UNIVERSITY OF ARKANSAS AT MONTICELLO

COLLEGE OF TECHNOLOGY – MCGEHEE

Early Childhood Department
Program Assessment

2012 – 2013

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Early Childhood Department
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1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, and the community) about your SLOs?

Students who complete the Early Childhood Education Technical Certificate program will be able to:

1. Plan a safe, healthy learning environment.
2. Advance children's physical and intellectual development.
3. Implement positive strategies to support children's social and emotional development.
4. Establish productive relationships with families.
5. Implement strategies to manage an effective program operation.
6. Maintaining a commitment to professionalism.
7. Be familiar with a variety of observing and recording techniques to document children's development.
8. Understand and apply principles of child growth and development.

The SLO's and other program information can be found in the program brochure and at the following websites: http://www.uamont.edu/mcgehee/EarlyChildhoodDevelopment.htm , http://www.uamont.edu/facultyweb/medina/ , and http://www.uamont.edu/facultyweb/francisd/.
(Appendix 1.1: Early Childhood Development Program brochure.)

2**. Describe how your unit's Student Learning Outcomes fit into the mission of the University.**

SLOs #1: Plan a safe, healthy learning environment; #2: Advance children's physical and intellectual development; and #3: Implement positive strategies to support children's social and emotional development; #4: Establish productive relationships with families, relate to the section of the mission statement which says, "The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought." The program "seeks to enhance and share knowledge" of best practices in early care and education to "preserve and promote the intellectual content of" early childhood professionals in the interest of children and families "and to educate" these professionals "for critical thought" throughout their career in this field.

SLOs #5: Implement strategies to manage an effective program operation; #7: Be familiar with a variety of observing and recording techniques to document children's development; #8: Understand and apply principles of child growth and development, relate to the section of the mission statement which states, "The University provides learning experiences that enable student to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures." The program "provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures," through the observation assignments in theory classes and the hands-on, real-world interactions in the practicum courses.

SLO #6: Maintaining a commitment to professionalism; relates to the statement; "Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/ technical preparation" and "These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/ technical education or workforce training " in that the early care and education profession is traditionally a vocational / technical field of study. The UAM Mission Statement is included in each syllabus. (Appendix 2.1: Syllabus for Child Guidance Spring 2013) It is also displayed in EC offices and classrooms. (Appendix 2.2: Mission Statement with ESP^3)

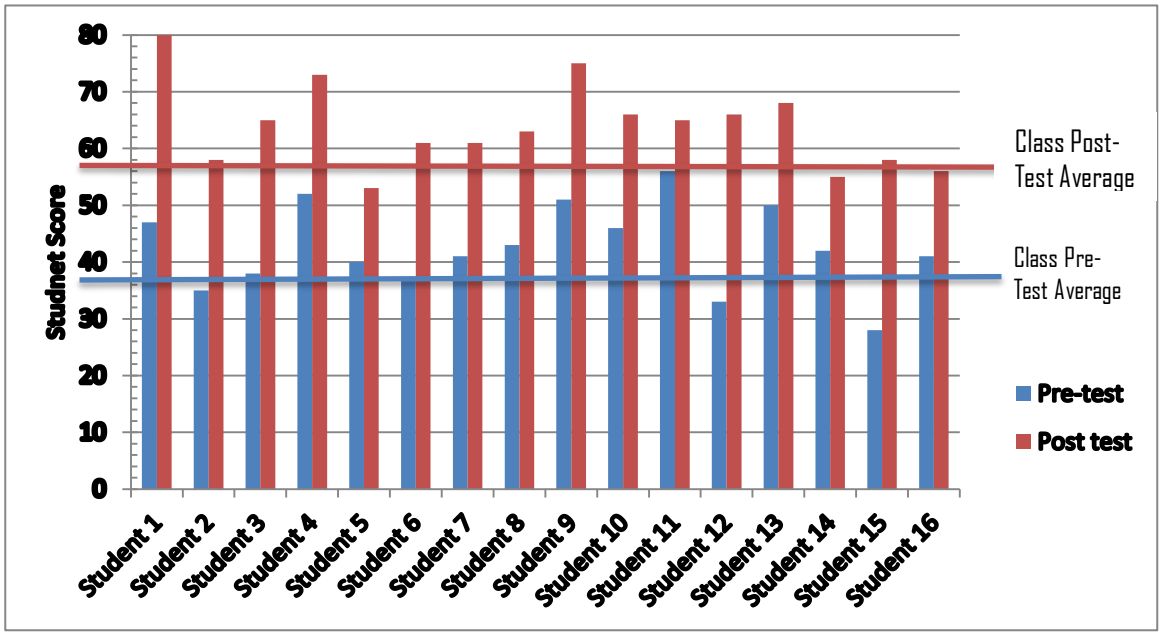
3. **Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?**

One of the primary tools for assessment is exams developed by the instructors. At the end of units, tests are administered which includes a number of question formats: true/false, multiple choice, matching, completion and short answer. Instructors either choose questions from the publishers' test banks that assess information related to course or program SLOs or they create their own test questions that relate to SLOs. After grading tests instructors run an analysis report (Appendix 3.1) to determine how many students missed which items and, in reviewing these questions with students, clarify and reinforce knowledge and understanding. This review improves student learning by giving direct feedback on objectives that the student is demonstrating difficulty understanding.
Instructors have analyzed pre- and post-tests information in one course. Example: figure 1.

Pre/Post-test Evaluation for spring 2013 Observation and Assessment night course. These are raw scores with 80 points possible.

Figure 1: Table of raw scores

Pre/Post Test comparison	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16
Pre	47	35	38	52	40	37	41	43	51	46	56	33	50	42	28	41
Post	80	58	65	73	53	61	61	63	75	66	65	66	68	55	58	56



This data shows a pre-test mean of 53% and a post-test mean of 80% for this group of students. The class had an average increase of 27%. Four students "passed" (60% or better) the pre-test and all 16 students "passed" the post-test for this course. Students reviewed the pre-test results very early in the semester and intentionally sought out information on these topics as the semester progressed. There will be more deliberation in choosing questions from test banks to make sure questions relate to SLOs for the program as well as the individual courses.

Projects are another assessment tool that is used. Students complete projects related to course information and instructors use grading checklist or rubrics to evaluate assignments based on stated requirements. (Appendix 3.2: Rubric for Science Presentation) Students are also expected to answer questions from classmates on the content of their projects. Being able to answer questions from fellow students is a measure of knowledge of content and being evaluated on presentation skills is a measure of professionalism expected of college level work.

Practicum courses allow students to demonstrate their development of concepts and skills as they participate in hands-on experiences in child care settings. Students are evaluated by a mentor (employee) at the center and by their instructor. (Appendix 3.3: Evaluation by Practicum Mentor, and Appendix 3.4: Practicum II Evaluation by Instructor.) These assessments are based on all eight program SLOs. Instructors have a post evaluation conference with each student to review the evaluation of the instructor. Mentor comments are evaluated and shared with the group in general discussion scenarios with names changed to ensure anonymity.

4. **Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.**

Instructors will use more pre/post testing to measure student learning. Test Bank questions will be assessed to more closely align with student learning outcomes for each course. Pre and post test scores are one tool to measure student learning, but they also give an instructor and student the opportunity to survey existing knowledge as well as identifying areas students may be struggling in. An analysis of pre-test scores can be utilized by instructors to tailor future lesson plans to maximize emphasis on areas where students score lowest.

Instructors are changing or modifying assignments and assessment tools to clarify expectations when students have questions and to better document mastery of SLO's. After observing students and talking to mentor teachers at the centers faculty discussed the need for higher expectations and more in-depth assignments for the Practicum II course. Previous reflections for this course were based more on students' observations at centers as in Practicum I. These new assignments present opportunities for students to really experience the planning and hands-on interactions with the children and then to evaluate the success as well as suitability of the "lessons" they plan and implement. (Appendix 4.1: Instructor Rubric of Practicum II assignment) Students are provided the assessment checklists or rubrics or list of requirements before they start an assignment in addition to verbal instructions or sharing "good examples" from previous classes. Practicum I assignments will also be revised to require more reflection and self-assessment on the part of the student.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

Students who fail a test in theory classes on the McGehee campus (day offerings only: Observation and Assessment, Development and Curriculum in Early Childhood, and Child Guidance) were required to go to the Reading Lab and take the TABE tests to evaluate their reading and writing competencies. After determining the student's Reading / Language grade equivalent, the students are required to complete two hours of remedial work - based on the analysis of the individual skills prescribed for the individual for each failed test in an EC course. Students are working on basic Reading/Writing exercises and they must complete it, even if time is up so there will have pre- and post-test for the exercises prescribed. Because UAM is an open enrollment college, many students enroll with very poor reading / comprehension / writing skills. By having students who are obviously struggling work on basic reading and language skills there should be some transfer of improved basic skills in the improvement in their college course work. Some students did not complete their exercises, limiting the data gathered. However, this strategy will hopefully improve basic skills for students who have very low entrance scores as well as motivate all students to put in the time to study BEFORE they fail a test.

Figure 7.1 shows the eight students who failed one or more tests and then used the lab to work on basic skills in an effort to improve English and comprehension skills. Students 2, 7 and 8 did not do their lab assignments. They also failed the course associated with their assignment. Student #1 failed two tests and completed 2 separate skills exercises with a 10 point and 26 point improvements, respectively. Student #3 failed one test and improved 35 points on the skills exercise which had been an area identified as "needs remediation" for this student. Student #4 failed two tests and completed 2 skills exercises with a 5 point improvement on the first set and a 30 point improvement on the second. Students #5 and #6 each failed one test and made gains of 15 and 10 points on their skills exercises. Students #2, #7, and #8 did not complete their required exercises (and subsequently did not pass the course).

Figure 7.1

Various TABE exercises	Student 1 – Exercise 1	Student 1 – Exercise 2	Student 2 –	Student 3 –	Student 4 – Exercise 1	Student 4 – Exercise 2	Student 5 – Exercise 1	Student 6 – Exercise 1	Student 7 –	Student 8
Pre	75	50		50	50	50	55	75		
post	85	76		85	55	80	70	85		

Instructors listen to students' problems and concerns and review the student evaluations of each course in the program for strengths or needs from the perspective of students. (Appendix 5.1: CoursEval for spring 2013 courses) The department has changed texts, assignments and study guides based on student feedback.

Area employers are interviewed throughout the school year for concerns, suggestions and areas needing improvement. One example is the discovery that DDS centers in the area use the LAP-3 Assessment which will be incorporated into as many courses as possible to students will be as familiar with these skills as the Arkansas Frameworks for Early Childhood and Frameworks for Infants and toddlers that ABC programs use. Skills from the LAP-3 will be required in lesson planning for infants and toddlers (during Curriculum Development for Infants and Toddlers), preschoolers (during Development and Curriculum in Early Childhood) and for documentation assignments in the course Observation and Assessment.

