

**Comprehensive Program Review Self-Study
MEd in Curriculum and Instruction in Accomplished Teaching**

**Columbus State University
March 2013**

Electronic Exhibit Room: <http://pscncate.columbusstate.edu/index.php>

Username: pscncate

Password: csucoehp

**EXECUTIVE SUMMARY FOR THE
MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION
IN ACCOMPLISHED TEACHING PROGRAM**

(NOTE: This executive summary with recommendations is a draft which will be finally completed by the Dean of the College of Education and Health Professions.)

Major Findings of the Program's Quality and Productivity

The MEd in Curriculum and Instruction in Accomplished Teaching program supports Columbus State University's mission to achieve academic excellence through teaching, research, creative inquiry and student engagement. Candidates engage in inquiry-based learning, research, and authentic field-based experiences as they refine and enhance their knowledge and skills for effective teaching in their grade levels and content areas. Guiding candidates to become better teachers is the primary focus of the program.

The program also meets the needs of teachers who live and work in areas that are not near institutions of higher learning. This program offers teachers the opportunity to improve their knowledge and skills in the broad area of curriculum and instruction and to apply that knowledge and skill to their specific content area and level of teaching. Teaching and advising are delivered by excellent instructors who have strong records of scholarship and teaching. While the program is fully online, communication with students is maintained in a timely and helpful manner. Faculty make every effort to establish personal professional relationships with the students in their courses. Collaboration with Georgia Southern University and Valdosta State University strengthens the program's course offerings and adds quality faculty to the program.

Among the strengths of the MEd in Curriculum and Instruction in Accomplished Teaching program are the emphasis on students' understand and use of research and the quality, breadth, and depth of faculty research. Students will continue to be required to produce and use research in their courses, and faculty members will also be encouraged to continue to pursue research interests and to publish their findings.

The 88.2% graduate rate in 2012 indicates highly successful retention, progression, and graduation in the first 3 full years of the program. This success is expected to continue.

The cost-effectiveness of the MEd in Curriculum and Instruction in Accomplished Teaching program is evidenced by the high revenue from tuition (\$751,504.00 in FY 2012) and relatively low instructional costs (e.g. \$108,200 for adjunct faculty for FY 2013).

In summary, the MEd in Curriculum and Instruction in Accomplished Teaching program is judged to be Very Strong in quality and productivity.

List of Recommendations for Improving Program Quality

1. A systematic method of collecting data regarding students' satisfaction with individual courses, faculty, and advisement, as well as their satisfaction with program as a whole is

needed. A new Program Coordinator with expertise in research, curriculum and instruction, and online programs will begin working in May 2013. Her research expertise will be applied to the exploration of systematic means of collecting data regarding students' satisfaction with program advisement and students' evaluations of their courses and instructors.

2. Additional elective courses should be developed to meet the needs of the variety of candidates enrolled in the program. The three collaborating institutions are in the beginning stages of making plans to create new courses that will be appropriate electives for students in the MEd in Curriculum and Instruction in Accomplished Teaching program. It is expected that the addition of these elective courses will make the program more attractive to potential students.
3. Faculty should continue to emphasize students' understanding and use of research in all of the courses in the program. Faculty members will include research assignments in their course syllabi.

List of Recommendations for Improving Program Productivity

1. A marketing plan which will target potential students in Georgia, Alabama, and South Carolina is needed. The number of candidates enrolled in the program through Columbus State University is low when compared to the numbers enrolled through Valdosta State University or Georgia Southern University. While the courses in the MEd in Curriculum and Instruction in Accomplished Teaching program offered by Columbus State University enroll approximately 165 students each semester, Columbus State University is not the home institutions of most of those students. Work has begun on a plan, and the plan will be implemented during the Spring 2013 semester.
2. As new students are added to the MEd in Curriculum and Instruction in Accomplished Teaching program, additional full-time or part-time faculty may be needed to meet the demand for courses.
3. Communication between the Program Coordinator/Advisor and the candidates and the program faculty and their students should be maintained in order to boost candidate engagement. Faculty are encouraged to respond to messages within 48 hours and to participate in online discussion boards and other interactive assignments.

Conclusion about the Program's Viability at CSU

While the MEd in Curriculum and Instruction in Accomplished Teaching program is relatively new, it continues to be very successful in meeting the needs of candidates and in enhancing the knowledge and skills of p – 12 teachers. The cost-effectiveness of the MEd in Curriculum and Instruction in Accomplished Teaching program is evidenced by the high revenue from tuition (\$751,504.00 in FY 2012) and relatively low instructional costs (e.g. \$108,200 for adjunct faculty for FY 2013). The program is judged to be capable of continuing to grow, develop and function with a high degree of quality and productivity.

Program Improvement Plan

As the program grows, additional faculty will likely be needed to meet the demand for courses.

Summary Recommendation and Supporting Rationale

Enhance or Expand the Program

It is recommended that the MEd in Curriculum and Instruction in Accomplished Teaching program continue to be expanded and enhanced through the recruitment of students to enroll in the program through Columbus State University, the development of additional elective courses, and the addition of faculty as the program's growth dictates.

Self-Study

Section One – Program Background and Overview

- **Program Overview**

- Description of the Program:

The MEd program in Curriculum and Instruction in Accomplished Teaching is a collaborative program delivered through the Board of Regents Georgia On My Line system. Three NCATE-accredited schools in the University System of Georgia participate in this program: Valdosta State University, Georgia Southern University, and Columbus State University, offering a fully online master's degree. Top graduate faculty from each school teach the courses. Students in the online program benefit from a highly interactive setting that promotes leadership, collegiality, and communication skills. Professional educators find that the online degree in Curriculum and Instruction emphasizes application of acquired knowledge and skills in their classrooms and schools. Teachers in the program come from a range of classroom settings and subject areas. Working educators choose the online MEd in Curriculum and Instruction in Accomplished Teaching because of its accreditation, quality, and fit with their busy lifestyles. All coursework, including exams, is completed online.

