

**Comprehensive Program Review Self-Study
Ed.S. Middle Grades Education**

**Columbus State University
October 2005**

Executive Summary for the Ed.S. Middle Grades Education

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong

In February 2005, a continuing approval review of the College of Education was conducted by a Board of Examiners (BOE) consisting of representatives from the National Council for Accreditation of Teacher Education (NCATE) and the Georgia Professional Standards Commission (PSC). The 2000 NCATE Standards and the Georgia 2000 Standards were used to assess the unit and its programs. The BOE judged all standards to be met for the unit and for all initial and advanced programs. Overall, the Ed.S. Middle Grades Education program is strong and prepares highly qualified middle level teachers who are able to assume leadership roles in their schools, districts, and state.

Program Productivity: Satisfactory

Enrollment in the Ed.S. Middle Grades Education program has been fairly consistent over the past four years with an average enrollment of 14 students per year. Among the six Ed.S. programs offered in the Department of Teacher Education, the middle grades education program ranks first 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. The number of Ed.S. Middle Grades Education degrees conferred by CSU is small (an average of 6.5 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 of similar size and mission.

List of Recommendations for Improving Program Quality

Though the program quality is very strong, we continue to look for ways to make improvements. Current initiatives include:

- aligning coursework with the new Georgia Performance Standards for middle grades content areas in an effort to help prepare teachers to teach with the new standards,
- consideration of an endorsement program in instructional supervision offered in conjunction with Educational Leadership faculty
- consideration of a reading education concentration that would lead to certification as a reading specialist

List of Recommendations for Improving Program Productivity

The Middle Grades Education Program Advisory Committee (PAC) oversees the Ed.S. Program in Middle Grades Education 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 in an effort to help prepare teachers to teach with the new standards. By responding to current initiatives and mandates, we hope to recruit more teachers into the Ed.S. program.
- Provide additional support for students in graduate courses through advising and/or offering prerequisite courses or professional development opportunities that better prepare students for the graduate courses and research endeavors.
- Connect the content of the graduate courses to the middle level curriculum. By making the coursework more relevant to teachers, we hope to attract more teachers into the Ed.S. program.

Conclusion about the Program’s Viability at CSU

The Ed.S. Middle Grades Education 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. The Ed.S. program in middle grades education is a valuable resource for teachers in our region who want to grow professionally, gain additional expertise, and pursue leadership opportunities in middle level education. Students in the Ed.S. program take what they learn and apply it in their own classrooms to help their students develop as learners. They also share their expertise with other teachers in their schools, districts, and state.

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

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the Ed.S. 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. 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 Middle Grades Education	Productivity Viability	2006-Ongoing
3. Align appropriate graduate courses with the Georgia Performance Standards (GPS) to make the individual courses as well as the program highly attractive to prospective graduate students who will be implementing the GPS.	Quality Productivity Viability	2006-2007
4. Continue to connect the content of the graduate Middle Grades courses to the Middle Grades (4-8) curriculum	Quality Productivity Viability	2006-Ongoing
6. Combine the Ed.S. programs in the Department of Teacher Education under a common degree title (as appropriate) that allows students to concentrate in a specific content area	Productivity Viability	2006-2008
7. Review the feasibility of developing endorsements in instructional supervision or reading education	Quality Productivity Viability	2006-Ongoing

The resources needed to accomplish these priorities should be minimal. Departmental resources will be allocated as necessary to accomplish these plans. Priority 2 will require the assistance of individuals in the Office of University Advancement to develop endowments which provide scholarships for graduate students. The 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, and the number of degrees conferred each year is adequate.

As previously mentioned, CSU will continue to work to improve the current Ed.S. program in middle grades education 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.

Ed.S. Middle Grades Education Program

I. Overview

The Ed.S program in Middle Grades Education prepares highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all grades 4-8 students. In content courses (mathematics, science, language arts, social studies, or reading), middle grades education courses, professional courses, and program- related field applications, 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 College of Education (COE) Conceptual Framework and is reflected in the program outcomes of the middle grades education program outlined below.

