning Resource Center Media Materials Collection	x	Assessment/Testing Office	x	Counseling (Especially TEP Counseling)	x	Teacher Education Program
x	EOPS & CalWORKs	x	Transfer Center	x	First Year Experience	x	GearUp Tutoring Program
x	Learning Communities	x	Project Success	x	CTE Pipeline Education		

Computer Labs and Tutoring

x	LMTC Computer Commons		SRC High Technology Center	x	Writing Center		Other Computer Lab. Please List
x	CAI MAC Lab	x	Writing Lab	x	LRC Tutorial Program	x	B&SS Computer Lab ARTB 322
	CAI Windows Lab		Math and Science Lab		Math Tutoring		
	Hawthorne BTC		Keyboarding Center		SRC Tutorial Program		
x	Inglewood Center			x	EOPS Tutoring		

Faculty Support Services

x	Graphic Arts	x	Copy Center	x	Distance Education		Other (Please list.)
x	Media Services A/V Production	x	Tech Services Help Desk	x	Teleconferences	x	Student Workers
x	Media Services Equipment Distribution	x	Support Staff	x	Webconferences		
x	ECC Vehicles	x	ECC hosted Websites	x	Staff Development		
x	ECC E-mail						

2. Do you have some instructional support needs that are not being met?

 X Yes ___ No

The Technical Services Department (ITS) appears to be grossly understaffed. We have had a new program computer in the warehouse for five months. ITS has explained that we are on a list for installation, but that due to an inordinate amount of new computers ordered for the college, as well as understaffing, vacations, and injuries in the ITS department they are woefully behind in the installations.

Recommendation:

Staffing should be increased in the ITS department in order to support the technological needs of faculty and staff.

B. Facilities and Equipment

The program makes use of technology equipment through the Smart Classrooms. It also makes efficient use of the Teacher Resource Room, the Child Development Center, the Special Resources Center, and Library.

The facilities are adequate but need to be maintained more consistently. The temperatures of the classrooms need to be regulated so that they are not too hot or too cold.

Recommendations:

1. ARTB305 and ARTB 313 should be equipped as Smart Classrooms.
2. Additional Technical Service personnel should be hired in order to properly maintain the technology we currently own and allow us to upgrade current technology in a timely manner.

C. Staffing

Instructions: Analyze the data on FTEF, adjunct FTEF, and the FT/PT ratio for the most recent fall semester and answer the following questions:

FTEF (full-time equivalent faculty): # 7.3

Number of full-time FTEF: # 3.0

Number of adjunct FTEF: #4.3

FT/PT load ratio: 40/60

1. How do the program numbers compare to a like semester (fall to Fall three years ago or the previous program year?)

Fall 2004 68/32

Fall 2005: 63/37

Fall 2006 58/42

2. Trends:

The data shows a steady increase in the courses being taught by part-time faculty. This extremely high rate of part-time faculty members is very troublesome as it can erode the integrity of the program and cause a lack of continuity for students and faculty.

3. Mentoring Program:

The childhood education department does not have a formal faculty mentoring program at this time. A new part-time faculty member is usually informally paired with a full-time faculty member and is encouraged to seek her out for assistance.

4. Faculty Maintain Professional Currency by:

- Reading Educational Newsletters from Organizations and Agencies
- Reading Professional Journals
- Conducting Internet Research
- Holding Memberships in Professional Organizations
- Attending and Presenting Workshops for Professional Organizations world-wide
- Attending and Presenting at Conferences
- Authoring textbooks
- Serving as Experts on a PBS Television Program
- Attending Meetings for the California Early Childhood Mentor Program and Child Development Training Consortium
- Participating in Teacher Exchange Programs with Poland and Ukraine

Faculty Status Data

Name	Reassigned time (%)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
Antoinette Phillips			X		
Janet Young	60%				
Jennifer Montgomery					
Susan Baxter					

The above data clearly highlights that it is necessary to hire full-time faculty. One faculty member is serving as the College Curriculum Committee chair and another faculty member has retired. The department is relying too heavily on part-time faculty. This is causing inconsistency and instability in the program. In order to maintain a program with integrity and to provide continuity and stability, additional full-time faculty need to be hired for the next academic year. This is especially necessary as the childhood education program is unique as it serves a growing number of students as both a vocational and an academic program.

