

**Comprehensive Program Review Self-Study
BSEd in Middle Grades Education
Columbus State University
October 2005**

Executive Summary for the BSEd Middle Grades Education Program

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 Middle Grades Education initial and advanced programs.

The initial preparation program in Middle Grades Education prepares highly qualified teachers of young adolescents who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades 4-8. In academic content courses in two teaching fields, general education courses, middle grades education courses, and various 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, the standards of the National Middle School Association, and is reflected in the broad goals of the middle grades education program.

Program Productivity: Satisfactory

Enrollment in the B.S.Ed. Middle Grades Education (MGE) program has increased fairly consistently over the past four years, from 53 students in Fall 2001 to 80 students in Fall 2004. The average yearly enrollment over the four-year period was 70.5. Among the programs offered in the Department of Teacher Education, the MGE program ranks second in average student enrollment. Required courses are offered on a regular basis, and enrollment in those courses is adequate. This helps to contribute to the cost-effectiveness of the department. The majority of students in the program are female and minorities are well represented; on average, 32% are minorities. A significant number of students are part-time and have work and family responsibilities in addition to their academic studies.

From 2001-2005, the average number of degrees conferred was 5.75. While the number of degrees conferred has remained small, course enrollment has been very strong. This can be attributed to a significant number of non-degree seeking post-baccalaureate certification candidates. Though the number of bachelor degrees conferred in the last three years is less than 10 per year, the number of program completers at the undergraduate level averages 14 per year. An examination of the graduation pattern indicates that about every five to six years, a group of more than 10 candidates completes the traditional undergraduate program. This fall (2005), ten MGE candidates are enrolled in student teaching with another eight slated for spring 2006.

List of Recommendations for Improving Program Quality

In response to the No Child Left Behind definitions for "highly qualified" teachers in grades 4-8, consideration is being given to restructuring the program to respond to new staffing configurations at these grade levels. Currently, MGE majors enrolled in the BSEd program select two concentration fields from among math, science, social studies, and English language arts. In most middle schools, teachers are placed in one academic area, with an additional assignment of one section of a reading class. Grade 4 or 5 teachers are likely to teach a morning block of reading/language arts with afternoon instruction in the other content fields. To prepare BSEd candidates for this staffing shift, the Middle Grades Program Advisory Committee (PAC) will consider the submission of a new curriculum plan that would require all majors to have a concentration in reading and one of the other four content fields. The PAC will convene in January 2006 and initiate the curriculum change process in Fall 2006 to be effective Fall 2007.

List of Recommendations for Improving Program Productivity

The Middle Grades Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teacher candidates in an effort to improve productivity.

- Align coursework with the new Georgia Performance Standards (2005-2006) in order to prepare candidates to employ the new standards in lesson and unit planning during field placements and after graduation in their first professional position.
- Explore ways to provide additional support for students in undergraduate middle grades courses (ongoing). The College of Education Diversity Committee is attempting to launch such a program. This initiative, Avenue for a Culture of Excellence (ACE), provides mentoring and study group opportunities for underclass education majors in order to improve retention.
- A position for a new Middle Grades faculty member has been approved and a search underway in Fall 2005. The individual hired would have responsibilities for advising in the undergraduate program. This would bring stability to undergraduate advising and will hopefully improve recruitment and retention efforts.

Conclusion about the Program’s Viability at CSU

The B.S.Ed. Middle Grades program at CSU is an extremely 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 and P-12 teachers. Representatives from these groups work together to make improvements to the middle grades education programs at CSU and to impact middle level education in our region.

Graduates of the B.S.Ed. Middle Grades program are also a valuable resource for our graduate program in Middle Grades Education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our undergraduate programs in middle grades education 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 and alternative preparation candidates.

Program Improvement Plan

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

<i>Departmental Plans and Priorities</i>	<i>CPR Indicator</i>	<i>Projected Timeline</i>
1. Align appropriate graduate courses with the Georgia Performance Standards (GPS) to make the individual courses as well as the program highly attractive to prospective teacher candidates who will be implementing the GPS in their first professional positions.	Quality Productivity Viability	2006-Ongoing
2. Provide additional support for students in undergraduate Middle Grades courses through programs such as the Avenue for a Culture of Excellence (ACE) supported by the COE Diversity Committee.	Quality Productivity Viability	2006-Ongoing
3.Fill the vacant position for a faculty member in the Middle Grades program	Quality Productivity Viability	2006-2007

The resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. The Middle Grades Program Coordinator will be provided one course release time each academic year to provide leadership to these activities. The Program Coordinator will communicate additional resource requests as needed to the appropriate administrator within the College of Education at Columbus State University.

