

Major Highlights

Plan for the Assessment of Student Learning

Assessment of Student learning Results

Dashboard 2008-09

Dashboard 2008-09 Percent of Targets Achieved

Credit Hour Trends

Degree Trends

Occupational Projections

Occupational Skills Analysis

CRC Recommendations

CRC Follow Up

**Early Childhood Development
Major Highlights
October 2009**

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Early Childhood Development program. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the program which may impact short and long term planning. As a point of reference each section begins with a brief synopsis of the data and information presented in the section.

Major Highlights

- In terms of assessing student learning, the Early Childhood program has articulated four learning outcomes and four benchmarks, which is in accordance with the requirements established by the Student Outcomes Assessment Committee (SOAC) and affirmed by the Chancellor's Cabinet. Between September 2008 and August 2009, all 4 benchmarks were assessed, met, and no modifications to the curriculum or pedagogy were suggested.
- The Early Childhood Development program dashboard score has been fairly consistent and ranged between 8.68 and 8.92 over the last four years. At 8.78 in 2007-08, it ranked 62nd out of all 102 curriculum offered at the college.
- Two out of the seven program dashboard measures exceeded the established college benchmarks, which included the percent of minority students and the student course completion rate. The percent of minority students in ECD courses has increased over a four-year period and at 30% in 2007-08, exceeded the college-wide 29% level. In terms of student success, the percent of students completing ECD courses with a "C" or better grade was at its four-year high in 2007-08 (81%), which was well above the college-wide average of 67%.
- On the other hand, three out of the seven program dashboard measures fell short of their established benchmarks. These include the sections filled to capacity, the percent of cancelled sections, and the percent of incompletes.
- While the number of students in ECD courses has not greatly fluctuated over the last four years, the total capacity of the courses has changed, which resulted in the rising and falling of the percent of sections filled to capacity. Most recently, 58% of ECD courses were filled to capacity, compared to 86% college-wide. In addition, the percent of cancelled sections has varied greatly and was at a four-year high of 28% in 2007-08, compared to 10% college-wide.
- The percent of students receiving an incomplete in an ECD course has fluctuated between 7% and 11% over a four-year period. In 2007-08, 8% of the Early Childhood Development students received an incomplete, compared to less than 2% college-wide.

- In terms of enrollment, after a ten-year low in the number of Early Childhood Development credit hours was experienced in 1998-99, the number has remained quite consistent for the last nine years. In the meantime, the number of Associate Degrees awarded in this program averaged 51 over a ten-year period and reached its peak (61 degrees) in 2005-06. The program most recently ranked sixth highest in the number of Associate Degrees granted among all college programs.
- Two DOL occupations are closely related to the Early Childhood Development program, which include Education Administrators, Preschool and Child Care Center/Program workers and Child Care Workers. Both occupations are expected to grow in the four-county region of southeast Michigan in the next five years, with an increase of over 3,500 new jobs projected. The larger increase projected is with Child Care Workers, expecting nearly 6,900 new and replacement jobs combined for the region, yet it is important to note that on average short-term on-the-job training is required for this occupation. Meanwhile, a degree is normally needed for Education Administrators, Preschool and Child Care Center/Program workers and over 250 new and replacement jobs are projected in the region for the next five years.

**Early Childhood Development
Program Assessment Plan**

Last Revised 8/3/2006

Catalog Description

The Early Childhood Development Associate Degree is designed to develop competencies related to various child development issues and child care skills. This program provides training for more effective work with children in a variety of areas, more adequate parenting and increased awareness of the sensitivities, vulnerabilities and potential of each child. The program satisfies state requirements for licensing as a director of a child care center or day care centers. It actively provides experiential and academic training in many facets of child care work through a year of field work surveying many community agencies, child care centers and institutions, followed by an intensive practicum in a child development area of choice.

Early Childhood Development Program Assessment Plan

Learning Outcome

ECD Graduates will demonstrate knowledge and application of Erik Erikson's 8 stages of development.

Benchmark	Assessment Method	Assessment Date
187.1A 80% of ECD students will apply their understanding of child development and developmental needs of children at \geq B using the assignment specific evaluation sheet.	Program Faculty and at least 2 members of the advisory board will evaluate a random sample of Erikson Papers using the assignment evaluation sheet. Erikson Paper (ECD 1404).	5/1/2010

Early Childhood Development Program Assessment Plan

Learning Outcome

ECD Graduates will demonstrate knowledge and application of age appropriate activities for children.

Benchmark	Assessment Method	Assessment Date
187.2A 80% of ECD students will successfully select developmentally appropriate activities for children at ≥B. See attached criteria.	Unit project (ECD 2406) Program Faculty and at least 2 members of the advisory board will evaluate a random sample of Unit books. (Capstone project using the project scoring sheet which students also use.)	5/1/2010

Early Childhood Development Program Assessment Plan

Learning Outcome

ECD Graduates will apply understanding of sound business practices in owning and operating a childcare program.

Benchmark	Assessment Method	Assessment Date
187.3A 80% of ECD students will compile and formulate all aspects necessary for running a childcare program including: Parent handbook, Staff handbook, Building design, Budget and Ad campaign at \geq B. (Capstone project using criteria sheet). See attached criteria.	Program Faculty and at least 2 members of the advisory board will evaluate a random sample of Center Design. Center Design – Capstone project for ECD 2416 using a criteria sheet.	5/1/2010

Early Childhood Development Program Assessment Plan

Learning Outcome

ECD Graduates will demonstrate appropriate teaching practices with children.

Benchmark	Assessment Method	Assessment Date
187.4A 80% of ECD students will demonstrate teaching ability as reflected in their evaluations at \geq B.	Internship evaluations using the internship evaluation form. (ECD 2406/2416).	5/1/2010

Early Childhood Development Summary of Program Assessment Findings

9/1/2008 to 8/31/2009

Catalog Description

The Early Childhood Development Associate Degree is designed to develop competencies related to various child development issues and child care skills. This program provides training for more effective work with children in a variety of areas, more adequate parenting and increased awareness of the sensitivities, vulnerabilities and potential of each child. The program satisfies state requirements for licensing as a director of a child care center or day care centers. It actively provides experiential and academic training in many facets of child care work through a year of field work surveying many community agencies, child care centers and institutions, followed by an intensive practicum in a child development area of choice.

Within this timeframe:

- 4 Benchmarks were scheduled to be assessed**
- 4 Benchmarks were assessed**
- 0 Benchmarks were not assessed**

Note: The following pages reflect findings for those Benchmarks that were assessed.

Early Childhood Development Summary of Program Assessment Findings

9/1/2008 to 8/31/2009

Learning Outcome

ECD Graduates will demonstrate knowledge and application of Erik Erikson's 8 stages of development.

Benchmark

187.1A 80% of ECD students will apply their understanding of child development and developmental needs of children at \geq B using the assignment specific evaluation sheet.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
The assignment proves to be meaningful to the ECD students.	Yes	No Modifications	5/1/2009	New

**Early Childhood Development
Summary of Program Assessment Findings**

9/1/2008 to 8/31/2009

Learning Outcome

ECD Graduates will demonstrate knowledge and application of age appropriate activities for children.

Benchmark

187.2A 80% of ECD students will successfully select developmentally appropriate activities for children at \geq B. See attached criteria.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
Students are learning the concept of age appropriate activities.	Yes	No Modifications	5/1/2009	New

Early Childhood Development Summary of Program Assessment Findings

9/1/2008 to 8/31/2009

Learning Outcome

ECD Graduates will apply understanding of sound business practices in owning and operating a childcare program.

Benchmark

187.3A 80% of ECD students will compile and formulate all aspects necessary for running a childcare program including: Parent handbook, Staff handbook, Building design, Budget and Ad campaign at \geq B. (Capstone project using criteria sheet). See attached criteria.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
This benchmark project continues to give students a glimpse into what is needed to run a successful child care program.	Yes	No Modifications	5/1/2009	New

**Early Childhood Development
Summary of Program Assessment Findings**

9/1/2008 to 8/31/2009

Learning Outcome

ECD Graduates will demonstrate appropriate teaching practices with children.

Benchmark

187.4A 80% of ECD students will demonstrate teaching ability as reflected in their evaluations at \geq B.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
OCC ECD students are well prepared to work with pre-school children in a licensed setting.	Yes	No Modifications	5/1/2009	New

Oakland Community College Dashboard Report

The purpose of the dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all curriculum the dashboard facilitates the systematic identification of well performing as well as ailing curriculum in order to support short and long range curriculum development.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term curriculum decision-making needs.

The Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Canceled Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.

Program Dashboard Detail Report

Prefix ECD
Title Early Childhood Development

	Discipline				All Curriculum College Wide
	2004-05	2005-06	2006-07	2007-08	2007-08
Sections Filled to Capacity	62.2%	49.9%	49.6%	58.0%	85.6%
Percent of Cancelled Sections	18.0%	2.6%	7.5%	27.9%	9.7%
Credit Hour Trend Ratio	1.00	1.00	0.98	0.99	1.02
Percent of Minority Students	22.8%	22.4%	24.2%	30.2%	28.7%
Percent of Withdrawals	7.8%	10.5%	12.1%	9.4%	18.4%
Percent of Incompletes	11.0%	7.4%	10.7%	7.5%	1.5%
Student Course Completion Rate	78.6%	80.5%	74.3%	80.6%	67.4%
Dashboard Score	8.92	8.98	8.68	8.78	

Sections Filled to Capacity

Prefix ECD

Prefix Title Early Childhood Development

	2004-05	2005-06	2006-07	2007-08
Total Students	585	612	582	572
Total Capacity	940	1,226	1,173	987
Sections Filled To Capacity	62.2%	49.9%	49.6%	58.0%

Definition:

Of all available seats, the percent that are filled based on end of term enrollment data. Calculation includes all four terms within the academic year Summer II, Fall, Winter and Summer I. This measure reflects the extent to which all credit "sections" are filled to their designated capacity e.g. allocated seats divided by the total number of available seats between July 1 and June 30. In particular, this measure provides one indication of the magnitude of student demand.

