

**Comprehensive Program Review Self-Study
B.S.Ed. Early Childhood Education**

**Columbus State University
September 2005**

Executive Summary for the B.S.Ed. Early Childhood Education Program

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong

In February 2005, a continuing approval review of the College of Education was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2000 NCATE Standards and the Georgia 2000 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs. Overall, the B.S.Ed. Early Childhood Education program is strong and prepares highly qualified teachers who are able to use their enhanced knowledge and expertise in their schools, districts, and state.

Program Productivity: Very Strong

Enrollment in the B.S.Ed. Early Childhood Education program has increased by 57% since 2001 (from 300 students to 473 students), and ranks first in average enrollment among the four B.S.Ed. programs housed in the Department of Teacher Education. The average enrollment during the four-year period from 2001-2005 was 390 students. Most of the required courses are offered every term, and enrollment in required courses is high. This helps to contribute to the cost-effectiveness of the department. The program has a diverse group of majors (approximately 30% minority) from a range of age groups. The number of B.S.Ed. Early Childhood degrees conferred by CSU has grown over the past four years and is comparable to the number of degrees conferred by other USG state universities. The average number of degrees conferred by CSU from 2001-2005 was 45.5 per year. Graduates of the program are in high demand.

List of Recommendations for Improving Program Quality

Though the program quality is very strong, we continue to look for ways to make improvements. Current initiatives include:

- aligning coursework with the new Georgia Performance Standards for Early Childhood in an effort to help prepare teachers to teach with the new standards,
- providing additional support for students as they enter the teaching profession through the STEADY program,
- connecting the content of early childhood courses to the P-5 curriculum, and
- completing the development of the Model Early Childhood Classroom in Jordan Hall to be used to model innovative teaching and materials (ongoing).

List of Recommendations for Improving Program Productivity

The Early Childhood Education Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teachers.

- Align coursework with the new Georgia Performance Standards for Early Childhood (2005-2006). Work will be supported by a PRISM mini-grant.
- Consider ways to connect the content of early childhood courses to the P-5 curriculum (ongoing).

- Complete the development of a Model Early Childhood Classroom in Jordan Hall to be used to model innovative teaching and materials (ongoing).
- Continue to review and refine courses and the program block sequence (ongoing).
- Closely monitor program growth trends to enable appropriate planning for all aspects of the program including scheduling of courses and securing faculty positions.

Conclusion about the Program’s Viability at CSU

The B.S.Ed. Early Childhood Education program at CSU is a viable one. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2005, the quality of the program is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs. In addition, program quality is enhanced by special opportunities available at CSU. Early Childhood Education majors have access to resources and professional development opportunities offered through the Columbus Regional Mathematics Collaborative (CRMC), Child Care Resource and Referral Agency (CCRRA), Center for Assessment and Reading Education (CARE), and the Center for Quality Teaching and Learning (CQTL).

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education and P-12 teachers. Representatives from these groups work together to make improvements to the Early Childhood Education programs at CSU and to impact Early Childhood Education in our region. The B.S.Ed. program in Early Childhood is a valuable resource for elementary schools in our region. Students in the B.S.Ed. program take what they learn and apply it in P-5 classrooms to help their students learn.

Graduates of the B.S.Ed. Early Childhood Education program are also a valuable resource for our students in the undergraduate program. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our programs in Early Childhood have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as pre-student teaching cooperating teachers and cooperating teachers for student teaching. They are an invaluable asset in assisting with the development of our undergraduates.

The number of degrees conferred in Early Childhood by CSU has grown over the past four years and is comparable to the number of degrees conferred by other USG state universities. With the growing need for highly-qualified teachers, the Early Childhood program at CSU is essential to preparing candidates to teach young children.

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the B.S.Ed. in Early Childhood Education propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Early Childhood Education Program Advisory Committee (PAC).

<i>Departmental Plans and Priorities</i>	<i>CPR Indicator</i>	<i>Projected Timeline</i>
1. Connect the content of the Early Childhood courses to the P-5 curriculum	Quality	2006-Ongoing
2. Complete the development of the model Early Childhood classroom to be used to model innovative teaching and materials	Quality	2005-Ongoing

3. Review and refine the block sequence	Productivity Viability	2006-Ongoing
4. Monitor program enrollment trends to enable appropriate planning for all aspects of the program including scheduling of courses and securing faculty positions	Productivity Viability	2006-Ongoing

The resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. The Early Childhood Program Coordinator will be provided one course release time each academic year to provide leadership to these activities. The Department will contribute to the development of the model classroom by providing funds for supplies and materials. The Program Coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

Recommendation: *Enhance or Expand the Program*

The program quality is very strong, and the number of degrees conferred is growing. Enrollment has increased 57% since 2001. For the last two years, there has been a consistent increase of 12-13% each year. If the rate of growth continues in the B.S.Ed. Early Childhood Education program, there will be a need for a comparable increase in faculty and resources to meet the needs of the increasing student population.

