



AY 2015 – 2016
Program Review

Associate of Arts in Early
Childhood Education



**FY 2015 - 2016
Program Review
Early Childhood Education**

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Introduction and Program Overview

Program Description:

The Early Childhood Education (EDEC) program is for students seeking careers involved in the care of young children from birth to age eight. Courses in theory and lab practice are combined to provide a comprehensive base of growth and development, with an emphasis on field experiences. Students also learn fundamentals of early intervention, including intervention with high risk, gifted, and developmentally delayed children.

This program enables students to meet the educational qualification for group leader and director as defined by the Department of Human Services of the State of Colorado. Students can continue towards the Associate of Arts (AA) degree which may serve as a basis for the Bachelor of Arts Early Childhood Education Special Education (BA in EDEC Special Education) licensure at Colorado Mesa University (CMU). This program will begin Fall 2017.

The four degrees offered are three certificates: Entry Level Teacher - 9 credits, Teacher - 16 credits, Director – 30 credits, and Associate of Arts– 60 credits. The certificates are scaffolded so that the courses from the previous certificate will count towards earning the next certificate. Seven of the courses from the certificates are required for the AA degree.

Brief History:

The early childhood department began in 1951. It housed a Parent Education preschool until 1999, serving over 10,000 parents and their children. In 1966, the program moved from parent education focus to offering a Associate of Applied Sciences degree. In 1993, an Early Childhood Laboratory school was built and continues to operate as a state of the art facility used by a variety of different campus programs for observations, interactions, and research. In 2000, the Parent Education part of the department was stopped, enrollment dropped, and Little Mavs Child Care took over the building moving the faculty to a building across 12th street. The Early Childhood program operated most recently under the Center for Teacher Education as part of the four- year mission of CMU through early 2005. When the community college was established in 2005, the Early Childhood program was moved under its umbrella to reflect the two-year mission. The Vice President of Western Colorado Community College (WCCC) managed the

program and very limited classes were offered in the first years, creating a tremendous gap in meeting the needs of child care providers in Western Colorado. In 2009, a new position was created that was in charge of Developmental Education for both campuses and several different programs at WCCC; early childhood education was one of the programs. A state grant brought on an additional part-time Program Director in 2010, with the goal of revitalizing the program, and providing needed opportunities for early childhood teachers to receive and renew certifications necessary to remain or become employed.

Previous Recommendations:

Previous evaluation though a state funded early childhood initiative made the following recommendations:

- Hire a full-time Program Director position
- Strive to increase diversity in the faculty
- Continue to monitor state licensing rules and regulations in order to provide courses that align with state requirements.
- Once a full-time Program Director is in place, to participate in the National Association for the Education of Young Children Associate (NAEYC) Degree accreditation process.

The Vice President of WCCC has unsuccessfully petitioned three times to create a full-time position. Currently it is planned to submit again with the goal of having a full-time positions starting Fall 2017. Recently the department hired a gentleman as an adjunct faculty member who will be instructing one course per year. The department would like to hire a bilingual instructor, as there is a large population of Hispanic teachers in the area. The current program director serves on a variety of state committees and shares information with the staff regularly regarding changes. Recently the state changed both licensing requirements and outcomes for several of the courses. Faculty were informed and are making changes in order to be ready for fall courses. The accreditation process cannot be completed until the department has a full-time staff.

Mission Statement, Goals, Framework:

The mission statement for the department was created with the Advisory committee in 2010. This statement is shared with students when they enter the program. This is a living document

and is reviewed each year by the advisory committee and faculty. We are planning to update it this year because the addition of the BA in EDEC Special Education.

The mission of Early Childhood Education at Western Colorado Community College is to provide developmentally appropriate, high-quality learning experiences for students in Early Childhood Education.

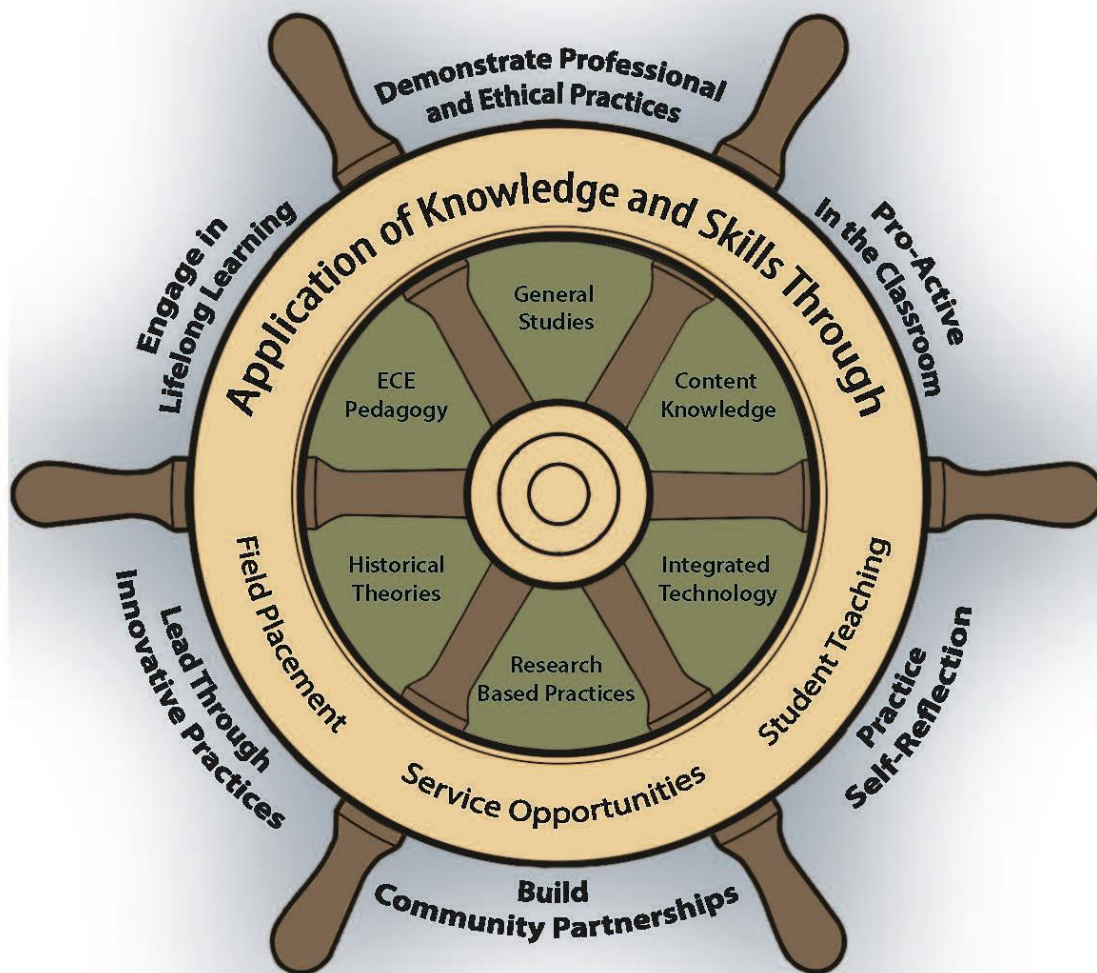
The main goals of the department are:

- Provide experiences that will guide the students towards becoming reflective, quality-oriented teachers
- Provide educational opportunities that meet the needs of the majority of college students
- Align coursework to meet Colorado Child Care Licensing Rules and Regulations
- Align outcomes to meet NAEYC expectations for quality teacher education programs
- Staff faculty who have both knowledge and experience in the field of education and will align with best practices regarding instructing adult learners
- Support the on-campus childcare facility
- Seek input from community stakeholders
- Advocate for quality care for all young children regardless of age, demographics, or abilities

Faculty and stakeholders created a visual framework to help students to understand the practices and goals of the department.

Early Childhood Education

Steering Students Towards Success in the Field of Early Education



Key

	On campus classroom learning
	Practicing concepts learned in class to real world situations
	Applying knowledge and experience in the place and community

Support for other degrees/general education:

Seven of the EDEC courses required for the certificates and Associate degree are prerequisites for the new BA in EDEC/Special Education housed in the teacher education department. Several students with other majors have taken early childhood courses in the past.

Each course has incorporated assignments that require students to refine their writing and research skills, which will assist them in other coursework. Students are encouraged to identify areas of growth and work with their EDEC advisor regarding any remedial courses or tutoring that will assist them in becoming a successful student.

CMU Alignment

1. Knowledge Acquisition, Construction, Integration and Application

EDEC students accomplish this through coursework that includes reflection on their experiences observing an early childhood classroom, how information provided in the course applies to the general field of early childhood, and by providing suggestions on changes that they would make.

2. Cognitive Complexity

EDEC students meet with both their instructor and advisor and through assignments where they consider which career pathway would best fit their personal interests. Assignments in different courses include using national quality evaluation tools to evaluate classrooms and their own interactions.

3. Interpersonal Development

EDEC students gain a deeper understanding of the NAEYC Code of Ethical Conduct in several of the courses. Student also practice ethics, integrity, and personal awareness when observing and interacting in different lab experiences.

4. Interpersonal Competence

EDEC students experience a variety of different activities that have them work both independently and in collaboration with their peers and mentors. During student teaching students attend a local NAEYC chapter meeting and take on the leadership role of main teacher in the classroom.

5. Humanitarianism and Civic Engagement

EDEC students have opportunities in every course to learn more about culturally diverse, integrative classrooms. During field experiences, students reflect on the classroom and how it is meeting the needs of the children, teachers, and family members. In the curriculum class and as student teachers, students create lesson plans that help them to understand the impact of the community on young children.

6. Practical Competence

EDEC students have opportunities in each course to present at least one assignment to their peers. Every course includes both large and small group problem solving activities. Students learn about how to encourage healthy habits for children and families, along with the importance of staying healthy themselves.

Advantages and Unique Characteristics:

WCCC serves a five county region and uses a video linked classroom for those students who live in the Montrose/Delta/Ouray/San Miguel areas to cut down on drive time. Instructors use alternative distance technology to connect to students who have moved outside of the area but want to complete their degree at CMU.

A major strength of the ECE program at WCCC is the number of supervised hours students spend working in centers. By the time students earn an Associate of Arts degree, they will have completed over 300 contact hours with children. As part of their studies, students also learn the fundamentals of early intervention, including intervention with high-risk, gifted, and developmentally-delayed children.

The Associate of Arts degree now serves as a basis for the Bachelor of Arts degree in Early Childhood Education with a focus on Special Education Licensure. In addition, coursework has been aligned to ensure that all work towards the director certificate aligns and is transferable to other community colleges across the state.

NAEYC Alignment:

The National Association for the Education of Young Children has a national set of standards that the department aligns with. Each course that is required for the Directors Certificate has a Key Assessment that aligns to one or more of the seven standards.

Appendix A

Curriculum

Curriculum

Breadth, Depth, Discipline

The content of program coursework is based on the most recent research in the field and college level texts available from publishers, and cross-walked with the core competencies and NAEYC standards. Students are encouraged to apply what they learn in the classroom to their observations and interactions in the field. Students and instructors often role-play to explore situations that may arise in a child care setting.

Field experiences are an integral part of the training of future early childhood educators at WCCC. Each of the ten director certificate courses contains built-in field work, culminating in a 300-hour student teaching experience. As a result, students are able to apply the knowledge gained through their education experience in a relevant, hands-on environment. Several students are already employed in the early childhood field while they continue their education, and they are allowed to complete their field experience at the classroom where they are employed. Students who are not employed receive a list of centers that have agreed to allow students to do internships. Although every effort is made to place students in quality environments, students learn to recognize sites that may not meet standards of quality, and are assigned observations and visits to other high quality sites to provide the contrast and additional experience. Students engage in many opportunities for field work before the capstone student teaching course. When completing lab work, students are assigned a variety of tasks, including interviewing staff and directors and evaluating the center or home. Students learn how to complete objective running records and anecdotal observations. In the administration course, students are required to evaluate the administration of a center using the Program Administration Scale book. Another field experience is to evaluate a center using one of the Environmental Rating Scale books. Students in Introduction to Lab Experiences class complete 60 hours of internship.

The student teaching class requires 300 hours of internship. Students are evaluated by the instructor using the Classroom Assessment Scoring System. In addition, they are videotaped for three to five minutes. The students watch the video and then write a reflection paper about the nature and quality of their interactions with children in the video. Student teachers are assigned

a mentor in the school where they are completing the field experience. Mentors receive guidelines from the department regarding student interactions and evaluations. Mentors submit monthly evaluations to the course instructor.