Percent of Cancelled Sections

Prefix ECD

Prefix Title Early Childhood Development

	2004-05	2005-06	2006-07	2007-08
Active Sections	41	38	37	31
Cancelled Sections	9	1	3	12
Total Sections	50	39	40	43
Percent of Cancelled Sections	18.0%	2.6%	7.5%	27.9%

Definition:

Of all offered credit sections the percent of sections that are cancelled as of the end of the term. Calculation includes all four terms during the academic year Summer II, Fall, Winter and Summer I. The calculation is based on a simple formula which takes the number of cancelled credit sections which is then divided by the total number of offered credit sections. This measure is one indicator of scheduling strategies and student demand.

Credit Hour Trend Ratio

Prefix ECD
Prefix Title Early Childhood Development

	2004-05	2005-06	2006-07	2007-08
Credit Hours Year 1	2,548	2,620	2,642	2,554
Credit Hours Year 2	2,620	2,642	2,554	2,616
Credit Hours Year 3	2,642	2,554	2,616	2,489
Credit Hours Year 4	2,554	2,616	2,489	2,449
Credit Hours Period 1	2,603	2,605	2,604	2,553
Credit Hours Period 2	2,605	2,604	2,553	2,518
Credit Hours Ratio	1.00	1.00	0.98	0.99

Definition:

Trend in credit hour enrollment based on a three year rolling average. Includes total credit hours over the academic year Summer II, Fall, Winter and Summer I. The calculation is based on those students enrolled on the terms official census date (one-tenth day). In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" is calculated based on a three year rolling average of student credit hours. The formula used to calculate this measure involves three simple steps:

- a. $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b. $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c. $(\text{Period 2} - \text{Period 1}) / \text{Period 1} = \text{Ratio}$

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix ECD

Prefix Title Early Childhood Development

	2004-05	2005-06	2006-07	2007-08
Minority Students	72	73	80	173
Total Students	316	326	330	572
Percent of Minority Students	22.8%	22.4%	24.2%	30.2%

Definition:

The percent of students who are minority in relation to all enrolled students. Minority status is self-reported by the student and includes African American, Asian, Hispanic, Native American Indian and Other. Calculation is based on the full academic year Summer II, Fall, Winter and Summer I. Percentages are computed on those students enrolled as of the end of the term and exclude missing data.

Percent of Withdrawals

Prefix ECD

Prefix Title Early Childhood Development

	2004-05	2005-06	2006-07	2007-08
Total Withdrawals	45	64	70	53
Total Grades	580	611	580	562
Percent of Withdrawals	7.8%	10.5%	12.1%	9.4%

Definition:

The percent of students who withdraw from their course after the term begins. Calculation includes the entire academic year Summer II, Fall, Winter and Summer I. Moreover, the calculations are derived from end of session data, after grades are posted. Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP) and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), Not Reported (NR), and Missing status. This is one indication of student success.

Percent of Incompletes

Prefix ECD

Prefix Title Early Childhood Development

	2004-05	2005-06	2006-07	2007-08
Total Incompletes	64	45	62	42
Total Grades	580	611	580	562
Percent of Incompletes	11.0%	7.4%	10.7%	7.5%

Definition:

The percent of students who receive an incomplete in their course. Calculation includes the entire academic year Summer II, Fall, Winter and Summer I. Moreover, the calculations are based on end of session files, after grades are posted. Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N) Not Reported (NR), and Missing status. This is one indication of student success.

Student Course Completion Rate

Prefix ECD

Prefix Title Early Childhood Development

	2004-05	2005-06	2006-07	2007-08
Successful Grades	456	492	431	453
Total Student Grades	580	611	580	562
Student Course Completion Rate	78.6%	80.5%	74.3%	80.6%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Calculation includes grades from the entire academic year Summer II, Fall, Winter and Summer I. Student success rates are based on end of session data after grades have been posted. The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N), Not Reported (NR), and Missing status. This is one indication of student success.

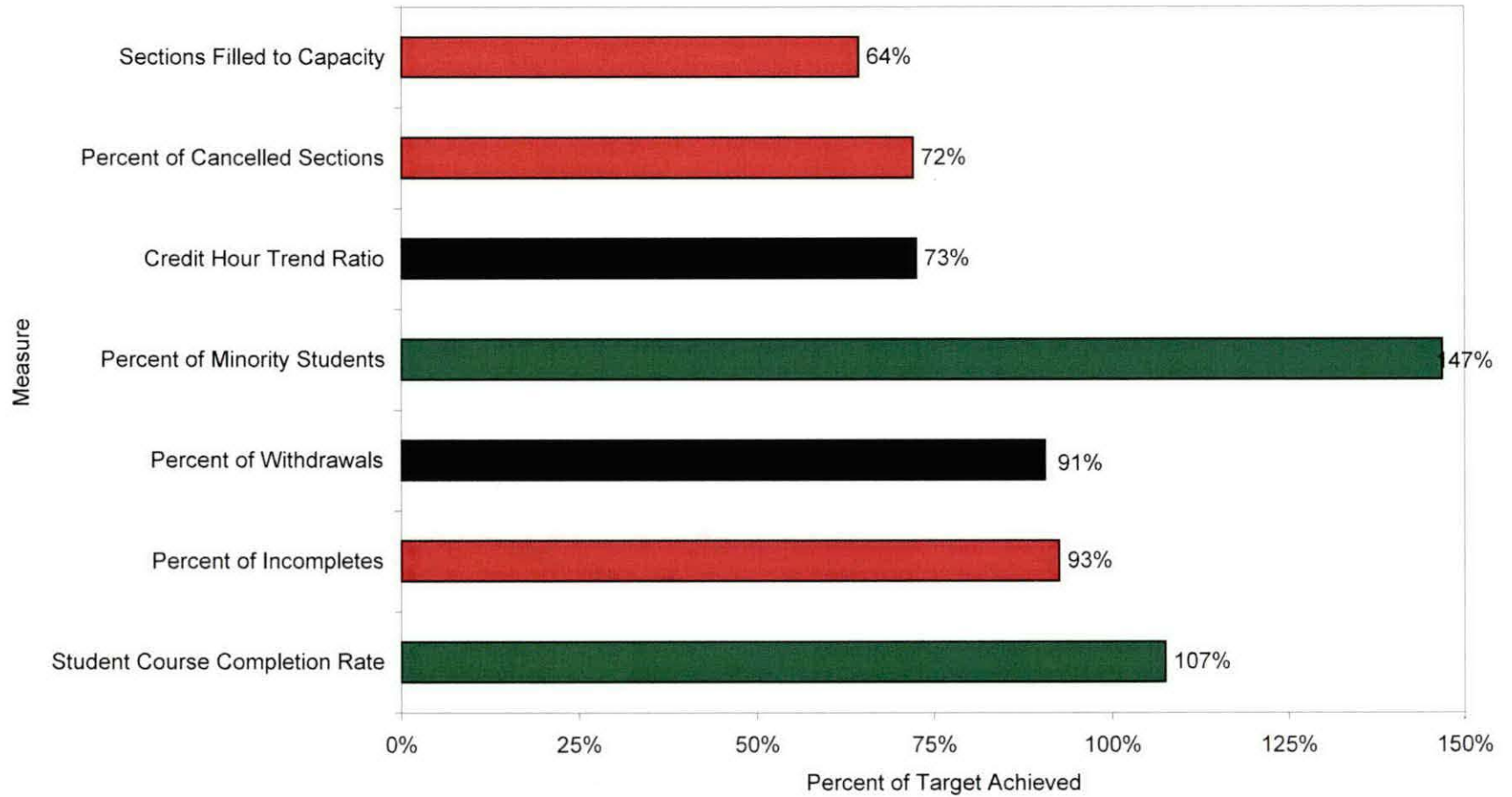
Oakland Community College Dashboard Report Percent of Targets Achieved

The following graph and table depict the extent to which each of the seven dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

