Comprehensive Program Review Self-Study
Ed.S. Secondary Social Science

Columbus State University
September 2005

Executive Summary for the Ed.S. Secondary Social Science

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 Social Science program is strong and prepares highly qualified social science teachers who are able to assume leadership roles in their schools, districts, and state.

Program Productivity: Satisfactory
Enrollment in the Ed.S. Secondary Social Science program has been fairly consistent over the past four years (an average enrollment of 1.75 students per year). Among the six Ed.S. programs offered in the Department of Teacher Education, the secondary Social Science program ranks fifth in average student enrollment. Required courses are offered on an as needed basis due to the enrollment numbers. This helps to contribute to the cost-effectiveness of the department. The majority of students in the program are female though minorities are under represented (100% white).

The number of Ed.S. Secondary Social Science degrees conferred by CSU is small (an average of 0.5 per year) but 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 a specialist degree in secondary social science, CSU provides social studies teachers in its service region an opportunity that they might not have otherwise, to gain further expertise in social science education and to develop their leadership skills.

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:

- aligning coursework with the new Georgia Performance Standards for Social Science in an effort to help prepare teachers to teach with the new standards,
- connecting content in graduate social science courses to the secondary curriculum so that teachers see the relevance of the social science content they are learning.
- increasing the collaboration between the social science education faculty and the faculty in the College of Arts and Letters who teach content courses required in the Ed.S. program.

List of Recommendations for Improving Program Productivity
The Social Science Program Advisory Committee (PAC) oversees the Ed.S. program in Secondary Social Science and works to improve the curriculum, courses, and resources offered to teachers. Recommendations to improve program productivity are as follows.

- Align coursework with the new Georgia Performance Standards for social science in an effort to help prepare teachers to teach with the new standards. By responding to current initiatives and mandates, we hope to recruit more teachers into the Ed.S. program.
- Provide additional support for students in graduate Social Science courses through advising and/or offering prerequisite courses or professional development opportunities that better prepare students for the graduate Social Science courses.
- Connect the content of the graduate Social Science courses to the secondary curriculum. By making the coursework more relevant to teachers, we hope to attract more teachers into the Ed.S. program.
- Recruit more students into the undergraduate Social Science or Social Science education programs.

Conclusion about the Program's Viability at CSU

The Ed.S. secondary social science 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 strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs.

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education, Social Science Department, the College of Arts and Letters, and P-12 teachers. Representatives from each of these groups work together to make improvements to the social science education programs at CSU and to impact social science education in our region. The Ed.S. program in secondary social science is a valuable resource for teachers in our region who want to grow professionally, gain additional expertise, and pursue leadership opportunities in the field of social science education. Students in the Ed.S. program take what they learn and apply it in their own classrooms to help their students learn social studies. They also share their expertise with other teachers in their schools, districts, and state.

Graduates of the Ed.S. Secondary Social Science program are also a valuable resource for our undergraduate program in secondary History Education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our graduate programs in secondary social science 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. Secondary Social Science degrees conferred by CSU has been fairly consistent over the past four years and exceeds the number of degrees conferred by other USG state universities. As the only USG institution within a 90 mile radius of Columbus that offers a specialist degree in secondary Social Science, CSU provides social studies teachers in its service region an opportunity to gain expertise and pursue leadership opportunities in social science education. These are opportunities that they might not have if CSU did not offer this degree program. With the critical shortage of highly-qualified social science teachers, we need to provide every possible opportunity for teachers to grow professionally and enhance their knowledge and skills in teaching social studies.

Program Improvement Plan
In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the Ed.S. in Secondary Social Science Education propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Secondary Social Science Program Advisory Committee (PAC).

Departmental Plans and Priorities	*CPR Indicator*	*Projected Timeline*
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 Secondary Social Science	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-Ongoing
4. Continue to collaborate closely with College of Arts and Letters faculty to increase and develop new courses in the social sciences.	Quality Productivity Viability	2006-Ongoing
5. Combine the Ed.S. programs in secondary education under a common degree title 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 Secondary Social Science 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 strong, but the number of degrees conferred each year is small. Until we are able to recruit more students into undergraduate programs in history or history education, opportunities for expansion of the Ed.S. program in secondary social science will be limited. There are also factors beyond our control that have an impact on the Ed.S. program. Since teachers can get a specialist degree in any field and receive an increase in pay, some of the social studies teachers in our service region have chosen to pursue a specialist degree in an area other than secondary social science.