6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

Strategies for improving student success	When	How often	How much	By whom
1. Based on entrance scores requiring Fundamentals of English as a first semester requirement before Tech Communications or Tech Business English.	For Spring 2014 Fall 2014	Upon admission.	For the McGehee students For the Warren students	Advisors
2. Continuing and expanding use of the READING/WRITING/ MATH lab to supplement remediation efforts.	Fall 2013	Per semester	Two hours per failed test in any early childhood course.	ECE Instructors and Lab instructors
3. Using study groups for specific courses	Beginning with Summer 2013	First day of term	Meeting with students for each course one hour a week to facilitate a focused study group for interested students, with a component of requirement for students who fail a test.	Instructors and student volunteers
4. Continuing to use pre-post-test analysis with questions specifically tied to SLO's. This will require a more detailed evaluation of test banks.	Fall 2013	On going	One extra unit or one extra chapter pre/post analysis per course each time it is taught.	Instructors
5. Curriculum and Standards proposals to align course work to similar programs at 2-year institutions across Arkansas.	Fall 2014	Implement – Spring 2015	As soon as possible	All Academic Committees and Administrators required

One of the new C&S proposals will create a Capstone course where students will create professional portfolios containing artifacts documenting mastery of specific SLO's from assignments in many of the courses in the program. They will have had the same or similar assignments in multiple courses and then reflect on assignments, how and why these assignments turned out differently based on student learning in coursework taken in different semesters.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

Aside from the strategies listed above, one class participated in a unit review "game show" type activity. Students were required to read specified chapters before coming to class. Students divided into two teams with a chosen spokesperson for each team. The instructor asked questions from the test bank specific to content and SLOs to see which team could correctly answer the question. Scores were kept and the members of the winning team received prizes. It was decided that students would play a second 15 minute round in hopes that the team who lost the first round would win the second, which they did. The concept for this activity came from a student and the group came up with the procedures and rules. Faculty continue to develop/or refine scorecards/rubrics to clarify requirements of projects, assignments and develop class participation activities that enrich or reinforce information in the courses.

During spring 2013, students who failed a test in theory classes on the McGehee campus (day offerings only: Observation and Assessment, Development and Curriculum in Early Childhood, and Child Guidance) were required to go to the Reading Lab and take the TABE tests to evaluate their reading and writing competencies. After determining the student's Reading / Language grade equivalent, the students are required to complete two hours of remedial work - based on the analysis of the individual skills prescribed for the individual for each failed test in an EC course.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

Students are allowed to select their practicum sites and may choose a center in their home town if they will not be in classrooms with relatives (either children or adults). Students do not always appreciate the amount of time outside of class that is required to successfully complete one college course. Time management is discussed on a regular basis. Also, class participation activities are often related to information they should have read before coming to class.

In addition to the previously mentioned strategies, the ECE program has an Advisory Committee with members from different agencies and different areas of expertise in the field of ECE. The members provide suggestions and feedback; many mentor our students in their practicum courses and / or hire our students after graduation. (Appendix 8.1: Advisory Committee Minutes) One of these agencies, the largest DDS center in the area has agreed to some direct assistance in an effort to create a model infant room, toddler room and preschool room, for mentoring of EC students in their practicum experiences and for the center to mentor new employees. Their administration feels that this training model would benefit their staff and clients and they plan on implementing these proposals at all of their sites and to continue to expand the program after a year to other classrooms at each site. One of their employees has been added to our Advisory Committee.

Instructors meet informally to discuss and collaborate on topics throughout the semester. The two full time instructors meet two Fridays per month to discuss all aspects of the program. This collaboration has led to an increased level of preparation of students and expectations for student performance. As mentioned before, there have been changed texts and upgraded assignments in some courses as well as adding more real hands on experiences in some courses. Many of the appendices are examples of faculty contributions. (Appendices 1.1: Warren EC Brochure, 2.11: Syllabus for Child Guidance, 3.2: Rubric for Science Presentation, 3.3 Evaluation by Center Mentor and 3.4: Evaluation by Instructor.)

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as "we take a personal interest in our students" is <u>not</u> evidence.)

Instructors send letters to prospects who have contacted us by phone or email or have indicated on ASSET surveys that they are interested in the EC program. (Appendix 9.1: Letter to prospect)
Instructors personally visit area directors sharing program brochures to encourage their support of employees wishing to take classes as well as to pass on to job applicants who have little or no early childhood training. Research for possible new site for practicum students is ongoing and instructors send out mass letters to area centers about programs and course offerings in their area. (Appendix 9.2: Letter to Center Directors)
Currently the program has students from Greenville (and surrounding area), Mississippi; Eudora, Lake Village, Dermott, Monticello, Warren (and surrounding area), McGehee, Dumas, Arkansas City, and Gould, and other communities in South-East Arkansas. Previous cooperating centers include: Two sites in Eudora, two in Lake Village, three in Dermott, three in McGehee, four in Dumas, one in Gould, four in Monticello and three in Warren. Mississippi students have used the centers in Lake Village and Eudora.

Instructors use the campus's "Early Alert" system to refer students who appear to be having problems. The program provides help and tutoring in areas such as: time management, study skills, employability skills, college success skills and "pep" talks when necessary.

The department refers students to support agencies. Many ECE majors are also clients of the Career Pathways Initiative. This program provides tutoring, computer labs, financial assistance for school costs including cost of books and gas vouchers. CPI also works on motivation, mentoring, employability skills and keeping students focused on short term as well as long term goals.

The ECE department is evaluating entrance examination score requirements. This is in an effort to retain students, many of whom do not have the entrance scores indicative of a successful college student. The goal is to provide the needed support a majority of Southeast Arkansas students (traditional and non-traditional) to improve basic skills and create a bridge to more rigorous college course work.

As members of the Arkansas Early Childhood Cohort, UAM Colleges of Technology Instructors have contributed to a new Division of Child Care and Early Childhood Education brochure (Appendix 9.3) to educate the public about the progression of educational levels available in Early Childhood. This will help employers understand the educational path to advancing in the ECE career lattice.

Transportation and scheduling are real obstacles for many of our students. CTM's ECE Department has expanded the program by offering both day and night classes to students in the Dumas area through CIV to the DTEC. (Appendix 9.4: Dumas Flyer) With our commitment to educating the working, this program continues to be the only program on the McGehee campus (CP, TC and AAS GT) that can be completed in night classes only with the goal of having completers who have all of their course work completed at DTEC.

The ECE program is also expanding by offering both day and night classes in the Warren area at SEACBEC. A new full-time faculty member has been hired, dedicated to building the program on this satellite campus. The first Technical Certificate completer from the Warren campus was eligible to walk in the June commencement ceremony. This program is expected to grow and add to UAM's "presence" in the Warren area as we compete with other institutions offering similar programs in the area. (Appendix 9.5: Warren Flyer)

Instructors recruit for the program and all of UAM at all times by attending job fairs, college recruitment activities, center visits and other community events. These activities are recorded in Faculty Recruitment Logs. (Appendix 9.6: Recruitment log for faculty member)

Appendix 1.1: Early Childhood Development Program brochure

UAM College of Technology-McGehee

Early Childhood Education Technology Program

To learn more about the UAM CTM Early Childhood Technology program contact a member of the Warren staff:

Donna Francis
Francisd@uamont.edu
870-226-2750

Or visit our website at
http://www.uamont.edu/McGehee/

Financial Assistance

If you wish to pursue a Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative for information on programs, financial aid and the application process.

UAM CTM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 222-5360, ext. 2128
Fax: (870) 222-1105

Warren Campus

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

UAM College of Technology-McGehee does not discriminate on the basis of race, color, national origin, sex, age or disability.

University of Arkansas at Monticello
College of Technology-McGehee
800 North Walnut
Warren, AR 71671
Telephone: 870-226-2750
Fax: 870-226-2739
http://www.uamont.edu/mcgehee/

UAM CTM Early Childhood Education Technology
Warren Campus

UAM College of Technology-McGehee (UAM CTM) Warren Campus would like to welcome you to an exciting career in the field of early childhood care and education. The need for trained early childhood caregivers will continue to increase as statewide Child Care and Early Childhood Education programs expand.

The Early Childhood Education Technology program combines classroom study and practicum experience with infants, toddlers and preschoolers. This helps the student gain an understanding of the social, emotional, intellectual and physical growth and development of young children.

A student who successfully completes the Early Childhood Technology program should be able to obtain a position as:

- Teaching Assistant
- Paraprofessional
- Caregiver
- Teacher
- Specialist
- Home Visitor
- Family Child Care Provider
- Child Care Center Director

The Certificate of Proficiency provides students with the opportunity to develop knowledge and skills for entry level positions. The Early Childhood Education Technical Certificate program is designed to prepare students for occupations in early care and education. A criminal background check and child maltreatment check are required.

Student Learning Outcomes

Students who complete one of the options in Early Childhood Education will:

- Plan a safe, healthy learning environment.
- Advance children's physical and intellectual development.
- Implement positive strategies to support children's social and emotional development.
- Establish productive relationships with families.
- Implement strategies to manage an effective program operation.
- Maintaining a commitment to professionalism.
- Be familiar with a variety of observing and recording techniques to document children's development.
- Understand and apply principles of child growth and development.

Certificate of Proficiency Requirements:

ECED 1043 Development and Curriculum in Early Childhood

ECED 1053 Environments in Early Childhood

ECED 1063 Foundations of Early Childhood Education

ECED 1071 Introduction to Practicum

ECED 1082 Practicum I

Technical Certificate Requirements:

Completion of the Certificate of Proficiency plus the following courses:

CFA 1103 Computer Fundamentals or higher

COM 1203 Tech Communication or higher-level composition course

MAT 1203 Tech Mathematics or higher-level mathematics course

HOEC 1113 Tech Curriculum Development for Infants/Toddlers

HOEC 2033 Tech Child Care Practicum II

HOEC 2073 Tech Child Guidance

HOEC 2083 Tech Observation and Assessment in Early Childhood Education

HOEC 2103 Tech Methods and Materials

HOEC 2143 Tech Child Care Program Planning

HOEC 2153 Tech Child Development

HOEC 2173 Tech Children with Special Needs

Appendix 2.1: Syllabus for Child Guidance Spring 2013

UNIVERSITY OF ARKANSAS AT MONTICELLO
COLLEGE OF TECHNOLOGY - MCGEHEE
EARLY CHILDHOOD DEPARTMENT
CHILD GUIDANCE SYLLABUS
Spring 2013

Instructor Name: Donna Francis

Instructor Location of Office: SEACBEC Early Childhood Classroom

Instructor Phone: 870-226 -2750

Instructor Email Address: francisd@uamont.edu

Office Hours: Warren: Monday 8 a.m. – 12 noon, Tuesday 11 a.m. – 12 noon & 3 p.m. – 4 p.m., Thursday 11 a.m. – 12 noon & 3 p.m. – 4 p.m. McGehee: Wednesday 12 noon – 4 p.m.

Course Title and Credit Hours: HOEC 2073 Child Guidance, 3 credit hours

Course Description: Course presents a study of goals of guidance, direct/indirect guidance observation guidelines/interpretation, conflict between children, reasons for problem behavior, times of behavioral stress, techniques for dealing with misbehavior, and discipline alternatives. Guidelines for establishing and enforcing rules in the child care setting. Also covered are techniques to promote self-direction/control by the child. NOTE: This course may be transferable toward a limited number of associate and baccalaureate degrees. Contact advisor for information regarding transferability.