Oakland Community College Percent of Target Achieved 2007-08

Early Childhood Development ECD



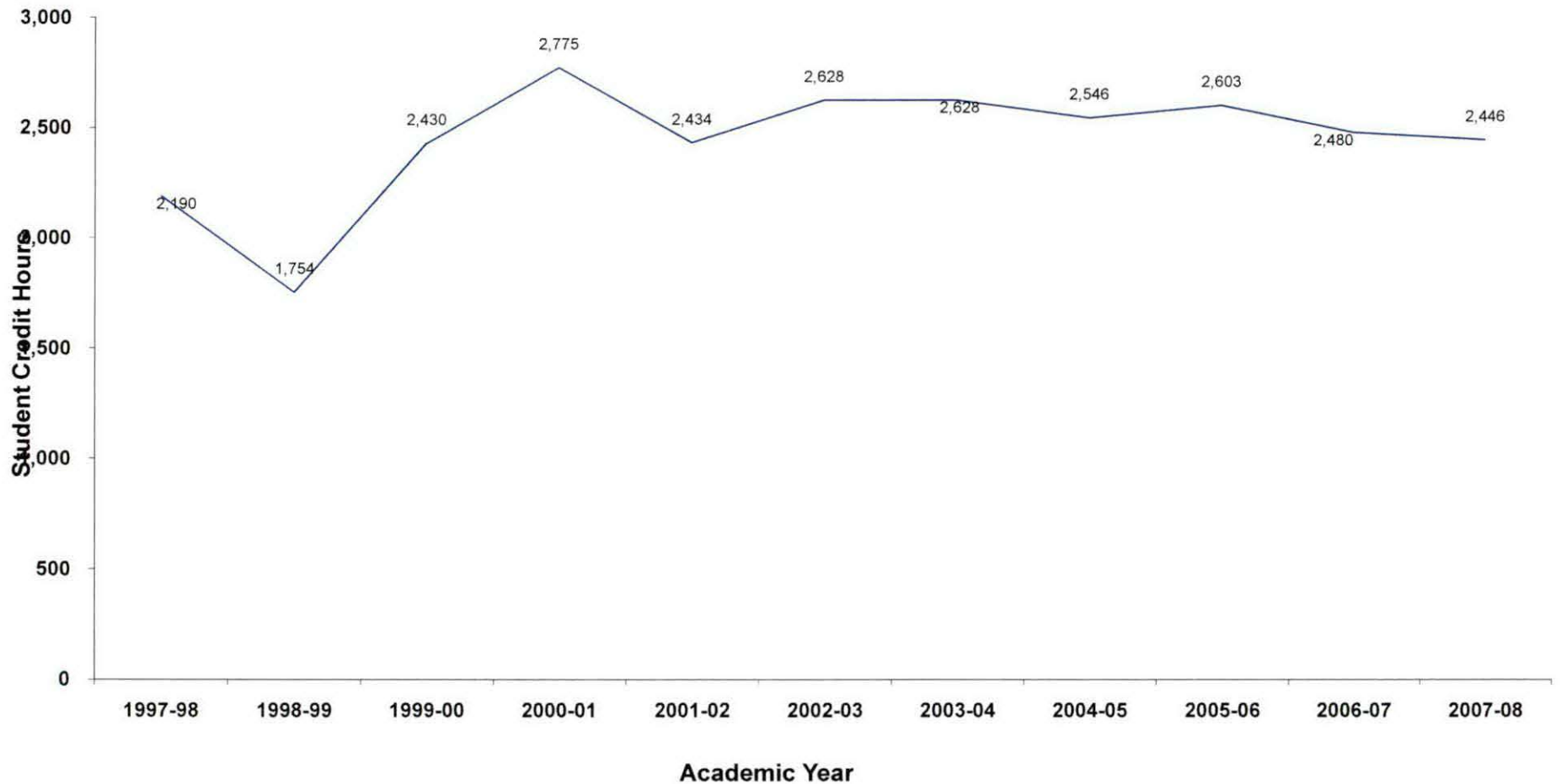
Oakland Community College Program Dashboard Report 2007-08

Early Childhood Development ECD Dashboard Score: 8.78

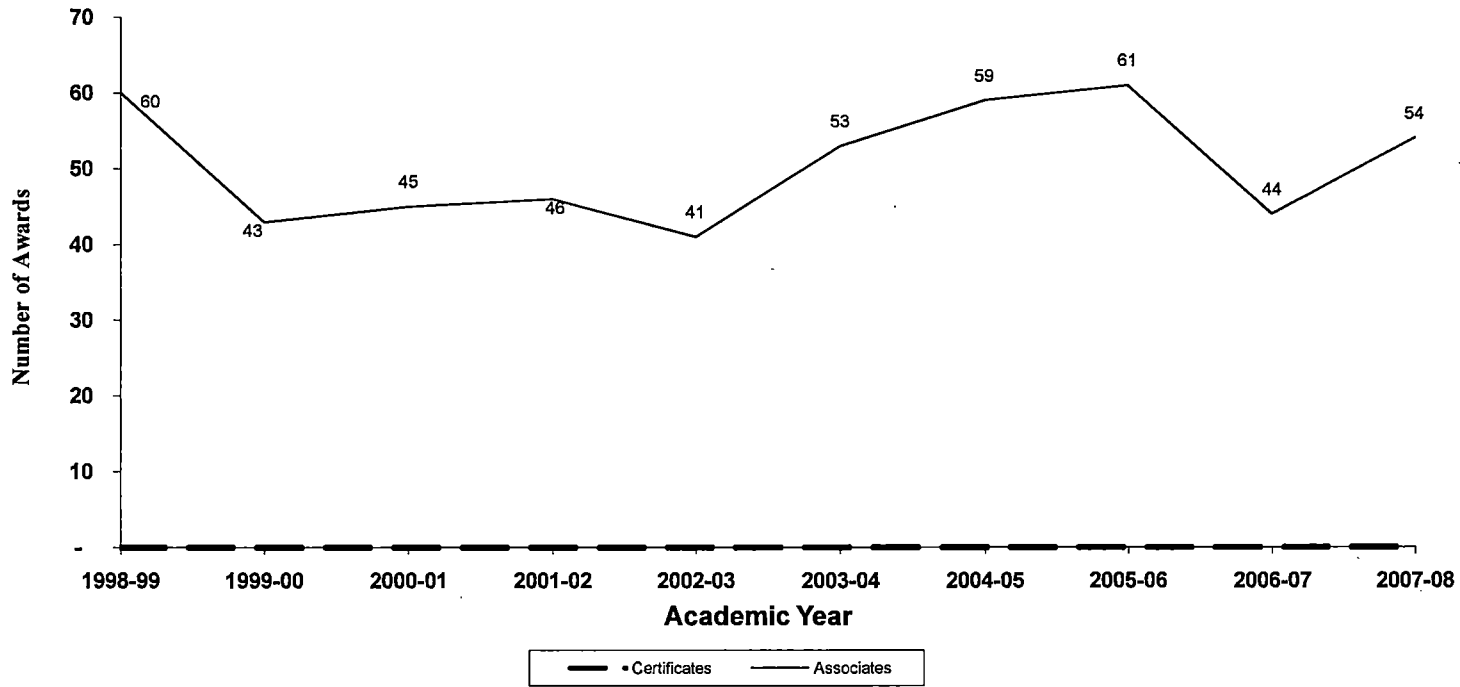
Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	58.0%	75.0%	90.0%	64.4%	18.3%	1.18
Percent of Cancelled Sections	27.9%	25.0%	0.0%	72.1%	14.8%	1.07
Credit Hour Trend Ratio	0.99	0.68	1.36	72.5%	17.6%	1.28
Percent of Minority Students	30.2%	18.5%	20.6%	146.8%	5.9%	0.87
Percent of Withdrawals	9.4%	15.0%	0.0%	90.6%	10.3%	0.93
Percent of Incompletes	7.5%	3.0%	0.0%	92.5%	6.5%	0.60
Student Course Completion Rate	80.6%	60.0%	75.0%	107.5%	26.6%	2.86

**Oakland Community College
Ten-Year Trend in Student Credit Hours
Early Childhood Dev.
1997-98 through 2007-08**

	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	2007-08 SCH	5-Year % Change	10-Year % Change
Early Childhood Dev.	2,190	1,754	2,430	2,775	2,434	2,628	2,628	2,546	2,603	2,480	2,446	-6.9	11.7
College Wide Totals	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	493,655	506,474	5.8	17.4



**Oakland Community College
Associate Degrees and Certificates Awarded
Early Childhood Development
1998-99 through 2007-08**



<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1998-99	0	60
1999-00	0	43
2000-01	0	45
2001-02	0	46
2002-03	0	41
2003-04	0	53
2004-05	0	59
2005-06	0	61
2006-07	0	44
2007-08	0	54

Occupational Projections 2009 – 2014

The following projections are for those occupations most closely associated with this program based on national and regional labor market data. However, the extent to which specific OCC programs lead to employment within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" level as defined by the U.S. Department of Labor.

Although based on sound well tested economic modeling procedures, projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Occupational forecast data was obtained from EMSI (Economic Modeling Specialists Inc.).

Early Childhood Development Related Occupation Trends for Southeast Michigan 2009-2014

SOC Code	Description	2009 Jobs	2014 Jobs	Change	% Change	New & Rep. Jobs	% New & Rep.	Current Median Hourly Earnings	Current Avg Hourly Earnings	Education Level
11-9031	Education administrators, preschool and child care center/program	1,137	1,234	97	9%	255	22%	\$16.57	\$18.24	Degree plus work experience
39-9011	Child care workers	24,169	27,585	3,416	14%	6,887	28%	\$8.43	\$8.61	Short-term on-the-job training
		25,306	28,819	3,513	14%	7,142	28%	\$8.79	\$9.04	

Occupational Skills, Abilities and Knowledge Analysis

The following report provides detailed information on the knowledge, skills and abilities required for a given occupation. Consideration of these different competencies and levels of attainment while designing and reviewing curriculum will ensure that students enrolled in our programs are adequately prepared for employment.

In particular this report provides:

Importance of the competency to the occupation (in general terms)

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

Importance of the competency to the occupation (in specific terms).