- Program Mission and Its Relation to the Columbus State University Mission

The MEd program in Curriculum and Instruction in Accomplished Teaching supports Columbus State University's mission to achieve academic excellence through teaching, research, creative inquiry and student engagement. Candidates in the Curriculum and Instruction in Accomplished Teaching program engage in inquiry-based learning, research, and authentic field-based experiences as they refine and enhance their knowledge and skills for effective teaching. Throughout their program, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism, the mission of the College of Education and Health Professions. A certified teacher in Georgia receives a salary increase upon completion of an advanced degree. The degree may be discipline-specific or may be comprised of broad content and skills that enable teachers to become better in any content area in which they provide instruction. That is, there may be a focus on becoming a better teacher regardless of the subject matter or grade level taught. The Curriculum and Instruction in Accomplished Teaching program maintains such a focus in order to improve teachers' theoretical knowledge and pedagogical skills in their subject areas and in foundational knowledge that will equip them to provide leadership in their schools.

- Stakeholders' Satisfaction With the Program

The MEd in Curriculum and Instruction in Accomplished Teaching program was initiated in the Fall 2008 semester. Enrollment of Columbus State University students in the program and in individual courses increased steadily from its inception through the Fall 2011 semester, growing from just five students in Fall 2008 to 35 students in Fall 2011. This increase in enrollment appears to indicate students' satisfaction with program

delivery methods and with courses included in the program. The Fall 2012 enrollment decreased slightly to 27 students. Student satisfaction data has only been collected by individual faculty members regarding their own courses up to this time. In the future, students will be surveyed regarding their satisfaction with the program and this data will be included in subsequent reviews.

Faculty members who teach in the program have opportunities to teach creatively online and have the convenience of asynchronous courses. Although there have not been surveys of faculty satisfaction with the program, the faculty who have expressed a desire to teach in the program have remained stable throughout its four years in existence, possibly indicating their satisfaction with the program. Plans are underway for surveying faculty regarding their satisfaction with the program. Faculty satisfaction information will be included in future reviews.

The first seven Columbus State University students to complete the MEd in Curriculum and Instruction in Accomplished Teaching program graduated during 2010 – 2011. Because of the relatively small number of graduates, surveys of employer satisfaction have not yet been implemented. There is a plan in place to survey employer satisfaction of all College of Education and Health Professions graduates in the near future. Employer satisfaction information will be included in future comprehensive reviews.

- Relationship of the Program to Needs of Students and Societal Demands

Because of the broad application of the effective teaching content emphasized in the degree, enrollment in the program has become very popular with teachers and school administrators. The need can also be demonstrated through statistics such as those indicating that only about 50% of Georgia's middle and high school teachers have advanced degrees.

Students who do not reside near institutions of higher learning have found it necessary in the past to travel great distances for advanced degree programs or to forego achieving such degrees. This has also limited the number of teachers in rural communities with advanced theoretical and pedagogical expertise, which may have contributed to reduced levels of student achievement in these communities. The MEd in Curriculum and Instruction in Accomplished Teaching program has made it possible for teachers who are at remote distances from institutions of higher learning to pursue a degree that will lead to greater expertise in the knowledge and skills required for high quality teaching and will have a positive impact on the students in their classrooms.

The degree is a collaborative offering which provides advanced pedagogy preparation for current teachers through a completely online format. The program also emphasizes assessment and the use of data in planning and in teaching a diverse student population. Because the degree is offered online, it meets the needs of current teachers outside the regions of the three institutions. While a number of USG institutions currently provide online degrees, this degree's emphasis on accomplished teaching across disciplines is uniquely appealing.

Section Two – Indicators of Program Quality

- **A. Quality of Faculty**

- Appropriateness of Faculty Credentials

The appropriateness of unit faculty credentials is judged to be Above Average. Unit faculty have extensive academic backgrounds. One-hundred percent (100%) of full-time and part-time faculty have terminal degrees and have experience teaching in p – 12 schools. Unit faculty are effective teachers who model best online 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 and part-time faculty are systematically and annually evaluated by their department chair, personnel committee, unit dean, and throughout the university input system. Faculty serve on committees and boards at the university and in their local communities. They are also involved in local, state, and national professional associations.

- Use of Part-Time Faculty

Four of the 10 Columbus State University faculty members who teach in the MEd in Curriculum and Instruction in Accomplished Teaching program are part-time faculty. These part-time faculty members are judged to be Very Strong.

- Diversity of Faculty

The full-time and part-time faculty teaching in the program at this time include two males and eight females. Seven are white, one is black, one is Turkish, and one is Hispanic. Faculty diversity is judged to be Very Strong.

- Opportunities for Faculty Development

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. Faculty members teaching in the program at the three institutions confer periodically either in person or via conference call to discuss program and faculty development needs. There has been one conference specifically related to online teaching, the Georgia On My Line system, and the Curriculum and Instruction in Accomplished Teaching program since the program began in 2008. However, faculty have been regularly involved in other types of professional development. Many have attend and presented at conferences, as well as taking advantage of professional development opportunities that are available online and on campus. Opportunities for faculty development are judged to be Very Strong.

- Program Improvement Plans

The Dean of College of Education and Health Professions has appointed a faculty member with expertise in Curriculum and Instruction and in online programs to coordinate this program beginning in May 2013. The new coordinator currently teaches courses in the program.