We will continue to work to improve the B.S.Ed. program in Early Childhood Education by responding to new initiatives (e.g., Georgia Performance Standards), improving the curriculum, providing support and resources for students, and intensifying recruitment efforts. By enhancing the quality of the program, we hope to continue attracting students to the Early Childhood Education program.

I. Program Overview

The B.S.Ed. program in Early Childhood Education prepares highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all P-5 students. In content courses, early childhood education courses, professional courses, and field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the College of Education (COE) Conceptual Framework and is reflected in the broad goals of the early childhood education program. These goals are briefly summarized as:

1. A commitment to the teaching profession and the teaching field of early childhood—scholarship
- 1.2. The beginning early childhood teacher exhibits a commitment to the teaching profession and knowledge of teaching pedagogy—scholarship and teaching
2. Competence in the establishment of effective communication / interaction with students, teachers, administrators, parents, and members of the helping professions—professionalism
3. Competence implementing developmentally appropriate practice in the teaching field of early childhood—teaching
4. The ability to organize and implement a variety of instructional plans—teaching
5. Skills that will encourage students to perform commensurate with their abilities—scholarship
6. Competence in the selection, use, application, and implementation of technology and instructional media—teaching
7. Competence in the evaluation of student progress and instructional effectiveness and use of evaluative data—teaching
8. Willingness to consider for implementation a variety of theories, methodologies, and materials—scholarship
9. Competence in classroom management—teaching
10. Competence in the performance of non-teaching duties—professionalism

Excellence in teaching, scholarship, and professionalism are embodied in the INTASC principles, which constitute the basis for teacher candidate instruction, mentoring, and assessment. The early childhood education program uses the Model of Appropriate Practice (MAP), an assessment instrument aligned with the INTASC principles, to instruct, mentor, and assess candidates as they proceed through the program. The B.S.Ed. in Early Childhood Education Program is closely aligned with INTASC principles and the COE Conceptual Framework.

The B.S.Ed. program in Early Childhood Education helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly qualified teachers, the program helps to improve the quality of education and the quality of life in the institution's service area.

II. Summary Findings of the Program's Overall Quality

In February 2005, a continuing approval review of the College of Education was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2000 NCATE Standards and the Georgia 2000 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs. Following is a summary of the findings taken from the BOE final report.

Standard 1: Candidate Knowledge, Skills, and Dispositions

Assessment data from Praxis I, Praxis II, GPA's, MAP evaluations, exit examinations, and national licensing exams indicate that teacher candidates know their subject matter and candidates for other school roles know their fields, both of which are aligned with professional, state, and institutional standards. MAP evaluations and the Disposition Evaluation Form give evidence that candidates and other school personnel know how to teach their subject matter and can deliver information in a clear and meaningful way so that all students learn.

Areas for Improvement: Candidates in Art Education, Biology, Chemistry, and French do not demonstrate content mastery.

Rationale: While overall more than 80 percent of the candidates in the unit have passed their respective content licensure exams, fewer than 80 percent of candidates in Art Education, Biology, Chemistry, and French passed their respective content licensure exams. Note: Chemistry and French had only one program completer each over the past three years.

Standard 2: Assessment System and Unit Evaluation

The unit maintains a comprehensive assessment system for the initial and advanced levels to ensure the systematic collection of data, providing opportunities for the unit to analyze, evaluate, and improve the quality of programs, unit operations, and candidate performance. The assessment systems reflect the conceptual framework and are aligned with INTASC and NBPTS standards as well as specialty professional associations. The unit utilizes information technologies to effectively collect and aggregate data for candidate, program, and unit improvement.

Standard 3: Field Experiences and Clinical Practice

All of the unit's programs which prepare candidates to become teachers or fill other roles as members of the education profession include field work/clinical practice as an integral part. Use of the MAP Evaluation Instrument and the Dispositions Evaluations which connects with the Conceptual Framework supports the work of the unit and provides scaffolding so that candidates acquire the knowledge, skills, and dispositions needed by those who are in professional education roles. Candidates are also surrounded by experienced, caring, competent professionals representing both the University and P-12 partners. Innovations such as the use of information technology for scheduling and tracking candidate progress in a very flexible and comprehensive database, the STEADY new teacher mentoring program, and the

refinement of the Partner School Network enhance to quality of the program and its graduates.

Standard 4: Diversity

The unit has clearly defined its candidate dispositions related to diversity, and these dispositions are assessed throughout required coursework in the initial and advanced programs. Three of the 32 unit faculty represent diversity. The diversity of candidates in unit programs roughly mirrors that of the university and service area as a whole. Because of the racial and ethnic diversity in the university's service area, initial and advanced candidates also work with a broadly diverse population of P-12 students.

