Child Development – AAS and Short-term Certificate
Program Review, March 2012

Program Purpose

The Child Development program provides training and education to prepare students for careers in child care. The program provides theory, practice, field opportunities and includes a general education core. A total of 65-67 semester hours are required for the AAS degree. A total of 15 hours of CHD courses are required for the short-term certificate.

The program continues to fulfill the Mission of the college by providing workforce training. This program supports the Mission of the college through provision of “courses in transfer and career programs that are available, accessible, and affordable to students” (Goal Three) and “Technical, vocational, and career education programs that prepare students for employment in occupational fields and which lead to certificates, diplomas, and/or associate degrees” (Goal Six).

Program Learning Outcomes

Graduates of the Child Development program (CHD) will demonstrate the following:

- Explain ethical and professional behaviors related to early childcare profession. (CHD 100)
- Provide an environment that is healthy, respectful, supportive, and challenging for children. (CHD 100 and CHD 208)
- Explain the principles of child growth and development. (CHD 201)
- Provide developmentally appropriate activities for creative experiences for children. (CHD 202)
- Select developmentally appropriate books for children and read to young children in an engaging manner. (CHD 203)
- Plan, implement, and evaluate developmentally appropriate activities for young children. (CHD 204)
- Plan programs for child development. (CHD 205 and CHD 208)
- Value safe and healthy management practices in a childcare setting. (CHD 206)
- Develop an awareness of the roles of childcare facility administrators. (CHD 208)
- Plan activities that support the development and interaction of children and their families. (CHD 209 and CHD 214)
- Explain concepts related to educating exceptional children. (CHD 210)
- Demonstrate skills necessary for working in a child care facility. (CHD 215)
- Demonstrate ability to perform CPR. (EMS 100)
- Exhibit a positive work ethic. (WKO 106)
Assessed Needs and Assumptions

According to the Alabama Department of Industrial Relations, annual job openings in child development average 785 per year, with approximately 280 due to growth and 505 due to replacements. In Alabama, an average annual growth of 1.50% is expected from 2008 to 2018 (http://www2.dir.state.al.us/Projections/occupational/proj2018/statewide/alabama2008_2018.pdf).

A full-time instructor/advisor has been in place since August 2010.

Structure

Northeast is authorized to offer both a short-term certificate and the Associate in Applied Science degree in Child Development. Parts of the curriculum may apply toward the BS degree in Early Childhood Education at four-year colleges.

Accreditation

The CHD program is within the institutional accreditation by the SACS Commission on Colleges, reaffirmed in 2005.

The National Association for the Education of Young Children (NAEYC) has developed a new accreditation system for associate degree programs in early childhood education, which should be considered at some point.

Instructors

The CHD department has one full-time instructor/advisor, Debra F. O'Neal. Mrs. O'Neal served as an adjunct CHD instructor for four years before being hired in a full-time position in August of 2010. Mrs. O'Neal holds an Education Specialist Degree in Elementary Education, and she taught elementary school for twenty-seven years. Her professional development activities within the past two years included workshops and conferences focused on child development, early childhood education, and technology. Mrs. O'Neal is also a current member of The National Association for the Education of Young Children (NAEYC) and the Southern Early Childhood Association (SECA).

Currently, there are two adjunct instructors that teach one or two courses most semesters.

Deborah Durham has 31 years of experience in education and is currently a school administrator. She has a Masters degree in Early Childhood Education and Administration. Mrs. Durham continues to participate in professional growth opportunities regarding technology, administration, and early childhood.
Linda Laney also has 31 years experience in education and has a Masters degree in Human Studies/Family Development. She has held many positions within the federal Head Start Program. Mrs. Laney’s professional growth focuses on technology and child development workshops and conferences.

**On-going Costs for the Program**

For the fiscal year 2010-2011, which coincides with the academic year Fall 2010 through Summer 2011, the office of the Dean of Administrative Services provided the following data:

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>Spent</th>
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<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>$103,689</td>
<td>$118,027.44</td>
</tr>
<tr>
<td>Travel</td>
<td>$500</td>
<td>$293.50</td>
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<td>General Expenses</td>
<td>$2,500</td>
<td>$2,312.44</td>
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<tr>
<td>Perkins Voc Tech General</td>
<td>$3,000</td>
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<td><strong>Totals</strong></td>
<td><strong>$109,689</strong></td>
<td><strong>$121,884.23</strong></td>
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</table>

**Instructional Quality and Enhancements/Curriculum Design**

The College has identified six competencies that students should attain as a result of completing general core courses:

- Communication
- Cognition
- Information Literacy
- Interpersonal Skill
- Aesthetic Sensitivity
- Personal Responsibility

In addition to these general competencies, graduates of the Child Development (CHD) program are able to:

- Explain ethical and professional behaviors related to early childcare profession. (CHD 100)
- Provide an environment that is healthy, respectful, supportive, and challenging for children. (CHD 100)
- Explain the principles of child growth and development. (CHD 201)
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The Child Development program utilizes state-approved plans of instruction. These plans of instruction are combined with the college’s student learning outcomes to comprise the college syllabus. All syllabi are current and on file and are reviewed on a rotating basis so that every course and its learning outcomes are evaluated at least every five years.

