

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

**Columbus State University
October 2005**

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, based in part on standards of the National Council of Teachers of English, were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs.

Overall, the M.Ed. secondary English language arts education program is strong. It prepares highly qualified secondary English teachers (grades 6-12) who display expert knowledge, refined instructional skills, and values and commitment that help all students learn.

Program Productivity: Superior

Enrollment in the M.Ed. secondary English language arts education program has increased sharply, from 9 students in 2001-2002 to 27 students in 2004-2005. It is the largest secondary education program housed in the Department of Teacher Education with an average yearly enrollment of 23.25. A selection of graduate English courses is available each term, and English curriculum and pedagogy courses rotate over a two-year cycle. Enrollment is robust in these courses, and, as a result, both the program and the Teacher Education Department are increasingly cost-effective. The program has a diverse group of master's degree candidates (in 2004-2005, 56 percent white and 44 percent so-called minority students) from a wide range of age groups. Graduates of the program are in high demand.

The number of degrees earned in the M.Ed. secondary English language arts education program at Columbus State University is impressive and growing. The average number of degrees conferred during the four-year period from 2001-2005 was eight. In 2004-2005, the number of students (16) graduating from the secondary English language arts program was the second largest number of students graduating from any CSU M.Ed. program. In FY 2003, one-fourth of all M.Ed. recipients in the field among Georgia four-year institutions were CSU products. Three institutions within 90 miles of Columbus offer a master's degree in secondary English education, but these three (GSW, West Georgia, and Albany State) appear to enroll few students and produce few graduates. In brief, CSU provides English teachers in its service region opportunities they might not have otherwise—that is, to gain expertise in English language arts education.

List of Recommendations for Improving Program Quality

The Program Advisory Committee (PAC) oversees the following 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 6116: Research Methods/Action Research and EDCI 6255: Teacher Inquiry and Investigation)
- 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

It is clear that the master’s degree program in secondary English language arts education is 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 & Literature, and grades 6-12 practitioners. Through their membership on the Program Advisory Committee, representatives from each of 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 M.Ed. program is a valuable resource for teachers in the greater Columbus region and beyond.

Beyond this, graduates of the M.Ed. 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 M.Ed. secondary English language arts degrees conferred by CSU since 2001 is considerable and growing. It is greater than number of 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 M.Ed. 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 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 comprise the capstone experience of the program (EDUF 6116: Research Methods/Action Research and EDCI 6255: Teacher Inquiry and Investigation)	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 Interim Dean and the Vice President for Academic Affairs have reviewed the plan and will commit financial and personnel resources to accomplish priorities 1, 3, 4, and 5 for program improvement. Resources from external funding will be necessary to support priority 2. 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*

These elements are strong: program quality, program enrollment, and the number of degrees awarded. Clearly interest in English and the broader field of literacy studies is increasing.

As previously mentioned, CSU continues to improve the M.Ed. program in secondary English language arts education by responding to new initiatives (e.g., Georgia Performance Standards), by carefully assessing the performance of graduates, by providing quality support and resources for graduate students, and by maintaining recruitment efforts. Ultimately, CSU will attract more well-qualified students through improving program quality.

I. Program Overview

The Master of Education program in secondary English language arts education (grades 6-12) prepares teachers who display expertise in both content knowledge and instructional practice. Similarly, they display dispositions necessary to promote high levels of learning for all grades 6-12 students. In English content courses, in studies of English language arts pedagogy and other professional topics, and in selected field experiences, candidates have multiple opportunities to develop expertise in teaching, scholarship, and professionalism. Devising opportunities for M.Ed. candidates to enhance and then demonstrate expertise 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. knowledge of English
2. increasing proficiency in instructional planning
3. increasing proficiency in the implementation of instruction
4. increasing proficiencies related to helping every student succeed
5. proficiencies related to selecting and using materials to enhance teaching and learning
6. proficiencies related to evaluating learning and teaching
7. knowledge of findings of educational research related to the teaching and learning of English
8. values, commitments, dispositions, and habits associated with effective and professional teaching

Master's degree candidates who have developed *proficiency* in these areas through initial certification programs develop and demonstrate *expertise* as they progress through the M.Ed. program. Thus, M.Ed. recipients apply their expert knowledge of language, literature, and writing and of pedagogy to foster learning among all students.

