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

Columbus State University
March 2013

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EXECUTIVE SUMMARY FOR THE B.S.ED. EARLY CHILDHOOD EDUCATION PROGRAM

Major Findings of the Programs Quality and Productivity

Program Quality: Very Strong
In February 2013, a continuing approval review of the teacher education programs in the College of Education and Health Professions was conducted by a Board of Examiners (BOE) consisiting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (GAPSC). The 2008 NCATE and GAPSC 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. There were no areas for improvement cited, and the team noted multiple areas of strength. 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 program has remained consistent with a five year average of 420 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 program. The number of B.S.Ed. degrees conferred by CSU is comparable to the number of degrees conferred by other USG state universities. The average number of degrees conferred from 2007-2012 was 66 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 Common Core which includes the CCGPS and PARCC Assessments
- continuing to review and refine courses and the program block sequence.
- Implementing, fully, the edTPA evaluation instrument for student teachers in the Fall of 2014

List of Recommendations for Improving Program Productivity
The Early Childhood Education Program Advisory Committee oversees the B.S.Ed. program in Early Childhood and works to improve the curriculum, courses, and resources offered to teachers. Recommendations to improve program productivity are as follows:
- Create a plan to retain candidates in the program and support them through graduation.
- Closely monitor program trends to enable appropriate planning for all aspects of the program including scheduling of courses and securing faculty positions.
- Align coursework with the new Common Core Georgia Performance Standards in an effort to help prepare teachers to teach with the new standards. By responding to new initiatives, we hope to attract more students into the B.S.Ed. program.

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/GAPSC Board of Examiners in February 2013, the quality of the program is very strong. All NCATE/GAPSC standards were judged to be met for all initial and advanced programs with no areas for improvement cited and multiple areas of strength identified. 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), Center for Assessment and Reading Education (CARE), the Center for Quality Teaching and Learning (CQTL), the Coca Cola Science Center, Oxbow Meadows Environmental Learning Center, and outreach programs such as Summer Spectacular.

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education and Health Professions and P-12 teachers, principals, and superintendents. Representatives from these groups work together to make improvements to the early childhood programs at CSU and to positively impact early childhood education in our region. The B.S.Ed. program in early childhood is a valuable resource for elementary schools in our service area.

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 education have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as cooperating teachers in the field and serve on our advisory committees. The strength of the Partner School Network, the Principals' Round Table, the Educator Preparation Program Council, the ECE Advisory Committee, and the Educator Preparation Assembly is a testament to the support of our many stakeholders in the P-5 schools and community.

The number of B.S.Ed. degrees conferred in early childhood education has a strong five year average of 66 and is comparable to other USG state universities. The early childhood program at CSU is essential to preparing candidates to teach young children in this region.

Program Improvement Plan

Departmental Plans and Priorities	CPR Indicator	Projected Timeline
1. Connect program curriculum with the P-5 Common Core and PARCC Assessments.	Quality	2013- Ongoing
2. Review and refine the block sequence	Productivity Viability	2013-Ongoing
3. Develop a plan for recruitment and retention for ECE candidates	Productivity Viability	2013-Ongoing
4. Develop a plan to infuse ideas related to teaching diverse learners throughout all program courses. Specifically, faculty will address the needs of English language learners (ELLs) and develop	Quality Productivity	2013 – Ongoing

curriculum and field experiences for all ECE candidates.		
5. Fully implement the edTPA instrument for student teachers,	Quality	Fall 2014-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 tasks. The program coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education and Health Professions at Columbus State University.

Recommendation: *Enhance or Expand the Program*
The program quality is very strong, and the five year average for number of degrees conferred is consistent and comparable to other USG institutions.

We will continue to work to improve the B.S.Ed. program in Early Childhood Education by responding to new initiatives (Common Core and PARCC Assessments) , 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.

The Program's Detailed Self-Study

Section One – Program Background and Overview

  I.　　　**Program Overview**

The mission of educator preparation programs at Columbus State University is to prepare highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. These three themes (i.e., excellence in teaching, scholarship, and professionalism) are the principles that undergird the Educator Preparation conceptual framework and encompass the principles and standards derived from the Interstate New Teacher Assessment and Support Consortium, the National Board of Professional Teaching Standards, and various specialty association guidelines. In line with the mission and conceptual framework of educator preparation, the initial preparation programs in early childhood education prepare highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades P-5. In general education courses, related content courses, early childhood education courses, and various field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. They continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COEHP faculty guide individuals in this developmental process. The result of these efforts to achieve excellence in teaching, scholarship, and professionalism is improved student learning at the P-12 level and the university level.

The COEHP mission of *guiding* candidates is consistent with the philosophy of learning and teaching young children present in the current national guidelines for early childhood education. Focusing on growth toward skillful "whole" performance rather than incremental mastery of discrete skills, teacher preparation programs emphasize that candidates move through stages to become professionals who demonstrate *excellence in teaching, scholarship, and professionalism*. Initial program candidates should display *proficiency*, while candidates in graduate programs demonstrate *expertise* and *leadership* as they refine and enhance their knowledge and skills. The initial early childhood education programs are closely aligned with national early childhood education standards as well as INTASC principles. These standards and principles are encompassed by the three broad themes of teaching, scholarship, and professionalism; and thus, are coherent with the Educator Preparation Conceptual Framework. As the basis for program design, implementation, and evaluation, the Conceptual Framework brings coherence to the early childhood education program as it is used to guide decisions related to curriculum, instruction, field experiences, clinical practice, and assessment. Program coherence is demonstrated in multiple ways. For example,

- Program standards are aligned with national and state standards and principles;
- professional and pedagogical studies provide candidates sequenced opportunities to develop the knowledge, skills, dispositions, and performances stated in national and state principles and standards; and thus, demonstrate excellence in teaching, scholarship, and professionalism; and
- program faculty guide individuals by modeling the dispositions and performances expected of candidates.