A rotating course schedule has been designed so that students will have adequate opportunities to take required and elective courses over a two-year period. Class offerings rotate so that a class that is offered one year on Tuesdays and Thursdays will be offered the next year on Mondays and Wednesdays. Likewise, a class that is taught in the early evening one year will be taught in the late evening the next year.

The CHD program is located on the second floor of the Workforce Development Building. This facility provides a classroom that also serves as a lab. The CHD instructor/advisor office is located across from the classroom. Adjuncts share an office.

Library resources are adequate for the needs of the program. Additional reference materials and supplies are kept in the CHD classroom and instructor’s office. Classroom technology, including an LCD projector and computer are available in the CHD classroom. Students also have access to a computer lab when needed.

**Advisory Committee**

The Child Development advisory committee members are as follows:
- Dr. David Campbell (ex-officio), NACC President
- Dr. Mike Kennamer (ex-officio), Director of Workforce Development
- Judy Davidson, Chairperson
- Debra F. O’Neal, Convener
- Deborah Fanning
- Alecia Lambert
- Debbie Painter
- Rebecca Sibert

The Child Development Advisory Committee meets annually and includes instructors, college administrators, and four child care professionals from Jackson and DeKalb counties.
The purpose and role of the advisory committee is to provide a means through which child care practitioners may invest in the development and evaluation of the program.

The most recent committee meeting was held on March 1, 2011. Minutes of committee meetings are on file in the office of the Director of Workforce Development.

**Enrollment and Completions**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number Enrolled</th>
<th>Number of Certificates</th>
<th>Number of AAS Degrees</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>63</td>
<td>30</td>
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<tr>
<td>2010-2011</td>
<td>62</td>
<td>13</td>
<td>17</td>
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<tr>
<td>Fall 2011</td>
<td>45</td>
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**Job Placement Rates**

The following represents CHD employment statistics the quarter following completion of AAS and or STC as Reported by the Alabama Department of Industrial Relations.

Completers Summer 2006-2007 through Spring 2007-2008: 71%
Completers Summer 2007-2008 through Spring 2008-2009: 25%
Completers Summer 2008-2009 through Spring 2009-2010: 39%

**Findings of Review**

It is exciting to report that CHD student enrollment has increased significantly, 55%-90%, since the 2007 Program Review. The number of short-term certificates earned has tripled and 29 students have earned their AAS as compared to one in the last review. This confirms that the program has met the post-implementation conditions that were set forth when the Alabama Commission of Higher Education approved the CHD program on March 12, 2004:

1. That the average annual admissions for the first five years will be at least 13 based on proposal. *(From fall 2008 through fall 2011 the average of 56.6 students have been enrolled each year)*
2. That the annual average number of graduates for the academic years 2004-05 through 2008-09 will be at least 11 based on proposal. *(As of the fall 2006 semester, only one student had graduated with an AAS. Since the fall semester of 2007, 29 students have graduated with an AAS.)*
3. That a follow-up survey will be conducted after the first five years that will show that at least 75% of the graduates were successful in acquiring related employment. *(This number is actually difficult to determine. Many students are already working in the field while attending. More work needs to be done in order to obtain accurate numbers.)*
4. That information regarding an overall assessment of the program be provided, particularly as related to objectives and assessment measures stated in the proposal. *(Child development training continues to be a need in the area, and students are getting jobs in the field. Some students opt for the CDA certification, but most continue working toward the AAS. A few students continue their pursuit of a BS degree.)*

The employment of a full-time instructor/advisor has been a major factor in the growth of the CHD program. Yearly goals have included marketing and promotion of the program. These goals have been met in various ways and have obviously benefited the program and will hopefully continue in the future.

**Report Affirmed by:**

Debra O’Neal, Child Development Instructor

Dr. Mike Kennamer, Director of Workforce Development

Date reviewed by Curriculum Committee: ________________________________

Curriculum Committee Chair: _________________________________________

Rodney Land, Chemistry Instructor