

**EARLY
CHILDHOOD/ELEMENTARY
EDUCATION**

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**DATA FOR ANALYSIS OF UNDERGRADUATE MAJOR
PROGRAM
Early Childhood Education (ECE)**

A. External recognition and measures of quality of the program. The School of Education received NCATE accreditation Spring 2007 with a focused visit scheduled in Spring 2009 to meet for Standard 2: Assessment. The Early Childhood/Elementary Education Program received national status August, 2004 from the *National Association for the Education of Young Children*.

B. Strengths of program cited in NAEYC/NCATE report include the following:

- The program has a well-developed conceptual framework and its relationship to early childhood education is explained.
- Students are involved in a variety of community and professional activities.
- Syllabi for all classes provided adequate details to demonstrate how many competencies are met.
- There is clear evidence to demonstrate knowledge of and respect for culture, language, anti-bias or to demonstrate knowledge of family system theory, knowledge of the dynamics, roles, and relationships within families and communities, and family-center assessments.
- A strong focus of the program is its underlying approach to teacher training and what it means to be a good teacher of young children.
- There is a clear sense of students' awareness and understanding of the moral and ethical nature of the profession's *Code of Ethics and Statement of Commitment*.
- Students are encouraged to develop a personal educational philosophy beginning with the first early childhood course.
- Student candidates are required to join a professional association, participate and attend professional conferences, and
- The program has adequately met all specialty guidelines indicated in the accreditation review.

C. Faculty and student partnerships with community organizations and agencies:

Faculty and students are active in professional organizations, present at local, state, district, and national conferences. Faculty have published on current topics in the field of pedagogy, and continues to conduct research and submit manuscripts for publication.

Faculty was the founder and major advisor for the student chapter organization, *The Association for Childhood Education International (UOG-ACEI)*. UOG-ACEI is a very community-oriented association. UOG-ACEI is almost 11 years old, and very well know in the Guam community due to its *strong mission statement that focus on*

young children, youth and educators; Partnership with many other organization,; Service Learning activities and projects.

Scheduled Community partnership with agencies every semester:

- g • Sagan Manague or Birthing Center
- q • Pediatric evaluation & Developmental Services (PEDS)
- b • Guam Early Intervention Programs
- h • Montessori School Visits
- n • Guam System for Assistive technology (GSAT)
- t • Play Therapy Psychologist
- m • Catholic & Protestant Private Schools
- s • GPSS After School Programs
- w • Child Care Center (civilian & military, profit and not for profit)

2. All course outlines have been revised to reflect both program and course Student Learning Outcomes and assessment plan in place.

The interest in and the concept of early education and care for young children has matured significantly on Guam since 1999, the last ECE review. As the public becomes educated about the needs of young children, they must also be educated about the professional skills needed to teach in this field. The demand for early childhood teachers is at an all-time high. Recruitment of qualified early childhood teachers is a critical issue facing the field of education. *Early childhood education affects all children, and it is a distinctly different enterprise from elementary education.*

The characteristics that distinguish early childhood education from other levels of education are primarily timing; early childhood educators profoundly influence development and learning during the *formative years*. During the early years, teachers influence the development of a child's self-concept and sense of competence of a learner, social-interactive and verbal competence, and much of the cognitive foundation for future learning. These distinctive characteristics of the field necessitate *specialized preparation of early childhood teachers*.

Student Learning Outcomes and Goals:

- *Give students the ability to comprehend, analyze, synthesize and evaluate a wide range of theories and research materials.*
- *Establish firm principles of child development, and learn how to provide optimal learning experiences for young children.*
- *Communicate with many professionals in the field from diverse backgrounds, both orally and written.*
- *Reflect on information and experiences to develop their own philosophy over a three year time frame.*
- *Observe, interact and understand the dynamics of a variety of early childhood environments.*
- *Acquire an understanding of and have confidence in their own ability to perform in class with peers and in the community among professionals.*

- *Have an awareness of the interactions (social and some political forces) that affect people, programs, events, and activities in the community.*
- *Understand, appreciate and be sensitive to their cultures.*
- *Understand early childhood as a multi-discipline, therefore, keep abreast of changing theories and practices, and*
- *Expose students to the roles of the profession by organizing and implementing methods of instruction.*

Specialized courses in the Early Childhood Program are:

Course and Number	Alignment and Assessment
ED251 Development in Early Childhood	NAEYC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED330 Language Arts	NAEYC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED331 Teaching the Young Child	NAEYC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED332 Curriculum for Young Children	NAEYC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED333 Creative Arts in Early Childhood	NAEYC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED334 Solving Discipline Problems: Strategies for Classroom Teachers	NAEYC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED336 Building Home and School Relationships in Early Childhood Education (a new course as of Fall '07)	NAEYC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities
ED492 Practicum in Student Teaching	NAEYC standards, INTASC, SOE Conceptual Framework, GPSS, Assessments and Activities

3. Centrality to UOG Mission – *Inina, Diskubre, Setbisio* (To Enlighten, To Discover, To Serve)

The *mission* of the University of Guam, a public Land Grant institution, is to provide higher education programs for the people of Guam and the Western Pacific Island communities, including undergraduate programs such as SOE's Early Childhood Program, that build upon the Western Pacific's unique and varied cultural traditions and offer career opportunities together with elementary education.

