

**Comprehensive Program Review
Secondary Social Science M.Ed.**

**Columbus State University
September 2005**

Executive Summary for the M.Ed. 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 M.Ed. Secondary Social Science program is strong and prepares highly qualified social studies teachers who have the knowledge, skills, and dispositions to help all students learn.

Program Productivity: Satisfactory

Enrollment in the M.Ed. Secondary Social Science program increased by 120% in Fall 2003 but ranks low in average enrollment among the ten M.Ed. programs housed in the Department of Teacher Education. Average enrollment for the four-year period from 2001-2005 was 15.75. Courses are offered on a one- or two-year cycle, and enrollment in required courses is good. This helps to contribute to the cost-effectiveness of the department. The program has a diverse group of majors (on average 46% female and 14% minority) from a wide range of age groups. Demand for secondary social science graduates is increasing. Evidence of this increase in demand is the number of M.Ed. students teaching on provisional teaching certificates.

The number of M.Ed. Secondary Social Science degrees conferred by CSU is small (an average of 3 per year) but 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 that they might not have otherwise, to gain expertise in social science education.

List of Recommendations for Improving Program Quality

Though the program quality is strong, we continue to look for ways to make improvements.

Current initiatives include:

- providing professional development and networking opportunities for teachers and graduate students through the continued collaboration between the College of Education and the College of Arts and Letters,
- 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,
- 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.

List of Recommendations for Improving Program Productivity

The Secondary Social Science Program Advisory Committee (PAC) oversees the M.Ed. 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 the Social Studies 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 M.Ed. 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 M.Ed. program.
- Recruit more students into the undergraduate History Education program.

Conclusion about the Program's Viability at CSU

The M.Ed. 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. In addition, program quality is enhanced by special opportunities available at CSU. Social Studies education majors have access to resources and professional development opportunities offered through the College of Education's STEADY program.

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 studies education programs at CSU and to impact social studies education in our region. The M.Ed. 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 studies education.

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

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the M.Ed. 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).

<i>Departmental Plans and Priorities</i>	<i>CPR Indicator</i>	<i>Projected Timeline</i>
1. Refine the College of Education Recruitment Plan to focus on specific methods for recruiting graduate students from diverse backgrounds	Productivity Viability	2006-2007
2. Explore various funding sources to provide scholarships for students seeking advanced degrees in Secondary Social Science	Productivity Viability	2006-Ongoing
3. Collaborate with faculty members in the College of Arts and Letters to develop new courses in the social sciences	Quality Productivity Viability	2006-Ongoing
4. 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, and 4 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*

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 and history education, opportunities for expansion of the M.Ed. program in secondary social sciences will be limited. Another limiting factor for graduate students in social science education is the limited number of social science content courses offered in the College of Arts and Letters. There are also factors beyond our control that have an impact on the M.Ed. 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 sciences.

As previously mentioned, CSU will continue to work to improve the current M.Ed. 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 Master of Education program in Secondary Social Science Education prepares 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 M.Ed. are briefly summarized as:

1. Apply knowledge of the social sciences, curriculum, and standards of history and the social sciences in designing effective instruction (scholarship and teaching).
2. Identify and use research and resources of the field (scholarship and teaching).
3. Design instruction to promote active learning and critical thinking (teaching).
4. Identify and use appropriate media and technology in designing and delivering effective instruction (teaching).
5. Value diversity as an instructional resource and design and implement instruction effective with diverse learners (teaching, scholarship, and professionalism).
6. Connect planning and instruction to authentic assessment of student learning (teaching).
7. Demonstrate a commitment to the teaching profession and to the field of social science education (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 Accomplished Practice (GMAP) 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 M.Ed. Secondary Social Science Program is closely aligned with NBPTS propositions and the COE Conceptual Framework.

