Liberal Arts and Sciences: Education (Child Study) and Liberal Arts and Sciences: Adolescence Education

PROGRAM REVIEW
2004-2005

SUFFOLK COUNTY COMMUNITY COLLEGE
May 31, 2005
It is with great thanks that I acknowledge the members of the Liberal Arts and Sciences Child Study and Adolescence Education AA Program Review Committee, 2004-2005 for their time, expertise, contributions and advice.

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Chapter 1
Introduction: Program Description, History and Mission

The program review committee was charged with the task of examining two Liberal Arts and Science Education Programs. The first program, Liberal Arts and Sciences: Adolescence Education, includes six emphases from which students may select their course of study. The second program is Liberal Arts and Sciences: Education (Child Study). Each of these programs is offered on the three campuses of Suffolk County Community College (SCCC).

There are eight programs in the Liberal Arts and Sciences Child Study and Adolescence Education Teacher Transfer Program. The description of the Adolescence Education Programs in Biology (A.A.), English (A.A.), Social Studies (A. A.) and Mathematics (A.A.) are as follows:

These programs which are jointly registered with St. Joseph’s College, prepare students for careers in secondary education (grades 7-12). Students who complete the A.A. / A.S. degree at Suffolk County Community College are assured seamless transfer to St. Joseph’s College for the baccalaureate degree program. Students can also transfer to other New York State public and private four-year colleges to attain the baccalaureate degrees and teacher certification.

The Adolescence Education Emphasis at Suffolk offers a strong liberal arts foundation, while including courses specifically related to pedagogy. New York State teacher certification standards will be met through upper-level course work at St. Joseph’s College, including supervised student teaching. Successful completion of the full program will qualify students for Initial Certification in secondary education (grades 7-12). (Suffolk County Community College Catalog, 2004-2006, p.136-143)
The Liberal Arts and Sciences: Education (Child Study) Emphasis / A. A. Degree catalog description is as follows:

This program, which is jointly registered with St. Joseph’s College, prepares students for careers in early childhood, childhood, early childhood special education and childhood special education. Students who complete the A.A. degree at Suffolk County Community College are assured seamless transfer to St. Joseph’s College for the baccalaureate degree program. Students can also transfer to other New York State public and private four-year colleges to attain the baccalaureate degrees and teacher certification.

The Education (Child Study) curriculum at Suffolk offers a strong liberal arts foundation while including courses specifically related to pedagogy. New York State teacher certification is met through upper-level course work at St. Joseph’s College, including supervised student teaching. Successful completion of the full program qualifies students for Initial Certification in the following four areas:

- Early childhood (birth to second grade)
- Early childhood special education (birth to second grade)
- Childhood (grades one through six)
- Childhood special education (grades one through six)

(Suffolk County Community College Catalog, 2004-2006, p.144)
Each of these programs is linked to the other through the common pedagogical course of ED12: Introduction to Education. The catalog description is as follows.

Focuses on foundations of educational system in U.S. Students study the school in relation to historical and philosophical premises of education; analyze relationship among social and cultural influences on school and curriculum; examine role of teacher within cultural context; and study physical organization of schools and classrooms in relation to educational goals and curriculum. Guided observation in the elementary school (10 hrs.) or secondary school (20 hrs.). Prerequisites: matriculation in the Education (Child Study – curriculum code 112) or Adolescence Education (middle and secondary schools – curriculum codes 113, 114, 115, 116, 117, 118) programs and successful completion of 30 or more credits or permission of the appropriate administrator.

(Suffolk County Community College Catalog, 2004-2006, p.213)

HISTORY

The Liberal Arts and Sciences Child Study and Adolescence Education Degree Programs were officially approved by New York State Higher Education in June 2002. These programs offer the first two years of study towards baccalaureate degrees that prepare students for initial teaching certification in elementary education and adolescent education with majors in biology, English, social studies or mathematics. Students complete the A.A. or A. S. degree at Suffolk County Community College and then transfer to one of several universities or colleges for their final two years.

The creation of the Liberal Arts and Sciences Child Study and Adolescence Education Program was developed in response to the request of the State University of New York (SUNY) system. SUNY wanted the two-year college to offer a Liberal Arts program that resulted in both
an A.A. or A. S. degree and the ability to transfer “seamlessly” to a four-year institution of learning to earn a B.S. or B.A. in Child Study or a specialized subject (biology, English, social studies, mathematics) and New York State teaching certification eligibility. Originally, the education course work necessary for the Child Study program and the Adolescence Education program was separate. However, after analyzing the disparity in numbers in enrollment between the two courses of study, it was determined that the Introduction to Education (ED12) course would be offered for all the courses of study.