ECE MISSION STATEMENT

The Early Childhood Education (ECE) Program with the School of Education will increase and expand its role and be widely recognized in the Western Pacific as the primary source of knowledge for preparing quality teachers who will teach in our multicultural society. The University's primary mission will continue to be instruction and the School of Education's ECE Program will provide Guam and the Western Pacific with a cadre of competent teachers and practitioners having the knowledge base, skills and attitudes, as well as a multicultural global perspective, to effectively teach young children. The ECE Program is an integral part of the University and the School of Education's mission to become the academic, research, and service resource program for Guam and the greater Micronesian areas.

The mission of the University of Guam since its inception has always been serving the people of Guam and the surrounding region through education: Instruction, Research, and Public Service. The over-arching mission the University in education will be SERVICE – service to learners and service to the social, economic, governmental and environmental well-being of the Asia-Pacific Region.

4. Support of Strategic Initiatives (Identify which initiatives are supported by your program and explain briefly how by providing specific examples).

ACADEMIC QUALITY

- use of LiveText, a web based assessment system, in all SOE courses
- alignment of all SOE courses to standards: NCATE, INTASC, SOE Conceptual Framework, and the Guam Public School System
- Successful completion of Praxis I prior to admission to SOE and Praxis II prior to admission to student teaching

5. Student Enrollment, Growth and Institutional Visibility

Early Childhood Majors by Semester

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3/	3/	4/	4/	4/	5/	5/	5/	5/	6/	6/	6/	6/	6/	6/	7/	7/	7/	7/	7/	
F	F	S	F	F	S	X	F	F	S	X	X	X	F	F	S	X	X	X	F	
A	I	P	A	I	P	I	A	I	P	A	B	C	A	I	P	A	B	C	A	

Meeting student and regional needs – List supporting evidence such as collaborative work with other institutions in the region, transfer and articulation agreements, outreach programs, student involvement initiatives, etc.

- Individual Degree Plan (IDP)
- Private school agreements for student teaching and internships
- Work closely with Guam Public School System for alignment of courses and certification requirements

- Student teaching experiences in GPSS
- Field work experiences in GPSS
- Service Learning experiences and Community Engagement with:
 - 1) Guam Public Library
 - 2) Head Start Partnership
 - 3) Saturday Reading Hour
 - 4) Maria Artero Pre-School Project
 - 5) Kamalen Karidat
 - 6) Walk -For-Life
 - 7) SOE Convocation
 - 7) Child Care Association
 - 8) Home School Partnership
 - 9) Annual Language Conference
 - 10) In-service Training
 - 11) Celebrity Reader
 - 12) Guam Island-Girl Power
 - 13) GPSS annual conference

Institutional Efficiency and Effectiveness

- Adoption of technology and use of LiveText, a web based assessment system in all SOE courses
- Use of LiveText allows faculty to document and report student learning
- Increased use of technology facilitates data gathering, collection, and analysis
- use of email allows for an increase in communication between faculty and students outside of class which results in better meeting the needs of students

6. Early Childhood Program Review

LATEST PROGRAM REVIEW

Years covered: 1999- 2004
 Date completed: 8/21/04

- Recommendations
- *1. One full-time tenure track faculty, and one part-faculty.
 2. Establishment of a Model Practicum/Observation/Demonstration Child Development Centers for Infant/Toddlers and Pre-School
 3. Qualified ECE Faculty and Staff for Model Demonstration Centers
 4. Outdated Curriculum Core Courses
 5. Inappropriate Upper Division Courses
 - *6. Poor Scheduling of ECE Courses
 7. Duplication of Elementary and ECE Courses
 - 8. Create a Multi-disciplinary Masters Program with Early Childhood Ed, Special Education & Child Development**
 - 9. Need to revisit articulation agreement for ED251 and ED333, two major ECE courses at The Guam Community College.**

(Explain if no actions have been taken or describe briefly if actions are still in progress.)

*Fall '07 hired one full-time tenure track faculty, and one part-time, received budget approval to complete a search for a full-time tenure track position.

* Fall '07 made changes in scheduling ECE courses due to one-full time and one part-time faculty.

NOTES: (1) If an outcome is asserted, documentary evidence must be supplied, such as a copy of the Student Learning Outcomes for the program or a copy of the approved assessment plan ... etc.

