

**Comprehensive Program Review Self-Study
Ed.S. Secondary English Language Arts**

**Columbus State University
October 2005**

Executive Summary for the Ed.S. Secondary English Language Arts

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 Ed.S. secondary English language arts education program (grades 6-12) is strong and prepares expert English language arts teachers who demonstrate leadership in their schools, districts, and state.

Program Productivity: Strong

Enrollment in the Ed.S. secondary English language arts education program has increased dramatically, from one student in 2001-2002 to 8 students in 2004-2005. The average enrollment for the four-year period from 2001-2005 was 4.25. As of fall 2005, it is by far Columbus State's largest program at the specialist's level. Required or popular professional courses (EDSE 6115, EDCI 6118, EDCI 7115) are offered on a two-year cycle, which ensures reasonably large class sizes. Some content courses offered through the Department of Language & Literature may also enroll master's degree or undergraduate students; thus, a cross-listing process also contributes to class size—even when the number of graduate students is relatively small. This helps to contribute to the cost-effectiveness of the department.

The number of Ed.S. degrees conferred each year in secondary English language arts education has been uneven. The average number of degrees conferred over the four-year period from 2001-2004 was 1.75. A “bumper crop” (5 students) finished the program in 2002-2003. With ten candidates enrolled in Fall 2005—many of them nearing program completion—it is anticipated that 2005-2006 will produce even more graduates.

List of Recommendations for Improving Program Quality

The Program Advisory Committee (PAC) oversees the efforts to improve the curriculum, courses, and resources offered to teachers. Among improvements considered in 2005-2006 will be the following:

- Employ a second faculty member in secondary English language education
- Improve the articulation between courses which together comprise the capstone experience of the program (EDUF 7116: Research Methods/Action Research, EDCI 7158: Leadership in the Curriculum Change Process, and EDCI 7359: Specialist's Project
- involve English and English education faculty more closely in the development of end-of-program projects and papers
- Align program components with Georgia Performance Standards for English Language Arts (2005-2006). Work will be supported by a PRISM mini-grant.
- Continue to provide ENGL coursework that is both timely and sufficient

List of Recommendations for Improving Program Productivity

Recommendations for improving program quality, listed above, should also favorably affect program productivity—that is, more qualified students will enroll in a program they perceive to be excellent, and more will complete that program.

Conclusion about the Program’s Viability at CSU

As made clear in this report, the specialist’s degree program in secondary English language arts education is most viable. 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.

The viability of the program reflects the excellent collaborative relationship between the College of Education, the Department of Language and Literature, and grades 6-12 practitioners. Through their membership on the Program Advisory Committee, representatives from each of these constituencies work together to maintain high standards for the program and, as a result, to positively affect English language arts education in our region. The Ed.S. program is a valuable resource for teachers in the greater Columbus region and beyond.

Beyond this, graduates of the Ed.S. secondary English language arts education program are a valuable resource for CSU’s undergraduate program in the same field. Many program graduates teach in systems served by CSU, especially Muscogee County. Thus, graduate programs in secondary English have brought about a cadre of leaders within the institution’s 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.

The number of Ed.S. degrees in this field conferred by CSU since 2001 is considerable and growing. It is greater than the number of Ed.S. degrees conferred by most other USG state universities. With a statewide critical shortage of highly-qualified secondary English, the University System and Columbus State need to provide every possible opportunity for teachers to grow professionally and enhance their knowledge and skills in teaching adolescents of all groups of young people to read and write well.

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the Ed.S. in Secondary English Language Arts Education propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Secondary English Language Arts 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 Secondary English Language Arts graduate students from diverse backgrounds	Productivity Viability	2006-2007

2. Explore various funding sources to provide scholarships for students seeking advanced degrees in Secondary English Language Arts	Productivity Viability	2006-Ongoing
3. Improve the articulation between courses which together comprise the capstone experience of the program (EDUF 7116: Research Methods/Action Research, EDCI 7158: Leadership in the Curriculum Change Process, and EDCI 7359: Specialist's Project	Quality	2006-2007
4. Collaborate with English faculty members in the College of Arts and Letters in the development of end-of-program projects and papers	Quality	2006-Ongoing
5. 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

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 Secondary English Language Arts 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. The number of enrollees is increasing, and—when compared to other Georgia institutions in particular—the number of degrees conferred over time is considerable. Interest in English and the broader field of literacy studies is increasing.