Suffolk County Community College designed this course in conjunction with St. Joseph’s College of New York; students seeking to transfer to a bachelor degree program at another university or college are advised to consult the intended transfer institution to ensure a successful transfer.

Introduction to Education (ED12) is offered on all three of SCCC’s campuses. Students must achieve a final GPA of 2.85 for guaranteed admission to the program at St. Joseph’s College.

Admission Procedures and Requirements

The general requirements to be admitted to the programs are similar; however there are specific criteria for admission to each program. (Appendices A-E) Entering students must have a Regent’s diploma and a minimum high school average of 80. Continuing students who wish to be admitted to any of the programs must have completed EG11, Freshman Composition, a math or science course, and PC11, Introduction to Psychology with a combined GPA of 3.0 or better.

PROGRAM MISSION STATEMENT

As this is a new program, a new mission statement has been designed. It is as follows:
The mission of the Liberal Arts and Sciences Child Study and Adolescence Education AA / A.S. programs are to provide students with quality learning experiences and a strong liberal arts background that will enhance the transferability to a B.A. / B.S. Education program. The programs provide an understanding of the foundations of an educational system using historical and philosophical views. It fosters lifelong learning and professional growth and involvement.

**CONNECTION TO COLLEGE MISSION STATEMENT**

This mission shares the college’s philosophy in “encouraging students to come to an understanding of themselves, their society, the physical world, and the lifelong nature of learning itself, and to act upon that understanding and enjoy an enlightened and fulfilling life.” (*Suffolk County Community College Catalog, 2004-2006, p. 10*) Courses within the curriculum support the students’ multifaceted growth through the study of the field of education as well as liberal arts courses which include social sciences, arts and humanities, natural sciences and mathematics. The Education course includes assignments requiring reading, research, writing, oral communication skills, and on-site observations. Each of these requirements aid in developing the students critical thought process through assessment, reason, and application in a pedagogical setting.

**MAIN FINDINGS FROM PREVIOUS PROGRAM REVIEW**

This is the first program review for the Liberal Arts and Sciences Child Study and Adolescence Education courses of study. There are no previous findings to summarize.

**IMPLEMENTATION OF PREVIOUS RECOMMENDATIONS**

This is the first program review for the Liberal Arts and Sciences Child Study and Adolescence Education courses of study. There were no previous recommendations to implement.
Chapter 2
PROGRAM GOALS AND OBJECTIVES

EXISTING PROGRAM GOALS

This is the first program review for the Liberal Arts and Sciences Child Study and Adolescence Education courses of study. There were no existing goals.

PROGRAM GOALS

As a result of this program review, the following teacher education transfer programs goals and objectives are being put forth. Faculty, staff and administration are committed to providing support and effective learning experiences through the following goals of the Liberal Arts and Sciences Child Study and Adolescence Education courses of study:

1. Prepare students for seamless transfer to St. Joseph’s College (Patchogue, N.Y.);
2. Prepare students for successful transfer to other New York State public and private four-year colleges to attain the baccalaureate degree and be eligible for teacher certification;
   and
3. Provide partial New York State required classroom observation time in preparation for future student teaching experience requirements.

PROGRAM GOALS AND THE MISSION STATEMENT

These program goals directly reflect the proposed program mission statement. In addition, these program goals are consistent with Suffolk County Community College’s philosophy and mission commitments as state on page 10-11 of the current college catalog. The recommended goals of the program support the idea that SCCC students should have the opportunity to realize their highest potential for individual human development. Likewise, the Child Study and Adolescence Education program goals reaffirm the college’s commitment to
provide associate degree programs designed to serve student who wish to transfer to a four-year college or university.

**PROGRAM OBJECTIVES/ STUDENT LEARNING OUTCOMES**

In order to accomplish the recommended program mission and goals, the committee is recommending the following program learning objectives. Upon successful completion of the Child Study and Adolescence Education degree programs, graduates of will be able to:

1. Engage in self-reflective practice as an educator;
2. Identify and explain the important social, philosophical and historical influences on the development of the American educational system;
3. Describe the current legal issues, trends and reforms that impact contemporary education;
4. Identify and discuss the application of various theories and methods of education;
5. Observe, report and discuss contemporary educational practice;
6. Identify and discuss values and ethics associated with the education profession; and
7. Demonstrate conceptual and analytical skills, critical thinking and communication skills, and multicultural awareness through the college’s general education curriculum.