- 0 to 20 = not important
- 21 to 40 = somewhat important
- 41 to 60 = important
- 61 to 80 = very important
- 81 to 100 = extremely important

Level of Attainment in the competency required by the occupation:

- Basic = 0 to 24
- Intermediate = 25 to 49
- Advanced = 50 to 74
- Expert = 75 to 100

**Education Administrators, Preschool and Child Care Center/Program
Occupational Knowledge**

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Personnel and Human Resources	Very Important	89	Advanced	69
Administration and Management	Very Important	88	Advanced	60
Customer and Personal Service	Very Important	88	Expert	79
Education and Training	Very Important	88	Expert	83
English Language	Very Important	78	Advanced	65
Clerical	Very Important	76	Expert	75
Psychology	Very Important	76	Advanced	59
Public Safety and Security	Important	66	Intermediate	48
Economics and Accounting	Important	63	Advanced	51
Law and Government	Important	60	Intermediate	43
Sociology and Anthropology	Important	59	Advanced	51
Computers and Electronics	Important	51	Advanced	58
Communications and Media	Somewhat Important	49	Intermediate	43
Sales and Marketing	Somewhat Important	49	Intermediate	49
Therapy and Counseling	Somewhat Important	47	Intermediate	49
Philosophy and Theology	Somewhat Important	46	Advanced	51
Medicine and Dentistry	Somewhat Important	44	Intermediate	31
Mathematics	Somewhat Important	43	Intermediate	43
Fine Arts	Somewhat Important	27	Basic	18
History and Archeology	Somewhat Important	27	Intermediate	29
Foreign Language	Somewhat Important	26	Basic	14
Production and Processing	Somewhat Important	26	Basic	19
Transportation	Somewhat Important	25	Basic	17
Geography	Not Important	22	Basic	23
Telecommunications	Not Important	22	Basic	8
Mechanical	Not Important	16	Basic	19
Chemistry	Not Important	15	Basic	19
Engineering and Technology	Not Important	12	Basic	10
Building and Construction	Not Important	10	Basic	14
Food Production	Not Important	9	Basic	12
Biology	Not Important	5	Basic	5
Physics	Not Important	2	Basic	1
Design	Not Important	1	Basic	2

**Education Administrators, Preschool and Child Care Center/Program
Occupational Skills**

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Social Perceptiveness	Very Important	91	Advanced	72
Active Listening	Very Important	90	Advanced	66
Speaking	Very Important	86	Advanced	67
Time Management	Very Important	86	Advanced	63
Monitoring	Very Important	85	Expert	76
Reading Comprehension	Very Important	83	Advanced	68
Management of Personnel Resources	Very Important	82	Advanced	71
Instructing	Very Important	82	Advanced	63
Judgment and Decision Making	Very Important	82	Advanced	61
Learning Strategies	Very Important	81	Expert	78
Critical Thinking	Very Important	81	Advanced	65
Active Learning	Very Important	80	Advanced	62
Writing	Very Important	79	Advanced	67
Service Orientation	Very Important	78	Advanced	64
Coordination	Very Important	75	Advanced	72
Management of Financial Resources	Very Important	75	Advanced	65
Persuasion	Important	74	Advanced	63
Negotiation	Important	70	Advanced	60
Management of Material Resources	Important	67	Advanced	56
Complex Problem Solving	Important	62	Advanced	57
Mathematics	Important	58	Intermediate	47
Equipment Selection	Important	55	Advanced	51
Troubleshooting	Somewhat Important	46	Intermediate	40
Systems Evaluation	Somewhat Important	43	Intermediate	43
Operations Analysis	Somewhat Important	40	Intermediate	38
Quality Control Analysis	Somewhat Important	39	Intermediate	35
Equipment Maintenance	Somewhat Important	38	Intermediate	36
Systems Analysis	Somewhat Important	34	Intermediate	33
Repairing	Somewhat Important	34	Intermediate	33
Technology Design	Somewhat Important	34	Intermediate	29
Installation	Somewhat Important	30	Intermediate	34
Operation and Control	Somewhat Important	26	Basic	24
Science	Not Important	23	Basic	23
Operation Monitoring	Not Important	20	Basic	19
Programming	Not Important	15	Basic	16

**Education Administrators, Preschool and Child Care Center/Program
Occupational Abilities**

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Oral Comprehension	Very Important	75	Advanced	59
Oral Expression	Very Important	75	Advanced	59
Problem Sensitivity	Very Important	75	Advanced	55
Speech Recognition	Important	72	Advanced	54
Speech Clarity	Important	72	Intermediate	48
Written Expression	Important	69	Advanced	55
Written Comprehension	Important	69	Advanced	52
Inductive Reasoning	Important	69	Intermediate	48
Originality	Important	63	Advanced	50
Deductive Reasoning	Important	63	Intermediate	48
Near Vision	Important	60	Advanced	52
Information Ordering	Important	60	Intermediate	46
Fluency of Ideas	Important	60	Intermediate	45
Selective Attention	Important	60	Intermediate	38
Category Flexibility	Important	53	Intermediate	43
Far Vision	Important	50	Intermediate	39
Speed of Closure	Important	50	Intermediate	34
Time Sharing	Somewhat Important	47	Intermediate	34
Flexibility of Closure	Somewhat Important	47	Intermediate	32
Visual Color Discrimination	Somewhat Important	44	Intermediate	34
Perceptual Speed	Somewhat Important	44	Intermediate	32
Number Facility	Somewhat Important	41	Intermediate	43
Mathematical Reasoning	Somewhat Important	41	Intermediate	36
Visualization	Somewhat Important	41	Intermediate	34
Memorization	Somewhat Important	41	Intermediate	32
Finger Dexterity	Somewhat Important	41	Intermediate	30
Auditory Attention	Somewhat Important	38	Intermediate	32
Hearing Sensitivity	Somewhat Important	38	Intermediate	30
Depth Perception	Somewhat Important	38	Intermediate	27
Multilimb Coordination	Somewhat Important	35	Intermediate	25
Trunk Strength	Somewhat Important	31	Intermediate	30
Static Strength	Somewhat Important	31	Intermediate	27
Arm-Hand Steadiness	Somewhat Important	28	Basic	21
Stamina	Somewhat Important	28	Basic	20
Manual Dexterity	Somewhat Important	28	Basic	18
Gross Body Coordination	Somewhat Important	25	Intermediate	25
Speed of Limb Movement	Somewhat Important	25	Basic	23
Control Precision	Somewhat Important	25	Basic	23
Extent Flexibility	Somewhat Important	25	Basic	20
Dynamic Strength	Somewhat Important	25	Basic	18
Gross Body Equilibrium	Not Important	22	Basic	16
Response Orientation	Not Important	3	Basic	2
Wrist-Finger Speed	Not Important	3	Basic	2
Spatial Orientation	Not Important	3	Basic	2
Explosive Strength	Not Important	0	Basic	0
Glare Sensitivity	Not Important	0	Basic	0
Rate Control	Not Important	0	Basic	0
Reaction Time	Not Important	0	Basic	0
Sound Localization	Not Important	0	Basic	0
Night Vision	Not Important	0	Basic	0
Dynamic Flexibility	Not Important	0	Basic	0
Peripheral Vision	Not Important	0	Basic	0

Child Care Workers Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Customer and Personal Service	Important	57	Intermediate	49
Psychology	Important	57	Intermediate	40
English Language	Important	50	Intermediate	37
Public Safety and Security	Somewhat Important	48	Intermediate	35
Education and Training	Somewhat Important	46	Intermediate	39
Medicine and Dentistry	Somewhat Important	34	Basic	20
Sociology and Anthropology	Somewhat Important	32	Intermediate	30
Therapy and Counseling	Somewhat Important	32	Basic	23
Mathematics	Somewhat Important	28	Basic	22
Geography	Somewhat Important	25	Basic	23
Personnel and Human Resources	Somewhat Important	25	Basic	17
Law and Government	Not Important	24	Basic	18
Philosophy and Theology	Not Important	24	Intermediate	26
Administration and Management	Not Important	22	Basic	14
Communications and Media	Not Important	21	Basic	19
Transportation	Not Important	21	Basic	17
Clerical	Not Important	20	Basic	23
Computers and Electronics	Not Important	18	Basic	19
Chemistry	Not Important	16	Basic	16
Economics and Accounting	Not Important	16	Basic	12
History and Archeology	Not Important	16	Basic	16
Foreign Language	Not Important	15	Basic	8
Fine Arts	Not Important	13	Basic	10
Sales and Marketing	Not Important	13	Basic	11
Design	Not Important	12	Basic	11
Telecommunications	Not Important	12	Basic	6
Mechanical	Not Important	10	Basic	4
Production and Processing	Not Important	10	Basic	8
Biology	Not Important	9	Basic	7
Food Production	Not Important	8	Basic	5
Physics	Not Important	8	Basic	5
Building and Construction	Not Important	4	Basic	1
Engineering and Technology	Not Important	4	Basic	2

Child Care Workers Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Active Listening	Very Important	75	Advanced	54
Learning Strategies	Important	71	Advanced	65
Social Perceptiveness	Important	71	Advanced	61
Speaking	Important	68	Advanced	54
Instructing	Important	68	Advanced	51
Critical Thinking	Important	67	Advanced	61
Monitoring	Important	67	Advanced	59
Active Learning	Important	65	Advanced	50
Negotiation	Important	62	Advanced	51
Time Management	Important	61	Advanced	56
Service Orientation	Important	60	Advanced	54
Judgment and Decision Making	Important	60	Intermediate	48
Reading Comprehension	Important	56	Advanced	60
Writing	Important	54	Advanced	57
Persuasion	Important	54	Intermediate	49
Coordination	Important	53	Intermediate	46
Complex Problem Solving	Somewhat Important	49	Intermediate	38
Management of Material Resources	Somewhat Important	40	Intermediate	34
Management of Personnel Resources	Somewhat Important	40	Intermediate	32
Quality Control Analysis	Somewhat Important	37	Basic	24
Mathematics	Somewhat Important	36	Intermediate	29
Management of Financial Resources	Somewhat Important	34	Intermediate	30
Equipment Selection	Somewhat Important	27	Intermediate	32
Systems Evaluation	Somewhat Important	26	Intermediate	27
Equipment Maintenance	Not Important	24	Intermediate	27
Repairing	Not Important	23	Basic	22
Operation and Control	Not Important	22	Basic	20
Technology Design	Not Important	19	Basic	22
Troubleshooting	Not Important	19	Basic	18
Systems Analysis	Not Important	18	Basic	19
Operations Analysis	Not Important	17	Basic	18
Science	Not Important	16	Basic	17
Operation Monitoring	Not Important	13	Basic	13
Installation	Not Important	10	Basic	11
Programming	Not Important	8	Basic	7