II. B. Quality of the Teaching

- Indicators of Good Teaching

Online teaching is monitored by the Teacher Education Department Chair to assure that best practices are being applied. Program faculty use online discussion boards with instructor and peers, group projects that require peers to collaborate, timely feedback from instructor, high expectations with rubrics and deadlines, peer review activities for lesson plans, and ongoing student-faculty contact with emails and/or phone conferences. Student course and faculty evaluation data have not been collected, since students in the Georgia On My Line program do not use the CSU course evaluation system. Anecdotal information indicates a generally high level of student satisfaction with the courses and faculty members. Specific student course evaluation data is not currently available, but this data will be collected and included in future reviews.

Retention and graduation rates in the program have ranged from 40.0% to 88.2% during the 3 years for which we have records. One interpretation of the retention rates may be students' satisfaction with the program and the quality of teaching. The relatively small numbers of students in the program during some years make interpretation of the data difficult.

The quality of teaching in the MEd in Curriculum and Instruction in Accomplished Teaching program is judged to be Very Strong. It is believed that data collected for future analysis and review will confirm this judgment.

- Indicators of Good Advising

Although students have not been surveyed regarding their evaluation of the advisement they receive from the coordinator and advisor of the Master of Education in Curriculum and Instruction in Accomplished Teaching program, students do remain in the program, and the rate of program completion has increased to 88.2%. The coordinator of the program is available for assistance by telephone and email. Telephone calls and emails are returned within 24 hours of receiving them. In addition, the Associate Registrar is exceptionally responsive to registration issues for Columbus State students, as well as students from the collaborating institutions. When a student is accepted into the program, the coordinator sends a letter welcoming the student to the program and providing him or her with information about specific program requirements, about how to access courses, and contact information. Specific data regarding students' satisfaction with program advisement has not been collected, but plans are being made to survey students regarding advisement in the future. This data will be included in future reviews.

The indicators of good advising that are available for analysis show that advising may be judged to be Very Strong.

- Departmental Reward System

Faculty are evaluated based on scholarship, teaching, and service. Faculty members with a record of quality teaching receive exemplary ratings on their evaluations. Exemplary ratings contribute to promotion and tenure decisions for the faculty. In addition, faculty

are eligible for College of Education and Health Professions awards for innovation, teaching, scholarship, and service. The departmental reward system is Very Strong.

- Program Improvement Plans

The Dean of College of Education and Health Professions has appointed a faculty member with expertise in Curriculum and Instruction and in online programs to coordinate this program beginning in May 2013. This person will be the advisor to all students who are enrolled in the MEd in Curriculum and Instruction in Accomplished Teaching through Columbus State University. She will explore ways to collect data regarding students' satisfaction with program advisement and students' evaluations of their courses and instructors. Plans are also being made to improve the structure of the system for students to evaluate their courses and faculty. Data collected through these new procedures will be analyzed and included in future program reviews.

II. C. Quality of Research and Scholarship

- Opportunity for Student Research Projects

Opportunities for student research projects are Very Strong in the MEd in Curriculum and Instruction in Accomplished Teaching program. Every course in the program gives students opportunities to complete research either individually or in groups. Two examples of research projects are the key assessments for EDAT 6159, Multicultural Studies Across the Curriculum, and EDAT 6115, Knowledge of Students and Their Learning.

In EDAT 6159, Multicultural Studies Across the Curriculum, candidates work in small groups to critically examine a contemporary educational issue or policy from a framework of equity and social justice. Candidates demonstrate their ability to use research to promote student learning and contribute to the teaching profession as they research the latest literature on the topic, collect original data from a survey or interviews, and develop a set of strategies for reforming the practice or policy based on the research. They will also demonstrate their knowledge of curriculum and instruction as they develop the set of strategies for reform. Candidates will demonstrate high standards for professional practice through their collaboration on this project and their class presentation to promote effective practices.

As a key assessment for EDAT 6115, Knowledge of Students and Their Learning, candidates complete an auto-ethnography of the teaching culture with a sample size of 1, themselves. Each week, candidates write a reflective journal entry on their own blog page. The purpose of the journal is to document their thoughtful reflections based on their teaching experiences and the materials presented in the course, including, but not limited to, discussion board posts and assigned course reading materials (e.g., cognitive learning, behavioral learning, information processing, instructional design, student-centered instructional approaches, grouping, differentiation, classroom management, and assessment). These reflective entries serve as data, which are analyzed by the candidates when completing the auto-ethnography assignment. The guiding research question is, "How do you describe your teaching culture?" The following questions serve as prompts for writing the auto-ethnography.

- How does your reflective journal give evidence to your ever-changing role as a teacher?
- What trends or themes are evident regarding your teaching experiences prior to this summer course?
- Has your teaching perspective changed during this course? If so, how?
- Faculty Publications, Presentations and Grants

Faculty publications, presentations and grants are judged to be Above Average. The following table lists the publications, presentations, and grants of faculty in the MED in Curriculum and Instruction in Accomplished Teaching program for the last five years:

Name, department, rank, tenure status	Scholarship & Leadership Information <i>(list presentations, publications, and other scholarly activities for last 5 years)</i>
Elizabeth Hipps, Teacher Education, Lecturer, Program Coordinator	<p>Selected Presentations:</p> <ul style="list-style-type: none"> • “Reading, Singing, and Moving Together: Encouraging Literacy Development in Young Children,” Georgia Association on Young Children Annual Conference, Duluth, GA, September 28, 2012. • "Preliminary Findings of the Feasibility Study of the Use of the CLASS Keys Teachers Evaluation Instrument to Evaluate Early Childhood Education Teacher Candidates," National Association of Early Childhood Teacher Educators Annual Conference, Orlando, FL, November 2, 2011. • "Picture Books: The Key to Meeting the Literacy Needs of Young Children," Georgia Association on Young Children Annual Conference, Duluth, GA, October 15, 2011. • “Sing, Move and Read Together,” National Association of Early Childhood Teacher Educators, Anaheim, CA November 2010 • “Observation and Assessment of Children from Birth to Age Five,” Georgia Association on Young Children, Duluth, GA October 2010 • “Observation and Assessment of Children from Birth to Age Five,” Early Childhood Institute of Georgia Cooperative Extension Service, Columbus, GA March 2010 <p>Paper Presentations</p> <ul style="list-style-type: none"> • Hipps, E. (November 2009). <i>Invisible learners: Making personal connections with your online students</i>. Paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators, Washington, DC. • Hipps, E.S. (March, 2009). <i>Lessons I learned while a principal which prepared me to teach early childhood literacy</i>. Paper presented at the Oxford Round Table on Early Childhood Literacy, Lincoln College, Oxford University, Oxford, England, UK. <p>Workshops:</p> <ul style="list-style-type: none"> • Hipps, E.S. (March 24, 2012). <i>Child abuse and neglect</i>. Presented at the Georgia Association on Young Children “Super Saturday – More Than the Basics) Workshop. • Hipps, E. S. (March 24, 2012). <i>Brain development in infants and children</i>. Presented at the Georgia Association on Young Children “Super Saturday – More Than the Basics Workshop.
Evelyn Blalock, Teacher Education, Asst. Professor, Tenure-Track	<p>Publications:</p> <ul style="list-style-type: none"> • Blalock, E., & Blalock, G. (2009). Effective Schoolwide Positive Behavior Interventions and Supports: The key to dramatic changes in student behavior. <i>Perspectives in Learning: A Journal of the College of Education, Columbus State University, 10(1)</i>, 4-8. <p>Presentations:</p> <ul style="list-style-type: none"> • Read to Me! Early Literacy Interventions in an Early Head Start. Evelyn Blalock, Deirdre Greer, and Camille Lawrence, AERA (2012). • <i>Implementing RTI with Individual Students, Anticipating Bumps in the Road;</i>

Name, department, rank, tenure status	Scholarship & Leadership Information <i>(list presentations, publications, and other scholarly activities for last 5 years)</i>
	DIBELS Summit 2011, Albuquerque, NM; 2/11 Grants: <ul style="list-style-type: none"> • Administration for Children and Families, Office of Head Start ARRA Early Head Start, \$2,000,000 for Enrichment Services Programs, Inc. • CSU Birth to Five Institute, \$59,150.25 (2009-2011).
Jennifer Brown, Teacher Education, Asst. Professor, Tenure-Track	Publications: <ul style="list-style-type: none"> • Brown, Jennifer (Spring 2012). The Impact of the "Failure is not an Option Policy" on Student Grades. <i>Perspectives in Learning</i>, 13(1). • Parker, F. M., Lazenby, R. B., & Brown, J. L. (in review). Mission possible CD rom: Instructional tool for preceptors. <i>Nursing Education Today</i>. • Bell, J. L. (2007). Evaluation of learning styles and instructional methods in the NROTC naval operations and seamanship course. <i>Institute for Learning Styles Journal</i>, 1, 52 – 60. Presentations: <ul style="list-style-type: none"> • Development of a Freshman Orientation Survey to Improve Student Retention, EERA (2012). • Bell, J. L., Halpin, G., & Halpin, G. (2010). <i>The Relationship between high school mathematical achievement and quantitative grade point average in a pre-engineering curriculum</i>. Annual Conference of the Eastern Educational Research Association, Savannah, Georgia.
Burhanettin Keskin, Teacher Education, Associate Professor, Tenure-track	Publications: <hr/> Keskin, B., & Jones, I. (2011). Theory of mind, material altruism and family context in preschoolers. <i>Journal of Research in Education</i> , 21 (1), 126-136. <ul style="list-style-type: none"> • Keskin, B. (2009). How would theory of mind play a role in comprehending art? <i>Early Child Development and Care</i>, 179 (5), 645-649. Presentations: <hr/> <ul style="list-style-type: none"> • “A Philosophical and Religious Interpretation of <i>Harold and the Purple Crayon</i>.” Oxford Round Table (by invitation only) on Children’s Literature: Philosophy and Religion, Oxford University, March 13-18, 2011, London, U.K. • “Theory of mind, material altruism and family context in preschoolers.” Authors: Burhanettin Keskin, Ithel Jones. Paper to be presented at the Annual Meeting of the Eastern Educational Research Association, February 24, 2011. Sarasota, Florida.
Paulina Kuforiji, Teacher Education, Professor, Tenured	Publications: <ul style="list-style-type: none"> • Kuforiji, Paulina, Williams, Bonita, and Coker-Kolo, Doyin, <i>Using Digital Storytelling in the Development of Reflective Teachers</i>, <i>National Social Science Technology Journal</i>, El Cajon, CA, Fall 2011 • Flournoy, Bonita, Kuforiji, Paulina, and Williams, Bonita, <i>Attitudes and Perceptions of Pre-Service Teachers about Using a Technological Instructional Strategy in Teaching Science Concept</i>, <i>Georgia Journal of Science</i>, Atlanta, GA, April 2009 Presentations: <ul style="list-style-type: none"> • Preparing Teachers for the Shifting Dynamics of Global Education, Bonita Friend-Williams, Paulina Kuforiji, and Doyin Coker-Kolo, 29th Annual Conference of the Association of Third World Studies (2011). • Technology and Literacy: 21st Century Challenges for Africa in a Global Society. Kuforiji, P. O., Williams, B., Coker-Kolo, D., Association of the Third World Studies: 28th Annual International Conference, (Paper Accepted) Savannah, Georgia on 7-9 October 2010.
Jose Villavicencio, Teacher Education, Professor, Tenured	Publications: <ul style="list-style-type: none"> • 2008 – “Understanding and Encouraging Student Diversity: Involving the Community”, <i>Perspectives in Learning</i>, Journal of the College of Education, Columbus State University Conference Presentations: <ul style="list-style-type: none"> • Teaching Literature Through a Multicultural Approach. Jose Villavicencio,