Creating opportunities for candidates to demonstrate excellence in *teaching, scholarship*, and *professionalism* is consistent with the Educator Preparation Conceptual Framework and is reflected in the learning outcomes of the early childhood education programs listed below.

Candidates in the B.S.Ed. program will
- demonstrate commitment to the teaching profession and the teaching field of early childhood (professionalism);
- demonstrate competence in the establishment of effective communication with students, teachers, administrators, parents, and members of the helping professions (professionalism);
- demonstrate competence implementing developmentally appropriate practices in the teaching field of early childhood (teaching);
- demonstrate the ability to organize and implement a variety of instructional plans (scholarship & teaching);
- demonstrate skills that will encourage students to perform commensurate with their abilities (teaching);
- demonstrate competence in selection, use, application, and implementation of instructional media (scholarship & teaching);
- demonstrate competence in the evaluation of student progress and instructional effectiveness (teaching);
- demonstrate competence in the use of evaluative data (teaching);
- demonstrate willingness to consider for implementation a variety of theories, methodologies, and instructional materials (scholarship & 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), which is aligned to the INTASC principles, to assess candidates as they proceed through the program. In addition to the MAP faculty use the Dispositions Evaluation to instruct, mentor, and assess all candidates' dispositions for effective teaching. Together, these evaluation instruments encompass the key themes of the conceptual framework, and assist faculty in assessing the preparation of early childhood teachers who can promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism.

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.

Classrooms in the 21st century are more diverse than ever. Today's classrooms require teachers to use a variety of pedagogical approaches to meet the needs of students varying in culture, language, abilities and many other characteristics. A commitment to diversity is an important aspect of creating opportunities for excellence in early childhood education teaching and learning. Operating within communities of learning as peers, collaborators, mentors, and leaders

who construct, critically examine, and reflect upon knowledge, early childhood teacher candidates seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives. Beginning with the educational foundation course, EDUC 2120 Exploring Socio-Cultural Contexts on Diversity in Educational Settings, and continuing through methods/practica and clinical practice, candidates develop an understanding of culture and its influence on learning, development, and pedagogy. During field experiences and clinical practice, they have opportunities to apply what they have learned as they work with diverse groups of students in grades P-5.

The early childhood programs have strong support from all stakeholders. The ECE Program Advisory Council made up of teachers and past candidates and the Principal's Roundtable are two advisory groups that consistently indicate a high level of satisfaction with our candidates and graduates.

II.   Indicators of Program Quality

In Feburary 2013, a continuing approval review of the College of Education and Health Professions was conducted by a Board of Examiners (BOE) team consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The NCATE standards and GAPSC standards were used to assess the unit and its programs. The BOE judged all standards to be met and no areas of improvement were found for the unit and for all initial and advanced programs. Following are excerpts from the BOE final report:

IIA. Quality of Faculty

Appropriateness of Faculty Credentials

Unit faculty have doctorates in their areas of expertise. School faculty are licensed in the areas that they teach and supervise. Clinical faculty have recent professional experiences in schools. Evidence indicates that the unit uses best practices in teaching to improve student learning in diverse P-12 classrooms and at the university level.

Unit faculty are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

Use of Part Time Faculty

Each semester, the unit calls on skilled practitioners to serve as part-time instructional faculty and/or university supervisors. The combination of full-time and part-time faculty creates a diverse and dynamic teaching staff that appropriately offers a balance between the pedagogical and practical challenges facing today's educators.

University supervisors and clinical faculty are qualified to supervise at the level and/or in the content field where they are assigned. These include a number of talented recent retirees from public schools (both classroom teachers and principals) employed specifically to work with student teachers and interns. All university supervisors, as well as full- and part-time faculty who supervise and evaluate teacher candidates during field experiences, have training in the consistent use of the Model of Appropriate Practice (MAP), the college's performance assessment instrument for initial teacher preparation programs.

Part-time faculty are evaluated annually on teaching and professionalism. As requested in the offsite report, the unit provided examples of evaluation instruments used to evaluate part-time faculty. The unit has implemented a process for the systematic evaluation of part-time faculty. Since 2009, instructional evaluations demonstrate that all part-time faculty meet performance expectations.

Full time and part-time faculty engage in collaborative projects to improve candidate performance. This is evidenced by a freshman learning community which pairs education foundation courses with English courses designed to improve the level of writing.

Diversity of Faculty

Candidates in educator preparation programs at CSU participate in multiple learning communities that are diverse in terms of faculty, candidates, and P-12 students. Of the 271 full-time instructional faculty at CSU in fall 2011, 68 (25.1%) were minorities, 154 (56.8%) male, and 117 (43.2%) female. In the COEHP, there were 35 professional education instructional faculty (excluding the Dean and two Associate Deans) who regularly provide instruction for candidates in educator preparation programs. Of those, seven were African-American (20%), one (3%) Hispanic, two (6%) Turkish, and one (3%) Japanese-American. Fourteen (40%) were male and 21 (60%) female. In the COEHP, every effort is made to recruit, hire, and maintain a faculty that is diverse in gender, ethnicity, and race and thus provide an opportunity for all candidates to experience and learn from divergent perspectives.