Child Care Workers Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Problem Sensitivity	Very Important	78	Advanced	55
Oral Expression	Important	72	Advanced	55
Oral Comprehension	Important	72	Advanced	55
Speech Clarity	Important	72	Intermediate	46
Inductive Reasoning	Important	66	Advanced	54
Fluency of Ideas	Important	66	Advanced	52
Originality	Important	66	Advanced	50
Speech Recognition	Important	66	Advanced	50
Deductive Reasoning	Important	63	Advanced	50
Time Sharing	Important	63	Intermediate	46
Written Comprehension	Important	60	Intermediate	46
Written Expression	Important	60	Intermediate	43
Selective Attention	Important	60	Intermediate	43
Flexibility of Closure	Important	56	Intermediate	45
Information Ordering	Important	56	Intermediate	41
Category Flexibility	Important	53	Intermediate	46
Near Vision	Important	53	Intermediate	45
Extent Flexibility	Somewhat Important	47	Intermediate	41
Far Vision	Somewhat Important	47	Intermediate	39
Trunk Strength	Somewhat Important	44	Intermediate	39
Speed of Closure	Somewhat Important	44	Intermediate	36
Visualization	Somewhat Important	41	Intermediate	36
Stamina	Somewhat Important	41	Intermediate	27
Memorization	Somewhat Important	38	Intermediate	36
Hearing Sensitivity	Somewhat Important	38	Intermediate	34
Visual Color Discrimination	Somewhat Important	38	Intermediate	27
Static Strength	Somewhat Important	35	Intermediate	38
Finger Dexterity	Somewhat Important	35	Intermediate	32
Arm-Hand Steadiness	Somewhat Important	35	Intermediate	29
Auditory Attention	Somewhat Important	31	Intermediate	34
Perceptual Speed	Somewhat Important	31	Intermediate	25
Manual Dexterity	Somewhat Important	31	Basic	23
Multilimb Coordination	Somewhat Important	28	Intermediate	27
Gross Body Coordination	Somewhat Important	28	Intermediate	27
Speed of Limb Movement	Somewhat Important	25	Basic	21
Gross Body Equilibrium	Not Important	22	Basic	21
Dynamic Strength	Not Important	22	Basic	18
Number Facility	Not Important	22	Basic	14
Control Precision	Not Important	19	Basic	16
Sound Localization	Not Important	13	Basic	18
Response Orientation	Not Important	13	Basic	14
Reaction Time	Not Important	13	Basic	13
Peripheral Vision	Not Important	9	Basic	11
Depth Perception	Not Important	9	Basic	7
Wrist-Finger Speed	Not Important	6	Basic	7
Spatial Orientation	Not Important	6	Basic	7
Explosive Strength	Not Important	6	Basic	5
Mathematical Reasoning	Not Important	6	Basic	4
Night Vision	Not Important	3	Basic	4
Glare Sensitivity	Not Important	3	Basic	4
Dynamic Flexibility	Not Important	3	Basic	2
Rate Control	Not Important	3	Basic	2



**OAKLAND
COMMUNITY
COLLEGE**

Curriculum Review Committee

**Early Childhood
Shelley Moss Brooks
Faculty Coordinator
December 4, 2009**

Early Childhood and Development prepares students to work in preschool and Child Care Centers as well as Head Start programs. In the last 10 years ECD has averaged 51 Associate Degrees awarded and reached its peak (61 degrees) in 2005-2006. It is ranked sixth highest in number of associate degrees granted among all college programs.

Curriculum

- Remove the term day care centers from catalogue description and replace it with appropriate terminology. The faculty coordinator will take this through the curriculum committee.
- All syllabi need to add the required FERPA statement
- The syllabi for ECD 2540 will add reference to plagiarism
- The ECD 2416 Administration of Early Childhood Programs and Advance Internship is now required for all directors of child care for center to be licensed. Consider making this an online course.
- The Infant /Toddler Curriculum (ECD 1500) will become a required course and will go to curriculum for the necessary changes. Consider teaching this course online
- ECD is working with counseling to add the macro requirements to the program for better transferability.
- The required criminal background check which is completed in first ECD course needs to be moved to a statement in the college catalogue and completed before the first course.
- Possible school age child care course to be developed in the future.

Resources/Needs

- The program coordinators needs to review articulation programs and continue dialogue with Rochester College and EMU on transferability as well as dialogue on Race to the Top (federal program for education).
- Since the ECD 1500 is now required for licensure and a required course, the faculty is recommending another full-time faculty to address the increased demand due to the program and licensure changes.

Early Childhood Development PROE Review

1. ECD Statistics **Completed**
2. PROE Surveys
 - a. Advisory Board Perceptions **Sent**
 - b. Adjuncts Perceptions **Sent**
 - c. Students Perceptions **Completed**
3. Data collection from Adjuncts **sent**
4. Syllabi Collection of all 6 ECD Courses **Completed**
5. Collect/Analyze the above Data **In Process**
6. Complete the Curriculum Review Report by compiling the **Data Analysis** **In Process**
7. Forward Draft to Faculty .. **Not Necessary**
8. Send completed Hard Copy to Chair Person....
9. Present Completed ECD Self Study to Committee..

Additional Components of PROE

- Catalogue course descriptions **Completed**
Transferability of ECD Program **Completed**

CURRICULUM REVIEW SELF-STUDY PROCESS FOR DISCIPLINE/PROGRAM COORDINATORS

- OK Step 1**—Request that the Office of Assessment & Effectiveness (contact information available on InfoMart) to send you the Dashboard data for your Discipline/Program.
- OK Step 2**—If you are an occupational program coordinator, distribute the **PROE surveys** to faculty, students, and advisory committees. Return completed surveys to the OCC's Office of State and Federal Programs 6 weeks before your scheduled review.
- OK Step 3**—Send the **Data Collection forms** to all the full-time faculty and/or adjunct members of your Discipline/Program, as specified on each form.
- OK Step 4**—Collect syllabi from all adjuncts and full-time faculty for every course they are teaching, and complete the **Data Collection forms** for each course.
- OK Step 5**—After collecting the above data, complete the **Data Analysis forms** to help you organize and analyze the information you've gathered.
- OK Step 6**— Complete the Curriculum Review Report by compiling the **Data Analysis forms**
- OK Step 7**—Forward a DRAFT copy of your compiled Discipline/Program Curriculum Review Report along with a **Faculty Sign-off form** to all faculty participating in the review at least 6 weeks prior to your review appointment. NOTE: As part of the official CRC Review Document, please include the returned Faculty Sign-Off forms. **ONLY ONE ECD FACULTY MEMBER**
- OK Step 8**—Send a completed hard copy of all completed forms (including the **Data Collection, Data Analysis forms**) to the Chairperson of the Curriculum Review Committee at least 3 weeks prior to your review, along with enough copies of your completed report for each committee member. The Chairperson will distribute them.
- Step 9**—Present the Discipline/Program Self-Study to the Curriculum Review Committee on the appointed date.

The Curriculum Review Committee will then provide your Discipline/Program with recommendations and suggestions and share the results of your review with the College Academic Senate, Vice-Chancellor of Academic and Student Services, and the Office of Assessment & Effectiveness.

DATA COLLECTION Part A

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: ECD 1404
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

5a.

DATA COLLECTION

CORE REVIEW

C. CATALOG COURSE DESCRIPTION

FOR: ECD 2406

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

5b.

DATA COLLECTION

CORE REVIEW

D. CATALOG COURSE DESCRIPTION

FOR: ECD 2416

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
 NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

DATA COLLECTION

CORE REVIEW

E. CATALOG COURSE DESCRIPTION

FOR: ECD 2801-6
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

5d.

DATA COLLECTION

CORE REVIEW

F. CATALOG COURSE DESCRIPTION

FOR: ECD 1500

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

5e.
DATA COLLECTION

CORE REVIEW

G. CATALOG COURSE DESCRIPTION

FOR: ECD 2450

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

DATA ANALYSIS**CORE REVIEW****A. CATALOG COURSE DESCRIPTION**

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number <u> ECD 1404 </u>	<u> </u>	<u> X </u>
Course Number <u> ECD 1414 </u>	<u> </u>	<u> X </u>
Course Number <u> ECD 2406 </u>	<u> </u>	<u> X </u>
Course Number <u> ECD 2416 </u>	<u> </u>	<u> X </u>
Course Number <u> ECD 1500 </u>	<u> </u>	<u> X </u>
Course Number <u> ECD 2801-6 </u>	<u> </u>	<u> X </u>
Course Number <u> ECD_2450 </u>	<u> </u>	<u> X </u>

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

All the course descriptions for the ECD Program are current and accurate.

CORE REVIEW Part C

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Enrollment

- *While the number of students in ECD courses has not greatly fluctuated over the last four years, the total capacity of the courses has changed, which resulted in the rising and falling of the percent of sections filled to capacity. Most recently, 58% of ECD courses were filled to capacity, compared to 86% college-wide. In addition, the percent of cancelled sections has varied greatly and was at a four-year high of 28% in 2007-08, compared to 10% college-wide.*

Explanation In response to the cancelled classes in the ECD Program

Over the past 32 years there has never been a core ECD class cancelled for lack of enrollment. For the past 6 years almost all ECD classes have operated at maximum capacity.

ECD 2801-6 Independent Study functions as 6 courses with 37 students allowed in each of the 6 sections. It is an elective option in the ECD Program. These sections were never intended to be full. When one of these sections has zero enrollments, then that section is cancelled. The remaining sections are then combine together. Typical enrollment ranges from 1 to 15 in each section.

In January of 2008 I took a sabbatical and all independent study sections were cancelled.