Further, through its M.Ed. graduates in this program, Columbus State University enhances the quality of secondary English language arts teaching in school systems it serves. This is highly 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 improves 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 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 M.Ed. secondary English language arts education program increased dramatically in the five years beginning in Fall 2001. It is the institution's largest secondary education major, both in terms of enrollment and degree completion. Required or popular professional courses (EDSE 6115, EDSE 6117, EDCI 6118) are offered on a two-year cycle, an arrangement that ensures reasonably large class sizes. Content courses offered through the Department of Language & Literature also enroll undergraduates; thus, a cross-listing of undergraduate and graduate sections also contributes to class size—even when the number of graduate students is relatively small. This helps to strengthen the cost-effectiveness of the department and program. The program enrolls a diverse group of majors—that is, for 2004-2005 females (78 percent) outnumbered males (22 percent), and—although whites outnumbered other racial groups—candidates from so-called minorities comprised 44 percent of enrollees. Graduates of the program are in high demand.

The number of M.Ed. secondary English language arts education degrees conferred by CSU is substantial and growing. In 2003-2004 only one four-year institution in the University System (North Georgia College) awarded more master's degree in the field. System-wide data for 2004-2005 are not available; that said, one may speculate that CSU's sixteen graduates from the program that year are at a level close to that of UGA and GSU in Atlanta.

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 for graduate students in secondary English language arts education.

Though other USG institutions in the region offer a master's degree in secondary English language arts education (Georgia Southwestern and West Georgia), CSU provides secondary English teachers in its service region educational opportunities 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, master's degree candidates participate in a program marked by excellence.

III A. Enrollment of Students in the Program

The enrollment pattern for the M.Ed. program in secondary English language arts education is shown in Table 3.1, following.

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

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Full-Time	4	5	8	6	Not available
Part-Time	5	19	25	21	Not available
<i>Total</i>	9	24	33	27	29

Most students in the M.Ed. program are part-time students who teach during the day and take evening classes. Since 2001, enrollment has more than tripled (from 9 to 29 students). 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
- 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, following, shows the total enrollment in all M.Ed. programs housed in the Department of Teacher Education at CSU. Since 2001, enrollment growth in the M.Ed. English language arts education program has exceeded that of other CSU graduate programs.

The Program Advisory Committee (PAC) oversees the M.Ed. 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.

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

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	26	25	24	22
Health & Physical Education	10	13	11	11
Middle Grades Education	29	50	53	58
Secondary English	9	24	33	27
Secondary Mathematics	12	13	21	20
Secondary Science	13	22	20	17
Secondary Social Science	7	19	22	15
Special Education – Behavioral Disorders	15	15	18	16
Special Education – Learning	22	33	28	31

Disabilities				
Special Education – Mental Retardation	10	17	8	8
<i>Total</i>	<i>153</i>	<i>231</i>	<i>238</i>	<i>225</i>

III B. Annual Degree Productivity of the Program

As indicated in Table 3.3, following, the number of M.Ed. degrees conferred in secondary English language arts education has increased substantially since 2001-2002, from 7 graduates in 2001-2002 to 16 graduates in 2004-2005).

Table 3.3 Number of Degrees Conferred – Fiscal Year

Program	2001-2002	2002-2003	2003-2004	2004-2005
Early Childhood Education	12	9	11	11
Health & Physical Education	1	3	6	6
Middle Grades Education	10	10	10	26
Secondary English	7	3	6	16
Secondary Mathematics	5	1	4	3
Secondary Science	1	4	6	10
Secondary Social Science	1	4	5	2
Special Education – Behavioral Disorders	7	5	8	3
Special Education – Learning Disabilities	10	8	13	7
Special Education – Mental Retardation	3	3	1	3

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
- 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 (or will develop) a greater sense of ownership for teacher preparation.