Summary Recommendation and Supporting Rationale

Recommendation: *Maintain the Program at the Current Level*

The program quality is very strong. Efforts to increase productivity include attention to advisory endeavors as well as a consideration for a new program design. Middle Grades Education is unique in its structure in that it embodies characteristics of its early childhood and secondary counterparts. Early childhood majors complete one content field concentration in the College of Education (reading) and one in the College of Science (math). Secondary majors complete a major in one academic discipline in the College of Science or Arts and Letters whereas middle grades majors are required currently to complete two concentrations. Middle grades majors must also be prepared to teach in upper elementary and middle school grades. They are to be generalists as well as content specialists. The Middle Grades Program Advisory Committee is investigating the redesign of undergraduate middle grades education to include a required concentration in reading and a choice of one other from among math, science, social studies, and English language arts. This design is proposed to have future candidates meet the requirements of the Georgia Professional Standards Commission and the No Child Left Behind mandates for “highly qualified” teachers.

B.S.Ed. Middle Grades Education Program

I. Overview

The initial preparation¹ program in middle grades education prepares highly qualified teachers of young adolescents who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all grade 4-8 students. In academic content courses in two teaching fields, general education courses, middle grades education courses, and various 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, the standards of the National Middle School Association, and is reflected in the broad goals of the middle grades education program. These goals are briefly summarized below.

Upon program completion, the candidate is a knowledgeable and proficient beginning teacher of young adolescents in grades 4-8 who can:

1. Demonstrate commitment to the teaching profession and to the middle grades level of education
2. Demonstrate effective communication with students, teachers, administrators, parents, and members of the helping professions
3. Demonstrate sufficient content knowledge in core academic disciplines and in-depth knowledge of two concentrations
4. Demonstrate an ability to organize and implement a variety of instructional plans
5. Demonstrate skills that will encourage students to perform commensurate with their ability
6. Demonstrate competence in the selection and use of appropriate media for effective instruction at the middle grades level
7. Demonstrate competence in the evaluation of student progress and the effectiveness of instructional programs
8. Demonstrate competence in the use of evaluative data to assess student and curricular needs
9. Demonstrate a willingness to consider a variety of theories, methodologies, and materials to implement effective instructional programs
10. Demonstrate competence in classroom management
11. Demonstrate competence in the performance of other professional duties
12. Demonstrate acquisition and application of knowledge related to the historical and research findings and premises of middle grades education

Excellence in teaching, scholarship, and professionalism is embodied in the INTASC principles, which constitute the basis for teacher candidate instruction, mentoring, and assessment. The middle grades education program uses the Model of Appropriate Practice (MAP), an assessment instrument aligned with the INTASC principles, to instruct, mentor, and assess candidates as they proceed through the program.

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

Standard 1: Candidate Knowledge, Skills, and Dispositions

Initial candidates in the Middle Grades Education (MGE) program demonstrate that they know the appropriate content and that they are professionally and pedagogically prepared. Evidence that the MGE candidates have the needed knowledge, skills and dispositions is provided by Praxis II scores (which exceed the required 80% pass rate), GPAs in their content classes, and ratings on the Models of

Appropriate Practices (MAP) and on the dispositions assessment. Program outcomes are correlated with the National Middle School Association Standards as well as with INTASC Principles, MAP components and with the conceptual framework.

Areas for improvement: None

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. Documents and interviews verify the appropriate use of assessment results for program changes.

Areas for improvement: None

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. MGE candidates at the initial level complete more than 900 hours of field experiences in grades 4-5 and 6-8. These experiences are supervised and assessed using appropriate rubrics. Field experiences are tracked to ensure that candidates have diverse experiences.

Areas for improvement: None

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.

Standard 7: Meets Requirements and Standards for Rule 505-3-.01

The MGE initial program publishes and applies admission standards that meet state requirements. Program completers meet the reading education requirement through EDRG 3116, a 5-semester hour class. They meet the special education requirement through SPED 2256, also a 3-semester hour class. Candidates meet the technology requirement through EDUF 4205(a course taken during the first 5 weeks of the student teaching semester) and through technology infusion throughout the program, as indicated by course syllabi and interviews. QCC requirements are met and linked to courses and are referenced within candidates' lesson and unit plans. Candidates are introduced to professional and ethical standards in EDUF 2215 and have other opportunities for discussion and reflection on ethics in their curriculum classes, as well as in the student teaching seminar.

Areas for improvement: None

Standard 8: Meets Program Content Standards Specified in Rule 505-3, Sections 10-59

MGE initial program outcomes are correlated with the National Middle School Association Standards and with Praxis II objectives. Praxis II pass rates exceed the 80 percent requirement in all areas.

Areas for improvement: None

III. Summary Findings of the Program’s Overall Productivity

Enrollment in the BSEd Middle Grades Education (MGE) program has increased fairly consistently over the past four years. Among the programs offered in the Department of Teacher Education, the MGE program ranks second in average student enrollment. Required courses are offered on a regular basis, and enrollment in those courses is adequate. This helps to contribute to the cost-effectiveness of the department. The majority of students in the program are female and minorities are well represented (on average, 32% are minorities).

