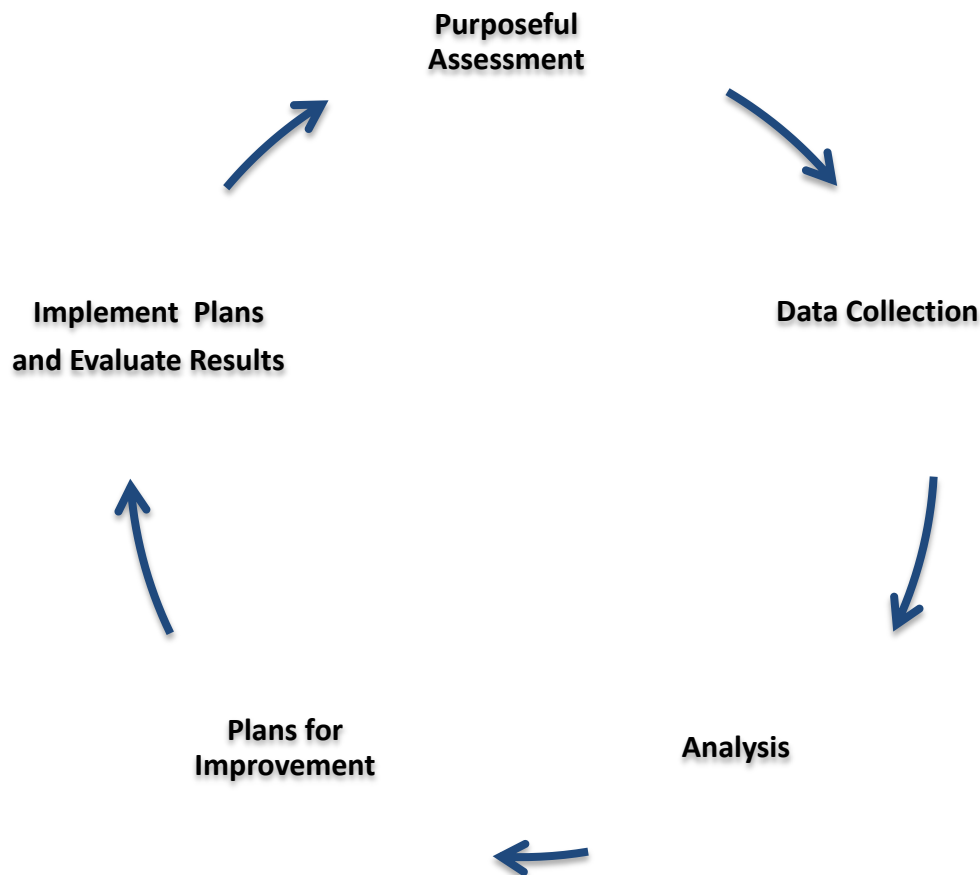




**COLUMBUS STATE
UNIVERSITY**

**Department of Teacher Education
Assessment Council Fact Books**

2012-2013 Academic Year



Council Members

Dr. Barbara C. Buckner, Dean

Dr. Sallie Averitt Miller, Associate Dean and Council Chair

Dr. Andrea Dawn Frazier, Department of Counseling, Foundations, Leadership, and Graduate Studies

Dr. Ellen H. Martin, Department of Health, Physical Education, and Exercise Science

Professor Lisa O'Steen, School of Nursing

Dr. Deniz Peker, Department of Teacher Education and Assist CAEP Coordinator

Ms. Nancy Harris, Graduate Assistant and Council Secretary

Mission

The *College of Education and Health Professions Assessment Council* was established to manage, maintain, and formally document meaningful data. The Council is charged with providing annual, departmental fact books that include college, department, and program data. In addition, trend analyses are documented.

The online fact books are designed to provide data for national, state, and local reporting. Other uses include promoting programs, providing a quick data reference guide, writing grants, and using data to make informed program improvement plans.

Fact Books

To capture the data specific to each of the departments, the Dean and the Associate Dean for Assessment and Accreditation facilitate the work for the following four fact books:

1. Department of Counseling, Foundations, Leadership, and Graduate Studies Fact Book
Dr. Andrea Dawn Frazier
2. Department of Health, Physical Education, and Exercise Science Fact Book
Dr. Ellen H. Martin
3. School of Nursing Fact Book
Professor Lisa O'Steen
4. Department of Teacher Education Fact Book
Dr. Deniz Peker

The Fact Book Introduction was authored by Dr. Barbara C. Buckner, Dr. Sallie A. Miller, and Ms. Nancy Harris.

Introduction

The College of Education and Health Professions (COEHP) consists of the Departments of Counseling, Foundations, Leadership, and Graduate Studies; Health, Physical Education, and Exercise Science; Teacher Education; and the School of Nursing.

The College offers numerous educator preparation programs. However, the COEHP also houses programs in Exercise Science, School Library Media, Community Counseling, Health Science, and Nursing.

In addition, the COEHP collaborates with the College of Letters and Sciences and the College of the Arts to provide content courses for some of its educator preparation programs.

Specifically, the College of Letters and Sciences offers English as a Second Language (ESOL), French, and Spanish, as well as courses in English, History, Biology, Chemistry, Earth Science, and Mathematics that support secondary education.

The College of the Arts offers courses in Music, Art, and Theatre Education.

Accrediting Organizations for the College of Education and Health Professions

1. Council for the Accreditation of Educator Preparation (National Council for the Accreditation for Teacher Education)
 2. Commission on Colleges of the Southern Association of Colleges and Schools
 3. Georgia Board of Nursing
 4. Commission on Collegiate Nursing Education
 5. Georgia Professional Standards Commission
 6. Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
 7. National Association of Schools of Art and Design (NASAD)
 8. National Association of Schools of Theatre (NAST)
 9. National Association of Schools of Music (NASM)
 10. Régistre International des Conservatoires de Musique
-

Selected Aggregate Data

Selected data that is representative of the College of Education and Health Professions are included in the following tables and text.

Grants Awarded

Academic Year	Counseling, Foundations, and Leadership	Teacher Education	Health, Physical Education, and Exercise Science	School of Nursing	Outreach Centers	College of Education and Health Professions
2012-2013	\$77,500	\$720,675	\$91,052	\$132,676	\$145,781	\$1,167,684

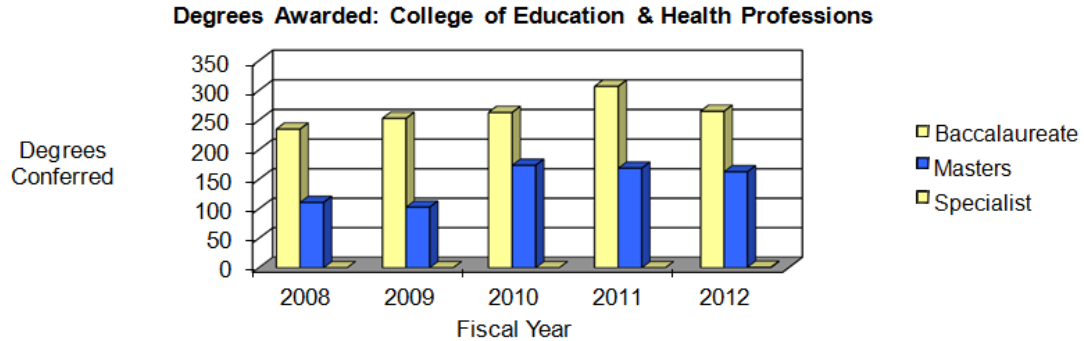
In addition to the totals reported above, the Department of Teacher Education reported the UTEACH Columbus Grant for \$1.4 million last year. This grant is in effect through 2016. Furthermore, the Columbus Regional Academy of Future Teachers of STEM (CRAFT-STEM) Grant for \$1.2 million reported last year is active through 2015.

Source: COEHP Faculty and the Office of Sponsored Programs (Grants Manager)

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Degrees Awarded

CSU Facts & Figures 2012: Degrees Awarded



Degrees Awarded: College of Education and Health Professions							
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	4- Year Change	
Baccalaureate	235	253	263	307	265	30	12.8%
Masters	111	103	174	169	163	52	46.8%
Specialist	41	159	46	59	53	12	29.3%
Doctorate	-	-	-	-	1	1	-
College Total	387	515	483	535	482	95	24.5%

Enrollment by Degree

Enrollment: College of Education and Health Professions							
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	4- Year Change	
Baccalaureate	1677	1823	1875	1978	2018	341	20.3%
Masters	380	475	478	472	391	11	2.9%
Specialist	140	159	127	155	141	1	.7%
Doctorate	-	-	32	35	38	-	-
College Total	2197	2457	2512	2640	2588	391	17.8%

Data Source: CSU Facts and Figures 2012 – 2013

Assessment for Teacher Certification

Georgia Assessment for the Certification of Educators (GACE)

GACE content test scores are used to provide an external assessment of candidates' content knowledge. Though not a requirement for program completion, candidates must pass the GACE content tests (in their intended field of certification) in order to be recommended to the Georgia Professional Standards Commission for a clear renewable teaching certificate. Test results are reviewed annually by program faculty and advisory committees to guide decisions and make program and unit improvements.