The successful program graduate demonstrates growing competence in:

1. comprehensive knowledge of an emphasis area by strengthening previous concentrations or adding new concentrations (teaching)
2. command of concepts, understandings, generalizations, and points of view, as well as knowledge and skill in the major field of interest (teaching)
3. competence as a consumer of research findings and the ability to design and conduct a research project (scholarship)
4. ability to think critically and analytically on both concrete and abstract matters (scholarship)
5. ability to see relationships, to theorize, and to synthesize information in an area of emphasis (scholarship)
6. skill in assessing instructional strategies, outcomes, and class interactions to improve instruction (teaching)
7. ability to accomplish specific professional tasks and larger goals with great acuity and fluency (professionalism)
8. adherence to a high level of ethics and a deep commitment to behaviors associated with improved teaching and leadership (professionalism)

The goals of the Ed.S program in Middle Grades Education reflect the belief that candidates should display *proficiency* before they enter advanced study and should develop and demonstrate *expertise* (M.Ed.) and *leadership* (Ed.S) as they complete their programs. For this reason, program goals are similar for candidates in initial and advanced programs, with the difference lying in the expected level of performance.

Excellence in teaching, scholarship, and professionalism is embodied in the NBPTS propositions and the National Middle School Association (NMSA) Standards for Master Level Candidates, which constitute the basis for candidate instruction, mentoring, and assessment. At the master's level, the middle grades education program uses the Graduate Model of Accomplished Practice (GMAP), an assessment instrument aligned with the NBPTS Standards, 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

Candidates in the Middle Grades Education (MGE) advanced programs (M.Ed. and Ed.S.) demonstrate content area mastery and are professionally and pedagogically prepared. The advanced programs are correlated with NBPTS Core Propositions. Advanced candidates complete professional core classes at an advanced level and concentrations in selected areas. Coursework at both advanced levels includes preparation in educational research.

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 advanced levels complete field based projects in their own classroom and school settings.

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 members 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 has extensive academic backgrounds. Eighty-four percent (84%) of the full-time faculty members, 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 members are effective teachers who model best teaching practices in their areas of specialty. Most faculty members 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 members are systematically and annually evaluated by their department chair, personnel committee, unit dean, and throughout the university input system. The faculty members 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 members, and faculty concur with the expectation by attending workshops and conferences, reading journals, and conducting research.

Areas for Improvement: Part-time faculty members 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 8: Meets Program Content Standards Specified in Rule 505-3, Sections 10-59

MGE advanced program outcomes are correlated with the National Middle School Association Standards and with NBPTS Core Propositions for Master Level Programs. Program outcomes are also correlated with the Graduate Model of Accomplished Practice (GMAP) and with the Graduate Dispositions Assessment.

Areas for improvement: None

III. Summary Findings of the Program’s Overall Productivity

Enrollment in the Ed.S Middle Grades Education (MGE) program has increased 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 Ed.S 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 47 students.

	2001-2002	2002-2003	2003-2004	2004-2005
Full-Time	3	1	2	1
Part-Time	16	14	8	11
<i>Total</i>	<i>19</i>	<i>15</i>	<i>10</i>	<i>12</i>

Table 3.1 Number of Declared Majors in Ed.S Middle Grades Education Fall Semester

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

Program	2001-2002	2002-2003	2003-2004	2004-2005	Avg. Over Four Years
Middle Grades Education	19	15	10	12	14
Early Childhood Ed	13	5	1	1	5
Secondary Math	8	7	8	5	7
Secondary English	1	5	3	8	4
Secondary Science	2	3	1	2	2
Secondary Social Science	2	2	2	1	2

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

A Program Advisory Committee (PAC) oversees the Ed.S 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 Ed.S degrees conferred each year in Middle Grades Education remained consistent from 2002 to 2005, with a four year average of 7.

Program	2001	2002	2003	2004	Avg. Over 4 Years
Middle Grades Education	7	5	10	4	7
Early Childhood Ed	4	5	1	0	3
Secondary Math	2	2	5	2	3
Secondary English	0	5	0	2	2
Secondary Science	2	1	1	0	1
Secondary Social Science	0	0	2	1	1

Table 3.3 Number of Degrees Awarded in MGE Ed.S Programs- Fiscal Year

III C. Program Completion Efficiency & Graduation Rate

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

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

Table 3.5 Graduation Rate

Graduation rates tend to fluctuate as students complete their programs of study at different rates.