These student learning outcomes reflect the concern of the program that students develop intellectually, personally and professionally through the course of their education. In the Child Study and Adolescence Education Programs, students grow intellectually as they develop critical thinking skills through the study of educational philosophy, history, school structure, effective teaching, and social and cultural impacts on education. Interpersonal skills are refined as they interact with school personnel and work within teams while integrating knowledge from liberal arts courses with personal experience.
The curriculum and content of the program fosters personal growth in that self-reflection, self-awareness, and continuing education are integral to a successful career in teaching. This perspective is supported by New York State Education Department Office of Teaching Initiatives as set forth in New York State teaching licensure requisites.

In order to be successful as an educator and in future college studies, one must be able to communicate effectively. Competency in both written and spoken communication is essential. Additionally, one must be able to reach a diversity of audiences from child to parent to colleague as well as ascertain and communicate the needs of all cultural and ethnic groups within the educational setting.

Professional behaviors and ethics are explored and practiced through the curriculum. Students are given various occasions to examine their own values within the content and application of professional codes of ethics and address the complexity of ethical decision making. Readings, research, discussions and experience with these areas are opportunities for students to mature in their view of the world as well as become ethically sound educators.

RESEARCH INCORPORATED INTO PROGRAM GOALS AND OUTCOMES

The following resources were consulted during the development of the committee’s recommended program goals and student learning outcomes:

1. New York State Education Department Office of Teaching Initiatives (Website at: http://www.highered.nysed.gov/tcert/)

2. The State University of New York Teacher Education Transfer Template (Website at: http://www.suny.edu/teta/index.cfm)

3. St. Joseph’s College (Website at: http://www.sjcny.edu/)
INTRODUCTION

The Child Study and Adolescence Education curricula were approved in June 2002 in compliance with SUNY standards for teacher education and in conjunction with St. Joseph’s College as a joint admissions program. The faculty regularly reviews updated information posted by the New York State Education Department Office of Teaching Initiatives to insure that the curriculum remains current.

As this is the first program review for the Liberal Arts and Sciences Child Study and Adolescence Education Programs, there are no curriculum revisions. Thus far, the overall curriculum is not under consideration for change, as it follows the 2002 St. Joseph’s joint curriculum and the New York State Teacher Education Transfer Template. (Appendix F)

The curriculum for the Child Study program provides a sequential learning experience for students by movement from a liberal arts curriculum in the first semester of study, to a more specific curriculum which incorporates liberal arts studies as well as PC64: Child and Adolescent Psychology in the second semester and PC63: The Exceptional Child in the third semester. This broad knowledge base leads to the study of education in ED12: Introduction to Education in the fourth semester, which is designed to expand perspective and requires both assimilation and application of knowledge and skills. This combined with the required ten hours of observation time in local elementary classrooms enhances, deepens and broadens the educational experience.

The curriculum for the Adolescence Education courses of study also provide a sequential learning experience for students by movement from a liberal arts curriculum in the first semester to a deeper immersion in the chosen subject area (history, mathematics, biology, English) in the second, third and fourth semesters. This specific emphasis on a particular course of study leads
to the study in ED12: Introduction to Education of education in the fourth semester. Here the
students, introduced to the history and philosophies of education, apply their particular subject
knowledge within the context of educational goals and curriculum in the middle and high
schools. This, in conjunction with the required twenty hours of observation time in secondary
school classrooms, establishes the base for complete knowledge in the given area of study, as
well as augments and expands the educational encounter.
Chapter 4
STUDENTS

INTRODUCTION

The information that follows was obtained by the administration of current, graduate and non-returning student surveys. (Appendix K) In addition, the Office of Institutional Research and Assessment provided a standard data package. (Appendix L)

SURVEY ADMINISTRATION

Students

In order to assess student’s experience with arranging the school observation component of the ED12 course requirements, students were presented with a list of all 72 school districts within Suffolk County. For each district contacted, students were asked to indicate their contact status with the indicated school district Superintendent’s Office and their observation arrangement status. Results indicated that 13% (n = 20) of the student-initiated arrangements involved contacting the school district Superintendent’s Office, and the district was receptive; .06% (n = 1) of the student-initiated arrangements involved contacting the school district Superintendent’s Office, and the district was not receptive. For the remaining 86.4% (n=133) of the student-initiated arrangements, survey respondents provided indication that they had not contacted the school district Superintendent’s Office prior to arranging for an observation. The table below provides the aggregated results of the contact and arrangement status for student-initiated observations. Detailed results for each school district are provided in Appendix L (Current Student Survey).
Aggregated Results of Contact and Arrangement Status