Data on the diversity of school faculty members who supervise candidates during field experiences and clinical practice were provided. A summary of the diversity of cooperating teachers and teacher demographic data for two partner school systems indicated that for the fall 2011, 59 of 96 (61.5 percent) and during the spring semester of 2012, 68 of 106 (64.2 percent) teachers completed and returned the forms. Out of these two groups, 13 of 127 (10.2 percent) were minorities. Various interviews with faculty and candidates provided evidence of the

knowledge and experiences faculty members have to help candidates understand and work with students from diverse groups, including ELL, and students with exceptionalities.

The unit has worked to increase the number of minority faculty. Diverse faculty members have increased as a result of efforts by the unit and university. Evidence provided indicated that candidates have the opportunity to work with diverse school, unit, and other faculty from diverse ethnic, racial, and gender groups. During the poster session it was noted that there were candidates and faculty members from several different minority groups.

<u>Opportunities for Faculty Development</u>

Unit faculty participate actively in professional development which includes their own further development through workshops and conference participation as well as the facilitation of professional development for both school and other unit faculty. The unit provides sufficient funding to facilitate professional development of faculty and staff. In interviews, faculty consistently confirmed satisfaction with the availability of funding for travel to professional meetings.

The Faculty Center for the Enhancement of Teaching and Learning provides professional development opportunities for faculty. The Center for Quality Teaching and Learning serves as an outreach center offering technology workshops and individual sessions for educators from Preschool through University Faculty, as well as providing technology-training opportunities for community partners. The Distance Learning Design and Delivery Department provides training and support in the design, development, delivery and assessment of instruction via online and distance learning technologies.

<u>Program Improvement Plan</u>

A search has just been completed for a new early childhood education faculty member. A new hire in early childhood education will allow us to use fewer part-time faculty and provide greater consistency in program delivery. The candidate hired is from a minority group and strengthens the diversity of faculty in the program.

II B. Quality of the Teaching

<u>Indicators of Good Teaching</u>

Faculty's utilization of best-practice methodology is a special emphasis in educator preparation programs. Some faculty use as their basis for "best practice" the constructs delineated in *Methods That Matter* (Zemelman, Daniels, & Hyde; Heinemann, 2005). This work is a synthesis of recommendations of national professional organizations, including the National Council of Teachers of Mathematics. Other faculty take their cue from an array of scientifically-based methods consistent with No Child Left Behind legislation or constructivist learning theory. Although these views of best practice may differ substantively, the climate among faculty is one

that stimulates individual professors to think seriously about their own practice in light of their personal (and emerging) understanding of teaching strategies best suited to both teacher candidates and learners in school systems served by CSU. *Perspectives in Learning*, the COEHP's professional journal, frequently publishes articles by faculty and students that highlight best-practice pedagogy.

Unit faculty are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

Indicators of Good Advising

The COEHP Office of Student Advising and Field Experiences (SAFE) serves undergraduate and post-baccalaureate candidates in the COEHP by providing advisement and mentoringfrom admission to the College through retention and graduation. The SAFE Office also recommends teacher candidates for endorsement and state certification.

When a student completes the program of study for a degree, the student's advisor is asked to complete a degree progress sheet showing that the student has met all program requirements. Advisors maintain an updated degree progress sheet for each advisee to ensure that all requirements are being met. Notes from advising sessions are included on the degree progress sheet. Early childhood advising surveys indicate a high degree of satisfaction with the advising process (Exhibit 2.3.e # (ii) #5).

Advisors are familiar with important deadlines (registration, course withdrawal, graduation, etc.) and inform their advisees appropriately. They are also familiar with the university appeals process and assist advisees, as needed, in resolving disputes. Matters related to student conduct are handled through the Office of the Dean of Students. Academic appeals are handled at the department level. When necessary, department decisions may be appealed to the appropriate Dean and then to the Provost.

Departmental Reward System

Full time unit faculty undergo an annual review of performance during which teaching, scholarship, and service are evaluated. Performance evaluations are intended to improve the performance of the faculty member under review and are also used in making decisions regarding merit pay.

In recognition of the competence and expertise of COEHP faculty, three new awards were created in fall 2007 to bring greater attention to excellence in teaching, scholarship, and service-based leadership. Every spring, there is a college-wide vote on nominated finalists. Annually, each award has at least three qualified candidates who are nominated by administrators, students, and colleagues for their competence and professional merit.

Program Improvement Plans

Teaching and advising are strong components of the early childhood education programs. When a new hire is made, a faculty mentor will be assigned to the person to help guide him or her in establishing good teaching and advising practices.

II C. Quality of Research and Scholarship

Opportunity for Student Research Projects

The B.S.Ed. program provides candidates with opportunities to complete research projects. In multiple courses, candidates are often required to demonstrate that they are meeting national, state, and institutional standards as they synthesize and apply the knowledge and skills developed in their course of studies. Candidates complete at least two diagnostic studies on children, including one in the math methods course and one in the reading diagnostic course. In these studies, candidates must pre-assess student performance, analyze data, create intervention activities based on the data, post assess student performance and report findings at the end of the studies.