Prerequisites: NONE

Text: Miller, Darla F., (2010). Arkansas Edition: Positive Child Guidance, 6th edition. Albany, NY. Cengage. ISBN-10: **978-0495-97022-4**

Student Learning Outcomes:

1. State typical behaviors for young children according to their ages and development.
2. Categorize temperament traits and other rationales for various behaviors of birth through pre-kindergarten, including children with special needs.
3. Plan appropriate child-centered classroom environments to support children birth through pre-kindergarten including children with special needs.
4. Provide examples of family involvement opportunities that build relationships between programs and families.
5. Analyze purposes and types of objective observation used in early childhood settings, birth through pre-kindergarten, including children with special needs.
6. Practice and demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through pre-kindergarten, including children with special needs.
7. Evaluate different behaviors of children birth through pre-kindergarten, including children with special needs.
8. Interact positively with children birth through pre-kindergarten, including children with special needs.

Special policies:

Absences – Regular and prompt attendance is expected of all students and is necessary to maintain acceptable grades. Excessive tardiness or leaving early will be noted by the instructor and will accrue toward absences. Daily attendance will be taken and absences will be reported to the Office of the Registrar. Your success in this course is directly dependent on your attendance.

In Class Assignments – Periodically, we will have in class assignments. These assignments will be completed and turned in during the class period and cannot be made up.

Tardiness – The classroom door will be closed and locked at the official starting time for a class exam. If you are not present at that time, you will be counted as absent for that class period.

Smoking – Smoking and using tobacco products are prohibited on any UAM property.

Cell Phones – Cell phones MUST be turned off or put on vibrate before entering the classroom. Use of cell phones, music players, computers, and any other electronic devices is not allowed in the classroom. There are no exceptions. Leave the devices in your bag or purse or outside the classroom. Students should tell family and friends about their class schedules and that they will be unavailable to answer calls/return texts during class. If there is a real emergency, family and friends may call the main number, 870-222-5360, and explain the nature of the emergency if there is a need to get a student out of class. POSSESSION OF A CELL PHONES/ELECTRONIC DEVICES DURING A TEST WILL RESULT IN THE TEST BEING TAKEN UP AND A GRADE OF 0 (ZERO) BEING RECORDED.

Leaving the Classroom – If a student leaves the classroom for a phone call or to visit with another person, the student will not be allowed to return to the class for that period. Leaving the classroom is considered disorderly conduct and disruptive behavior and will not be tolerated.

Vending Machines – Students may purchase from the vending machine before class or during a break. Students will not be allowed to purchase from the machines during classroom instruction. Violation of this rule will result in the student being asked to leave the class for the reminder of the class period.

Classroom Etiquette – All questions or comments should be directed to the instructor only. Disrespectful or disruptive behavior, including but not limited to overtly rude tone of voice, rude gestures, or "talking back" to the instructor, is not allowed. This includes behavior directed at another student.

Note: Infractions of the cell phone/electronic device or classroom etiquette policies will result in a verbal warning with the exception of disrespectful outburst or disruptive behavior which will result in the student being asked to leave the classroom for the remainder of the class session.

Emails: Class related e-mails will be made and accepted from the student's UAM e-mail account only.

Student Preparation – Students are expected to have read the chapters which will be discussed in lecture prior to the lecture. Study guides which may be distributed are to be completed prior to class discussion.

Special Projects & Assignments:

Assignments – The following is a tentative schedule of assignments and tests which can/may be changed at the discretion of the instructor. Assignments not turned in when due will be penalized 10%. If a student misses an assignment, he/she will have one (1) week from the time the assignment was due to complete the assignment for grading purposes. After one week a grade of "0" will be assigned.

- Summary and Reflection activities(in class – **cannot be made up**).up to 25 pts ea

- Chapter activities……..……up to 50 points each
- Article Review . . . . .100 points

Requirements for Word Processed ECE Assignments:

1. The assignment must be word processed by the student.
2. Use 1" margins all around.
3. Top left hand corner should begin with the course name, student's name, assignment, and date, all listed vertically and single spaced.
4. Double space after previous information then center the article title, use font size 12 (nothing fancy), and double-space the body of the report.
5. Reflection: Two components COMPOSED BY STUDENT.
   - Component #1: Summary of the article in your own words.
   - Component # 2: Your reflections of what the article said; your thoughts, feelings how you might use the information, etc.
6. Use correct sentence structure, grammar, punctuation, spelling and formatting.
7. Save assignment to a labeled jump drive (you may have to edit and reprint or you may have to turn jump drive in).
8. Submit for grading the (a) article review; (b) original article in the printer friendly view.

EXAMS:
Any missed test must be made up on April 30, 2013; there will be a 10% penalty on all tests not taken at the assigned time. If the student fails to make up a test in accordance to the instructor's schedule in the allotted time, he/she will receive a grade of "0" on the test.

Chapter exams . . . . .100 points each
Final . . . .200 points

Grading Scale:
A= 90—100 B= 80 — 89 C= 70 — 79 D= 60 — 69 F= 59 and below

Course Outline:

TH	Jan 10	Orientation
T	Jan. 15	Chapter 1
Th	Jan. 17	Chapter 1-2
T	Jan. 22	Chapters 2 – 3
Th	Jan. 24	Chapters 1 & 2 Exam
T	Jan. 29	Chapter 3
TH	Jan. 31	Chapter 4
T	Feb. 5	Chapter 4
TH	Feb. 7	Chapter 3 & 4 Exam
T	Feb. 12	Chapter 5
TH	Feb. 14	Chapter5
T	Feb. 19	Chapter 6
TH	Feb. 21	Chapter 6
T	Feb. 26	Chapters 5 – 6 Exam
TH	Feb. 28	Chapter 7
T	March 5	Chapter 7
TH	March 7	Chapter 8

T	March 12	Chapter 8
TH	March 14	Chapter 7 & 8 Exam
T	March 19	Spring Break
TH	March 21	Spring Break
T	March 26	Chapter 9
TH	March 28	Chapter 9
T	April 2	Chapter 10
TH	April 4	Chapter 10
T	April 9	Chapters 9 & 10 exam
TH	April 11	Chapter 11
T	April 16	Chapters 11-12
TH	April 18	Chapter 12
T	April 23	Chapters 11 – 12 Exam
TH	April 25	Review for Final
T	April 30	Make Up Exam Day
TH	May 2	Final Exam 1:30 – 3:30 p.m.

Students with disabilities:
It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Student conduct statement:
Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
    a. Copying from another student's paper;
    b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
    c. Collaboration with another student during the examination;
    d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
    e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or

more courses, without specific advanced approval of the instructors involved.

4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a grade of zero (0) on the assignment/test.

Grade Reports: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, http://www.uamont.edu/. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

University Mission Statement: The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

Early Childhood Education Program Syllabus Agreement

I, _____ do enter into an agreement with the Instructor of the
PLEASE PRINT YOUR NAME
course listed below.

- I have read the syllabus for the course:

  _____.

- I have read and do understand the requirements of the course.
- I understand that all tests including the final are to be taken on the date and during the time given.
- I understand that a 10% penalty will be applied to any assignment or test taken or turned in late and whether or not the late assignment is accepted or the test is given, is up to the Instructor.
- I understand that cheating, lying, plagiarism, abuse of the Internet, or other illegal or unethical behavior may result in:
  Grade of zero on the assignment
- I understand that I am responsible for any information presented in orientation, syllabus, lecture, study guide, text, video, student handbook, UAM catalog, other readings or assignments whether I am present for the dissemination of this information or not.
- I understand that my Instructor will report on my attendance to any office or agency as required by UAM or Federal Financial Aid regulations.
- I understand that I must complete the appropriate information permission paperwork and turn in to the Student Services Department if I want any information shared with family, financial aid agency, employer or other entity and that I will inform these entities to direct their inquiries to the Student Services Department only.
- I understand that while I may seek assistance and advising from UAM faculty and staff, I am ultimately responsible for my progress in this course and in my program of study, and that I must be an informed consumer and apply due diligence in choosing courses and following the laws, regulations, policies and procedures of my program of study, UAM, and the Federal Government.
- I understand that there will be no make-up work/tests accepted after the last day of regular classes.
- I understand that the final for this class will be held on_____ May _____, 2013

  from _____ am/pm to _____ am/pm.

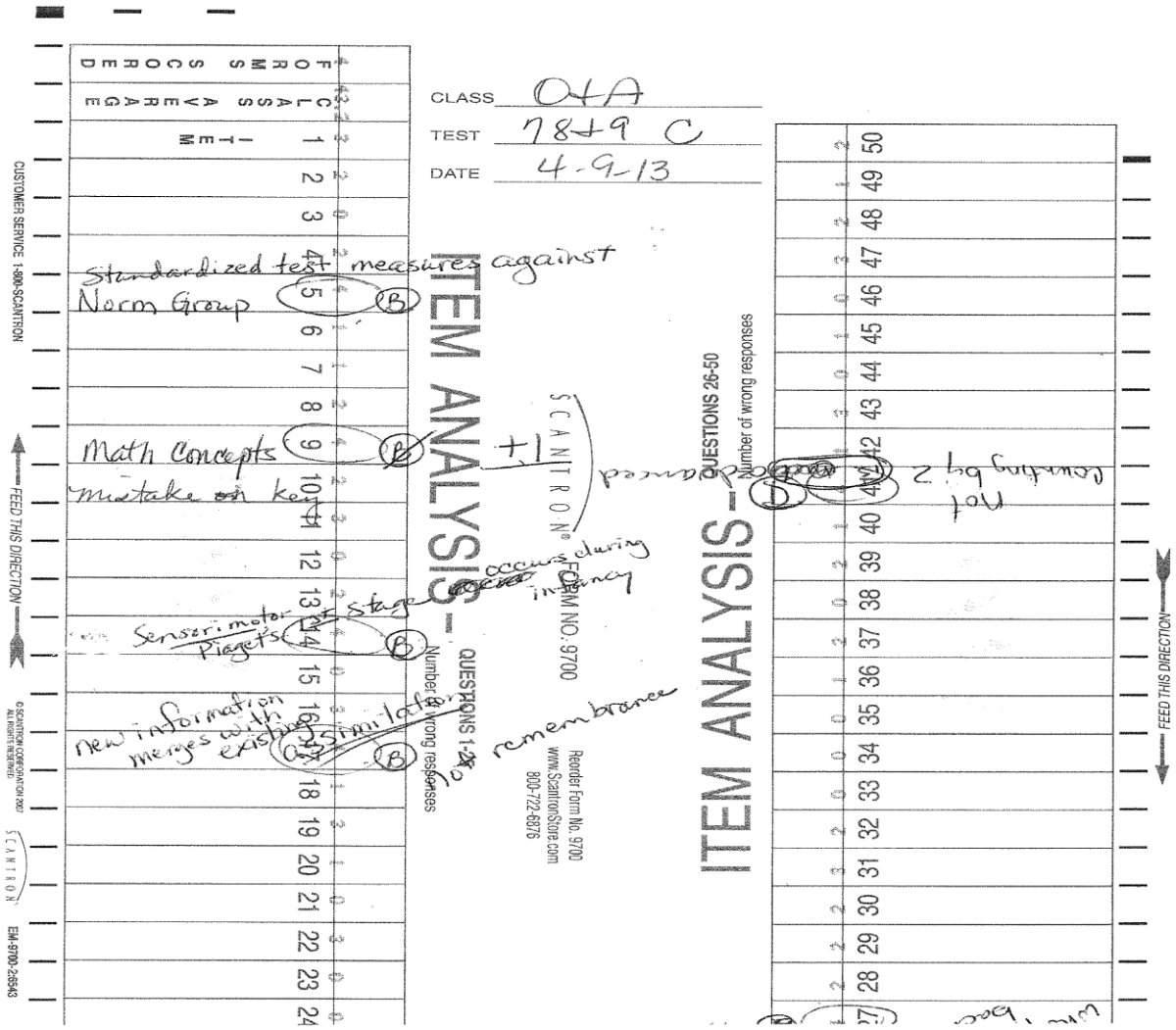
- I understand that I must check the times for all of my finals to ensure that there is no conflict in scheduling.
- I do NOT have a scheduling conflict with this final.