Program Outcomes— M.Ed.	Indicators	NBPTS Standards for Social science Teachers	NBPTS Core Propositions	Graduate Model of Accomplished Practice (GMAP)
<p><u>Scholarship and Teaching</u> 1.0 Apply knowledge of the social science, curriculum, and standards of social science and the social sciences in designing effective instruction.</p>	<p>The candidate demonstrates:</p> <ul style="list-style-type: none"> ▪ content knowledge in social science and the social sciences as reflected in the NCSS standards and other discipline standards. ▪ pedagogical content knowledge that infuses knowledge of curriculum and social science content in teaching. 	<p>NBPTS Standard III: Knowledge of Subject Matter</p> <p>NBPTS Standard IV: Advancing Disciplinary Knowledge and Understanding</p> <p>NBPTS Standard V: Promoting Social Understanding</p>	<p>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.</p>	<p>Propositions 2a, 2b, 2c</p> <p>Proposition 1c</p> <p>Propositions 3a, 3b</p>
<p><u>Scholarship and Teaching</u> 2.0 Identify and use research and resources of the field.</p>	<p>The candidate:</p> <ul style="list-style-type: none"> ▪ reviews the research on effective social science 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. 	<p>NBPTS Standard III: Knowledge of Subject Matter</p> <p>NBPTS Standard IV: Advancing Disciplinary Knowledge and Understanding</p> <p>NBPTS Standard VII: Instructional Resources</p>	<p>Closely aligns with Proposition 2; research opportunities within the M.Ed. program would also link to Propositions 4 and 5; the use of research-based strategies would support Proposition 1 as well.</p>	<p>Propositions 2a, 2b, 2c</p> <p>Proposition 4c</p> <p>Proposition 5a</p> <p>Propositions 1c, 1d, 1e</p>

Program Outcomes— M.Ed.	Indicators	NBPTS Standards for Social science Teachers	NBPTS Core Propositions	Graduate Model of Accomplished Practice (GMAP)
<p><u>Teaching</u> 3.0 Design instruction to promote active learning and critical thinking.</p>	<p>The candidate:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>NBPTS Standard IV: Advancing Disciplinary Knowledge and Understanding</p> <p>NBPTS Standard V: Promoting Social Understanding</p> <p>NBPTS Standard VI: Developing Civic Competence</p> <p>NBPTS Standard VII: Instructional Resources</p> <p>NBPTS Standard VIII: Learning Environments</p>	<p>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.</p>	<p>Propositions 2a, 2b, 2c</p> <p>Proposition 1c</p> <p>Proposition 4c</p> <p>Propositions 5a, 5c</p>
<p><u>Teaching</u> 4.0 Identify and use appropriate media and technology in designing and delivering effective instruction.</p>	<p>The teacher candidate:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>NBPTS Standard VII: Instructional Resources</p>	<p>Aligns with Proposition 2; effective use of appropriate instructional technology would also support Proposition 1.</p>	<p>Propositions 2a, 2b, 2c</p> <p>Propositions 1c, 1d</p>

Program Outcomes— M.Ed.	Indicators	NBPTS Standards for Social science Teachers	NBPTS Core Propositions	Graduate Model of Accomplished Practice (GMAP)
<p><u>Scholarship, Teaching, and Professionalism</u> 5.0 Value diversity as an instructional resource and design and implement instruction effective with diverse learners.</p>	<p>The teacher candidate:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>NBPTS Standard I: Knowledge of Students</p> <p>NBPTS Standard II: Valuing Diversity</p> <p>NBPTS Standard IV: Advancing Disciplinary Knowledge and Understanding</p> <p>NBPTS Standard VII: Instructional Resources</p> <p>NBPTS Standard VIII: Learning Environments</p> <p>NBPTS Standard XI: Family Partnerships</p>	<p>Aligns closely with Proposition 2; it also is a foundation for Proposition 1.</p>	<p>Proposition 2b</p> <p>Propositions 1a, 1b, 1c, 1d, 1e</p>
<p><u>Teaching</u> 6.0 Connect planning and instruction to authentic assessment of student learning.</p>	<p>The teacher candidate:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>NBPTS Standard IX: Assessment</p>	<p>Aligns closely with Propositions 2 and 3; as teacher reflect on use of assessment results in their teaching, it would support Proposition 4.</p>	<p>Proposition 2b</p> <p>Propositions 3a, 3b, 3e</p> <p>Propositions 4a, 3c</p>