III A. Enrollment of Students in the Program

The enrollment pattern for the BSEd Middle Grades Education program is shown in Table 3.1. A significant number of students are part-time and have work and family responsibilities in addition to their academic studies. Enrollment over the past four years has increased fairly consistently with an average yearly enrollment of 70 students.

	2001-2002	2002-2003	2003-2004	2004-2005
Full-Time	25	38	47	49
Part-Time	28	27	37	31
<i>Total</i>	53	65	84	80

Table 3.1 Number of Declared Majors in BSEd. Middle Grades Education, Fall Semester

Table 3.2 shows the total enrollment in all BSEd. programs housed exclusively in the Department of Teacher Education at CSU. Among the programs listed in the table, the Middle Grades Education program ranks second in average student enrollment.

Program	2001-2002	2002-2003	2003-2004	2004-2005	Avg. Over 4 Years
Early Childhood Education	352	423	479	529	446
Middle Grades Education	58	68	88	93	77
Special Education	44	48	52	59	51
Health & Physical Ed	63	71	83	80	74

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

A Program Advisory Committee (PAC) oversees the BSEd. Program in Middle Grades Education and works to improve the curriculum, courses, and resources offered. Currently, we are aligning coursework with the new Georgia Performance Standards in an effort to help prepare teachers to teach with the new standards. By responding to current initiatives and mandates, we hope to continue to prepare middle grades pre-service teachers to assume professional teaching responsibilities.

IIIB. Annual Degree Productivity of the Program

As indicated in Table 3.3, the number of BSEd. degrees conferred each year in Middle Grades Education declined dramatically from 2001 to 2002 and has averaged 5 degrees awarded in the past three years.

Program	2001	2002	2003	2004	2005	Avg. Over 4 Years
Early Childhood Education	33	34	52	44	52	46
Middle Grades Education	18	5	5	6	7	8
Special Education- MR	9	10	8	2	6	7
Health & Physical Ed	5	7	8	6	6	7

Table 3.3 Number of Degrees Awarded in BSEd. Programs- Fiscal Year

While the number of degrees conferred in the past three years has declined, course enrollment has not. This can be attributed to a significant number of non-degree seeking post-baccalaureate certification candidates. Table 3.4 reflects the number of candidates recommended for initial certification at the T-4 level in Middle Grades Education from 2002-2005. (Post-bacc information provided from the COE SAFE Office data base maintained for certification recommendation.)

Fiscal Year	BSED	POST-BAC	TOTAL
2002	5	6	11
2003	5	10	15
2004	6	10	16
2005	7	5	12
AVERAGE	5	8	14

Table 3.4 Program Completers Recommended for Initial Certification

Though the number of bachelor degree conferred in the last three years is less than 10 per year, the number of program completers at the undergraduate level averages 14 when those completing post-bac certification programs are included..

III C. Program Completion Efficiency & Graduation Rate

Table 3.5 shows the graduation rates for all BSEd. programs housed in the Department of Teacher Education at CSU.

Program	2001-2002	2002-2003	2003-2004	2004-2005
Middle Grades Education	19%	15%	12%	32.5%
Early Childhood Education	10%	14%	11%	11%
Special Education- MR	25%	18%	4%	11%
Health & Physical Ed	12%	12%	8%	4%

Table 3.5 Graduation Rate

Graduation rates tend to fluctuate as students complete their programs of study at different rates. The graduation rate in the BSEd Middle Grades program average about 20% over the past four years, the highest overall percentage in the Teacher Education Department. Percentages are based upon number of declared majors to number of BSEd degrees conferred ratio.

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

The BSEd Program in Middle Grades Education requires a general core (45 credits), 18 semester hours of course work related to the major at the general core (1000 and 2000) level, and a major concentration (60 credits). Three program strands are currently offered in Middle Grades Education. Course requirements are listed on the pages that follow.

These requirements are communicated online and through the CSU Catalog. At the beginning of each semester, students participate in individual advising sessions through the Office of Student Advising and Field Experiences (SAFE). The MGE advisor communicated frequently with the program coordinator to assure consistent program requirements for traditional majors, transfer, and post-baccalaureate majors. Since 2001, four different individuals, two part-time and two full time faculty members, have assumed the

responsibilities of MGE undergraduate advisor. Over the same period of time, the Georgia Professional Standards Commission (PSC), the Georgia Department of Education (DOE), and the University System of Georgia Board of Regents (BOR) made changes in program requirements for Middle Childhood certification. For example, PSC now requires 15 semester hours in each of two content fields [a change from 12 hours]; DOE requires four courses with no mention of total credit hours while BOR requires at least 6 upper division hours [a change from 9 hours in 2001]. Each of these changes had to be reflected in printed and online program materials and communicated to students and advisors. Often the result was additional coursework for students so that upon graduation they were “highly qualified” as well as “fully certified”.