The Early Childhood Education program of study at WCCC has been sequenced to allow students to complete the Early Childhood teacher certificate in one semester, the Director's certificate in a year, and the Associate degree in two years. Following a gap of several years in which students were not able to take needed classes at all, let alone in sequence that led to timely completion of a degree or certificate, this is a great strength of the program.

The teaching-learning experiences at WCCC align with NAEYC standards and have been cross walked with the competencies established by the Colorado Community College system. Within this framework, lessons are planned to provide positive learning experiences for all types of adult learners

Changes since 2011

The following changes to the program have occurred since the previous review:

- Licensing has made changes to the requirements for teachers and directors. Faculty have quickly responded by making the needed changes to their curriculum. Additionally another certificate has been added that requires only 9 credits worth of specific courses to meet the different guidelines outlined by both the state licensing and the National Head Start program.
- A new BA in Early Childhood Special Education was created in spring 2016 that will be housed in the Teacher Education Department. There are nine early childhood courses that will be prerequisites for the degree. Over the next year EDEC faculty will be working to make sure they include the necessary basic information that students will need to be successful in the BA program.
- The temporary Program Director position that was funded by Perkins is now being funded through the WCCC campus. There continues to be no full-time position.
- Though the number of students needing advising has increased, there has been a decrease from two to now only one person to complete all advising, the Program Director.

- The Associate Degree and both Certificates have been updated to align with State Regulations.
- The Associate Degree and the Teacher Certificate have been updated to reflect the suggestion of the Advisory Council regarding teachers needing a clearly understanding of NAEYC Code of Ethical Conduct. A new course was created, EDEC 122 Ethics in Early Childhood.
- More online classes are being offered in response to student demand.
- More of the face to face classes are being offered as a Video Linked classroom to the Montrose campus. A variety of different types of technology have been tried.

Enrollment in EDEC Courses 2010-15

Course	Title	Cr Hr	2010-11			2011-12			2012-13			2013-14			2014-15		
			Sections	Enrolled	SCH	Sections	Enrolled	SCH	Sections	Enrolled	SCH	Sections	Enrolled	SCH	Sections	Enrolled	SCH
EDEC																	
101	Intro to Early Childhood	3	3	58	174	3	60	180	3	54	162	3	56	168	4	52	156
102	Intro Early Child Lab Experien	3	2	14	42	1	11	33	2	12	36	1	19	57	1	14	42
103	Guidance Strategies	3	1	24	72	1	23	69	1	15	45	1	18	54	1	24	72
113	Infant/Toddler Theory/Practice	3	1	11	33	2	23	69	2	20	60	2	19	57	2	23	69
122	Ethics/Early Childhood Ed	1													2	33	33
196	Topics:ECE Mental Health	1	2	6	6	3	24	24	4	21	21	1	8	8	2	12	12
205	Nutrition, Health, Safety	3							1	15	45	1	10	30	1	11	33
230	Curric/Dev:Infant/Toddler	3	1	9	27												
237	Social and Emotional Growth	3										1	5	15			
238	Early Child Dev 0-8 Years	3	1	28	84	1	12	36	2	16	48	1	18	54	1	20	60
240	Curric/Dev:Early Childhood	3	2	29	87	2	22	66	2	25	75	2	17	51	2	34	102
241	Early Child Admin:Human Rel	3	1	13	39	2	17	51	1	13	39	1	15	45	1	12	36
250	Exceptionalities in Early Ed	3	1	20	60	1	21	63	1	22	66	1	6	18	2	30	90
264	Admin in Early Education	3	1	10	30	1	16	48	1	12	36	1	10	30	1	18	54
296	Topics:PreK Curriculum	1-3							1	2	2	3	9	15	3	8	22
297	Practicum	1-2							2	3	4	2	3	3			
299	Student Teach/Early Ed	3	2	12	36	2	6	18	2	11	33	2	9	27	2	15	45
EDEC Total			18	234	690	19	235	657	25	241	672	23	222	632	25	306	826

We have continued to see consistency in the enrollment of most of the ten director required courses: 101, 102/299, 103, 113, 205, 238, 240, 241, 250, and 264. The multiple section numbers are in part due to the virtual linked classroom. We do this for tracking purposes to easily identify the number of students attending from Montrose.

Delivery and Format

In order to meet the needs of the greatest number of students, the majority of classes are offered as evening classes. We have found the greatest success with offering courses on individual evenings. Hybrid classes have been occasionally offered in order to meet the growing need for coursework and our students desire to meet at least one time per week for an hour. The greatest growth has happened in the online format. All of the instructors use the basic college supported platform of Desire 2 Learn (D2L) and are encouraged to incorporate other tools that will allow the students to connect in a variety of different and meaningful ways. Some of the tools used are VoiceThread, Panopto, Google Docs, Google Plus, Pinterest, Twitter, and Vialogues. Several of these tools allow students to stay connected with each other even after the course has ended.

Early Childhood program instructors use a variety of teaching-learning strategies in the classroom, including:

- Large and/or small group peer discussion and problem solving
- Group problem-solving of real world events
- Sharing of completed assignments with the class
- Providing students with the opportunity to lead class for brief periods of time

Because of the increased focus on providing classes in a variety of formats to meet the needs of all students, instructors participated in professional development related to increasing teaching effectiveness in an online environment. Instructors have modified the activities used in a face-to-face environment to provide distance learners with the same rich learning experiences. Students in hybrid classes explore different ways to use technology for their learning, expanding learning for young children, and to connect with families. Program faculty accommodate diverse learning needs by allowing extra time as needed, and by employing a variety of teaching-learning strategies in each class.

Appendix B

Analysis of Student Demand and Success

Analysis of Student Demand and Success

Number of majors – by concentration

			2010-11	2011-12		2012-13		2013-14		2014-15		
Program	Degree Code	Major	1st Major	All	1st Major	All	1st Major	All	1st Major	All	1st Major	All
Early Childhood Education	Tech Cert	1190 ECE Program Director	6	11	2	4		1		1		
		1191 ECE Group Leader	6	12	1	4		1				
		1192 ECE Director	2	14	8	18	3	9	3	14	2	12
		1193 ECE Teacher		5	4	10	5	14	2	13	8	25
	AA	2163 Liberal Arts-Early Childhood Educ	1	1			1	1				
		2263 Liberal Arts-Early Childhood Educ	80	102	85	110	79	96	86	101	79	105
Subtotal			95	145	100	146	88	122	91	129	89	142

There was a change in the assigned code for the different certificates and the associate degree. The degree's general requirements remain similar with minor changes to align with the state licensing rules. The number of completing students has continued to grow as we are offering more classes in different formats. This chart does not reflect the most recent certificate added. This certificate was added to help students feel successful early on, thus encouraging them to continue taking courses.

Registrations and Student Cr Hr by Student Level

Subject	Student Level	2010-11		2011-12		2012-13		2013-14		2014-15	
		Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH
EDEC	FR	58	174	63	185	50	146	44	126	56	158
	SO	126	370	94	254	99	283	88	252	139	365
	JR	17	51	21	57	15	37	24	66	30	74
	SR	14	42	26	68	41	101	43	119	56	154
	Grad							1	3		
	PBL	3	9	3	9	1	3	4	12	4	12
	Non-Deg	16	44	28	84	35	102	18	54	21	63
EDEC Total		234	690	235	657	241	672	222	632	306	826

This chart shows the growth in enrolled students. From 2010 to 2015 the local NAEYC chapter provided scholarships for classes and books. The Coordinator of the scholarship instructed students to be non-degree seeking to avoid the extra enrollment fee as state licensing requires coursework but not an earned degree for early childhood. The department is working with students to help them understand the importance of being degree seeking.

Registration and Student Cr Hr (F/S/S) subtotal by course level

Subject	Course Level	2010-11		2011-12		2012-13		2013-14		2014-15	
		Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH	Enrolled	SCH
EDEC	100	113	327	141	375	122	324	120	344	158	384
	200	121	363	94	282	119	348	102	288	148	442
EDEC Total		234	690	235	657	241	672	222	632	306	826

The department has seen a slight fluctuation in enrollment as different cohort scholarship opportunities have become available. We expect to see a slight drop in enrollment over the next year as the community did not receive funding for a cohort of 21 students for the 2016-2017 school year as they have over the past five years.

Number of Graduates by concentration

Program	Degree Code	Major	2010-11		2011-12		2012-13		2013-14		2014-15	
			1st Major All		1st Major All		1st Major All		1st Major All		1st Major All	
Early Childhood Educati	AA	2263 Liberal Arts-Early Childhood Education	11	11	9	9	6	6	7	8	10	10
	Tech Ce	1190 ECE Program Director		1								
		1191 ECE Group Leader	1	1								
		1192 ECE Director	2	3	3	5	3	4	5	5	7	7
		1193 ECE Teacher	3	5	6	7	1	1	2	2	8	8
Subtotal			17	21	18	21	10	11	14	15	25	25

Overall our department has seen a growth in graduates. We are expecting this number to continue to grow with the addition of the nine credit certificate and the BA in EDEC Special Education. Students seeking the BA have prerequisite coursework that will qualify them to earn two of the 3 certificates before being accepted into the Teacher Education program.

Student Successes/Recognitions

The majority of our students are able to secure jobs within the field. Several of them have received promotions because they now meet the qualification of either lead teacher or director. Our students have also found success in transitioning from the private sector to Head Start and the local School District Preschool program. Each of these entities have a higher requirement regarding education and experience hours.

Over the past five years more than ten of our students have gone on to become either officers or board members for the local NAEYC chapter. Our former students have held all offices and board positions. All student teachers must attend at least one meeting of the local chapter during the semester.

Other

Strong relationships with the early childhood community have resulted in many centers being willing to accommodate WCCC students for their field work. The departments' five-year plan includes either creating a lab school for students that will be open evenings and on weekends or pairing with the current child care facility on the CMU campus. The child care facility on the CMU campus welcomes WCCC students for internships.

Articulation agreements are in place with the District 51 Career Center to allow students to earn credits for WCCC early childhood coursework while still enrolled in high school. In addition, WCCC hosts summer camps to introduce middle and high school students to the college campus. The early childhood program has partnered with the Community Continuing Education department to offer a baby-sitting summer camp on the community college campus.

Appendix C

Program Resources

Program Resources

Faculty: Ratio of FTEStudent to FTEFaculty

	2010-11			2011-12			2012-13			2013-14			2014-15		
Subject	FTEs	FTEF	FTEs:FTEF	FTEs	FTEF	FTEs:FTEF	FTEs	FTEF	FTEs:FTEF	FTEs	FTEF	FTEs:FTEF	FTEs	FTEF	FTEs:FTEF
EDEC	23.0	2.1	11.0	21.9	2.1	10.3	22.4	2.6	8.7	21.1	2.5	8.3	27.5	2.7	10.2

Currently there are no full-time faculty employed by the department. The majority of our students attend part-time because they work full-time during the day.

Course Cr Hr and Student Cr Hr by Faculty type, Faculty Successes/Quality/Recognition

		2010-11			2011-12			2012-13			2013-14			2014-15		
Subject	Faculty Type	CCH	SCH	% SCH	CCH	SCH	% SCH	CCH	SCH	% SCH	CCH	SCH	% SCH	CCH	SCH	% SCH
EDEC	5-Admin/Coaches	5	66	10%	1	3	0%									
	6-PT	45	624	90%	50	654	100%	62	672	100%	61	632	100%	65	826	100%
EDEC Total		50	690	100%	51	657	100%	62	672	100%	61	632	100%	65	826	100%

During 2010-11 the Chair over all of the Hospitality Departments and the Developmental Education Department taught one course. After that all courses have been taught by part-time faculty.

Although direct comparisons are difficult in career and technical programs because of program-specific requirements, the table above indicates that the Early Childhood Education program has fewer FTE allocated than similar programs, based on student enrollment and credit generation. Each class has a maximum number of 25 students. The administration approved offering the courses even if the numbers were low (<10) to build up credibility and community confidence in the program. The student teaching course only accepts seven students per semester due to the time constraints of the instructor regarding visiting the different facilities.

