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REVIEW REPORT

on the

**EARLY CHILDHOOD EDUCATION
PROGRAM**

APRIL, 1999

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SUMMARY

The Review Committee is pleased to provide its report on the Early Childhood Education Program. This is the second review of the program, its first review having been conducted in 1988.

The Review Committee is impressed by the positive and collaborative leadership among faculty members within the department. This is also reflected in the faculty's team approach to programming and decision making about course content. The Review Committee notes that students are highly satisfied with both the program and its faculty. Graduates of the program achieve high levels of employability within their field and report that their UCC training is very related and useful in performing their duties.

In response to recommendations from the first program review, a very functional and attractive classroom space was designed and constructed in the Arts and Education building. As well, the last five years has seen the forging of a very successful partnership between the Cariboo Child Care Society and the ECE program in establishing a demonstration laboratory for practicum students and the community.

In order to improve on the program's success, the Review Committee recommends several changes. These include lengthening the program to twelve months, improving liaison with the Williams Lake Early Childhood Education faculty and developing a model to increase regional offerings of the program. Other recommendations concern refinement of the curriculum, articulation of courses for future laddering opportunities and improvement of the structure and role of the Program Advisory Committee.

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EARLY CHILDHOOD EDUCATION PROGRAM REVIEW
EVALUATION COMMITTEE MEMBERS

CHAIR

Kathy Mitchell
Chair, College Preparation, UCC

ASSISTANT CHAIR

Karen Day
School of Education, UCC

EXTERNAL REPRESENTATIVE

Linda McKinlay
Early Childhood Education, OUC

RESOURCE PERSON

Bill Martin
Chair, Early Childhood Education, UCC

ASSOCIATE DEAN

Sandra Bruneau
Associate Dean, School of Education, UCC

REVIEW COORDINATORS

Heather Shand
Acting Director,
Institutional Research & Planning, UCC

Karen Grigoleit
Research Analyst,
Institutional Research & Planning, UCC

CHRONOLOGY OF THE EARLY CHILDHOOD EDUCATION PROGRAM REVIEW

The review of the Early Childhood Education Program began on October 6, 1998. Bill Martin, (Chair, Early Childhood Education Program), Helen MacDonald-Carlson (Instructor, Early Childhood Education Program), Heather Shand (Acting Director, Institutional Research and Planning), and Karen Grigoleit (Research Analyst, Institutional Research and Planning) held a planning meeting to discuss program review procedures and questionnaire design. Questionnaires were refined and finalized by the Early Childhood Education faculty from October 6, 1998 through to December 1, 1998.

Current Early Childhood Education students were surveyed in class on December 1, 1998. Using student lists generated from Colleague (UCC's student information system), the Office of Institutional Research and Planning sent surveys to former students on November 10, 1998.

From lists supplied by Bill Martin, employer surveys were sent out November 16, 1998 and November 26, 1998. Program advisory committee surveys were faxed on November 30, 1998. Telephone communication was conducted on November 30, 1998 and December 10, 1998 to contact non-responding employers, and on December 8, 1998 to contact non-responding program advisory committee members. Faculty surveys were sent out on Dec 4, 1998 and follow-up phone calls were made on December 11, 1998.

The cut-off date for all responses was December 18, 1998, and the Early Childhood Education Evaluation Committee met on January 21-22, 1999 to analyze the data and formulate its report on the program.

PROGRAM BACKGROUND

From 1970 to 1976, the Early Childhood Education (ECE) Program was operated on a part-time basis, using the expertise of community educators as instructors.

1976 saw the hiring of a full-time coordinator/instructor concurrent with the offering of a full-time nine-month certificate program on the Kamloops campus. After three years of temporary annual funding, Cariboo College received ongoing financial support from the provincial government. Initial sets of graduates were generally well received by the community of service providers.

The first program review identified three primary issues for consideration. One of them related to program length and as such seemed to be more a provincial funding issue than a matter that could be addressed internally. The other two concerns involved securing a quality teaching space and developing a teaching lab facility.

From 1982 to 1986, two new second level diploma programs were added to the full-time certificate offering; Infant and Toddler Supervisors Diploma Program and "Special Needs" Supervisors Diploma Program.

The diploma programs required an Early Childhood Education certificate as an entry prerequisite. Community feedback suggested courses be offered part-time (except for practicum) and in the evening. Since then the two distinct diploma programs have been offered alternatively over two year cycles.

During this growth period in Kamloops, Williams Lake was continuing to offer certificate courses part-time. In 1986, we offered a "one-time" only, full-time certificate program in Lillooet with a First Nations cultural emphasis.

In 1989 funding was granted for a full-time program in Williams Lake which also permitted us to provide diploma offerings on a cyclical basis and based on demand.

Construction of a new Arts & Education building became the opportunity to design a classroom space which would reflect the special needs of an early childhood education program. At the same time, a partnership was being forged between the Early Childhood Education Program and Cariboo Childcare towards creating a teaching "lab" facility. These negotiations have led to a formal contractual agreement that articulates the "teaching lab" services provided by Cariboo Child Care.

In response to regional demand, a new part-time certificate program began in Kamloops in 1992. In partnership with our extension services and the Thompson Nicola Family Resource Society, we are offering Supported Child Care courses in four regional sites; Kamloops, Williams Lake, 100 Mile House and Merritt. In the past twenty years, our full-time faculty has increased from one to three, supported by a number of part-time community-based educators.

ADMISSIONS DATA AND PERFORMANCE STATISTICS

Program Description

This program prepares students for employment in pre-schools, private kindergartens, nursery schools, family and group day-care centres and other child care facilities. This is a rapidly expanding field as many parents are coming to realize the benefits of some form of pre-school education for their children. Many families today also find they need some form of supplementary child care services which are dependable, both in continuity and quality.

Licensing

Completion of the first year course requirements below satisfies all the requirements of the Community Care Facilities Division in British Columbia for pre-school and day-care supervision of three to five year-olds. The program does not, by itself, qualify a person to teach in a kindergarten that is part of a public school system. Public school system kindergartens are usually staffed by certified teachers who have completed or are in the process of completing an appropriate degree in Education.

Please Note: Upon completion of the program and awarding of a college certificate, the Ministry of Health still requires a graduate to work for 500 hours under the supervision of a licensed preschool supervisor in order to qualify for a preschool supervisor's license. For further information, contact your local health unit.

Admission Requirements

- a) Educational Requirements
 - 1) BC Grade 12 or mature student status
 - 2) 73% on the combined English 12 and Government Exam (within the last 5 years) or Level 4 of the Language Proficiency Index (within the last 2 years) or Completion of English 060
- b) General Requirements
 - 1) General medical to ascertain fitness
 - 2) Immunization schedule
 - 3) Volunteer and/or work experience of 50 hours in a licensed group, pre-school or child care facility and under the supervision of a qualified Early Childhood Educator.
 - 4) Two letters of reference
 - 5) Applicant Readiness Group Interview
 - 6) Criminal Record Check

Small Group admission interviews provide applicants with information about the program. As well, an interview panel will ask questions in order to assess applicant readiness for the training program. All applicants are asked to fill out an interview information form, will be asked the same questions and are to have submitted two letters of reference for the interview. Applicants will be contacted by UCC personnel in order to arrange the time of the admission interview. Interviews are granted once applicants have completed all other admission requirements, except medical and criminal record check. Admission interviews generally take place from April to June of each year. Further details are contained in the admissions information package.

Applicants will be required to undergo a Criminal Record Check. Applicants with a criminal record may be refused admission to this program. This complies with Ministry of Health regulations governing child care facilities.

Program Policies - Part time Students

Students wishing to complete the basic program on a part-time basis will do so over approximately a two-year period. This part-time schedule of completion will be available for up to twenty students. Admission on a part-time basis will be consistent with UCC's first come, first served policy. Please contact Margaret Patten or Bill Martin for further information regarding the part-time schedule.

Promotion

In order to progress to the next semester of the Early Childhood Education program and be eligible for a UCC certificate, students must achieve a C grade or higher in every course.

Failures and Repeats

Failing or withdrawing students should recognize that there is no guarantee of the opportunity to repeat. A student who has failed a human service related program, and who re-applies for admission to ECED will be regarded as a repeating student unless he/she can show cause for being treated as a new student.

When the number of repeating student applicants for a course in the program exceeds the number of available seats, the student(s) admitted will be those who achieved the highest cumulative GPA over courses listed in the program matrix. To assess the currency of practical skills, the department may require potential repeating students to challenge certain portions of courses in which they previously received credit. In order for a student who fails a field work practicum to be eligible for repeating it, the student will need to provide information that confirms his/her readiness to complete the practicum. A request to complete the practicum must be made one semester in advance of the beginning of the practicum.

All repeated courses and practica must be successfully completed within one calendar year for the student to qualify for certification.

A student who receives a failing grade in a course for failure to meet objectives related to professional responsibility or professional accountability, may be refused re-admission to the program (or another human services program) at the recommendation of the Area Coordinator and the approval of the Divisional Dean.

Transferability: Students who successfully complete the Early Childhood Education program will receive up to 6 discretionary transferable credits to the School of Child and Youth Care at the University of Victoria if they are pursuing an Early Childhood specialization.

Costs

Tuition: See "Fees" section of calendar.

Books and Supplies: Approx. \$600/Semester.
\$16.50 lab/studio fee for courses shown with (L).

Length of Full-time Program

9 months

Length of Part-time Program Cycle

Seven semesters; 1999-2001. Please consult program coordinator for further information on schedule of courses.

Course Requirements

Fall Semester September - December

ECED	150	Practicum 1(L)
ECED	151	Child Growth & Development 1 (L)
ECED	152	Child Guidance (L)
ECED	154	Exploring Physical and Social Environments (L)
ENGL	153	Communications English
HUMS	151	Communication and Interpersonal Relationship Skills

Winter Semester January - April

ECED	153	Music and Creative Movement (L)
ECED	155	Creative Art (L)
ECED	157	Language and Literature (L)
ECED	160	Practicum 2 (L)
ECED	161	Child Growth and Development 2 (L)
ECED	162	Foundations of Early Childhood Education
ECED	163	Child Health

Spring Semester - May

ECED	158	Demonstration Practicum (L)
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Diploma Programs

Second level diploma programs in Early Childhood Education are offered as demand dictates.

A. Infant and Toddler Supervisors Diploma Program

The ECED program offers a series of courses that satisfy the requirements of the Ministry of Health for working with children from birth to three years. A basic ECED certificate is prerequisite to enrollment in this specialization.

ECED	250	Practicum in Infant and Toddler Care
ECED	262	Administration and Interacting with Families
ECED	264	Physical Development & Health Care of Infants & Toddlers
ECED	274	Guidance and Program Planning for Infants and Toddlers

B. "Special Needs" Supervisors Diploma Program

The ECED program will be offering a series of courses that satisfy the requirements of the Ministry of Health for working with special needs pre-schoolers. A basic ECED certificate is prerequisite to enrollment to this specialization.

ECED	260	Practicum to Provide Care of Children with Special Needs
ECED	262	Administration and Interacting with Families
ECED	263	An Introduction to Major Exceptionalities in Early Childhood
ECED	273	Guidance and Program Planning for Children with Special Needs

Program Capacity:

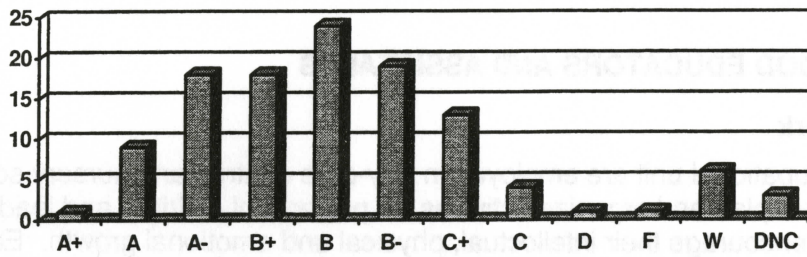
The Early Childhood Education Program has 24 full-time seats in Kamloops per annum and 17 full-time seats are available in Williams Lake on a rotating basis. It also has 11 part-time seats available per annum for certificate and diploma program students.

Program Demand:

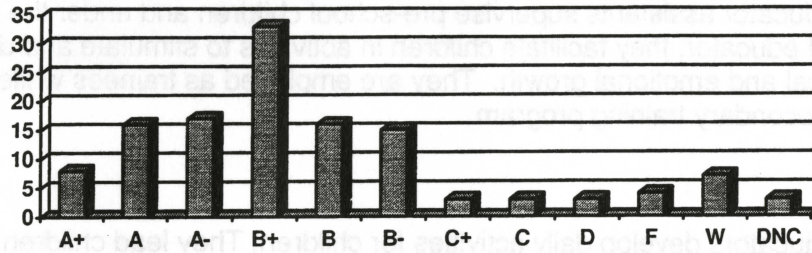
Year (Sept-Aug)	Enrolled	Waitlisted	Incomplete/Denied	Total Applications
1995 - 96	20	3	49	72
1996 - 97	24	3	75	102
1997 - 98	24	0	59	83
1998 - 99	25	4	50	79

GRADE DISTRIBUTIONS: 95/FA - 98/WI

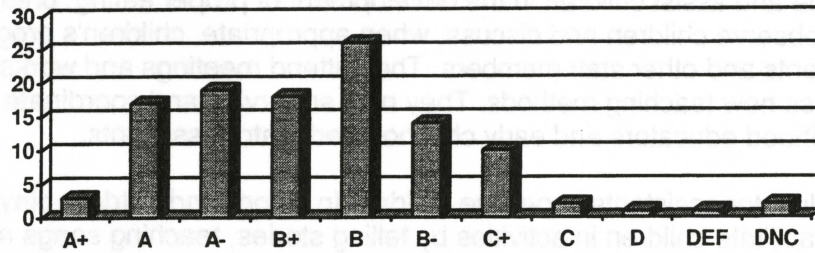
ENGL 153



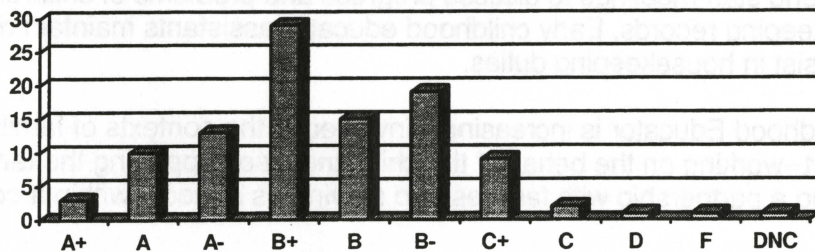
ECED 154



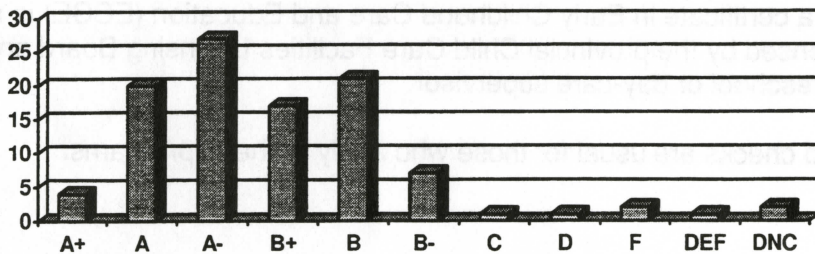
ECED 161



ECED 162



ECED 158



EMPLOYMENT PROSPECTS

(Sources: BC WORK Futures - NOC 6470, ECE Program Review Committee)

EARLY CHILDHOOD EDUCATORS AND ASSISTANTS

Nature of the Work

People in this occupational unit are employed in day-care centres and nursery schools. Early childhood educators plan and organize activities for pre-school children and lead children in these activities to encourage their intellectual, physical and emotional growth. Early childhood educators who are supervisors are included in this group.

Early childhood educator assistants supervise pre-school children and under the supervision of an early childhood educator, they facilitate children in activities to stimulate and develop their intellectual, physical and emotional growth. They are employed as trainees while enrolled in a recognized post-secondary training program.

Main Duties

Early childhood educators develop daily activities for children. They lead children in activities by telling or reading stories, teaching songs, demonstrating the use of simple musical instruments, preparing craft materials and demonstrating their use, and taking the children to local points of interest. They guide and assist children in the development of proper eating, dressing and toilet habits. They also observe children and discuss, when appropriate, children's progress or problems with parents and other staff members. They attend meetings and workshops to develop and discuss new teaching methods. They may supervise and coordinate the activities of other early childhood educators and early childhood educator assistants.

Early childhood educator assistants supervise children in indoor and outdoor play and during rest period. They facilitate children in activities by telling stories, teaching songs and preparing craft materials. They prepare and serve snacks, and facilitate children in the development of proper eating, dressing and toilet habits. They also submit written observations on children to the supervisor, attend staff meetings to discuss progress and problems of children, and assist the supervisor in keeping records. Early childhood educator assistants maintain day-care equipment and assist in housekeeping duties.

Today's Early Childhood Educator is increasingly involved in the contexts of family and community support--working on the behalf of the child and also supporting the family. This involves developing a partnership with families and serving as a model within a community of care for the child.

Education and Training

- Completion of a certificate in Early Childhood Care and Education (ECCE) is required in order to be licensed by the provincial Child Care Facilities Licensing Board and to work as an assistant preschool or day-care supervisor.
- Criminal record checks are usual for those who apply to these programs.

- Five hundred hours of documented satisfactory work experience in a licensed program and attainment of a first aid certificate allows graduates to apply for registration as fully qualified preschool or day-care supervisors.
- Early childhood educators and assistants should be neat in appearance with high energy in order to work with active children. Good interpersonal and communications skills are necessary. These workers should be emotionally stable, able to comfortably interact with a wide range of people, and have a high standard of ethics. A good sense of humour is important, as well as patience and understanding.

Most colleges and university colleges in BC offer ECCE certificate programs. Duration of these programs varies between nine and sixteen months for full-time students, and often part-time study is possible. Following this training, shorter programs addressing care and education for infants and toddlers and for children with special needs is usually available, and allows graduates to receive a diploma in this field. Pre-requisites most often required for the ECCE program include Grade 12, a minimum age of 19 years, college-level writing and academic skills, proven medical fitness, and recent relevant experience as an employee or volunteer in a licensed setting.

Employment

- Earnings are well below average. In 1994, the average earnings of all early childhood educators and assistants were \$12,400, compared to \$28,700 for the BC average for all occupations. About only one out of three workers in this group were employed full time for the full year. These workers received an average of \$19,400 in earnings, about half of the BC average for all occupations.
- This is a large occupational group with an estimated 9,960 workers employed in BC in 1995, up from 7,760 in 1990.
- Self-employment for this group is double the provincial average of 11% for all occupations.
- The proportion of workers in this group who are employed part time (38%) is also much higher than the BC all-occupation average of 22%.
- Unemployment for this group is about the same as for all occupations.
- Women represent 96% of all workers in this group. Workers in this group are generally younger with more than half under 35 years of age.

Trends and Projections

Employment of early childhood educators and assistants is projected to increase at about the average for all occupations through the year 2005. Employment growth and attrition (replacement needs) in this occupational group should result in about 3,900 total employment openings in BC between 1995 and 2005. This forecast is based on continued population growth and efforts to provide more daycare spaces. Turnover is also expected to create some additional opportunities.

However, according to some industry sources, employment of early childhood educators and assistants is expected to grow at a slower rate than the forecast would suggest. This is for two reasons. Funding to operate quality daycares is difficult to obtain and many young parents, who

might want to use daycares for their children, find themselves unable to pay for this service. Some daycare services are offered by individuals from their own homes as a business, but costs for these commercial services are still an issue for many parents. In addition, industry sources point out that low salaries and benefits, lack of social recognition and promotion opportunities, and the complex nature of this demanding occupation lead many people to leave the field.

Greater opportunities exist for those providing special needs daycare and there could be a shortage of qualified workers in the more rural northern communities. Advancement is possible, as there is mobility among occupations in this group. Early childhood educators with experience can progress to senior positions, such as day care supervisor. Early childhood educator assistants can become early childhood educators with more training and formal education. Becoming a private day care operator is also a possibility for those with experience and good skills.

BC EMPLOYMENT TRENDS AND PROJECTIONS

	<u>1990</u>	<u>1995</u>	<u>2005</u>
Number Employed	7760	9960	11910
	Growth (Net)	Attrition	Total
Estimated Openings 1995-2005	1950	1970	3910

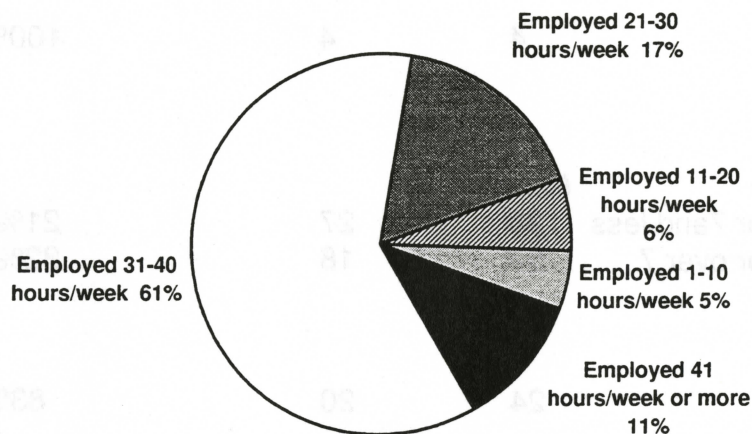
Annual Growth 1995-2005	1.8%
Main Industries of Employment	
Other Health and Social Services	66%
Personal and Household Services	21%
Education	7%
Employment by Region	
Lower Mainland	56%
Vancouver Island	20%
Northern BC	9%
Okanagan/Kootenay	14%
Self-employment	22%

EMPLOYMENT RATES OF FORMER STUDENTS

(Source: MAETT, Student Outcomes Reporting System)

Early Childhood Education Program Graduates

1994-1996 (64 Responses)

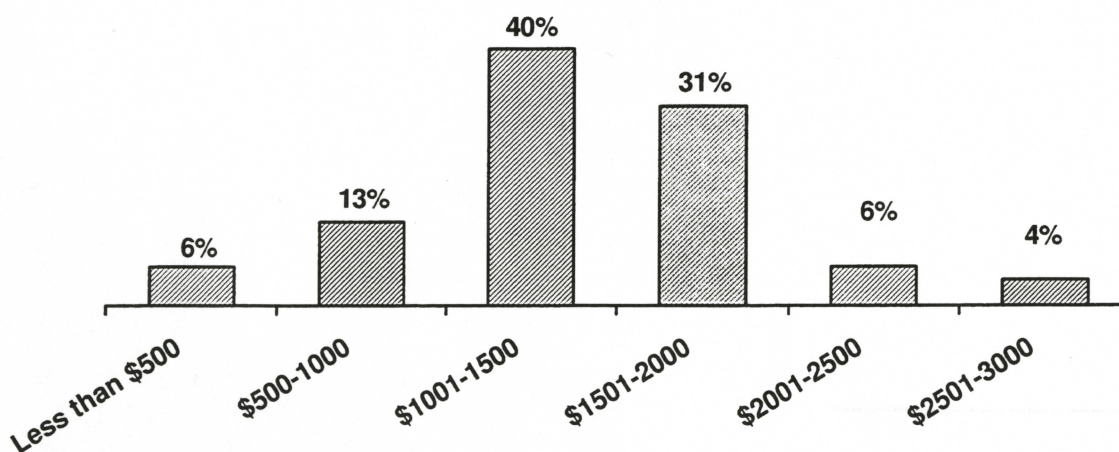


SALARIES OF FORMER STUDENTS

(Source: MAETT, Student Outcomes Reporting System)

Gross Monthly Salary

1994-1996 Graduates (48 Responses)



TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES
EARLY CHILDHOOD EDUCATION PROGRAM REVIEW

Recipient	# Sent	# Completed & Returned	% Returned
Advisory Committee	9	4	44%
Faculty	4	4	100%
Employers:			
Kamloops	(185)		
-Facility for 7and less	128	27	21%*
-Facility for over 7	57	18	32%*
Students:			
Current	24	20	83%
Former	119	31	26%*
TOTAL	341	104	30%

* Due to the low response rate of former students and employers, these corresponding data must be interpreted with caution.

SUMMARY OF QUESTIONNAIRE RESPONSES

FORMER STUDENTS

Responding graduates (1994 - 1996) of the Student Outcomes Reporting System (student follow-up surveys conducted by the Ministry of Advanced Education, Training and Technology) reported high satisfaction rates with both the quality of teaching and the organization of the program. Of the 75 respondents, 95% "completely" or "mostly" obtained their objective and 93% were "mainly" or "completely" satisfied with their studies at UCC. Of those in the labour force, 86% reported employment in a training-related job and 75% reported that their training was "very" useful in performing their job.

One hundred and nineteen former Kamloops students from the last five years were surveyed by the Office of Institutional Research and Planning and 31 responded to the survey¹. Of those who responded, all female, 61% were 18-24 years of age when they were in the program and 81% were enrolled in the full-time program. Most respondents (68%) are employed full-time with an additional 6% employed part-time. Most are employed in group childcare or Infant and Toddler programs. A further 16% are currently engaged in household or family duties full-time.

Consistent with the Student Outcomes data, former students reported high satisfaction rates with the quality of instruction and organization of the program. All respondents either "strongly agree" or "agree" that there was continuity of material among Early Childhood Education courses, that instructors explained the objectives, were available for consultation outside of class time, and that the instructors' research knowledge enhanced understanding of course materials. Students report that the Early Childhood Education Program Faculty are "a very incredible team" and "give it their all".

Furthermore, there was also unanimous consensus that the program helped students to develop guidance skills with children "to a great extent". In addition, former students report that there are "always opportunities to use the skills" learned in the program.

However, 65% of respondents report that during their three community-based practica, they were able to develop skills working with parents only "a little" or "not at all". While 58% indicate that the length of the program is sufficient to integrate the skills required of a beginning early childhood educator, 74% said they would have enrolled in a two-year program which included the Special Needs diploma. Even more (87%) said they would have enrolled in a two-year program which included the Infant and Toddler diploma. Former students identify the need for administrative skills in the program and recommend lengthening the program.

CURRENT STUDENTS

All students currently enrolled in the full-time program are female and 95% of them are 18-24 years of age. While students report high satisfaction rates with the instructors and the organization of the program, there were mixed feelings about the usefulness of the texts and

¹ Due to the low response rate of former students (26%), these data must be interpreted with caution.

high dissatisfaction with the workload compared to other programs. Students reported that they are developing various skills with children either "to a great extent" or "to some extent". However, the majority (a combined 60%) report that they had either "not at all" developed skills working with parents or had "no experience" in doing so.

At least 85% of students claimed they would have enrolled in a two-year Early Childhood Education program if it had included one of the diploma programs as well. These sentiments were echoed in the subjective comments where students explained that "everything is so rushed" and that with more time the program content "would all sink into our heads". Furthermore, several students explained that completion of the diploma programs would be more efficient if they were incorporated into the certificate program "even if it causes the program to be extended to two years".

PROGRAM ADVISORY COMMITTEE

Only four out of the nine Program Advisory Committee (PAC) members responded to the survey. This raised some concern about the PAC and may be explained in the subjective comments of the respondents. One member notes that while "the program is responsive to current trends and changes in child care", some community employers are "not responsive to these same changes". Another member explains that "relationships between parties [UCC Early Childhood Education program and community employers] has deteriorated somewhat in the past few years" and that there is "poor communication" among the PAC, UCC and the community.

While the low response made it difficult to draw conclusions from the survey data, it should be noted that all four respondents indicate that the program was not long enough to fully integrate the knowledge and skills required of a beginning Early Childhood Educator. Furthermore, they identify "working with parents", "more practice in interpersonal relations", "dealing with difficult behaviours", and "administrative skills" as areas which could be expanded upon in the program content.

EMPLOYERS

Forty-five out of the 185 employers responded to the survey². Although those from facilities for 7 children and less (mostly family home child care) account for 60% of the respondents, the employers from facilities for over 7 children responded at a higher rate (18 out of 57, or 32%). Twelve of the respondents (28%) reported that they had employed a UCC Early Childhood Education graduate in the last five years, of which eight indicated that graduates exceed or meet their overall expectations and ten indicated that the program is responsive to current trends and changes.

Employers indicated that graduates have "enthusiasm", "relate to children well" and "form positive relationships with the children". However, echoing the PAC, employers did not feel that the program was long enough and also identified "working with parents", "interpersonal skills"

² Due to the low response rate of employers (24%), these data must be interpreted with caution.

and "administrative skills" as well as "professionalism" as areas which could be developed further in the training of students in the Early Childhood Education program.

FACULTY

Of the four faculty members surveyed, all indicate an awareness and understanding of program objectives and agree that they are being achieved. All four "strongly agree" that supplies and equipment are sufficient to support an effective program, but they all disagree that computer allocation is adequate and three "disagree" or "strongly disagree" that classroom space is sufficient. In addition, they all "disagree" that sufficient funds are available to sustain scholarly activity, and they have mixed feelings about the availability for release time or assisted leaves for scholarly activity.

Faculty members identify that students "build wonderful relationships with children". However, consistent with the PAC and employers, they indicate that the program length is insufficient to meet Ministry of Health licensing goals. Faculty also identifies "working with parents" and "interpersonal skills" as skills that need developing in their students for beginning level employment.

STRENGTHS OF THE EARLY CHILDHOOD EDUCATION PROGRAM

The Evaluation Committee finds that the Early Childhood Education (ECE) Program has significant strengths. These include an atmosphere of positive collegial relationships, student employability, and the completion of the Child Centre facility on campus which benefits both the community and the UCC program. These strengths help the Early Childhood Education Program form a vision that pushes the field forward.

1. THE CHILD CARE CENTRE

The Child Care Centre provides faculty with a "teaching lab" to support the work of the program. Students in the program are able to undertake practica in the centre as they learn to observe and support the children. In addition, children from the centre visit the Early Childhood Education classroom weekly which provides further practical training for the students. The staff of the centre and the Early Childhood Education Program Faculty work well together in providing quality care for children and quality learning experiences for UCC students.

2. FACILITIES

Since the last review in 1988, the Early Childhood Education Program has moved into the Arts and Education building. They have one very attractive room that was built to their specifications to better address the needs of the program. The storage and "kitchen" areas are important to the philosophy of the program. However, the Review Committee notes that they are already "bursting at the seams."

3. LEADERSHIP

There are two components of leadership which provide strengths to the Early Childhood Education Program. First, there is shared leadership. Faculty members, with the Chair, take responsibility for various aspects of the program. The full-time program, the part-time program and the off-campus programs in Williams Lake (and now in Merritt) are coordinated by all of the full-time faculty members. The collaborative working nature of the program is partially due to the value they place in a cohesive philosophy.

Secondly, the leadership of the Chair serves the program, UCC, and the community well. There is a positive collegiality within the group. The Chair works for the support of the program within the UCC community, coordinates the work of the Child Care Centre with the program, and is a sensitive liaison with the Kamloops area child care facilities.

In addition, there is excellent communication and cooperation between UCC Early Childhood Education Program Faculty and other institutions regarding issues of transferability, even though there is no formal articulation for these issues.

4. COURSE CONTENT

There is a team approach to programming and decision making about course content. There is a strong and timely connection between course work and applied situations with children in which they learn developmentally appropriate practices. There are three practica experiences available to diploma students. Students are placed both in the UCC Child Centre and in local facilities allowing for a variety of experiences. Students are appreciative of being able to see immediate relevance of their studies and they reported that they found particular value in the guidance course.

5. CHILD CENTRED PHILOSOPHY

Faculty, students, and Child Centre personnel all have a shared view of "the image of the child". Children are seen as competent, curious, and full of abilities. This affects programs, decision making and policies. They form decisions by asking, "What is best for the child?" This question is the watchword for children with diverse backgrounds as well as for challenged and exceptional children.

6. STUDENT SATISFACTION

The Review Committee notes that both the full-time and part-time programs in Kamloops consistently have full enrolment and students report a high level of satisfaction with the Early Childhood Education program. Adjectives that were used to describe the faculty were "professional," "skillful," "supportive," and "knowledgeable." When students had special needs, they reported the faculty to be supportive and sensitive.

Students are also pleased with the high level of employability that the program affords them. From a survey of 75 former students who graduated from 1994 to 1996, 92% agreed that the training they took at UCC was "very" (75%) or "somewhat" (17%) useful in getting a job after their studies. Also, 95% agreed that their UCC training was "very" (75%) or "somewhat" (20%) useful in performing their job.

7. ADMISSION TO THE PROGRAM

It is a strength of the program that the department has been able to collaborate with School District #73 (Kamloops/Thompson) on the Career and Personal Planning (CAPP) program. Due to this collaboration, potential Early Childhood Education students are able to attain credit towards the volunteer experience which is a prerequisite for entry into the Early Childhood Education program.

AREAS OF THE EARLY CHILDHOOD EDUCATION PROGRAM WHICH CAN BE IMPROVED (WITH RECOMMENDATIONS)

The Review Committee has identified the following areas which can be improved and has provided recommendations for that improvement to the Early Childhood Education Program at UCC. We have divided our recommendations into programming, curriculum, program advisory committee and program philosophy categories. Within these categories are repeated, interconnected themes based upon responses from students (past and present), community members (employers and program advisory committee members) and faculty.

1. PROGRAMMING

A consistent theme from all evaluation materials has been the need to extend the length of the program. It is the Review Committee's understanding that twelve-month funding is available from the Ministry of Advanced Education, Training and Technology and that the program can access those funds. Consequently, it is not limited to the present nine-month allocation of funds. As our number one priority, we recommend that:

- (a) The Early Childhood Education department explore ways to provide a longer (twelve-month) program by accessing the full amount of funding available, yet design the program to operate within the present budget constraints of UCC.**

**ACTION: Dean, Professional Schools Division; Associate
Dean, School of Education; Chair, Early Childhood
Education**

- (b) The Chair, Early Childhood Education or his/her designate(s) receive the appropriate amount of release time to undertake the development of this major program change.**

**ACTION: Dean, Professional Schools Division; Associate
Dean, School of Education**

During the review process, information was collected for Williams Lake including survey data from former students and employers. While the committee thanks Lynda Wilson for her input via teleconference, it must be noted that neither this information, nor the survey data, was a part of the review. Also, the Williams Lake instructor (on leave) did not participate in the review. More communication between the instructors in the two programs is vital. As a result, the Review Committee recommends that:

- (c) The Early Childhood Education instructor in the Williams Lake program be more connected to the Kamloops' Early Childhood Education department and liaise on a regular basis as a department member.**

**ACTION: Early Childhood Education Program Faculty,
Kamloops and Williams Lake**

There is evidence of a need for more regional offerings on a part-time basis. At the time of this review, a part-time program was being developed in Merritt which could be used as a model for other centres including Williams Lake and the Chilcotin. The Review Committee recommends:

- (d) That the Early Childhood Education Program Faculty develop a model for regional programming responsiveness using the Merritt program as a prototype.**

ACTION: Associate Dean, School of Education; Chair, Early Childhood Education Program

With the increased need for quality childcare in both group and home situations, there is an opportunity for UCC's Early Childhood Education department to explore various partnership arrangements to deliver programs in the region.

- (e) That the Early Childhood Education Program Faculty explore the option of community partnerships with other organizations (such as other academic institutions, tribal councils, and childcare societies) to develop additional regional programs.**

ACTION: Associate Dean, School of Education; Chair, Early Childhood Education; Early Childhood Education Program Faculty

As part of its long-range program planning, the Early Childhood Education department at UCC will be exploring opportunities for their students to continue their studies. Future program considerations might include a Bachelor of Education in Early Childhood Education. The Review Committee suggests that:

- (f) The Early Childhood Education Program Faculty structure their program so that articulated courses will ladder into other programs such as the Bachelor of Education Program.**

ACTION: Associate Dean, School of Education; Chair, Early Childhood Education; Early Childhood Education Program Faculty

The admissions process for the Early Childhood Education program appears to be working well as a result of changes made from the last program review. However, there is one recommendation that the Review Committee would like to include as a part of that process:

- (g) That the Early Childhood Education Program admission process include information about financial aid available to prospective students, including information about scholarships and bursaries.**

ACTION: Chair, Early Childhood Education

2. CURRICULUM

If the program is to undergo change, then the curriculum within the program must also undergo change. It would, however, be self-defeating to extend the program length while at the same time increasing the course content and offerings. The feedback received from both faculty and students suggests that it is not course content which needs extending, but it is the time for delivery and assimilation of content which needs extending. In fact, there is an opportunity for integration of some curricula across program courses. The Review Committee recommends that:

- (a) The Early Childhood Education department take this opportunity to integrate areas of the curriculum across program courses where appropriate.**

ACTION: Early Childhood Education Program Faculty

Student responses raised several concerns that focused upon classroom activities which were deemed inappropriate for the structure of the class. Specifically, Early Childhood Education students felt uncomfortable disclosing personal information with students from other programs. To this end, there was discussion regarding the need for an interpersonal skills course for Early Childhood Education students only. To better deliver this course, the Review Committee recommends the following:

- (b) That a separate interpersonal skills course be created for Early Childhood Education students only.**

ACTION: Chair, Early Childhood Education

If Recommendation 2(b) is not possible, the Review Committee recommends that:

- (c) When blending student cohorts, the Early Childhood Education Program Faculty explore combining the Early Childhood Education cohort with student population groups whose philosophy is consistent with that of Early Childhood Education students. At the same time, while these newly created cohorts may work well together, there needs to be an emphasis in this design to recognize and work with diversity among these groups.**

ACTION: Early Childhood Education Program Faculty

3. PROGRAM ADVISORY COMMITTEE

Another theme that arose during the review centres upon the Early Childhood Education Program Advisory Committee. We thank the four of nine members who responded. It did, however, become evident not only through discussions with faculty, but also as a result of this low response rate that it would behoove the Review Committee to include some recommendations regarding the Program Advisory Committee's membership and role.

Although one of the roles of a program advisory committee is "participating in UCC's program review process" (*Program Advisory Committees, Terms of Reference 2c*), the low response rate to the program review survey indicates there is a need to review the current membership of the Program Advisory Committee and the Review Committee recommends that:

- (a) The Vice-President, Instruction and Student Services, in consultation with the Associate Dean, School of Education, extend an invitation to prospective committee members to sit on the Early Childhood Education Advisory Committee.**

**ACTION: Vice-President, Instruction and Student Services;
Associate Dean, School of Education**

The Early Childhood Education program is perhaps unique in that it operates within the guidelines and constraints of three separate ministries (the Ministry of Children and Families, the Ministry of Human Resources and the Ministry of Advanced Education Training and Technology). However, these ministries are not all represented on the Early Childhood Education Program Advisory Committee. As such, the Review Committee recommends that:

- (b) The Associate Dean, School of Education and the Chair, Early Childhood Education meet with the Vice-President, Instruction and Student Services to establish membership eligibility criteria which recognizes all three relevant ministries (Ministry of Children and Families, Ministry of Human Resources, Ministry of Advanced Education Training and Technology) where possible.**

**ACTION: Vice-President Instruction and Student Services;
Associate Dean of Education; Chair, Early Childhood
Education**

It was also evident through discussions and survey results that the role of the Advisory Committee was not clear to its members. Therefore, the Review Committee recommends that:

- (c) Once a revised Program Advisory Committee is established, that the role and function of the Committee be reviewed and clarified as appropriate during the first meeting.**

ACTION: Chair, Program Advisory Committee

The Review Committee also recognizes the need for the Program Advisory Committee to consult and include the Early Childhood Education Program Faculty in its meetings. In accordance with UCC's Program Advisory Committee regulations,

"UCC representation on the Committee shall consist of the dean(s) of the division(s), the program coordinator and/or the chair(s) of the department(s) within which the program is located. UCC representatives shall be non-voting members. Program instructors shall not be members of the Committee but will provide support on an ad hoc basis."

The Review Committee recommends the following:

- (d) That the Program Advisory Committee ensure that the Associate Dean, School of Education, the Chair, Early Childhood Education and the Early Childhood Education**

Program Faculty are invited to Program Advisory Committee meetings to be resources for the Committee whenever possible.

ACTION: Program Advisory Committee

4. PROGRAM PHILOSOPHY

The Review Committee recognizes the high degree of professionalism amongst the Early Childhood Education Program Faculty and their shared vision of the child. The department has a role to share their vision with the field in UCC's community either through its Program Advisory Committee or through providing workshops to childcare providers in the community. In doing so, community childcare providers will have a better understanding of program philosophy which should alleviate the perception that it is "elitist". To this end, the Review Committee recommends that:

- (a) The Early Childhood Education Program Faculty continue to promote an understanding of their philosophy to community childcare providers.**

ACTION: Early Childhood Education Program Faculty

The Review Committee also recognizes that UCC's Child Care Centre is an integral part of the way the Early Childhood Education program is delivered and recommends that:

- (b) The University College of the Cariboo Executive recognize the importance of the Child Care Centre to the Early Childhood Education Program and that every effort is made to ensure its continued operation.**

ACTION: Executive; Associate Dean of Education

In addition, the Review Committee recognizes the value of the Early Childhood Education Program Faculty maintaining or increasing their present level of scholarly activity. This activity is an integral part of their leadership within their field and the vision they share with Early Childhood Educators throughout the province. It is recommended that:

- (c) The Early Childhood Education Program Faculty members, their Chair and their Associate Dean explore opportunities for scholarly activity.**

ACTION: Associate Dean, School of Education; Chair, Early Childhood Education; Early Childhood Education Program Faculty

5. FACILITIES

As a result of the last program review, a very functional and attractive classroom space was allocated to the Early Childhood Education Program. While this space has been identified as one of the strengths of the program, it is now "bursting at the seams." Due to the success of the program and in keeping with its philosophy, the Review Committee recommends:

- (a) **That administration, in consultation with the ECE faculty, explore options for additional space as required for the program.**

**ACTION: Dean, Professional Schools; Associate Dean,
School of Education; Early Childhood Education Program
Faculty**

APPENDIX A **METHODOLOGY**

The data were collected in the following ways:

- 1) Consultation took place with Bill Martin, Chair, Early Childhood Education and Helen MacDonald-Carlson, Instructor, Early Childhood Education on the design of the surveys.
- 2) Surveys were administered to Early Childhood Education Program faculty, former students, current students, employers, and Program Advisory Committee members. All data were processed using SPSS for Windows to achieve frequencies and mean responses. Subjective comments for each group were recorded separately and anonymously. Former student data from 1994-1996 graduates of the program was summarized from Student Outcomes Reporting System (SORS) data, as provided by the Ministry of Advanced Education, Training and Technology.
- 3) "Descriptive Data" on the Early Childhood Education Programs' objectives, course outlines, etc., were solicited from Bill Martin, Chair, Early Childhood Education.
- 4) Data on annual FTE utilization rates, graduation rates, gender and grade distributions were provided by the Office of Institutional Research and Planning.
- 5) The following people associated with the program participated in the review process or were interviewed:
 - Helen MacDonald-Carlson, Instructor, Early Childhood Education
 - Margaret Patten, Instructor, Early Childhood Education
 - Lynda Wilson, Dean, Williams Lake Campus
 - current and former students of the Early Childhood Education Program

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