Columbus State University	TAKERS	PASSERS	PASSRATE (%)	State Average Pass Rate (%)
Program completers 2011 - 12	181	165	91	93
Program completers 2010 - 11	185	172	93	95
Program completers 2009 - 10	129	121	94	96

Data Source: Pearson Education, Inc.

Educator Preparation Unit Evaluations Common Assessments

Model of Appropriate Practice (MAP)

The Model of Appropriate Practice (MAP) is an initial certification evaluation that outlines the skills beginning teachers should demonstrate. These skills are categorized into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

The MAP evaluation is administered multiple times throughout the teacher candidates' programs to monitor progress. This evaluation is aligned with the Teacher Keys in-service teacher evaluation and the Interstate Teacher Assessment and Support Consortium (InTASC).

InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. InTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

Pass Rate

95% of student teachers passed the MAP evaluation during the 2012-2013 AY

Data Source: Office for Student Advising and Field Experience

Undergraduate Dispositions

The dispositions instrument evaluates whether the teacher candidates' values, commitments, and professional ethics meet or exceed expectations.

Pass Rate

97% of student teachers passed the Dispositions evaluation during the 2012-2013 AY

Data Source: Office for Student Advising and Field Experience

Undergraduate Documenting Student Performance Rubric

Assessing student performance is an integral component in the teaching and learning process. Assessment provides student teachers with data that are used for improving their teaching practices and for guiding and motivating their students throughout the learning process.

Pass Rate

93% of the students evaluated by the undergraduate documenting student performance rubric during Fall 2012 and Spring 2013 Year scored acceptable or target

Data Source: Office for Student Advising and Field Experience

Graduate Model of Accomplished Practice (GMAP)

The Graduate Model of Accomplished Practice (GMAP) is an evaluation that outlines the skills in-service teachers should demonstrate. These skills are categorized into five propositions: Commitment to Students and Learning, Knowledge of Subjects and How to Teach Them, Managing and Monitoring Student Learning, Thinking Systematically about Practice, and Member in Learning Communities.

The evaluation is administered multiple times throughout the teachers' programs to monitor progress. *Note: This evaluation is aligned with the National Board for Professional Teaching Standards.*

Pass Rate

98% of the students evaluated by GMAP during Fall 2012 and Spring 2013 scored meets or exceeds expectations on all criteria

Data Source: LiveText Exhibit Center

Graduate Dispositions

The dispositions instrument evaluates whether the teachers' values, commitments, and professional ethics meet expectations or are rated as exemplary.

Pass Rate

97% of the students evaluated by the graduate dispositions evaluation during Fall 2012 and Spring 2013 scored meets expectations or exemplary

Data Source: LiveText Exhibit Center

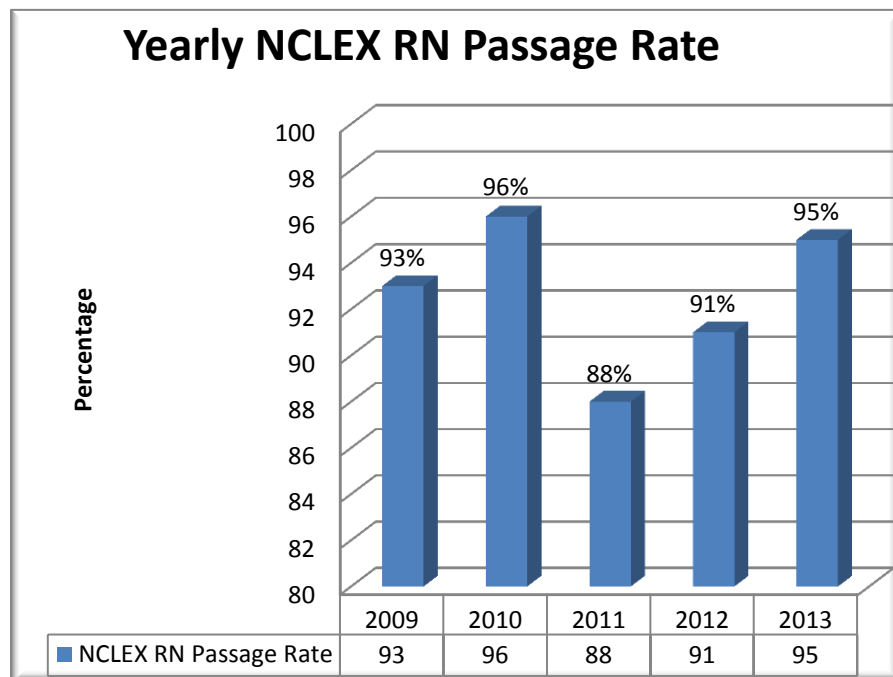
Health, Physical Education, and Exercise Science Assessments

The Physical Education Program data are included in the preceding Unit GACE and Common Assessment data.

Counseling, Foundations, Leadership, and Graduate Studies Assessments

The School Counseling and Educational Leadership Program data are included in the preceding Unit GACE data.

Assessment for Nursing Licensure



95% Pass Rate 2012-2013

To ensure public protection, the *National Council of State Boards of Nursing (NCSBN)* member board jurisdictions require a candidate for licensure to pass an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry-level nurse. NCSBN develops the licensure examinations, the National Council Licensure Examination for Registered Nurses (NCLEX-RN) that are used by boards of nursing to assist in making licensure decisions. Taking the NCLEX-RN is a capstone experience for nursing students. Passing the exam demonstrates competency to begin a nursing career.

Summary

CSU's College of Education and Health Professions' (COEHP) assessment culture embraces the use of purposeful assessment and useful data to guide its plans for and implementation of program improvement. Thus to assist in the assessment process, the college established the COEHP Assessment Council.

The Council publishes departmental fact books each year. These fact books provide college, department, and program data to be used for data-driven decision making. The four fact books are authored by each department's designated Assessment Council member. The fact book introduction is authored by the College Dean, Associate Dean for Assessment and Accreditation, and the Associate Dean's Graduate Assistant.

The selected aggregate data are intended to provide a *quick reference* for the college. In contrast, the departmental fact books offer a more in-depth view of each department and its data.

Acknowledgements

A special thanks to the Council's ex officio members (Dr. Ron Linton, Dr. Margie Yates, and Ms. Saousssan Maarouf) for serving on this council and to the COEHP faculty and staff for their support and contributions.

The Council also thanks those faculty, staff, and graduate assistants who reviewed the fact books.

Dr. Ekaterina Strekalova-Hughes
Dr. Dell Miller
Dr. Tara Underwood
Dr. Deirdre Greer
Ms. Lindsey Awtrey
Ms. LaQuita Daniel

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Data Source: Office of Institutional Research (Preparation Approval Annual Report Data), Columbus State University

Important Note

In the following tables some cells are empty for one of four reasons:

1. The level does not exist.
2. There is no program enrollment.
3. The program is being deactivated.
4. Data are not available.

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Table 1

Total Undergraduate Enrollment Trend in Teacher Education Department

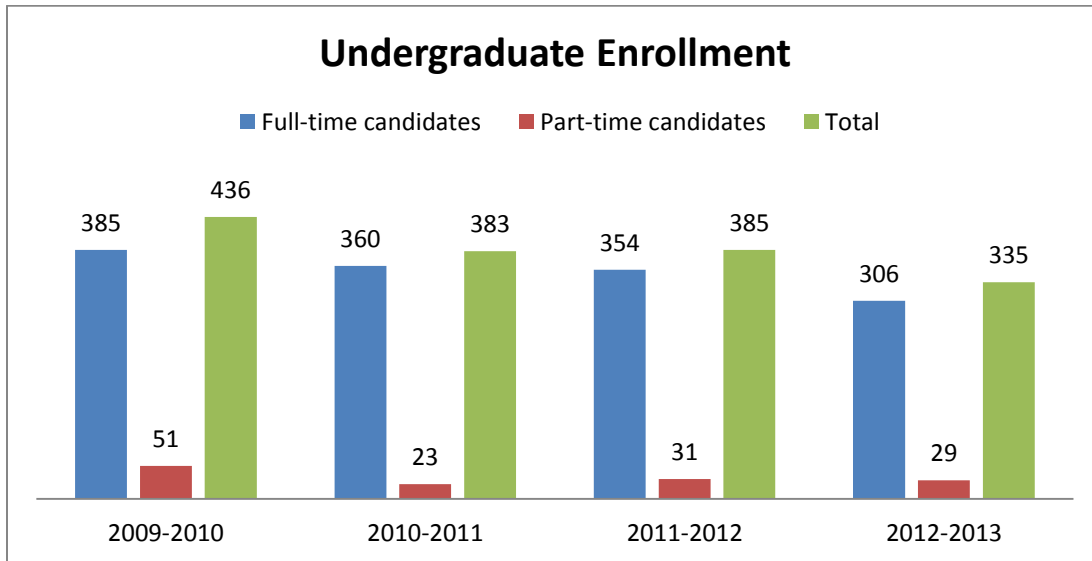
Year	Full-time candidates	Part-time candidates	Total
2009-2010	385	51	436
2010-2011	360	23	383
2011-2012	354	31	385
2012-2013	306	29	335

Total Enrollment Change in Undergraduate Certification Programs:

3-year total enrollment # change: -101

3-year total enrollment % change: -21.7

Figure 1
Full-time, Part-time, and Total Undergraduate Enrollment Trend in Teacher Education Programs



Total enrollment change in last 3 years (from 2009-2010 to 2012-2013) is -101 (21.7% decrease)
Total enrollment change from last year (2011-2012 to 2012-2013) is -50 (12.9 % decrease)

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Table 2
Undergraduate Enrollment Trend by Teacher Education Program

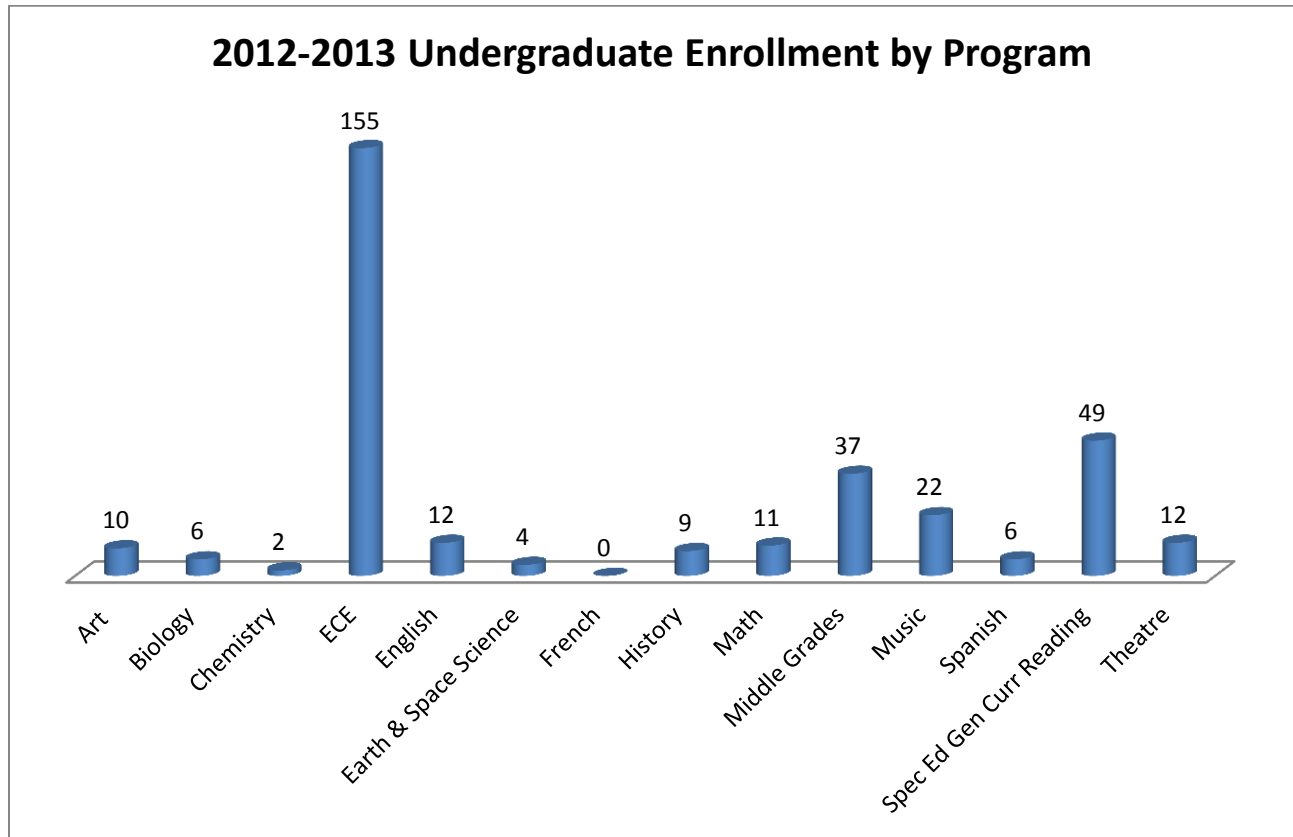
Program	2009-2010	2010-2011	2011-2012	2012-2013
Art	14	12	14	10
Biology	9	5	5	6
Chemistry	2	2	2	2
Early Childhood (ECE)	214	193	188	155
English	22	18	13	12
Earth & Space Science	0	0	2	4
French	1	2	2	0
History	29	19	17	9
Math	8	10	12	11
Middle Grades	50	40	34	37
Music	38	31	32	22
Spanish	3	2	5	6
Spec Ed Gen Curr Reading	41	41	45	49
Theatre	5	8	14	12
Total	436	383	385	335

Total Enrollment Change in Undergraduate Certification Programs:

3-year total enrollment # change: -101

3-year total enrollment % change: -23.2

Figure 2
Undergraduate Enrollment by Teacher Education Program, 2012-2013



Total enrollment for the year 2012-2013 is 335.

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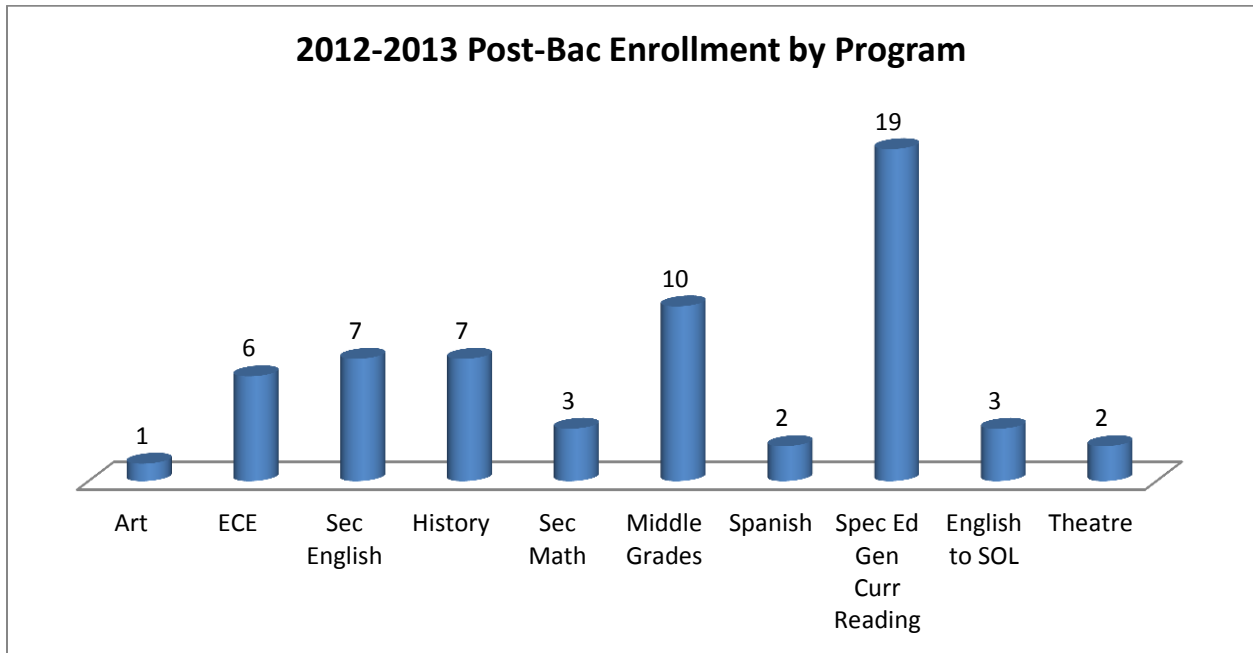
Table 3
Graduate Enrollment by Teacher Education Program, 2012-2013

Program	Post-Bac	MAT	MEd	EdS
Accomplished Teaching			43	
Art	1	5	6	
Biology		6		
Chemistry				
ECE	6	15	51	26
Sec. English	7	22	9	7
General Curriculum				
Sec. Science			7	7
Sec. Social Science			9	5
French				
History	7	6		
Sec. Mathematics	3	5	7	5
School Lib Media		3	10	
Online MAT Sec. Math		23		
Online MAT Sec. Science		10		
Middle Grades (MG)	10	3	5	6
MG Language Arts			4	
MG English		1		2
MG Mathematics		5	8	5
MG Reading			2	2
MG Science		1	5	4
MG Social Studies			1	
Music (MM)		1	4	
Spanish	2			
Spec Ed Gen Curr Reading	19			
Spec Ed Gen Curr		26	32	