Faculty Vitae's (appendix)

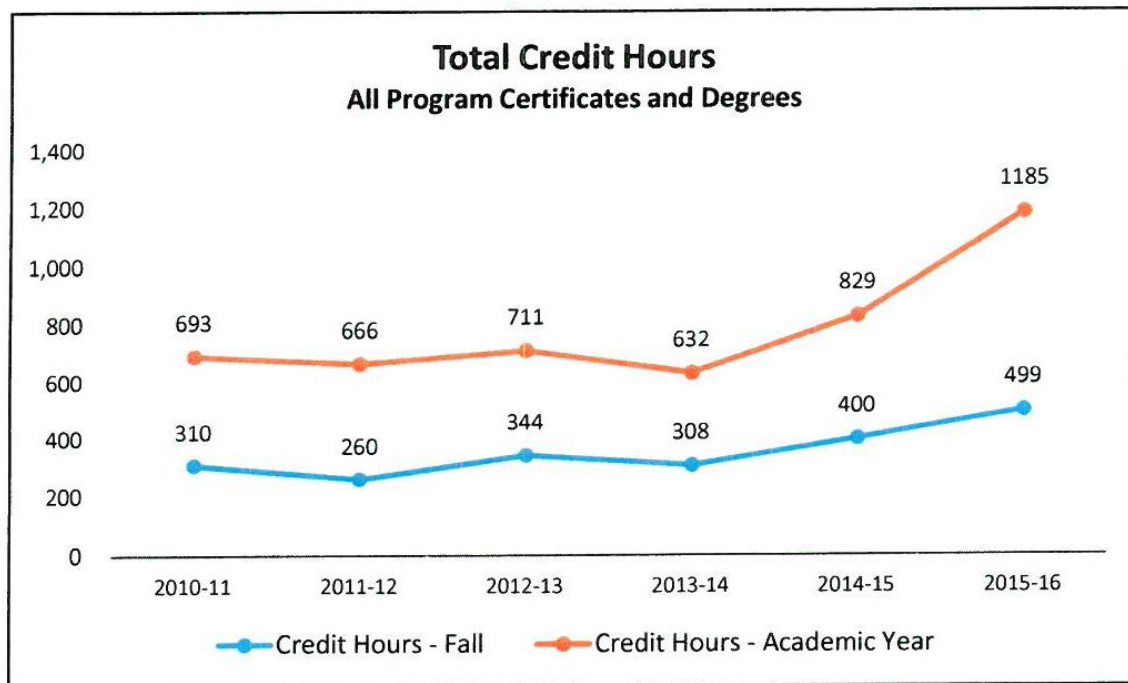
Chart of faculty names and qualifications – all faculty are part-time

Name	Academic degrees	Current Professional experience
Michelle Calkins	Master's of Education Early Childhood with Special Education Endorsement and Early Literacy Certificate	Mesa County Valley School District#51: Special Education Preschool
Jeannie James	MA Ed	High School Family and Consumer Sciences Educator - Retired
Mark Lapka	MA	Colorado Department of Child Care Licensing - Retired
Tammie Vail Shoultz-McCole *Acting Program Director*	Master of Arts Early Childhood Education Master of Arts eLearning Design and Implementation (eDI) (Dec 2017)	Partnership for Children and Families – ELV Coach
Stephanie Stelljes	Master of Education in Curriculum and Instruction minor in Early Childhood Education and The Inclusive Classroom	Small Wonders Center owner – 2 star facility

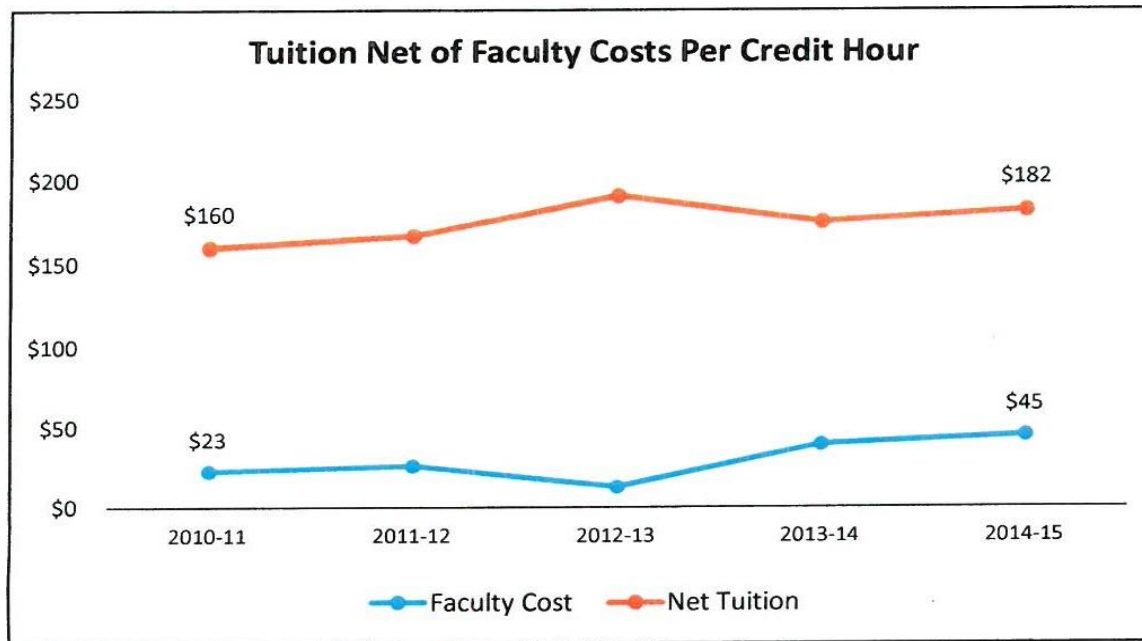
Financial Information: Budget Revenues/Program expenditures, Ratio of Total Ex to student credit, external funding

<i>Year</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
<i>Program Direct Expense</i>	<i>518</i>	<i>1135</i>	<i>1000</i>	<i>1049</i>
<i>Background Check Income</i>	<i>912</i>	<i>1255</i>	<i>1536</i>	<i>1184</i>
<i>Background Check Expense</i>	<i>912</i>	<i>1255</i>	<i>1536</i>	<i>1184</i>

The department has a small budget that is completely expended each year on classroom and office supplies. Background checks are paid for by the students. These are necessary in order to meet licensing requirements to have unemployed students visit child care facilities. If the student is not employed by a child care facility during the semester of the student teaching another background check is completed.



This chart shows the growth of the department and the ability to retain student from fall to spring semesters.



Program Rate of Growth - Credit Hours

% over(under) prior year

	Fall to Fall			Year to Year		
	Cr Hrs	1 year	5-year	Cr Hrs	1 year	5-year
2009-10	217	58.4%	48.2%	589	79.6%	219.1%
2010-11	310	42.9%	107.8%	693	17.7%	175.4%
2011-12	260	(16.1%)	40.5%	666	(3.9%)	95.9%
2012-13	344	32.3%	64.3%	711	6.8%	51.7%
2013-14	308	(10.5%)	21.5%	632	(11.1%)	13.9%
2014-15	400	29.9%	39.0%	829	31.2%	25.9%
2015-16	499	24.8%	53.8%	1,185	42.9%	67.8%

* % over(under) average of previous 5 years of program

Program Tuition and Faculty Costs per Credit Hour

	Tuition per Cr Hr *	Credit Hours	Faculty Cost **	Faculty Cost per Cr Hr	Tuition Net of Faculty
2009-10	167.58	589	12,901	21.90	145.68
2010-11	182.66	693	15,719	22.68	159.98
2011-12	192.66	666	17,198	25.82	166.84
2012-13	203.41	711	9,000	12.66	190.75
2013-14	214.60	632	24,869	39.35	175.25
2014-15	227.05	829	37,280	44.97	182.08
2015-16	266.93				

* COF not included

** full and part-time faculty salary and benefits

The overall enrollment in the early childhood program has, on average, continued to increase. Net tuition covers the cost of faculty. In 2015-2016 the department showed a growth of 67.8% over the past 5 academic years.

Library Assets

The library houses over 680 books, 290 e-videos, and 250 e-books related to the field of early childhood. Recently the library sent out a list of older titles to see if the department still used them. Most were discarded and replaced with newer books. The library has subscriptions to the NAEYC Young Child, and Early Childhood Research Quarterly. Students also have access to a variety of different other texts that are used by the different departments but align with early childhood. Students also have the ability to request book loans from other libraries and to have the librarians access a variety of different research.

Annually the library asks for a list of both additional student texts, journals, videos, and e-text along with suggestion for additional to the children's book section of the library. The children's books are used by students over the course of the semester to create lesson plans and for a variety of different literacy activities.

Physical facilities

Currently the EDEC department has an office in Building B on the WCCC campus. This office is shared by all part-time staff including the Program Director. The main classrooms used by the faculty are standard classrooms where the tables can be moved around for different types of activities. One classroom has the older Polycom system which is use to connect directly to the Montrose campus when there are students there needing to attend a face to face class. Sometimes there is only one student at the Montrose campus in the evening which has some security concerns, and when the teachers do occasionally teach on the main campus they need to transport a variety of different supplies and copies over to the CMU campus.

Instructional technology/equipment

Students can access the computer lab in the evenings at both the WCCC and CMU campus. Faculty have noticed that students are using their mobile technology more. This is part of the reason that faculty are incorporating more technology that is usable via apps. Currently the department pays for GoAnimate for faculty to use to create interesting and dynamic ways to get information to students. All of the other software is either provided by the college or free for students to access and use. Each classroom now hosts a lecture capture/webcast desktop system

that faculty can use to record lectures and connect distance students. Both classrooms have overhead projectors and document cameras.

There are some technology challenges: The Polycom system that connects Montrose students at WCCC campus is an aging system that often loses connection. There is a back-up program called LYNC (Skype for Business) that can be used, but it is also unreliable. The other main classroom also has older technology.

Efficiencies in way program is operated

The Program Director advises all EDEC students, along with setting schedules for faculty, leading faculty meetings, organizing advisory meetings, and completing all paperwork necessary to keep the department running smoothly. Recently, two large white boards were added to the faculty office to help with communication, as all EDEC faculty also work for other organizations. It is rare for the faculty to see each other during the course of the week.

Continuing students are encouraged to meet with their advisors each semester for course selection to ensure timely and appropriate progress toward certificate or degree attainment. In addition, instructors in the Early Childhood Education department provide input to the advisory board and practicing daycare professionals, informing students of the latest developments in licensing requirements, as well as assisting in course selection.

Other

One strength is a very experienced faculty that brings a wealth of experience from years of teaching in a variety of settings. All instructors have earned Master's degrees. While not all degrees are in early childhood, the additional expertise in technology and special education serves to advance the overall capacity of the department.

The other strength of the program is that the director, the faculty, and the community-based advisory committee believe so strongly in the importance of providing the highest quality of education for teachers of young children. They work many hours more than they are paid, participating in community-based support systems, serving on boards, committees, and task forces; and engaging in hours of lesson planning, collaboration, and improvement of the student learning process.