As previously mentioned, finally, CSU continues to improve the Ed.S. program in secondary English education by responding to new initiatives (e.g., Georgia Performance Standards), by assessing the performance of graduates, by providing quality support and resources for students, and by developing strategic recruitment efforts. Ultimately, by enhancing the quality of the program, CSU will attract more well-qualified students.

I. Program Overview

The Education Specialist program in Secondary English Language Arts Education (grades 6-12) prepares teachers who display expertise in both content knowledge and instructional practice. At their best, they demonstrate leadership that broadens their influence in their school, their school system, and their professional community. Similarly, they display ideals necessary to promote high levels of learning for all 6-12 students. In English content courses, in studies of English language arts pedagogy and curriculum, and in other professional topics, candidates have multiple opportunities to demonstrate their expertise and leadership in teaching, scholarship, and professionalism. Devising opportunities for Ed.S. candidates to develop and then demonstrate expertise and leadership in these areas is consistent with the College of Education (COE) Conceptual Framework and is reflected in the broad goals of the secondary English language arts education program. These goals are briefly summarized as

1. demonstrate knowledge of English and *share that knowledge with other professionals.*
2. demonstrate increasing proficiency in instructional planning *and influence the practice of other professionals*
3. demonstrate increasing proficiency in the implementation of instruction *and influence the practice of other professionals*
4. demonstrate increasing proficiencies related to helping every student succeed *and influence the practice of other professionals*
5. demonstrate proficiencies related to selecting and using materials to enhance teaching and learning *and influence the practice of other professionals*
6. demonstrate proficiencies related to evaluating learning and teaching *and influence the practice of other professionals*
7. demonstrate knowledge of findings of educational research related to the teaching and learning of English *and influence the practice of other professionals*
8. demonstrate values, commitments, dispositions, and habits associated with effective and professional teaching *and influence the practice of other professionals*

Specialist's degree candidates are highly qualified educators who demonstrated *proficiency* in initial certification programs *expertise* in M.Ed. programs. As Ed.S. candidates, they should demonstrate leadership—that is, affecting educational decisions outside their own classrooms (e.g. their department, their school, their school system).

Further, through its Ed.S. graduates in English language arts education, Columbus State University enhances the quality of secondary English language arts teachers in school systems it serves. This is consistent with the CSU mission of serving the educational needs of a diverse region. By preparing highly-qualified teachers in critical needs fields, the program helps to improve the quality of education and the quality of life in the institution's service area.

II. Summary Findings of the Program's Overall Quality

In February 2005, the College of Education received a Board of Examiners (BOE) on campus charged with carrying out a continuing approval review for the purposes of national accreditation and Georgia program approval. The BOE comprised examiners of the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC), who applied the 2000 NCATE Standards and the Georgia 2000 Standards to the unit and its numerous programs.

In its report, the BOE judged all standards to be met for the unit and for all initial and advanced programs. Following is a summary of the findings taken from the BOE final report (*indented text*).

Standard 1: Candidate Knowledge, Skills, and Dispositions

Assessment data from Praxis I, Praxis II, GPA's, MAP evaluations, exit examinations, and national licensing exams indicate that teacher candidates know their subject matter and candidates for other school roles know their fields, both of which are aligned with professional, state, and institutional standards. MAP evaluations and the Disposition Evaluation Form give evidence that candidates and other school personnel know how to teach their subject matter and can deliver information in a clear and meaningful way so that all students learn.

Areas for Improvement: Candidates in Art Education, Biology, Chemistry, and French do not demonstrate content mastery.