III C. Program Completion Efficiency & Graduation Rate

Table 3.4, following, indicates the graduation rates for all M.Ed. 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	46%	36%	46%	50%
Health & Physical Education	10%	23%	55%	55%
Middle Grades Education	34%	20%	19%	45%
Secondary English	78%	13%	18%	59%
Secondary Mathematics	42%	8%	19%	15%
Secondary Science	8%	18%	30%	59%
Secondary Social Science	14%	21%	23%	13%
Special Education – Behavioral Disorders	47%	33%	44%	19%
Special Education – Learning Disabilities	45%	24%	46%	23%
Special Education – Mental Retardation	30%	18%	13%	38%

Graduation rates fluctuate as students complete their programs of study at different rates. The graduation rates for the M.Ed. secondary English language arts education program, on balance, are somewhat higher than for other College of Education master’s degree programs. Graduation rates vary for numerous reasons, among them the following:

- Some master’s degree candidates take several years to complete the program because of teaching schedules and other obligations.
- Some master’s degree candidates are working concurrently on coursework for teacher certification. They must complete their certification coursework prior to completing their M.Ed. degree.
- Master’s degree candidates whose bachelor’s degrees are in areas other than English or English education (i.e. journalism, theater, or communication) often take a significant number of prerequisite English content courses, thus adding to the length of their program of study.

Providing a quality program in secondary English language arts education is a primary concern of English and English education faculty. The College of Education continues to make every effort to guide master’s degree candidates toward refined content knowledge expertise, best-

practice pedagogy, and professional dispositions to help all students learn language, literature, and writing.

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

The M.Ed. Program in secondary English language arts education requires a professional core (7 credits), a secondary education/concentration core (23 credits), and electives (6 credits). Course requirements are listed below.

Area 1: Professional Core (7 hrs.)

EDUF 6115 Educational Psychology: Achievement for Diverse Learners (3)

EDUF 6116 Research Methods and Action Research (3)

EDUF 6795 Seminar in Collaboration in School and Student Academic Improvement (1)

Area 2: Secondary Education Core (4 hrs.)

EDCI 6158 Trends and Issues in Middle Grades and Secondary Education (2)

EDCI 6255 Teacher Inquiry and Investigation (2)

Area 3: English Language Arts Concentration (18 hours)

EDSE 6117: Improved Teaching of English Language Arts

Select one of the following:

EDRG 6148: Psychology of Reading

EDCI 6118: Teaching Composition, Grades 4-12

THEA 5205G: Advanced Creative Dramatics

Select 3 hours from ENGL 5*** (linguistics)

Select 9 hours from ENGL 5*** (literature or writing) or EDSE 6115: Trends in Young Adult Literature

Area 4: Electives (7 hrs.)

Select 7 semester hours, 5*** or above

These requirements are communicated online and through the university catalog. At the beginning of each semester, new students attend a graduate orientation. At this orientation, program requirements are 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 M.Ed. 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 6116 early in their program, and EDCI 6158 is a prerequisite or co-requisite for EDCI 6255. The latter course 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 6115	5	1	3	3	4	2	4	3	3	2	2	2	2
EDUF 6116	1	5	5	6	4	4	4	3	3	2	3	3	2
EDUF 6795	(initial offering fall 2004)									1	1	1	1
ENGL 5***	5	3	5	2	4	4	3	5	6	3	6	4	5
EDCI 6118						1							1
EDCI 6158	1		1	1		1	1		1	1		1	1
EDCI 6255		1	1		1	1	1	1	1	1	1	1	1
EDSE 6115					1					1	Next offering Fall 06		
EDSE 6117	1						1			Next offering Spring 06			

III F. Enrollment in the Program's Required Courses

Table 3.6 provides details regarding enrollment in required courses in the M.Ed. secondary English language arts education program. All M.Ed. students complete EDUF 6115 and EDUF 6116 (The Professional Core).