Appendix D

Student Learning Outcomes and Assessments

Student Learning Outcomes and Assessments

List SLOs and Relationship to Program's mission

Associate Degree

1. Apply the National Association for the Education of Young Children principles and practices in interactions with young children, families and other professionals. (Applied Learning)
2. Utilize mathematical skills required to instruct young children. (Quantitative Fluency)
3. Demonstrate effective written communication skills. (Communication Fluency)
4. Demonstrate effective verbal communication skills. (Communication Fluency)
5. Analyze interactions and teaching experiences from personal journals/administrative evaluations to improve teaching practices. (Critical Thinking/ Specialized Knowledge)

SLO	Course and Assignment	Direct Data from Key Assessments	Changes
1	EDEC 299 Student Teaching Live Observation Reflection Paper	Results: 4 out of 5 students completed the assignment. The missing student was having medial issues and dropped the class late. 4 were proficient. Key Findings: All had proof read their assignment with less than 5 errors. All had a proficient or higher understanding regarding reflecting on practices. Conclusions: Set aside time before the first video is due to discuss expectations regarding the activity. Clarify different areas needing to be reflected on. Update instructions. Give students specific topics to address.	Action: No action required at this time. Re-evaluation Date: Fall 2016
2	EDEC 240 Curriculum Math Lesson Plan Taught	Results: 17 of the 20 students completed and were proficient. 2 dropped due to personal reasons. Key Findings: All students were able to locate and use the correct CDE math standards for the appropriate age Majority of students taught the lesson and reflected on the learning Conclusions: Students success regarding application of CDE standards has continue to improve since implementing the in class small group activity Need to review instructions to clarify and add links to CDE website	Action: Update instructions to clarify requirement of teaching the activity to a group of young children Re-evaluation Date: Fall 2016

3	EDEC 299 Student Teaching Child Observation Portfolio	<p>Results: 4 out of 5 students completed the assignment and were proficient. The missing student was having medical issues and dropped the class late.</p> <p>Key Findings: Most had proof read their assignment with less than 5 errors. 2 of the student comments that they were struggling personally and stated they were going to do the minimum to pass the class with a B. The students had an understanding of the different forms. Forms that were completed where done correctly</p> <p>Conclusions: Students are underestimating the time needed to complete assignment</p>	<p>Action: Set aside class time to discuss Organization Midway through class have the students peer review each of the different observations Midway have the student turn in the first 2 paragraphs for the summary of the child for a quick instructor evaluation Four weeks before the end of semester students will peer evaluate the lesson plans that were created based on observations of the child</p> <p>Re-evaluation Date: Fall 2016</p>
4	EDEC 299 Executive Summary Presentation	<p>Results: 4 out of 5 students completed the assignment and were proficient. The missing student was having medial issues and dropped the class late.</p> <p>Key Findings: Most had proof read their assignment with less than 5 errors. 2 of the student comments that they were struggling personally and stated they were going to do the minimum to pass the class with a B.</p> <p>Conclusions: Students understood the assignment but commented on the lack of relevance.</p>	<p>Action: This assignment has been replaced. Students will now be sharing 1 of their lessons with the group.</p> <p>Date: Fall 2016</p>
5	EDEC 299 Student Teaching Completed Write It Down – Reflection Journal Book	<p>Results: 4 out of 5 students completed the assignment and were proficient. The missing student was having medial issues and dropped the class late.</p> <p>Key Findings: Most had proof read their assignment with less than 10 errors. 2 of the student comments that they were struggling personally and stated they were going to do the minimum to pass the class with a B. The students had an understanding of the different sections and what needed to be written in them.</p> <p>Conclusions: Several students left this until the very end to work on. This assignment is being replace with an E-Folio</p>	<p>Action: Set up 4 check points over the semester to check on their progress within the E-Folio</p> <p>Re-evaluation Date: Fall 2016</p>

Certificates

Director

1. Demonstrate effective written communication skills. (Communication Fluency)
2. Demonstrate effective oral communication skills. (Communication Fluency)
3. Utilize mathematical concepts required to create a child care business budget. (Quantitative Fluency)
4. Analyze data collected from different evaluation tools to create logical next-step solutions for improving quality in a child care business. (Critical Thinking)
5. Create documents that are substantially error-free for families, staff and government agencies using current early childhood professional terminology. (Applied Learning)
6. Apply the National Association for the Education of Young Children principles and practices in interactions with young children, families, and other professionals. (Applied Learning)

SLO	Course and Assignment	Direct Data from Key Assessments	Changes
1	EDEC 250 Exceptionalities Newsletter to staff/families regarding meeting regulations regarding inclusion	Results: 16 of the 18 students completed. 2 of the 16 were below proficient Key Findings: This assignment has 2 components- Parent Interview portion all who completed were proficient or higher. Newsletter component had more incomplete or below proficient scores. Conclusions: In looking over the statistics, more clear and concise instructions need to be provided.	Action: Additional details will be added to instruction along with some sample newsletters. Re-evaluation Date: Spring 2016
2	EDEC 250 Exceptionalities Class presentation of community resources	Results: All 18 students completed above proficient. Key Findings: This is a two part assignment. Handout and power point presentation. Conclusions: Students understood the assignments. Working in groups helped them to proof read and find other mistakes.	Action: None Re-evaluation Date: Spring 2016
3	EDEC 264 Administration Budget for a child care	Results: All students completed the assignment at above proficient level Key Findings: After reviewing all assignments the rubric was found to be too simple as there was a wide variety of abilities but all scored similar. Conclusions: Rubric needs to be redone in order to more accurately evaluate the students.	Action: Redo the rubric Re-evaluation Date: Spring 2016

4	<p>EDEC 264 Administration</p> <p>Evaluation of facility using national tool including recommendations</p>	<p>Results: Did not evaluate</p> <p>Key Findings:</p> <p>Conclusions:</p>	<p>Action:</p> <p>Re-evaluation Date: Spring 2016</p>
5	<p>EDEC 241 Admin: Human Relations</p> <p>Human resources book for employees</p>	<p>Results: 10 out of 12 students turned in the assignment. 1 dropped class late. 1 had a child and took an incomplete.</p> <p>Key Findings: The students understand the concepts Grammar and spelling have improved through them turning in a draft then redoing for the final project Instructions – Several struggled with what a Table of Content is and organization. Did not follow instructions regarding both. Policies – majority of students aligned policies with State/Federal regulations Definitions – Students struggle with some of the definitions paired with professional language</p> <p>Conclusions: Students need more guidance regarding formatting and clarification of instructions and professional language to use.</p>	<p>Action: Set aside class time to discuss Table of Contents Set aside class time to peer review and evaluate organization prior to assignment due date. Within the online instructions provide links to examples and explanations.</p> <p>Re-evaluation Date: Fall 2016</p>
6	<p>EDEC 299 Student Teaching</p> <p>Live observation reflection paper</p>	<p>Results: 4 out of 5 students completed the assignment. The missing student was having medial issues and dropped the class late.</p> <p>Key Findings: All had proof read their assignment with less than 5 errors. All had a proficient or higher understanding regarding reflecting on practices.</p> <p>Conclusions: Students need guidance before the first video is due to discuss expectations regarding the activity. Clarify different areas needing to be reflected on.</p>	<p>Action: No action required at this time.</p> <p>Re-evaluation Date: Fall 2016</p>

		Instructions need to be updated for clarification. Give students specific topics to address.	
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Teacher

1. Demonstrate effective written communication skills. (Communication Fluency)
2. Demonstrate effective written verbal skills. (Communication Fluency)
3. Utilize mathematical skills required to instruct young children. (Quantitative Fluency)
4. Evaluate current professional resources relating to several different domains of early childhood education. (Critical Thinking)
5. Create documents that are substantially error-free for children and families using current early childhood professional terminology. (Specialized Knowledge)
6. Apply the National Association for the Education of Young Children principles and practices in interactions with young children, families and other professionals. (Applied Learning)

SLO	Course and Assignment	Direct Data from Key Assessments	Changes
1	EDEC 238 Growth and Development Child study portfolio	Results: 14 of the 17 completed. Of the 14 all but 1 was proficient. Key Findings: 50% of the students missed adding observations documents or the observations were incomplete. Conclusions: This is a semester long project. Starting it earlier with check in points would help student to stay on track and clarify any misunderstandings.	Action: Assignment will open in Unit 2 to allow students 12 weeks to complete. At the midway point there will be a check in to answer questions and to informally evaluate the work done. Re-evaluation Date: Spring 2017
2	EDEC 238 Growth and Development Presentation in class of chosen theorist	Results: 17 out of 17 completed the assignment at proficient or higher Key Findings: There were some consistent mistakes across those who did not receive mastery level. Conclusions: Felt like the students did not review the rubric which had more details regarding grading.	Action: Update instructions so that all information guidelines on the rubric are included in the instructions Re-evaluation Date: Spring 2017
3	EDEC 240 Curriculum Math lesson plan taught	Results: 17 of the 20 students completed. 2 dropped due to personal reasons. Key Findings: All students were able to locate and use the correct CDE math standards for the appropriate age Majority of students taught the lesson and reflected on the learning	Action: Update instructions to clarify requirement of teaching the activity to a group of young children Re-evaluation Date: Fall 2016

		<p>Conclusions: Students success regarding application of CDE standards has continue to improve since implementing the in class small group activity Need to review instructions to clarify and add links to CDE website</p>	
4	<p>EDEC 101 Introduction to ECE</p> <p>Community and Teacher resource paper</p>	<p>Results: 9 out of 13 completed the project as proficient. 2 dropped earlier. 2 were no shows midway.</p> <p>Key Findings: All assignments had the required professional and appropriate family resources.</p> <p>Conclusions: Students understood the requirements assignment</p>	<p>Action: No action taken Re-evaluation Date: Fall 2016</p>
5	<p>EDEC 299 Student Teaching</p> <p>Newsletter to staff/families regarding supporting activities</p>	<p>Results: 4 out of 5 students completed the assignment. The missing student was having medial issues and dropped the class late. 4 were proficient.</p> <p>Key Findings: All had proof read their work. Only errors were in citation of online sources.</p> <p>Conclusions: Students need clarification regarding citations of online sources</p>	<p>Action: Discuss in class how to complete online citations and practice in class before assignment. Re-evaluation Date: Fall 2016</p>
6	<p>EDEC 299 Student Teaching</p> <p>Live observation reflection paper</p>	<p>Results: 4 out of 5 students completed the assignment. The missing student was having medial issues and dropped the class late.</p> <p>Key Findings: All had proof read their assignment with less than 5 errors. All had a proficient or higher understanding regarding reflecting on practices.</p> <p>Conclusions: Students need clarification within the instructions and an example in order to be able to complete successfully.</p>	<p>Action: Set aside time before the first video is due to discuss expectations regarding the activity. Clarify different areas needing to be reflected on. Update instructions. Give students specific topics to address. Re-evaluation Date: Fall 2016</p>

Entry Level Teacher

1. Demonstrate effective written communication skills. (Communication Fluency)
2. Demonstrate effective written verbal skills. (Communication Fluency)
3. Utilize mathematical skills required to assist the classroom teacher with instruction of young children. (Quantitative Fluency)
4. Evaluate current professional resources relating to several different domains of early childhood education. (Critical Thinking)
5. Explain the impact of the Colorado Department of Child Care Rules and Regulations on children and families. (Specialized Knowledge)
6. Apply the National Association for the Education of Young Children principles and practices in interactions with young children, families and other professionals. (Applied Learning)

SLO	Course and Assignment	Direct Data from Key Assessments	Changes
1	EDEC 101 Introduction to ECE Community and Teacher resource paper	No Data – New Degree	Evaluation Date: Fall 2016
2	EDEC 101 Introduction to ECE Presentation of text book chapter information	No Data – New Degree	Evaluation Date: Fall 2016
3	EDEC 102 Introduction to ECE Lab Math lesson taught	No Data – New Degree	Evaluation Date: Spring 2017
4	EDEC 101 Introduction to ECE Community and Teacher resource paper	No Data – New Degree	Evaluation Date: Fall 2016

5	EDEC 102 Introduction to ECE Lab Newsletter to staff/families regarding supporting activities	No Data – New Degree	Evaluation Date: Spring 2017
6	EDEC 102 Introduction to ECE Lab Live observation reflection paper	No Data – New Degree	Evaluation Date: Spring 2017

Direct and Indirect measurements

Direct – See Charts above

Indirect – Faculty regularly informally poll the class regarding comprehension. This is done through presentations of small and large group projects, students posting questions they still have either in the online classroom or within the lecture class, and direct faculty questions to the large group. The program director is in regular contact with the school's where student teachers are completing their hours. Monthly questions are posed to the mentor teacher to clarify any needs or areas of improvement. The department has bi annual Advisory Committee meetings to encourage community stakeholders to provide feedback. Faculty meet formally two times per year to discuss trends, current changes regarding licensing, student trends, and other issues regarding the field of early education. Faculty receive a chart at the end of each semester outlining the student feedback that they receive. The Program Director also observes one class per semester to give feedback to instructors.

Program improvements based on SLO's data –

See Charts

Appendix E

Future Program Plans

Future Program Plans

Vision

All students will have the opportunity to develop skills that will guide them as they strive to become high quality educators and advocate for children and their families.

Strengths/Challenges

Our strengths include the following:

- Faculty with Masters Degrees, years of experience working in the field, and are active advocates
- Current trends in Colorado regarding quality care and education
- Scaffolded learning path that allows students to attain small successes
- Opportunity to continue on for a BA in EDEC Special Education which leads to greater variety of career opportunities
- Faculty trained in Adult Learning Principles and encourage students to create peer networks
- Faculty use a variety of different technology to help students learn and be connected
- Each of the ten core courses have field experience built in
- Student Teaching course has 300 hours of field experience combined with mentoring
- Variety of different materials for students to practice within the classroom
- Ability to offer a variety of courses in the evening and online to meet students' needs
- Regular faculty and advisory board meetings to address trends and concerns
- Diverse ways for students to take courses – face to face, hybrid, online, distance

Our challenges include the following:

- No regular full or part-time faculty
- No regular full-time Program Director
- Outdated technology in the two most used classrooms on the WCCC campus
- Helping distance students to feel connected
- Advising load – one part-time Program Director advising all EDEC students
- Limited access to child care facility on the CMU campus (days only and no classroom for lectures)
- Limited storage area of materials combined with a shared office for all faculty

Trends in discipline

The current trends in the field of early education:

- Increased quality assessment of young learners' experiences leading to changes in teacher education and funding
- Steady growth of Head Start and Public Funded Early Care for students considered at risk. This also brings with it increased wage opportunities
- National focus on physical fitness, nutrition, and the importance of play in early care settings
- Integrating technologies into the learning environment to enhance children's experiences

- Increased opportunities to attain a BA in early childhood combined with the increased job possibilities
- Expansion of State and National Quality rating initiatives
- Growing number of researchers exploring the different early childhood domains
- Recognition of the need for teachers to have training to work with children with special needs and those working in integrated classrooms

How review is being used to improve program

The review will be use to update current practices so that we can best meet student's needs.