Student's signature Date

Appendix 2.2: Mission Statement with ESP[3]

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

Appendix 3.1 Analysis Report



Appendix 3.2: Rubric for Science Presentation

Methods & Materials Preschool Science Presentation & Demonstration

Student Name_____

Criteria	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Students presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which audience can follow	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student in uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with expected answers to all questions, but fails to elaborate	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors	Presentation has three misspellings and/or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors	
Eye Contact	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes	Student maintains eye contact with audience, seldom returning to notes	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back to hear	Student's voice is low. Incorrectly pronounces terms. Audience has difficulty hearing presentation	Student's voice is clear & pronounces most words correctly. Most audience members can hear presentation	Student's voice is clear and correct, precise pronunciation of terms so that all audience members can hear presentation	
Handout	No handout turned in	Handout has three or more grammar errors, no clip art inserted & lacks visual interest, no explanation of project	Handout has one or two grammar errors, poor clip art, and gives little explanation of project	Handout has no grammar errors, has excellent clip art, and gives a thorough explanation of project	

Appendix 3.3: Evaluation by Center Mentor for Practicum II

Your feedback is essential to this program and factors into the student's grade for this class. ***Thank you for your support and input.***

ECE PRACTICUM II STUDENT EVALUATION

Student: _____ Date: _____

N-no opportunity to observe, 1-poor, 2-fair, 3-average, 4-good, or 5-excellent

Behavior	score	Comments
Demonstrates knowledge of child development		
Has ability to motivate children		
Works well with staff & parents, can relate to people from a variety of backgrounds		
Follows instructions, asks for clarification, if needed		
Attitude, shows willingness to learn, cooperates, is positive, appears to enjoy working with children		
Appropriate attire & clean appearance		
Dependable, arrives on time, works required time		
Finds things to do to be helpful without having to be asked, does more than the minimum required		
Uses developmentally appropriate positive guidance w/ children		
Has appropriate expectations for age and maturity of children		
Participates in classroom activities appropriately, scaffolds development		
Defers to mentor teachers appropriately		
Demonstrates understanding & respect for special needs children		
Can lead a large or small group activity		
Assesses children in an appropriate manner		
Student is organized		
Communicates in a written manner well		
Use correct grammar in oral communication		
Actively plays with children on the playground		
Maintains the confidentiality of the children and families		
Strengths (please specify)		

Skills that need improvement (please specify)

Please indicate the level of supervision this student requires _____.

1 - Irresponsible and undependable.
2 - Takes no initiative.
3 - Does what is required and not a thing more.
4 - Observes and catches on to routines and follows right along in a cooperative and helpful manner.
5 - Takes the initiative, does what needs doing before being asked, comes up with constructive and helpful ideas, anticipates needs of children and teachers.

_____ _____ _____

Signature Program Date

_____

Title

Appendix 3.4: Evaluation by Instructor for Practicum I

Practicum Student Observation

Student: _____ Center:

_____

N-no opportunity to observe, 1-poor, 2-fair, 3-average, 4-good, or 5-excellent

Behavior	**score**	**Comments**
Appears to enjoy working with children		
Knows children by name		
Uses pleasant voice when talking to children		
Gets on child's level to interact / communicate much of the time		
Listens to children		
Participates in classroom activities appropriately		
Participates in outdoor activities appropriately		
Has appropriate expectations for age and maturity of children		
Uses appropriate guidance with children		
Knows the routine		
Follows minimum licensing regulations		
Follows ITERS-R / ECERS-R standards		
Works in a comfortable manner with staff		
Maintains the confidentiality of the children and families		
Attitude – pleasant in word and manner		
Finds things to do to be helpful without having to be asked		
Follows appropriate health and safety procedures (handwashing, diapering, sanitizing, etc.)		
Appropriate Attire		
Keeps personal items put away (phone, purse, keys, etc.)		
Other Strengths (specify)		
Skills that need improvement or other concerns (specify)		

_____ _____

Instructor Date

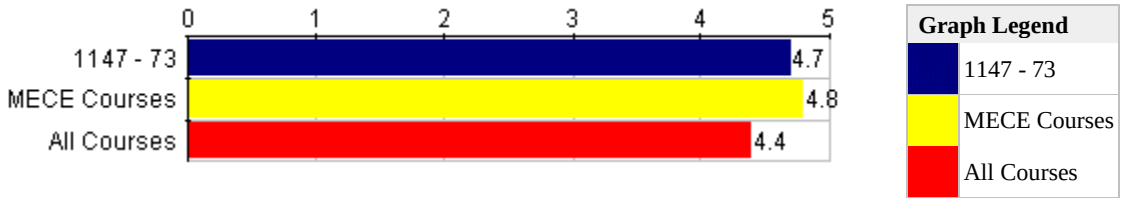
Appendix 4.1: Rubric for Practicum II Assignment

RUBRIC FOR DEVELOPMENTAL CHECKLIST					**SCORE**
CRITERIA ASSIGNMENT WORTH _ 100___ pts	**SUBSTANTIALLY MET (100%)**	**ADEQUATELY MET (85%)**	**DEVELOPING (65%)**	**Unacceptable 0%**	**TOTAL**
Checklist Selection (10%)	Developmental Checklist is appropriate for the age/stage range of the target child with at least 4 developmental domains (10 pts)	Developmental Checklist is appropriate for the age/stage range of the target child with at least 2 developmental domains (8.5 pts)	Developmental Checklist is appropriate for the age/stage range of the target child focusing only on one developmental domain (6.5 pts)	Checklist is not designed for the age/stage of the target child (0 pts)	
Checklist Notations (30%)	Each criteria in developmental domain is noted if observed (30 pts)	75% of the developmental domains contain notations on the criteria observed (25 pts)	50% of the developmental domains contain notations on the criteria observed (19.5 pts)	less than 50% of the developmental domains contain notations on the criteria observed (0 pts)	
Notations dated (30%)	Notations on checklist are each dated or coded for date (30 pts)	75% of the notations on checklist are dated or coded for date (25 pts)	50 % of the ntations on checklist are dated or coded for date (19.5 pts)	No dates or date codes appear on notations (0 pts)	
Checklist completion (30%)	Each developmental domain on the checklist is observed and noted (30 pts)	75% of the developmental domains on the checklist are observed and noted (25 pts)	50% of the developmental domains on the checklist are observed and noted (19.5 pts)	Less than 50% of the developmental domains on the checklist are observed and noted (0 pts)	
Portfolio Overview Sheet (POS)- if applicable (5%) then deduct 5% from one area above	POS in each child's folder indicates (1) presence of Developmental Checklist in the child's file, noted here in corresponding developmental domain, (2) date and (3)recorder	2 of the 3 items present (4 pts)	1 of the 3 items present (3 pts)	No POS record of Developmental Checklist/s	

Appendix 5.1: CoursEval from Spring 2013

Course Evaluations 2132 2013	University of Arkansas at Monticello

Course:	1147 73 - DEV/CURR EARLY CHL	Department:	MECE
Responsible Faculty:	[redacted]	Responses / Expected:	9 / 16

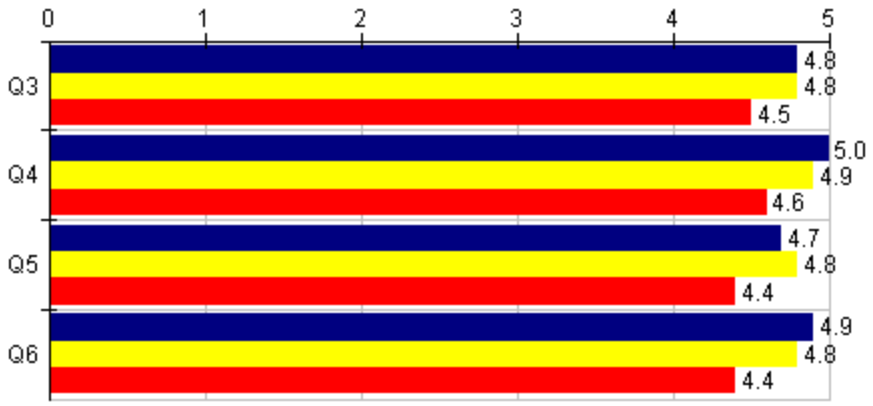


Course Based Questions		1147 - 73														--- *Comparisons* ---					
		Responses					Course									MECE			All		
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ [1]	Grp. Med.	Mean	-=+ [1]
Q1	I have more knowledge and a deeper understanding of the subject matter as a result of this course.	7	1	1	0	0	5	4.9	5	3	5	.67	.44	.22	9	4.7	4.9	4.8	=	4.6	4.4	=
Number of Courses / Survey Responses used for Comparisons:																	14 / 85			700 / 3,915		

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1
[1] This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Q2 - What did you like and dislike most about this course?	
Response Rate:	100.00% (9 of 9)

-	All the assignments being due...you're almost too overwhelmed.
-	I loved this course and the teacher. Everything was very well taught to me in a way I could understand. My teacher was willing to take the time to help me whenever I needed it.
-	I really liked the way [redacted] taught the class, but I didn't like all the work.
-	Only thing I didn't like was going home to read
-	This course to me is a good course. I like it very well; it informs you about the curriculum teachers should set up when working with young children.
-	Too much writing.
-	she will help you understand things that you do not get she is a very good teacher I have learn so much in her class this semester
-	I had no dislike about this course and the activities that we did are what I liked.
-	I love the study guide.