As previously mentioned, CSU will continue to work to improve the current Ed.S. program in secondary social science 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.

I.   Program Overview

Goals and Objectives

The graduate programs in Secondary Social Science Education prepare highly qualified social science teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all 6-12 students. In social science content courses, general education courses, social science education courses, and field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the COE Conceptual Framework and is reflected in the broad goals of the Secondary Social Science Education program. The goals for the Ed.S. are briefly summarized as:

1. Apply knowledge of the history, curriculum, and standards of history and the social sciences in designing effective instruction and provide leadership in sharing his/her expertise with other professionals (scholarship, teaching, and professionalism).
2. Identify and use research and resources of the field and provide leadership in sharing his/her expertise with other professionals (scholarship, teaching, and professionalism).
3. Design instruction to promote active learning and critical thinking and provide leadership in sharing his/her expertise with other professionals (teaching and professionalism).
4. Identify and use appropriate media and technology in designing and delivering effective instruction and provide leadership in sharing his/her expertise with other professionals (teaching and professionalism).
5. Value cultural diversity as an instructional resource and design and implement instruction effective with diverse learners and provide leadership in sharing his/her expertise with other professionals (scholarship, teaching and professionalism).
6. Connect planning and instruction to authentic assessment of student learning and provide leadership in sharing his/her expertise with other professionals (teaching and professionalism).
7. Demonstrate a commitment to the teaching profession and to the field of social science education and provide leadership in sharing his/her expertise with other professionals (professionalism).

Excellence in teaching, scholarship, and professionalism is embodied in the NBPTS principles, which constitute the basis for teacher candidate instruction, mentoring, and assessment. The Secondary Social Science Education graduate program uses the Graduate Model of Appropriate Practice implemented in Fall 2004, an assessment instrument aligned with the NBPTS principles, to instruct, mentor, and assess candidates as they proceed through the program. As shown in the matrix on the following pages, the Ed.S. Secondary Social Science program is closely aligned with NBPTS propositions and the COE Conceptual Framework.

Program Outcomes—Ed.S.	Indicators	NBPTS Standards for History Teachers	NBPTS Propositions	Graduate Model of Accomplished Practice (GMAP)
Scholarship, Teaching, and Professionalism 1.0 Apply knowledge of the history, curriculum, and standards of history and the social sciences in designing effective instruction and provide leadership in sharing his/her expertise with other professionals.	The candidate demonstrates: • content knowledge in history and the social sciences as reflected in the NCSS standards and other discipline standards. • pedagogical content knowledge that infuses knowledge of curriculum and history content in teaching.	NBPTS Standard III: Knowledge of Subject Matter NBPTS Standard IV: Advancing Disciplinary Knowledge and Understanding NBPTS Standard V: Promoting Social Understanding NBPTS Standard XII: Professional Contributions	Aligns with Proposition 2; a depth of content knowledge and understanding of history and social studies standards would also provide the foundation for authentic performance of Propositions 1 and 3. Providing leadership would align with Proposition 5.	Propositions 2a, 2b, 2c Proposition 1c Propositions 3a, 3b Proposition 5a
Scholarship, Teaching and Professionalism 2.0 Identify and use research and resources of the field and provide leadership in sharing his/her expertise with other professionals.	The candidate: • reviews the research on effective history and social studies teaching. • conducts research within history and the social sciences and within social science education to broaden his/her knowledge base and to sharpen his/her skills. • applies research-based strategies in planning and implementing effective lessons with secondary students. • shares his/her research in formal and informal settings with other professionals	NBPTS Standard III: Knowledge of Subject Matter NBPTS Standard IV: Advancing Disciplinary Knowledge and Understanding NBPTS Standard VII: Instructional Resources NBPTS Standard XII: Professional Contributions	Closely aligns with Proposition 2; research opportunities within the Ed.S. program would also link to Propositions 4 and 5; the use of research-based strategies would support Proposition1 as well. Providing leadership would align with Proposition 5.	Propositions 2a, 2b, 2c Proposition 4c Proposition 5a Propositions 1c, 1d. 1e