 Faculty Publications, Presentations, and Grants

CSU's professional education faculty is productive in terms of research, publications, and presentations. For example, in 2010-2011, COEHP professional education faculty published 1 book, 1 book chapter, 24 refereed journal articles, and 4 non-refereed journal articles. In addition, faculty wrote 23 major reports and produced 19 other types of scholarly work including grant proposals and manuscript reviews. Several faculty members are published in the COEHP peer reviewed journal, *Perspectives in Learning*. The editorial board for *Perspectives in Learning* includes four professional education faculty members with one serving as the journal's editor. The journal, which was first published in spring 2000, features scholarly contributions from faculty and from graduate and undergraduate students in collaboration with faculty, peers, and community partners. All publications relate to teaching and learning, and manuscripts may be submitted for review by authors both within and outside the university. See Exhibit 5.3.d #9 (i) for samples of faculty publications.

Much of the research generated by professional education faculty members is shared at professional conferences. Faculty present independently, collaboratively, and with their students at local, state, regional, and national/international conferences or meetings. During the 2010-

2011 academic year, professional education faculty presented at 34 international/national conferences, 32 regional/state conferences, and 23 local conferences or meetings. See Exhibit 5.3.d #9 (ii) for samples of faculty presentations.

Faculty have also been successful in receiving external funding to support educator preparation. In 2010-2011, professional education faculty submitted 22 grant proposals with 13 being funded for annual awards totaling approximately $564,393. See Exhibit 5.3.d #9 (i) for samples of faculty grant proposals.

Unit faculty are successful in securing internal and external funding for their research including funding from the Ivey Foundation, UTeach Grant ($1.4 million), and ARRA Early Head Start ($2 million). The promotion and tenure process values and rewards active scholarship as demonstrated in the Rubric for Annual Performance Review.

Program Improvement Plans

The early childhood education program has been successful in securing grants to support undergraduate teacher preparation. We plan to look for other grants to enhance and further support our early childhood programs.

II D. Quality of Service

Activities to Enhance Program, Department, College, Institution, Community and/or Region

Unit faculty are actively engaged in service to the university, the profession and the community. Unit faculty serve in leadership roles in state and national professional associations and agencies.

CSU professional educator preparation faculty display extensive and distinguished service on campus, in the community, in the Georgia/Alabama region, and nationally. Such service is highly consistent with the unit's mission and with the Conceptual Framework, serving the greater purpose of positively affecting student achievement, whether the achievement of teacher candidates, counselors, and administrators or the achievement of children and adolescents. See Exhibit 5.3.e for examples of faculty service and collaborative activities.

Program Improvement Plans

Early childhood education faculty will continue to engage in service to the university, the profession, and the community.

II E. Quality of Faculty and Student Achievements

Faculty Honors

In recognition of the competence and expertise of COEHP faculty, three new awards were created in fall 2007 to bring greater attention to excellence in teaching, scholarship, and service-

based leadership. Although the award selection was originally designed to be the privilege of the Faculty Qualifications, Performance and Development committee, it became evident during the initial call for nominations that our college has many qualified and exemplary professionals based on the number of nominating letters. Every spring, there is a college-wide vote on nominated finalists. Annually, each award has at least three qualified candidates who are nominated by administrators, students, and colleagues for their competence and professional merit.

Student Honors

Outstanding students in each education program are honored annually at the CSU Honors Convocation and at the COEHP Awards Ceremony. From time to time, education students are honored with scholarship awards to support their continuing education. For example, in 2012, one of our graduate students was awarded a Future Leader Initial NCTM Annual Meeting Award. This award allowed her to attend the NCTM Annual Conference

Graduate Achievements (Licensure, Certification, Admission to Graduate School, Job Offers, etc.)

Graduates of the B.S.Ed. program in Early Childhood Education are in high demand by local school systems. After completing the B.S.Ed. degree program and passing the GACE, graduates receive a clear renewable teaching certificate for Georgia.

II F. Quality of Curriculum

Relationship Between Program's Curriculum and Its Outcomes

The B.S.Ed. in Early Chilhood program candidates possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades P-5. In core 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 Educator Preparation Conceptual Framework and is reflected in the broad goals of the early childhood education program.

Candidates pursuing a B.S.Ed. degree in Early Childhood Education develop and demonstrate *expertise* as they progress through the program. Graduates of the program are prepared to apply their expert knowledge of early childhood teaching and learning in grade P-5 classrooms, thus helping to meet the demand for highly qualified early childhood teachers.

The B.S.Ed. program in Early Childhood Education is closely aligned with CSU's mission of achieving academic excellence and preparing individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others. Focusing on growth toward skillful "whole" performance rather than incremental mastery of discrete skills,

candidates in the early childhood education program demonstrate expertise as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in grades P-5.

Incorporation of Technology

Faculty have access to computer and printing resources, as well as to the most recent developments in technology including interactive boards, personal response systems (clickers), iPads, and classroom management software. Campus support services provide extensive library and technology support services. New faculty and adjunct faculty have access to orientations and seminars in teaching and learning and technology. Campus support services provide extensive technological support for distance learning and online course delivery systems.

Faculty, candidates, and staff have access to state-of-the-art facilities, multimedia classrooms, and up to date technology, which is used to help them advance unit objectives. The unit has developed an innovative model for providing advanced graduate coursework exclusively through on-line technology. Existing technology and data management will be enhanced by the implementation of the new LiveText data management system.