Areas for Improvement: The college has not been successful in recruiting and retaining a diverse faculty.

Rationale: Even though efforts have been made to recruit additional minority faculty, currently there are three minority faculty in the unit. While this constitutes a slight improvement from 1998, a significant impact has not been made to ensure that candidates have the opportunity to work with diverse faculty.

Standard 5: Faculty Qualifications, Performance, and Development

Unit faculty have extensive academic backgrounds. Eighty-four percent (84%) of the full-time faculty, and seventeen percent (17%) of the part-time faculty hold terminal degrees while the remaining faculty either are working to complete doctoral studies or have master's degrees. Unit faculty are effective teachers who model best teaching practices in their areas of specialty. Most faculty have been engaged in scholarly activities and service activities to the local, state, regional, national, and international communities. All full-time tenured and non-tenured faculty are systematically and annually evaluated by their department chair, personnel committee, unit dean, and throughout the university input system. The faculty serve on committees and boards at the university and in the local community. They are also involved in local, state, and national professional associations. The unit has an expectation of professional growth/development of both full-time and part-time faculty, and faculty concur with the expectation by attending workshops and conferences, reading journals, and conducting research.

Areas for Improvement: Part-time faculty are not systematically evaluated.

Rationale: There is no systematic process for evaluating part-time faculty across the unit.

Standard 6: Unit Governance and Resources

The unit has the responsibility for authority for the delivery of the preparation of all professional educators. Systems and processes are in place to ensure that all constituencies are represented in the design, delivery and assessment of unit programs. Facilities, personnel and budget are adequate to meet the needs of candidates, faculty and programs. The unit does not require part-time faculty who teach or supervise student teachers to attend an orientation/training session on the conceptual framework or the use of the disposition or MAP rubrics.

Areas for Improvement: Not all part-time faculty are adequately trained on assessments used to evaluate candidates.

Rationale: The unit cannot ensure that part-time faculty have the requisite knowledge and skills to effectively assess candidates.

III. Summary Findings of the Program’s Overall Productivity

Enrollment in the B.S.Ed. Early Childhood Education program increased by 57% since 2001 and ranks first in average enrollment among the four B.S.Ed. programs housed in the Department of Teacher Education. Most of the required courses are offered every term, and enrollment in required courses is high. This helps to contribute to the cost-effectiveness of the department. The program has a diverse group of majors (approximately 30% minority) from a range of age groups. Graduates of the program are in high demand.

The number of B.S.Ed. Early Childhood degrees conferred by CSU has grown over the past four years and is comparable to the number of degrees conferred by other USG state universities. As the only USG institution within a 90 mile radius of Columbus that offers a bachelor’s degree in Early Childhood Education, CSU provides students and teachers in its service region an opportunity that they might not have otherwise, to gain expertise in Early Childhood Education.

III A. Enrollment of Students in the Program

The enrollment pattern for the B.S.Ed. program in Early Childhood Education is shown in Table 3.1.

	2001-2002	2002-2003	2003-2004	2004-2005
Full-Time	172	234	279	307
Part-Time	128	136	138	166
<i>Total</i>	<i>300</i>	<i>370</i>	<i>417</i>	<i>473</i>

Table 3.1 Number of Declared Majors in B.S. Early Childhood Education – Fall Semester

The majority of students in the B.S.Ed program are full-time students. Enrollment has increased 57% since 2001. For the last two years, there has been a consistent increase of 12-13% each year.

Table 3.2 shows the total enrollment in all B.S.Ed. programs housed in the Department of Teacher Education at CSU. The B.S.Ed. program in Early Childhood Education continues to be the largest program in the department. The enrollment has increased every year since 2001. Over the last four years, the number of declared majors in the Early Childhood Education program represented approximately 67% of the total number of students in B.S.Ed. programs in Teacher Education.

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	300(66.5%)	370 (67.9%)	417 (66.8%)	473(69.7%)
Health & Physical Education	58	65	74	71
Middle Grades Education	53	65	84	80
Special Education – Mental Retardation	40	45	49	54
<i>Total</i>	<i>451</i>	<i>545</i>	<i>624</i>	<i>678</i>

Table 3.2 Number of Declared Majors in B.S.Ed. Programs – Fall Semester

The Early Childhood Program Advisory Committee (PAC) oversees the B.S.Ed. program in Early Childhood Education and works to improve the curriculum, courses, and resources offered to teachers. Currently, we are aligning coursework with the new Georgia Performance Standards for Early Childhood in an effort to help prepare teachers to teach with the new standards. Additionally, we are developing a Model Early Childhood Classroom where most of the early childhood classes will be taught. This Model Classroom will include innovative materials and resources to be used by our students. By responding to current initiatives and mandates, we hope to continue attracting outstanding candidates into the B.S.Ed. program.