Vocational Program Needs

As a vocational program it is necessary to stay current with local and state regulations including Title 22 mandates. It is necessary to find practicum sites for students and to train mentor teachers to serve as role models. Faculty need to work with nine local school districts, all of whom have preschool programs as well as with organizations such as Preschool for All and LAUP. Faculty are continually asked to serve on advisory boards and steering committees for such organizations as the National Association for the Education of Young Children (NAEYC), the Southern

California Association for the Education of Young Children (SCAEYC), the Family Child Care Association, The Child Care Planning Committee, The Los Angeles County Office of Education, Title V Programs such as Head Start, RAP School-Age Advisory Committee, and SeaLab Educational facility. Unfortunately, with so few faculty members on staff, representation at these meetings is impossible. This is disappointing as childhood education faculty have the opportunity to effect change in policy regarding the education of young children but can not participate because they are simply spread too thin.

There has been a dramatic increase in the number of students applying for the Child Development Permit, awarded by the State of California Commission of Teacher Credentialing. This permit is required by most preschool programs and all federal and state funded preschool programs. The full-time faculty spend a great deal of time informing students about the permit requirements and the application process. In addition, faculty meet with students individually, review student transcripts and application forms and then sign-off on the application so that it can be forwarded to the Child Development Training Consortium and then finally to the California Commission on Teacher Credentialing for final approval. This is another worthwhile, yet time consuming service provided by full-time faculty.

El Camino College has the opportunity to become a Child Development Permit Granting Institution, however, the faculty have not yet had the opportunity to complete the required application to request this status. Due to the unprecedented increase in the number of permit applicants, students must wait up to eight months before they receive their permits from the state. In many cases this delays their employment. Once El Camino becomes eligible to award the permit, students will be able to obtain their permit in a fraction of the time which will allow students to get into jobs more quickly or to gain promotions.

In addition to outside committee work, the Childhood Education faculty manage grant programs such as the Child Development Training Consortium which offers a tuition reimbursement for student, the California Early Childhood Mentor Program which recruits and trains veteran teachers to serve as mentors for practicum students and then compensates them for their service, and the Careers in Child Care Program designed for students on public assistance. types of program requires faculty to work with the local preschool, local school

Although we have continuing grant programs, El Camino College is missing out on thousands if not millions of dollars available specifically for preschool education because we do not have the personnel to develop the grants and to manage them.

School-Age child care has been a priority to Governor Schwarzenegger and increased funding has been allocated for this area of education. This is another potential growth area for the department and another opportunity for employment for students.

In keeping with legislative changes, and to educational opportunities for children with special needs, special education is another enormous area of growth in the field of childhood education. Faculty wish to further develop this component of the program in order to become a premiere special education department that prepare students for the jobs in this field. A faculty member with experience in this area would serve the students and the department well and to help with the development of additional

courses that will help train and educate students to work with this growing population. Faculty would like to develop an annual Special Education Conference held on campus.

Academic Program Needs

Never before has so much attention been paid to the field of childhood education. The state is continually increasing the requirements for preschool teachers. According to the United Teachers Association, by the year 2010 all preschool teachers will be required to hold an A.A. degree, by 2014 they will be required to hold a bachelor's degree, and by 2016 it is expected that preschool teachers will be required to hold a preschool teaching credential like those required for elementary and high school teachers.

The Childhood Education Department is following these trends closely and wishes to be prepared to meet the educational and training needs of students, to offer them the necessary lower division coursework, and to assist them in a seamless transfer program to the CSU or UC system.

The state continues to advance the educational requirements for child care professionals. In addition, before and after school funding has increased as well as the need for qualified staff. Community College programs have been identified as a key part of meeting the demands of the field. More Faculty is needed to meet the growing demand for classes, to maintain the integrity of the program and to be responsive to student needs.

Recommendations:

Hire two full-time faculty members for Fall 2008 with expertise in curriculum and children with special needs.

D. Planning

Program Status, External Changes, and Future Changes

The program faculty and other personnel have a clear vision of where the department is headed. We are working on upgrading our inclusive curriculum to increase special needs awareness in every course; we monitor the changes and direction of the State in our profession including the Department of Education (CDE), Department of Social Services (DSS) and Department of Family Services (DFS). We have expanded our program through the Teacher Education Program and Teacher Resource Room. In turn the administrative duties of the faculty have greatly increased. We would like to become a Permit Approving Institution so our students do not have to wait 8 months to receive their Permits. We want to increase our service learning opportunities and continue to provide students with hands on learning.