Middle Grades Language Arts/Social Science, B.S.Ed.

Course Requirements (2005-2006)

NOTE: Areas A-E General Education Requirements

Meet with your advisor each semester to select required, recommended, and elective courses.

Area A: Essential Skills **9 hrs**

ENGL 1101 English Composition 1 3
ENGL 1102 English Composition 2 3

Select one of the following courses:

MATH 1101/1111/1112/1113/1125/1131 3

Area B: Institutional Options **5 hrs**

Comm 1110 Communication 3

Select two of the following courses:

ITDS 2726/ITDS 2727/ITDS 2735/ITDS 2745/ITDS 2746/
ITDS 2748/ITDS 2749/ITDS 2755/LEAD 1705/

OR

Select one of the following courses:

EURO 2105/Foreign Language 1001, 1002, 2001, 2002

Note: The extra hour may be used as an elective.

Area C: Humanities/Fine Arts **6 hrs**

Select one of the following humanities courses:

ENGL 2111/ENGL 2112/ ITDS 1145*/ITDS 1155/PHIL 1105

Select one of the following fine arts courses:

ARTH 1100/ITDS 1145*/ MUSC 1100/ THEA 1100

*ITDS 1145, though listed under both humanities and fine arts, may be taken only once.

Area D: Science, Math & Technology **10 hrs**

Select one science course with a lab; the other course may be lab or non-lab:

ANTH 1145 (no lab); ASTR 1105/1305 (lab optional); ASTR 1106/1305; BIOL 1215 (lab included); BIOL 1125 (no lab); BIOL 1225 (lab included); CHEM 1151/1151L; CHEM 1152/1152L; CHEM 1211/1211L; CHEM 1212/1212L; ENVS 1105 (no lab); GEOL 1121 (lab included); GEOL 1122/1322; GEOL 2225 (lab included); GEOL 2225 (lab included); ITDS 1215 (lab included); PHYS 1111/1311; PHYS 1112/1312; PHYS 1125/1325 (lab optional); PHYS 2211/2311; PHYS 2212/2312

Select one of the following courses or a science

course from above: CPSC 1105/MATH 1112/MATH 1113/MATH 1125/MATH 1131/MATH 1132/MATH 1127/MATH 1165/PHIL 2105

Area E: Social Sciences **12 hrs**

POLS 1101

Select one course from the following two courses:

HIST 2111

HIST 2112

Select one behavioral science course from the following courses:

ECON 2105/ECON 2106/PHIL 2135/PSYC 1101/SOCI 1101

Select one world cultures course from the following

courses: ANTH 1105/ANTH 2105/ANTH 2136/ENGL 2136/GEOG 1101/HIST 1111/HIST 1112/HIST 2116/ITDS 1146/ITDS 1156

Wellness: **3 hrs**

PELM 1205 Concepts of Fitness 2

Select any one PEDS course 1

Area F: Courses Related to Major **18 hrs**

EDUF 2215 The American Education Experience 3

EDUF 2116 Human Development, Motivation & Learning 3

EDCI 2105 Diversity in Education 1

EDMG 2257 Instructional Practices in MG 5

SPED 2256 Intro to Except. Lrn in General Ed. 3

GEOG 1101 Intro to Human Geography 3

Area G: Program Requirements **58 hrs**

EDRG 3116 Read/Learn Strategies in the MG 3

MATH 2131 Nature & Use of Numbers 1 3

EDMG 4121 Teaching Math in the MG 1 3

EDMG 4245 Social Studies in the MG 4

EDCI 3455 Practicum 1 for MG/Secondary Ed 2

EDMG 3115 Teaching Writing in Grades 4-8 2

EDSE 4117 Literature for Adolescents 3

ENGL 3112 American Literature 2 3

ENGL 3157 Advanced Exposition 3

ENGL 5167 Grammatical Struc of English 3

Select one of the following:

ENGL 2135/3115/3116/3117/3125 3

GEOG 3556 Select Topics Regional Geography 3

HIST 3105 History of Georgia 3

Select one of the following two courses:

HIST 5555/5558 3

Select one of the following two courses:

HIST 3115/3116 3

Student Teaching Experience

EDCI 4485 Student Teaching 10

EDUF 4205 Integrating Tech for Student Tchrs 2

EDUF 4115 Classroom Management 2

AREA H: General Electives **2 hrs**

Suggestions for program enhancement:

ITDS 2726/2727/2745/2748/2749/2755



Middle Grades Math/Science (Biology/Chemistry), B.S.Ed.

Course Requirements (2005-2006)

NOTE: *Areas A-E General Education Requirements*
Meet with your advisor each semester to select required, recommended, and elective courses.