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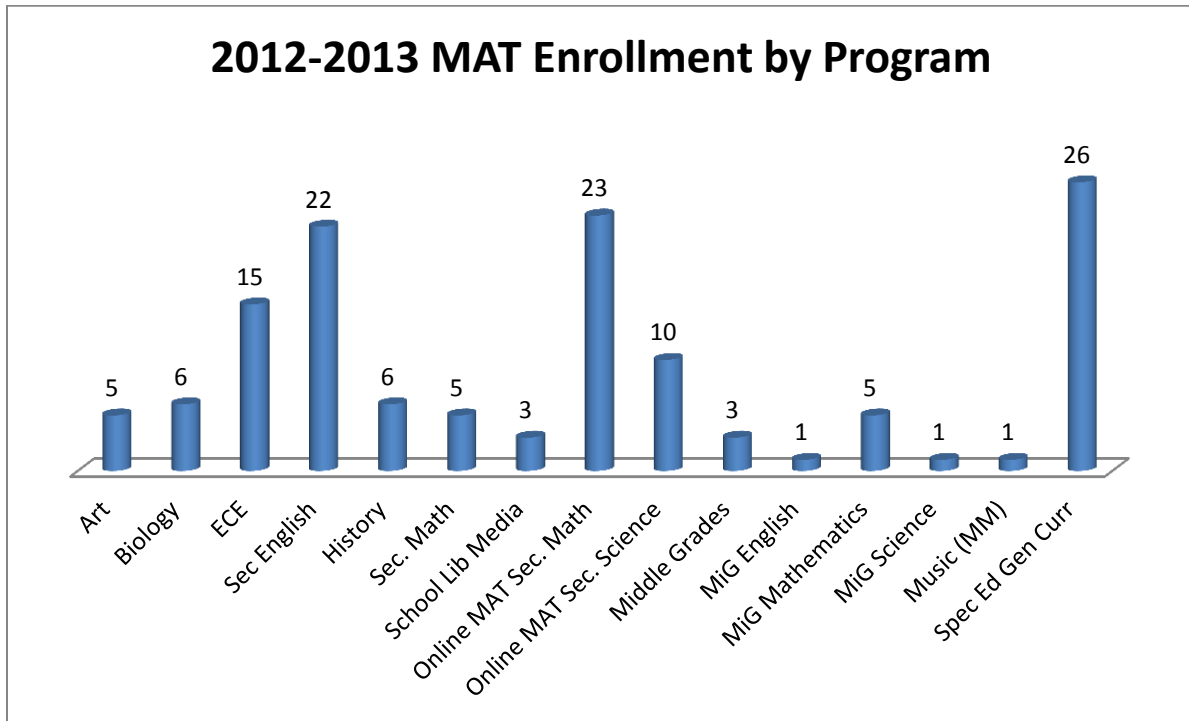
Program	Post-Bac	MAT	MEd	EdS
English for Speakers of Other Languages (ESOL)	3			
Theatre Education			7	
Theatre	2			
Sec. Education				1
Special Education				19
Total	60	132	210	89

Figure 3
Post-Bac Enrollment by Teacher Education Program, 2012-2013



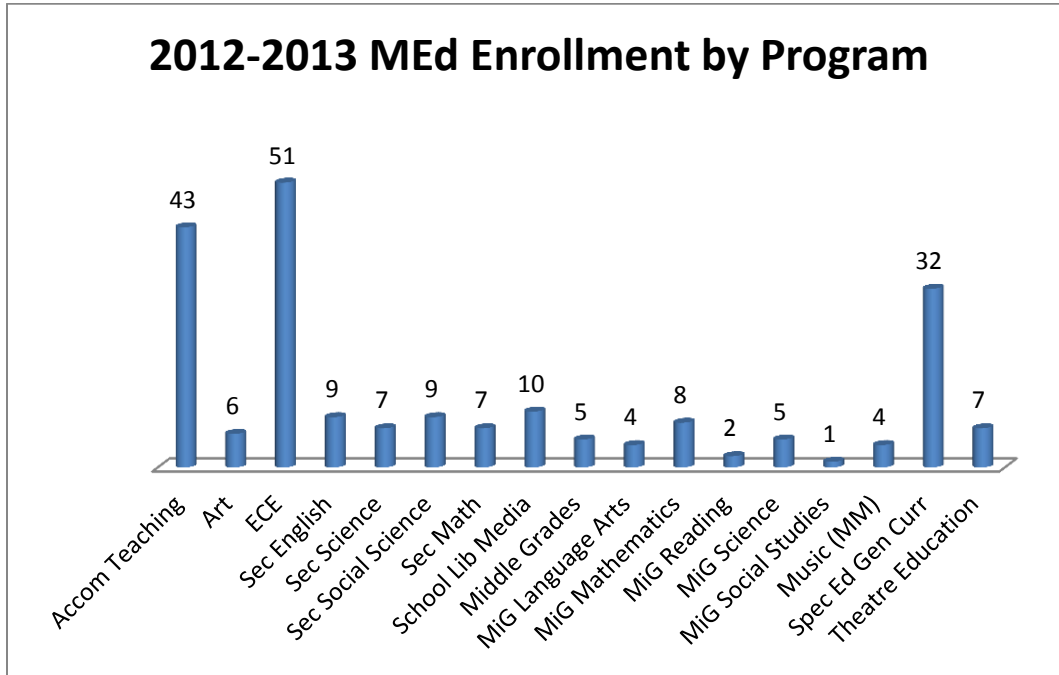
Total Post-Bac enrollment is 60.

Figure 4
MAT Enrollment by Teacher Education Program, 2012-2013



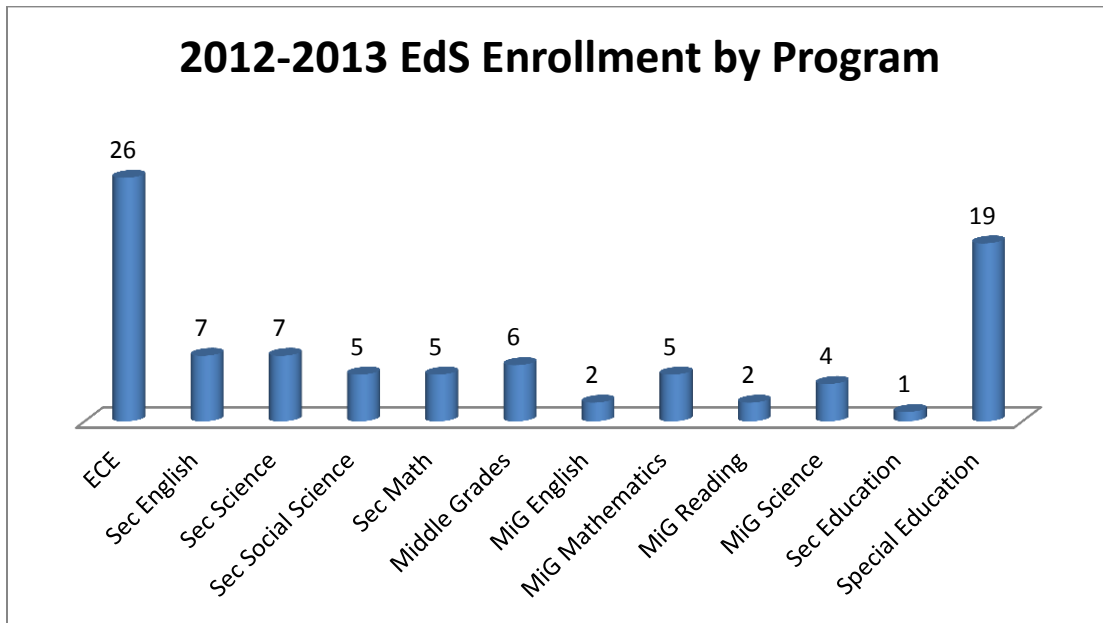
Total MAT enrollment is 132.

Figure 5
MEd Enrollment by Teacher Education Program, 2012-2013



Total MEd enrollment is 210.

Figure 6
EdS Enrollment by Teacher Education Program, 2012-2013



Total EdS Enrollment is 89.

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Table 4
Student Enrollment Trend by Program Level and Full-Time/Part-Time Status in Teacher Ed

Program Level	Full-Time	%	Part-Time	%	Total
2009-2010					
Undergraduate	385	88 %	51	12 %	436
Post-Bac	7	14 %	44	86 %	51
Graduate Initial Certification	117	58 %	84	42 %	201
Graduate Advanced Certification	127	38 %	205	62 %	332
Total					1020
2010-2011					
Undergraduate	360	94 %	23	6 %	383
Post-Bac	17	23 %	56	77 %	73
Graduate Initial Certification	118	49 %	125	51 %	243
Graduate Advanced Certification	100	36 %	177	64 %	277
Total					976
2011-2012					
Undergraduate	354	92 %	31	8 %	385
Post-Bac	27	40 %	40	60 %	67
Graduate Initial Certification	84	46 %	100	54 %	184
Graduate Advanced Certification	124	41 %	181	59 %	305
Total					941
2012-2013					
Undergraduate	306	91%	29	9%	335
Post-Bac	19	32%	41	68%	60
Graduate Initial Certification	75	47%	83	53%	158
Graduate Advanced Certification	81	30%	192	70%	273
Total					826

Total Enrollment Changes:

3-year total enrollment # change: -194

3-year total enrollment % change: -19

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Table 5

Full-Time and Part-Time Student Enrollment by Program Level and Gender in Teacher Education, 2012-2013

Full-Time					
Program Level	Male	%	Female	%	Total
Undergraduate	50	16%	256	84%	306
Post-Bac	5	26%	14	74%	19
Graduate Initial Certification	13	18%	60	82%	73
Graduate Advanced Certification	14	17%	69	83%	83
Total	82	17%	399	83%	481
Part-Time					
Program Level	Male	%	Female	%	Total
Undergraduate	3	10%	26	90%	29
Post-Bac	19	46%	22	54%	41
Graduate Initial Certification	15	22%	54	78%	69
Graduate Advanced Certification	32	16%	174	84%	206
Total	69	20%	276	80%	345
Grand Total: 826					