Resources needed to address Challenges

- Funding to pay for one full-time faculty member
- Funding to pay for the full-time position of Program Director
- Funding to update the technology in the two most used classrooms on the WCCC campus
- Training for faculty to assist them in helping distance students feel more connected
- Building access/space within the child care center with storage for classroom teaching materials, office space, and expanded hours for child care on CMU campus

Appendix F

Faculty Vitae

Faculty Vita

Michelle Calkins

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Grand Junction, CO 81504
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macalkins12@gmail.com

Qualifications

Colorado Early Childhood Professional Credential, Level IV, No. 1955
Colorado Post Secondary Teaching Credential

Education

2015	University of Colorado, Denver	Denver, CO
	Master of Arts: Early Childhood Special Education with Licensure Early Literacy Certificate	
2011	Mesa State College	Grand Junction, CO
	Associate's Degree: Early Childhood Education President's List	
1997	San Diego State University	San Diego, CA
	Bachelor of Arts: Psychology Other Studies: Fine Art	

Professional Experience

2015-2016 Mesa County Valley School District 51, CO
Early Childhood Special Educator
Participate in Child Find, classroom LC, ECSE and other ECE teams as assigned. Provide direct and indirect services for preschoolers identified in the areas of early academics and behavior. Assist in modifications, accommodations, and interventions as identified. Act as a liaison for early childhood with elementary buildings regarding transition. Model effective instructional practices in integrated preschool classrooms, including assessment, planning, and differentiated instruction based on data and observation.

2012-2015 Colorado Preschool Program, Mesa County Valley School District 51, CO
Lead Teacher/Director
Create and maintain developmentally appropriate, welcoming environment for children, families, and staff. Craft lesson plans utilizing Colorado State Preschool Standards. Collect authentic assessment data and enter into *Teaching Strategies GOLD*. Provide clear expectations for children, including visual supports. Provide accommodations for children with special needs to participate successfully.

2013- Present Colorado Mesa University/ Western Colorado Community College
Adjunct Faculty, Early Childhood Department
Build interactive, engaging online and hybrid classrooms using required standards and required content that allow adult learners to immediately utilize and apply new information into their daily working lives.

2007 - Present Expanding Quality in Infant Toddler Care Initiative, Grand Junction, CO

EQIT Instructor & Coach

Facilitated 48-hour course to childcare providers on providing responsive care for children. Responsible for implementing curriculum. Provide one-on-one mentoring support to providers as well as giving encouragement, guidance and resources for participants.

2011 - 2012	Kiddin Around Learning Center, Director
2011	Little Lambs Learning Center, Infant Teacher; Toddler Teacher
2010 - 2011	Covenant Childcare, Assistant Director; Toddler Teacher
2009 - 2010	Christian Community Schools, Toddler Teacher
2008 - 2009	Home child care provider
2005 – 2007	Discovery Kids Learning Center, Preschool Teacher
2002	Dixon-Charlo Even Start, Home Visitor
1991 – 1998	Nanny for private family
1990 – 1991	YMCA, before and after-school care program, Teacher's assistant

RESUME
Mark A Lapka
P.O. Box 1340
Clifton, CO 81520

EDUCATION:

Lamar University Beaumont, Texas	M.Ed Counseling and Development	1989-1991
University of Mary Bismarck, North Dakota	B.S. Behavioral Science	1984-1987
Bismarck Junior College Bismarck, North Dakota	A.A. Criminal Justice	1982-1984

AWARDS:

Sam Houston State Award for Scholarly Contributions to the Field of Community Corrections
March 1990 from the Texas Probation Association
June 1990 from the Texas Correction Association

WORK EXPERIENCE:

Colorado Department of Human Services
Division of Child Care
1575 Sherman Street
Denver, CO 80203
November 2000 –present

Current duties are supervisor (GP V) of the Colorado Western Region staff and liaison for the contract county staff for the Division of Early Care and Learning. From November, 2000 to October, 2008 duties were Team Lead (GP IV) for the Colorado Western Slope staff and liaison for the contract county staff as well as liaison for Department of Youth Corrections Audit team. Performed the licensing specialist duties for all types of licenses issued by the Division of Child Care.

Colorado Mountain College
Rifle, Colorado
May, 1993 – Present
Adjunct instructor for Sociology and Health/Wellness classes.

Garfield County Department of Social Services
902 Taughenbaugh Ave
Rife, CO 80203
October, 1992 –October, 2000

Last position held was that of General Manager 2 (July 1996 to October 2000) as Supervisor of the Intake Unit for Child Protection. Supervised 3 Intake workers, 1 Sexual Abuse Caseworker, the Intake Screener, and 5 part-time on call crisis workers. Other positions held: Supervisor of the Garfield County Department Human Services Rifle Branch Office.

Social Caseworker IV as the primary sexual abuse investigator and community liaison for the Child Protection Team. Social Caseworker III involving investigations and case management for Child Protection Services.

Martin Luther Homes Inc
Denver, Colorado
May 1992 –October 1992

Staff trainer for the group home and case manager workers for services provided to the Developmentally Disabled. Supervised a staff of 10 to 16.

Redirecting Sexual Aggression
Lakewood, Colorado
September 1991 – March 1992

Clinical Therapist providing sexual offender group and individual therapy.

Solutions 2000
Houston, Texas

December 1990-August 1991

Trainer/Consultant responsible to present workshops to probation departments on supervision of special populations of offenders.

Dr. Ray Coxe PH.D
Beaumont, Texas

July 1990-August 1991

Plethysmograph Technician and Counselor responsible to provide sexual offender evaluations and treatment.

Jefferson County Community Supervision and Correction Department 1988- 1991
Beaumont, Texas

Community Supervision Officer responsible to provide case management services and supervision of approximately 135 felony and misdemeanor offenders placed on probation. Prepare and present reports and testimony for judicial proceedings.

Mesa Development Services
Grand Junction, Colorado

1987 – 1988

Program Specialist providing treatment plan preparations and implementations for Developmentally Disabled clients.

Pride Industries
Bismarck, North Dakota

1982 – 1987

Positions held: Residential Supervisor, Vocational Development Supervisor, Residential Manager, and Assistant Residential Manager.

Bismarck/Mandan Security
Bismarck, North Dakota
Security Guard

1981 – 1982

Aberdeen Police Department
Aberdeen, South Dakota
Patrolman

1979- 1981

PUBLISHED WORKS:

Treating and Supervising Juvenile Sexual Offenders
Journal of the Texas Probation Association, Volume VI #4, Fall 1991

Sex Offender: Why Not Just Lock Them Up
Texas Journal of Corrections, Volume 16 #6, Nov/Dec 1990

A Basic Guide to Supervising the Sex Offender
Journal of the Texas Probation Association, Volume V #4, October 1990

The Choice to Offend: Myth and Reality
Texas Journal of Corrections, Volume 16 #1 Jan/Feb 1990

The Making of A Monster: The Development of Value Choice in Paraphilic Behavior
Journal of the Texas Probation Association, Volume V #1, January 1990

The Sex Offender: The Offense Pattern
Texas Journal of Corrections, Volume 15 #6, Nov/Dec 1989

The Choice to Offend: Over Riding the Impulse Control
Texas Journal of Corrections, Volume 15 #5, Sept/Oct 1989

T. Vail Shoultz-McCole

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Professional Profile

I have owned a child care, worked in the school district in a 1st grade classroom, taught a variety of different college courses and workshops, and am currently an instructor and program director at Western Colorado Community College campus of Colorado Mesa University

- Create and Implement Preschool Curriculum
- Create and Implement College Courses
- Coach and Mentor Student Teachers
- Manage the ECE College Faculty
- Use Technology in Classes
- Teach in D2L and Blackboard Platforms
- Create and Manage Budgets
- Align with College Outcomes

Professional Accomplishments

Early Childhood Education

- Denver University Buell Fellow
- Colorado Professional Level V
- ECERs/ITTERs Coach – Colorado State Coaching Level 1
- Infant/Toddler/Preschool National CLASS Evaluator
- National Association for the Education of Young Children – AA Degree Peer Reviewer
- Pyramid Trainer
- CMU Little Mavs Board Member – Appointed
- Mesa County Early Childhood Steering Committee
- National Child Development Accreditation – Trainer and Evaluator
- Variety of State Early Childhood Task Force Teams – currently 2 to 4 year alignment
- CMU – Technology Committee and Distance Learning Committee
- Design Team Family Leadership Training Institute Member (2012-2014)
- ADIEL National Conference – workshop presenter (2015)

Work History

Coach	PCF, Grand Junction, CO	2015-Current
	Western Colorado Community College, Grand Junction, CO	2009-Current
Instructor/Program Director		
ECE Instructor	CCOnline, Denver, CO	2005-Current
Teacher Assistant	SD51, Grand Junction, CO	2005
Owner/Teacher	Tiger's Treehouse Child Care, Grand Junction, CO	1992-2004

Education

University of Colorado Denver	Denver, Colorado	MA Instructional Technology – Grad Dec 2016 MA Education – Early Childhood - 2012
Concordia University	St. Paul, Minn	
Colorado Mesa University	Grand Junction, Colorado 81501	BA in Social/Behavioral Sciences - 2002

Professional Organizations:

NAEYC – National (member), Local – Treasurer
American Associate Degree Early Childhood Educators - Member

Stephanie Stelljes

Professional Objective

To gain more experience and develop skills in teaching and mentoring my peers in Early Childhood Education through online facilitation of their education. As the landscape of early childhood is changing in Colorado I feel it is important to provide the support the professionals need in further developing their knowledge and abilities in providing quality care to the children and families they serve in their community.

Education

1991-1995 Academic Excellence Degree, Grand Junction High School, Grand Junction, CO

1995-1999 Associates Degree in Early Childhood Education, Mesa State College, Grand Junction, CO

2001-2003 Bachelor of Arts in Psychology with a minor in Family Studies and Human Development,
University of Arizona, Tucson, AZ

2013-2015 Master of Education in Curriculum and Instruction with minors in Early Childhood Education
and Inclusive Classroom, Concordia University, Portland, OR

Work Experience

2012– Present *Colorado Mesa University, Grand Junction, CO*

I am an adjunct instructor with experience in face to face, hybrid, and online instruction. I have developed syllabi, assignments, and in class activities to facilitate students learning and to develop their knowledge of core competencies and standards in Early Childhood Education. I have experience in teaching: EDEC 101, 102, 103, 250 (260), and 205.

2003-Present *Small Wonder's Early Learning Center, Owner/Director, Grand Junction, CO*

As the Owner/Director I have the responsibility of managing and implementing a preschool program for 2– 5 year olds within a safe, and nurturing environment. It is my duty to ensure that all of my students, teachers, and parents needs are met daily. I am responsible for all administrative management of my facility, which includes: billing, payroll, hiring of qualified staff, management of staff and child files, newsletters, food/supply purchasing, food program calendar, review of lesson plans and implementation in classrooms, and a support/mentor for my staff. I also work as a liaison between parents, children, educators and social workers as well as staying involved within our community. I also provide trainings for staff members and ensure that they stay apprised on news and information within the early childhood field.

2001-2003 *Old Pueblo Children's Services, Inc., Behavioral Technician, Tucson, AZ*

As a behavioral technician I worked directly with children ranging from the ages 3– 14 years with behavioral needs. My duties were to supervise the children in daily activities, distribute medication, take children to and from appointments/school, give behavioral reports, and to facilitate in basic daily care of the children. I also was promoted to Weekend Supervisor which gave the additional duties of overseeing other staff members and the children in each of the four group homes that were part of the company.