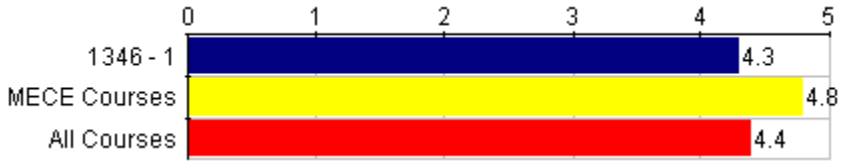
Instructor Based Questions		[redacted]															--- *Comparisons* ---					
		Responses					Individual										MECE			All		
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ [1]	Grp. Med.	Mean	-=+ [1]
Q3	The instructor is willing to help the students learn.	7	2	0	0	0	5	4.9	5	4	5	.42	.17	.14	9	4.8	4.9	4.8	=	4.7	4.5	=
Q4	The instructor shows interest in and knowledge of the subject.	9	0	0	0	0	5	5	5	5	5	0	0	0	9	5	5	4.9	=	4.8	4.6	=
Q5	The instructor demonstrates effective oral and written communication skills.	7	1	1	0	0	5	4.9	5	3	5	.67	.44	.22	9	4.7	4.9	4.8	=	4.7	4.4	=
Q6	I would recommend this instructor to other students.	8	1	0	0	0	5	4.9	5	4	5	.31	.10	.10	9	4.9	4.9	4.8	=	4.7	4.4	=
																Number of Individuals / Survey Responses used for Comparisons:	14 / 84			700 / 3,915		

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

[1] This Individual compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Course Evaluations 2132 2013	University of Arkansas at Monticello

Course:	1346 1 - TECH CHILD GUIDNCE	Department:	MECE
Responsible Faculty:	[redacted]	Responses / Expected:	3 / 9



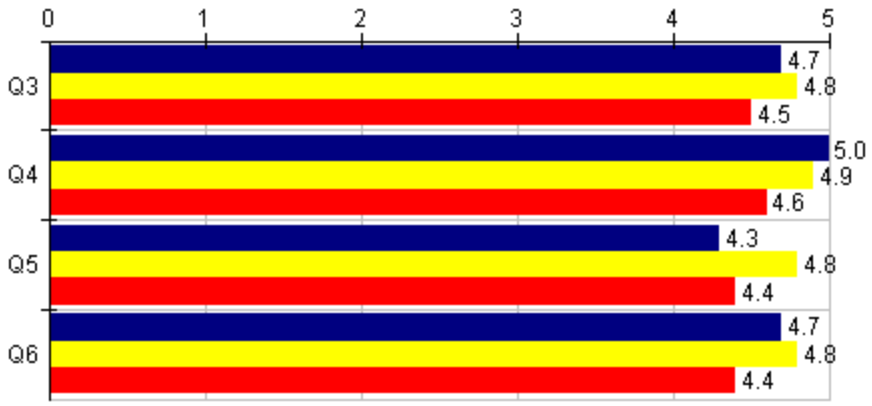
Graph Legend
- 1346 - 1
- MECE Courses
- All Courses

Course Based Questions		1346 - 1														--- *Comparisons* ---					
		Responses					Course									MECE			All		
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ [1]	Grp. Med.	Mean	-=+ [1]
Q1	I have more knowledge and a deeper understanding of the subject matter as a result of this course.	2	0	1	0	0	5	4.8	5	3	5	.94	.89	.54	3	4.3	4.9	4.8	=	4.6	4.4	=
Number of Courses / Survey Responses used for Comparisons:																	14 / 85			700 / 3,915		

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1
[1] This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Q2 - What did you like and dislike most about this course?	
Response Rate:	100.00% (3 of 3)

-	The book is BORING!
-	The instructor makes sure get the most important information.
-	I like this course because it is informative about infants and toddlers and children of early childhood. It is an awesome book, full of important information that can be used now and for later. But, I feel as if the book's format could be more interesting. I think it would draw the reader closer into the information. By adding pictures and color to keep the reader interested!



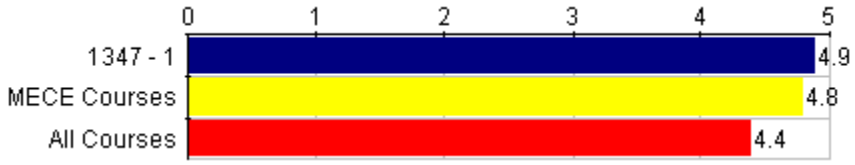
Instructor Based Questions		[redacted]															--- *Comparisons* ---						
		Responses					Individual										MECE			All			
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ [1]	Grp. Med.	Mean	-=+ [1]
Q3	The instructor is willing to help the students learn.	2	1	0	0	0	5	4.8	5	4	5	.47	.22	.27	3	4.7	4.9	4.8	=	4.7	4.5	=
Q4	The instructor shows interest in and knowledge of the subject.	3	0	0	0	0	5	5	5	5	5	0	0	0	3	5	5	4.9	=	4.8	4.6	=
Q5	The instructor demonstrates effective oral and written communication skills.	2	0	1	0	0	5	4.8	5	3	5	.94	.89	.54	3	4.3	4.9	4.8	=	4.7	4.4	=
Q6	I would recommend this instructor to other students.	2	1	0	0	0	5	4.8	5	4	5	.47	.22	.27	3	4.7	4.9	4.8	=	4.7	4.4	=
																Number of Individuals / Survey Responses used for Comparisons:		14 / 84			700 / 3,915	

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

[1] This Individual compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Course Evaluations 2132 2013	University of Arkansas at Monticello

Course:	1347 1 - TECH METH/MAT ECED	Department:	MECE
Responsible Faculty:	[redacted]	Responses / Expected:	10 / 16



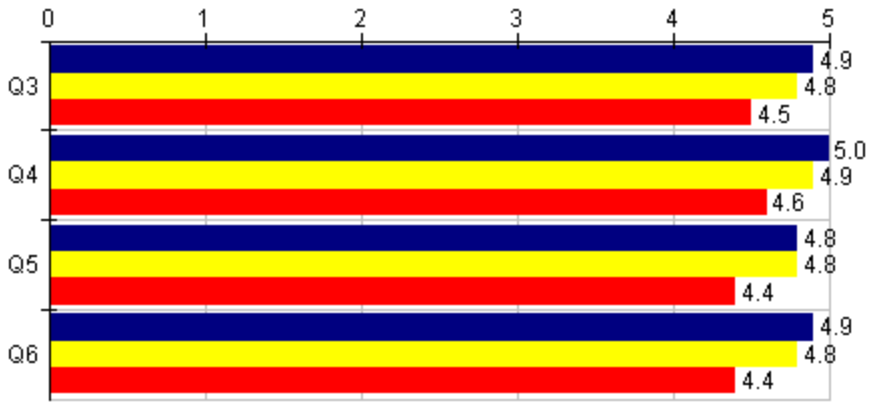
Graph Legend
- 1347 - 1
- MECE Courses
- All Courses

Course Based Questions		1347 - 1														--- *Comparisons* ---						
		Responses					Course									MECE			All		
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	- =+ [1]	Grp. Med.	Mean	- =+ [1]
Q1	I have more knowledge and a deeper understanding of the subject matter as a result of this course.	9	1	0	0	0	5	4.9	5	4	5	.30	.09	.09	10	4.9	4.9	4.8	=	4.6	4.4	=
Number of Courses / Survey Responses used for Comparisons:																	14 / 85			700 / 3,915		

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1
[1] This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Q2 - What did you like and dislike most about this course?	
Response Rate:	100.00% (10 of 10)

-	I love this course better than any other.
-	I love this course and she's a good teacher
-	I loved this course the teacher was great and it was fun to attend. Especially with all the projects, that was my favorite part.
-	nice teacher
-	I like all the different projects we do the only thing is we can't finish the first one before another one comes around.
-	this class was very hard
-	I like this course is because it is more hands on it gives you opportunities to work on projects that you could do in your own classroom. The book is very helpful, it's colorful, appealing and truly is a good book dealing with themes of seasons and times and how to keep your classroom fun!!
-	Haven't had this class yet.
-	she will help you understand things that you do not get she is a very good teacher I have learn so much in her class this semester
-	There was nothing about this course that I disliked. I liked this course because I liked the different activities we did.



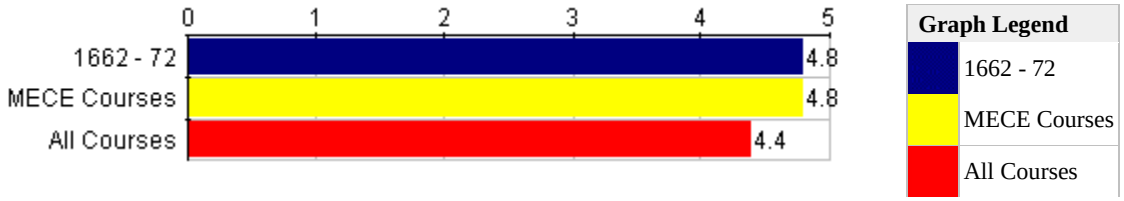
Instructor Based Questions		[redacted]														--- *Comparisons* ---						
		Responses					Individual									MECE			All			
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ [1]	Grp. Med.	Mean	-=+ [1]
Q3	The instructor is willing to help the students learn.	9	1	0	0	0	5	4.9	5	4	5	.30	.09	.09	10	4.9	4.9	4.8	=	4.7	4.5	=
Q4	The instructor shows interest in and knowledge of the subject.	10	0	0	0	0	5	5	5	5	5	0	0	0	10	5	5	4.9	=	4.8	4.6	=
Q5	The instructor demonstrates effective oral and written communication skills.	9	0	1	0	0	5	4.9	5	3	5	.60	.36	.19	10	4.8	4.9	4.8	=	4.7	4.4	=
Q6	I would recommend this instructor to other students.	8	1	0	0	0	5	4.9	5	4	5	.31	.10	.10	9	4.9	4.9	4.8	=	4.7	4.4	=
														Number of Individuals / Survey Responses used for Comparisons:			14 / 84			700 / 3,915	

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

[1] This Individual compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Course Evaluations 2132 2013	University of Arkansas at Monticello

Course:	1662 72 - PRACTICUM I	Department:	MECE
Responsible Faculty:	[redacted]	Responses / Expected:	5 / 9

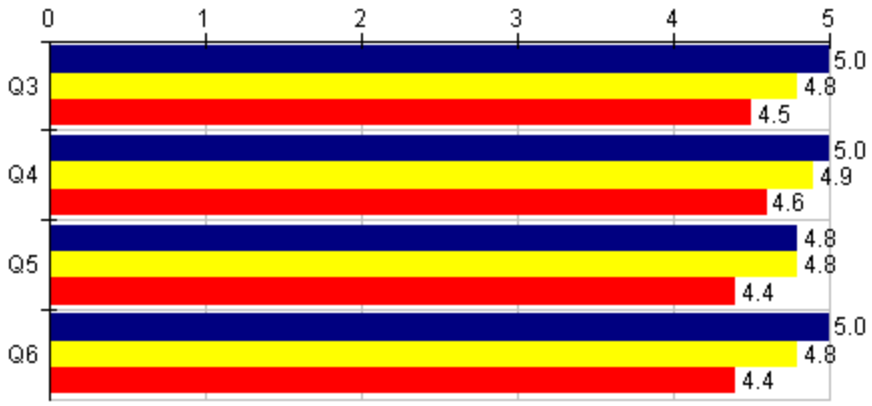


Course Based Questions		1662 - 72														--- *Comparisons* ---					
		Responses					Course									MECE			All		
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ [1]	Grp. Med.	Mean	-=+ [1]
Q1	I have more knowledge and a deeper understanding of the subject matter as a result of this course.	4	1	0	0	0	5	4.9	5	4	5	.40	.16	.18	5	4.8	4.9	4.8	=	4.6	4.4	=
Number of Courses / Survey Responses used for Comparisons:																	14 / 85			700 / 3,915		

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1
[1] This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Q2 - What did you like and dislike most about this course?	
Response Rate:	100.00% (5 of 5)

-	I like the course, because of my interactions with children.
-	I love the training in the daycare because it gives me a chance to see what it is like.
-	it was a great class
-	I liked this course because you get to learn about the children in the daycare you choose to work in. You are able to bond and relate to the children and that is always a fantastic opportunity, because I love children dearly and they will always have a place in my heart. I do wish we could have meetings more than 5 times because the meetings really do help us come together again and figure out what needs to be done.
-	There was nothing I disliked about this course. I liked this because I learned a lot of rules and requirements about child care.