Rationale: While overall more than 80 percent of the candidates in the unit have passed their respective content licensure exams, fewer than 80 percent of candidates in Art Education, Biology, Chemistry, and French passed their respective content licensure exams. Note: Chemistry and French had only one program completer each over the past three years.

Standard 2: Assessment System and Unit Evaluation

The unit maintains a comprehensive assessment system for the initial and advanced levels to ensure the systematic collection of data, providing opportunities for the unit to analyze, evaluate, and improve the quality of programs, unit operations, and candidate performance. The assessment systems reflect the conceptual framework and are aligned with INTASC and NBPTS standards as well as specialty professional associations. The unit utilizes information technologies to effectively collect and aggregate data for candidate, program, and unit improvement.

Standard 3: Field Experiences and Clinical Practice

All of the unit's programs which prepare candidates to become teachers or fill other roles as members of the education profession include field work/clinical practice as an integral part. Use of the MAP Evaluation Instrument and the Dispositions Evaluations which connects with the Conceptual Framework supports the work of the unit and provides scaffolding so that candidates acquire the knowledge, skills, and dispositions needed by those who are in professional education roles. Candidates are also

surrounded by experienced, caring, competent professionals representing both the University and P-12 partners. Innovations such as the use of information technology for scheduling and tracking candidate progress in a very flexible and comprehensive database, the STEADY new teacher mentoring program, and the refinement of the Partner School Network enhance to quality of the program and its graduates.

Standard 4: Diversity

The unit has clearly defined its candidate dispositions related to diversity, and these dispositions are assessed throughout required coursework in the initial and advanced programs. Three of the 32 unit faculty represent diversity. The diversity of candidates in unit programs roughly mirrors that of the university and service area as a whole. Because of the racial and ethnic diversity in the university's service area, initial and advanced candidates also work with a broadly diverse population of P-12 students.

Areas for Improvement: The college has not been successful in recruiting and retaining a diverse faculty.

Rationale: Even though efforts have been made to recruit additional minority faculty, currently there are three minority faculty in the unit. While this constitutes a slight improvement from 1998, a significant impact has not been made to ensure that candidates have the opportunity to work with diverse faculty.

Standard 5: Faculty Qualifications, Performance, and Development

Unit faculty have extensive academic backgrounds. Eighty-four percent (84%) of the full-time faculty, and seventeen percent (17%) of the part-time faculty hold terminal degrees while the remaining faculty either are working to complete doctoral studies or have specialist's degrees. Unit faculty are effective teachers who model best teaching practices in their areas of specialty. Most faculty have been engaged in scholarly activities and service activities to the local, state, regional, national, and international communities. All full-time tenured and non-tenured faculty are systematically and annually evaluated by their department chair, personnel committee, unit dean, and throughout the university input system. The faculty serve on committees and boards at the university and in the local community. They are also involved in local, state, and national professional associations. The unit has an expectation of professional growth/development of both full-time and part-time faculty, and faculty concur with the expectation by attending workshops and conferences, reading journals, and conducting research.

Areas for Improvement: Part-time faculty are not systematically evaluated.

Rationale: There is no systematic process for evaluating part-time faculty across the unit.

Standard 6: Unit Governance and Resources

The unit has the responsibility for authority for the delivery of the preparation of all professional educators. Systems and processes are in place to ensure that all constituencies are represented in the design, delivery and assessment of unit programs.

Facilities, personnel and budget are adequate to meet the needs of candidates, faculty and programs. The unit does not require part-time faculty who teach or supervise student teachers to attend an orientation/training session on the conceptual framework or the use of the disposition or MAP rubrics.

Areas for Improvement: Not all part-time faculty are adequately trained on assessments used to evaluate candidates.

Rationale: The unit cannot ensure that part-time faculty have the requisite knowledge and skills to effectively assess candidates.