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

The Ed.S Program in Middle Grades Education requires a professional core (6 credits), 4 semester hours of course work related to the middle level education studies [curriculum and research], a content area concentration (15 credits) and 5 hours of graduate electives. The program is highly individualized to meet the professional goals of each degree candidate.

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.

Ed.S. Program of Study

Course Requirements

Total Hours Required: 30

Area 1: Professional Core

Required Hours: 6

EDUF 7115 Psychology of Teaching
EDUF 7116 Applied Educational Research

3 Hours
3 Hours

Area 2: Specialist Studies

Required Hours: 4

EDCI 7158 Leadership in the Curriculum Change Process
EDCI 7359 Specialist Project

2 Hours
2 Hours

Area 3: Concentration

Required Hours: 15

Select concentration studies from the following:

English Language Arts:

EDCI 7115 K-12 Curriculum Studies: English Language Arts
ENGL/EDSE/EDRG (6000 level or above)

3 Hours

Mathematics:

EDMG 7125 Issues in Mathematics Education in Middle Grades
Other EDMG math courses
MATH (5000 level or above)

3 Hours

Science:

EDMG science courses
BIOL/CHEM/GEOL/PHYS (5000 level or above)

Social Studies:

HIST/POLS/ECON (5000 level or above)

Reading:

EDRG 6148 Psychology of Reading
EDRG 6245 Assessment and Classroom Instruction
EDRG 6756 Classroom Literacy Seminar
EDRG 6116 Integrating Literacy Strategies in the Middle Grades
(Completion of these courses satisfies requirements for PSC Reading Endorsement.)

2 Hours
3 Hours
1 Hour
3 Hours

*For other possible concentration areas, see advisor of program of interest. **At least six semester hours must be completed in an area listed above.***

Area 4: Electives

Required Hours: 5

Total Hours Required: 30*

*If an individual does not hold a Middle Grades Certificate, EDRG 6116 and EDMG 6155 must be completed as part of the program of studies and evidence presented of field experience in grades 4-8. More than 30 total program hours may be required in order to fulfill this and certain special education concentration area/endorsement requirements.

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

As shown in Table 3.6, courses required in the Ed.S Program in Middle Grades Education program are offered on a regular basis. Most students complete the program in an average of five terms, with most taking more coursework during the summer term than during Fall and Spring when most are engaged in full time teaching. Content course are offered in the Colleges of Education, Arts and Letters, and Science. Candidates elect course content to fit their professional needs.

Number of Sections Per Semester													
	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EDUF 7115	0	1	1	0	1	0	1	0	0	1	1	0	1
EDUF 7116	7 GSAMS	6 GSAMS	5 GSAMS	6 GSAMS	5 GSAMS	4 GSAMS	4 GSAMS	3 GSAMS	2	0	1	2	1
EDCI 7158	1	0	0	1	0	1	1	1	1	0	0	1	1
EDCI 7359	1	2	0	1	1	1	1	1	1	1	1	0	1

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 EDS Middle Grades program. All education students must take EDUF 7116 and 7115 so average enrollments and numbers of sections in these courses are higher. EDCI 7158 and EDCI 7359 are required for all middle grades and secondary majors as a capstone research series.

Average Enrollment Per Section													
	F 01	Sp 02	Su 02	F 02	Sp 03	Su 03	F 03	Sp 04	Su 04	F 04	Sp 05	Su 05	F 05
EDUF 7115		9	9		17		8			16	3		11
EDUF 7116	44	30	30	27	27	22	14	7	4	4	13	19	3
EDCI 7158	10			19		6		2	8			9	1
EDCI 7359	1	10		1	16	2	3	5	1	3	2		10

Table 3.7 Enrollment in the Program’s Required Courses

By offering the required courses on a rotation cycle, 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 Ed.S. Middle Grades program. Diversity is evident in terms of both gender and ethnicity in the program.