III B. Annual Degree Productivity of the Program

As indicated in Table 3.3, the number of B.S.Ed. degrees conferred each year in Early Childhood Education has increased 52% since 2001. There was a slight decrease in 2003-2004, but the number of degrees conferred rose again in 2004-2005. Over the last four years, the number of degrees conferred in Early Childhood Education was approximately 63% of the total degrees conferred for the B.S.Ed. programs in Teacher Education. This is comparable to the percentage of declared majors.

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	34	52	44	52
Health & Physical Education	7	8	6	3
Middle Grades Education	5	5	6	7
Special Education – Mental Retardation	10	8	2	6
<i>Total</i>	56	73	58	68

Table 3.3 Number of Degrees Conferred – Fiscal Year

III C. Program Completion Efficiency & Graduation Rate

Table 3.4 shows the graduation rates for all B.S.Ed. programs housed in the Department of Teacher Education at CSU.

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	10%	14%	11%	11%
Health & Physical Education	12%	12%	8%	4%
Middle Grades Education	9%	8%	7%	9%
Special Education – Mental Retardation	25%	18%	4%	11%

Table 3.4 Graduation Rate

Graduation rates tend to fluctuate as students complete their programs of study at different rates. The graduation rates for the B.S.Ed. Early Childhood Education program tend to be comparable to the rates for other B.S.Ed. programs in Teacher Education. The rates are affected by some students taking longer than four years to complete their degrees.

Providing a quality program in Early Childhood Education is the primary concern of the ECE faculty. We will continue to make every effort to provide meaningful and relevant coursework that prepares teachers with the knowledge, skills, and dispositions to help P-5 students learn. Ongoing efforts to offer additional support and resources to teachers as they work on their B.S.Ed. degree should ensure that most students who enroll in the program are able to complete it.

III D. Efficiency & Clarity of the Program's Course Requirements

The B.S.Ed. Program in Early Childhood Education requires general education requirements (Areas A – E, 42credits), a wellness requirement (3 credits), courses related to the major (Area F, 18 credits), and program requirements (Area F, 64 credits). Course requirements are listed below.

Area A: Essential Skills 9 hrs

ENGL 1101 (with a grade of "C" or better)

ENGL 1102 (with a grade of "C" or better)

Select one of the following courses: MATH 1101/1111/1112/1113/1125/1131

Area B: Institutional Options 5 hrs

COMM 1110

Select two of the following courses: ITDS 2726/ITDS 2727/ITDS 2735/ITDS 2745/ITDS 2746/ITDS 2748/ITDS 2749/ITDS 2755/ LEAD 1705/LIBR 1105

OR

Select one of the following courses: EURO 2105/Foreign Language 1001, 1002, 2001, or 2002

Note: the extra hour may be used as an elective.

Area C: Humanities/Fine Arts 6 hrs

Select 3 semester hours from Humanities

Select 3 semester hours from Fine Arts

Area D: Science, Math & Technology 10 hrs

Select 2 Area D science courses. Select one science course with a lab; the other course may be lab or non-lab

Select one Area D math/tech course or one Area D science course

Area E: Social Sciences 12 hrs

HIST 2111 US History to 1865 or HIST 2112 US History since 1865

POLS 1101 American Government

Select 3 semester hrs from Behavioral Sciences

Select 3 semester hrs from World Cultures

Wellness: 3 hrs

PELM 1205 Concepts of Fitness

Select any one PEDS course

Area F: Related to Major 18 hrs

MATH 2131 Nature & Use of Numbers I

EDEC2255 Intro to Early Childhood

EDEC2156 Literature for Young Children

EDUF 2215 The American Education Experience

EDUF 2116 Human Development, Motivation & Learning

SPED 2256 Intro Except Learner Gen. Ed.

EDCI 2105 Diversity In Education

Area G: Program Requirements 64 hrs

<i>EDEC3155</i>	<i>Assessment in ECE</i>
<i>EDEC3255</i>	<i>Creative Activities</i>
<i>EDEC3256</i>	<i>Curriculum in ECE</i>
<i>EDEC4155</i>	<i>Cog/Lang Dev in ECE</i>
<i>EDEC4235</i>	<i>Science in ECE</i>
<i>EDEC 4245</i>	<i>Math Meth, Diag., Prescript Instr</i>
<i>EDEC 4217</i>	<i>Teaching LA in Early Childhood</i>
<i>EDRG 4218</i>	<i>Read Content Area-Social Studies</i>
<i>EDRG 4219</i>	<i>Diag/Prescriptive Read Instruction</i>
<i>EDRG 3115</i>	<i>SBRR-Prep for Teaching Reading</i>
<i>MATH 3131</i>	<i>Nature & Use of Numbers 2</i>
<i>MATH 3136</i>	<i>Exploring Geometry & Measurement</i>
<i>MATH 3135</i>	<i>Data Analysis, Stat & Prob</i>
<i>PELM3217</i>	<i>Dev Movement Skills in ECE</i>