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Grand Junction, Colorado 81501

1998-2001 *Stanford Academy Childcare Center/Family Tree House, Director/Teacher, Grand Junction, CO*
 As a Teacher /Director I worked with children ranging in age from 6 weeks-12 years. I primarily worked as a Pre-K/School Age teacher as well as a co-director. I planned and implemented the infant care program for Stanford that included ordering supplies/equipment, creating daily care check sheets, setting up the environment, and hiring qualified staff. Not only did I create and implement my own lesson plans, I also had the added responsibility of overseeing the other teachers' lesson plans. I assisted with the administrative management of the facility, which included: billing, food assistance program, newsletters, supply/food purchasing, and monthly calendars for the parents. I also provided workshops for staff members, to facilitate and improve their work experience. The Family Tree House was another childcare center that was associated with Stanford, I had the challenging task of assisting in setting up and initiating programs for the operation of that center.

Additional Experience

2010-2015 *Early Childhood Teacher Cohort Mentor, Mesa District Group of Colorado AEYC, Temple Buell Foundation*

2008-2010 *Mesa District Group of Colorado AEYC Board Member-Member-at-Large and Secretary*

Feb. 2003-June 2003 *Child & Family Resources, Inc., Project SKY Intern, Tucson, AZ*

Affiliations

1999-Present *Comprehensive Member of NAEYC, Mesa District Group of Colorado AEYC, AEYC of Tucson*

2003-Present *Colorado Child Care Association*

2002-2004 *Golden Key International Honors Society*

It was through this honor society that I became involved with community projects such as Habitat for Humanity and additionally, the exploration of international issues.

2001-2004 *Psi Chi, National Honors Society in Psychology*

Membership in this honor society included participation in many community projects such as Special Olympics and the Walk for a Cure.

Licenses and Certificates

October 2000– Present *Letter of Director Qualification, Colorado*

September 2003- Present *Child Care Facility License for 58 children*

August 2009 *Pyramid Train the Trainers Certificate*

2012-Present *Credential for Career and Technical Education*

EDEC External Program Review

Western Colorado Community College

Colorado Mesa University

Spring 2017

By Alison Thielke

Introduction

I was delighted to visit Western Colorado Community College (WCCC) - Colorado Mesa University (CMU) and meet with relevant administrators, faculty, staff, and personnel in the Spring of 2017. I was able to tour the beautiful CMU campus, and there are many strengths evident for students pursuing a certificate or degree in early childhood education here. In the “Executive Summary Template,” I was able to mark “agree” for most items. What follows in this report are further descriptions of the strengths of the program, as well as suggestions for addressing challenges that threaten the viability of the program from within the college/university as well as from issues affecting early childhood professional preparation locally, statewide, and nationally. What I hope to offer in this review are some broader contexts and opportunities for WCCC-CMU to poise the program to adapt to a rapidly changing and advancing field. Thank you for offering me this opportunity.

Contemporary Issues Impacting Early Childhood Education Professional Preparation Programs: Putting It Context

In order to better understand how WCCC-CMU can be best positioned to meet the needs of our workforce, and maintain a growing and thriving program, it is important to provide a context to contemporary issues and challenges the early childhood education field currently faces.

New Research

In the last 10 - 15 years, new interdisciplinary research in neuroscience and child development has emerged to validate what we’ve suspected about the importance of the first years in a person’s life. The science tells us that in order to become healthy, productive citizens in adulthood, children need to develop skills such as self-regulation, planning, focus, and flexibility. These kinds of skills begin to develop in early childhood. The problem is, if the child lives in an environment that lacks responsive caregiving, or grows up experiencing significant adversity and trauma, we now know that the [risks are profound](#) and long-lasting. In Mesa, Delta, and Montrose counties, child abuse and neglect reports are up to *twice* as high as Colorado state averages, and poverty rates are a third again as high as the state average. That means for every three kids living in poverty in Colorado, there are four kids in these three counties in poverty. In

Delta and Montrose the number is actually higher, correlating with what we know about the needs of rural communities.

High quality early care and education can provide a support net for families, and buffer some of the long-term effects of early adversity. Similarly, poor quality early care and education settings have been shown to be incredibly detrimental to children's development and well-being. High quality learning environments not only prepare children for school, but they also provide an important service to our economic and social communities. The *economy* thrives when parents can remain in the workforce. But this requires child care to be accessible, affordable, and high quality child care they can trust. Our *communities* thrive when children grow to be mentally and physically healthy adults who contribute positively to our communities. The rate of return on investment in early childhood has been [documented](#) by economists between 7-10% per year for preschools serving 3- to 4-year olds, and up to 13% per year for disadvantaged children receiving quality birth-5 programming. Children who experience supportive environments are less likely to engage in criminal behavior, drop out of school, or have persistent physical, mental and social problems.

And here's where the importance of building adult capacities to support the development of young children comes into play. Early childhood caregivers and educators, regardless of sector (public, private, family home providers, Head Start), are uniquely poised to buffer the effects of childhood adversity by providing supportive and responsive environments for children *and* their families.

We can no longer assume that just anyone can do this work. Programs like the early childhood education program at WCCC/CMU that provide effective professional preparation for a workforce that 1) has the background knowledge in the science of child development, 2) knows how to apply knowledge that effectively in their work with young children, and 3) understands how to best support diverse families *is vital*.

When Colorado kids thrive, so does our state. Children are our future workforce, leaders and community members. Children need high-quality support for development whether they live in the urban I-25 corridor (where the majority of our children are), or in more rural areas like the

Western Slope, in order to contribute to Colorado civic, social and economic well-being in Colorado. The community's role is vital to helping Colorado's children succeed, and that community in WCCC-CMU attendance areas includes early childhood educators and caregivers.

While the need to adequately prepare the workforce is generally accepted by most people, the challenges in doing so have created well-known barriers including:

- [High costs to parents](#) for child care
- Historically [low compensation](#) and benefits
- Fragmented requirements
- Differences between rural and urban access to quality
- Decline in the number of qualified candidates for entry-level positions

Fragmented Requirements

Professional preparation requirements are increasing nationally as [Quality Rating Improvement Systems \(QRIS\)](#) are being implemented, but the ways our workforce requirements are structured are varied, fragmented, and individualized. This may provide multiple entry points to our field, but at the same time, it becomes extremely difficult for higher education programs to effectively create certificates and degrees that meet the needs of our workforce. We are edging forward on this front by aligning college course outcomes *and* professional trainings to the [Colorado Early Childhood Educator and Administrator Competencies](#).

There are two government entities that allow people to work in the field of early childhood:

1. Colorado Department of Human Services (CDHS) - [Child Care Licensing and Administration](#) licenses early childhood **facilities**. Child care licensors inspect child care centers, independent preschools, summer camps, and before/after childcare programs for minimum health and safety standards. Under the CDHS Rules and Regulations for Child Care Programs, facilities must meet minimum requirements for certain employee positions including: "Early Childhood Teacher," "Infant-Toddler Nursery Supervisor," and "Director." There are *multiple pathways* to meeting these requirements including formal education, experience, training, and demonstrated competencies.

- a. For example, there are currently **nine** different combinations of formal education and experience that people might use to meet “[Early Childhood Teacher](#)” requirements. The only one of those nine options that requires no additional experience is a Bachelor’s degree in ECE or a related field. Yet, these are entry-level requirements for lead teachers in child care programs, and this may be contributing to the significant vacancy of entry-level applicants. There just aren’t enough qualified candidates in most Colorado communities, and directors are struggling to staff their programs.
2. The Colorado Department of Education (CDE) licenses *people*. CDE governs [educator licensure](#) and the [Colorado Early Childhood Credential](#). You can earn educator licensure in ECE (birth to age 8) by obtaining a BA and attending a State-approved licensure program. This licenses candidates to teach in public Colorado schools, grades preschool-3rd grade. However, individual school districts set the requirements for their preschool teachers. Not all preschool teachers in the public schools require ECE licensure. To earn a Credential, applicants apply for points in four areas: formal education, ongoing professional learning (training), experience, and demonstrated competencies. “Lead” teachers need to accumulate points in two out of the four areas and directors need three out of the four areas.

Additionally, there are differing requirements for varied sectors. For example, I conducted a brief scan of recent job announcements for early childhood positions on the Western Slope and found these requirements and salaries:

Position	Workforce Requirements	Salary, if listed
Head Start lead teacher	AA in ECE	\$21,796 - 25,011 / 9 months
Child Care Director	AA in ECE OR	
	CDA (national credential) + one year of college coursework	
MCVSD Kindergarten Teacher	BA + ECE or Elementary Licensure	\$33,572/year (base)
Durango Child Care	Credential Level III	

The lack of clear pathways toward meeting employment requirements confuses students and makes creating effective program and advising strategies in ECE complicated. The good news is that current national, state, and local initiatives are working diligently to address challenges. It will be important for the EDEC program director to remain abreast of these initiatives and changes as they arise, and to continue to be a voice for higher education in any planning or implementation groups.

To address these issues and promote collective impact, the EDEC program could utilize information from the following when evaluating, designing, and improving programming to ensure it meets workforce need:

- 2015 Report from the National Academies of Medicine: [*Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*](#) - Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well.
- [*NAEYC's Power to the Profession*](#) - Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge and competencies, qualifications, standards and compensation.
- [*NAEYC's Build it Better*](#) - Indicators of progress to help policy makers, administrators, educators, and advocates work together to build a better professional development system for early childhood educators working with children birth through age 8. Indicators track four fundamental principles (PD Systems Integration, PD Quality Assurance, Equity and Workforce Diversity, and Compensation Parity Across 0–8 Sectors and Settings) and six policy areas (Professional Standards, Career Pathways, Articulation, Advisory Structures, Data, and Financing).

- [Early Milestones Colorado](#) - Annual ECE Workforce Survey results will be published in June 2017. The survey includes questions about turn-over, salaries, workplace wellness, and more.
- [Child Care Aware](#) - Data on child care availability, quality, federal budget allocations, etc.
- Colorado Early Childhood Workforce Plan - Is currently being updated and is expected to be approved summer 2017 by the [Colorado Early Childhood Leadership Commission](#).
- [Colorado Children's Campaign](#) - Provides legislative updates and advocacy for child health, early childhood education, and K-12 education. Publishes [Colorado Kids Count](#) - data that tracks the status of children.

We have a long way to go, but with the momentum we are currently seeing, it will be important to continue providing professional preparation in higher education for our workforce.

EDEC Program Development

Mission, Vision, Values, and Goals

“The mission of Early Childhood Education at Western Colorado Community College is to provide developmentally appropriate, high quality learning experiences for students in Early Childhood Education.”

Strengths:

1. Faculty and stakeholders developed a **well-designed graphic** using a ships wheel with integrated goals, content, and context of the program along the spokes, and a catchy tag-line: “Steering students toward success in the field of early education.”

Opportunities and Recommendations:

1. **Revise the mission statement:** The way the mission is written makes it difficult to tell whether or not the focus is on the EDEC college student, or young children birth to age 8 (our age range for ECE). I think the *intent* of the statement is: to prepare students who can effectively promote developmentally appropriate, high

quality learning experiences for young children. I think the true mission of the program is actually broader than this, and will benefit from revision. Align the mission with the steering wheel graphic and include on the website.

- a. **Revise goals:** Revision should reflect a difference between objectives and activities. For example, “align coursework,” “support on campus child care facility,” or “seek input from stakeholders” are all activities that might fall under a broader goal. In addition, revision will help update according to new statewide requirements. In mission and goals revision, ensure that any WCCC-CMU college vision or outcomes are incorporated.
2. **Pursue [accreditation by the National Association for the Education of Young Children \(NAEYC\)](#).** Accreditation communicates a commitment to quality and supports an intentional, continuous improvement process for program design. Becoming accredited will provide support in revision of mission, goals, and ensure that quality programming aligns with national standards. *Note: NAEYC requires a full-time program director to facilitate accreditation self-study and approval. There is no full-time EDEC program director at WCCC-CMU.

Enrollment Trends

Strengths:

1. **Increased Enrollment:** FTE enrollment increased in 2014-15 after a slow decline since 2011. It’s important to note that in 2010, increases to job requirements created an upward burst in enrollment in early childhood programs across the state. Around 2012, we saw a decline as the majority of people who needed to update their education finished. It will be important to continue tracking enrollment as the data comes available. It is difficult to assess when the most current data we can obtain is more than two years old.
2. **Online and Remote Options:** A key strategy to keep students enrolled in a community that potentially covers a large geographical area is to continue offering most, if not all, coursework online and/or remotely. Students taking online courses can do so anywhere, anytime. Considering that 45% of the 306 enrollments in EDEC in 2014-15 were online according to , this is clearly important to EDEC students and should continue to be a strategy for recruiting and helping students

persist to completion. This improves FTE because more students can be served in an online course than an on campus course, sometimes simply due to the number of seats in a physical room. In the PolyCom enabled courses, the EDEC program is already reaching students in Delta, Montrose, Gateway, Telluride, Mesa, Rifle and Parachute. These communities would not likely be able to garner enough enrollment to support a full class.