Program Outcomes—Ed.S.	Indicators	NBPTS Standards for History Teachers	NBPTS Propositions	Graduate Model of Accomplished Practice (GMAP)
Teaching and Professionalism 3.0 Design instruction to promote active learning and critical thinking and provide leadership in sharing his/her expertise with other professionals.	The candidate: - demonstrates critical thinking through historical research and writing and through modeling of higher order thinking with students. - applies research-based instructional strategies that situate learning on the student and lead to higher level thinking by students. - shares his/her instructional expertise in formal and informal settings with other professionals	NBPTS Standard IV: Advancing Disciplinary Knowledge and Understanding NBPTS Standard V: Promoting Social Understanding NBPTS Standard VI: Developing Civic Competence NBPTS Standard VII: Instructional Resources NBPTS Standard VIII: Learning Environments NBPTS Standard XII: Professional Contributions	Aligns with Proposition 2, as teachers must model critical thinking for their students; it also supports Proposition 1; as candidates conduct research within the program, it would link to Propositions 4 and 5. Providing leadership would align with Proposition 5.	Propositions 2a, 2b, 2c Proposition 1c Proposition 4c Propositions 5a, 5c
Teaching and Professionalism 4.0 Identify and use appropriate media and technology in designing and delivering effective instruction and provide leadership in sharing his/her expertise with other professionals.	The teacher candidate: - develops lessons using modern instructional technologies. - uses appropriate adaptive technologies with special needs students. - implements lessons that facilitate student use of a wide range of media. - shares his/her knowledge of effective use of instructional technology in formal and informal settings with other	NBPTS Standard VII: Instructional Resources NBPTS Standard XII: Professional Contributions	Aligns with Proposition 2; effective use of appropriate instructional technology would also support Proposition 1. Providing leadership would align with Proposition 5.	Propositions 2a, 2b, 2c Propositions 1c, 1d Proposition 5a

Program Outcomes—Ed.S.	Indicators	NBPTS Standards for History Teachers	NBPTS Propositions	Graduate Model of Accomplished Practice (GMAP)
	professionals			
Scholarship, Teaching, and Professionalism 5.0 Value diversity as an instructional resource and design and implement instruction effective with diverse learners and provide leadership in sharing his/her expertise with other professionals.	The teacher candidate: • views diversity within his/her classroom as a resource. • applies an understanding in lesson planning of the different approaches to learning that students exhibit. • generates plans reflecting the many needs of adolescents—for example: needs for success and accomplishment; needs for action while learning; needs for conventional academic development; needs to reflect and re-examine values; needs to understand both self and others. • connects instruction and learning to students' interests, cultural heritage and prior experiences. • works to broaden his/her knowledge of cultural diversity. • shares his/her knowledge of diversity issues in	NBPTS Standard I: Knowledge of Students NBPTS Standard II: Valuing Diversity NBPTS Standard IV: Advancing Disciplinary Knowledge and Understanding NBPTS Standard VII: Instructional Resources NBPTS Standard VIII: Learning Environments NBPTS Standard XI: Family Partnerships NBPTS Standard XII: Professional Contributions	Aligns closely with Proposition 2; it also is a foundation for Proposition 1. Providing leadership would align with Proposition 5.	Proposition 2b Propositions 1a, 1b, 1c, 1d, 1e Proposition 5a

Program Outcomes—Ed.S.	Indicators	NBPTS Standards for History Teachers	NBPTS Propositions	Graduate Model of Accomplished Practice (GMAP)
	social studies in formal and informal settings with other professionals			
Teaching and Professionalism 6.0 Connect planning and instruction to authentic assessment of student learning and provide leadership in sharing his/her expertise with other professionals.	The teacher candidate: ▪ uses assessment as an integral and ongoing part of teaching. ▪ designs and uses multiple and authentic methods of assessing student learning outcomes. ▪ uses assessment results to plan for remediation of student learning. ▪ shares his/her expertise in using authentic assessment in formal and informal settings with other professionals	NBPTS Standard IX: Assessment NBPTS Standard XII: Professional Contributions	Aligns closely with Propositions 2 and 3; as teacher reflect on use of assessment results in their teaching, it would support Proposition 4. Providing leadership would align with Proposition 5.	Proposition 2b Propositions 3a, 3b, 3e Propositions 4a, 3c Proposition 5a
Professionalism 7.0 Demonstrate a commitment to the teaching profession and to the field of social science education and provide leadership in sharing his/her expertise with other professionals.	▪ engages in self-evaluation, identifying both strong points to develop and weaknesses to be lessened and/or eliminated. ▪ is willing to try new techniques. ▪ participates in professional development through (a) reading professional literature, (b) supporting professional	NBPTS Standard X: Reflection NBPTS Standard XII: Professional Contributions	Closely aligns with Propositions 1, 2, and 5.	Propositions 1a, 1b, 1c, 1d, 1e Propositions 2a, 2b, 2c Propositions 4a, 4b, 4c Propositions 5a, 5c

