1. Assessment information collected

1) Graduate employment or further education
2) Faculty opinions
3) Lab school teachers and director
4) coordination with BA manager and faculty

2. Conclusions drawn from the information summarized above

1) When we revised the curriculum for unity we mistakenly put too many courses at the 100 level. The degree is out of balance with too many 100 levels and not enough 200 levels.

2) The change a few years back to using the project approach for Practicum II and a theme based curriculum for Practicum I is too much for AAS students. Students need more focus on building strong relationships with children, employers and families.

3. Curricular changes resulting from conclusions drawn above

1) Curriculum II and III were moved to 200 level. Similarly, the Nutrition and Physical Wellness course has more math, science and research than previously and should be at a 200 level. This balances the 110-200 level courses.

2) The adjustment from 1 credit activity courses to 3 credit curriculum courses and the change from 3 credits of child development to 6 credits of development makes a change in the content of the infant toddler care class. The content for caring now gets included in the 104 child Development I class. The previous course on care is now a course on infant toddler curriculum. Changing in the sequence of numbers makes it easier for students to follow the sequence of courses.
3) Requirements for practicum have been revised to reflect the abilities of AAS students. Practicum I is now focused on relationships and includes a series of lessons and activities with children. It no longer requires planning and implementing a theme based curriculum. Practicum II now requires planning and implementing a theme based curriculum, but does not require implementing the project approach. We are leaving that for the BA degree.

4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

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