Minority Students

- *Two out of the seven program dashboard measures exceeded the established college benchmarks, which included the percent of minority students and the student course completion rate. The percent of minority students in ECD courses has increased over a four-year period and at 30% in 2007-08, exceeded the college-wide 29% level*

As Program Coordinator for the ECD Program I recruit students for the ECD program from High schools and childcare centers throughout the tri county area. I think this explains the higher than average minority numbers.

Student and Course Success

- In terms of student success, the percent of students completing ECD courses with a "C" or better grade was at its four-year high in 2007-08 (81%), which was well above the college-wide average of 67%.
- The percent of students receiving an incomplete in an ECD course has fluctuated between 7% and 11% over a four-year period. In 2007-08, 8% of the Early Childhood Development students received an incomplete, compared to less than 2% college-wide.

Explanation in response to the higher number of ECD Student incompletes.

Both ECD 2406 and ECD 2416 require a 120-hour internship in a licensed childcare program. Many ECD students find it difficult to do both the class work and the internship within the 15-week semester. This department has always allowed students an Incomplete to do their internship without any grade penalty.

11a.

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

Early Childhood Development

Major Highlights

October 2009

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Early Childhood Development program. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the program which may impact short and long term planning. As a point of reference each section begins with a brief synopsis of the data and information presented in the section.

Major Highlights

- In terms of assessing student learning, the Early Childhood program has articulated four learning outcomes and four benchmarks, which is in accordance with the requirements established by the Student Outcomes Assessment Committee (SOAC) and affirmed by the Chancellor's Cabinet. Between September 2008 and August 2009, all 4 benchmarks were assessed, met, and no modifications to the curriculum or pedagogy were suggested.
- The Early Childhood Development program dashboard score has been fairly consistent and ranged between 8.68 and 8.92 over the last four years. At 8.78 in 2007-08, it ranked 62nd out of all 102 curriculum offered at the college.
- Two out of the seven program dashboard measures exceeded the established college benchmarks, which included the percent of minority students and the student course completion rate. The percent of minority students in ECD courses has increased over a four-year period

11b.

and at 30% in 2007-08, exceeded the college-wide 29% level. In terms of student success, the percent of students completing ECD courses with a "C" or better grade was at its four-year high in 2007-08 (81%), which was well above the college-wide average of 67%.

- On the other hand, three out of the seven program dashboard measures fell short of their established benchmarks. These include the sections filled to capacity, the percent of cancelled sections, and the percent of incompletes.
- While the number of students in ECD courses has not greatly fluctuated over the last four years, the total capacity of the courses has changed, which resulted in the rising and falling of the percent of sections filled to capacity. Most recently, 58% of ECD courses were filled to capacity, compared to 86% college-wide. In addition, the percent of cancelled sections has varied greatly and was at a four-year high of 28% in 2007-08, compared to 10% college-wide.
- The percent of students receiving an incomplete in an ECD course has fluctuated between 7% and 11% over a four-year period. In 2007-08, 8% of the Early Childhood Development students received an incomplete, compared to less than 2% college-wide.
- In terms of enrollment, after a ten-year low in the number of Early Childhood Development credit hours was experienced in 1998-99, the number has remained quite consistent for the last nine years. In the meantime, the number of Associate Degrees awarded in this program averaged 51 over a ten-year period and reached its peak (61 degrees) in 2005-06. The program most recently ranked sixth highest in the number of Associate Degrees granted among all

college programs.

Two DOL occupations are closely related to the Early Childhood Development program, which include Education Administrators, Preschool and Child Care Center/Program workers and Child Care Workers. Both occupations are expected to grow in the four-county region of southeast Michigan in the next five years, with an increase of over 3,500 new jobs projected. The larger increase projected is with Child Care Workers, expecting nearly 6,900 new and replacement jobs combined for the

11c.

region, yet it is important to note that on average short-term on-the-job training is required for this occupation. Meanwhile, a degree is normally needed for Education Administrators, Preschool and Child Care Center/Program workers and over 250 new and replacement jobs are projected in the region for the next five years.

Martin Orlowski, Director □ Assessment & Effectiveness □ Oakland Community College □ 27055 Orchard Lake Road □ Building M, Room 304 □ Farmington Hills, Michigan 48334 □ (248) 522-3882

DATA COLLECTION Part D

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES
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- *What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.*
 - Adding a second full time faculty member to the ECD Program.
Rational:
 - During the time I have been at OCC three courses have been added to the ECD Program.
 - The Program has tripled in size.
 - The addition of Infant Toddler, ECD 1500 added as an ECD Core Course will increase the number of sections.
 - The ECD Program is the 3rd largest Program in the college. The Mental Health Program, which is smaller, currently has 3 full time faculty.

- *What curriculum revisions or development would enhance instruction in your Discipline/Program?*
 - ECD 1500 Infant Toddler course needs to be added as a required course in the ECD Program.
Rational:
 - Michigan Childcare Licensing changed their requirements for childcare providers in a 'lead' Infant-Toddler position. The new requirements state that, to be a Lead Infant Toddler Teacher you MUST have a course in Infant Toddler Curriculum.
 - To accommodate the addition of ECD1500 the electives need to be reduced from 4 to 3.
 - To better serve transfer students a MACRO option ECD Program will be offered to students. See Below:

12.

Early Childhood Development (ECD.AAS) Transfer Option

Major Requirements

ECD 1404 Intro to Early Childhood Careers

Credits

4

ECD 1414	Early Childhood Activities	4
ECD 2406	Principles and Techniques of Early Childhood Education	6
ECD 2416	Administration of Early Childhood Programs and Advanced Internship	6
ECD 2450	Educating the 'At Risk' Child	3
ECD 1500	Infant/Toddler Curriculum	4

Required Supportive

ENG 1510	Composition I	3
ENG 1520	Composition II	3
PSY 2510	Introduction to Psychology	3
PSY 2710	Child Development	3
PSY 2730	Survey of the Exceptional Child	3
ENG 2650	Children's Literature	3

General Education Requirements (meets MACRAO requirements)

Natural Science 8

These courses must be taken in more than one academic discipline. This area is defined as courses on the Mathematics/Science General Education Distribution list, p. 69 or courses with the same prefixes with numbers higher than those listed. One course must be an approved lab/science.

POL 1510 3

Fine Arts/Humanities 5

This area is defined as courses on the Fine Arts/Humanities General Education distribution list, p. 69. These courses must be taken in more than one academic discipline.

Physical Education 1

A minimum of one credit hour must be completed from the Physical education courses listed in the General Education Distribution list, p. 69.

Total Credits 62

12a.

**DISCIPLINE/PROGRAM NEEDS AND RESOURCES
REVIEW SUMMARY:**

- Adding a second faculty member to the ECD Program
- Adding ECD 1500 Infant Toddler as a Required ECD course
- Change the electives in the ECD Program from 4 to 3
- Add an Early Childhood Development (ECD.AAS)
Transfer Option

12b.

DATA ANALYSIS Part E

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

Faculty Perceptions of Occupational Programs Analysis

4 Adjuncts and one Faculty Member felt: that:

- The Program meets the expectations of faculty & Adjuncts.
- They were satisfied with the quality of instruction and courses being offered.
- Instructors were well prepared and doing an outstanding job preparing our ECD Students for the real world.
- The program held the proper amount of difficulty for our students
- The program is very competitive with other ECD Programs at other Community Colleges.
- They were satisfied with the direction the program was going.

Student Perception of Occupational Programs Analysis

- 80 ECD Students surveyed felt that the ECD Program was doing an excellent job preparing them for the field of Early Childhood Development.

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

The advisory Board felt that:

- They felt that the ECD Program was meeting their expectations.
- The courses offered were preparing students. For the work force
- They were satisfied with the direction the program was going.
- They felt that they had substantial input in decision-making in the program.
- The ECD Program was doing an excellent job preparing OCC's ECD Students.
- The Advisory Board was a valuable part of the ECD Program.

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY REVIEW SUMMARY:

- The ECD Program received High scores from Faculty Students and the Advisory Board .

Part F COMPARABLE COURSES/PROGRAMS AND TRENDS

1. *List three institutions to which the courses in your Program transfer, and list the specific courses for each institution.*

Eastern Michigan University

The EMU contacts are Margo Dichtelmiller or Karen Paciorek.

The following is communication regarding transferability credits with OCC's ECD Program and EMU's College of Education. This communication took place between Nicole Kassab, and Shelly Moss Brooks from OCC and Pat Cygnar from EMU on November 2006.

- "Generally OCC's, ECD students who have completed the program will be given credit for 9 EMU hours of restricted electives, as there are no other electives in this minor. They will also receive credit for their child development course (ECE 214)."
- "It seems the courses do not line up as direct equivalents so all of this credit is determined individually when the student meets with Margo or Karen, that is why it is not listed on the EMU equivalency website."
- "On occasion if someone has a great deal of experience, we'll waive ECE 215. Karen Paciorek and I usually do these together."
- You should also recommend that students take ENG 2650 Children's Literature, as one of your electives, as it is a requirement for all EMU elementary education majors.

EMU has a new (2009) Degree in Elementary Education with a minor in Early Childhood Development. I would like to explore transferability of OCC's program into this program.

25.

2: *List the institutions with which articulation agreements exist that include the courses in your Program. (Consult with the Counseling Department)*

Rochester College

At this time the only established articulation agreement for ECD Students is with Rochester College. Rochester's program also allows OCC

Students to take an additional 30 credits at OCC to transfer into Rochester College.

Marygrove College

We did have a transfer agreement with Marygrove College but it seems to have expired.

University of Michigan Flint

U of M Flint transfers the ECD courses as Social Science Credits. ECD 1500 Infant Toddler class transfers as an EDU equivalency.