Utilization of Multidisciplinary Approaches

Excellence in teaching embodies the use of best practices which include using multidisciplinary approaches to teaching. Integrating or connecting content areas in relevant and meaningful ways is an integral part of good teaching. Faculties seek to help candidates learn and appreciate the relevance of how school subjects are interconnected and how each subject builds on the other. An examination of course syllabi indicates that through readings, lectures and meaningful activities, faculty seek to help candidates learn and appreciate the relevance of how school subjects are interconnected and how each subject builds on the other.

Utilization of Multicultural Perspectives

The Educator Preparation Conceptual Framework clearly articulates the unit's commitment to diversity. Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Excellence in scholarship embodies the seeking out and exploring of multiple viewpoints, embracing diversity as it enriches our intellectual lives and positively impacts our professional performances. Scholars engage in a life-long learning process, continually acquiring, integrating, and applying knowledge and skills to achieve excellence in teaching and to improve the learning of all students. Professionalism is demonstrated through in-depth knowledge of a field of study and an effort to meet the highest standards set forth by professional organizations. These standards include a commitment to diversity

A commitment to diversity is also reflected in the 2011 InTASC Standards and NBPTS propositions upon which the Conceptual Framework is based. Curricula, instruction, field experiences, clinical practice, and assessments are aligned with these principles and standards and reflect a commitment to diversity in the following ways:

- All COEHP syllabi include a statement regarding our commitment to diversity.

- The diversity proficiencies initial candidates are expected to meet include the following dispositions: Interacts appropriately and positively with others; Treats others with courtesy, respect and open-mindedness; and Displays the ability to work with diverse individuals. (Exhibit 1.3.e #1)

- The Model of Appropriate Practice (MAP) (Exhibit 1.3.c.1 (i)), the unit's performance assessment instrument used in all initial programs, is aligned with the 2011 InTASC Standards (Exhibit I.5.c #6) and includes the following diversity proficiencies initial candidates are expected to meet: 1b: Demonstrating knowledge of students; 1c: Selecting instructional goals (i.e., suitability for diverse students); 1d: Demonstrating knowledge of resources (i.e., resources for students); 2a: Creating an environment of respect and rapport; 2b: Establishing a culture for learning; 3a: Communicating clearly and accurately; 3b: Using questioning and discussion techniques; 3c: Engaging students in learning; 3e: Demonstrating flexibility and responsiveness (i.e., response to students); and 4c: Communicating with families.

- The diversity proficiencies advanced candidates are expected to meet include: Interacts appropriately and positively with others, while appreciating and valuing human diversity; and Demonstrates the belief that all students can learn. (Exhibit 1.3.e #1 Dispositions)

In keeping with our commitment to diversity, the faculty designed curricula and experiences aimed at increasing all education candidates' knowledge of and sensitivity to the diverse nature of P-12 students (Exhibit 4.3.b). Educator preparation faculty believe teachers must be able to work successfully with a diverse population of colleagues and learners. Similarly, the faculty believe skillful beginning teachers are able to ensure that all adolescents with whom they work achieve significant academic growth.

Program Improvement Plans

The early childhood faculty will continue to find ways to address diversity in all courses. Addressing the needs of English language learners (ELLs) is a specific area in which faculty is working to develop curriculum and field experiences for all ECE candidates.

II G. Quality of Facilities and Equipment

Availability of Classroom and Laboratory Space

Candidates have access to [facilities](#) on main campus to support their development as professional educators. Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions.

 Availability of Equipment

Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions. Computers in specified classrooms also include a variety of math software (e.g., Geometer's Sketchpad, Geogebra, Tinkerplots) for use in instruction in mathematics education courses. Furthermore, candidates now have enhanced opportunities to work with state-of-the-art technology in P-12 schools due to technology resources and training provided for participating schools and teachers through a [DoDEA grant](#). Resources include Bretford Carts, tablet computers, iPod touches, SMARTboards, iPevo, digital microscopes and projectors, slates, and student response units. In addition, faculty and candidates have access to the Columbus Regional Mathematics Collaborative ([CRMC](#)) lending library and teacher resource center stocked with resources to enhance mathematics instruction.

Program Improvement Plans

NCATE/ GAPSC Standard 6, Unit Governance and Resources was noted as an area of strength by the NCATE/GAPSC joint team. However, because technology is forever changing, the early childhood program faculty will remain diligent in providing students with the most current technology to mirror what is available in P-12 schools. We will continue to seek grants to assist with this process.

III.   Summary Findings of the Program's Overall Productivity

Enrollment in the B.S.Ed. Early Childhood Program

Most of the required courses are offered every term, and enrollment in required courses is good. This helps to contribute to the cost-effectiveness of the department. The program has a diverse group of candidates from a range of age groups. Graduates of the program are in high demand.

The number of degrees of B.S.Ed. Early Childhood degres conferred by CSU has remained consistent over the past 5 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

Table 3.1 Number of Declared Majors in B.S.Ed. Program in Early Childhood

	2007-2008	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**5 Year Avg.**
Full-Time	320	309	303	323	295	310
Part-Time	122	115	119	110	85	110
Total	442	424	422	433	380	420

The majority of candidates in the program are full time students. In 2011-2012, enrollment in the B.S.Ed. program in Early Childhood decreased from a combined total of 433 in 2010-2011, to 380, a decrease of 12%. Reasons for this decline in enrollment are not clear but may be partly due to economic conditions. However, overall during the past 5 years, enrollment has remained consistent with a five year average of 420 declared majors for the ECE program.