Program Outcomes—Ed.S.	Indicators	NBPTS Standards for History Teachers	NBPTS Propositions	Graduate Model of Accomplished Practice (GMAP)
	organizations and their activities, (c) using other teachers as sources of new approaches and informed feedback ▪ reads for pleasure and information, writes, attends culturally valuable events, uses a library, and undertakes other activities associated with liberally educated persons ▪ views studies of history and of professional education as major avenues to developing his/her instructional skills as well as knowledge of history and the social sciences. ▪ contributes to the school and community ▪ demonstrates the highest ethnical standards. ▪ shares his/her research and expertise in formal and informal settings with other professionals			

Knowledge Base

Guidelines of the National Council for the Social Studies (NCSS) provide the major basis for program design in Secondary Social Science Education. The specific foundation for the Secondary Social Science program are the *National Standards for Social Studies Teachers*[1] and *Expectations of Excellence: Curriculum Standards for Social Studies*.[2] In addition, the individual discipline standards, particularly the National History Standards, strongly influence the program design.[3] The methods courses are also based on the work of the Teachers Curriculum Institute (notably in its publication *History Alive*). The approach of TCI is based on the work on multiple intelligences by Howard Gardner, Jerome Bruner's spiral curriculum, and Elizabeth Cohen's research on effective design and implementation of cooperative learning.[4]

Philosophy of Program and Links to COE Mission Statement and Conceptual Framework

The COE mission of *guiding* candidates is consistent with the philosophy of history learning and teaching present in the current NCSS guidelines and the TCI materials. In harmony with these ideas, the program emphasizes growth toward skillful "whole" performance rather than incremental mastery of discrete skills. The program emphasizes that candidates move through stages in their professional growth which demonstrate *excellence in teaching, scholarship, and professionalism*. The program's goals reflect the belief that B.S.Ed. candidates should display *proficiency*, that M.Ed.candidates should demonstrate *expertise* and that Ed.S. candidates should demonstrate *leadership*. For this reason, program outcomes are similar for candidates in initial and advanced programs, with the difference lying in the level of performance.

The program also reflects a respect for and valuing of *individuals*; thus, social science education faculty treat individual differences among candidates such as age, career experiences and aspirations, and ethnicity as a resource. Teacher certification (post-baccalaureate) candidates are fully integrated with undergraduates; members of each group benefit from interacting with the other.

As shown previously, the Ed.S. Secondary Social Science program is closely aligned with NBPTS principles which are encompassed by the three broad themes of teaching, scholarship, and professionalism; and thus is coherent with the COE Conceptual Framework. Unit faculty achieve this coherence in numerous ways. For example:

- content studies reflect NCSS Guidelines for NCATE
- professional and pedagogical studies provide candidates sequenced opportunities to develop the knowledge, skills, dispositions, and performances stated in NBPTS principles; and thus, demonstrate excellence in teaching, scholarship, and professionalism; and
- program faculty guide individuals by modeling the dispositions and performances expected of candidates.

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[1] http://www.ncss.org/standards/teachers/vol1/home.shtml

[2] http://www.ncss.org/standards/toc.html

[3] National Standards for History (1994) <http://www.sscnet.ucla.edu/nchs/standards/>; Geography for Life (1994) <http://www.hawaii.edu/hga/Standard/Standard.html>; National Standards for Civics and Government (1994) < http://www.civiced.org/stds.html>; Voluntary National Content Standards in Economics (1997) < http://www.fte.org/teachers/nvcs/nvcs.htm>.