Program Outcomes— M.Ed.	Indicators	NBPTS Standards for Social science Teachers	NBPTS Core Propositions	Graduate Model of Accomplished Practice (GMAP)
<p><u>Professionalism</u> 7.0 Demonstrate a commitment to the teaching profession and to the field of social science education.</p>	<ul style="list-style-type: none"> ▪ 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 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 social science 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 ethical standards. 	<p>NBPTS Standard X: Reflection</p> <p>NBPTS Standard XII: Professional Contributions</p>	<p>Closely aligns with Propositions 1, 2, 4 and 5.</p>	<p>Propositions 1a, 1b, 1c, 1d, 1e</p> <p>Propositions 2a, 2b, 2c</p> <p>Propositions 4a, 4b, 4c</p> <p>Propositions 5a, 5c</p>

Knowledge Base

Guidelines of the National Council for the Social Studies (NCSS) provide the major basis for program design in the M.Ed. in Secondary Social Science Education. The specific foundations 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 Social Science 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 *Bring Learning 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 social science 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 M.Ed. 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:

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.teachci.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).

- content studies reflect NCSS Guidelines for NCATE (<http://www.ncss.org/standards/teachers/vol2/home.shtml>);
- 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.
- the M.Ed. program includes field-based assignments (in EDSE 6145 and EDSE 6205) and opportunities for classroom-based action research (in EDCI 6255).

NBPTS Core Proposition	Application in M.Ed. Program
<i>Teachers are committed to students and their learning.</i>	Following admission, candidates are acquainted with the College of Education mission statement, NBPTS precepts, and COE Dispositions Rubric through their advisor, course instructors, and printed material (e.g., syllabi).
<i>Teachers know the subjects they teach and how to teach those subjects to students.</i>	Content studies are relevant to needs of social science/ social science teachers. Social studies and social science pedagogy are addressed in EDSE 61245 and EDSE 6205
<i>Teachers are responsible for managing and monitoring student learning.</i>	Knowledge of managing and monitoring student learning is developed in EDUF 6115 and in social science education pedagogy courses.
<i>Teachers think systematically about their practice and learn from experience.</i>	Through EDCI 6255 candidates complete an inquiry/investigation that elicits metacognitive reflection. Candidates plan, implement, and reflect upon lessons and units in EDSE 6145 and EDSE 6205.
<i>Teachers are members of learning communities.</i>	Communities of Practice (CoP) are utilized in such courses as EDCI 6158 and EDSE 6145. Candidates present their inquiry/investigation at the College of Education Professional Symposium.

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 M.Ed. Secondary Social Science program is consistent with the average enrollment among the ten M.Ed. programs housed in the Department of Teacher Education. Courses are offered on a one- or two-year cycle, and enrollment in required courses is good. This helps to contribute to the cost-effectiveness of the department. The program has a diverse group of majors (on average 47% female and 12% minority) from a wide range of age groups. Demand for social studies teachers has increased; this is evident in the increased number of social studies teachers teaching on provisional teaching certificates.

The number of M.Ed. Secondary Social Science degrees conferred by CSU is small but 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 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 M.Ed. program in Secondary Social Science is shown in Table 3.1.

Table 3.1 Number of Declared Majors in M.Ed. Secondary Social Science – Fall Semester

	2001-2002	2002-2003	2003-2004	2004-2005
Full-Time	4	7	6	5
Part-Time	3	12	16	10
<i>Total</i>	7	19	22	15

The majority of students in the M.Ed. program are part-time students who teach during the day and take evening classes. Enrollment dramatically increased in Fall 2002 by 120%. This increase is primarily due to:

- The introduction of the non-traditional fast track M.Ed., which allows students with baccalaureate degrees in history or related fields to pursue initial teacher certification and a M.Ed. simultaneously.
- Current domestic economic conditions.
- Restructuring initiatives such as the availability of more summer courses and web enhanced courses that allow traditional graduate students who teach more choice and availability.
- Increased collaboration between College of Education Social Science Education faculty and faculty from the College of Arts and Letters.