Unlike most community colleges, our program has a very weak relationship with the College Child Development Center. This is a critical barrier in our goal in

becoming one of the top Childhood Education Departments in the State. We strongly recommend that a formal partnership between the Department and the Center be created with the vision that the Center reflect and support the pedagogical practices of the Department and the department support the growth and development of the program and its staff. A formal structure would include utilizing the center as a demonstration and teaching center. The center director needs to be actively teaching courses in the department and compensated for this time.

Data Needed for Improved Planning and Program Development:

- Tracking student who have been issued the Child Development Permit by the CTC
- What we need to apply to the CTC become a Permit Approval institution
- Monitor the State and Federal government for legislation that affects the students and the program.

Major External Changes and Implications

The major external change and trend will be the increase educational requirements for preschool school teachers mandated by the State of California Commission on Teacher Credentialing and the Department of Public Social Services.

These changes will require us to have articulation agreements with local universities, colleges and high schools. and more educated guidance councilors.

Five-Year Plan

In the next 5 years the program would best be served by the following:

- Minimum of 6 full time faculty
- A full-time department clerical assistant
- Greater collaboration with the Child Development Center to ensure consistency in program philosophy and developmentally appropriate practices

Recommendations:

Staffing (six full-time staff)

Program Secretary

Greater collaboration with the Child Development Center

Articulation Agreements with local CSUs and UCs

Advisory Board Improvements

Saturday Classes

Additional Curriculum Class Offerings

Become a Child Development Permit Approving Institution

Revise the Child Development Practicum Course

Collaborate with the Compton Child Development Department and Child Development Center

Update and improve the department Web site.

V. Conclusion

A. Prioritized Recommendations

1. Full-Time Faculty Hires: The first priority is to hire two additional full-time faculty members for the Fall 2008 semester.
2. Department Chair – As a growing vocational program, a rotating Department Chair position should be instituted with 40% released time in order to oversee the implementation of the recommendations set forth in this report.
3. Full-Time Program Assistant – As a growing vocational program, a full-time Program Assistant should be hired in order to work with the high volume of students seeking information about the program, child development permits, certificates, degrees, paid and volunteer internships, and who need advising in addition to counseling,
4. Greater Collaboration with the Child Development Center – The faculty should continue to work with the director and faculty at the child development center in order to better align the curriculum and practices taught in the department with the practices at the center.
5. Articulation Agreements with Local Universities- The faculty should continue to work with CSU and UCs representatives to develop course-to-course articulation as well as formal memorandums of understanding.
6. Advisory Board Improvements – The faculty will strive to hold additional meetings with advisory board members in order to gain recommendations to align the curriculum and practices with the needs of employers in the field.
7. Course Offerings- The faculty will develop a schedule that includes additional curriculum courses and more Saturday offerings.
8. Child Development Permit Approving Institution – The faculty will complete the paper work process in order to become authorized by the State of California Commission on Teacher Credentialing to approve applications for all levels of the Child Development Permit.

B. Major Needs

In order to accomplish the goals outline in the previous sections, the following personnel are needed.

- Two additional full-time faculty members, especially those with expertise in curriculum and children with special needs.
- One full-time Program Assistant
- Department Chair, two-year rotating term, with 40% release time

C. Strategies

Action	Timeline
Work with the dean to develop the required paperwork and justification for the Faculty Position Identification Committee for the prioritization of faculty hires.	Fall 2007
Develop a job description for the Department Chair and the Program Assistant	Fall 2007
Conduct a hiring committee for full-time childhood education faculty and Program Assistant	Spring 2008
Develop schedule which includes additional Saturday offerings	Fall 2007
Submit application to the California Commission on Teacher Credentialing to be approved as a Child Development Permit approving institution	Spring 2008
Revise Curriculum	Fall 2007/Spring 2008
Once full-time faculty have been hire: work to redistribute current assignments and to add assignments and responsibilities such as: participation in campus and off-campus committees and advisory boards, become State-mandated professional growth advisors for students who have been awarded the child development permit, review and approve child development permit applications, provide student advisement, conduct Child Development Permit, Certificate Web site and Degree information sessions, work more closely with the El Camino College Child Development Center.	Beginning Fall 2008 with activities ongoing