Area A: Essential Skills **9 hrs**

ENGL 1101 English Composition 1 3
 ENGL 1102 English Composition 2 3

Select one of the following courses:

MATH 1101/1111/1112/1113/1125/1131 3

Area B: Institutional Options **5 hrs**

Comm 1110 Communication 3

Select two of the following courses:

ITDS 2726/ITDS 2727/ITDS 2735/ITDS 2745/ITDS 2746/
 ITDS 2748/ITDS 2749/ITDS 2755/LEAD 1705/

OR

Select one of the following courses:

EURO 2105/Foreign Language 1001, 1002, 2001, 2002

Note: The extra hour may be used as an elective.

Area C: Humanities/Fine Arts **6 hrs**

Select one of the following humanities courses:

ENGL 2111/ENGL 2112/ ITDS 1145*/ITDS 1155/PHIL 1105

Select one of the following fine arts courses:

ARTH 1100/ITDS 1145*/MUSC 1100/ THEA 1100

*ITDS 1145, though listed under both humanities and fine arts, may be taken only once.

Area D: Science, Math & Technology **10 hrs**

Select one science course with a lab; the other course may be lab or non-lab:

ANTH 1145 (no lab); ASTR 1105/1305 (lab optional);
 ASTR 1106/1305; BIOL 1215 (lab included); BIOL 1125
 (no lab); BIOL 1225 (lab included); CHEM 1151/1151L;
 CHEM 1152/1152L; CHEM 1211/1211L; CHEM
 1212/1212L; ENVS 1105 (no lab); GEOL 1121 (lab
 included); GEOL 1122/1322; GEOL 2225 (lab included);
 GEOL 2225 (lab included); ITDS 1215 (lab included);
 PHYS 1111/1311; PHYS 1112/1312; PHYS 1125/1325 (lab
 optional); PHYS 2211/2311; PHYS 2212/2312

Select one of the following courses or a science course

from above: CPSC 1105/MATH 1112/MATH
 1113/MATH 1125/MATH 1131/MATH 1132/MATH
 1127/MATH 1165/PHIL 2105

Area E: Social Sciences **12 hrs**

POLS 1101

Select one course from the following two courses:

HIST 2111

HIST 2112

Select one behavioral science course from the following

courses: ECON 2105/ECON 2106/PHIL 2135/PSYC
 1101/SOCI 1101

Select one world cultures course from the following

courses:

ANTH 1105/ANTH 2105/ANTH 2136/ENGL 2136/GEOG
 1101/HIST 1111/HIST 1112/HIST 2116/ITDS 1146/ITDS
 1156

Wellness: **3 hrs**

PELM 1205 Concepts of Fitness 2

Select any one PEDS course 1

Area F: Courses Related to Major **18 hrs**

EDUF 2215 The American Education Experience 3

EDUF 2116 Human Development, Motivation
 & Learning 3

EDCI 2105 Diversity in Education 1

SPED 2256 Intro to Excep Lrn in General Ed. 3

CHEM 1211 Principles of Chemistry 1 3

CHEM 1211L Principles of Chemistry 1 Lab 1

CHEM 1212 Principles of Chemistry 2 3

CHEM 1212L Principles of Chemistry 2 Lab 1

Area G: Program Requirements **61 hrs**

EDMG 2257 Instructional Practices in MG 5

EDRG 3116 Read/Learn Strategies in the MG 3

EDMG 4121 Teaching Math in the MG 1 3

EDMG 4222 Teaching Math in the MG 2 4

EDMG 4235 Teaching Science in the MG 4

MATH 2131 Nature & Use of Numbers 1 3

MATH 3131 Nature & Use of Numbers 2 3

MATH 3137 Investigative Geometry/Measure 3

MATH 3138 Exploring Statistics 3

MATH 3555 Advanced Topics in Mathematics 3

*PHSC 1125 Physical Science 3

BIOL 2285 Research Methods in Biology 2

Select one of the following:

BIOL 3215 Cell Biology 4

BIOL 3216 Genetics 4

Select one of the following groups:

Group 1:

CHEM 3111 Organic Chemistry 1 3

CHEM 3311 Organic Chemistry 1 Lab 1

Group 2:

CHEM 3135 Inorganic Chemistry 3

CHEM 3335 Inorganic Chemistry Lab 1

Student Teaching Experience

EDCI 4485 Student Teaching 10

EDUF 4205 Integrating Tech for Student Tchrs 2

EDUF 4115 Classroom Management 2

*Course added to cover content on PRAXIS II – Middle
 Grades Science and Science QCC's Grades 4-8

courses:

1



Middle Grades Math/Science (Geology), B.S.Ed.

Course Requirements (2005-2006)

NOTE: *Areas A-E General Education Requirements*
Meet with your advisor each semester to select required, recommended, and elective courses.