[4] Teachers Curriculum Institute. <http://www.teachtci.com/>; Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*. (NY: Basic Books, Inc., 1983); Elizabeth Cohen, *Designing Groupwork: Strategies for the Heterogeneous Classroom* (NY: Columbia University Teachers College Press, 1986). Jerome Bruner, *The Process of Education*. (Cambridge: Harvard University Press, 1960).

II.   **Summary Findings of the Program's Overall Quality**

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 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. Following is a summary of the findings taken from the BOE final report.

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 master'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 Social Science program is lower than the average enrollment among the six Ed.S. programs housed in the Department of Teacher Education. Courses are offered on a one- or two-year cycle, or as dictated by Ed.S. enrollment. This helps to contribute to the cost-effectiveness of the department.

The number of Ed.S. Secondary Social Science degrees conferred by CSU is small but 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 a Specialist degree in secondary Social Science, CSU provides social science teachers in its service region an opportunity that they might not have otherwise, to gain expertise in Social Science education.

III A. Enrollment of Students in the Program

The enrollment pattern for the Ed.S. program in Secondary Social science is shown in Table 3.1.

Table 3.1 Number of Declared Majors in Ed.S. Secondary Social science – Fall Semester

	2001-2002	**2002-2003**	**2003-2004**	**2004-2005**
Full-Time	0	0	0	0
Part-Time	2	3	1	2
Total	*2*	*3*	*1*	*2*

Table 3.2 shows the total enrollment in all Ed.S. programs housed in the Department of Teacher Education at CSU.

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

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	13	5	1	1
Middle Grades Education	19	15	10	12
Secondary English	1	5	3	8
Secondary Mathematics	8	7	8	5
Secondary Science	2	3	1	2
Secondary Social Science	2	2	2	1

The enrollment in the Social Science Ed.S. program ranks low in comparison to other programs. The Social Science Program Advisory Committee (PAC) oversees the Ed.S. program in Secondary Social Science and works to improve the curriculum, courses, and resources offered to teachers. Currently, we are aligning coursework with the new Georgia Performance Standards for the social sciences in an effort to help prepare teachers to teach with the new standards. By responding to current initiatives and mandates, we hope to recruit more teachers into the Ed.S. program.

III B. Annual Degree Productivity of the Program

As indicated in Table 3.3, the number of Ed.S. degrees conferred each year in Secondary Social science is small and has actually decreased in 2004-2005 after experiencing an increase since 2002-2003.

Table 3.3 Number of 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

There may be several factors contributing to the small number of degrees conferred each year.
1. Some students take several years to complete the program because of teaching schedules and other obligations.
2. Many students have commented that required history courses are too few and not offered when needed.

Increased collaboration between Social Science Education faculty and College of Arts and Letters faculty is developing to address issues within the program. The College of Arts and Letters recently hired a geographer who will offer graduate level geography courses which will afford students more choice in course selection. The addition of a geographer will allow history faculty to offer more history courses.

III C. Program Completion Efficiency & Graduation Rate

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

Table 3.4 Graduation Rate

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 tend to fluctuate as students complete their programs of study at different rates. The graduation rates for the Ed.S. Secondary Social Science program tend to be lower than the rates for most other Ed.S. programs. This may be due in part to the fact that some students take several years to complete the program because of teaching schedules and other obligations.

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

The following outline the requirements for the Regular Ed.S. program.

Area 1: Professional Core -- 10 semester hours

EDUF 7115 Psychology of Teaching (3 Hours)
EDUF 7116 Applied Educational Research (3 hours)
EDCI 7158 Leadership in the Curr. Change Process (2 hours)
EDCI 7359 Specialist Project (2 hours)

Area 2: Concentration -- 18 semester hours

EDSE 7145 Curriculum Studies in Soc. Sci. Education (3 hours)

Select 9 semester (5000+ level) hours from HIST (9 hours):
Select 6 semester (5000+ level) hours from HIST, POLS, ECON,
      PSYC, SOCI (6 hours):

Area 3: Electives – 2 semester hours

These requirements are communicated online and through the CSU Catalog. At the beginning of each semester, a Graduate Orientation is held for all new graduate students. 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

As shown in Table 3.5, courses required in the Ed.S. Secondary Social Science program are offered on a regular basis. 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 or co-requisite 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. Because no students have needed EDSE 7145, it has not been offered since spring semester 2004.