Opportunities and Recommendations:

1. **Align budgeting decisions based on enrollment** between WCCC and CMU. In my interviews, I learned that 10 FTE is a legitimate reason to hire a full-time program director for a discipline while CMU requires 30 FTE or more.
2. **Expand online and remote options and ensure there are appropriate budget streams attached to them.** EDEC students are often currently working, have difficulty getting to daytime classes are classes on site, and online coursework can bring education to your more rural communities. A student I interviewed expressed concern that she wouldn't be able to complete the newly approved BS in Early Childhood Special Education because the classes are likely to be offered at CMU during the day.

A problem we often run into at my college is that *online* tuition-based funding doesn't trickle down to our discipline at each campus. We charge more tuition for online classes, and our online enrollment is by far the largest of other disciplines in the college. Student in ECE can complete *all* certificates and degrees fully online, and of those that take online classes, over 70% of them take *only* online classes. ECE enrollment is increasing as other disciplines decrease. But we had to petition our Cabinet to recognize that our online population represents each of the three campuses equally. Online enrollment is increasing statewide in ECE, so I recommend not only expanding online options, and finding ways to effectively track and support that.

3. **Financial Support** that specifically targets EDEC students can help with persistence and completion rates. (See financial aid section below.)

Important News! [Colorado House Bill 17-1180](#) passed and was signed into law on 3/30/2017. This law allows financial aid to be used for Career and Technical Education certificates that are below the 16 credits required by the federal Pell Grant program. This is a game changer for ECE programs, because we can now encourage students who only need 6-9 credits to meet Child Care Program Licensing job requirements to be able to utilize financial aid to cover their certificate. This will help with completion rates and cut down on financial aid fraud, since those students often declare a larger certificate or degree to get the aid, but never complete since they don't actually *need* the larger certificate to meet their goals.

4. **Create fully stackable certificate to degree pathways.** Currently, courses from the three certificates and the AA in EDEC fulfill prerequisite requirements for the new BS degree. The current trend is to create fully stackable certificates to degrees with little to no elective options. (I recommend electives for the fieldwork courses, because that allows students to choose an age group as a specialization.) Stackable certificates can work to effectively increase enrollment and fill classes. Plus, it addresses confusion many of our students have with what they need to take. I recommend streamlining what is already offered, but create building blocks out of the certificates. Currently, the certificates do not cleanly stack onto each other or toward the degrees.
5. **Careful consideration of fieldwork-based courses** may need some attention. I noticed, for example, that the field courses cap enrollment at seven. While there is a legitimate reason to keep numbers small (instructors are observing and supervising students in clinical experiences within an early childhood program), it can also make a bigger (negative) impact on FTE than intended. Utilizing video capture for some to all of the instructor observations, applied assignments, and a highly qualified onsite mentor development/approval process for these courses can cut down on travel and time an instructor needs to spend observing per student. This allows caps to be raised without sacrificing quality educational experiences. Since the program already embeds technology well, this seems like an easy step to make.

Career Pathways

Strengths:

- **Designed to graduate educators with needed content knowledge and competencies.** Certificates were created in an attempt to meet state workforce requirements, and the new BS in EDEC Special Education attempts to meet a skill gap in supporting children demonstrating atypical behaviors.
- **Pending BA in Early Childhood Special Education** provides a much needed skill set. Most of the students I spoke with who were excited about this option said they were hoping to become a kindergarten teacher. Some said it was really helping them, because they know the content is needed and having the degree “gives an advantage over those who don’t” have it. “It’s almost like guaranteeing a job,” others said. Students who were placed in field experiences with special education teachers were very grateful for the experience. “I’ve met some amazing special education teachers.” One student said, “I feel more comfortable and confident to better support kids - whether they are identified with special needs or not.” Students are excited to have a local opportunity to earn a BA, because they don’t want to move to complete a program. They want to contribute to the local community.
- It is unclear whether or not this degree will include ECE licensure (see recommendations below).

Opportunities and Recommendations:

- **Consider certificates that focus on specializations and stack toward a degree.** The *Transforming the Workforce* report recommends building preparation programs that begin with a basic knowledge of child development with specialization tracks. These tracks could be age-range tracks (infant/toddler, preschool, school age) or other specializations such as family and community engagement, inclusive early childhood education, child care administration and management, teacher-leadership, or child development and behavior specialist. While specialized certificates are helpful with professional development, it is important to keep stackable, streamlined pathways.

When I met with the EDCE Advisory Council, the advisory member from Head Start was very grateful that Ms. Shoultz-McCole had obtained grant funding to support completion of the national Child Development Associate Credential. The CDA is recognized by Child Care Program Licensing for their requirements for "lead" teachers, and is required by Head Start/Early Head Start for their assistant teachers.

Supporting CDA attainment can help entry-level candidates start working quickly.

Community colleges can support the education/training part of the CDA requirements by designing entry-level certificates that crosswalk course outcomes/competencies with the standards required by CDA. At the same time, this can promote enrollment and completion of the first stackable certificate.

- **Create pathway toward educator licensure in ECE.** This will help further professionalize the EDEC program. House this program with the other teacher licensure programs at CMU, and collaborate with WCCC to create a stackable certificate to AA to BA pathway. There are currently options for elementary, secondary, and K-12 teacher licensure, but not early childhood. While the school districts on the Western Slope may not be hiring certified preschool teachers at this time, some districts do, and it may be required in the future. ECE licensure certifies teachers to teach preschool through third grade, and provides a better prepared educator specifically for this age range. Also on the website the program is listed under "Early Childhood Education (Initial Licensure)," then lists the WCCC certificates and AA degree. These help students meet the formal education requirements for job requirements under Child Care *Program* Licensure, but not initial teacher licensure. This is confusing.
- **BA/BS in Early Childhood Special Education...or "Inclusive ECE?"** The website is a little confusing, because it lists the pending BA in EDEC with a specialization in special education, but it does not appear to include ECE licensure. Perhaps this will be included?

While there was a lot of support for this degree option with students, others expressed concerns. Some said there isn't relevance for it if you are trying to work in child care centers. They said directors have told them, "We can't pay you for that, so why would you go for it. Especially if you are working with toddlers." Others countered by saying if you work in Head Start or Early Head Start, "...you *need* it." Remember that our field is trying to buffer students experiencing adversity of varied kinds. We *do* need to adequately prepare our workforce regardless of sector to be able to work effectively with diverse learners and families. Children with disabilities experience adversity, but potentially, so do children living in poverty, children experiencing abuse and neglect, children who are multilingual, children coming from varied family structures, children identified as gifted, and more. One student questioned why there was no option for a BA in

ECE *without* the special education specialization. I am wondering if "Inclusive Early Childhood Education" better captures the intent behind this degree, especially since the coursework in the degree addresses these broader demographics.

- **House the EDEC program under the Education / Teacher Education program.** Currently, they are separate; the programs are listed differently and their offices are in different buildings / campuses. I recommend embedding EDEC with the rest of the Teacher Education program. From my talks with Ms. Shoultz-McCole, she communicates and collaborates with them, but it's still seen as separate.

Student Success Strategies

Academic Resources

Strengths:

- **Tomlinson Library!** Staffed by degreed librarians, the library stocks contemporary and relevant media is available to EDEC students, including interlibrary loans with larger universities and local public libraries. Tomlinson provides a web page of resources that gives information about how to search

databases, locate books and media, writing and citation information, and departmental contact information. They are ready to consolidate EDEC with elementary and secondary materials. I was impressed with the well-staffed online chat line which can help bring the library and media specialists to EDEC students, even if they are online or remote, and the “embedded librarian.” Films on Demand houses many videos relevant to our field. The library has provided a *detailed* program assessment that includes a comprehensive description of strengths and weaknesses of the collection.

Opportunities and Recommendations:

- **Unknown:** I did not meet with staff who could inform me about additional supports such as mandatory orientation, school-life balance / time management, student success trainings/courses, protocols for checking in, disability services, retention specialists, or tutoring are available to students.

Technology

Strengths:

- **Ms. Shoultz-McCole** has a Master’s Degree in eLearning Design and Implementation, and it shows. She utilizes technology effectively in the program, from teaching online to the use of PolyCom conferencing to increase enrollment in co-taught courses linking an instructor and students real-time between a classroom in Montrose and a classroom in Grand Junction. She embraces just about any type of technology as it emerges, and serves on the technology advisory committee. She regularly uses Panopto and Voicethread for her courses which can help as our profession expands the use of video capture for professional learning communities and coaching opportunities. Students who learn how to utilize these technologies will be comfortable in the workforce when they are asked to use them on the job.
- **LMS** - D2L is utilized for all courses for posting of syllabi and grades. Online instructors take a required three-week training in online pedagogy and the use of D2L.

- **Digication** is an eportfolio platform that is used by all EDEC students. Students can take their portfolios with them, and can be used to showcase their work over time. It is used for submission of key assessments in every EDEC course, and assessment data can be pulled for program review. This really helps teacher licensure candidates as they can continue to use their portfolios to demonstrate their performance on the teacher effectiveness rubric. It is an important tool to develop professionalism.
- **Help Desk** uses a triage protocol to get students and instructors to the right person as needed.

Opportunities and Recommendations:

- **Update systems.** I/T reports a seven year refresh rate, which is a long time in the world of technology. Ms. Shoultz-McCole reports that the PolyCom system she uses regularly is getting older and she would like to utilize new technologies to connect geographically distant students in real time. Panopto is the easy fix, since the college already has it and it is designed to support live casting. Ms. Shoultz-McCole also showed me the D2L customization for courses and how clunky it is to navigate. I agree. I recommend surveying students and tackling the look and feel and course navigation when the next D2L update comes.
- **Faculty and Instructor Training:** Part-time instructors stated that they either 1) did not get much out of trainings, 2) did not know about trainings, or 3) did not take advantage of trainings. While technical assistance and pedagogical training may be available, the EDEC team could use some support. If there are instructional designers or coaches who can work with this group together, that would be ideal. Right now, Ms. Shoultz-McCole seems to be holding the line with technological implementation and support.
- **Technology Support for Students** is unknown. Since a majority of our workforce are earning low wages, we know that there are associated challenges. EDEC students may experience issues with older technology and lack of funds to replace or update operating systems and software. There are learning curves, limited access to high-speed Internet, and issues with transportation to get to computer labs which may create barriers to accessing courses, especially in rural

communities. It will be important to understand and reduce these potential barriers.

Advising Strategies

Strengths:

- **Hands-On Advising Strategies:** After speaking with students, it's clear that the advising advising and support that Ms. Shoultz-McCole provides them is ensuring that students are taking the courses they need in a timely way that meets their schedule and ensuring that students are taking the courses they need in a timely way that meets their schedule and helps them achieve their goals in the college. A number of students said they didn't know what to do, and Ms. Shoultz-McCole made it easy for them to get started and stay on track. Ms. Shoultz-McCole's strong connections to the community and higher intensity (number of hours) students spend in fieldwork help students apply learning and discover relevance in their program plan. The relationships Ms. Shoultz-McCole has developed are evident in student comments:
 - a. "Vail is a great advocate."
 - b. "She'll do everything she can to keep us on track."
 - c. "I took a class here; a class there. Vail pointed out how close I was to an AA."
 - d. "Vail still keeps in touch with me, even though I already graduated."

Opportunities and Recommendations:

- **Unknown:** I did not speak with academic advisors to learn about their strategy. What we are doing at my college is to create career and academic communities and move to a case-management model that will support guided pathways. This has proven successful in other colleges.

Financial Aid

Strengths:

- **County Workforce Internships** pay for college tuition for people who need coursework to meet workforce requirements. EDEC students are informed and have received this funding.
- **High School Partnerships:** The EDEC Advisory mentioned partnerships with area high school programs.
- **CDA Grant:** Ms. Shoultz-McCole obtained a grant to help 21 Head Start/Early Head Start employees complete their nationally-recognized Child Development Associate Credential, required by Head Start for assistant teachers.
- A partnership with **Early Learning Ventures** provided \$150,000 to improve health and safety and level-up Colorado Shines Quality Improvement Ratings in certain programs.