Student Teaching Experience

<i>EDCI 4485</i>	<i>Student Teaching</i>
<i>EDUF 4415</i>	<i>Classroom Management</i>
<i>EDUF 4205</i>	<i>Integrating Tech for Student Teachers</i>

TOTAL 127 hours

These requirements are communicated online and through the CSU Catalog. Each candidate in the B.S.Ed. Early Childhood Education Program is assigned an advisor in the Office of Student Services and Field Experiences (SAFE). This advisor meets with each candidate at least once every semester and monitors his/her progress in completing degree requirements. Any special circumstances or problems (e.g., course substitutions) are discussed with the early childhood program coordinator and/or the teacher education chairperson.

III E. Frequency and Sequencing of Course Offerings Required for Program Completion

As shown in Table 3.5, courses required in the B.S.Ed. program are offered on a regular basis. Once students are admitted to the Teacher Education Program, they enroll in courses in a block sequence (see table 3.5). Students can complete the three blocks of courses and the student teaching experience in four semesters, if they so choose.

Number of Sections Per Semester													
	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EDUF 2215	4	5	2	5	5	2	6	6	1	8	8	1	7
EDUF 2116	4	5	2	5	5	3	6	6	3	5	6	3	5
MATH 2131	1	1	2	1	1	2	1	1	2	1	1	2	1
EDEC 2255	1	1	1	1	1	1	2	2	1	2	2	2	2
EDEC 2156	1	1	1	1	1	1	2	2	1	2	2	2	2
SPED 2256		4	2	2	4	2	3	3	1	3	3	1	4
EDCI 2105	Course began Fall 2004.									2	2	1	6
Block 1													
EDEC 3255	1	1	1	1	1		2	1		1	1		2
EDEC 4235	1	1		1	1		1	1		1	1		2
EDEC 4245	EDEC 4235 & EDEC 4245 were integrated in one course until Fall 2004.									1	1		2
MATH 3131	1	1	1	1	1	1	1	1	1	1	1	1	2
Block 2													
EDEC 3256	1	1		1	1		1	2		1	1		1
EDRG 3115	2	2	1	1	2	1	2	2	1	2	2	1	2
PELM 3212	1	1		1	1		1	2		2	2		3
MATH 3135		1			1	1		1	1	1	1	1	
EDEC 3155		1	1		1	1		1	1	1	1	1	1
Block 3													
EDEC 4217	1	1		1	1		1	1		1	1	1	1
EDRG 4218							1	1		1	1		1
EDRG 4219	1	1	1	1	1	1	2	1	1	1	1	1	1
EDEC 4155	1		1	1		1	1		1	1	1	1	1
MATH 3136	1		1	1		1	1		1	2		1	3

Table 3.5 Frequency of Course Offerings

III F. Enrollment in the Program's Required Courses

Table 3.6 shows the average enrollment per section for required courses in the B.S.Ed. Early Childhood Education program. All B.S.Ed. students must take EDUF 2215, EDUF 2216, EDCI 2105, and SPED 2256, so average enrollments in these courses are higher. Enrollments in the EDEC, EDRG, and MATH courses are the best indicators of enrollment trends in the Early Childhood Education program. Enrollment in these courses has remained fairly consistent during the period from 2001 to 2005.

Average Enrollment													
	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EDUF 2215	24.5	18	23	26	24.2	24.5	25.5	21.6	18	23	22.5	14	25
EDUF 2116	26.5	25	12	26.2	23	10	26	21.6	15	28.2	25.5	14	25
MATH 2131	42		23	44	32	30	36	39	27.5	38	41	32	39
EDEC 2255	28	31	28	31	45	33	31	32.5	18	29.5	30	13	25
EDEC 2156	28	32	27	29	37	33	24.5	30.5	30	31.5	32	14.5	25
SPED 2256		18	23	28	33	25.5	28.6	28	29	25	32	27	30
EDCI 2105	Course began Fall 2004.									21	25	18	21.6
Block 1													
EDEC 3255	33	16	9	21	18		24	25		30	27		25
EDEC 4235	35	17		26	22		34	35		24	28		25.5
EDEC 4245	EDEC 4235 & EDEC 4245 were integrated in one course until Fall 2004.									18	28		26
MATH 3131	27	26	13	25	31	28	34	33	30	34	33	29	25.5
Block 2													
EDEC 3256	27	30		29	20		17	25		24	27		23
EDRG 3115	16	25.5	26	30	33.5	23	29.5	25.5	25	21	23	23	25.5
PELM 3212	15	25		14	32		16	20.5		16	12.5		9.67
MATH 3135		31			35	17		36	34		34	32	
EDEC 3155		32	31		27	28		22	35	16	29	14	18
Block 3													
EDEC 4217	21	25		27	26		24	15		40	21	14	18
EDRG 4218							20	20		41	21		29
EDRG 4219	22	13	23	26	14	24	7.5	12	27	23	20	25	12
EDEC 4155	30		20	25		8	34		25	31	7	28	14
MATH 3136	23		23	19		34	27		32	21.5		23	22.5