III B. Degrees Awarded Over Past 5 Years

Table 3.2 Annual Degree Productivity of the Program

Program	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**5 Year Avg.**
Early Childhood Education	69	77	49	69	71	67
Health and Physical Education	6	10	15	12	4	9
Middle Grades Education	15	16	16	13	20	16
Special Education	11	17	17	10	17	14
Total	101	120	97	104	112	107

63% of the degrees conferred in the last five years for the B.S.Ed. programs in Early Childhood, Middle Grades, Health and Physical Education and Special Education were conferred in Early Childhood Education.

III C. Comparison with CSU and USG Programs

Table 3.3 B.S.Ed. Early Childhood Education Degrees Conferred by Institution

USG Institution	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	5 Year Avg.
Albany State University	25	34	58	66	73	51
Armstrong Atlantic State University	87	95	130	69	80	92
Augusta State University	54	85	79	58	86	72
Clayton College and State University	0	0	0	0	0	0
Columbus State University	68	69	77	49	69	66
Fort Valley State University	0	0	0	2	6	2
Georgia College and State University	49	61	38	40	39	45
Georgia Southwestern State University	58	50	44	49	94	59
Kennesaw State University	272	283	308	375	354	318
North Georgia College and State University	17	12	0	0	0	6
Savannah State University	0	0	0	0	0	0
Southern Polytechnic University	0	0	0	0	0	0
State University of West Georgia	160	191	191	199	190	186
Total	790	880	925	907	991	899

As indicated in Table 3.3, CSU ranks fifth among the USG state universities that offer B.S.Ed. degrees in Early Childhood Education. Plans for improving CSU's position among USG programs include enhanced recruitment and retention efforts, improved services and support for early childhood majors, and continued support for students and classroom teachers through a variety of collaborative activities.

III D. Retention Rates

Table 3.4 First-time , Full-time ECE Undergraduate Students Enrolled Fall Semester

Program	Fall 2006 Cohort Returning Fall 2007	Fall 2007 Cohort Returning Fall 2008	Fall 2008 Cohort Returning Fall 2009	Fall 2009 Cohort Returning Fall 2010	Fall 2010 Cohort Returning Fall 2011
B.S.Ed. Early Childhood Edcuation	66.7%	81%	80%	72.5%	78.4%

The B.S.Ed. in early childhood education has a five year average retention rate of 75%. Over the five year period, 169 of 224 undergraduates in the ECE program returned the fall following their first time enrollment. Fall 2011 indicates a higher than the five year average retention rate for the program.

III E. Student Learning Indicators

Key assessments for B.S.Ed. candidates in early childhood education include the following:

- GPA
- Georgia Assessment for Certification of Educators (GACE) test (Content Test for Certification)
- Model of Appropriate Practice (MAP) for Teacher Candidates, a teaching performance assessment
- Dispositions Assessment
- Documenting Student Performance

Data indicate that B.S.Ed. candidates in the Early Childhood Program know the content and can explain important principles and concepts.

GPA

Table 3.5 Average GPA at Admission to Program and Exit from Program

Program	Year	Number Admitted to Teacher Education	Average GPA at Admission to Teacher Education	Number of Program Completers	Average Overall GPA at Program Exit
B.S. Ed. In Early Childhood Education	**2007-2008**	**70**	**3.27**	**69**	**3.40**
	2008-2009	**66**	**3.27**	**75**	**3.35**
	2009-2010	**80**	**3.19**	**48**	**3.34**
	2010-2011	**43**	**3.28**	**67**	**3.33**

Candidates in the early childhood education program are assessed by their instructors in the content courses, general education courses, and early childhood education courses. Evaluations are based on varied assessments including homework assignments, projects, in-class presentations, labs, tests, reflective logs, peer and self-assessments, instructional units and lesson plans, and videos of their teaching. These evaluations are used to determine course grades that are reflected in a candidate's GPA. In addition, candidates must have a C or better in all required content coursework. Coursework and assessments are aligned with the GAPSC standards and GACE objectives..

Over the past 5 years, average GPA at admission ranged from 3.19 to 3.28 and GPA at exit ranged from 3.33-3.40. Since GPA is based on grades that candidates receive in required coursework throughout their program of study, and course grades are based on candidates' performance on various assessments in these courses, GPA is an indication that candidates know their content.

Table 3.6 Georgia Assessment for the Certification of Educators (GACE) Pass Rates

GACE Exam	Year	Number Tested	Number Passed	Percent Passed
Early Childhood Education – Test 1 (Reading, English/Language Arts/ Social Studies)				
	2007-2008	69	65	94%
	2008-2009	82	79	96%
	2009-2010	61	49	80%
	2010-2011	79	69	87%
Early Childhood Education – Test 2 (Math, Science, Health, Physical Education and The Arts)				
	2007-2008	69	68	99%
	2008-2009	82	78	95%
	2009-2010	60	53	88%
	2010-2011	79	74	94%

The pass rates for all early childhood education program completers indicate that candidates know the content they teach. However, an analysis of the average percentage of questions answered correctly on each GACE test objective for CSU program completers and for all test takers across the state over the last three years shows some areas that may require further attention. The following areas have been identified as possible concerns based on candidates' performance on the GACE:

- Understand skills and strategies involved in writing for various purposes across the curriculum.
- Understand major concepts, principles, and methods of inquiry related to economics.
- Understand basic elements, concepts, and techniques associated with the arts.