Area A: Essential Skills **9 hrs**

ENGL 1101	English Composition 1	3
ENGL 1102	English Composition 2	3
Select one of the following courses:		
MATH 1101/1111/1112/1113/1125/1131		3

Area B: Institutional Options **5 hrs**

Comm 1110	Communication	3
Select two of the following courses:		
ITDS 2726/ITDS 2727/ITDS 2735/ITDS 2745/ITDS 2746/ITDS 2748/ITDS 2749/ITDS 2755/LEAD 1705/		

OR

Select one of the following courses:

EURO 2105/Foreign Language 1001, 1002, 2001, 2002

Note: The extra hour may be used as an elective.

Area C: Humanities/Fine Arts **6 hrs**

Select one of the following humanities courses:

ENGL 2111/ENGL 2112/ ITDS 1145*/ITDS 1155/PHIL 1105

Select one of the following fine arts courses:

ARTH 1100/ITDS 1145*/ MUSC 1100/ THEA 1100

*ITDS 1145, though listed under both humanities and fine arts, may be taken only once.

Area D: Science, Math & Technology **10 hrs**

Select one science course with a lab; the other course may be lab or non-lab:

ANTH 1145 (no lab); ASTR 1105/1305 (lab optional); ASTR 1106/1305; BIOL 1215 (lab included); BIOL 1125 (no lab); BIOL 1225 (lab included); CHEM 1151/1151L; CHEM 1152/1152L; CHEM 1211/1211L; CHEM 1212/1212L; ENVS 1105 (no lab); GEOL 1121 (lab included); GEOL 1122/1322; GEOL 2225 (lab included); GEOL 2225 (lab included); ITDS 1215 (lab included); PHYS 1111/1311; PHYS 1112/1312; PHYS 1125/1325 (lab optional); PHYS 2211/2311; PHYS 2212/2312

Select one of the following courses or a science course from above: CPSC 1105/MATH 1112/MATH

1113/MATH 1125/MATH 1131/MATH 1132/MATH 1127/MATH 1165/PHIL 2105

Area E: Social Sciences **12 hrs**

POLS 1101

Select one course from the following two courses:

HIST 2111

HIST 2112

Select one behavioral science course from the following

courses: ECON 2105/ECON 2106/PHIL 2135/PSYC 1101/SOCI 1101

Select one world cultures course from the following

courses: ANTH 1105/ANTH 2105/ANTH 2136/ENGL 2136/GEOG 1101/HIST 1111/HIST 1112/HIST 2116/ITDS 1146/ITDS 1156

Wellness: **3 hrs**

PELM 1205	Concepts of Fitness	2
<i>Select any one PEDS course</i>		1

Area F: Courses Related to Major **18 hrs**

EDUF 2215	The American Education Experience	3
EDUF 2116	Human Development, Motivation & Learning	3
EDCI 2105	Diversity in Education	1
SPED 2256	Intro to Excep Lene in General Ed.	3
EDMG 2257	Instr Practices in Middle Grades	5
*PHSC 1125	Physical Science	3

Area G: Program Requirements **60 hrs**

EDRG 3116	Read/Learn Strat in the MG	3
EDMG 4121	Teaching Math in the MG 1	3
EDMG 4222	Teaching Math in the MG 2	4
EDMG 4235	Teaching Science in the MG	4
*BIOL 1215	Principles of Biology	4
GEOL 1121	Introductory Geo-sciences 1	4
GEOL 1122	Introductory Geo-sciences 2	3
GEOL 5135	Intro to Oceanography	3
GEOL 5175	Physical Anthropology/Archeology	3
MATH 2131	Nature & Use of Numbers 1	3
MATH 3131	Nature & Use of Numbers 2	3
MATH 3137	Investigative Geometry/Measure	3
MATH 3138	Exploring Statistics	3
MATH 3555	Advanced Topics in Mathematics	3

Student Teaching Experience

EDCI 4485	Student Teaching	10
EDUF 4205	Integrating Tech for Student Tchrs	2
EDUF 4115	Classroom Management	2

**Courses added to cover content on PRAXIS II – Middle Grades Science and Science QCC's Grades 4-8*

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

As shown in Table 3.6, courses required in the BSEd Program in Middle Grades Education program are offered on a regular basis. Students beginning their program in fall semester can complete their program of study in four years, if they attend full time with an average of 16 credits per semester. Few MGE undergraduate students follow this traditional path since most work at least part time and many are heads of households. Students are advised to complete the general core requirements before embarking upon the major studies since most of the pedagogy courses require field experiences during the typical school day (7:30-3:30), the same time block most core courses are scheduled.