III. Summary Findings of the Program's Overall Productivity

Enrollment in the Ed.S. secondary English language arts education program has increased dramatically. Since 2002-2003, enrollment has doubled. It is by far Columbus State's largest secondary education program at the specialist's level. Required or popular professional courses (EDSE 6115, EDCI 6118, EDCI 7115) are offered on a two-year cycle, which ensures reasonably large class sizes. Some content courses offered through the Department of Language & Literature may also enroll master's degree or undergraduate students; thus, a cross-listing process also contributes to class size—even when the number of graduate students is relatively small. This helps to contribute to the cost-effectiveness of the department.

The specialist's program enrolls a less diverse group of professionals than other programs in the field—that is, for 2004-2005 females (75 percent) outnumbered males (25 percent), and only one of eight candidates for the sixth-year degree was non-white..

The number of Ed. S. secondary English language arts education degrees conferred by CSU varies considerably from one year to the next. In 2003-2004 only one four-year institution in the University System (North Georgia College) awarded more specialist's degree in the field. System-wide data for 2004-2005 is not available.

At the graduate level, the Language & Literature Department offers four courses leading to licensure in English as a Second Language (ESL). In Georgia, this is an add-on or endorsement certificate. It is a popular program option to graduate students in secondary English language arts education.

Though one other USG institution in the region offers an Ed.S. specialist's in secondary English language arts education (West Georgia), CSU provides secondary English teachers in its service region an educational opportunity they would find difficult to acquire elsewhere. Candidates commute from LaGrange, Macon, and even metro-Atlanta to enroll in the program. Through well-qualified faculty in both Language & Literature and English Education, specialist degree candidates participate in a program marked by excellence.

III A. Enrollment of Students in the Program

The enrollment pattern for the Ed.S. program in secondary English language arts education since 2001-2002 is shown in Table 3.1, following.

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Full-Time	0	2	0	2	Not available
Part-Time	1	3	3	6	
<i>Total</i>	1	5	3	8	10

Table 3.1 Number of Declared Majors in Ed.S. Secondary English Language Arts Education – Fall Semester

Most students in the Ed.S. program are part-time students who teach during the day and take evening classes. Since 2001, enrollment has increased sharply. This increase is due to several factors:

- the classification of English as a critical need teaching field in Georgia
- service-cancelable loans available through HOPE/Promise
- the fact that applicants have relatively few public institutions from which to choose if they wish to pursue sixth-year licensure
- overall growth of Columbus State University
- growth in the undergraduate program in the field (more recent graduates who will pursue advanced degrees)
- adjunct faculty now teach two courses in the undergraduate program, which allows for more frequent offering of selected graduate pedagogy courses (EDCI 6118, EDSE 6115, EDSE 6117)
- one professor from Language and Literature teaches EDCI 6118 on occasion, which also leads to more frequent offering of courses that attract graduate students

Table 3.2 shows the total enrollment in all Ed.S. programs housed in the Department of Teacher Education at CSU. Since 2001, enrollment in the Ed.S. English language arts education program has been robust.

Table 3.2 Number of Declared Majors in Ed.S. Programs – Fall Semester

Program	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Early Childhood	13	5	1	1	5
Middle Grades	19	15	10	12	8
Secondary English	1	5	3	8	10
Secondary Mathematics	8	7	8	5	4
Secondary Science	2	3	1	2	3
Secondary Social Science	2	2	2	1	1
<i>Total</i>	45	32	25	29	31

The Program Advisory Committee (PAC) oversees the Ed.S. program in secondary English language arts education. It advises both the College of Education (COE) and College of Arts and Sciences (COAL) regarding curriculum, courses, assessment, and related matters. During 2005-2006, the PAC will center its activities on the two graduate programs.

III B. Annual Degree Productivity of the Program

As indicated in Table 3.3, following, the number of Ed.S. degrees conferred each year in secondary English language arts education has been uneven. A “bumper crop” finished the program in 2002-2003. With ten candidates enrolled in Fall 2005—many of them nearing program completion—it is anticipated that 2005-2006 will produce even more graduates.