Opportunities and Recommendations:

- **Obtain NAEYC accreditation so WCCC can receive funding from the Office of Early Childhood for Colorado Community College Foundation ECE Scholarships.** In order to receive funding for Colorado Community College Early Childhood Scholarships distributed by CDE, the WCCC EDEC program would have to obtain NAEYC accreditation.
- **Widely broadcast the availability of the other financial opportunities** such as the Colorado T.E.A.C.H. Scholarship and any county Early Childhood Council sponsored financial supports and incentives. Make sure academic advisors are aware of these options.

Curriculum & Assessment

Content and Course Offerings

Strengths:

- **Stronger fieldwork requirements than most.** We know that applied practice is more impactful on effective educator preparation than traditional coursework. The more practice-based experiences under quality guided mentorship and/or

coaching we can provide, the better. The EDEC program at WCCC embeds more hours of fieldwork than other community colleges. This is a strength.

- **Coursework and Certificate/Degree plans address workforce needs.**

Opportunities and Recommendations:

- **Clarify language that confuses students.** For example a current goal of the EDEC program is to “align coursework to meet Colorado Child Care Licensing Rules and Regulations.” Child Care Licensing doesn’t dictate what outcomes we include in our courses. They simply accept certain course topics when determining the formal education portion of job requirements under **program** licensure.
- **Crosswalk clear, specific course outcomes/competencies to the [Colorado Early Childhood Educator and Administrator Competencies](#).** The data I was given listed the CMU Student Learning Outcomes addressed by key assessments in seven EDEC courses (EDEC 299 Student Teaching, EDEC 240 Curriculum, EDEC 250 Exceptionalities, EDEC 264 Administration, EDEC 241 Administration: Human Relations, EDEC 238 Growth and Development, EDEC 101 Introduction to ECE, EDEC 102 Introduction to ECE Lab).

Aligning course outcomes with the Colorado Early Childhood Educator and Administrator Competencies and signing the related CDE Letter of Agreement (LOA) allows students who submit transcripts for points under the Colorado Early Childhood Credential to receive *two points instead of one* under the formal education section of the Credential. This can help students “level up” faster.

Also, if CMU decides to apply for teacher licensure for the BA degree, the approval process requires crosswalking individual course outcomes to the Educator and Administrator Competencies.

- **Strengthen Key Assessments:** While there are appropriate conclusions made based on assessment data in the table provided, there was some missing information that would help me see better how assessment is used. No rubrics or outcomes are listed. In EDEC 299, only five students were measured because this

class has a cap of seven. If this is a practice-based application of cumulative knowledge, you want to capture more students than that.

When I spoke with the CMU assessment team, it was clear that there are opportunities to collaborate more closely between WCCC and CMU. Take advantage of the guidance offered by the CMU assessment committee. They can help crosswalk state competencies, SLOs, course outcomes and design rubrics to assess those crosswalks. Or, at minimum, the committee can review existing assessments and provide feedback from changes to verbs that target measurable information to overall feedback. When I spoke with the committee, they mentioned that the EDEC program is out of compliance with protocols required.

NAEYC accreditation will also help to design and implement a continuous improvement process.

Community Involvement

Workforce Partnerships

Strengths:

- **EDEC Reputation** is high with community partners and the EDEC Advisory. As one advisory member said, “We can always count on each other. We’re collaborative.” The advisory was emphatic when sharing their value of the EDEC program and how it supports local programs from public school preschool teachers to child care centers to Ms. Shoultz-McCole’s extensive involvement with the [Mesa County Partnership for Children and Families](#) and other local, state, and national initiatives, boards, and advisory committees. In 2016-17, Ms. Shoultz-McCole served on the *Transforming the Workforce* Finance and Governance Task Force, helping to revise our statewide professional development plan for the workforce.

Opportunities and Recommendations:

- **Hire Ms. Shoultz-McCole full-time.** The amount of time and effort she puts in to advising, strengthening community partnerships and initiatives, and leading the program is extensive. Her community outreach and involvement means that she has her finger on the pulse of what's happening. She can leverage what she knows to help WCCC-CMU solve some of the threats to the program in terms of enrollment and viability. As a current NAEYC Community College Accreditation Peer Reviewer, she can lead the program through NAEYC accreditation should the administration support that initiative.
- **Demand high-quality fieldwork placement partners.** There is a great opportunity for the Little Mavs program to become a stronger placement site for observations and fieldwork. Currently, Little Mavs operates with a Colorado Shines Level I rating. Ideally, quality placements and demonstration sites maintain Colorado Shines Levels 4 or 5 or have other indicators of quality. When students experience programs meeting the minimum, it's difficult to teach them what excellence looks like. And when pre-service educators learn high quality practices from the start, they go out into the field and affect change when they are employed. I recommend incentivizing Little Mavs (and other area programs) by working with the EDEC Advisory Committee to establish criteria for becoming a field placement partner and/or mentor / supervising teacher. Maintain quality partnerships through official Memorandums of Agreement. These partner programs can be utilized for placing students who are not already working in the field.

Faculty & Instructor Success

Qualifications

Strengths:

- **Faculty and instructors have requisite CTE credentialing and experience.**
- **Ms. Shoultz-McCole retains CLASS Observer status and is a Colorado Certified Coach.** This is a tremendous resource for providing students in field-based courses with coaching-quality feedback on effective practices.

Opportunities and Recommendations:

- **Continue recruiting diverse instructors.**
- **Establish peer review, reflective practice groups, or other form of evaluation** for faculty and instructors, if not already present. Some faculty appear to have intuitive skill; others expressed resistance to adopting best practices.

Summary

We are clearly in the midst of a transformational change to our profession. Before we can be recognized as a profession, we need to identify a prescribed scope of professional preparation as a prerequisite to being licensed to practice. Higher education programs need to remain at the cutting edge of defining the scope and providing effective and quality professional preparation for early childhood educators. The EDEC program at WCCC-CMU already demonstrates a significant movement in this direction.

Here are my top four recommendations that will potentially make the biggest impact moving forward to enhance an already strong program:

1. Seek NAEYC accreditation
2. Stack EDEC certificates to degrees, including a transfer degree from WCCC to BA + ECE licensure
3. Crosswalk course outcomes to Early Childhood Educator and Administrator Competencies and design key assessments with the assistance of CMU assessment committee.
4. Gather community data to inform program offerings. For example: How many jobs are available in each sector? What are the typical requirements listed in job announcements? How many vacant positions? What are the average salaries? What is the “expulsion” rate in early childhood programs? How many children are being cared for by “family, friends, and neighbors?” What qualification levels does the local workforce currently represent? The 2017 Early Milestones Colorado ECE Workforce Survey may be incredibly useful when released in June.

Table 3. Executive Summary Template for External Reviewer's Observations

Program Review Element	Check the appropriate selection				Provide explanation if not agree with element and/or why unable to evaluate
	Agree	Not Agree	Unable to Evaluate	Not Applicable	
The program's self-study is a realistic and accurate appraisal of the program.	X				
The program's mission and its contributions are consistent with the institution's role and mission and its strategic goals.	X				Need revision.
The program's goals are being met.	X				Need revision.
The curriculum is appropriate to the breadth, depth, and level of the discipline.	X				
The curriculum is current, follows best practices, and/or adheres to the professional standards of the discipline.	X				
Student demand/enrollment is at an expected level in the context of the institution and program's role and mission.	X				
The program's teaching-learning environment fosters success of the program's students.	X				
Program faculty members are appropriately credentialed.	X				
Program faculty members actively contribute to scholarship, service and advising.	X				
Campus facilities meet the program's needs.	X				
Equipment meets the program's needs.	X				
Instructional technology meets the program's needs.	X				
Current library resources meet the program's needs.	X				
Student learning outcomes are appropriate to the discipline, clearly stated, measurable, and assessed.			X		Key assessment data omitted course-level outcomes
Program faculty members are involved in on-going assessment efforts.	X				
Program faculty members analyze student learning outcome data and program effectiveness to foster continuous improvement.	X				
The program's articulation of its strengths and challenges is accurate/ appropriate and integral to its future planning.	X				... and our field is rapidly changing!

Early Childhood Education

Response and Clarification to the Spring 2017 External Program Review

T Vail Shoultz-McCole, Program Director (Interim)

June 2, 2017

The EDEC Department appreciates Alison's open and honest approach to the report paired with the supporting data that was included. Below is a response to each of the areas identified as an Opportunities and Recommendations.

Regarding the lack of a clear pathway, the department continues to monitor state and national trends. This summer the director of the program is finalizing the alignment document with the Office of Early Childhood.

EDEC Program Development

Mission, Vision, Values, and Goals

1. Revise Mission Statement: Department faculty agrees that it needs to be reworded but the Advisory Board asked that it remain the same. Before the fall meeting the faculty will work together to provide some better examples to clarify wording.
2. Revise Goals: This will be brought up at the fall faculty meeting to problem solve some options.
3. NAEYC Accreditation: The Program Director has served as a National Reviewer for NAEYC for many years and has made an effort to align the department with the goals. Faculty would like to see the department accredited but this cannot happen until we have a full time faculty.

Enrollment Trends

1. The department would benefit from having a full time faculty.
2. Currently the department has had a 100% growth rate in online since 2010 as before that time no online classes were offered. We continue to look for opportunities to increase online enrollment. An example is the use of the Panopto program.
3. Every course, both online and face to face, have a variety of different links in the online classroom to help students find funding. During advising the Program Director also discusses options.
4. Currently our certificates are stackable with only a few courses that will not walk up into the AA degree because of the limit regarding the number of credit hours. The Program Director will

work to create a visual document that will help students to have a better understanding of how the certificates are stackable.

5. The Panapto program has allowed for more students to complete their labs at a distance by uploading videos into the colleges secure system. The Program Directors time is limited as it is not a full time position yet, which limits the ability to adequately observe students. *See Elementary Education Student Teaching regarding number of hours for instructor*

Career Pathways

1. The department is currently looking into adding a certificate that would be aligned with the CDA Council's requirement for national certification for infant/toddlers teachers. This would then qualify them to work in Early Head Start.

2. The Center for Teacher Education and EDEC have been working together to create a clear alignment in the program sheet. It is now available on the CMU website.

3. The department would like to remain under the umbrella of WCCC campus but would like to have a stronger presence on the CMU campus for advising, observations, and courses. The program director has asked if the Center for Teacher Education has an office that could be used part time. Currently the new building plans for Little Mavs include a room upstairs for the EDEC faculty to use. The department has expressed interest in turning the current Little Lambs childcare facility into a working lab school for both AA and BA students with office space and a school district preschool classroom.

Technology

1. Department faculty agree that the WCCC Polycom system is in desperate need of updating.

2. Currently there are limited funds for training. The Program Director shares free training information with faculty as it becomes available.

3. CMU/WCCC have a variety of supports for students who are struggling with technology. Faculty also offer office hours to assist teachers in a one to one atmosphere. The Program Director will occasionally visit childcare facilities that have 2 or more staff attending courses who may be struggling.

Advising Strategies

1. Student Services has been very helpful for students.

Financial Aid

CLARIFICATION CDA Grant – Vail did not obtain a grant. She worked closely with Early Learning Ventures/Early Head Start to have them use part of the community grant fund to pay for college credit.

1. See Mission, Vision, Goals #3

2. See Enrollment Trends #3

Curriculum and Assessment

Content and Course Offerings

1. Each course has links within the online classroom to the different state and national agencies. These are referenced during coursework and students are allowed to ask questions for clarification.
2. The Program Director served on a committee last year that created a statewide crosswalk for each of the individual BA in EDEC degrees in the state. Currently she is working on completing the AA degree alignment paperwork.
3. Faculty continue to update Key Assessments based on data and new research in the field. Though the evaluator could not see it in the report each faculty are required to use a detailed rubric.

Community Involvement

Workforce Partnerships

1. The department would benefit from a full time faculty member.
2. Students who are not currently working in a childcare facility are asked to choose between the School District, Head Start, Little Mavs, or child care facilities that have a star rating of 3 or greater. One challenge is that at Little Mavs and some childcare facilities there may be only 1 teacher with an AA degree, limiting the number of student teachers they can accommodate.

Faculty and Instructor Success

Qualifications

1. The department continues to encourage diversity.
2. The Program Director evaluates each faculty member once a year, both directly observing and looking over online classes. It has been discussed within faculty meetings to have a collaborative session where they can give feedback on assignments/rubrics.