Table 3.2 shows the total enrollment in all M.Ed. programs housed in the Department of Teacher Education at CSU. Since 2003-2004, enrollment in the M.Ed. Secondary Social Science program has been comparable to the enrollment in most other education programs. All secondary education programs have seen an increase in enrollment since 2001.

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 Disabilities	22	33	28	31
Special Education – Mental Retardation	10	17	8	8

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

III B. Annual Degree Productivity of the Program

As indicated in Table 3.3, the number of M.Ed. degrees conferred each year in Secondary Social science is small and has actually decreased in 2004-2005 after experiencing an increase since 2001-2002.

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

There are several factors contributing to the small number of degrees conferred each year.

1. Though enrollment increased significantly in 2002, some students take several years to complete the program because of teaching schedules and other obligations.
2. Some students in the M.Ed. program are working concurrently on coursework for teacher certification. They must complete their certification coursework prior to completing their M.Ed. degree.
3. Some students have elected to begin teaching on provisional teaching certificates which increases the time to completion of the program.
4. 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 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 tend to fluctuate as students complete their programs of study at different rates. The graduation rates for the M.Ed. Secondary Social Science program tend to be lower than the rates for most other M.Ed. programs. This may be due in part to the following factors:

1. Some students take several years to complete the program because of teaching schedules and other obligations.

2. Some students in the M.Ed. program are working concurrently on coursework for teacher certification. They must complete their certification coursework prior to completing their M.Ed. degree.
3. Students whose bachelor's degrees are in areas other than history, history education, or a closely related field must often take a significant number of prerequisite history courses, thus adding to the length of their program of study.

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

The following outline the requirements for the regular M.Ed. program and the Non-traditional M.Ed. program in Secondary Social Science Education.

Regular M.Ed. in Social Science Education

Area 1: Professional Core – 7 semester hours

EDUF 6115 Educational Psychology (3 hours)

EDUF 6215 Research Methods (3 hours)

EDUF 6795 Seminar in Collaboration for School and Student Academic Achievement (1 hour)

Area 2: Pedagogical Studies – 9 semester hours

EDCI 6158 Trends and Issues in MG/Sec Education (2 hours)

EDCI 6255 Teacher Inquiry and Investigation (2 hours)

EDSE 6205 Teaching the Diverse Learner in Social Studies (2 hours)

EDSE 6145 Teaching Social Studies in Grades 6-12 (3 hours)

Area 3: Concentration – 18 semester hours

(5000 + level and at least 2 hrs. 6000+ level) from HIST or POLS or SOCIAL SCIENCES

Area 3: Electives -- 2 semester hours

Select 2 semester hours as approved by advisor

Total hours required: 36

Non-traditional M.Ed. in Social Science Education

Foundations (9 semester hours)

EDCI 6225 American Education (2 semester hours)

EDCI 6226 Instructional Applications (2 semester hours)

EDCI 6227 Human Development, Motivation, and Learning (2 semester hours)

EDCI 6228 Special Education (3 semester hours)

Professional Core (7 semester hours)

EDUF 6115 Educational Psychology (3 semester hours)
EDUF 6215 Research Methods (3 semester hours)
EDUF 6795 Seminar in Collaboration for School and Student Academic Improvement (1 hour)

Pedagogical Studies (9-11 semester hours)

EDCI 6158 Trends and Issues in Middle Grades/Sec Ed (2 semester hours)
EDCI 6255 Teacher Inquiry and Investigation (2 semester hours)
EDSE 6145 Teaching Social Studies in Grades 6-12 (3 semester hours)
EDCI 6455 Practicum (required only if not doing an internship)(2 semester hours)
EDSE 6205 Teaching the Diverse Learner in Social Studies (2 semester hours)