Name, department, rank, tenure status	Scholarship & Leadership Information <i>(list presentations, publications, and other scholarly activities for last 5 years)</i>
	<p>61st Mountain Interstate Foreign Language Conference, Auburn University (2011).</p> <ul style="list-style-type: none"> • 2010 – CSU--Department of Modern and Classical Languages – Presenter and organizer – Teaching Culture in FL class “The Potato at the Center of Culture” • 2009 – GATE, Georgia Association of Teacher Educators Presenter, Students’ View—Are We Practicing What We Are Teaching?
<p>Bonita Friend Williams, Teacher Education, Professor, Tenured</p>	<p>Selected Publications:</p> <ul style="list-style-type: none"> • Williams, B., & Kuforiji, P. Promoting Student Engagement in Online Teacher Education Courses. <i>National Social Science Technology Journal</i>. Accepted July 2012. • Kuforiji, P., Williams, B., & Coker-Kolo, D. (Fall, 2011) Using Digital Storytelling in the Development of Reflective Teachers. <i>National Social Science Technology Journal</i>. • Flournoy, B., Kuforiji, P., & Williams, B. (April 2009) Attitudes and Perceptions of Pre-Service Teachers about Using a Technological Instructional Strategy in Teaching Science Concepts, <i>Georgia Journal of Science</i>. • Williams, B., & Kuforiji, P. (Fall 2006). Integrative Learning for Teacher Education. <i>Journal of Teaching and Learning</i>. <p>Papers:</p> <p>International:</p> <ul style="list-style-type: none"> • <i>Teacher Research on Improving Reading Skills in a Rural Middle School</i>. Accepted for presentation consideration at the International Reading Association Annual Conference, San Antonio, Texas, April 2013 • <i>Doing Their Best for Both Worlds: A Study of Selected Post-1960’s African and Caribbean US Immigrant Women and Their Role as Change Agents in Their Country of Origin</i> at the Association of Third World Studies International Conference, Rome, Georgia October 2012 (with Doyin Coker-Kolo, Margaret Davis, and Paulina Kuforiji) • <i>Preparing Teachers for the Shifting Dynamics of Global Education</i> at the Association of Third World Studies International Conference, Salvador Bahia, Brazil, November 2011 (with Paulina Kuforiji and Doyin Coker-Kolo) • <i>Technology and Literacy: 21st Century Challenges for Africa in a Global Society</i> at The Association of Third World Studies International Conference Savannah, GA, October 2010 (with Paulina. Kuforiji and Doyin Coker-Kolo) <p>National:</p> <ul style="list-style-type: none"> • <i>Books and Book Reports Go Digital</i>. Accepted for presentation at the National Social Science Association Technology Conference Las Vegas, NV, March 2013 (with Paulina Kuforiji) • <i>Designing an Online Course to Promote Student Engagement</i> at the National Social Science Association Technology Conference Las Vegas, NV, April 2012 (with Paulina Kuforiji) • <i>Digital Storytelling as a Teacher Reflection Tool</i> at the National Social Science Association Technology Conference Las Vegas, NV, April 2011 (with Paulina Kuforiji) <p>State/Regional:</p> <ul style="list-style-type: none"> • <i>Creating and Using Digital Book Talks</i> at the Georgia Council of Media Organizations and South Eastern Library Association Annual Conference, Macon, GA, October 2012 • <i>Attitudes and Perceptions of Pre-Service Teachers about Using a Technological Instructional Strategy in Teaching Science Concepts</i> at Georgia Academy of Science Annual Conference, Atlanta, GA, April 2009 (with Bonita Flournoy and Paulina Kuforiji) <p>Selected Presentations:</p> <p>National:</p> <ul style="list-style-type: none"> • <i>Interdisciplinary Curriculum Development for Peace Education</i> at National Association for Peace Education Conference, New Orleans, LA, April 2007 (with Paulina Kuforiji and Rita Mitchell) • <i>Literacy and Technology: A Winning Combination for Peace Education</i> at