On these three objectives, the percentage of questions answered correctly by CSU program completers was more than 5% below the state average for two or more reporting years. Additionally, candidates' pass rates dropped during 2009-2010. At the time of the writing of this report, the latest GACE Summary Report was just received. The Early Childhood faculty and Program Advisory Committee will review the most recent summary report during the 2011-2012 academic year and determine whether or not program changes are needed at this time.

Model of Appropriate Practice (MAP) – Teaching Performance Assessment

Teacher candidates in the B.S.Ed. program in Early Childhood understand the relationship of content and content-specific pedagogy and can apply the professional and pedagogical knowledge and skills delineated in the standards to facilitate learning. CSU's Model of Appropriate Practice (MAP) is used to assess planning an preparation, classroom environment, instruction and professional responsibilities. The MAP data show that early childhood education candidates are consistently meeting or exceeding expectations on the components of the MAP evaluation and the related PSC standards. An analysis of MAP data over the past five years showed that on each component, 98% or more of candidates evaluated at exit from clinical practice met or exceeded expectations. Faculty examine the ratings looking for trends and patterns that indicate strengths and weaknesses. These findings are then used to determine if program changes need to be made. For example, in 2009-2010, the following elements of the MAP were identified as strengths: Selects instructional goals, Demonstrates knowledge of resources, Organizes physical space, Demonstrates flexibility and responsiveness. An overall strength on the MAP is in area 4a: Reflects on teaching. ECE candidates do a very good job of reflection. Their reflections continue to grow in depth as they progress through the program. The candidates also consistently have higher ratings in area 4f: Shows professionalism. For the most part, candidates typically display professional behaviors when they are in their lab settings. All of the data and analysis provides evidence that candidates are meeting standards.

Documentation of Student Learning

During clinical practice, all candidates must complete the Documenting Student Performance (DSP) activity wherein candidates design and deliver a unit of instruction, assess P-12 student

performance on pre- and post-tests, analyze the results of the assessment, and provide a plan for intervention. An analysis of data from student learning related components of the MAP at exit from clinical practice revealed that the percentage of candidates rated as meeting or exceeding expectations was 100%.

Disposition Assessment

Undergraduate candidates' professional dispositions are evaluated throughout the program using the Teacher Candidate Dispositions Evaluation. To be admitted to student teaching or internship, all candidates must have overall ratings of 3 or better (i.e., meets or exceeds expectations) on their final dispositions evaluation completed at the end of the Block 3 ECE courses. To exit the program, candidates must satisfactorily complete their student teaching or internship with ratings of meets or exceeds expectations on all components of the final dispositions evaluation.

The data from the last five years show that early childhood education teacher candidates are consistently meeting or exceeding expectations on all dispositions. Analysis at the unit level has indicated two possible areas for improvement at the initial teacher preparation level:
- Prepares thoroughly and consistently
- Meets deadlines

III F. Graduation Rate of Program

Table 3.7 Six-Year Graduation Rates for B.S.Ed. Programs Housed in the Department of Teacher Education at CSU

Program	2002 Cohort Graduating by 2008	2003 Cohort Graduating by 2009	2004 Cohort Graduating by 2010	2005 Cohort Graduating by 2011	2006 Cohort Graduating by 2012
Early Childhood Education	42.4% N=14	50.9% N=29	44.4% N=28	44.6% N=25	45.1% N=23
Health and Physical Education	100% N=1	16.7% N=2	11.1% N=1	0% N=0	66.7% N=2
Middle Grades Education	40% N=4	33.3% N=2	0% N=0	50% N=2	100% N=2

Special Education	66.7% N=2	50% N=2	0% N=0	50% N=1	0% N=0
Total for all first-time full-time undergraduate students enrolled in a baccalaureate program fall semester who entered CSU in the fall or the preceding summer term	34.6%	37.5%	37.1%	37.1%	40.3%

The B.S.Ed. Early Childhood Education program graduates more students than any other program in the Department of Teacher Education, and the Early Childhood Education Program's graduation rate is higher than the University's average six year graduation rate for baccalaureate degrees. However, there is room for improvement in this area. 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 candidates 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 G. Cost Effectiveness of Instructional Delivery

As shown below in Tables 3.8 and 3.9, the budget for the Department of Teacher Education represented approximately 6-7% of the total instructional costs for Columbus State University (CSU) from 2008 to 2010. In Fall 2011, 911 (11%) of the 8307 students enrolled at CSU were majoring in a program offered in the Department of Teacher Education. In addition, the department budget helps support undergraduate teacher education programs (i.e., secondary education, foreign language, and fine arts) housed in other colleges. This suggests that teacher education programs as a whole are cost effective.

From 2008 to 2012, the Department of Teacher Education budget was supplemented by grant funds ranging from approximately $42,000 to $132,000. During this time period, there was a 15% decrease in state funding for the department, even though the number of education majors and credit hour production increased.