EDCI 6158 and EDCI 6255 are required in the M.Ed. programs for all middle grades and secondary education majors. Their average enrollment since Fall 2001 has been 22.4 (EDCI 6158) and 15 (EDCI 6255).

Enrollments in EDSE 6115, EDSE 6117, and EDCI 6118, pedagogy courses, are key indicators of enrollment trends in the secondary English language arts education program. Enrollment in these courses has been robust from 2001-2005, with an average enrollment of 16.4 in eight sections.

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 6115 and EDUF 6116, the Professional Core, are offered in multiple sections each term. They are required of all M.Ed. candidates.</i>													
EDUF 6115	8.4	26	13	13	13.5	15.5	11.5	10	15.3	22.5	18.5	14	19.5
EDUF 6116	25	8.8	12.2	7	13	16	13.5	19	18	25.5	14.7	17	21
Total Enrollment in Required Pedagogy and Professional Courses													
<i>EDCI 6158 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 6158	13	-	16	25	-	15	26	-	29	28	-	26	24
EDCI 6255	-	11	7	3	22	12	17	21	18	9	26	12	22
<i>Courses listed below meet requirements in the M.Ed. English language arts program, the M.Ed. middle-grades education program, and, with the exception of EDSE 6117, the Ed.S. English language arts education program. They are scheduled about once every two years.</i>													
EDSE 6115					11					25			
EDSE 6117							20						
EDCI 6118								9					17

By offering 5000-plus English courses (ENGL) each term and required English education courses on a two-year cycle, enrollment is substantial. 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 EDSE 6117 is EDCI 7115: Curriculum Studies 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 M.Ed. English language arts education program. Reflecting the female to male ratio typical among secondary English teachers, female students substantially outnumber males.

The program has been successful in attracting graduate students of color. Especially in the two academic years beginning in Fall, 2003, a sharp increase in the proportion of non-white candidates should be noted. In 2001, non-white students comprised 22 percent. In 2003-2004, the comparable figure for non-white candidates in the program was 30 percent, and in 2004-2005, 44 percent were non-white.

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

Sex	2001-2002	2002-2003	2003-2004	2004-2005
Female	5	18	27	21
Male	4	6	6	6
<i>Total</i>	9	24	33	27
Ethnicity				
International	1	0	0	0
Asian	0	0	0	1
Black	1	2	8	9
Hispanic	0	1	0	1
American Indian	0	0	1	0

Multi-Racial	0	1	1	1
White	7	20	23	15
<i>Total</i>	9	24	33	27

Students in the M.Ed. program in secondary English language arts education are from diverse racial/ethnic and age groups.

The majority of students are between 31 and 50 years old. Table 3.1 shows the age composition of all M.Ed. students in the program since 2001.

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

Age	2001-2002	2002-2003	2003-2004	2004-2005
21-25	0	4	9	10
26-30	3	5	10	8
31-40	2	10	6	6
41-50	4	4	7	2
51-60	0	1	1	1
Over 60	0	0	0	0
<i>Total</i>	9	24	33	27

As indicated in Table 3.8, the majority of candidates are in their mid-twenties to age forty.

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

As shown below in Tables 3.9 and 3.10, the budget for the Department of Teacher Education represented approximately 13% of the total instructional costs for Columbus State University from 2001 to 2004. During this period, over \$1,000,000 of the department budget came from grants that supported the work of the Centers of Excellence (see note in Table 3.9). 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 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 (M.Ed. & Ed.S. Secondary Education majors)	\$10,390	\$8,359	\$6,573	\$4,064

