JUNE MILLOVICH
SABBATICAL PROPOSAL

1. Proposed Title
Self-Study Report for the National Association for the Education of Young Children’s Associate Degree Accreditation Program

2. Goals and/or Purpose
NAEYC’s Early Childhood Associate Degree Accreditation recognizes associate degree programs in colleges demonstrate evidence of meeting NAEYC’s accreditation standards. The intent of this sabbatical project is to complete the self study component of the accreditation requirements for the Saddleback College Child Development Department in preparation for our peer reviewer team visit.

3. Describe the specific objectives you wish to achieve that will support the goals and purpose of your sabbatical.

I will complete the self-study requirements which consist of written documentation to support:
Part One: Program Context
Part Two: Program Content and Outcomes

(Specific expectations are described in detail below)

4. Describe in detail the types of activities you propose to include and/or undertake during your project. Include, at least, a monthly timeline of activities.

The activities I propose will consist of:
1. Developing an organizational tool for the presentation of required documents
2. Creating an expanded task list of individual components to be completed.
3. Developing the required conceptual framework for our department
4. Collecting and documenting existing program aspects that will be used to meet accreditation expectations (i.e. qualifications of faculty)
5. Researching and developing the required components that are not currently present or well formed in our department.
6. Typing and editing all documents
7. Preparing final document for submission

Timeline:

January 2009
1. Development of an organizational tool for the presentation of the required documents
2. Creating an expanded task list of the individual components to be completed

February 2009
1. Developing and creating a graphic representation of the required conceptual framework for our department

March 2009
1. Collecting and documenting the existing program aspects that will be used to meet accreditation standards
2. Research and begin development of required components that are not currently present or well formed in our department

April 2009
1. Complete development of components that are not currently present or well formed in our department

May 2009
1. Final editing of all documents
2. Prepare documents for submission

5. Describe how these activities relate to your goals and objectives.
Completion of these activities will demonstrate evidence of the required components of the self-study document.

6. Describe the measurable outcomes of your project, such as curriculum, materials, scientific specimens, manuscripts, audio-visuals, etc.

The documents to be completed to satisfy the requirements of the self study are as follows: (specific documents that will be completed are in bold italics)

PART ONE: PROGRAM CONTEXT
A) Program Identity

1) Mission and Role in Community: The early childhood associate degree program has established a clear identity and role in its community and is responsive to community stakeholders. This will be shown through:
   a) A two page description of mission and program identity in relation to the community
   b) Design of Professional Program

B) Program Design

1) Conceptual Framework: The early childhood associate degree program is based on a conceptual framework that is linked to the program’s mission and values. This will be shown through:
   a) A two page summary of conceptual framework and how it has been developed and used.
   b) A one page description of plans to address challenges and build on current strengths in this area.
2) **Program of Studies:** The program of studies is a coherent series of courses and field experiences that promote student learning in relation to the NAEYC standards and supportive skills. This will be shown through:
   
a) *An outline of student program of study including concentrations or other degree program options.*
   
b) *A one page description of plans to address challenges and build on current strengths in this area.*

3) **Quality of Teaching:** The teaching strategies used by program faculty reflect the characteristics, instructional methods, and evaluation strategies that are likely to promote student learning in relation to the NAEYC standards and supportive skills. They reflect the current professional knowledge base and are responsive to the characteristics of the program's students. This will be shown through:
   
a) *A one page summary of the program's teaching-learning processes.*
   
b) *A one page description of plans to address challenges and build on current strengths in this area.*

4) **Quality of Field Experience:** The program's field experiences support students learning in relation to the NAEYC standards. This will be shown through:
   
a) *A one page description of program’s approach to using field experiences*
   
b) *A one page description of plans to address challenges and build on current strengths in this area.*

C) **Students**

1) **Qualifications and Characteristics of Students:** The program encourages enrollment of a diverse group of students who have potential to succeed as early childhood educators. This will be shown through:
   
a) *A one page summary of who students are and how they are invited into the ECE program.*
   
b) *A one page description of plans to address challenges and build on current strengths in this area.*

2) **Advising and Supporting Students:** The program ensures that students are adequately advised and supported. This will be shown through:
   
a) *A one to two page summary of how student progress is assessed and how advisement and support services are provided to students.*
   
b) *A one page description of plans to address challenges and build on current strengths in this area.*

D) **Faculty**
1) **Qualifications and Composition of Faculty:** The program ensures that faculty members demonstrate the qualifications and characteristics needed to promote students learning in relation to the NAEYC standards and supportive skills. This will be shown through:
   a) Chart listing program faculty with brief description of qualifications
   b) One page description of how program is planning to address challenges and build on its current strengths in this area.