<table>
<thead>
<tr>
<th>District Superintendent's Office Contact Status</th>
<th>School Observation Status</th>
<th></th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Was Able to Arrange for an Observation</td>
<td>Count</td>
<td>Col %</td>
<td>Count</td>
</tr>
<tr>
<td>Student indicated that they had contacted the District Superintendent's office, and the district was receptive.</td>
<td></td>
<td>15</td>
<td>12.6</td>
<td>5</td>
</tr>
<tr>
<td>Student indicated that they had contacted the District Superintendent's Office, and the district was not receptive.</td>
<td></td>
<td>0</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Student indicated that they did not contact the District Superintendent's Office</td>
<td></td>
<td>104</td>
<td>87.4</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>119</td>
<td>100.0</td>
<td>35</td>
</tr>
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PART-TIME AND FULL TIME ENROLLMENT

The enrollment trends and related data for the programs under review can be found in Appendix L. Higher percentages of students in curricula 112 through 118 are full-time students as compared to students in other curricula. Table 1 compares the percentage of full-time students in curricula 112 through 118 with other college curricula. These statistics are based on data from Fall 2004. Enrollments in curricula 113 and 114 (adolescent education – biology) are too small to obtain significant statistics.
### Table 1

<table>
<thead>
<tr>
<th>Curriculum</th>
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<tr>
<td>112</td>
<td>77.4%</td>
</tr>
<tr>
<td>115</td>
<td>81.8%</td>
</tr>
<tr>
<td>116</td>
<td>91.3%</td>
</tr>
<tr>
<td>117 &amp; 118</td>
<td>73.2%</td>
</tr>
<tr>
<td>combined</td>
<td></td>
</tr>
<tr>
<td>All A.A.</td>
<td>59.2%</td>
</tr>
<tr>
<td>degrees</td>
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<tr>
<td>Total college</td>
<td>48.1%</td>
</tr>
<tr>
<td>enrollment</td>
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</table>

**GRADUATION**

The number of graduates in the code 112 Curriculum has continued to increase since 2002. There were 2 graduates in 2002, 50 in 2003, and 113 in 2004. Of the 51 new students in 2001, 14 graduated within three years and 35.3% are no longer attending for other reasons. Of the 118 new students in 2002, 22 graduated within 2 years and 33.1% are no longer attending. Other graduates from the program were either continuing or transfer students. The number of students remaining in the program is consistent with other SUNY associate degree programs. For students entering SUNY associate degree programs in Fall 2002, 37.3% were no longer attending by the third semester.

Curricula 113 through 118 are only beginning to have graduates now. Numbers are too low to have a significant sample size for analysis.
JOINT REGISTRATION

According to page 29 in the current college catalog, Suffolk County Community College defines Joint Admission Agreements as those under which “a student is admitted to Suffolk County Community College and the upper division institution at the time he/she is accepted at SCCC. These students follow a definitive curriculum at Suffolk and receive counseling and advising that will facilitate enrollment at the four-year institution upon completion of the associate degree.”

Programs 112 through 118 are jointly registered with St. Joseph’s College. Requirements are specific and clearly described in the SCCC catalog. (Appendices A-E) The Admissions Office, Counseling Office, and faculty members from the particular department of interest may also advise students.

CURRENT AND FUTURE DEMAND FOR PROGRAM GRADUATES

According to the Occupational Outlook Handbook, opportunities for teachers over the next ten years range from good to excellent. Although projected student enrollments in the Northeast are expected to stay steady or decline, opportunities should remain good for teachers owing to the expected retirement of a large number of teachers. Currently, there are shortages in the following fields: science (SCCC curriculum 113 and 114), mathematics (SCCC curriculum 117 and 118), foreign language (no SCCC curriculum), and bilingual education (no SCCC curriculum). There are adequate numbers of teachers in the following fields: general elementary education (SCCC curriculum 112), social studies (SCCC curriculum 116), and physical education (no SCCC curriculum). In New York State, English (SCCC curriculum 115) is also considered a saturated field.
According to the *Occupational Outlook Handbook*, the median salary for teachers is $39,810 to $44,340. The median in New York State during the same years of 1998-99 was approximately $51,000.