Table 3.6 Average Enrollment in the Program's Required Courses

III G. Diversity of the Program's Majors and Graduates

Table 3.7 shows the gender and ethnic origin of students in the B.S.Ed. Early Childhood Education program. Overall, the student enrollment by gender has been 94.25% female and 5.75% male. These figures have remained consistent over the last four years.

On average, 72.1% of the program's majors since Fall 2001 have been white, 21.15% have been black, and 6.75% have belonged to other ethnic groups. There have been no international students in the program during this time period. The percentage of Asian, Black, and Multi-Racial students has increased since 2001-2002, while the percentage of White students has decreased from 74.7% to 70.1% during the last four years.

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	280 (93%)	351 (94%)	397 (95%)	454 (95%)
Male	20 (7%)	19 (6%)	20 (5%)	19 (5%)
Ethnicity				
Asian	0	2 (.6%)	4 (1%)	5 (1.1%)
Black	60 (20%)	73 (19.7%)	90 (21.6%)	110 (23.3%)
Hispanic	9 (3%)	12 (3.2%)	11 (2.6%)	9 (1.9%)
American Indian	3 (1%)	5 (1.4%)	3 (.7%)	5 (1.1%)
Multi-Racial	4 (1.3%)	10 (2.7%)	12 (2.9%)	12 (2.5%)
White	224 (74.7%)	268 (72.4%)	297 (71.2%)	332 (70.1%)

Table 3.7 Ethnic and gender diversity among B.S.Ed. Early Childhood Education majors

The gender and ethnic origin of program graduates since Fall 2001 is shown in Table 3.8. Overall, 5% of the program graduates have been male and 95% have been female. These figures represent a higher percentage of female graduates and lower percentage of male graduates than the overall university (36% male and 64% female). Typically, more females enter the field of Early Childhood Education. Because there is a need for males in the field, we need to work to recruit more males into the program.

Though 28.5% of the students enrolled in the B.S.Ed. Early Childhood Education program have been minorities, the overall percentage of minority students graduating from the program since Fall 2001 is only 15%. The reason for this is unknown at this time. We need to track the minority students who enroll in the program to determine if they are dropping out of the program or just taking several years to complete it.

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	32 (94.1%)	48 (92.3%)	42 (95.5%)	52 (100%)
Male	2 (5.9%)	4 (7.7%)	2 (4.5%)	0
Ethnicity				
Asian	0	0	0	1 (1.9%)
Black	2 (5.9%)	5 (9.6%)	3 (6.8%)	7 (13.5%)
Hispanic	0	2 (3.8%)	2 (4.5%)	0
American Indian	0	0	1 (2.3%)	1 (1.9%)
Multi-Racial	0	1 (1.9%)	0	2 (3.8%)
White	32 (94.1%)	44 (84.6%)	38 (86.4%)	41 (78.8%)

Table 3.8 Ethnic and gender diversity among B.S.Ed. Early Childhood graduates

Students in the B.S.Ed. program in Early Childhood Education are from diverse age groups. The majority of students are between 18 and 25 years of age, and the average age has decreased from 26.1 to 24.8 over the last four years. Table 3.9 shows the age composition of all B.S.Ed. students in the Early Childhood Education program since 2001.

Age	2001-2002	2002-2003	2003-2004	2004-2005
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Under 21	89	118	139	170
21-25	102	114	146	160
26-30	31	44	38	43
31-40	53	70	61	69
41-50	22	21	27	26
51-60	1	3	6	5
Over 60	2	0	0	0
<i>Total</i>	<i>300</i>	<i>370</i>	<i>417</i>	<i>473</i>
<i>Average</i>	<i>26.1</i>	<i>25.9</i>	<i>25.4</i>	<i>24.8</i>

Table 3.9: Age diversity among B.S.Ed. Early Childhood Education students

III H. Cost-Effectiveness of Instructional Delivery in the Program's Home Department

As shown below in Tables 3.10 and 3.11, the budget for the Department of Teacher Education represented approximately 13% of the total instructional costs for Columbus State University (CSU) from 2001 to 2004. During this time period, over \$1,000,000 of the department budget came from grant funds that, for the most part, supported the work of the Centers of Excellence (see note in Table 3.12). In 2004-2005, the department budget represented 8% of the total instructional costs at CSU. Considering that, in Fall 2004, 1340 (19%) of the 7224 students enrolled at CSU were majoring in a program offered through the Department of Teacher Education, instructional delivery in the department is very cost-effective.