Concentration (15 semester hours)

(5000 + level and at least 2 hrs. 6000+ level) from HIST or POLS or SOCIAL SCIENCES

Electives (5000 level+) 3 semester hours

Professional Practice 11 to 15 semester hours

EDCI 6698 Teaching Internship (two semesters) (6 semester hours)
EDUF 6125 Classroom Management (2 semester hours)
EDUT 6105 Technology Infusion (3 semester hours)

OR

EDCI 6255 Student Teaching (one semester) (10 semester hours)
EDUF 6125 Classroom Management (2 semester hours)
EDUT 6105 Technology Infusion (3 semester hours)

TOTAL SEMESTER HOURS 47 to 60

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 M.Ed. 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 6116 early in their program of study. EDCI 6158 is a prerequisite or co-requisite for EDCI 6255 which is usually taken during one of the last two semesters of a student's program. Other courses may be taken in any order.

Table 3.5 Frequency of Course Offerings

Number of Sections Per Semester													
	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										1	1	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 6145	1		1	1	1		1	1		1		1	1
EDSE 6205						1			1			1	
Electives: HIST 5***	3	5	3	6	6	5	4	9	4	3	5	2	5
Electives: POL, SOC 5***	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 M.Ed. Secondary Social Science program. All M.Ed. students must take EDUF 6115, EDUF 6116, and EDUF 6795, so average enrollments in these courses are higher. EDCI 6158 and EDCI 6255 are required in the M.Ed. programs for all middle grades and secondary education majors. Enrollments in EDSE 6145 and EDSE 6205 are 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 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
EDUF 6795										35	12	16	65
EDCI 6158	13		16	25		15	26		29	28		26	24
EDCI 6255		11	7		22	12	17	21	18	9	26	12	16
EDSE 6145	3		7	5	1		14	7		10		6	2
EDSE 6205						6			2			7	

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

Table 3.7 shows the gender and ethnic origin of students in the M.Ed. Secondary Social Science Education program. Overall, the student enrollment by gender has been 46% female and 54% male. These figures are comparable to the institution's enrollment percentages by gender.

On average, 85% of the program's majors since Fall 2001 have been white, 14% have been black, and less than 1% have belonged to other ethnic groups. There have been no international students in the program during this time period. The percentage of black students in the M.Ed. Secondary Social Science Education program is consistent with the overall percentage of black students in graduate programs at CSU.

Table 3.7 Ethnic and gender diversity among M.Ed. Secondary Social Science majors

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	1	8	11	9
Male	6	11	11	6
	7	19	22	15
Ethnicity				
Asian				1
Black	2	3	1	2
Multi-Racial				
White	5	15	21	13

The gender and ethnic origin of program graduates since Fall 2001 is shown in Table 3.8. Overall, 50% of the program graduates have been male and 50% have been female. These figures are fairly consistent with the overall enrollment percentages for the program by gender (54% male and 46% female).

Though 14% of the students enrolled in the M.Ed. Secondary Social Science program have been black, the overall percentage of black students graduating from the program since Fall 2001 is only 9%. The reason for this is unknown at this time. We need to track the black students who enroll in the program to determine if they are dropping out of the program or just taking several years to complete it.

Table 3.8 Ethnic and gender diversity among M.Ed. Secondary Social Science graduates

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female		1	3	2
Male	1	3	2	
Ethnicity				
Asian				
Black		1		
Multi-Racial				
White	1	3	5	2

Students in the M.Ed. program in Secondary Social Science are from diverse age groups. The majority of students are between 31 and 50 years of age. Table 3.1 shows the age composition of all M.Ed. students in the Secondary Social Science program since 2001.