**ADMISSIONS AND ENROLLMENT**

The admissions office does not set target goals for these curricula. The admissions office describes these curricula as “self selecting.” Students who are interested in pursuing a teaching career can find detailed descriptions of these curricula in the college catalog and apply for admission through that office.

Table 2 shows the number of students enrolled during the first year of each program, and the enrollment for each subsequent year. Numbers represent enrollment during the fall semester.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
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<tbody>
<tr>
<td>112</td>
<td>141</td>
<td>463</td>
<td>633</td>
<td>668</td>
</tr>
<tr>
<td>113</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>114</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>115</td>
<td>6</td>
<td>41</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>116</td>
<td>7</td>
<td>38</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>117</td>
<td>32</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>118</td>
<td>1</td>
<td>10</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum 112, which has the largest enrollment, has a stable number of new students entering each year. In Fall 2002 there were 118, Fall 2003 there were 127, and Fall 2004 had 126 new students. Although enrollment continues to increase in each of the curricula, lowest enrollments are in mathematics and science. These teaching areas currently provide the best employment
opportunities. Since the mathematics and science departments have the greatest access to students who may be inclined to pursue teaching careers in these fields, marketing strategies should be developed on the departmental level. Departments should develop programs to encourage selection of these majors and retain students who have already chosen this discipline.

**ADVISEMENT**

One full time faculty member at the Ammerman Campus, one full time faculty member at the East Campus, as well as the Programs Coordinator are available to answer student questions regarding admissions into the Liberal Arts and Sciences Child Study and Adolescence Education Programs. These faculty members accept full advisement responsibilities in order to guide students through their educational experience.

In addition, the Counseling Department assigns a specific counselor for all the Education curricula. Requirements are specific and clearly stated in the college catalogue. Access to further advisement, beyond course requirements, would be beneficial for students, particularly those in the Adolescent Education majors. Lists of students in these major areas should be provided to individual departments so that departments can take a more of an active role in advisement.
Chapter 5
RESOURCES

LIBRARY

The Child Study and Adolescence Education Programs are one of the newer subsets of the Liberal Arts and Science degrees. As such, the library resources reviewed were specific to child and adolescent psychology and educational materials including research, history, multicultural issues, teaching methods, educational sociology and the psychology of learning. The statistics that follow were analyzed using these subject specific areas. The Early Childhood Program data is not included since it has its own program review process.

Books:

The Ammerman library contains 2,761 circulating and reference titles with a median age of 1973 in the discipline. The Grant collection has 872 titles with a median age of 1985. The Eastern campus library has 729 titles whose median age is 1990. College-wide, these totals represent 2.23% of the collection. The number of book titles supporting the program that have been added to the collection in the past three years total 590 college-wide, approximately 2.6% of the college-wide total. These percentages closely parallel the percent of college-wide students in the program (2.3%).

Although on the surface it would appear the median age of the collections at the Ammerman and Grant campuses are older than they should be, the fact that there are many “classics” in both the education and child psychology disciplines must be considered. These “older” books could significantly decrease an average age while retaining the necessity for a balanced collection. This does not however imply that a continual process of weeding and acquisitions should be abandoned.
The Intercampus Loan program is very effective and efficient, allowing students relatively fast access (within 48 hours) to books at any campus. To that end, within the past three years over 32 books were borrowed among campuses. Campus statistics of books circulated that support the program were: Ammerman (255), Grant (185) and East (110), an average of 3.6% of the total circulation statistics.

**Periodicals:**

The availability of periodical articles must be analyzed in two areas: print and database. Print titles are the physical issues/subscriptions available on campus. The databases are college-wide subscriptions available via the library website to all faculty and students on and off campus. This relatively new addition has enabled immediate access to titles (the majority of which are full text) previously accessible only through interlibrary loan.

Currently there are 16 college-wide print titles that are discipline-specific, or 1.7% of the college-wide collection. While usage of print titles has decreased from an average of 3% to 1%, database usage has skyrocketed from 58% to 86% since 2002-2003, on and off campus.

Prior to 2004, the library had 9 databases that included program-specific periodicals (full text and/or citations). The database landscape has changed dramatically with the addition of Academic Search Premier and its related databases. In the area of education, the Professional Development ("the most comprehensive collection of full text education journals in the world") and Psychology & Behavioral Sciences collections are significant acquisitions. A subscription to PsychArticles has dramatically increased our access to full text APA peer-reviewed journals.