3. Provide information regarding labor market trends in your field.

Michigan's high unemployment rate has affected the field of childcare. Most childcare centers throughout the tri county area are operating at about 8% to 10% below their licensed capacity. This factor affects employability of ECD Students. As this document is being written Federal funding for GSRP, Great Start Readiness Program is in Jeopardy. Funding for Head Start is secure.

Two DOL occupations are closely related to the Early Childhood Development program, which include Education Administrators, Preschool and Child Care Center/Program workers and Child Care Workers. Both occupations are expected to grow in the four-county region of southeast Michigan in the next five years, **with an increase of over 3,500 new jobs projected**. The larger

25a.

increase projected is with Child Care Workers, expecting nearly 6,900 new and replacement jobs combined for the region, yet it is important to note that on average short-term on-the-job training is required for this occupation. Meanwhile, a degree is normally needed for Education Administrators, Preschool and Child Care Center/Program workers and over 250 new and replacement jobs are projected in the region for the next five years.

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years.

- Department of Human Service (DHS) child care licensing is the driving force of the child care field and has a major effect on OCC's ECD Program. Recent changes in DHS Licensing Rules are:
 - Child Care Center Directors are required to have a Child Care Management Class.
 - Directors of Child Care Centers are required to have 18 college credit hours in ECD. This is a change from the 12 required ECD credits.
 - Infant toddler teachers are required to have a course in infant-toddler curriculum to be a lead Infant toddler teacher.

25b.

DATA ANALYS Part G

G. COMPARABLE COURSES/PROGRAMS AND TRENDS

1. Discuss how does your program serves transferring students.

This is an area that needs work. What our students want are transfer programs into Elementary Education Degree through 4-Year Colleges of Education. Their Early Childhood Courses could apply towards a degree in Elementary Education with a ZA endorsement. (The ZA endorsement accompanies an Elementary Degree allowing one to teach Kindergarten thru 4th grade.)

2a. Discuss the program's current articulation agreements.

Many of our students transfer to Rochester College to receive a Bachelors Degree in Early Childhood Development.

Our Marygrove articulation agreement needs to be renewed.

2b. If your program does not transfer, discuss how the courses and/or program serve our students.

- o This program was initially designed as a terminal program to meet the needs of students electing to work in the field of childcare, meeting childcare licensing requirements.

The OCC ECD Associates Degree opens many doors to our ECD students.

- a. It meets Department of Human Services requirements to be a child care center director
- b. It meets Head Start requirements to be a Head Start Teacher
- c. Many of our students come to the ECD Program holding bachelors and sometimes masters degrees. They are in need of 18 ECD credits to be a center director.

26.

3. Discuss employment opportunities for students in both the current and future job market.

- d. Our students open Home Day Care Programs.
- e. Our students work as pre school teachers in both public and private child care programs
- f. Our students work as a Nanny for private families.

- g. Our students work as Para-professionals in public schools
- h. Our students open private child care programs

4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

- ECD 1500 will be added as a required course in the ECD Program. We will be reducing the electives in the program from 4 courses to 3 courses.
- An additional ECD Program with a MACRO Transfer option will be offered for students who are interested in transferring to a 4-year University.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

- The ECD Program was developed as a terminal program to meet the needs of students wanting to work in childcare programs.
- Many students want to further their education and get a bachelors degree in Early Childhood Development.
- Many students want to become Elementary or special Education teachers and need transfer programs to further their goals.

26a.

DATA ANALYSIS Part H.

H. OUTCOMES ASSESSMENT

1. How have you used the findings from your Program Assessment to improve your program?
 - a. Infant Toddler will be added as a required course
 - b. A Macro ECD Option will be added to the program

- c. Update Course requirements
-
- 2. What revisions to your Program Assessment Plan would you suggest?
 - a. It seemed a little repetitive (List information, analyze the information, and summarize the information)
 - b. There was some confusion around questions in the faculty evaluation, questions # 3 & 4.
-
- 3. Discuss the SAGE findings that apply to the instruction in your Program. Obtain these findings from the Office of Assessment & Effectiveness.
 - This is the only piece I have not yet completed

Faculty Sign-Off Form*

For Curriculum Review of Program:
Shelly Moss Brooks

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes _____ X _____ No _____

Comments: (Attach additional sheets if necessary)

Name (printed) _____ Shelly Moss Brooks _____

Signature _____ Shelly Moss
Brooks _____

Date _____ November 14, 2009 _____

* This form is to be copied by and distributed to all faculty within the Program to ensure awareness and participation.

DATA COLLECTION Part B

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ECD 1404

INSTRUCTORS ⇨	BROOKS								
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Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Course Number of Assignments and Tests	X									
Course Name and Number	X	3							100	
Mandatory Items (per FMA and Federal Law)										
Instructor, Office Location, Method of Contact	X									
Office Hours	X									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)	NA									
Required Books and Supplies	X									
List of Supportive Materials (where available)	X									
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course	X									
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	X									
Student Bill of Responsibilities	X									

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9. 1404

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, *(CONTINUED)*

SYLLABUS REVIEW SUMMARY:

UPDATE FERPA INFORMATION

INSTRUCTORS ➡	BROOKS									
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10. 1404

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ___ ECD 1414

7 & 8 1414

Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Course Number	FACilitator	Prerequisites and Tests	X	Number of Sections				Percent of Inclusion	
Mandatory Items (per FMA and Federal Law)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)	NA								
Required Books and Supplies	X								
List of Supportive Materials (where available)	X								
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course	X								
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

ADA Notification	3	100
Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9 1414

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

SYLLABUS REVIEW SUMMARY:

UPDATE FERPA INFORMATION

10 1414

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ECD 2406
7 & 8 2406

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

INSTRUCTORS Course Number ECD 2406	BROOKS	Number of Sections					Percent of Inclusion				
Mandatory Items (per FMA and Federal Law)											
ADA Notification	X										
Course Goals	X										
Grading Standards and Practices	X										
Tentative Schedule of Assignments and Tests	X										
Recommended Items (per Academic Senate)											
Course Name and Number	X										
Instructor, Office Location, Method of Contact	X										
Office Hours	X										
Available Assistance	X										
Course Catalog Description with Prerequisites	X										
General Education Attributes (where pertinent)	NA										
Required Books and Supplies	X										
List of Supportive Materials (where available)	X										
Evaluation/Testing System & Policies	X										
Attendance Policy	X										
Safety Instructions	NA										
Disclaimer Allowing for Reasonable Revisions	X										
Optional Items											
Semester Meeting Times & Room	X										
Teaching/Learning Strategies	X										
Applicable Forms Pertinent to Course	X										
Reference to Student Policies in OCC Catalog	X										
Policy on Use of Computing Resources											
Description of Required Computing Skills											
Policy on Plagiarism	X										
Student Bill of Responsibilities	X										

Mandatory Items (per FMA and Federal Law)		
ADA Notification	3	100
Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9. 2406

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

UPDATE FERPA INFORMATION

10. 2406

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ___ ECD 2416
7 & 8 2416

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

INSTRUCTORS	BROOKS	Number of Sections	Percent of Inclusion
Course Number ECD 2416			
Mandatory Items (per FMA and Federal Law)			
ADA Notification	X		
Course Goals	X		
Grading Standards and Practices	X		
Tentative Schedule of Assignments and Tests	X		
Recommended Items (per Academic Senate)			
Course Name and Number	X		
Instructor, Office Location, Method of Contact	X		
Office Hours	X		
Available Assistance	X		
Course Catalog Description with Prerequisites	X		
General Education Attributes (where pertinent)	NA		
Required Books and Supplies	X		
List of Supportive Materials (where available)	X		
Evaluation/Testing System & Policies	X		
Attendance Policy	X		
Safety Instructions	NA		
Disclaimer Allowing for Reasonable Revisions	X		
Optional Items			
Semester Meeting Times & Room	X		
Teaching/Learning Strategies	X		
Applicable Forms Pertinent to Course	X		
Reference to Student Policies in OCC Catalog	X		
Policy on Use of Computing Resources			
Description of Required Computing Skills			
Policy on Plagiarism	X		
Student Bill of Responsibilities	X		

Coordinator: Use a separate sheet for each course.

Mandatory Items (per FMA and Federal Law)		
ADA Notification	3	100
Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9. 2416

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

UPDATE FERPA INFORMATION

10. 2416

CORE REVIEW

B. SYLLABUS REVIEW

DATA COLLECTION

FOR: ___ECD 2801-6

7 & 8 2801-6

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

INSTRUCTORS	BROOKS	Number of Sections					Percent of Inclusion				
Course Number: ECD 2801-6											
Mandatory Items (per FMA and Federal Law)											
ADA Notification	X										
Course Goals	X										
Grading Standards and Practices	X										
Tentative Schedule of Assignments and Tests	X										
Recommended Items (per Academic Senate)											
Course Name and Number	X										
Instructor, Office Location, Method of Contact	X										
Office Hours	X										
Available Assistance	X										
Course Catalog Description with Prerequisites	X										
General Education Attributes (where pertinent)	NA										
Required Books and Supplies	NA										
List of Supportive Materials (where available)	X										
Evaluation/Testing System & Policies	X										
Attendance Policy	NA										
Safety Instructions	NA										
Disclaimer Allowing for Reasonable Revisions	NA										
Optional Items											
Semester Meeting Times & Room	NA										
Teaching/Learning Strategies											
Applicable Forms Pertinent to Course											
Reference to Student Policies in OCC Catalog											
Policy on Use of Computing Resources											
Description of Required Computing Skills											
Policy on Plagiarism	X										
Student Bill of Responsibilities											

Coordinator: Use a separate sheet for each course.