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Table 6
Enrollment Trend by Graduate Initial Certification Program in Teacher Education

Program	2009-2010	2010-2011	2011-2012	2012-2013
MAT Art Education	3	4	5	5
MAT ECE	16	19	17	15
MAT Middle Grades	32	31	25	3
MAT MiG English				1
MAT MiG Mathematics				5
MAT MiG Science				1
MAT School Lib Med	1	32	19	3
MAT Secondary Ed English	33	27	26	22
MAT Secondary Ed Math	21	20	12	5
MAT Secondary Ed Chem	5	3	1	
MAT Secondary Ed Bio	1	6	6	6
MAT Secondary Ed History	8	15	9	6
MM Music Ed		2	1	1
MATC Secondary Ed Math	12	22	16	23
MATC Secondary Ed Science	11	16	12	10
MAT Spec Ed Beh Dis	3	1		
MAT Spec Ed Gen Cur	38	45	35	26
MAT Sed Ed Soc Science	10			
MAT Spec Ed Men Ret	1			
MAT Sec Science	6			
MEd School Library and Media				10
Total	201	243	184	142

Total Enrollment Change in Graduate Initial Certification Programs:

3-year total enrollment # change: -59

3-year total enrollment % change: -29%

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Table 7
Enrollment Trend for Graduate Advanced Certification Programs in Teacher Education

Program	2009-2010	2010-2011	2011-2012	2012-2013
EdS Early Childhood	36	25	35	26
EdS Middle Grades (MG)	25	28	26	6
EdS MG English				2
EdS MG Mathematics				5
EdS MG Reading				2
EdS MG Science				4
EdS Secondary Ed English	4		7	7
EdS Secondary Ed Math	8	6	5	5
Eds Secondary Ed Science	5	1	8	7
EdS Secondary Ed Soc Science	2	2	4	5
EdS Secondary Education	15	15	1	1
EdS Special Education			8	19
MEd Accomplished Teaching	28	35	49	43
MEd Art Education	3	3	5	6
MEd Early Childhood Education	71	54	53	51
MEd Middle Grades Education	29	33	32	5
MEd MG Language Arts				4
MEd MG Mathematics				8
MEd MG Reading				2
MEd MG Science				5
MEd MG Social Science				1
MM Music Education	10	13	5	4
MEd Secondary Ed English	15	18	18	9
MEd Secondary Ed Math	7	9	5	7
MEd Secondary Ed Science	8	6	6	7
MEd Secondary Ed Soc Science	9	12	8	9
MEd General Curriculum	24	17	28	32
MEd Theatre Education			2	7

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Program	2009-2010	2010-2011	2011-2012	2012-2013
MEd Behav Disorders				
MEd Men Ret	1			
MEd School Lib and Media	32			
Total	332	277	305	289

Total Enrollment Change in Graduate Advanced Certification Programs:

3-year total enrollment # change: -43

3-year total enrollment % change: -13%

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Table 8
Undergraduate Student Enrollment Trend by Gender and Race in all Teacher Education Programs

Race	2009-2010		2010-2011		2011-2012			2012-2013		
	N	%	N	%	Gender	N	%	Gender	N	%
African-American	87	20.0 %	74	19.3 %	Female	65	16.9 %	Female	67	20 %
					Male	7	1.8 %	Male	8	2.4 %
American Indian or Alaska Native	3	<1 %	3	<1 %	Female	0	0 %	Female	0	0 %
					Male	1	<1 %	Male	0	0 %
Asian	5	1.1 %	3	<1 %	Female	4	1 %	Female	3	<1 %
					Male	1	<1 %	Male	1	<1 %
Hawaiian Native or Pacific Islander	2	<1 %	2	<1 %	Female	0	0 %	Female	0	0 %
					Male	1	<1 %	Male	1	<1 %
Hispanic	16	3.7 %	12	3.1 %	Female	11	2.9 %	Female	11	3.3 %
					Male	1	<1 %	Male	2	<1 %
Two or more races	12	2.8 %	12	3.1 %	Female	6	1.6 %	Female	5	1.5 %
					Male	3	<1%	Male	1	<1 %
White	311	71.3 %	277	72.3 %	Female	242	62.9 %	Female	196	58.5 %
					Male	43	11.2 %	Male	40	11.9 %
Total	436	100 %	383	100 %		385	100 %		335	100 %

Note: Gender data was not available until 2011-2012 Academic Year (AY).

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Table 9
Undergraduate Student Enrollment Trend by Program, Race, and Gender in Teacher Education

Program	Race	2009- 2010	2010- 2011	2011- 2012			2012- 2013		
				F	M	Total	F	M	Total
Art	Black	1	1	1	0	1	1	0	1
	Hispanic	2	1	1	0	1	0	0	0
	Two or more	0	0	1	0	1	1	0	1
	White	11	10	10	1	11	7	1	8
	<i>Total</i>	<i>14</i>	<i>12</i>	<i>13</i>	<i>1</i>	<i>14</i>	<i>9</i>	<i>1</i>	<i>10</i>
Biology	Black	2	2	1	0	1	1	1	2
	White	7	3	4	0	4	3	1	4
	<i>Total</i>	<i>9</i>	<i>5</i>	<i>5</i>	<i>0</i>	<i>5</i>	<i>4</i>	<i>2</i>	<i>6</i>
Chemistry	Hispanic	1	0	0	0	0	0	0	0
	Two or more	0	0	0	1	1	0	0	0
	White	1	2	1	0	1	1	1	2
	<i>Total</i>	<i>2</i>	<i>2</i>	<i>1</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>1</i>	<i>2</i>
ECE	Asian	2	2	3	0	3	1	0	1
	Black	34	26	30	0	30	34	2	36
	Hispanic	7	4	2	0	2	6	0	6
	Two or more	7	7	3	1	4	1	1	2
	Hawaiian or Pacific Islander	2	2	0	1	1	0	1	1
	Indian	1	1	0	0	0	0	0	0
	White	161	151	143	5	148	104	5	109
	<i>Total</i>	<i>214</i>	<i>193</i>	<i>181</i>	<i>7</i>	<i>188</i>	<i>146</i>	<i>9</i>	<i>155</i>
Earth & Space Science	Black	0	0	1	0	1	1	1	2
	White	0	0	1	0	1	2	0	2
	<i>Total</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>0</i>	<i>2</i>	<i>3</i>	<i>1</i>	<i>4</i>
English	Asian	1	0	0	0	0	0	0	0
	Black	6	6	4	0	4	1	0	1
	Two or more	1	1	0	0	0	0	0	0
	White	14	11	9	0	9	9	2	11
	<i>Total</i>	<i>22</i>	<i>18</i>	<i>13</i>	<i>0</i>	<i>13</i>	<i>10</i>	<i>2</i>	<i>12</i>
French	Black	0	1	1	0	1	0	0	0
	White	1	1	1	0	1	0	0	0
	<i>Total</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>0</i>	<i>2</i>	<i>0</i>	<i>0</i>	<i>0</i>
History	Black	7	6	0	2	2	0	1	1
	Hispanic	0	0	0	0	0	0	1	1
	Indian	1	1	0	0	0	0	0	0
	Two or more	2	2	1	1	2	0	0	0
	White	19	10	6	7	13	2	5	7
	<i>Total</i>	<i>29</i>	<i>19</i>	<i>7</i>	<i>10</i>	<i>17</i>	<i>2</i>	<i>7</i>	<i>9</i>

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Program	Race	2009- 2010	2010- 2011	2011- 2012			2012- 2013		
				F	M	Total	F	M	Total
Math	Black	3	4	3	2	5	3	1	4
	Two or more	0	0	0	0	0	1	0	1
	White	5	6	5	2	7	5	1	6
	<i>Total</i>	8	10	8	4	12	9	2	11
Middle Grades	Asian	1	1	0	0	0	0	0	0
	Black	18	12	8	2	10	1	1	2
	Hispanic	1	0	0	0	0	0	0	0
	Two or more	1	0	1	0	1	0	0	0
	White	29	27	16	7	23	1	2	3
	<i>Total</i>	50	40	25	9	34	2	3	5
MG Language Arts/ Mathematics	Black						2	0	2
	White						1	0	1
	<i>Total</i>						3	0	3
MG Language Arts/Social Studies	Black						3	0	3
	White						2	2	4
	<i>Total</i>						5	2	7
MG Math/Social Studies	White						4	2	6
	<i>Total</i>						4	2	6
MG Science/Language Arts	Black						1	0	1
	White						1	0	1
	<i>Total</i>						2	0	2
MG Science/Math	Black						2	1	3
	White						3	1	4
	<i>Total</i>						5	2	7
MG Science/Social Studies	Two or more						1	0	1
	White						1	1	2
	<i>Total</i>						2	1	3
MG Social Studies/Language Arts	White						1	0	1
							1	0	1
MG Social Studies/ Math	White						3	0	3
							3	0	3
Music	Asian	1	0	1	1	2	2	1	3
	Black	5	6	3	1	4	1	0	1
	Hispanic	1	1	2	0	2	0	0	0
	Indian	0	0	0	1	1	0	0	0
	Two or more	1	1	0	0	0	0	0	0
	White	30	23	13	10	23	11	7	18
	<i>Total</i>	38	31	19	13	32	14	8	22
Spanish	Black	1	0	1	0	1	1	0	1
	Hispanic	2	2	1	1	2	0	1	1
	White	0	0	1	1	2	3	1	4
	<i>Total</i>	3	2	3	2	5	4	2	6

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Program	Race	2009- 2010	2010- 2011	2011- 2012			2012- 2013		
				F	M	Total	F	M	Total
Spec Ed Gen Curr Reading	Black	8	10	12	0	12	14	0	14
	Hispanic	2	3	4	0	4	4	0	4
	Indian	1	1	0	0	0	0	0	0
	White	30	27	24	5	29	29	2	31
	<i>Total</i>	<i>41</i>	<i>41</i>	<i>40</i>	<i>5</i>	<i>45</i>	<i>47</i>	<i>2</i>	<i>49</i>
Theatre	Black	0	0	0	0	0	1	0	1
	Hispanic	2	1	1	0	1	1	0	1
	Two or more	0	1	0	0	0	1	0	1
	White	3	6	8	5	13	3	6	9
	<i>Total</i>	<i>5</i>	<i>8</i>	<i>9</i>	<i>5</i>	<i>14</i>	<i>6</i>	<i>6</i>	<i>12</i>
Total		436	383			385			335

Note: Gender data was not available until 2011-2012 AY.