Name, department, rank, tenure status	<p style="text-align: center;">Scholarship & Leadership Information <i>(list presentations, publications, and other scholarly activities for last 5 years)</i></p>
	<p>National Association for Peace Education Conference, Peachtree City, GA, April 2006 (with Paulina Kuforiji and Rita Mitchell) State/Regional:</p> <ul style="list-style-type: none"> • <i>Promoting Student Engagement Online</i> at Distance Learning: The New Frontier Conference, Columbus State University September 2010 (with Paulina Kuforiji) • <i>Action Research in Graduate Teacher Education Programs</i> at College Teaching and Learning Conference, Kennesaw State University, Kennesaw, GA, February 2010 (with Paulina. Kuforiji and Bonita Flournoy)
Ruth Ash, Part-time Instructor	<p>Selected Publications:</p> <ul style="list-style-type: none"> • Ash, R. C., & Box, J.A. (2003). Excellence in practice case study: Restructuring through collaboration with the professional community. In B. Rubin (Ed.), Pursuing excellence in higher education: Eight fundamental challenges. San Francisco: Jossey-Bass. • Ash, R.C. (2001, Spring). A quality education process: Improving student achievement. The Newsletter of the Comprehensive Center, Wisconsin Center for Education Research, 6(1), 17-20. • Ash, R.C., & Persall, J.M. (2001). The principal as chief learning officer: The new work of formative leadership. The CEO Refresher. http://www.refresher.com!/clo.html <p>Selected Presentations:</p> <ul style="list-style-type: none"> • Adams, J., Ash, R.C., Barger, S., & Dean, J. (2003). Using quality principles to improve academic programs. Panel presentation at the Continuous Quality Improvement in Academic Programs Conference. Tuscaloosa, Alabama. • Ash, R.C., & Redfield, S. (2002). Leaders and lawyers. Presentation at the National Association of Secondary School Principals Annual Conference. Phoenix, Arizona. • Ash, R.C. (2002). Evidence of success form the National Awards Program for Effective Teacher Preparation. Invited presentation at the Annual American Association of Colleges for Teacher Education Conference. New York, New York.
Jackie Lintner, Part-time Instructor	<ul style="list-style-type: none"> • Student Support Team chairperson (2000-2007) • Response to Intervention chairperson (2007-2008) • Parental involvement workshop presenter • Standardized testing parent workshop presenter (2009-2010) • Testing coordinator (2008-present) • Professional learning coordinator (2008-present)
Sandi McCann, Part-time Instructor	<ul style="list-style-type: none"> • Creekside Intermediate School Discipline Committee 2010-2011, 2011-2012 • Harris County Schools Substitute Teacher Panel • Creekside Intermediate Schools SACS Committee for Vision and Purpose 2010-2011 • Member of Mulberry Creek Management Team 2007-2008 • Chosen to participate in Harris County School District's Leadership Academy 2007-2008; completed May 2008. • Student Support Team Grade Level Chair for Mulberry Creek's Response to Intervention 2007-2008 • Harris County Textbook Adoption Committee 2007-2008 • Harris Poll Online Educational Professional Panel 2007-2009 • Grade Level Chair, Faith Middle School 1993-1994; 1994-1995; 1995-1996 • Department Chair (Language and Literature), Faith Middle School, 1997-1998; 1998-1999
Rochelle Ripple, Part-time Instructor, Faculty <i>Emerita</i>	<p>Selected Presentations:</p> <ul style="list-style-type: none"> • Georgia Educational Research Association, October 26, 2007. Presentation, "Mentoring at CSU" based on research of mentors in the College of Education.

Name, department, rank, tenure status	Scholarship & Leadership Information (list presentations, publications, and other scholarly activities for last 5 years)
	<ul style="list-style-type: none"> • American Association of Peace Education, Atlanta, GA. <i>Diversity training at CSU</i>. 2006. • American Multicultural Association, Peachtree City, GA. <i>Diversity In Education</i>, 2005. • ACCTE St. Simon’s Island, GA ,2005. <i>Intern Teaching Team (ITTP) Program</i> <p>Selected Publications:</p> <ul style="list-style-type: none"> • Ripple, R., Villavicencio, J. (2006). Diversity training improves student learning. <i>Perspectives in Learning</i>. • Ripple, R. P., (2006). E-learning enhances both student achievement and career change options. <i>Perspectives in Learning</i>. • Ripple, R., Villavicencio, J. (2005). The committee on diversity’s plan of action. <i>Perspectives in Learning</i>.

- Program Improvement Plans

The scholarship and publications of program faculty are deemed to be Above Average. The newly appointed Coordinator of the MEd in Curriculum and Instruction in Accomplished Teaching program will take over in May 2013. She will continue to encourage faculty to pursue scholarly activities and to publish research findings.

Student research is also deemed to be Above Average. Students will continue to be required to produce and use research in their courses.

II D. Quality of Service

- Activities to Enhance Program, Department , College, Institution, Community and/or Region

The quality of service of the MEd in Curriculum and Instruction in Accomplished Teaching faculty is deemed to be Very Strong. Unit faculty are actively engaged in service to the university, the profession and the community. Unit faculty serve in leadership roles in state and national professional associations and agencies.

CSU professional educator preparation faculty display extensive and distinguished service on campus, in the community, in the Georgia/Alabama region, and nationally. Such service is highly consistent with the unit’s mission and with the Conceptual Framework, serving the greater purpose of positively affecting student achievement, whether the achievement of teacher candidates, counselors, and administrators or the achievement of children and adolescents. See [Exhibit 5.3.e](#) for examples of faculty service and collaborative activities.

- Program Improvement Plans

Curriculum and Instruction in Accomplished Teaching faculty will continue to engage in service to the university, the profession, and the community.

II E. Quality of Faculty and Student Achievements

- Faculty Honors

Faculty honors are deemed to be Above Average.

Ruth Ash	<p>Little Red School House Award for Significant Educational Innovation, Council for Leaders in Alabama Schools (2008)</p> <p>Malcolm Baldrige National Quality Award Judge (2001-2004) Examiner (2000-2001)</p> <p>Truman Pierce Award for Outstanding Contributions that Make a Difference in Alabama Education, Alabama Association of Elementary School Administrators (2002)</p> <p>Girl Scout Woman of Distinction, for distinction in work, community service, and humanitarian efforts, Cahaba Council of Girl Scouts (2002)</p> <p>Leadership Alabama (1998) Chair, Education Day (2000) Chair, Education Day (1999)</p> <p>National Executive Women’s Summit, one of 20 invited participants from the United States and Canada (1999)</p>
Evelyn Blalock	<p>2011 Regents Scholarship in Teaching Award, COEHP and CSU Nominee</p> <p>2010 College of Education and Health Professions Scholar of the Year Award recipient</p> <p>2010 Top 5 Finalist for CSU Educator of the Year</p> <p>Dissertation Defense March, 2008, Distinction: First Step to Success</p> <p>Benefits for Teachers: Treatment fidelity and teacher’s beliefs and behaviors about encouragement and discouragement</p> <p>Comprehensive Examination for Doctoral Program, Distinction</p>
Jennifer Brown	<p>LaGrange High School Teacher of the Month, awarded by the student body, February 2010</p> <p>Outstanding Graduate Student, Auburn University College of Education, 2008</p> <p>Outstanding Graduate Student Nominee for Auburn University Graduate School, nominated by the Department of Educational Foundations, Leadership and Technology faculty, 2008</p> <p>Auburn University Nursing Research Award, 2007</p> <p>LaGrange-Troup county Chamber of Commerce: Leadership Troup Class, 2003</p> <p>National Board of Professional Teaching Standards (Ages 8 – 21) Exceptional Needs Specialist, 2002</p> <p>Sigma Alpha Iota: College Honor Leadership Award given by faculty (1998); Sword of Honor Leadership Award given by chapter (1998)</p>
Rochelle Ripple	Faculty Emerita, 2013