Table 3.9: Age diversity among M.Ed. Secondary Social Science students

Age	2001-2002	2002-2003	2003-2004	2004-2005
21-25	1	1	4	4
26-30		4	4	2
31-40	4	6	8	5
41-50	2	8	5	3
51-60			1	
Over 60				1
<i>Total</i>	<i>7</i>	<i>19</i>	<i>22</i>	<i>15</i>
<i>Average</i>	<i>34.2</i>	<i>38.5</i>	<i>34.5</i>	<i>36.0</i>

The larger number of students in the 31-50 age range might be due to a couple of factors:

1. Students graduating from a bachelor’s program usually teach for a while before entering a graduate program.
2. For some students in the M.Ed. program, teaching is a second career choice. They may be coming from another field to obtain teacher certification along with the M.Ed.

Though the trend indicates that graduate students tend to be older, there was an increase in 2003 in the number of students in the 21-25 age range. This suggests that more students are entering the M.Ed. program shortly after completing an undergraduate 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 (M.Ed. & Ed.S. Secondary Education majors) <i>(Pro-Rated Expenditures/Number of Declared Majors)</i>	\$10,390	\$8,359	\$6,573	\$4,064
Credit Hours Taught Fall and Spring (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 3.11 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 M.Ed. 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 M.Ed. 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 M.Ed. 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 M.Ed. 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 M.Ed. Secondary Social Science program are already teaching in a middle or high school classroom. The expertise gained through the master’s program contributes to these teachers’ effectiveness in helping all students in the social sciences. Since 2001, graduates of the M.Ed. program who were not previously employed have had no trouble finding teaching jobs in secondary social studies positions. Though the social science discipline is not considered a high demand field, several of our social science M.Ed. students have been employed in public schools on provisional teaching certificates. This is illustrative of the increasing demand for social studies teachers

Graduates of the M.Ed. Secondary Social Science program are also a valuable resource for our undergraduate program in secondary Social Science. 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.

The small number of social science and social science education majors at both the undergraduate and graduate levels limits this program’s ability to be more productive and responsive to the needs of the state. The number of students who have the Social Science background to pursue a graduate degree in Social Science Education is small. Some of our current efforts focus on trying to recruit more university students into the Secondary Social Science program by:

- collaborating closely with the College of Arts and Letters faculty to identify and recruit students who are interested in becoming teachers in the social sciences,
- bringing high school students in the Future Teachers Academy program on campus and providing them with information about degrees and career opportunities in Social Science Education.
- redesigning Area F core education courses in order to attract students from other majors into education.

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

- aligning coursework with the new Georgia Performance Standards for Social Science 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.

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

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

Institution	FY 2001	FY 2002	FY 2003	FY 2004
Columbus State University	1	4	5	2
Georgia Southern University	4	1	4	1
Albany State University				
Armstrong Atlantic State University (Program Deactivated)	1		2	
Augusta State University				
Georgia Southwestern State University				2
North Georgia College & State University	3	2	5	6

University of West Georgia	5		4	2
Georgia State University	15	17	29	39
University of Georgia	26	16	20	7

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

The M.Ed. 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 M.Ed. 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 M.Ed. 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 M.Ed. 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 students.

Graduates of the M.Ed. 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 M.Ed. 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). The Secondary Social Science Education Program Coordinator serves as a mentor teacher in the College of Education STEADY program. The STEADY program provides mentoring and on site assistance to all first and second year teachers who have graduated from CSU.
- Work to recruit high school students into the social sciences or Social Science education (2005-2006 and beyond). Faculty members from the CSU Department of Teacher Education will visit area high schools to talk with students who are interested in Social Science education. Also, high school students in the Future Teachers Academy program will be invited to CSU to learn more about degree programs and opportunities in Social Science Education.
- Work to recruit university students from disciplines outside of education through redesigned Area F core courses.
- 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 programs in the social sciences or Social Science Education, opportunities for expansion of the M.Ed. program in secondary Social Science will be limited. There are also factors beyond our control that have an impact on the M.Ed. 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 M.Ed. 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.