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	16	14	7	10
Male	3	1	3	2
Ethnicity				
Asian		1		
Black	5	4	3	5
White	13	10	7	7
Multi-Racial	1	0	0	0

Table 3.8 Ethnic and gender diversity among MGE majors

Gender	2001-2002	2002-2003	2003-2004	2004-2005
Female	7 (100%)	5 (100%)	10 (100%)	1 (25%)
Male	0 (0%)	0 (0%)	0 (0%)	3 (75%)
Ethnicity				
Asian				
Black	3 (43%)	0 (0%)	2 (20%)	2 (50%)
White	4 (57%)	5 (100%)	8 (80%)	2 (50%)

Table 3.9 Ethnic and gender diversity among MGE graduates

Diversity with regards to gender is not as evident at the EdS level in Middle Grades Education as it is at the Bachelor and Master's level. This may be due to the number of males in education in general who opt to prepare to move into administrative positions after several years of classroom teaching. In recent years, a number of MEd Middle Grades candidates have indicated that professional goal .

Students in the Ed.S Middle Grades Education program are from diverse age groups. Table 3.10 shows the age composition of Ed.S students in the MGE program since 2001.

Age	2001-2002	2002-2003	2003-2004	2004-2005
Under 21	0	0	0	0
21-25	0	0	0	0
26-30	4	2	3	3
31-40	4	3	2	4
41-50	7	6	3	3
51-60	4	4	2	2
<i>Total</i>	19	15	10	12
<i>Average</i>	42.4	43.2	39.3	39.7

Table 3.10: Age diversity among Ed.S MGE majors

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

As shown below in Table 3.11, 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. 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 3.11 Total Instructional Costs at CSU

	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 <i>(Pro-Rated Expenditures/Number of Declared Majors)</i>	\$9,258	\$7,330	\$6,415	\$4,064
Credit Hours Taught Fall and Spring Semesters	2,363	3,076	3,205	3,652
Cost per Credit Hour Fall and Spring Semesters	\$501	\$392	\$373	\$189
* Note: Centers of Excellence units (ETTC, CRMC, Child Care R&R and Oxbow Meadows removed from academic departments in FY 2005).				

Table 3.11 Instructional Costs for Department of Teacher Education and Middle Grades Education Programs

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

Graduates of the Ed.S. Middle Grades Education program have enhanced and increased their expertise to teach in grade 4-8 classrooms. They have demonstrated in-depth knowledge in selected content field(s) as well as the principle of teaching and learning for

a pre-adolescent (ages 9-14) student population. Data collected and analyzed for the annual program report reflects a grade point average of over 3.5 for both content and pedagogy courses.

According to data collected from a Partner School Network survey, a substantial number of program graduates teach in systems served by CSU, especially Muscogee County. 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. 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 MGE candidates for this staffing shift, the Middle Grades PAC will consider the submission of a new curriculum plan that would offer a concentration in reading. Consideration will also be given to reactivating an Ed.S. Program that would culminate in certification as a reading specialist. The PAC will convene in fall 2006 and initiate the curriculum change process 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 Ed.S Middle Grades Education degree, CSU ranks 7th in average number of M.Ed. degrees conferred.

Institution	FY 2001	FY 2002	FY 2003	FY 2004	Avg. of Four Years
State Universities					
Columbus State University	1	7	5	10	6
University of West GA	18	20	9	13	15
Augusta State University	2	1	1	3	2
Valdosta State	0	18	0	15	8
GA Southwestern	12	11	16	6	11
University of Georgia	4	8	2	2	4
Georgia Southern University	5	4	4	16	7
Georgia State University	6	1	1	0	2
GA College & State U	20	6	9	5	10

Table 3.13 Ed.S Middle Grades Education Degrees Conferred by Institution

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

The Ed.S. Middle Grades Education program helps CSU to accomplish its mission of serving the educational needs of a diverse region. 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.

IV. Conclusion about the Program's Viability at CSU

The Ed.S 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.

The number of Ed.S degrees in Middle Grades Education conferred by CSU has been fairly consistent over the past four years with an average of 14 candidates have completed the degree program.

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.

- 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.
- Establish and coordinate class rotation schedules so that students may plan program duration and completion.
- Investigate possible collaborative efforts with Educational Leadership and Reading program faculty to expand endorsement offerings (Instructional Supervision) to middle grades Ed.S. candidates.

VI. Summary Recommendation

Recommendation: Maintain the Program at the Current Level

The program quality is very strong and the number of degrees conferred each year is adequate. As previously mentioned, CSU will continue to work to improve the current Ed.S. program in middle grades education 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.