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 2215	4	5	2	5	5	2	6	6	1	8	8	1	7
EDUF 2116	4	5	2	5	5	3	6	6	3	5	6	3	5
SPED 2256		4	2	2	4	2	3	3	1	3	3	1	4
EDCI 2105										2	2	1	6
EDMG 2257	1			1			1			1			1
EDMG 4121	1			1			1			1			1
EDRG 3116	0			0			1			1			1
EDMG 4222		1			1			1			1		
EDMG 4235		1			1		1	1		1	1		1
EDMG 3115		1			1			1			1		
EDMG 4245		1			1			1			1		

Table 3.6 Frequency of Course Offerings

III F. Enrollment in the Program's Required Courses

Table 3.7 shows the average enrollment per section for required courses in the BSEd Middle Grades program. All education students must take EDUF 2215, 2116, and SPED 2256 so average enrollments and number of sections in these courses are higher. EDMG 2257 and EDMG 4121 are required for all middle grades majors. Candidates elect two methods courses from among EDMG 4222, 4235, 3115, and 4245. Enrollment in these courses would therefore be less than other required MGE courses. Because of the supervised field component, methods courses are not offered during summer term.

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 2215	24.5	18	23	26	24.2	24.5	25.5	21.6	18	23	22.5	14	25
EDUF 2116	26.5	25	12	26.2	23	10	26	21.6	15	28.2	25.5	14	25
SPED 2256		18	23	28	33	25.5	28.6	28	29	25	32	27	30
EDCI 2105										21	25	18	21.6
EDMG 2257	17			14			26			25			23
EDMG 4121	4			14			8			15			12
EDRG 3116										17			15
EDMG 4222		9			10			6			14		
EDMG 4235		0			5		4		2	1	8		3
EDMG 3115		4			5			4			7		
EDMG 4245		2			5			4			6		

Table 3.7 Average Enrollment in the Program's Required Courses

By offering the required courses on a rotation cycle, enrollment is high enough that courses usually do not have to be cancelled. Students are able to plan their schedules to balance on campus and field work courses.

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

Table 3.8 shows the gender and ethnic origin of students in the BSEd Middle Grades program. Diversity is evident in terms of both gender and ethnicity in the program. For each academic year, at least 20% of BSEd MGE candidates were male. Approximately 40% of BSEd MGE candidates were from non-white ethnic groups

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	42	47	64	64
Male	11	18	20	16
Ethnicity				
Asian	1	1	1	1
Black	20	20	30	32
White	30	38	48	45
Multi-Racial	0	2	2	2
Hispanic	1	3	3	0
American Indian	1	1	0	0

Table 3.8 Ethnic and gender diversity among MGE majors

The gender and ethnic origin of program graduates since Fall 2001 is shown in Table 3.9. Overall, approximately 70% of the program graduates have been female and 17% black.

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	5	1	5	5
Male	0	4	1	2
Ethnicity				
Black	1	2	1	0
White	4	3	5	7

Table 3.9 Ethnic and gender diversity among MGE graduates

Students in the BSEd Middle Grades Education program are from diverse age groups. The majority of students are between 31 and 50 years of age. Table 3.10 shows the age composition of BSEd students in the MGE program since 2001.

Age	2001-2002	2002-2003	2003-2004	2004-2005
Under 21	6	18	18	18
21-25	17	20	28	26
26-30	12	12	15	12
31-40	8	5	11	9
41-50	2	2	0	2
51-60	0	0	0	0
<i>Total</i>	53	65	84	80
<i>Average</i>	30.6	27.2	27.4	27.7

Table 3.11: Age diversity among BSEd MGE majors

Though the number of traditional age undergraduates (under 21) has increased in recent years, the average age of MGE undergraduate candidates remains above 25. This more advanced age of most MGE candidates can very well be a factor contributing to the increased time span between matriculation and graduation. Most older young adults have family and work responsibilities to balance with academic studies. As part of the program improvement plan, a survey designed to ascertain reasons for the rate at which coursework is completed and hence graduation, would be beneficial.

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

As shown below in Table 3.12, 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.

	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

Table 3.12 Total Instructional Costs at CSU

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

According to data from employer surveys analyzed by the Partner School Network coordinator, a substantial number of program graduates teach in systems served by CSU, especially Muscogee County. These graduates 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. Some other candidates affiliate with CSU after gaining employment on a Georgia provisional certificate. These candidates meet a majority of the teaching field content requirements and have passed an appropriate licensure test but lack professional education coursework including student teaching.

Graduates of the BSEd Middle Grades Education program are prepared to teach in grade 4-8 classrooms. They have demonstrated in-depth knowledge in two content fields as well as the principle of teaching and learning for a pre-adolescent (ages 9-14) student population. In response to the No Child Left Behind definitions for "highly qualified" teachers in grades 4-8, consideration is being given to restructuring the program to respond to new staffing configurations at these grade levels. Currently, MGE majors enrolled in the BSEd program select two concentration fields from among math, science, social studies, and English language arts. In most middle schools, teachers are placed in one academic area, with an additional assignment of one section of a reading class. Grade 4 or 5 teachers are likely to teach a morning block of reading/language arts with afternoon instruction in the other content fields. To prepare BSEd candidates for this staffing shift, the Middle Grades PAC will consider the submission of a new curriculum plan that would require all majors to have a concentration in reading and one of the other four content fields. The PAC will convene in January 2006 and initiate the curriculum change process in Fall 2006 to be effective Fall 2007.