Table 3.8 Department of Teacher Education Budget

	2008	2009	2010	2011	2012
State Funds	$2,340,134	$2,162,502	$1,993,635	$1,823,652	$1,977,860
Grant Funds	$41,841	$61,223	$131,963	$129,421	$102,877
Total	*$2,381,975*	*$2,223,725*	*$2,125,598*	*$1,953,073*	*$2,080,737*

Table 3.9 Credit Hour Production - Fall Semester

	2008	2009	2010	2011	2012	5 Year Avg
1000 Level Courses	*0*	*0*	*0*	*0*	*0*	*0*
2000 Level Courses	*0*	*0*	*0*	*0*	*0*	*0*
3000 Level Courses	*355*	*269*	*429*	*395*	*295*	*349*
4000 Level Courses	*830*	*603*	*695*	*384*	*437*	*590*
5000 Level Courses	*0*	*0*	*0*	*0*	*0*	*0*
6000 Level Courses	*216*	*336*	*243*	*222*	*234*	*250*
7000 Level Courses	*3*	*100*	*90*	*48*	*159*	*80*
Total	*1,404*	*1,308*	*1,457*	*1,049*	*1,125*	*1,268*

Table 3.10 Total Instructional Costs per Credit Hour and Headcount at CSU

	2008	2009	2010
Instructional Costs	$31,868,466	$31,193,232	$34,596,532
Total Credit Hours Generated	164,732	171,280	178,470
Total Headcount	7,590	7,953	8,179
Cost per Credit Hour	$193	$182	$194
Cost per Headcount	$4,199	$3,922	$4,230

Table 3.11 Average Course Enrollment - Fall

Average Course Enrollment - Fall Semester	2007-08	2008-09	2009-10	2010-11	2011-12	Avg. 5 year
1000 Level Courses	0	0	0	0	0	0
2000 Level Courses	18	27	51	49	37	36
3000 Level Courses	23	21	27	24	23	24
4000 Level Courses	28	20	29	20	19	23

As indicated in table 3.11, the five year average enrollment for 2000-4000 level courses ranges from 23-36, contributing to the cost effectiveness of the program.

Table 3.12 Number of Faculty

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Full-Time Faculty	6	6	6	5	6	6
Part-Time Faculty	1	2	1	0	1	1

IV. Program Viability

IV. A. Summary of Program's Viability

The B.S.Ed. Early Childhood Education Program at CSU is a viable one. As indicated by the evaluation of the NCATE/GAPSC Board of Examiners in February 2013, the quality of the program is very strong. All NCATE/GAPSC standards were judged to be met for all initial and advanced programs. No areas for improvement were cited and multiple areas of strength were identified. 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), Center for Assessment and Reading Education (CARE), the Center for Quality Teaching and Learning (CQTL), the Coca Cola Science Center, Oxbow Meadows Environmental Learning Center, and outreach programs such as Summer Spectacular.

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education and Health Professions and P-12 teachers, principals, and superintendents. Representatives from these groups work together to make improvements to the early childhood programs at CSU and to positively impact early childhood education in our region. The B.S.Ed. program in early childhood is a valuable resource for elementary schools in our area.

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 education have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as cooperating teachers in the field and serve on our advisory committees. The strength of the Partner School Network, the Principals' Round Table, the Educator Preparation Program Council, the ECE Advisory Committee, and the Educator Preparation Assembly is a testament to the support of our many stakeholders in the P-5 schools and community.

The number of B.S.Ed. degrees conferred in early childhood education has a strong five year average of 66 and is comparable to other USG state universities. The early childhood program at CSU is essential to preparing candidates to teach young children in this region.

Departmental Plans and Priorities	CPR Indicator	Projected Timeline
1. Connect program curriculum with the P-5 Common Core and PARCC Assessments.	Quality	2013- Ongoing
2. Review and refine the block sequence	Productivity Viability	2013-Ongoing
3. Develop a plan for recruitment and retention for ECE candidates	Productivity Viability	2013-Ongoing
4. Develop a plan to infuse ideas related to teaching diverse learners throughout all program courses. Specifically, faculty will address the needs of English language learners (ELLs) and develop curriculum and field experiences for all ECE candidates.	Quality Productivity	2013 – Ongoing
5. Fully implement the edTPA instrument for student teachers,	Quality	Fall 2014-Ongoing

IV B. Summary of Program Improvement Plan

The Early Childhood Advisory Council (PAC) oversees the programs in early childhood education and works to improve the curriculum, courses, and resources offered to candidates. Recommendations to improve program quality and productivity are as follows:

- Align all coursework with the new Common Core Georgia Performance Standards and forth-coming PARCC assessments for Early Childhood Education in an effort to help prepare new teachers to teach with these standards and prepare P-5 students for the PARCC assessments.
- Develop a plan for recruitment and retention for ECE candidates. Provide additional support for ECE candidates through advising and mentoring.
- Review and refine the block sequence to facilitate developmental scheduling for candidates.

- Develop a plan to infuse ideas related to teaching diverse learners throughout all program courses. Specifically, faculty will address the needs of English language learners (ELLs) and develop curriculum and field experiences for all ECE candidates. As our ELL population grows, it is imperative for candidates to have the skills and dispositions to work with ELL students.
- To better prepare teachers, fully implement the edTPA student teaching assessment instrument, which is a preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

The timetable for implementing the program improvement plan is on-going, beginning in the spring of 2013. 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 Program Coordinator will communicate resource requests as needed to the appropriate administrator within the College of Education and Health Professions at Columbus State University.