Mandatory Items (per FMA and Federal Law)		
ADA Notification	3	100
Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9. 2801-6

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

SYLLABUS REVIEW SUMMARY:

UPDATE THE FERPA INFORMATION

10. 2801-6

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ECD 1500
7 & 8 1500

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

INSTRUCTORS Course Number ECD 1500	SPIKER	Number of Sections					Percent of Inclusion			
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Tentative Schedule of Assignments and Tests	X									
Recommended Items (per Academic Senate)										
Course Name and Number	X									
Instructor, Office Location, Method of Contact	X									
Office Hours	NA									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)	NA									
Required Books and Supplies	X									
List of Supportive Materials (where available)	X									
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course	X									
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism										
Student Bill of Responsibilities	X									

Coordinator: Use a separate sheet for each course.

Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
Recommended Items (per Academic Senate)		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	na	0
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	1	100
Optional Items		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	0
Policy on Use of Computing Resources	1	0
Description of Required Computing Skills	1	0
Policy on Plagiarism	1	0
Student Bill of Responsibilities	1	100

9. 1500

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

INSTRUCTORS ➡	Widman Sokol								
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Update FERPA Information

Add Plagiarism information

Add Reference to Student Policies in OCC Catalog

10. 1500

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ___ECD 2450
7 & 8 2450

Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Course Number of AD 2450	X									
Number of Assignments and Tests	X									
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X	1							100	
Course Name and Number	X									
Instructor, Office Location, Method of Contact	X									
Office Hours	NA									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)	NA									
Required Books and Supplies	X									
List of Supportive Materials (where available)	X									
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course	X									
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism										
Student Bill of Responsibilities	X									

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
Recommended Items (per Academic Senate)		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	na	0
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	1	100
Optional Items		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	1	0
Description of Required Computing Skills	1	0
Policy on Plagiarism	1	0
Student Bill of Responsibilities	1	100

9. 2450

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

SYLLABUS REVIEW SUMMARY:

Needed for ECD 2450

Update FERPA Information

Add Plagiarism information

DATA COLLECTION Part B

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ECD 1404

INSTRUCTORS ⇨		BROOKS											
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Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Course Number of Assignments and Tests	X									
Course Name and Number										
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X	3							100	
Instructor, Office Location, Method of Contact	X									
Office Hours	X									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)	NA									
Required Books and Supplies	X									
List of Supportive Materials (where available)	X									
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course	X									
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	X									
Student Bill of Responsibilities	X									

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9. 1404

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

SYLLABUS REVIEW SUMMARY:

UPDATE FERPA INFORMATION

INSTRUCTORS ⇨	BROOKS									
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10. 1404

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ___ ECD 1414

7 & 8 1414

Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Course Number & Title	X									
Prerequisites and Tests	X									
Course Number	FMA Title	Number of Sections	Percent of Inclusion							
Mandatory Items (per FMA and Federal Law)										
Course Name and Number	X									
Instructor, Office Location, Method of Contact	X									
Office Hours	X									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)	NA									
Required Books and Supplies	X									
List of Supportive Materials (where available)	X									
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course	X									
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	X									
Student Bill of Responsibilities	X									

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

ADA Notification	3	100
Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9 1414

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

SYLLABUS REVIEW SUMMARY:

UPDATE FERPA INFORMATION

10 1414

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ECD 2406
7 & 8 2406

Mandatory Items (per FMA and Federal Law)		
ADA Notification	3	100
Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9. 2406

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

UPDATE FERPA INFORMATION

10. 2406

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ___ECD 2416
7 & 8 2416

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

INSTRUCTORS	BROOKS	Number of Sections					Percent of Inclusion				
Course Number											
Mandatory Items (per FMA and Federal Law)											
ADA Notification	X										
Course Goals	X										
Grading Standards and Practices	X										
Tentative Schedule of Assignments and Tests	X										
Recommended Items (per Academic Senate)											
Course Name and Number	X										
Instructor, Office Location, Method of Contact	X										
Office Hours	X										
Available Assistance	X										
Course Catalog Description with Prerequisites	X										
General Education Attributes (where pertinent)	NA										
Required Books and Supplies	X										
List of Supportive Materials (where available)	X										
Evaluation/Testing System & Policies	X										
Attendance Policy	X										
Safety Instructions	NA										
Disclaimer Allowing for Reasonable Revisions	X										
Optional Items											
Semester Meeting Times & Room	X										
Teaching/Learning Strategies	X										
Applicable Forms Pertinent to Course	X										
Reference to Student Policies in OCC Catalog	X										
Policy on Use of Computing Resources											
Description of Required Computing Skills											
Policy on Plagiarism	X										
Student Bill of Responsibilities	X										

Coordinator: Use a separate sheet for each course.

Mandatory Items (per FMA and Federal Law)		
ADA Notification	3	100
Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9. 2416

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

UPDATE FERPA INFORMATION

10. 2416

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ___ECD 2801-6

7 & 8 2801-6

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

INSTRUCTORS →	BROOKS	Number of Sections					Percent of Inclusion				
Course Number	ECD										
Mandatory Items (per FMA and Federal Law)											
ADA Notification	X										
Course Goals	X										
Grading Standards and Practices	X										
Tentative Schedule of Assignments and Tests	X										
Recommended Items (per Academic Senate)											
Course Name and Number	X										
Instructor, Office Location, Method of Contact	X										
Office Hours	X										
Available Assistance	X										
Course Catalog Description with Prerequisites	X										
General Education Attributes (where pertinent)	NA										
Required Books and Supplies	NA										
List of Supportive Materials (where available)	X										
Evaluation/Testing System & Policies	X										
Attendance Policy	NA										
Safety Instructions	NA										
Disclaimer Allowing for Reasonable Revisions	NA										
Optional Items											
Semester Meeting Times & Room	NA										
Teaching/Learning Strategies											
Applicable Forms Pertinent to Course											
Reference to Student Policies in OCC Catalog											
Policy on Use of Computing Resources											
Description of Required Computing Skills											
Policy on Plagiarism	X										
Student Bill of Responsibilities											

Coordinator: Use a separate sheet for each course.

Mandatory Items (per FMA and Federal Law)		
ADA Notification	3	100
Course Goals	3	100
Grading Standards and Practices	3	100
Tentative Schedule of Assignments and Tests	3	100
Recommended Items (per Academic Senate)		
Course Name and Number	3	100
Instructor, Office Location, Method of Contact	3	100
Office Hours	3	100
Available Assistance	3	100
Course Catalog Description with Prerequisites	3	100
General Education Attributes (where pertinent)	na	
Required Books and Supplies	3	100
List of Supportive Materials (where available)	3	100
Evaluation/Testing System & Policies	3	100
Attendance Policy	3	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	3	100
Optional Items		
Semester Meeting Times & Room	3	100
Teaching/Learning Strategies	3	100
Applicable Forms Pertinent to Course	3	100
Reference to Student Policies in OCC Catalog	3	100
Policy on Use of Computing Resources	3	0
Description of Required Computing Skills	3	0
Policy on Plagiarism	3	100
Student Bill of Responsibilities	3	100

9. 2801-6

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

SYLLABUS REVIEW SUMMARY:

UPDATE THE FERPA INFORMATION

10. 2801-6

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ECD 1500
7 & 8 1500

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

INSTRUCTORS →	SPIKER	Number of Sections					Percent of Inclusion				
Course Number ECD 1500											
Mandatory Items (per FMA and Federal Law)											
ADA Notification	X										
Course Goals	X										
Grading Standards and Practices	X										
Tentative Schedule of Assignments and Tests	X										
Recommended Items (per Academic Senate)											
Course Name and Number	X										
Instructor, Office Location, Method of Contact	X										
Office Hours	NA										
Available Assistance	X										
Course Catalog Description with Prerequisites	X										
General Education Attributes (where pertinent)	NA										
Required Books and Supplies	X										
List of Supportive Materials (where available)	X										
Evaluation/Testing System & Policies	X										
Attendance Policy	X										
Safety Instructions	NA										
Disclaimer Allowing for Reasonable Revisions	X										
Optional Items											
Semester Meeting Times & Room	X										
Teaching/Learning Strategies	X										
Applicable Forms Pertinent to Course	X										
Reference to Student Policies in OCC Catalog	X										
Policy on Use of Computing Resources											
Description of Required Computing Skills											
Policy on Plagiarism											
Student Bill of Responsibilities	X										

Coordinator: Use a separate sheet for each course.

Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
Recommended Items (per Academic Senate)		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	na	0
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	1	100
Optional Items		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	0
Policy on Use of Computing Resources	1	0
Description of Required Computing Skills	1	0
Policy on Plagiarism	1	0
Student Bill of Responsibilities	1	100

9. 1500

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

INSTRUCTORS ⇒	Widman Sokol								
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Update FERPA Information

Add Plagiarism information

Add Reference to Student Policies in OCC Catalog

10. 1500

DATA COLLECTION

CORE REVIEW

B. SYLLABUS REVIEW

FOR: ___ ECD 2450
7 & 8 2450

Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Course Number of AD 2450	X									
Number of Elements and Tests	X									
Number of Sections										
Percent of Inclusion										
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X	1							100	
Course Name and Number	X									
Instructor, Office Location, Method of Contact	X									
Office Hours	NA									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)	NA									
Required Books and Supplies	X									
List of Supportive Materials (where available)	X									
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course	X									
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism										
Student Bill of Responsibilities	X									

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
Recommended Items (per Academic Senate)		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	na	0
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	na	0
Disclaimer Allowing for Reasonable Revisions	1	100
Optional Items		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	1	0
Description of Required Computing Skills	1	0
Policy on Plagiarism	1	0
Student Bill of Responsibilities	1	100

9. 2450

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

SYLLABUS REVIEW SUMMARY:

Needed for ECD 2450

Update FERPA Information

Add Plagiarism information