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Table 10
Graduate Initial Certification Enrollment Trend by Program, Race, and Gender in Teacher Ed

Program	Race	2009-2010	2010-2011	2011-2012			2012-2013		
				F	M	Total	F	M	Total
MAT/MEd Art	Black	0	1	1	0	1	3	0	3
	Two or more	0	0	0	0	0	1	1	2
	White	3	3	3	1	4	1	0	1
	<i>Total</i>	3	4	4	1	5	5	1	6
MAT Sec. Ed Biology	Black	1	0	0	1	1	0	1	1
	Hispanic	1	2	1	0	1	0	0	0
	White	4	4	3	1	4	4	1	5
	<i>Total</i>	6	6	4	2	6	4	2	6
MAT Sec. Ed Chemistry	Black	1	1	0	0	0			
	White	0	1	1	0	1			
	<i>Total</i>	1	2	1	0	1			
MAT/MEd ECE	Asian	0	0	0	0	0	0	0	0
	Black	3	3	3	1	4	5	0	5
	Hispanic	1	1	1	0	1	1	0	1
	Two or more	0	1	1	0	1	1	0	1
	White	12	14	10	1	11	11	1	12
	<i>Total</i>	16	19	15	2	17	18	1	19
MAT/MEd English	Asian	0	1	2	0	2	1	0	1
	Black	4	8	6	1	7	5	2	7
	Hispanic	0	0	0	0	0	1	0	1
	Indian	1	1	0	0	0	0	0	0
	Two or more	0	0	0	0	0	0	0	0
	White	28	17	15	2	17	12	1	13
	<i>Total</i>	33	27	23	3	26	19	3	22
MAT History	Asian	1	1	1	0	1	0	0	0
	Black	1	0	0	0	0	1	0	1
	Hispanic	0	0	0	0	0	1	0	1
	Two or more	0	1	1	0	1	0	0	0
	White	6	7	2	4	6	2	2	2
	<i>Total</i>	8	9	4	4	8	4	2	4
MAT/MEd Math	Black	2	1	3	0	3	3	1	4
	Hispanic	2	1	0	0	0	1	0	1
	International	1	1	0	0	0	0	0	0
	White	16	17	6	3	9	5	2	7
	<i>Total</i>	21	20	9	3	12	9	3	12
MAT/MEd Middle Grades	Asian	1	0	0	0	0	1	0	1
	Black	10	8	5	3	8	0	0	0
	Hispanic	0	2	2	0	2	0	0	2
	White	21	21	11	4	15	2	0	0
	<i>Total</i>	32	31	18	7	25	3	0	3

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Program	Race	2009-2010	2010-2011	2011-2012			2012-2013		
				F	M	Total	F	M	Total
MG English	White						1	0	1
	<i>Total</i>						<i>1</i>	<i>0</i>	<i>1</i>
MG Mathematics	Black						1	0	1
	White						2	2	4
	<i>Total</i>						<i>3</i>	<i>2</i>	<i>5</i>
MG Science	Black						0	1	1
	<i>Total</i>						<i>0</i>	<i>1</i>	<i>1</i>
MM/ Music	White	0	2	1	0	1	1	0	1
	<i>Total</i>	<i>0</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>1</i>
MAT/MEd School Library Media	Black	0	7	7	0	7	6	0	6
	White	1	25	11	1	12	7	0	7
	<i>Total</i>	<i>1</i>	<i>32</i>	<i>18</i>	<i>1</i>	<i>19</i>	<i>13</i>	<i>0</i>	<i>13</i>
MATC Secondary Ed. (Online)	Black	7	11	3	2	5	3	2	5
	Hawaiian/Pac. I	0	1	1	0	1	0	0	0
	White	16	26	17	5	22	20	8	28
	<i>Total</i>	<i>23</i>	<i>38</i>	<i>21</i>	<i>7</i>	<i>28</i>	<i>23</i>	<i>10</i>	<i>33</i>
MEd Secondary Ed Science	Black	1	1	0	0	0			
	White	4	1	0	0	0			
	<i>Total</i>	<i>5</i>	<i>2</i>	<i>0</i>	<i>0</i>	<i>0</i>			
MEd Sec Ed Social Science	Black	1	1	0	0	0	0	0	0
	White	9	5	0	0	0	1	0	1
	<i>Total</i>	<i>10</i>	<i>6</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>
MAT/MEd Spec Ed Gen Curr Reading	Black	11	12	8	4	12	5	3	8
	Hispanic	2	2	1	0	1	1	0	1
	White	25	31	19	3	22	14	4	18
	<i>Total</i>	<i>38</i>	<i>45</i>	<i>28</i>	<i>7</i>	<i>35</i>	<i>20</i>	<i>7</i>	<i>27</i>
MEd Spec Ed Behavior Disorders	Black	2	1						
	White	1	0						
	<i>Total</i>	<i>3</i>	<i>1</i>						
MEd Mental Retardation	White	1							
	<i>Total</i>	<i>1</i>							
Total		201	243	184			158		

Note: Gender data was not available until 2011-2012 AY.

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Table 11
Graduate Advanced Certification Enrollment Trend by Program, Race, and Gender in Teacher Education

Program	Race	2009- 2010	2010- 2011	2011- 2012			2012- 2013		
				F	M	Total	F	M	Total
EdS Early Childhood Ed	Black	12	8	13	0	13	10	1	11
	Hispanic	0	0	1	0	1	1	0	1
	Two or more	0	0	1	0	1	1	0	1
	White	24	17	18	2	20	13	0	13
	<i>Total</i>	36	25	33	2	35	25	1	26
EdS Middle Grades Ed (MG)	Black	16	16	6	1	7	2	0	2
	Hispanic	0	0	1	0	1	0	0	0
	White	9	12	13	5	18	3	1	4
	<i>Total</i>	25	28	20	6	26	5	1	6
EdS MG English	Black						1	1	2
	<i>Total</i>						1	1	2
EdS MG Mathematics	Black						1	0	1
	Hispanic						1	0	1
	White						3	0	3
	<i>Total</i>						5	0	5
EdS MG Reading	Black						1	0	1
	White						1	0	1
	<i>Total</i>						2	0	2
EdS MG Science	White						3	1	4
	<i>Total</i>						3	1	4
EdS Secondary Ed	Black	5	5	4	2	6	1	0	1
	Hispanic	0	0	0	1	1	0	0	0
	International	0	0	2	0	2	0	0	0
	White	10	10	9	7	16	0	0	0
	<i>Total</i>	15	15	15	10	25	1	0	1
EdS Secondary Ed English	Black	3					0	1	1
	White	1					3	3	6
	<i>Total</i>	4					3	4	7
EdS Secondary Ed Math	Black	2	1				0	0	0
	International	0	0				1	0	1
	White	6	5				3	1	4
	<i>Total</i>	8	6				4	1	5
EdS Secondary Ed Science	Black	3	1				0	1	1
	International	1	0				2	0	2
	White	1	0				3	1	4
	<i>Total</i>	5	1				5	2	7
EdS Secondary Ed Social	Black	0	0				1	1	2
	White	2	2				2	1	3