Table 3.3 Number of Ed.S. Degrees Conferred – Fiscal Year

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	4	5	1	0
Middle Grades Education	7	5	10	4
Secondary English	0	5	0	2
Secondary Mathematics	2	2	5	2
Secondary Science	2	1	1	0
Secondary Social Science	0	0	2	0
Total	15	18	19	8

Some of the same factors contributing to enrollment growth also impact the number of graduates each year. As stated previously, these causative factors are

- the classification of English as a critical need teaching field in Georgia
- service-cancelable loans available through HOPE/Promise
- the fact that applicants have relatively few public institutions from which to choose if they wish to pursue sixth-year licensure
- overall growth of Columbus State University
- growth in the undergraduate program in the field (more recent graduates who will pursue advanced degrees)
- adjunct faculty now teach two courses in the undergraduate program, which allows for more frequent offering of selected graduate pedagogy courses (EDCI 6118, EDSE 6115, EDSE 6117)
- one professor from Language and Literature teaches EDCI 6118 on occasion, which also leads to more frequent offering of courses that attract graduate students

The Language & Literature Department’s commitment to graduate education is substantial. As will be indicated later in this report, this department has offered more and more varied graduate courses in the discipline since 2000 than was the case during the 1990s. It may be that, as the undergraduate program preparing secondary English language arts teachers transitions from a B.S.Ed. program housed in Teacher Education to a BA English with certification housed in Language & Literature, faculty in the discipline have developed a greater sense of ownership for teacher preparation, including advanced programs.

III C. Program Completion Efficiency & Graduation Rate

Table 3.4 indicates the graduation rates for all Ed.S. programs housed in the Department of Teacher Education at CSU.

Table 3.4 Graduation Rate among Ed.S. Candidates

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	31%	100%	100%	0%
Middle Grades Education	37%	33%	100%	33%
Secondary English	0%	100%	0%	25%
Secondary Mathematics	25%	29%	63%	40%
Secondary Science	100%	33%	100%	0%
Secondary Social Science	0%	0%	100%	0%

Graduation rates fluctuate as students complete their programs of study. Students can normally complete the thirty-hour program in three to four semesters plus one or two summer sessions. The program director exercises some flexibility in course selection in order to help candidates finish their programs in a timely manner.

Providing a quality program in secondary English language arts education is a primary concern of English and English education faculty. Columbus State University and the College of Education continue to make every effort to guide specialist's degree candidates toward demonstrating leadership in their schools and communities regarding English content, best-practice pedagogy, and positive professional dispositions.

III D. Efficiency & Clarity of the Program's Course Requirements

The Ed.S. program in secondary English language arts education requires a professional core (9 credits), a specialist's core (4 credits), and an English language arts concentration (17 credits). Course requirements are listed below.

Area 1: Professional Core (9 hrs.)

EDCI 7115 English Language Arts Curriculum Studies, K-12

EDUF 7115 Psychology of Teaching

EDUF 7116 Applied Educational Research

Area 2: Secondary Education Core (4 hrs.)

EDCI 7158 Leadership in Curr Change

EDCI 7359 Specialist Project

Area 3: English Language Arts Concentration (17 hours)

EDCI 6118: Teaching Composition, Grades 4-12

ENGL courses, English language arts, and methodology

Due to the program's advanced nature, considerable flexibility is possible in Area 3. Some candidates wish to pursue in-depth studies of the discipline of English. Others may be interested in pursuing NBPTS licensure, a gifted teaching endorsement, or advanced studies in history or

fine arts. Candidates of this sort are not the norm, to be sure, but—when their content knowledge has been established through undergraduate and master’s degree study—the program affords them the opportunity to broaden their curricular horizons.

Program requirements are communicated online and through the CSU catalog. At the beginning of each semester, new graduate students attend a graduate orientation. At this orientation, program requirements are clearly communicated, and the program coordinator works with each student to develop a tentative program of study. Subsequently, the program coordinator communicates with graduate students each semester by e-mail, phone, or face-to-face meetings to update degree progress sheets and advise on course selection.