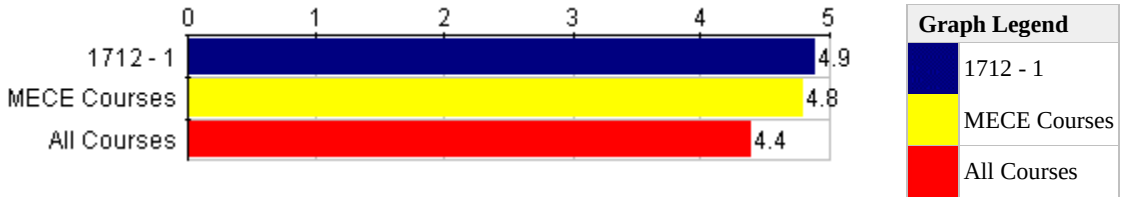
Instructor Based Questions		[redacted]															--- *Comparisons* ---					
		Responses					Individual										MECE			All		
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ [1]	Grp. Med.	Mean	-=+ [1]
Q3	The instructor is willing to help the students learn.	4	0	0	0	0	5	5	5	5	5	0	0	0	4	5	4.9	4.8	=	4.7	4.5	=
Q4	The instructor shows interest in and knowledge of the subject.	5	0	0	0	0	5	5	5	5	5	0	0	0	5	5	5	4.9	=	4.8	4.6	=
Q5	The instructor demonstrates effective oral and written communication skills.	4	1	0	0	0	5	4.9	5	4	5	.40	.16	.18	5	4.8	4.9	4.8	=	4.7	4.4	=
Q6	I would recommend this instructor to other students.	5	0	0	0	0	5	5	5	5	5	0	0	0	5	5	4.9	4.8	=	4.7	4.4	=
																Number of Individuals / Survey Responses used for Comparisons:		14 / 84			700 / 3,915	

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

[1] This Individual compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Course Evaluations 2132 2013	University of Arkansas at Monticello

Course:	1712 1 - TECH OBS/ASSM ECED	Department:	MECE
Responsible Faculty:	[redacted]	Responses / Expected:	9 / 14

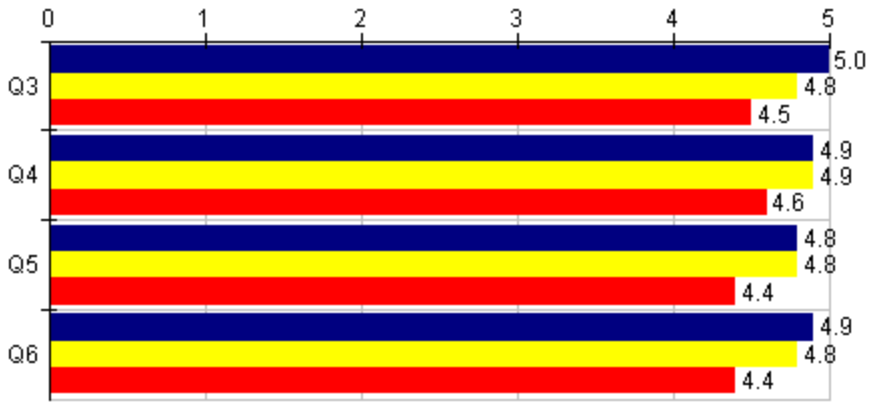


Course Based Questions		1712 - 1														--- *Comparisons* ---						
		Responses					Course									MECE			All		
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ [1]	Grp. Med.	Mean	-=+ [1]
Q1	I have more knowledge and a deeper understanding of the subject matter as a result of this course.	8	1	0	0	0	5	4.9	5	4	5	.31	.10	.10	9	4.9	4.9	4.8	=	4.6	4.4	=
Number of Courses / Survey Responses used for Comparisons:																	14 / 85			700 / 3,915		

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1
[1] This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Q2 - What did you like and dislike most about this course?	
Response Rate:	100.00% (9 of 9)

-	It’s a little interesting.
-	I love this course and she’s a good teacher
-	This class helped me understand how to observe children and i really enjoyed it. Especially going to the day care centers to work with the kids.
-	nice teacher
-	this was in very easy class
-	I really love how the instructor has been working with me on my grade and I don't like all the work. I can't complain because I have a wonderful teacher to bring me through this.
-	I like this course is because it shows you how to observe children and how to be with children and being alert and on task when you work with children is so important, because some things you might miss because you are not paying attention and that is why observation is so important!!
-	A lot of work.
-	There was nothing that I really liked or disliked about this course.



Instructor Based Questions		[redacted]															--- *Comparisons* ---					
		Responses					Individual										MECE			All		
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Grp. Med.	Mode	Low	High	S.D.	Var.	Std. Err.	N	Mean	Grp. Med.	Mean	-=+ [1]	Grp. Med.	Mean	-=+ [1]
Q3	The instructor is willing to help the students learn.	9	0	0	0	0	5	5	5	5	5	0	0	0	9	5	4.9	4.8	=	4.7	4.5	=
Q4	The instructor shows interest in and knowledge of the subject.	8	1	0	0	0	5	4.9	5	4	5	.31	.10	.10	9	4.9	5	4.9	=	4.8	4.6	=
Q5	The instructor demonstrates effective oral and written communication skills.	8	0	1	0	0	5	4.9	5	3	5	.63	.40	.21	9	4.8	4.9	4.8	=	4.7	4.4	=
Q6	I would recommend this instructor to other students.	8	1	0	0	0	5	4.9	5	4	5	.31	.10	.10	9	4.9	4.9	4.8	=	4.7	4.4	=
																Number of Individuals / Survey Responses used for Comparisons:		14 / 84			700 / 3,915	

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NA] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1

[1] This Individual compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Appendix 8.1: Fall 2012 Advisory Committee Minutes

Early Childhood Education Department Advisory Committee Meeting
October 22, 2012 Minutes

The fall meeting of the advisory committee for the ECE Department was held on Monday, October 22, 2012. Following the dinner, the members met in the room 103 at approximately 7:00 p.m.

Members present:

Alisa White, ECE Instructor, UAMCTC
Donna Francis, ECE Instructor
Elaine Hargraves, Pre-K Teacher, Dumas Public Schools
Lora Medina, ECE Instructor

Meeting was called to order. Minutes of last meeting were read and approved.
Lora Medina acted as Chair

Old Business:

Addressing recommendations from last year:

1. Need a second laminator , first went to Warren
2. Equipment and materials moved to Warren program for summer, Purchase new for McGehee
3. Due to growing number of students enrolled in one or more of the options available, the increase in time and paperwork required for teaching, monitoring and advising of students, (on the McGehee and Warren campuses with expectations of expansion in the Dumas Higher Ed. Building) and the goals of aligning the curriculum with other institutions across the state, and of applying for accreditation, a part-time office worker is needed. This person will need to help with grading, filing, research and be able to view student records – not a student worker.
4. Expand offering on the Warren campus until we have a full schedule of day courses and the supporting night and related courses.

New Business:

- AECA Conference report by Alisa White
  One grant program in Northern Arkansas providing Drug Rehabilitation for parent of preschool children
- Equipment and materials needs for the McGehee campus
  - Laminator
  - Ellison
  - Paper cutter
  - Methods and materials supplies
- Equipment needs for the Warren program
  - LCD
  - Computer and internet for LCD presentations
- Ms. Medina shared reports on:
  - Campus enrollment – up again this year
  - Program enrollment – we have approximately 60 unduplicated students in one or more of the options in ECE.
  - Night classes in Warren did not make this semester. Four of the day classes did.
  - Curriculum – seeking to align our curriculum with other institutions who offer CP's, TC's and AAS degrees in Early Childhood – looked at draft of proposed course line up for new CORE curriculum
  - Graduation/Retention-
    Completion numbers(based on the list a list from Registrar):

For 2011 – 2012 school year

Certificate of Proficiency – 30 (includes 7 CP's in the Warren program)
Technical Certificate – 11
AAS in General Technology – 5

Retention – The ECE Program has been retaining approximately 80% of enrollment past the "Eleven Day Count" and numbers for the current semester will be available in December after grades come out.

Recommendations made:

1. Proceed with curriculum proposals to align program with other 2 year degrees
2. Need a second laminator , first went to Warren
3. Equipment and materials moved to Warren program for summer, Purchase new for McGehee
4. Due to growing number of students enrolled in one or more of the options available, the increase in time and paperwork required for teaching, monitoring and advising of students, (on the McGehee and Warren campuses with expectations of expansion in the Dumas Higher Ed. Building) and the goals of aligning the curriculum with other institutions across the state, and of applying for accreditation, a part-time office worker is needed. This person will need to help with grading, filing, research and be able to view student records – not a student worker.
5. Expand offering on the Warren campus until we have a full schedule of day courses and the supporting night and related courses.

Ms. Medina thanked the members for their attendance, input and recommendations.
Meeting adjourned at approximately 8:30.

Appendix 9.1: Letter to Prospects

March 2, 2012

Dear Paula,

Thank you for your letter of interest in our programs. We offer classes here in McGehee and in Warren at the SEACBEC campus. We would like for you to come to the McGehee campus to visit with our Student Services Department staff. They can help you with the procedures for admissions, financial aid and registration.

We have 3 levels in Early Childhood and each one builds into the next.

1. Certificate of Proficiency in Child Development (12 credit hours)
2. Technical Certificate in Early Childhood (45 credit hours which includes the hours from level 1.)
3. Associate of Applied Science degree with emphasis in Early Childhood (60 credit hours including the previous 45)

Please come and see Mr. Charles Rocconi, our Director of Student Services. He will be happy to get you started in the process of becoming a new UAM student!

Summer I classes begin May 29th and fall classes begin August 22nd. We look forward to meeting you in the near future.

Sincerely,

Lora Medina, M.Ed.

Appendix 9.2: Letter to Center Directors

July 10, 2012

Dear Center Director,

There are a number of exciting educational opportunities available locally through UAM's College of Technology – McGehee on the **SEACBEC** campus. UAM CTM has three options in the Early Childhood Education department:

1. Certificate of Proficiency - Child Development Associate (CDA) Assessment Training (12 credit hours)
2. ECE Technical Certificate (45 credit hours – which includes the 12 credit hours of course work for the Certificate of Proficiency.)
3. Associate of Applied Science Degree in General Technology with an emphasis in Early Childhood Education (64 credit hours - which includes the 45 credit hours from the Technical Certificate.)

This fall, UAM CTM will be offering a number of classes on the SEACBEC campus. Please see flyer.

