

**PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION**  
**Academic Program Review Summary Form**  
**Board Of Governors Policy 1986-04-A**

**Please indicate:**  
 Annual Report   
 Five-Year Review

**PreK-4/Early Childhood Education**

**University** Lock Haven University **Degrees Offered** BSED  
**Division/Unit** \_\_\_\_\_ **Program** Early Childhood Education  
**Date of Last Major Review** 2008 **Completion Date of Current Review** \_\_\_\_\_

**I. Composition of Review Team** (five-year program reviews only)

Chair:  
 External Review Team Members:  
 Campus Review Team Members:

**II. Program Data**

Insert other relevant program data related to the program review in the blank rows.

	2005-06	2006-07	2007-08	2008-09	2009-2010 (est.)
Student Enrollment (Annualized FTE)	33	36	39	41	184
Program Budget / Cost (personnel, operating, equipment)	284751	320,166	270,993	590,315	850,000
Program Cost / Student FTE	8852	8853	6966	14,492	9000
Faculty FTE	4	4	4	4.1	4
Majors Enrolled (Fall Headcount)	93	98	86	86	175
Program Graduates	22	12	24	14	10

Either reflect the portion of the department's budget (personnel, operating, and equipment) associated with this program, or reflect the Common Cost Accounting instructional costs associated with this program. [Data at [www.lhup.edu/planning-and-assessment/program/data.htm](http://www.lhup.edu/planning-and-assessment/program/data.htm).]

*[Add any necessary notes or explanations here (optional).]*

Accreditation Status (if any):  
 accredited

Accrediting Agency:  
 NCATE/NAEYC

Effective Date: August 2008

**Program Context**

**How This Program Relates to and Supports the University’s Mission and Strategic Plan**

The Early Childhood Education Program is continually reviewing program requirements that improve student learning. Learning outcomes are documented through Live Text in the form of portfolios, teacher work samples, student teacher competency forms, Praxis exams, and other data collected by course instructors. The Early Childhood Education Program of Study continually meets criteria for national accreditation. This contributes to the University’s Goal #1, specifically objectives 1-1, 1-4, 1-5, and 1-9.

**External or Environmental Factors Affecting the Program**

National program standards and accrediting bodies affect the quality and content of this program. Likewise, the Pennsylvania Department of Education makes decisions and requirements regarding teacher certification that influence the types of experiences and coursework our students are expected to master. The GPA requirement also establishes standards for student achievement.

**Demand for This Program and its Graduates (Current and Anticipated)**

The demand for Early Childhood Education classes has begun to increase dramatically due to new certification guidelines set forth by PDE. These new guidelines have also created a demand for graduate level classes, which we have begun to offer.

**III. Progress Since Last Review**

This should be a brief status report of principal actions taken since the last review, if applicable.

**Student Learning Outcomes**

Action Item	Steps Taken/Progress Reported	Date
Candidates show slight weakness in evaluating and reporting student progress and effectiveness in instruction	Continued review of our two assessment courses and lesson planning will help to enhance this student outcome	Evidence gathered Fall 2009. Candidates are only slightly behind state average, and above national average on this item.
Candidates showed weakness in knowledge and implementation of adaptations and cultural and linguistic Diversity (last year’s review)	A cultures course was added to address classroom adaptations, second language learners, and diverse populations. This course has now become a diversity course, with added objectives.	Evidence from Praxis exams indicates significant growth in this area.

**Other Program Outcomes**

Action Item	Steps Taken/Progress Reported	Date


**IV. Outcomes Assessment (PASSHE Board of Governors Policy 1997-01)**

**Student Learning Outcomes (list goals and outcomes)**

See attached Learning Outcomes Assessment Worksheets.

**Program Outcomes (list goals and outcomes)**

See attached Program Outcomes Assessment Worksheets.

**V. Strengths**

**Student Learning**

Assessments for professional and pedagogical knowledge, skill, and dispositions, include lesson plans, the student teacher competency form, and PDE-430. LHU Candidates demonstrate a strong ability to plan lessons that are creative and engaging for young learners. Early childhood faculty believe that students should demonstrate a strong understanding of child development and teaching strategies, prior to learning how to put them into a formal lesson plan. This is evident in our course requirements in which candidates complete 2 psychology courses, language development, introduction courses, and cultures courses prior to writing lesson plans in 300-level courses. Candidates demonstrate a strong ability to blend components of a child care manual that reflect knowledge of child development and learning in addition to how to build family and community partnerships in a child care center. Courses are continually revised as new knowledge about early care and education and changes in state regulations affecting care and education of children younger than school age become available, and as state certifications and national standards are changed and improved.

**VI. Areas in Need of Improvement**

**Student Learning**

Candidates continue to learn how to write effective lesson plans that include diverse populations. There is always a need to improve knowledge of student backgrounds, communities, families, and educational differences.

**VII. Action Plan**

With candidates currently passing at a high rate and meeting or exceeding the state average in all components, we are not planning any major changes to the program at this time to address the needs of the standardized licensure exam.

**Student Learning Outcomes**

Goals	Action Plan	Steps To Be Taken	Date

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**Other Program Outcomes**

Goals	Action Plan	Steps To Be Taken	Date

**Resources**

The Early Childhood Program has begun to see a surge in student enrollment due to the change in certification mandates set forth by the department of education. We will need additional faculty members and an increased budget to meet the needs of these students.

**VIII. Comments**

Comments by Dean and/or Provost

**IX. Actions Planned by the University**

- |   |   |
|---|---|
| <input type="checkbox"/> Continue Program     | <input type="checkbox"/> Continue Program and Revise as Indicated |
| <input type="checkbox"/> Place in Moratorium  | <input type="checkbox"/> Interim Review                           |
| <input type="checkbox"/> Discontinue Program  | <input type="checkbox"/> Reorganization                           |
| <input type="checkbox"/> Pursue Accreditation | <input type="checkbox"/> Other (Please explain below)             |

<u>Denise Tyson</u>	<u>06/29/10</u>
Department Chair	Date
_____	_____
Program Coordinator	Date
_____	_____
Program Review Chair	Date
_____	_____
Provost or Vice President	Date