III E. Frequency and Sequencing of Course Offerings Required for Program Completion

Table 3.5 details the offering of courses that meet requirements in the Ed.S. secondary English language arts program. Students beginning their program in summer semester can complete their program of study in four semesters, if they so choose. Students are advised to take EDUF 7116 early in their program of study. EDCI 7158 is a prerequisite for EDCI 7359 which is usually taken during one of the last two semesters of a student’s program. Other courses may be taken in any order.

Table 3.5 Frequency of Course Offerings

Number of Sections Per Semester, 2001-2005													
	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EDUF 7115	0	1	1	0	1	0	1	0	0	1	1	0	1
EDUF 7116	7	6	5	6	5	4	4	3	2	0	1	2	1
EDCI 7158	1	0	0	1	0	1	1	1	1	0	0	1	1
EDCI 7359	1	2	0	1	1	1	1	1	1	1	1	0	1
ENGL 5***	5	3	5	2	4	4	3	5	6	3	6	4	5
EDCI 6118						1							1
EDCI 7115		1		1							1		
EDSE 6115					1					1	Next offering Fall 06		

III F. Enrollment in the Program’s Required Courses

Table 3.6 displays the average enrollment per section for required courses in the Ed.S. secondary English language arts program. All Ed.S. students in middle-grades or secondary programs complete EDUF 7115, EDUF 7116, EDCI 7158, and EDCI 7359, so average enrollments in these courses are higher. EDCI 7115 is required in the Ed.S. programs for only English language arts, but it may be used in other programs ranging from early childhood to middle-grades and special education. Enrollment in this course plus EDSE 6115 and EDCI 6118 are indicators of enrollment trends in the secondary English language arts program.

Table 3.6 Enrollment in the Program’s Required Courses

Average Enrollment Per Section of Program Courses													
	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
<i>EDUF 7115 and EDUF 7116, the Professional Core, are offered each term. They are required of all Ed.S. candidates.</i>													
EDUF 7115		9	9		17		8			16	3		11
EDUF 7116	7.3	6	10	6.2	13.5	11	6.25	3.5	12.5		13	18.5	3
Total Enrollment in Required Pedagogy and Professional Courses													
<i>EDCI 7158 and EDCI 6255, the Middle-Grades/Secondary Core, are required by students in these programs. EDCI 6158 is offered each summer and fall, one section per term. EDCI 6255 has been offered each term since early in 2002.</i>													
EDCI 7158	10			19		6		2	8			9	1
EDCI 7359	1	5		1	16	2	3	5	1	3	2		8
<i>Courses listed below meet requirements in the Ed.S. English language arts program and the Ed.S. middle-grades education program. They are scheduled about once every two years.</i>													
EDSE 6115					11					25			
EDCI 7115		10		3							9		
EDCI 6118								9					17

By offering 5000-plus English courses each term and required English education courses on a two-year cycle, enrollment is strong enough to “make” courses. Occasionally—when a candidate is close to program completion and has been unable, for one reason or another, to schedule a required pedagogy course, a substitution is permitted. A course that may substitute for EDCI 7115: Curriculum Studies English Language Arts in EDSE 6117: Improved Teaching of English Language Arts

III G. Diversity of the Program’s Majors and Graduates

Table 3.7, following, shows the gender and ethnic origin of students in the Ed.S. English language arts education program. Reflecting the female to male ratio typical among secondary English teachers, female students substantially outnumber male student. White candidates outnumber non-white.

Table 3.7 Ethnic and Gender Diversity among Ed.S. Secondary English Language Arts Majors

Sex	2001-2002	2002-2003	2003-2004	2004-2005
Female	1	5	3	6
Male	0	0	0	2
<i>Total</i>	1	5	3	8
Ethnicity				
International	0	0	0	0
Asian	0	0	0	0
Black	0	0	0	1
Hispanic	0	0	0	0
American Indian	0	0	0	0
Multi-Racial	0	0	0	0
White	1	5	3	7
<i>Total</i>	1	5	3	8

Students in the Ed.S. program in secondary English language arts education are from diverse age groups. The majority of students are between 31 and 50 years old. Table 3.8 shows the age composition of all Ed.S. students in the program since 2001.