**Media, Software, Equipment and Services:**

The Media Resources Center consists of VHS and DVD monitors/players, slide projectors, cassette players and a PC with internet and CD listening capability. There are 58
media titles (2.8% of the total) that support the program, 9 of which have been added to the collection in the last three years. Their median age is 1993. The Ammerman campus reported 12 classroom uses of these titles and 9 uses in their Media Resource Center. There were no reported usage statistics from either the Grant or East campus libraries for this program.

**Teaching:**

Library lectures/workshops continue to grow on every campus. All ED12 course outlines include the requirement of a research paper using journals and library resources. To that end, the libraries have created subject-specific research guides to accompany the lectures. Ammerman lectures in education and psychology averaged 5.7%, Grant, 2.8% and the East 11.5% of the total lectures given over the past three years.

Continued support for funding databases, books and media is necessary to keep instructional and research data current and available to students and faculty. Faculty in the discipline is encouraged to recommend new titles and periodically review the collection with their library liaison to ensure currency and fill gaps, when necessary.

**INSTRUCTIONAL RESOURCES**

**Instructional Equipment:**

The program shares instructional equipment with seven other education, health and human services programs. The shared equipment includes TV/VCRs, overhead projectors, and smart carts.

On the Ammerman Campus, the projector on the smart cart located in R118 was recently replaced; however the cart is cumbersome and difficult to maneuver from storage closet to classrooms. It would be more appropriate to have R123 made into a Smart room, as it is a lecture hall and could accommodate such technological equipment.
The Grant Campus has use of TV/VCRs, overhead projectors, and smart carts as well. The East Campus makes use of Smart classrooms whenever possible, however also has TV/VCRs, overhead projectors, and smart carts available for use.

**Instructional Space:**

On the Ammerman Campus, the quality of classrooms available in the Riverhead Building presents a problem for the Program. As ED12 is often filled to the 30 student maximum, classroom size, with the exception of the one lecture hall and one classroom, causes difficulty when engaging in lessons that require students to employ group activities. The only large room, R117, is utilized by three of the programs because of its lab space; however as the tables and chairs in the room are in disrepair, it is difficult at times to adequately utilize the space.

Along with the size issue, a major deficit in the classrooms in the Riverhead Building is poor heating, cooling and ventilation. The windows are in disrepair, often difficult to open if they are not bolted shut. In R117, there is an old ventilation fan that is non-functioning. As of this time it is a nesting area for pigeons and a great distraction to the class as well as a possible health hazard. Essentially, the department needs additional classroom space in order to accommodate the variety of courses and number of sections required for all its programs.

On the Grant Campus as well as the East Campus, ED12 courses are taught in regular classrooms with adequate space and desks.

**Technical Support:**

Students are regularly referred to the college’s Huntington Library on the Ammerman Campus, the Grant Campus Library located in the Sagtikos Arts and Science building and the Eastern Campus Library in the Peconic building. Students are also referred to the Writing Center
in the Islip Arts building on the Ammerman Campus to assist in organization, development and final review of class assignments. Students report mixed experiences at the Writing Center, but in general they offer positive feedback about their encounters. In general students seem uninformed about these college services. Faculty makes referrals and offer information as the occasion arises.

Accurate statistics regarding the number of students from the Child Study and Adolescence Education Program who utilize the services are not available as the Writing Center does not record matriculation codes of those students that they assist.

The staff at the library is helpful in guiding the students through research and proper MLA formatting techniques. As students are required to complete research papers on educational topics, the reinforcement of these skills is a necessary aid.

**Offices, Storage, Equipment:**

On the Ammerman Campus, the department’s Academic Chair and secretarial staff are accessible to both faculty and students. The one full time faculty in the program shares an office with another member of the department’s faculty. Shared faculty offices are the rule in the department. The office is adequate, but considering the administrative, organizational as well as teaching and student advising demands, an individual rather than a shared office is desirable. The furniture is of the College’s original vintage and is barely serviceable. Climate control in the office is non-existent; temperatures are often in the extremes; air quality is questionable. These air quality concerns are an issue for all faculty offices on the 100 level of the Riverhead Building.

Adjuncts are invited to use the desk and office of the full time faculty member for pre and post class availability and for student conferences when the full time faculty member is not there.
Considering the number of adjuncts in the Department, these are inadequate accommodations.