For the programs in early childhood education, the cost per major has decreased each year since 2001. In 2004-2005, the cost per credit was \$143.00 compared to \$162.15 for the institution. The lower cost per credit is due to the large number of students enrolled in early childhood education courses. The growth of the program has contributed an increase in credit hour production and, therefore, a drop in cost per credit. The cost per credit has dropped approximately 50% from 2001 to 2004.

	2001-2002	2002-2003	2003-2004	2004-2005
Department Budget*	\$3,116,951	\$3,176,287	\$3,143,501	\$2,032,092
Cost Per Major (Early Childhood Education majors) <i>(Pro-Rated Expenditures/Number of Declared Majors)</i>	\$3,310	\$3,017	\$2,703	\$1,475
Credit Hours Taught Fall and Spring (Early Childhood Education majors)	3,892	4,479	4,680	5,099
Cost per Credit (Early Childhood Majors)	\$288	\$269	\$255	\$143
* Note: Centers of Excellence units (ETTC, CRMC, Child Care R&R and Oxbow Meadows removed from academic departments in FY 2005).				

Table 3.10 Instructional Costs for Department of Teacher Education and Early Childhood Education Program

	2001-2002	2002-2003	2003-2004	2004-2005
Instructional Costs	\$23,311,457.76	\$23,963,598.65	\$23,784,544.59	\$25,240,030.43
Total Credit Hours	116,543	133,777	148,797	155,654
Cost per Credit	\$200.02	\$179.13	\$159.85	\$162.15

Table 3.11 Total Instructional Costs at CSU

III I. Program’s Responsiveness to State Needs and Employer Demand for Program Graduates

Most graduates of the B.S.Ed. program in Early Childhood Education have no problem finding employment. The knowledge and experience gained through the B.S.Ed. program contributes to the graduates’ effectiveness in helping all students learn. Administrators consistently comment that they seek out our graduates for employment in Early Childhood classrooms because of their high quality.

After graduating from Columbus State, teachers, counselors, and leaders are asked to complete a survey about their preparation at CSU. As indicated by responses from the most recent survey, 84% (n = 31) of the graduates who responded to the survey felt that they had a thorough understanding of how to teach and perform their professional duties. A similar survey of employers of Early Childhood Education alumni revealed that employers feel that CSU graduates are prepared when they enter the teaching profession. Table 3.12 shows the results of the employer survey.

	Content Pedagogy	Diversity	Communication	Technology	Professionalism
Well Prepared	60.0%	66.0%	63.0%	63.0%	86.0%
Prepared	40.0%	26.0%	30.0%	23.0%	10.0%
Somewhat Prepared	0.0%	6.0%	6.0%	10.0%	3.0%
Poorly Prepared	0.0%	0.0%	0.0%	0.0%	0.0%
Undecided	0.0%	0.0%	0.0%	3.0%	0.0%
Not Applicable	0.0%	0.0%	0.0%	0.0%	0.0%

Table 3.12 Employer Survey Results – Early Childhood Education Alumni (N = 30)

Graduates of the B.S.Ed. Early Childhood Education program are also a valuable resource for our undergraduate program in early childhood. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our programs in early childhood have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as pre-student teaching cooperating teachers and cooperating teachers for student teaching. They are an invaluable asset in assisting with the development of our undergraduates.

The large number of students in the B.S.Ed. program in Early Childhood Education contributes greatly to employer demand in the region. In addition, we are working to make the program more responsive to state and employer needs by:

- aligning coursework with the new Georgia Performance Standards for Early Childhood in an effort to help prepare teachers to teach with the new standards,
- providing additional support for students as they enter the teaching profession through the STEADY program, and
- connecting the content of early childhood courses to the P-5 curriculum.

III J. Position of the Program’s Annual Degree Productivity among Comparable USG Programs

As indicated in Table 3.13, among the seven USG state universities that offer a B.S.Ed. degree in early childhood education, CSU ranks fourth in average number of degrees conferred. CSU is the only USG institution within a 90 mile radius of Columbus that offers a master’s degree in Early Childhood Education.