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Program	Race	2009- 2010	2010- 2011	2011- 2012			2012- 2013		
				F	M	Total	F	M	Total
Science	Total	2	2				3	2	5
EdS	Black			2	0	2	5	0	5
Special Ed	White			6	0	6	12	2	14
	<i>Total</i>			8	0	8	17	2	19
MEd	Black	0	0	0	1	1	0	1	1
Art Education	White	3	3	4	0	4	5	0	5
	<i>Total</i>	3	3	4	1	5	5	1	6
MEd	Asian	0	0	1	0	1	0	0	0
Accomplished	Black	6	7	9	0	9	8	2	10
Teaching	Hispanic	1	1	0	0	0	0	0	0
	Two or more r.	0	0	0	0	0	1	0	1
	White	21	27	30	9	39	25	7	32
	<i>Total</i>	28	35	40	9	49	34	9	43
MEd	Asian	2	1	1	0	1	0	0	0
Early Childhood Ed	Black	9	9	8	1	9	13	0	13
	Hispanic	1	1	1	0	1	3	0	3
	Two or more	1	1	0	0	0	0	0	0
	White	58	42	41	1	42	34	1	35
	<i>Total</i>	71	54	51	2	53	50	1	51
MEd	Asian	1	1	1	1	2	0	0	0
Middle Grades Ed	Black	7	12	10	3	13	1	0	1
	Two or more	0	0	1	0	1	0	0	0
	White	21	20	14	2	16	3	1	4
	<i>Total</i>	29	33	26	6	32	4	1	5
MEd	Black						2	1	3
MG Language Arts	White						1	0	1
	<i>Total</i>						3	1	4
MEd	Asian						0	1	1
MG Mathematics	Black						2	2	4
	Hispanic						1	0	1
	White						2	0	2
	<i>Total</i>						5	3	8
MEd	Black						2	0	2
MG Reading	<i>Total</i>						2	0	2
MEd	White						4	1	5
MG Science	<i>Total</i>						4	1	5
MEd	Two or more						1	0	1
MG Social Studies	<i>Total</i>						1	0	1
MEd	Black	6							
School Library and	Hispanic	1							
Media	White	25							
	<i>Total</i>	32							

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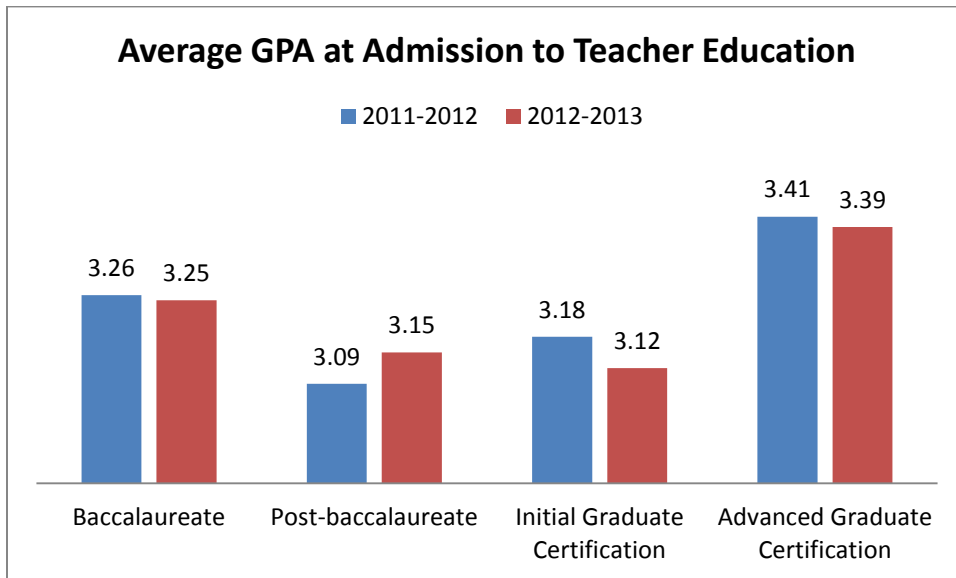
Program	Race	2009- 2010	2010- 2011	2011- 2012			2012- 2013		
				F	M	Total	F	M	Total
MEd Secondary Ed English	Asian	0	0	0	0	0	1	0	1
	Black	5	6	6	1	7	4	0	4
	Hispanic	1	0	0	0	0	0	0	0
	Indian	1	1	0	0	0	0	0	0
	International	0	0	1	0	1	1	0	1
	White	8	11	9	1	10	3	0	3
	<i>Total</i>	<i>15</i>	<i>18</i>	<i>16</i>	<i>2</i>	<i>18</i>	<i>9</i>	<i>0</i>	<i>9</i>
MEd Secondary Ed Mathematics	Asian	1	1	0	0	0	0	0	0
	Black	0	1	1	0	1	1	0	1
	Hispanic	1	1	0	0	0	0	0	0
	International	0	0	0	0	0	0	1	1
	White	5	6	3	1	4	2	3	5
	<i>Total</i>	<i>7</i>	<i>9</i>	<i>4</i>	<i>1</i>	<i>5</i>	<i>3</i>	<i>4</i>	<i>7</i>
MEd Secondary Ed Science	Black	1	1	2	0	2	2	0	2
	Hispanic	0	1	1	0	1	1	0	1
	White	7	4	2	1	3	3	1	4
	<i>Total</i>	<i>8</i>	<i>6</i>	<i>5</i>	<i>1</i>	<i>6</i>	<i>6</i>	<i>1</i>	<i>7</i>
MEd Secondary Ed Social Science	Black	1	1	1	0	1	1	0	1
	Hispanic	1	1	0	1	1	0	0	0
	White	7	10	1	5	6	4	4	8
	<i>Total</i>	<i>9</i>	<i>12</i>	<i>2</i>	<i>6</i>	<i>8</i>	<i>5</i>	<i>4</i>	<i>9</i>
MEd Special Ed Gen Curriculum	Black	7	6	6	3	9	8	1	9
	Hispanic	1	0	0	0	0	0	0	0
	Two or more	1	0	0	0	0	0	0	0
	White	15	11	17	2	19	20	3	23
	<i>Total</i>	<i>24</i>	<i>17</i>	<i>23</i>	<i>5</i>	<i>28</i>	<i>28</i>	<i>4</i>	<i>32</i>
MEd Special Ed Mental Retardation	White	1							
	<i>Total</i>	<i>1</i>							
MEd Theatre Ed	White	N/A	N/A	1	1	2	6	1	7
	<i>Total</i>			<i>1</i>	<i>1</i>	<i>2</i>	<i>6</i>	<i>1</i>	<i>7</i>
MM Music Ed	Black	1	1	0	0	0	0	0	0
	White	9	12	4	1	5	4	0	4
	<i>Total</i>	<i>10</i>	<i>13</i>	<i>4</i>	<i>1</i>	<i>5</i>	<i>4</i>	<i>0</i>	<i>4</i>
Total		332	277	305			273		

Note: Gender data was not available until 2011-2012 AY.

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Figure 7

Average GPA at Admission to Teacher Education in 2011-2012 and 2012-2013



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Table 12
Undergraduate Average GPA at Admission to Programs in Teacher Education Department,
2012-2013

Undergraduate Program	Admission GPA	N
Art Education	3.30	10
Biology and Sec Ed	3.29	6
Chemistry and Sec Ed	2.95	*
Early Childhood Education	3.23	155
Earth & Space Science and Sec Ed	3.24	*
English and Sec Ed	3.35	12
History and Sec Ed	3.36	9
Mathematics and Sec Ed	2.98	11
Middle Grades Education (MG)	3.15	5
MG Language Arts/Math	2.92	*
MG Language Arts/Social Studies	3.17	7
MG Math/Social Studies	3.19	6
MG Science/ Language Arts	2.99	*
MG Science/Math	3.14	7
MG Science/Social Studies	3.20	*
MG Social Studies/Language Arts	2.66	*
MG Social Studies/Math	2.58	*
Music Education	3.51	22
Spanish with Teacher Certification	3.43	6
Spec Ed Gen Curr-Reading	3.27	49
Theatre Education	3.47	12
Overall	3.25	335

* Less than five individuals.

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Table 13
Post-Baccalaureate Average GPA at Admission to Programs in Teacher Education Department,
2012-2013

Post-Baccalaureate Program	Admission GPA	N
Art Education	3.51	*
Early Childhood Ed	3.04	6
English and Sec Ed	2.93	7
History and Sec Ed	3.43	7
Mathematics and Sec Ed	2.73	*
Middle Grades Ed (MG)	2.93	6
MG Language Arts/Mathematics	4.00	*
MG Language Arts/Social Studies	2.26	*
MG Math/Social Studies	2.61	*
MG Science/Math	3.12	*
Spanish with Teacher Certification	3.12	*
Spec Ed Gen Curr-Reading	3.09	19
Teaching English to SOL	3.91	*
Theatre Education	2.67	*
Overall	3.10	60

* Less than five individuals.

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Table 14
Initial Graduate Certification Average GPA at Admission to Programs in Teacher Education
Department, 2012-2013

Initial Certification Program (MAT or MM)	Admission GPA	N
Art Education	2.95	5
Early Childhood Education	3.19	15
English and Sec Ed	3.09	22
History and Sec Ed	3.14	6
Mathematics and Sec Ed	2.96	5
Middle Grades Ed (MG)	3.53	*
MG English	2.93	*
MG Mathematics	3.21	5
MG Science	2.50	*
Music Education	3.36	*
School Library and Media	3.24	13
Sec Ed Biology	3.05	6
Online MAT (Math & Science)	3.08	33
Spec Ed Gen Curriculum	3.05	26
Overall	3.11	142

* Less than five individuals.