Similar situations exist on the Grant Campus as well. There is no full time faculty member at Grant, and although the classrooms are standard and adequate and there are ample supplies, the office space is severely inadequate for adjuncts. In the Arts/Sciences building there is one adjunct faculty office (RM209). The room has three desks, a computer table, and file cabinets. The office is shared by all adjuncts. More often than not, the adjunct office is being utilized by three to four adjuncts in addition to two or three students working with their professors. There are other 30 plus adjuncts to one file drawer. There are conference rooms on each floor; however, the room must be reserved in advance for use. It is not unusual to see adjunct faculty in empty classrooms or going to another building to find a quiet place to work. There is clearly a shortage of working space for adjuncts. There is one full time secretary shared by the members of the Liberal Arts Department on the Grant Campus.

The full time faculty member at East teaches only one section of ED12 for these programs. There is adequate space at this time; however because of the small sizes of the classrooms, class size is restricted to 24 as opposed to the 30 student per section restriction at the Ammerman and Grant Campuses. There is one full time secretary and three part time secretaries whose services are shared among the entire faculty in the Humanities department.

The program at Ammerman has access to a departmentally shared storage area for archive, alumni files and miscellaneous program related materials. This area, located in R123 of the Ammerman Campus, has the drawback of being accessible only by entering the R123 lecture hall, which is disruptive if a class is in session. For the most part, with planning, this obstacle is overcome.
General office equipment is shared with all the programs in the Education, Health and Human Services Department as well as with the Nursing Department. There is a pressing need for duplicating equipment that can withstand the demands of two Departments that use many departmentally reproduced instructional materials. The current duplicating equipment, one photocopying machine and one Risograph, is inadequate. The photocopying machine in particular is frequently in need of repair or service so that it is essentially unavailable for significant periods of time.

Finally, there is a pressing need for an adequate secretarial/clerical work space. The current space includes one room that houses the two secretaries for two busy academic departments and an adjoining room that houses 1 secretary, 1 college aide and 2 student aides, faculty mailboxes, duplicating equipment, office supplies, computers, printers, fax machine, telephones, file cabinets for two departments and a “kitchenette” for use by staff of both the Nursing and Education, Health and Human Services departments. The secretarial staff at all campuses is outstanding. They are very helpful and willing to assist in any way they can despite their working conditions.
Faculty for the Child Study and Adolescence Education Programs are comprised of the following:

- There is one full time faculty member who teaches all ED12 sections for the Ammerman Campus.
- There is one full time faculty member for the Eastern Campus who teaches the only ED12 section offered there each semester. There is no need for additional sections as this section does not reach the size limit.
- There is one adjunct faculty member at the Grant Campus who teaches the two sections of ED12 offered there each semester. There is no need for additional sections as these sections do not reach the size limit.
- There is one adjunct Professional Assistant on the Ammerman Campus who is shared with the Early Childhood and six other department programs.

In the brief history of this program, prior to the 2005-2006 academic year, three sections were taught at the Ammerman Campus by qualified adjunct faculty. In response to enrollment needs at Ammerman, a full time faculty line for the Liberal Arts Teacher Education Transfer Programs was hired in the Fall 2005. As mentioned above, no additional full time line is needed at this time.

It is important, though, to first document non-faculty support that has been instrumental to the success of these tri-campus curricula. As each campus houses these degree programs under different academic departments, the need for a coordinator to work with all academic chairs and campus administrators was recognized.
SCCC administration appointed a college wide education programs coordinator, Professor Darlene Hochman, to develop and support College admissions procedures, create student advisement sheets and prepare faculty/administrator information documents. The coordinator maintains ongoing communication with college counseling centers, academic advisors and admissions offices (Appendix M) so they are aware of any changes or new options for students. Course content, course outlines and various forms are prepared and/or approved by the coordinator.

Required guided observations by students in the ED12: Introduction to Education course are part of all these programs. (Appendix G) The coordinator annually contacts, sends information packets and thank you letters to all school districts, including each superintendent and every elementary, middle and senior high school principal in Suffolk County. (Appendix N) High school counselors are sent information packets to better inform them of and advertise these curriculums. All inquiries from public school personnel and administrators are directed to and responded by the education programs coordinator.