Table 3.5 Frequency of Course Offerings

	Number of Sections Per Semester												
	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		1	1		1		1			1	1		1
EDUF 7116	7 GSAMS	6 GSAMS	5 GSAMS	6 GSAMS	5 GSAMS	4 GSAMS	4 GSAMS	3 GSAMS	2		1	2	1
EDCI 7158	1			1		1		1	1			1	1

Course													
EDCI 7359	1	2		1	1	1	1	1	1	1	1		1
EDSE 7145		1	1	0	1		1						
Electives: HIST 5*** 9 hours	3	5	3	6	6	5	4	9	4	3	5	2	5
Electives: POLS, ECON, SOC 5*** 6 hours	4	3	3	5	4	2	3	3	1	4	3	1	5
Electives: 2 hours as approved by advisor													

III F. Enrollment in the Program's Required Courses

Table 3.6 shows the average enrollment per section for required courses in the Ed.S. Secondary Social Science program. All Ed.S. students must take EDUF 7115, EDUF 7116, EDCI 7158 and EDCI 7359, so average enrollments in these courses are higher. EDCI 7158 and EDCI 7359 are required in the Ed.S. programs for all middle grades and secondary education majors. Enrollment in EDSE 7145 is the best indicators of enrollment trends in the secondary Social Science program.

Table 3.6 Average Enrollment in the Program's Required Courses

Average Enrollment Per Section													
	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	44	9	9	3	17		8			16	3		11
EDUF 7116	7	30	30	37	27	22	25	7	25		13	37	3
EDCI 7158	10			19		6		2	8			9	1
EDCI 7359	1	5		1	16	2	3	4	1	3	2		8
EDSE 7145		1	3										

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

Table 3.7 shows the gender and ethnic origin of students in the Ed.S. Secondary Social Science Education program. Overall, the student enrollment by gender has been 43% female and 57% male. These figures are comparable to the institution's enrollment percentages by gender.

On average, 100% of the program's majors since Fall 2001 have been white. There have been no international students in the program during this time period. Efforts to recruit more minority student are underway as a result of the BOR double/double (double enrollment/double diversity) initiatives.

Table 3.7 Ethnic and Gender Diversity Among Ed.S. Secondary Social Science Majors

Gender	2001-2002	2002-2003	2003-2004	2004-2005

Female		1	2	1
Male	2	1		
Ethnicity				
Asian				
Black				
Multi-Racial				
White	2	2	2	1

The gender and ethnic origin of program graduates since Fall 2001 is shown in Table 3.8. Overall, 100% of the program graduates have been female.

With regard to ethnicity we need to recruit more minorities into the program.

Table 3.8 Ethnic and Gender Diversity Among Ed.S. Secondary Social Science Graduates

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female			2	
Male				
Ethnicity				
Asian				
Black				
Multi-Racial				
White			2	

Students in the Ed.S. program in Secondary Social Science are typically from the 41-60 age groups. The majority of students are between 41 and 50 years of age. Table 3.1 shows the age composition of all Ed.S. students in the Secondary Social Science program since 2001.

Table 3.9 Age Diversity Among Ed.S. Secondary Social Science Students

Age	2001-2002	2002-2003	2003-2004	2004-2005
21-25				
26-30				
31-40				
41-50	1			
51-60	1	1	1	1
Over 60		1	1	
Total	*2*	*2*	*2*	*1*
Average	*51.0*	*58.5*	*57.0*	*52.0*

The larger number of students in the 41-50 age range might be due to students graduating from a M.Ed. program usually wait for a while before entering an Ed.S. program.

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

As shown below in Tables 3.12 and 3.13, 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 grant funds 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 the 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 3.10 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) *(Pro-Rated Expenditures/Number of Declared Majors)*	$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 3.11 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 the required Social Science education courses in the Ed.S. Secondary Social Science program on a one- or two-year cycle, the number of students enrolled in these courses is high enough to contribute to the cost-effectiveness of the department. In addition, the program requires some of the same courses (e.g., Educational Psychology, Action Research, Trends and Issues, Teacher Inquiry, etc.) that are required in other Ed.S. programs. These courses have higher enrollments and thus help to contribute to the cost-effectiveness of the department.