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Table 15

Advanced Graduate Certification Average GPA at Admission to Programs in Teacher Education Department, 2012-2013

Advanced Certification Program	Admission GPA	N
EdS Early Child Education	3.77	26
EdS Middle Grades Education (MG)	3.53	6
EdS MG English	3.92	*
EdS MG Mathematics	3.85	5
EdS MG Reading	3.64	*
EdS MG Science	3.69	*
EdS Secondary Education	3.68	25
EdS Special Education	3.60	19
MEd Art Education	3.16	6
MEd Accomplished Teaching	3.29	43
MEd Early Childhood Ed	3.31	51
MEd Middle Grades Ed (MG)	3.05	5
MEd MG Language Arts	3.16	*
MEd MG Mathematics	3.19	8
MEd MG Reading	3.77	*
MEd MG Science	3.23	5
MEd MG Social Studies	2.89	*
MEd Sec Ed English	3.29	9
MEd Sec Ed Mathematics	3.50	7

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Advanced Certification Program	Admission GPA	N
MEd Sec Ed Science	3.03	7
MEd Se Ed Social Science	3.42	9
MEd Spec Ed Gen Curr	3.12	32
MEd Theatre Education	3.13	7
MM Music Education	3.35	*
Overall	3.38	289

* Less than five individuals.

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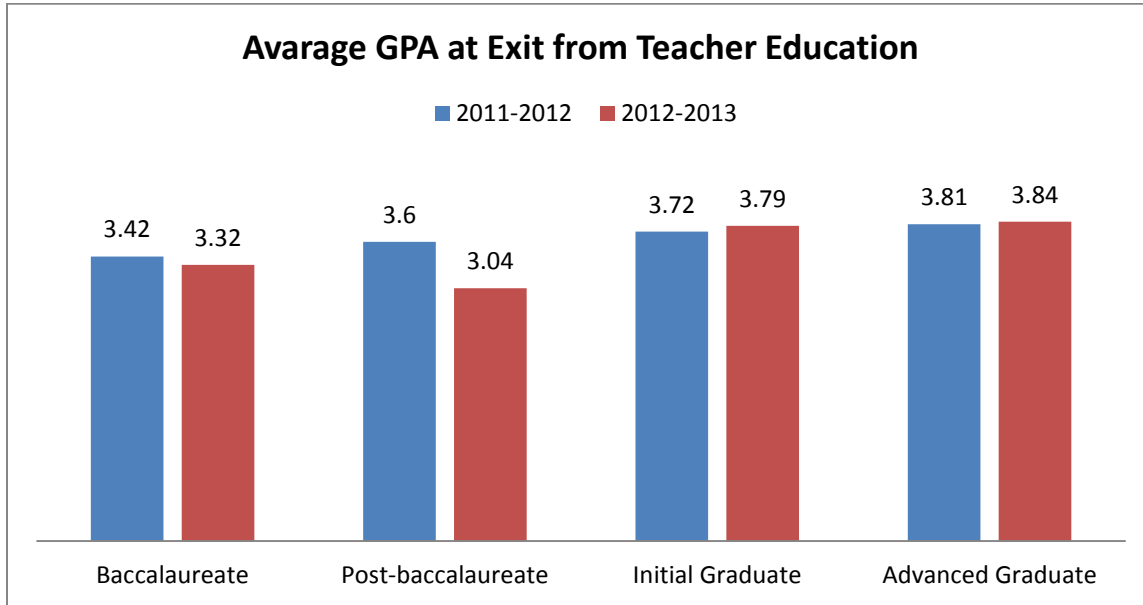
Table 16

Gate 1 Entry to Teacher Education, Required Courses Catalog Descriptions

Course	Course Description	Required Grade for Admission to Teacher Education	Applicable Programs
EDUC 2130	EDUC 2130. Exploring Learning and Teaching (2-2-3) Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational setting and contexts.	“C” or better.	All Teacher Education programs
EDUF 2215	EDUF 2215. The American Educational Experience (2-2-3) Introduces students to American public education and provides a realistic broad-based overview of the teaching profession; role of the professional educator, including ethical and effective practices. Social, historical, and philosophical perspectives and methods of inquiry are used in the analysis of educational issues. Diverse laboratory experiences with 40 hours of field experience required. The student will initiate a portfolio process of educational course work and experience.	“C” or better.	All Teacher Education programs

Figure 8

Average GPAs at Exit from Teacher Education, 2011-2012 and 2012-2013



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Table 17

Undergraduate Average GPA at Exit from Programs in Teacher Education Department,
2012-2013

Undergraduate Program	Exit GPA	N
Art Education	3.34	5
Biology and Sec Ed	3.34	*
Chemistry and Sec Ed	2.86	*
Early Childhood Education	3.30	50
Earth and Space Science Sec Ed	3.47	*
English and Sec Ed	3.11	
History and Sec Ed	3.45	*
Mathematics and Sec Ed	3.07	*
Middle Grades Education (MG)	3.35	*
MG Language Arts/Math	3.69	*
MG Language Arts/Social Studies	3.12	5
MG Math/Social Studies	3.26	*
MG Science/Math	3.39	*
MG Science/Social Studies	3.36	*
MG Social Studies/Math	2.74	*
Music Education	3.56	6
Spec Ed Gen Curr-Reading	3.32	18
Theatre Education	3.43	10
Overall	3.32	115

* Less than five individuals.

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Table 18

Post-Bac Average GPA at Exit from Programs in Teacher Education Department, 2012-2013

Post-Baccalaureate program	Exit GPA	N
Early Childhood Education	2.90	*
History Education	3.12	*
Overall	3.04	*

* Less than five individuals.

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Table 19

Initial Graduate Certification Average GPA at Exit from Programs in Teacher Education Department, 2012-2013

Initial Certification Program (MAT or MEd)	Exit GPA	N
Art Education	2.95	5
Early Childhood Education	3.90	*
Middle Grades Education (MG)	4.00	*
MG Mathematics	3.95	*
School Library and Media	3.74	*
Secondary Ed Biology	3.78	*
Secondary Ed English	3.85	8
Secondary Ed History	3.81	*
Secondary Ed Math	3.55	*
Secondary Ed Social Science	3.49	*
Spec Ed General Curriculum	3.66	7
Secondary Education	3.87	13
Music Education	4.00	*
Overall	3.80	48

* Less than five individuals.

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Table 20

Advanced Graduate Certification Average GPA at Exit from Programs in Teacher Education
Department, 2012-2013

Advanced Certification Program	Exit GPA	N
EdS Early Child Education	3.86	6
EdS Middle Grades Education	3.88	11
EdS Secondary Education	3.96	6
EdS Special Ed	3.97	*
MEd Art Education	4.00	*
MEd Accomplished Teaching	3.83	16
MEd Early Childhood Education	3.87	14
MEd Middle Grades	3.77	10
MEd Sec English	3.77	6
MEd Se Ed Math	3.52	*
MEd Sec Ed Science	3.86	*
MEd Sed Ed Social Science	3.86	*
MEd Spec Ed General Curriculum	3.82	12
MM Music Education	3.97	*
Overall	3.84	95

* Less than five individuals.

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Table 21

Advanced Program Transition Point Exit Exam Pass Rate, 2012-2013

Program Name	Exit Exam Pass Rate	
Early Childhood	First Attempt	Second Attempt
MAT	66.6 %	100 %
MEd	66.6 %	100 %

In the *Early Childhood Master's Program*, students are given two attempts to pass the exit exam.

Program Name	Exit Exam Pass Rate	
Special Education	Fall 2012	Spring 2013
MAT	66.6 %	100 %
MEd	84 %	100 %

In the *Special Education Master's Program* students can take the exit exam until they pass.

Data Sources: Program Coordinators

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Table 22
Program Completers by Degree Level, Teacher Education, 2012-2013

Degree Level	Program Completers
Undergraduate	115
Master's	117
Specialist	26
Total	258

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Table 23

Program Completers by Program in Teacher Education, 2012-2013

Degree Level	Program	Program Completers
BSED	Art Education	5
BA	Biology and Secondary Education	1
BA	Chemistry and Secondary Education	1
BSED	Early Childhood Education	50
BS	Earth and Space Science Secondary Education	1
BA	English and Secondary Education	4
BA	History and Secondary Education	4
BS	Mathematics and Secondary Education	2
BSED	Middle Grades Education	13
BM	Music Education	6
BSED	Special Education, General	18
BSED	Theatre Education	10
MAT	Early Childhood Education	1
MAT	Middle Grades Education	5
MM	Music Education	5
MAT	School Library and Media	3
MAT	Secondary Education-Biology	3
MAT	Secondary Education-English	8
MAT	Secondary Education-History	3
MAT	Secondary Education-Math	3
MAT	Secondary Education-Social Science	1

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Degree Level	Program	Program Completers
MAT	Special Education, General	7
MATC	Secondary Teacher Education	13
MEd	Art Education	1
MEd	Curr. & Instr. in Accomplished Teaching	16
MEd	Early Childhood Education	14
MEd	Secondary Education-English	6
MEd	Secondary Education-Mathematics	3
MEd	Secondary Education-Science	1
MEd	Secondary Education-Social Science	2
MEd	Middle Grades Education	10
MEd	Special Education, General Curriculum	12
EdS	Early Childhood Education	6
EdS	Middle Grades Education	11
EdS	Secondary Education-Science	2
EdS	Secondary Education-English	3
EdS	Secondary Education-Math	1
EdS	Special Education	3
Total		258