	Dean's Excellence Award, 2002, 2003, 2004 <i>Who's Who in American Education</i> , 1984-present
José Villavicencio	College of Education Service Award recipient, 2006 – 2006 "2004 Bridge Builder in Multicultural Education" certificate from the National Association of Multicultural Education, 2004 Certificate of Excellence for contributions made to the Teacher Education Program at Columbus State University, 2003 Certificate of Excellence for contributions made to the Teacher Education Program at Stanford University, 1998, 1999 LaBoskey Award for Outstanding Contributions to Teacher Education – Stanford Teacher Education Program, 1998 "Who's Who Among American Teachers" 1992, 1994, 1998, 2009, 2010 Outstanding Program Presented to Burlingame High School for being one of the top five percent of comprehensive high schools having the greatest number of seniors completing three or more years of foreign language courses 1992, 1994 Mentor Teacher, Sam Mateo Union High School District 1987, 1992
Bonita Friend Williams	Selected Awards and Honors: Columbus State University <ul style="list-style-type: none"> • 2010 Faculty Award for Graduate Student Research • 2007 – 2008 Faculty Writing Fellow • College of Education Co-Reform P – 16 Study 1998 Leadership Award Georgia Professional Standards Commission <ul style="list-style-type: none"> • 2005 – 2007 Georgia Assessment for Certification of Educators (GACE) Certificates of Appreciation National Association for Peace Education (NAPE) 2006 "Wind Beneath My Wings" Service Award National Association for Multicultural Education (NAME) 2003 Distinguished Paper

- Student Honors

Because this program is fully online, students have not generally been recognized for college or university honors. Other students have not been tracked for this program. Future reviews will include information regarding student honors.

- Graduate Achievements

Achievements of program graduates have also not been tracked. A system of surveying current students and graduates will be developed, and achievements of graduates will be included in future reviews.

II F. Quality of Curriculum

- Relationship Between Program’s Curriculum and Its Outcomes

The relationship between the program’s curriculum and its outcomes is deemed to be Very Strong. Student learning outcomes of the MEd in Curriculum and Instruction in Accomplished Teaching are directly related to the Georgia Professional Standards Commissions’ Curriculum and Instruction Standards. Table 2.3 shows the course requirements for the MEd in Curriculum and Instruction in Accomplished Teaching and their relationship to the student learning outcomes as defined by the Curriculum and Instruction Standards:

Standards *KA=Key Assessment; C=CSU; G=Georgia Southern; V=Valdosta	EDAT 6000 VSU	EDAT 6001 VSU	EDA T 6115 CSU	EDAT 6226 CSU	EDAT 6159 CSU	EDA T 7100 VSU	EDAT 7131 GSOU	EDAT 7132 GSOU	EDAT 7133 GSOU
Standard 1 Knowledge of Curriculum: Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.									
<i>Element 1.1</i> Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design.	X	KA-V3 KA-V6		KA-C2	KA-C4		KA-G3 KA-G5	KA-G6	KA-G1
<i>Element 1.2</i> Completers provide evidence of the ability to align curriculum across local, state and national standards within and across subject areas.		KA-V4		KA-C2	KA-C5	X	KA-G3 KA-G5		
<i>Element 1.3</i> Completers provide evidence of knowledge of resources, including technology, to support best teaching practices.	KA-V7	KA-V3 KA-V4	KA-C3	KA-C2	KA-C4	X		KA-G4	
<i>Element 1.4</i> Completers exhibit the ability to evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum.	KA-V7	KA-V3 KA-V5	KA-C3	KA-C2	KA-C5	X	KA-G5		
Standard 2 Knowledge of Instruction: Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.									

Standards *KA=Key Assessment; C=CSU; G=Georgia Southern; V=Valdosta	EDAT 6000 VSU	EDAT 6001 VSU	EDA T 6115 CSU	EDAT 6226 CSU	EDAT 6159 CSU	EDA T 7100 VSU	EDAT 7131 GSOU	EDAT 7132 GSOU	EDAT 7133 GSOU
Element 2.1 Completers demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data.	X	KA-V3 KA-V4	KA-C3	KA-C2	KA-C5	X		KA-G2	
Element 2.2 Completers exhibit ability to differentiate instruction through use of best practices, student performance data, appropriate resources and culturally responsive pedagogy.		KA-V3 KA-V4	KA-C3	X	KA-C4	X	KA-G3	KA-G4	
Element 2.3 Completers give evidence of ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment.	X	KA-V4		KA-C2	KA-C4 KA-C5	X	KA-G3 KA-G5		
Standard 3 Knowledge of Content: Program completers will demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.									
Element 3.1 Completers exhibit the ability to apply current research and data to demonstrate content knowledge and appropriate resources to promote student success.		KA-V4	KA-C3	KA-C2	KA-C4	KA-V2	KA-G3	KA-G4	
Element 3.2 Completers exhibit sufficient pedagogical content knowledge to plan, implement and assess the important ideas and organizational structure of the domains represented in the content body of knowledge to benefit each student.	X	KA-V3 KA-V4	KA-C3	KA-C2	KA-C4	X	KA-G3	KA-G4	
Standard 4 Knowledge of Students: Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.									
Element 4.1 Completers demonstrate knowledge of major learning and developmental theories and how they explain student learning.	X		KA-C3		KA-C4			KA-G2	
Element 4.2 Completers exhibit ability to meet the diverse needs of students.	KA-V7	KA-V3 KA-V4	KA-C3	KA-C2	KA-C4		KA-G3	KA-G2	KA-G1
Element 4.3 Completers provide evidence of an understanding of the cultural and linguistic contexts of learning.				KA-C2	KA-C4		KA-G5		KA-G1