2) **Professional Responsibilities:** Faculty responsibilities allow them to promote students’ learning in relation to the NAEYC standards and supportive skills. A one page summary of policies related to faculty responsibilities. This will be shown through:
   a) A one page description of plans to address challenges and build on current strengths in this area

3) **Professional Development:** Faculty are provided with professional development that strengthens their ability to promote students learning in relation to NAEYC standards and supportive skills. This will be shown through:
   a) A one page summary of how program provides professional development and how it conducts and uses faculty evaluations
   b) A one page description of plans to address challenges and build on current strengths in this area.

E) **Supportive Infrastructure and Organization of Program**

1) **Program organization and guidance:** The program’s organization and guidance are missing driven and participatory, lacing the needs of students as its first priority. This will be shown through:
   a) A two page summary of key features of program’s organization, decision making processes and faculty/stakeholder involvement
   b) A one page description of plans to address challenges and build on current strengths in this area.

2) **Program Resources:** The program has sufficient resources to support its efforts to promote students learning in relation to NAEYC standards and supportive skills. This will be shown thorough:
   a) A one page description of the program’s budget and other resources. The program should include a chart comparing the support for the ECE program with support for comparable programs at the college.
   b) A one page description of plans to address challenges and build on current strengths in this area.

**PART TWO: PROGRAM CONTENT AND OUTCOMES**
A) **Learning Opportunities**: What is the evidence that the program’s students have opportunities to learn and are gaining competence in relation to the NEEYC Standards and Supportive Skills? This will be shown through:

1) **Curriculum chart of programs learning opportunities and sample assessments in relation to the standards and the supportive skills.**
   a) **A one to two page commentary on the chart**
   b) **A one page description of plans to address challenges and build on current strengths in this area**

2) **Assessments and Evidence of Student Outcomes**: The report will highlight no more than five assessments selected as key to the program’s design
   a) **Overview chart of assessments and standards for collection of key assessments in the following areas:**
      (i) Promoting Child Development and Learning
      (ii) Building Family and Community Relationships
      (iii) Observing, documenting and assessing to support young children and families teaching and Learning
      (iv) Becoming a professional
      (v) NAEYC Supportive Skills
         (a) Self assessment and self-advocacy
         (b) Mastering and applying foundational concepts from general education
         (c) Written and verbal communications skills
         (d) Making connections between prior knowledge/experience and new learning
             Identifying and using professional resources.
   b) **Chart of assessments and evidence for each assessment**
      (i) The directions or guidelines for each key assessment as they are given to students
      (ii) The rubric or scoring guide that is used by faculty or field supervisors to evaluate student work on each key assessment
   c) **One to two page narrative describing how student performance data is or will be used for program planning and improvement.**

**CONCLUSION:**
A two page narrative reviewing program’s student assessment system, strengths, challenges, and plans.

7. **Describe the projected impact your project will have on teaching and learning.**
The process of accreditation is designed to make transparent the high quality ways in which teaching and learning occurs in any program. Applying this specific focus to our child development program will allow us to identify strengths, address weaknesses, and create a system of ongoing assessment and implementation that is designed according to the standards of the national organization that informs best practices for the field of early education.
childhood education. The ultimate benefits of this to our students is increased quality of teaching and learning experiences preparing them to better serve the child populations they work with.

8. **Describe how you intend to apply the results of your sabbatical to your professional assignment and development plan.**
The major application of this project to my professional assignment is to immediately incorporate the nationally aligned assessment tools into all courses in our program. It is also expected that these ongoing assessment and documentation methods will support our next program review and the student learning outcomes expectations required as part of our local campus’s accreditation documentation process. In addition, this self study creates the framework within which our department will prepare for peer-review and site visit which is expected to occur in the Fall of 2010.

9. **Describe your plan for dissemination of the results of your sabbatical proposal to your students, colleagues, college, District and/or community.**
The self study document will be shared with:

- All department and division faculty at the first in-service meeting in fall 2010.
- Regional child development departments in Orange County at our first area faculty meeting in the Fall of 2010 with a presentation on the process, challenges, and tips for success for any other college wishing to pursue this project.
- At the California Community College Early Childhood Education Faculty institute series in early spring 2011.