

# CPR Report Submitted!

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- 6    **Review Status:** Triggered Review
- 7    **Degree level:** Education Specialist
- 8    **Degree acronym:** EDS
- 9    **Degree/Major:** EdS in Early Childhood Education
- 10                  **CIP Code:** 13121000
- 11                  **College,  
School/Division:** College of Education
- 12                  **Department:** Teacher Education
- 13                  **CPR Plan  
followed:** Yes
- 14 **Future institutional  
plans for program:** Maintain at present level
- 15 **Supplemental file:** EC EdS Exec-Sum.doc
- 16                  **File Type:** MS Word
- 17                  **CPR Web site:** [aa.colstate.edu/assess/cprtbl.htm](http://aa.colstate.edu/assess/cprtbl.htm)

## **Executive Summary for the Ed.S. 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 M.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: Satisfactory**

Beginning in 2002, enrollment in the Ed.S. program has experienced a decline, and efforts are underway to increase the enrollment. The Ed.S. program in Early Childhood Education ranks third in average enrollment (5 students per year) among the six Ed.S. programs housed in the Department of Teacher Education. Courses are offered on a one- or two-year cycle, and enrollment in required courses is good. This helps to contribute to the cost-effectiveness of the department. Enrollment in the Ed.S. Early Childhood program has included a high percentage of women (85%), and on average, 75% of the program's majors since Fall 2001 have been white, and 25% have been black. There have been no International, Asian, Hispanic, American Indian, or Multi-Racial students in the program during this time period.

The number of Ed.S. degrees conferred each year in Early Childhood Education is small (on average 2.5 per year) and has experienced a decline over the past four years. Among the six Ed.S. programs offered in the Department of Teacher Education, the Ed.S. Early Childhood Education program ranks third, however, in average number of degrees conferred. The number of Ed.S. Early Childhood degrees conferred by CSU is low, but 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 an education specialist degree in Early Childhood Education, CSU provides teachers in its service region an opportunity that they might not have otherwise, to gain expertise and leadership abilities in Early Childhood Education.

#### **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:

- 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 the graduate early childhood coursework 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).

### **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.
- Explore ways to provide additional support for students in graduate early childhood courses (ongoing).
- Consider ways to connect the content of the graduate early childhood coursework to the P-5 curriculum (ongoing).
- Work to recruit teachers into the graduate program. Efforts are underway to consider additional ways to recruit students for the graduate programs. Additionally, faculty will be meeting with the graduating seniors and working with teachers in our Partner Schools to recruit for the graduate programs.

### **Conclusion about the Program's Viability at CSU**

Though small, the Ed.S. 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 Quality Teaching & Learning (CQTL), and the Center for Assessment and Reading Education (CARE).

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education, Early Childhood Education program, and P-12 teachers. Representatives from each of 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 Ed.S. program in Early Childhood Education is a valuable resource for teachers in our region who want to grow professionally and develop leadership abilities in the field of early childhood education. Students in the Ed.S. program take what they learn and apply it in their own classrooms and districts to help their students learn.

Graduates of the Ed.S. 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 graduate 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.

Though small, the number of Ed.S. Early Childhood degrees conferred by CSU 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 an education specialist degree in Early Childhood Education, CSU provides early childhood teachers in its service region an opportunity to gain expertise and leadership abilities in early childhood education. This is an opportunity that they might not have if CSU did not offer this degree program. With the need to provide highly-qualified teachers, we need to provide every possible opportunity for teachers to grow professionally and enhance their knowledge and skills in early childhood education.

### **Program Improvement Plan**

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the Ed.S. 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. Refine the College of Education Recruitment Plan to focus on specific methods for recruiting graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for students seeking advanced degrees in Early Childhood Education	Productivity Viability	2006-Ongoing
3. Align appropriate graduate courses with the Georgia Performance Standards (GPS) to make the individual courses as well as the program highly attractive to prospective graduate students who will be implementing the GPS.	Quality Productivity Viability	2006-2007
4. Continue to connect the content of the graduate Early Childhood courses to the Early Childhood (P-5) curriculum	Quality Productivity Viability	2006-Ongoing
6. Combine the Ed.S. programs in the Department of Teacher Education under a common degree title (as appropriate) that allows students to concentrate in a specific content area	Productivity Viability	2006-2008

The resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. Priority 2 will require the assistance of individuals in the Office of University Advancement to develop

endowments which provide scholarships for graduate students. 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 additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

### **Summary Recommendation and Supporting Rationale**

#### **Recommendation:** Maintain the Program at the Current Level

The program quality is very strong, but the number of degrees conferred each year is small. There are factors beyond our control that have an impact on the Ed.S. program. Since teachers can get an advanced degree in any field and receive an increase in pay, some of the early childhood teachers in our service region have chosen to pursue advanced degrees in an area other than early childhood.

As previously mentioned, CSU will continue to work to improve the current Ed.S. program in Early Childhood Education by responding to new initiatives (e.g., Georgia Performance Standards), improving the curriculum, providing better support and resources for students, and intensifying recruitment efforts. By enhancing the quality of the program, we hope to attract more potential students.