Standards *KA=Key Assessment; C=CSU; G=Georgia Southern; V=Valdosta	EDAT 6000 VSU	EDAT 6001 VSU	EDA T 6115 CSU	EDAT 6226 CSU	EDAT 6159 CSU	EDA T 7100 VSU	EDAT 7131 GSOU	EDAT 7132 GSOU	EDAT 7133 GSOU
Standard 5 Knowledge of Research: Program completers will demonstrate ability to use research to promote student learning and to contribute to the teaching profession.									
<i>Element 5.1</i> Completers give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction and assessment in P-20 systems to improve student learning, classroom processes, and /or institutional practices.	X	KA-V4	KA-C3	KA-C2	KA-C5	KA-V2	KA-G3		KA-G1
<i>Element 5.2</i> Completers demonstrate ability to use quantitative, qualitative and/or mixed research methods to investigate education problems and are able to articulate the findings in a variety of forums.		KA-V4	KA-C3		KA-C5	X	KA-G3		
Standard 6 Knowledge of Assessment: Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.									
<i>Element 6.1.</i> Completers exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating student learning and effective instruction.	KA-V7	KA-V5	KA-C3		KA-C4	X	KA-G3		
<i>Element 6.2.</i> Completers demonstrate understanding of principles of assessment design.			KA-C3			X	KA-G3		
<i>Element 6.3.</i> Completers demonstrate the ability to use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning.		KA-V3 KA-V4 KA-V5				X		KA-G2 KA-G4	
<i>Element 6.4</i> Completers demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice.	KA-V7			KA-C2	KA-C5		KA-G3		
<i>Element 6.5</i> Completers demonstrate the ability to use assessment data to identify longitudinal trends, achievement gaps, and establish goals for improvement and are able to articulate pertinent information to a variety of audiences.		KA-IV			X	X	KA-G5		

Standards *KA=Key Assessment; C=CSU; G=Georgia Southern; V=Valdosta	EDAT 6000 VSU	EDAT 6001 VSU	EDA T 6115 CSU	EDAT 6226 CSU	EDAT 6159 CSU	EDA T 7100 VSU	EDAT 7131 GSOU	EDAT 7132 GSOU	EDAT 7133 GSOU
Standard 7 Professional Practices: Program completers will demonstrate high standards for professional practice.									
<i>Element 7.1</i> Completers establish high standards for academic rigor, intellectual inquiry and professional integrity.	X	KA-V4	KA-C3	KA-C2	KA-C4 KA-C5	X		KA-G6	KA-G1
<i>Element 7.2</i> Completers participate in and/or lead professional learning experiences to promote effective practices.	X				KA-C5			KA-G6	KA-G1
<i>Element 7.3</i> Completers advocate for the profession by modeling collaboration, leadership and professionalism.	X			KA-C2	KA-C5			KA-G6	KA-G1

**Table 2.3 Alignment of Curriculum and Instruction Standards with
MEd in Curriculum and Instruction in Accomplished Teaching Courses**

- Incorporation of Technology

The incorporation of technology into the MEd in Curriculum and Instruction in Accomplished Teaching is deemed to be Very Strong. Because the program is fully online, faculty constantly incorporate technology into their instructional delivery. In addition to regular discussion boards and online assignments, faculty members may use technologies such as Tegrity to enhance engagement in online instruction. Students must also be proficient in the use of technology and are frequently required to complete technology-based assignments, such as collaborating through chat rooms or producing presentations to the class using PowerPoint and other presentation tools.

- Utilization of Multidisciplinary Approaches

The use of multidisciplinary approaches is judged to be Very Strong. The focus of the MEd in Curriculum and Instruction in Accomplished Teaching is on developing educators who have mastery of pedagogical knowledge and skills, a thorough understanding of the development of curricula, a deep understanding of the ways in which students learn and demonstrate their learning, and a highly developed set of standards of professional practice. Students in the program represent every content area of teaching and often work together on projects and presentation across their various disciplines. Incorporating multidisciplinary approaches fits naturally into this program.

- Utilization of Multicultural Perspectives

Use of multicultural perspectives in the MEd in Curriculum and Instruction in Accomplished Teaching is deemed to be Very Strong. The course, EDAT 6159, Multicultural Studies Across the Curriculum, is a requirement for all students. This course examines professional literature, curricula, and teaching practices related to cultural diversity in education settings. Students critically examine how traditional education promotes or hinders student success and identify elements of culturally responsive pedagogy and their application to curriculum development and learning. In addition, multicultural perspectives are incorporated into EDAT 6226, Curriculum Design for Student Achievement; EDAT 6115, Knowledge of Students and Their Learning; EDAT 7132, Framework for Teaching and EDAT 7133, Trends, Issues and Research in Education (both taught by Georgia Southern University).

- Program Improvement Plans

The three institutions collaborating in the MEd in Curriculum and Instruction in Accomplished Teaching program frequently communicate with each other and discuss curricular needs. Plans are currently being made to develop new courses in order to improve elective offerings for students in the program and for communicating the availability of electives more effectively to all students.

II. G. Quality of Facilities and Equipment

- Availability of Classroom and Laboratory Space

Classroom and laboratory availability are not applicable to this fully online program.

- Availability of Equipment

Equipment availability is Above Average. Faculty members have more than adequate computer equipment in their offices and have access to equipment needed to create Tegrity presentations and other interactive lessons.

- Program Improvement Plans

The College of Education and Health Professions has plans in place to update technology and other equipment on a regular basis.

Section Three – