# Course Identification Numbering System  (C-ID) logo. Transfer Model Curriculum 5-Year Review Summary – Early Childhood Education

Please attach a copy of the vetting results for the TMC to the document.

1. Provide a breakdown of the respondents to the survey:

**Please provide your demographic information:**

|  |  |  |
| --- | --- | --- |
| **Answer Options** | **Response Percent** | **Response Count** |
| Name: | 100.0% | 27 |
| Institution: | 100.0% | 27 |
| Discipline: | 100.0% | 27 |
| Title: | 100.0% | 27 |
| Email Address: | 96.3% | 26 |
| Phone Number: | 92.6% | 25 |
| ***answered question*** | **27** |
| ***skipped question*** | **1** |

Number of respondents who provided complete demographic information: 25

CCC: 24

CSU: 1

UC: 0

1. Are there any changes you would like to see in the CORE section of the TMC?

|  |  |  |
| --- | --- | --- |
| **Answer Options** | **Response Percent** | **Response Count** |
| Yes | 39.3% | 11 |
| No, the CORE section is appropriate the way it is. | 60.7% | 17 |
| If Yes, Please Specify: | 12 |
| ***answered question*** | **28** |
| ***skipped question*** | **0** |

**Approximately 61% of respondents did not express an interest in seeing the TMC modified. A summary of the responses for those who did wish to see a change is provided below.**

The most frequent comment (5 of the 12 respondents) was a request to replace either ECE 220 (Health Safety and Nutrition) or ECE 230 (Teaching in a Diverse Society) with a class on Guidance. The discussion of which courses to include and which to exclude has been ongoing since the CCC ECE faculty initiated a statewide alignment project (“Curriculum Alignment Project”; CAP) to design a set of descriptors for 8 lower-division courses to serve as a consistent educational foundation. Faculty statewide participated in the development of the courses and reached agreement on these 8. When the ECE/CD FDRG was convened in 2010 to develop the TMC, they made the decision to adopt these courses as the TMC after much discussion and further review by the field. The 5-year-review survey results show that more than 60% of faculty still agree with that decision, and bearing in mind that replacing an existing CORE class with a new class (which would require C-ID approval first) would necessitate revision of the existing 98 ADT’s in ECE, the FDRG is not recommending any change to the TMC.

1. Were there any changes suggested to the List A section of the TMC?

The ECE TMC has only CORE courses.

1. If appropriate, were there any changes suggested to the List B section of the TMC?

N/A

1. If appropriate, were there any changes suggested to the List C section of the TMC?

N/A

1. Please provide any general recommendations from the feedback received from the vetting.

A few respondents expressed unhappiness with the TMC as a pathway to a CSU program, stating that it doesn’t transfer well. This is beyond the purview of the FDRG.

**Provide a written summary of the FDRG’s recommendations and attach a copy of the revised TMC, including the date of completion of the 5-year review.**

At this time the FDRG is recommending that the ECE TMC remain as is.

## Descriptor 5-Year Review Summary

Please provide a written summary of the FDRG’s recommendations for each of the descriptors in the table below. If there are no changes to the descriptors, you can note this by stating “After a complete review of the descriptor, the FDRG does not propose any changes to the descriptor at this time.”

| C-ID Descriptor and Name  | Summary of the FDRG 5-Year Review |
| --- | --- |
| **CDEV 100****\*Child Growth and Development** | 87.9% of respondents agreed that the descriptor is appropriate as is.After a complete review of the descriptor, the FDRG is recommending non-substantive changes to the wording in some areas of the outline. |
| **CDEV 110****\*Child Family and Community** | 75.8% of respondents agreed that the descriptor is appropriate as is.One comment recommended deleting the first student learning outcome which the FDRG has done. After a complete review of the descriptor, the FDRG is recommending non-substantive changes to the wording and formatting in some areas of the outline. |
| **ECE 120****\*** **Principles and Practices of Teaching Young Children** | 67.5% of respondents agreed that the descriptor is appropriate as is.One comment recommended adding a prerequisite course and another suggested adding required lab hours. Both of those options are within the purview of individual colleges. After a complete review of the descriptor, the FDRG is recommending non-substantive changes to the wording in some areas of the outline. |
| **ECE 130****\*** **Introduction to Curriculum** | 50% of respondents agreed that the descriptor is appropriate as is.Several comments related to adding a required lab and prerequisite courses. Both of those options are within the purview of individual colleges. After a complete review of the descriptor, the FDRG is recommending non-substantive changes to the wording in some areas of the outline. |
| **ECE 200****\*** **Observation and Assessment** | 57.5% of respondents agreed that the descriptor is appropriate as is.Several comments related to adding a required lab and prerequisite courses. Both of those options are within the purview of individual colleges. After a complete review of the descriptor, the FDRG is recommending non-substantive changes to the wording in some areas of the outline. |
| **ECE 210****\*** **Practicum in Early Childhood Education** | 60% of respondents agreed that the descriptor is appropriate as is.Several comments related to specifying a number of lab hours. Lab hours impact instructional load and therefore the FDRG is not making any recommendation on a minimum or maximum number of hours. Although there were not any specific comments related to prerequisite courses, the FDRG is recommending that the current prerequisites be revised, based on the feedback received during reviews of courses for C-ID. The prerequisites issue for that descriptor has come up several times since the beginning of the review of courses for C-ID. When courses first began to be reviewed there was some inconsistency in the application of that requirement and as it turns out the information provided online was different than the information on the posted documents. Back in 13-14, a college appealed their determination and cited the inconsistency as a reason for why they should have been approved instead of conditionally. At that time the FDRG agreed that prerequisites were needed but there was not agreement on what specific classes they should be, and the FDRG decided to go with what was on the website, and to revisit the issue during the 5 year review process. With that history in mind, the FDRG agreed to amend the descriptor to simply 12 units. Additionally, non-substantive changes to the wording in some areas of the outline are being recommended. |
| **ECE 220****\*** **Health, Safety and Nutrition** | 70% of respondents agreed that the descriptor is appropriate as is.After a complete review of the descriptor, the FDRG is recommending non-substantive changes to the wording in some areas of the outline. |
| **ECE 230****\*** **Teaching in a Diverse Society** | 62.5% of respondents agreed that the descriptor is appropriate as is.After a complete review of the descriptor, the FDRG is recommending non-substantive changes to the wording in some areas of the outline. |