The Social Science Program Advisory Committee (PAC) oversees the Ed.S. program in Secondary Social Science and works to improve the curriculum, courses, and resources offered to teachers. Currently, we are aligning coursework with the new Georgia Performance Standards for Social Science in an effort to help prepare teachers to teach with the new standards. By

responding to current initiatives and mandates, we hope to recruit more teachers into the Ed.S. program to make it more cost-effective.

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

Most graduates of the Ed.S. Secondary Social Science program are already teaching in a middle or high school classroom. The expertise gained through the specialist program contributes to these teachers' effectiveness in helping all students in the social sciences

Graduates of the Ed.S. Secondary Social Science program are also a valuable resource for our undergraduate program in Secondary History. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our graduate programs in secondary Social Science 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.

In addition, we are working to attract more social science teachers into the Ed.S. program by:

- aligning coursework with the new Georgia Performance Standards for the social sciences in an effort to help prepare teachers to teach with the new standards,
- providing additional support for students in graduate social science courses, and
- connecting the content of graduate social science courses to the secondary curriculum.
- contacting secondary social studies teachers with masters degrees and demonstrating to them the benefits of an Ed.S. in Secondary social Sciences.

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

Table 3.12 Ed.S. Secondary Social Science Degrees Conferred by Institution

Institution	FY 2001	FY 2002	FY 2003	FY 2004
Columbus State University				2
Georgia Southern University		1	2	1
Albany State University				
Armstrong Atlantic State University (Program Deactivated)				
Augusta State University				
Georgia Southwestern State University				
North Georgia College & State University				
University of West Georgia				
Georgia State University				
University of Georgia			2	

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

The Ed.S. program in Secondary Social Science helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly-qualified teachers, the program helps 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 Social Science 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.

The viability of the program is also ensured by the collaborative relationship that exists between the College of Education, the College of Arts and Letters, and P-12 teachers. Representatives from each of these groups work together to make improvements to the Social Science Education programs at CSU and to impact Social Science education in our region. The Ed.S. program in Secondary Social Science is a valuable resource for teachers in our region who want to grow professionally and gain expertise in the field of social science education. Students in the Ed.S. program take what they learn and apply it in their own classrooms to help their students learn social studies.

The viability of this program is critical to the College of Arts and Letters at CSU. The majority of students who enroll in graduate level history, political science, and geography courses are Secondary Social Science Education graduate students.

Graduates of the Ed.S. Secondary Social Science program are also a valuable resource for our undergraduate program in Secondary History Education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our graduate programs in secondary Social Science 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. Secondary Social Science degrees conferred by CSU has been fairly consistent over the past four years and 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 a master's degree in secondary Social Science, CSU provides social studies teachers in its service region an opportunity to gain expertise in Social Science education. This is an opportunity that they might not have if CSU did not offer this degree program. With the critical shortage of highly-qualified teachers, we need to provide every possible opportunity for teachers to grow professionally and enhance their knowledge and skills in teaching Social Science.

V.   Program Improvement Plan

The Social Science 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 Social Science (2005-2006).
- Explore ways to provide additional support for students in graduate Social Science courses (ongoing).
- Work to recruit teachers with graduate degrees into the Ed.S. program.
- Continue to collaborate closely with College of Arts and Letters faculty to increase and develop new courses in the social sciences. In 2005, the College of Arts and Letters hired a full time geographer increasing the number of graduate geography courses by two. College of Arts and Letters faculty have begun to schedule courses in the late afternoons and evenings, thus providing a greater choice of courses for students who are teachers.

VI.   Summary Recommendation

Recommendation: Maintain the Program at the Current Level

The program quality is very strong, but the number of degrees conferred each year is small. Because of a perception that social studies teachers are not in demand, fewer students enter into social science education than some other fields. Until we are able to recruit more students into undergraduate and M.Ed. programs in the social sciences or Social Science Education, opportunities for expansion of the Ed.S. program in Secondary Social Science will be limited. There are also factors beyond our control that have an impact on the Ed.S. program. Since teachers can get a master's degree in any field and receive an increase in pay, some of the social studies teachers in our service region have chosen to pursue a master's degree in an area other than secondary social science.

As previously mentioned, CSU will continue to work to improve the current Ed.S. program in secondary Social Science 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.