Table 3.8: Age Diversity among Ed.S. Secondary English Language Arts Majors

Age	2001-2002	2002-2003	2003-2004	2004-2005
21-25	0	0	0	1
26-30	0	1	0	0
31-40	1	2	2	2
41-50	0	1	1	3
51-60	0	1	0	2
Over 60	0	0	0	0
<i>Total</i>	1	5	3	8

As indicated, the majority of candidates are in their thirties and forties.

III H. Cost-Effectiveness of Instructional Delivery in the Program's Home Department

As shown below in Tables 3.9 and 3.10, following, the budget for the Department of Teacher Education represented approximately 13% of the total instructional costs for Columbus State University (CSU) from 2001 to 2004. During this time period, over \$1,000,000 of the department budget came from grants that, for the most part, supported the work of the Centers of Excellence (see note in Table 3.12). In 2004-2005, the department budget represented 8% of the total instructional costs at CSU. Considering that, in Fall 2004, 1340 (19%) of the 7224 students enrolled at CSU were majoring in a program offered through the Department of Teacher Education, instructional delivery in the department is very cost-effective.

For graduate programs in secondary education, the cost per major has decreased by approximately 64% since 2001. In 2004-2005, the cost per credit was \$284.00 compared to \$162.15 for the institution. The higher cost per credit is due to the smaller number of students enrolled in graduate courses.

Table 3.9 Instructional Costs for Department of Teacher Education and Graduate Secondary Education Programs

	2001-2002	2002-2003	2003-2004	2004-2005
Department Budget*	\$3,116,951	\$3,176,287	\$3,143,501	\$2,032,092
Cost Per Major (Ed.S. & Ed.S. Secondary Education majors) <i>(Pro-Rated Expenditures/Number of Declared Majors)</i>	\$10,390	\$8,359	\$6,573	\$4,064
Credit Hours Taught Fall and Spring (Ed.S. & Ed.S. Secondary Education majors)	989	1,387	1,335	1,358
Cost per Credit (Ed.S. & Ed.S. Secondary Education majors)	\$567	\$573	\$542	\$284
* Note: Centers of Excellence units (ETTC, CRMC, Child Care R&R and Oxbow Meadows removed from academic departments in FY 2005).				

Table 3.10 Total Instructional Costs at CSU

	2001-2002	2002-2003	2003-2004	2004-2005
Instructional Costs	\$23,311,457.76	\$23,963,598.65	\$23,784,544.59	\$25,240,030.43
Total Credit Hours	116,543	133,777	148,797	155,654
Cost per Credit	\$200.02	\$179.13	\$159.85	\$162.15

By offering sufficient 5000-plus ENGL courses each term and by scheduling required English education courses on a two-year cycle, the number of students enrolled in these courses is sufficient to be cost effective. Graduate English courses at the 5000-level also enroll master's degree candidates and undergraduates (on a cross-listed basis). Some program requirements (EDSE 6115, EDCI 6118, and EDCI 7115) are among studies completed by graduate students in middle-grades education, another factor contributing to cost-effectiveness. The program's professional core is also required in other programs. These courses have somewhat higher enrollments and thus help to contribute to the cost-effectiveness of the department.

III I. Program's Responsiveness to State Needs and Employer Demand for Program Graduates

Most graduates of the Ed.S. secondary English language arts program are classroom teachers in grades 6-12. The expertise and leadership gained through the specialist's program contribute to these teachers' effectiveness in helping all students learn English content.

Graduates of the Ed.S. secondary English language arts program comprise a valuable resource for the CSU undergraduate program in secondary English language arts. A substantial number of

program graduates teach in systems served by CSU, especially Muscogee County. Program graduates comprise a cadre of leaders within the College of Education's 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 guiding the development of undergraduates preparing to teach English in grades 6-12..