<i>(Pro-Rated Expenditures/Number of Declared Majors)</i>				
Credit Hours Taught Fall and Spring (M.Ed. & Ed.S. Secondary Education majors)	989	1,387	1,335	1,358
Cost per Credit (M.Ed. & 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 program ensures that the number of students enrolled in these courses is sufficient to be cost effective. Graduate English courses at the 5000-level also enroll undergraduates on a cross-listed basis. Some program requirements (EDSE 6115, EDSE 6117, and EDCI 6118) are among studies completed by graduate students in middle-grades education, another factor contributing to their cost-effectiveness. The program's Professional Core (EDUF 6115 and EDUF 6116) is also required in other programs. More often than not, these courses have 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 M.Ed. secondary English language arts program are classroom teachers in grades 6-12. The expertise gained through the master's program contributes to these teachers' effectiveness in helping all students learn English content. Since 2001, graduates of the M.Ed. program who were not previously employed have found teaching positions in the field quickly. The program coordinator frequently receives inquiries from schools or districts within and outside the nominal CSU service region that are looking to hire English teachers. Too often, there are no unemployed candidates or recent graduates of the program, either undergraduate or graduate.

Graduates of the M.Ed. secondary English language arts program comprise a valuable resource for undergraduate program in English language arts education. 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 assisting with the development of our undergraduates.

Program completers work 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 Cobb County, Houston County, Fayette County, Upson County, and Bibb County. Thus it is clear that the present M.Ed. program, in contrast to the 1970s and 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 will in all likelihood continue or even be more pronounced in the future.

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

As indicated in Table 3.11, following, the number of M.Ed. secondary English language arts degrees conferred by CSU is substantially greater than those conferred by comparable USG programs. For the two years 2003 and 2004, Columbus State awarded one-third of all degrees in the field among comparable public universities. The jump in the number of graduates for FY 2005 is striking.

To be sure, Georgia’s public research institutions, Georgia State University and the University of Georgia, confer more M.Ed. degrees, but both have much larger student populations and fiscal resources compared to CSU.

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

The M.Ed. secondary English language arts program helps CSU to accomplish its mission of serving the educational needs of a diverse region. By preparing highly-qualified teachers in a designated critical-needs area, the program helps to improve the quality of education and the quality of life in the institution’s service area.

Table 3.11. M.Ed. Degrees Conferred by Selected Four-year Institutions in Secondary English Language Arts Education, 2003-present

Institution	FY 2003	FY 2004	FY 2005
Columbus State University	5	6	16
Albany State University	3	1	FY 2005 data not available for other comparable USG institutions
Armstrong Atlantic State	2	3	
Augusta State University	0	0	
Georgia Southwestern State University	3	0	
Kennesaw State University	0	0	
North Georgia College & State University	2	10	
West Georgia	4	4	

IV. Conclusion about the Program's Viability at CSU

The M.Ed. 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 very strong. All NCATE/PSC standards were met.

The viability of the program is also ensured by the collaborative relationship between the College of Education, the 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 College-wide policies that will enhance program quality.

The M.Ed. secondary English language arts program is a valuable resource for teachers both in Columbus and beyond who want to improve their content knowledge, to build on best-practice methodology, and to grow professionally in their chosen field. Candidates in the M.Ed. program take what they learn and apply it in grades 6-12 classrooms to help their students become proficient readers and writers.

As noted previously, graduates of the M.Ed. program are assets 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 have provide a reservoir of practitioner-leaders in the College of Education's Partner School Network. Graduates of advanced programs often serve CSU as pre-student teaching cooperating teachers and as 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 M.Ed. program is substantial. In the past two years for which data are available, in fact, one-third of degrees awarded by comparable four-year institutions in Georgia are CSU degrees. Clearly, therefore, 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 teachers, CSU continues to provide every possible opportunity for teachers to grow professionally and enhance their knowledge and skills in teaching English.

V. Program Improvement Plan

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

- 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 6116: Research Methods/Action Research and EDCI 6255: Teacher Inquiry and Investigation)
- 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). (This endeavor is 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 M.Ed. secondary English language arts program is very strong, and the number of degrees conferred each year is considerable. Teachers have other options for graduate study (such as programs in educational leadership) and, if they earn advanced degrees, will receive salary increases regardless of the field of study. Despite such real or apparent competition, this program remains attractive to students, probably because of the reputation of its faculty both in the content field and English education.