The education programs coordinator sees and advises students from all three campuses and documents observation requirements for their transfer institutions. A brochure for all SCCC education degrees is being created. (Appendix O)

The education programs coordinator is involved with and interviews all full time or adjunct appointments made in this discipline. She works with and meets with the entire faculty from all campuses so that there is agreement and cross-campus consistency in program and course content. The education programs coordinator also informs appropriate college and campus deans and administrators of the status of and developments in the education transfer programs.
In the fall of 2004 a full time faculty member, Professor Donna Ciampa, was hired at the Ammerman campus to teach all the ED12: Introduction to Education course sections. The college wide education programs coordinator requested that the faculty member be assigned the responsibility of developing observation agreements with all Suffolk County school districts. This was necessary because students were having difficulty in gaining access to schools to complete the required observations. Professor Ciampa has contacted each of the 72 public school districts in Suffolk County in regard to compiling a procedural handbook and agreements for placement of student observers. (Appendix P) Since each school district follows different procedure when assigning student observers to the classrooms, this is an enormous undertaking. She has met with several districts and will continue to do so until all have been surveyed and agreed to observation times for our students. The response to this initiative has been very positive. The problems that students have encountered when trying to complete their observation requirements in the past are being eliminated with the continued intervention of the “ED12 observation advisor.” Annual review of district procedures will be maintained through correspondence and meetings. All information is being input into a database developed by Professor Ciampa. (Appendix Q)

Each campus has secretarial support. One secretary, at the Ammerman Campus, is shared among members of the Education, Health and Human Services Department. The East Campus faculty shares a secretary with the other members of the Humanities Department. On the Grant Campus, there is one secretary who is shared by the members of the Liberal Arts Department.
PROFESSIONAL DEVELOPMENT

Faculty members consistently upgrade their teaching skills and their expertise in the discipline. All Child Study and Adolescence Education faculty are New York State certified teachers. Activities and professional development such as attendance at seminars and conferences, graduate coursework, membership in professional organizations related to education, and involvement in committees and policy boards of K-12 institutions are venues by which they add to their professional and growth. (Appendix R) Announcements of professional meetings and conferences are distributed periodically by the program coordinator.

Chapter 7
MAJOR FINDINGS AND RECOMMENDATIONS

Based on the findings of the work of the Program Review Committee, the following recommendations are being offered for consideration:

Recommendation: Chapter 1
To more effectively reflect the purpose of the teacher transfer programs the committee recommends that the faculty adopt the following Program Mission Statement:

*The mission of the Liberal Arts and Sciences Child Study and Adolescence Education AA / A.S. programs are to provide students with quality learning experiences and a strong liberal arts background that will enhance the transferability to a B.A. / B.S. Education program. The programs provide an understanding of the foundations of an educational system using historical and philosophical views. It fosters lifelong learning and professional growth and involvement*

**Recommendations: Chapter 2**

- The committee recommends that the Program Goals stated on page 10 of this document be accepted by the faculty.
- The committee recommends that the seven Objectives and Student Learning Outcomes stated on page 11 of this document be accepted by the faculty.

**Recommendations: Chapter 3**

- The committee recommends that the department support the creation of a specialized freshman orientation course entitled ED15: Seminar for Education Students.
- The curriculum for program codes 113-118 should include a significant treatment of psychology to effectively prepare students for their teaching success. To that end, the committee is recommending that the department review the curriculum for programs 113-118 and consideration the addition of psychology coursework into the curricula.

**Recommendations: Chapter 4**
• The committee recommends the department consider adding a foreign language emphasis to prepare students for current and future teaching positions.

• In an effort to meet the current and future demand for teachers of math and science, the committee recommends the college strengthen efforts to create and distribute effective marketing materials to improve recruitment in curriculum codes 113, 114, 117, and 118.

Recommendations: Chapter 5

• The committee recommends that the faculty request new titles of books/media to the library staff annually.

• The committee recommends that the lecture hall (Riverhead 123) on the Ammerman Campus be turned into a smart room.

• The committee recommends an increase in the number of available rooms for use by the department.

• The committee recommends the renovation of Riverhead 117 on the Ammerman Campus to improve health and safety of the learning environment.

• The committee recommends more office space be provided to accommodate adjunct faculty that so effectively support all the programs in the Education, Health and Human Services department.

• The committee recommends the secretarial/clerical support space be expanded to more effectively accommodate the human resources necessary to support a quality education.

Recommendations: Chapter 6

• The committee recommends that administration maintain the current staffing levels and respond to staffing needs as they develop in the future.