We look forward to serving the Child Care Community. If you have any questions, please contact Teresa Sandine for information on admissions and financial aid or Donna Francis, Early Childhood Instructor, at (870) 226-2750 or Lora Medina on the McGehee campus at numbers above.

Sincerely,

Lora Medina, M.Ed.
Department Chair, Early Childhood Education

Appendix 9.3: Division's State Brochure

Steps

To Arkansas

Early Childhood

Professional Education

Colleges and Degrees Offered:

Arkansas Northeastern College

*Arkansas State University—Jonesboro
BSE Early Childhood Education (P-4)
MSE Early Childhood Education
MS Early childhood Services

*Arkansas State University - Beebe
Child Development Associate
Certificate of Proficiency in Early Childhood
Technical Certificate in Early Childhood
AAS in Early Childhood
Birth -5 Teaching Credential - DHS

Arkansas Tech
A.S. Degree in Early Childhood Education
B.P.S. Degree in Early Childhood Education

*Cossatot Community College-UA
Certificate of Proficiency-- Child Development
AAS for Preschool Professionals

East Arkansas Community College

Harding University

Henderson State University
BS Family and Consumer Sciences with a specialization in Child Care Management
BS Early Childhood Development (FCS)

*National Park Community College
Technical Certificate Early Childhood Education
Associate of Applied Science Early Childhood Education
Associate of Arts in Teaching Emphasis in P-4

*Northwest Arkansas Community College
Certificate of Proficiency
AAS Early Childhood Education
Birth through Pre-K Teaching Credential- DHS

Philander Smith College
BS Degree in Early Childhood Education (Birth - 4th grade)

Phillips Community College of the University of Arkansas

*Pulaski Technical College
Certificate of Proficiency in Early Childhood
Technical Certificate in Early Childhood
Associate of Applied Science in Early Childhood Development
Birth through Pre-K Teaching Credential - DHS

South Arkansas Community College

Southeast Arkansas College

*University of Arkansas Community College at Batesville
Child Development Associate
Certificate of Proficiency in Early Childhood
Technical Certificate in Early Childhood
AAS in Early Childhood
Birth through Pre-K Teaching Credential - DHS

University of Arkansas, Fayetteville
B.S. Degree in Child Development
B.S Degree in Birth through Kindergarten
M.S. Degree in Human Environmental Science, Human Development and Family Sciences emphasis

University of Arkansas at Fort Smith
AAS Degree in Early Childhood Education

*University of Arkansas at Monticello College of Technology
Crossett and McGehee
Certificate of Proficiency in Child Development
Technical Certificate in Early Childhood
AAS in General Technology (with an emphasis in Early Childhood)

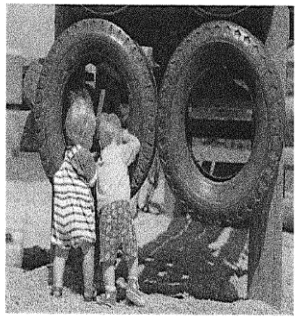
*University of Arkansas Community College at Morrilton
Certificate of Proficiency in Early Childhood
Technical Certificate in Early Childhood
AAS in Early Childhood
Birth through Pre-K Teaching Credential – DHS

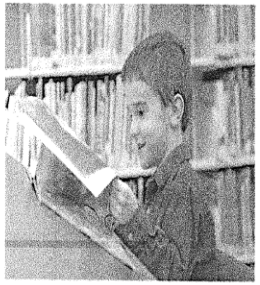
University of Arkansas at Pine Bluff
Degrees leading to licensure in Early Childhood Education (P-4);
Bachelor of Science in Early Childhood Education
Master of Education in Early Childhood Education

*Course work offered to obtain CDA

Arkansas Department of Human Services:
Division of Child Care & Early Childhood Education
and
Arkansas Early Childhood CD-HORT

STEP is the path in **Arkansas** to obtain Early Childhood educational goals. **STEP** may begin with the CDA and continue to the highest degree you can earn.





PHD, ED

MA, MSE, MS

BA, BSE, BS

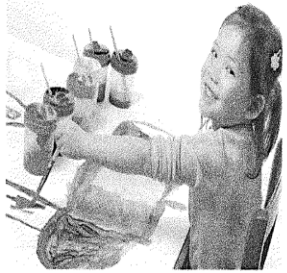
Birth Through Pre-K Teaching Credential

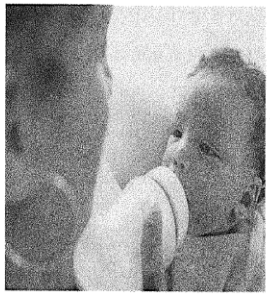
Associate of Applied Science in Early Childhood & Associate of Science in Early Childhood

Technical Certificate in Early Childhood

Certificate of Proficiency

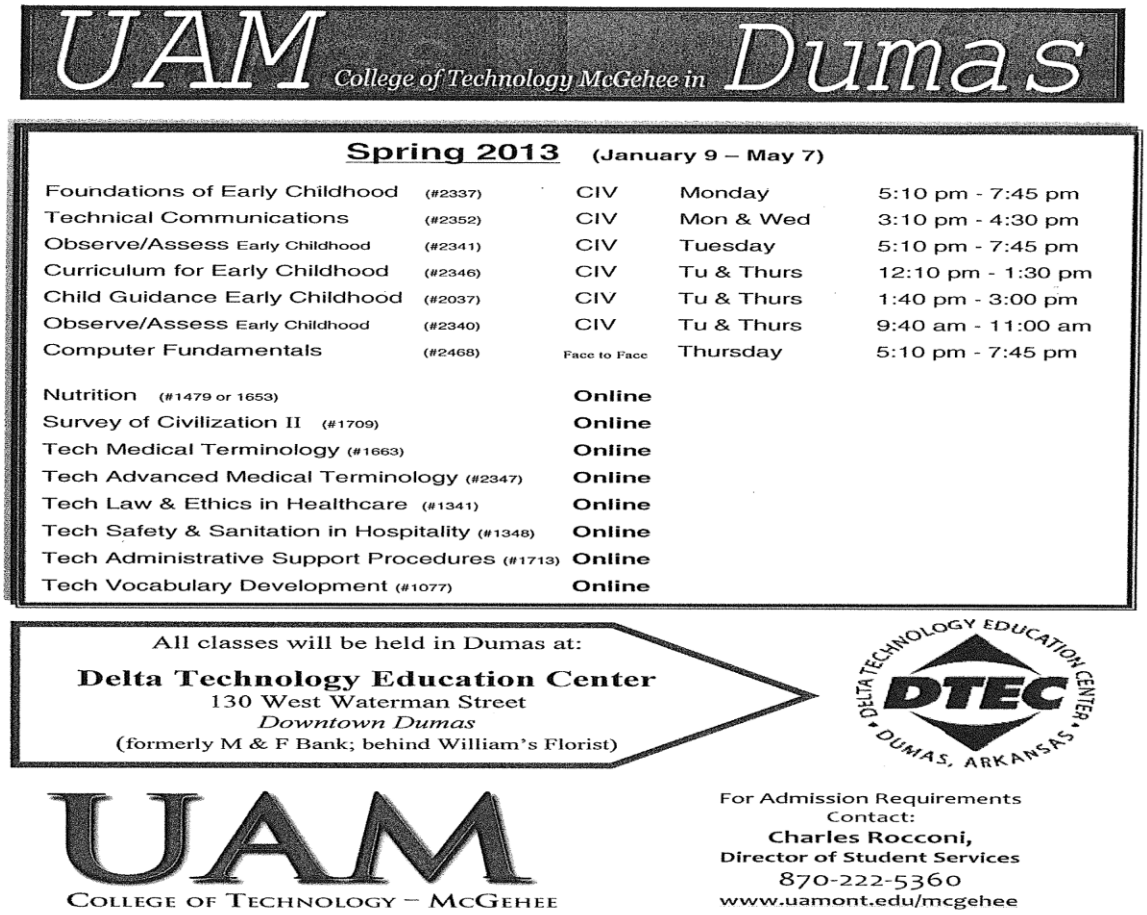
CDA From the Council for Professional Recognition





This brochure was developed to help future and current teachers working in Arkansas to understand the levels of higher education in the state. See reverse to find your local college.

Appendix 9.4: Fall 2012 Dumas Flyer



UAM College of Technology McGehee in Dumas

Spring 2013 (January 9 – May 7)

Foundations of Early Childhood	(#2337)	CIV	Monday	5:10 pm - 7:45 pm
Technical Communications	(#2352)	CIV	Mon & Wed	3:10 pm - 4:30 pm
Observe/Assess Early Childhood	(#2341)	CIV	Tuesday	5:10 pm - 7:45 pm
Curriculum for Early Childhood	(#2346)	CIV	Tu & Thurs	12:10 pm - 1:30 pm
Child Guidance Early Childhood	(#2037)	CIV	Tu & Thurs	1:40 pm - 3:00 pm
Observe/Assess Early Childhood	(#2340)	CIV	Tu & Thurs	9:40 am - 11:00 am
Computer Fundamentals	(#2468)	Face to Face	Thursday	5:10 pm - 7:45 pm
Nutrition	(#1479 or 1653)	**Online**		
Survey of Civilization II	(#1709)	**Online**		
Tech Medical Terminology	(#1663)	**Online**		
Tech Advanced Medical Terminology	(#2347)	**Online**		
Tech Law & Ethics in Healthcare	(#1341)	**Online**		
Tech Safety & Sanitation in Hospitality	(#1348)	**Online**		
Tech Administrative Support Procedures	(#1713)	**Online**		
Tech Vocabulary Development	(#1077)	**Online**		

All classes will be held in Dumas at:

