

**Program Review Summary**  
**3.7 Academic Program Review**  
**Eastern Oklahoma State College**  
**Child Development Assistant – Certificate of Mastery Program Code 063**

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

*(Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each element of the review.)*

The mission of Eastern Oklahoma State College is to generate student learning through its associate degrees which effectively prepare students to complete a baccalaureate degree or obtain productive employment, and lead enriched lives of learning. It is simultaneously the mission of the College to engage in educational programming and related activities that promote regional economic and community development. The Certificate of Mastery in Child Development at Eastern Oklahoma State College seeks to effectively prepare recipients to meet the specific needs of children and work with parents and caregivers to nurture the physical, social, emotional, and intellectual growth of children in a child development framework. The curriculum is designed to provide critical knowledge for child development professionals. As a result of obtaining additional training in the field of child development, graduates will be prepared to obtain occupations in the field of child development which in turn contributes to the economic development of the area and to community development in general. For students who choose to pursue additional education, the 18 credit hours required for the Certificate of Mastery are included in the curricula for either the Associate of Arts in Child Development or the Associate of Applied Science in Child Development.

**3.7.5 Process (Internal/External Review):**

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

In the last five years the course offerings in the Child Development Certificate of Mastery have been made more accessible to students through the utilization of both interactive TV deliveries to the McAlester, Wilburton, Antlers, and Idabel campuses as well as with the delivery of online and hybrid courses.

**A. Centrality of the Program to the Institution’s Mission:**

*(Institution’s response/rationale should follow each criteria of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)*

The program must be staffed, administered, supplied, and conducted in order to provide for the development of educational competence of students and to contribute to the development of each student’s character and social conscience.

**B. Vitality of the Program:**

**B.1. Program Objectives and Goals:**

**Goal**

The primary goal of the Certificate of Mastery in Child Development is to provide formal education opportunities that produce competent graduates who have increased knowledge to be specifically used in the area of employment in the child care field.

**B.2 Quality Indicators (including Higher Learning Commission issues):**

By expanding service delivery area with both ITV and online technology the program reaches more students in the target population. Students are also exposed to real world experiences in the classroom curriculum through assigned mandatory field interviews with current personnel working in the child care field. Course curricula have requirements embedded in course content that provide opportunities to fulfill the educational mission and how it relates to the Higher Learning criteria and components.

**B.3. Minimum Productivity Indicators:**

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2013-14	10	9
2014-15	10	9
2015-2016	10	10
2016-2017	10	8
2017-2018	7	1

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**B.4. Other Quantitative Measures:**

a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

2013-14

Course #	Course Title	Enrollment
CDP 1113	Child Growth and Development	28
CDP 1223	Preschool Behavior and Guidance	24
CDP 2013	Children with Special Needs	29
CDP 2103	Parent-Teacher Community Relations	16
CDP 2133	Language Arts and Literature	0
CDP 2213	Art and Music for Young Children	20
CDP 2223	Program Planning for Early Childhood	20

2014-15

Course #	Course Title	Enrollment
CDP 1113	Child Growth and Development	7
CDP 1223	Preschool Behavior and Guidance	20
CDP 2013	Children with Special Needs	13
CDP 2103	Parent-Teacher Community Relations	19
CDP 2133	Language Arts and Literature	0
CDP 2213	Art and Music for Young Children	6
CDP 2223	Program Planning for Early Childhood	9

2015-16

Course #	Course Title	Enrollment
CDP 1113	Child Growth and Development	17
CDP 1223	Preschool Behavior and Guidance	32
CDP 2013	Children with Special Needs	19
CDP 2103	Parent-Teacher Community Relations	17
CDP 2133	Language Arts and Literature	0
CDP 2213	Art and Music for Young Children	20
CDP 2223	Program Planning for Early Childhood	25

**b. Student credit hours by level generated in all major courses that make up the degree program for five years:**

See above information.

**c. Direct instructional costs for the program for the review period:**

\$42,686 which includes departmental budget and instructors salaries/benefits.

**d. The number of credits and credit hours generated in the program that supports the general education component and other major programs including certificates:**

None of the CDP courses specific to the CD Certificate of Mastery are general education courses.

CDP courses specific to the CD Certificate of Mastery also support both the AA and AAS degree in Child Development that is offered. Students who begin with the Certificate of Mastery have the option to continue and earn either the AA or AAS degree in Child Development.

**e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:**

**Note:** Due to recent statewide budget cuts that have adversely affected Eastern, one adjunct faculty in Idabel is no longer teaching. Courses to the Idabel area are available to students via online and ITV course delivery. This has reduced costs for the department while continuing to provide the courses for students.

Faculty	Credential	Institution that granted degree
Cheryl Wood-Myers Full-time Professor	M.S.	Northeastern State Univ. 1990
Mimi Kelley Adjunct	M.S.	East Central University 1991

**B.5. Duplication and Demand:**

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

**B.5. Duplication and Demand Issues:**

*Address Duplication:*

Although the Child Development degree is available at regional and major universities, obtaining the AA degree at the community college level is less costly and geographically more convenient for many students.

*Address Demand:*

There is considerable demand for Child Development degrees since child care is a major employer in this area. Many of the students who seek the Child Development Certificate of Mastery at EOSC are nontraditional students who have not attended school in several years. Many students who seek the Certificate of Mastery do so to obtain credentials required to increase their level of pay and job title promotion. Students gain confidence and success at the community college level which they might not perceive at a regional or major university.

**B.5.a.** Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

Not applicable.

**B.5.b.** Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Most students are already employed in the child development field or are planning to transfer to a four-year institution to complete BA or BS degrees.

**B.5.c.** Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable

**B.5.d.** Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Department chair is available for public speaking and has performed this service in local surrounding communities in the past.

**B.5.e.** The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

Online and ITV course offerings are offered to reach more students. The two courses still taught in the traditional classroom are now hybrid which reduces travel and personal costs to students since they do not have to be physically in the classroom as many times during the semester.

**B.6.** Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

EOSC Library maintains relevant resources for students to use as reference. The college also has computer labs at all campuses for student use. Technology used in the classroom includes computer presentations, ITV and online classes. All online faculty members are trained in the use of our current learning management system and Quality Matters design and review program is utilized.

The Child Development Chair teaches CDP courses as well as Psychology and Sociology courses on campus.

## Requirements for the Certificate of Mastery in Child Development

### Certificate of Mastery in Child Development Division of Behavioral and Social Sciences

Eastern Oklahoma State College

Student Name:	Date:
Academic Advisor:	
Minimum Total Hours .....	18
Minimum Grade Point Average .....	2.00

<b>Certificate Requirements ..... 18</b>		
<b>Child Development Certificate of Mastery Major Field.....12</b>	Semester	Course Substitution
CDP 1113 Child Growth and Development		
CDP 1223 Pre-School Guidance and Behavior		
CDP 2103 Parent-Teacher Community Relations		
ENGL 1113 Freshman Composition I		
<b>Supporting Electives..... 6</b>	Semester	Course Substitution
<i>Select <b>Two</b> from the following with advisor approval:</i>		
CDP 2223 Program Planning for Early Child		
CDP 2013 Children with Special Needs		
CDP 2213 Art and Music for Young Children		