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

As indicated in Table 3.13, among the USG state universities that offer a BSEd Middle Grades Education, CSU ranks last in average number of BSEd degrees conferred in the past four years. Factors that might contribute to this level of productivity include:

- An older student population with responsibilities other than academic study who do not complete the traditional BSEd program in four years;
- The availability of alternative paths to certification that may provide an easier financial transition into the teaching profession for older adults;
- The number of program changes within recent years at the state level that have required changes in program structure;
- Changes in testing requirements for admission, retention, and completion of programs;

- Changes in content area programs, particularly the shift from BSEd programs housed in the College of Education to BA programs with Teacher Certification housed in the Colleges of Science and Arts and Letters;
- Changes in personnel serving as undergraduate advisors

Specific strategies to improve program productivity are listed in Section V.

Institution	FY 2001	FY 2002	FY 2003	FY 2004	Avg. of Four Years
State Universities					
University of West GA	30	27	17	19	23
Augusta State University	20	15	14	9	15
Valdosta State	30	33	30	12	26
Albany State University	20	11	12	12	14
GA Southwestern	12	16	4	9	10
Armstrong Atlantic	18	21	14	16	22
University of Georgia	39	34	4	41	30
Georgia Southern University	17	18	21	26	21
Georgia State University	34	33	27	45	35
Columbus State University	18	4	5	6	8

Table 3.13 BSEd Middle Grades Education Degrees Conferred by Institution

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

The BSEd Middle Grades Education helps CSU to accomplish its mission of serving the educational needs of a diverse region. The program curriculum is strong in the core of general education and in the academic program. By preparing highly-qualified teachers for grades 4-8, the program helps to improve the quality of education and the quality of life in the institution’s service area.

The third strategic planning goal of the University is “to support select mission areas that will strengthen Columbus State University as a distinguished academic institution.” One of the select mission areas is educator preparation. Thus, the program serves the educational needs of a diverse region by preparing highly qualified teachers who often teach in the local school system, thereby helping to improve the quality of education and the quality of life in the institution’s service area. Additionally, a collaborative relationship exists with many local school systems (Partner School Network) and many of the program’s field experiences are in schools with underserved populations. This relationship enhances the unique image of the university and provides creative opportunities for students.

An annual evaluation of the program is completed each year by the program coordinator to assess how well the program is meeting established goals. In this evaluation, a matrix is completed that outlines the connection between the goals for the University, COE, Department, and the Program. These evaluations can be found on file in the Department of Teacher Education.

A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. These graduates serve CSU as cooperating teachers for field experience, practica, and student teaching. They are an invaluable asset in assisting with the development of our undergraduates.

IV. Conclusion about the Program's Viability at CSU

The BSEd Middle Grades 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, College of Science, College of Arts and Letters, and P-12 teachers. Representatives from each of these groups work together to make improvements to the middle grades education programs at CSU and to impact middle level education in our region.

Though small, the number of BSEd degrees in Middle Grades Education conferred by CSU has been fairly consistent over the past four years, when including post-baccalaureate, certification only candidates, an average of 13 candidates have completed bachelor degree level certification programs. An examination of the graduation pattern indicates that about every five to six years, a group of more than 10 candidates complete the traditional undergraduate program. This fall (2005), ten MGE candidates were enrolled in Student Teaching with another eight slated for spring 2006.

V. Program Improvement Plan

The Middle Grades Program Advisory Committee (PAC) will oversee the following efforts to improve the curriculum, courses, and resources offered to teacher candidates.

- Align coursework with the new Georgia Performance Standards (2005-2006) in order to prepare candidates to employ the new standards in lesson and unit planning during field placements and after graduation in first professional position.
- Provide additional support for students in undergraduate middle grades courses (ongoing). The College of Education Diversity Committee is attempting to launch such a program. This initiative, Avenue for a Culture of Excellence (ACE), provides mentoring and study group opportunities for underclass education majors in order to improve retention.
- A position for a new Middle Grades faculty member has been approved and a search underway in Fall 2005. The individual hired would have responsibilities for advising in the undergraduate program. This would bring stability to undergraduate advising and will hopefully improve recruitment and retention efforts.

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. As previously mentioned, CSU will continue to work to improve the current BSEd program in middle grades education by responding to new initiatives (e.g., Georgia Performance Standards, No Child Left Behind), 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. By providing structured support services, we hope to retain those candidates and graduate them in a more timely manner.