Institution	FY 2001	FY 2002	FY 2003	FY 2004	Avg. of Four Years
State Universities					
Albany State University	26	28	18	19	22.75
Georgia Southwestern State University	25	37	32	38	33
Augusta State University	36	34	36	55	40.25
Columbus State University	33	34	52	44	40.75
North Georgia College & State University	57	44	71	54	56.54
Armstrong Atlantic State University (Program Deactivated)	87	62	69	55	68.25
University of West Georgia	127	109	102	120	114.5
Regional and Research Universities					
Valdosta State University (Effective Date Unknown)	100	84	129	103	104
University of Georgia	51	87	80	103	80.25
Georgia State University (Program terminated 9/15/03)	0	0	29	0	7.25
Georgia Southern University	112	94	82	106	98.5

Table 3.13 B.S.Ed. Early Childhood Education Degrees Conferred by Institution

III K. This Program’s Contribution to Achieving CSU’s Mission

The B.S.Ed. program in Early Childhood Education helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly-qualified teachers, the program helps to improve the quality of education and the quality of life in the institution’s service area. The program curriculum is strong in the core of general education and in the academic program.

The third strategic planning goal of the University is “to support select mission areas that will strengthen Columbus State University as a distinguished academic institution.” One of the selected missions is educator preparation. Thus, the program serves the educational needs of a diverse region by preparing highly qualified teachers who often teach in the local school system, thereby helping to improve the quality of education and the quality of life in the institution’s service area. Additionally, a collaborative relationship exists with many local school systems (Partner School Network) and many of the program’s field experiences are in schools with underserved populations. This relationship enhances the unique image of the university and provides creative opportunities for students.

An annual evaluation of the program is completed each year by the program coordinator to assess how well the program is meeting established goals. In this evaluation, a matrix is completed that outlines the connection between the goals for the University, COE, Department, and the Program. These evaluations can be found on file in the Department of Teacher Education.

IV. Conclusion about the Program’s Viability at CSU

The B.S.Ed. Early Childhood Education program at CSU is a viable one. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2005, the quality of the program is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs. In addition, program quality is enhanced by special opportunities available at CSU. Early Childhood Education majors have access to resources and professional development opportunities offered through the Columbus Regional Mathematics Collaborative (CRMC), Child Care Resource and Referral Agency (CCRRA), Center for Assessment and Reading Education (CARE), and the Center for Quality Teaching and Learning (CQTL).

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education and P-12 teachers. Representatives from these groups work together to make improvements to the Early Childhood Education programs at CSU and to impact Early Childhood Education in our region. The B.S.Ed. program in Early Childhood is a valuable resource for teachers in our region who want to grow professionally and gain expertise in the field of Early Childhood Education. Students in the B.S.Ed. program take what they learn and apply it in their classrooms to help their students learn.

Graduates of the B.S.Ed. Early Childhood Education program are also a valuable resource for our students in the undergraduate program. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our programs in Early Childhood have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as pre-student teaching cooperating teachers and cooperating teachers for student teaching. They are an invaluable asset in assisting with the development of our undergraduates.

The number of degrees conferred in Early Childhood by CSU has grown over the past four years and is comparable to the number of degrees conferred by other USG state universities. As the only USG institution within a 90 mile radius of Columbus that offers a B.S.Ed. degree in Early Childhood Education, CSU provides teachers in its service region an opportunity to gain

expertise in the field. This is an opportunity that they might not have if CSU did not offer this degree program. With the need for highly-qualified teachers, we need to provide every possible opportunity for teachers to grow professionally and enhance their knowledge and skills in teaching young children.

V. Program Improvement Plan

The Early Childhood Education Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teachers.

- Align coursework with the new Georgia Performance Standards for Early Childhood (2005-2006). Work will be supported by a PRISM mini-grant.
- Consider ways to connect the content of early childhood courses to the P-5 curriculum (ongoing).
- Complete the development of a Model Early Childhood Classroom in Jordan Hall to be used to model innovative teaching and materials (ongoing).
- Continue to review and refine courses and the program block sequence (ongoing).
- Closely monitor program growth trends to enable appropriate planning for all aspects of the program including scheduling of courses and securing faculty positions.

VI. Summary Recommendation

Recommendation: Enhance or Expand the Program.

The program quality is very strong, and the number of degrees conferred is growing. Enrollment has increased 57% since 2001. For the last two years, there has been a consistent increase of 12-13% each year. If the rate of growth continues in the B.S.Ed. Early Childhood Education program, there will be a need for a comparable increase in faculty and resources to meet the needs of the increasing student population.

We will continue to work to improve the B.S.Ed. program in Early Childhood Education by responding to new initiatives (e.g., Georgia Performance Standards), improving the curriculum, providing support and resources for students, and intensifying recruitment efforts. By enhancing the quality of the program, we hope to continue attracting students to the Early Childhood Education program.