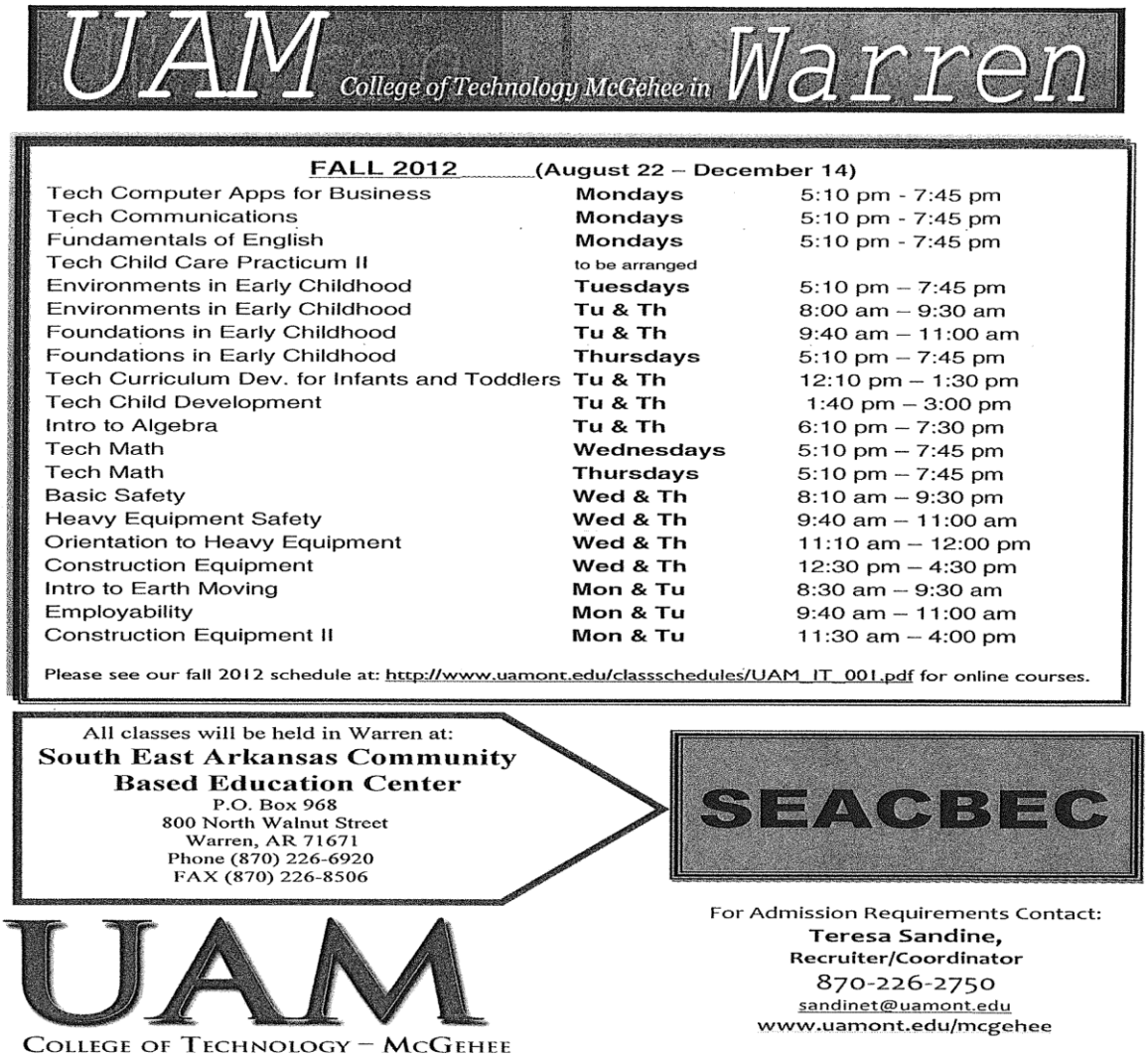
Delta Technology Education Center
130 West Waterman Street
Downtown Dumas
(formerly M & F Bank; behind William's Florist)

DELTA TECHNOLOGY EDUCATION CENTER
DTEC
DUMAS, ARKANSAS

UAM
COLLEGE OF TECHNOLOGY – MCGEHEE

For Admission Requirements
Contact:
Charles Rocconi,
Director of Student Services
870-222-5360
www.uamont.edu/mcgehee

Appendix 9.5: Fall 2012 Warren Flyer



UAM College of Technology McGehee in Warren

FALL 2012 (August 22 – December 14)

Tech Computer Apps for Business	**Mondays**	5:10 pm - 7:45 pm
Tech Communications	**Mondays**	5:10 pm - 7:45 pm
Fundamentals of English	**Mondays**	5:10 pm - 7:45 pm
Tech Child Care Practicum II	to be arranged	
Environments in Early Childhood	**Tuesdays**	5:10 pm – 7:45 pm
Environments in Early Childhood	**Tu & Th**	8:00 am – 9:30 am
Foundations in Early Childhood	**Tu & Th**	9:40 am – 11:00 am
Foundations in Early Childhood	**Thursdays**	5:10 pm – 7:45 pm
Tech Curriculum Dev. for Infants and Toddlers	**Tu & Th**	12:10 pm – 1:30 pm
Tech Child Development	**Tu & Th**	1:40 pm – 3:00 pm
Intro to Algebra	**Tu & Th**	6:10 pm – 7:30 pm
Tech Math	**Wednesdays**	5:10 pm – 7:45 pm
Tech Math	**Thursdays**	5:10 pm – 7:45 pm
Basic Safety	**Wed & Th**	8:10 am – 9:30 pm
Heavy Equipment Safety	**Wed & Th**	9:40 am – 11:00 am
Orientation to Heavy Equipment	**Wed & Th**	11:10 am – 12:00 pm
Construction Equipment	**Wed & Th**	12:30 pm – 4:30 pm
Intro to Earth Moving	**Mon & Tu**	8:30 am – 9:30 am
Employability	**Mon & Tu**	9:40 am – 11:00 am
Construction Equipment II	**Mon & Tu**	11:30 am – 4:00 pm

Please see our fall 2012 schedule at: http://www.uamont.edu/classschedules/UAM_IT_001.pdf for online courses.

All classes will be held in Warren at:
South East Arkansas Community Based Education Center
P.O. Box 968
800 North Walnut Street
Warren, AR 71671
Phone (870) 226-6920
FAX (870) 226-8506

SEACBEC

UAM
College of Technology – McGehee

For Admission Requirements Contact:
Teresa Sandine,
Recruiter/Coordinator
870-226-2750
sandinet@uamont.edu
www.uamont.edu/mcgehee

Appendix 9.6: Recruitment log

Name of Faculty or Staff Member: [redacted]			
Name of Individual or Organizational Contact: Prospective Students who have attended Mr. Rocconi's presentations			
Date: multiple	Location: mail	Requested By:	Total Time of Contact: minimal
Purpose of Contact (Indicate any options that apply) Retention **Recruiting** Program/Course Input Other			
Description of Contact: I send a letter to students who have filled out cards at school fairs and indicated an interest in the EC program.			
Changes Occurring Because of Contact: None			

Name of Faculty or Staff Member: [redacted]			
Name of Individual or Organizational Contact: Arkansas Early Childhood Cohort (AECC)			
Date: multiple	Location: Pulaski Tech	Requested By:	Total Time of Contact: monthly

Purpose of Contact (Indicate any options that apply)

Retention Recruiting **Program/Course Input** Other

Description of Contact:

Once a month I meet with instructors from other institutions to discuss curriculum ; programs; courses; texts; assignments; rubrics; accreditation; etc.

Changes Occurring Because of Contact:

Working on C&S proposals to change curriculum offerings to align with 2-year programs around the state.

Name of Faculty or Staff Member: [redacted]			
Name of Individual or Organizational Contact: Desha County Internet Fair			
Date: April 16, 2013	Location: McGehee	Requested By:	Total Time of Contact: 1 hour
Purpose of Contact (Indicate any options that apply) Retention **Recruiting** Program/Course Input Other			
Description of Contact: Arkansas Connect gave out information on internet providers and UAM CTM had tables set up to inform the community of our programs. I worked the booth off-and-on all day and from 5-6 pm.			
Changes Occurring Because of Contact: None			

Name of Faculty or Staff Member: [redacted]			
Name of Individual or Organizational Contact: Area Day Care Centers			
Date: Spring and Fall	Location: Dumas, McGehee, Dermott, Lake Village,	Requested By:	Total Time of Contact: Est. 30 hours

Purpose of Contact (Indicate any options that apply)

Retention **Recruiting** **Program/Course Input** **Other**

Description of Contact:

I visit area day care and preschool centers to talk to directors and teachers about the program/courses/assignments and mentoring of early childhood professionals. I leave brochures to be given to job applicants who may need education to make them more employable or for current staff who may be on an improvement plan or for staff who are interested in more education.

Changes Occurring Because of Contact:

Directors and staff talk about their needs and expectations and we discuss the assignments students are required to complete on site. I add/delete/modify assignments based on input from center personnel.

Name of Faculty or Staff Member: [redacted]			
Name of Individual or Organizational Contact: Southeast Arkansas Community Action			
Date: Nov. 1-2, 2012	Location: Hot Springs	Requested By: Head Start Director	Total Time of Contact: 12 hours

Purpose of Contact (Indicate any options that apply)

Retention **Recruiting** Program/Course Input Other

Description of Contact:

I have been named to the SEACAC Head Start Policy Committee.

Meeting was to train new members on their responsibilities and to hold our first Policy Committee Meeting as a part of the governing board of Head Start in South East Arkansas. (Ashley, Bradley, Chicot, Desha, and Drew)

Changes Occurring Because of Contact:

I tried to advocate for the need for more education for Head Start programs in the 5 county area covered by SEACAC.

Name of Faculty or Staff Member [redacted]			
Name of Individual or Organizational Contact: UAM CTM Career Fair			
Date: Saturday, April 23, 2013	Location: UAM CTM	Requested By: CPI & Carl Perkins	Total Time of Contact: 1 1/3 hrs

Purpose of Contact (Indicate any options that apply)

Retention **Recruiting** Program/Course Input **Other**

Description of Contact:

I took my current students to the Career Fair where they and other community members heard Professionals from Head Start, ABC and private day care talk about the hiring process and employer expectations.

Presenters:

Lana Carpenter – Lead Teacher for C. B. King's ABC program

John Whaley – Director of the Dermott site and Assistant Executive Director for York W. Williams Child Care Centers

Romanda Jordan – Director of Head Start Centers, SEACAC

Changes Occurring Because of Contact:

It was a wonderful opportunity for the students and prospective students to hear lots of good advice on resume writing, interview skills and probationary periods of employment.

Name of Faculty or Staff Member: [redacted]			
Name of Individual or Organizational Contact: First Baptist Church Day Care			
Date: March 4, 2013	Location: FB Church Child Care	Requested By: Linda Johnson June Lucas	Total Time of Contact: Est. 3 hours

Purpose of Contact (Indicate any options that apply)

Retention **Recruiting** **Program/Course Input** **Other**

Description of Contact:

I worked with Linda to inventory her classroom materials.

I worked with June and her co-teachers to inventory their classroom materials and discussed ways to rearrange their classroom to facilitate better traffic lines and the children's self-directed use and return of materials to their correct space.

Changes Occurring Because of Contact:

Changes/improvements in day care classroom environments and curriculum is a goal of our educational programs.

Name of Faculty or Staff Member: [redacted]			
Name of Individual or Organizational Contact: Early Childhood Instructors Colleges of Technology			
Date: Nov. 13, 2012	Location: UAM	Requested By: Instructors	Total Time of Contact: 2 hours

Purpose of Contact (Indicate any options that apply)

Retention Recruiting **Program/Course Input** Other

Description of Contact:

I met with instructors from other campuses to discuss curriculum ; programs; courses; texts; assignments; rubrics; accreditation; etc.

Changes Occurring Because of Contact:

Working on C&S proposals to change curriculum offerings to align with 2-year programs around the state.

Name of Faculty or Staff Member: [redacted]			
Name of Individual or Organizational Contact: UAM CTM Early Childhood Advisory Board			
Date: Oct. 22, 2012	Location: McGehee	Requested By: Administration	Total Time of Contact: 1 ½ hours

Purpose of Contact (Indicate any options that apply)

Retention Recruiting **Program/Course Input** Other

Description of Contact:

Met with Advisory Committee to discuss curriculum ; programs; courses; texts; assignments; rubrics; accreditation; equipment needs, recruiting, retention, etc.

Changes Occurring Because of Contact:

Working on improving all aspects of the programs and expand the offerings on all three campuses (McGehee, Warren and DTEC).