Program completers are employed both in school systems in the immediate service area of Columbus State University (including Alabama) and in Georgia communities 75 or more miles from Columbus. Recent graduates, for example, are employed in Russell County (AL), Marion County, and elsewhere. Thus one may conclude that the present Ed.S. program, in contrast to its counterpart in the 1980s, has a positive impact regionally as well as in Columbus and surrounding communities. Because of the geographic distribution of undergraduates in the program, this trend may continue.

III J. Position of the Program's Annual Degree Productivity among Comparable USG Programs

Few institutions in Georgia offer the education specialist degree in English language arts education, and it follows that few sixth-year degrees are awarded in this field. In FY 2004, for example, only 10 degrees were awarded statewide, these at the University of Georgia (9) and Georgia Southern (1). In FY 2003, there were 8 Ed.S. degrees awarded by USG institutions, 5 of them by Columbus State University. The others were awarded by West Georgia (2) and the University of Georgia (1).

III K. This Program's Contribution to Achieving CSU's Mission

The Ed.S. secondary English language arts program helps CSU accomplish its mission of serving the educational needs of a diverse region. By giving already well-prepared teachers the opportunity to refine their knowledge and skills in a critical-needs area, the program serves to improve the quality of education and the quality of life in the institution's service area.

IV. Conclusion about the Program's Viability at CSU

The Ed.S. secondary English language arts program at CSU is strong and growing stronger. Thus it is viable. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2005, the quality of the program is excellent. All NCATE/PSC standards were judged to be met for advanced programs.

The viability of the program is also ensured by the strong collaborative relationship between the College of Education, Department of Language & Literature, and practitioners. Through the Program Advisory Committee (PAC) representatives from each of these groups collaborate to make improvements to the program and to promote University-wide policies that will enhance program quality. The Ed.S. secondary English language arts program is a valuable resource for teachers both in Columbus and beyond who want to improve their content knowledge, build on best-practice methodology, and grow professionally in their chosen field. Candidates in the Ed.S. program take what they learn and apply it in their grades 6-12 classrooms to help adolescents become skillful readers and writers.

As noted previously, graduates of the program are also a valuable resource for CSU's undergraduate program in secondary English language arts education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. As a result, graduate programs in English language arts education have created a reservoir of practitioner-leaders within the College of Education's 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.

The number of degrees conferred through the Ed.S. secondary English language arts program is small in absolute terms but substantial when compared to other Georgia institutions. In the past two years for which data are available, in fact, five of eighteen (27+ percent) Ed.S. degrees awarded by Georgia public institutions are from CSU. Clearly, CSU provides English language arts teachers in its service region (and, in some instances, beyond) an opportunity to build expert knowledge and accomplished pedagogy. This is an opportunity that many would not have if CSU did not offer this program. With a critical shortage of highly-qualified English teachers for grades 6-12, CSU should continue to provide opportunities for teachers to grow professionally and enhance their knowledge and skills.

V. Program Improvement Plan

The Program Advisory Committee (PAC) oversees the efforts to improve the curriculum, courses, and resources offered to teachers. Among improvements considered in 2005-2006 will be the following:

- Employ a second faculty member in secondary English language education
- Improve the articulation between courses which together comprise the capstone experience of the program (EDUF 7116: Research Methods/Action Research, EDCI 7158: Leadership in the Curriculum Change Process, and EDCI 7359: Specialist's Project
- involve English and English education faculty more closely in the development of end-of-program projects and papers
- Align program components with Georgia Performance Standards for English Language Arts (2005-2006). Work will be supported by a PRISM mini-grant.
- Continue to provide ENGL coursework that is both timely and sufficient

VI. Summary Recommendation

Recommendation: Maintain the Program at the Current Level

Enrollment in the Ed.S. secondary English language arts program quality is building; the number of degrees conferred, though uneven, is increasing. Teachers have other options for graduate study and receive salary increases regardless of the field of study; despite this sort of competition for its students, this program remains attractive to prospective enrollees, probably because of the reputation of its faculty both in the content field and English education.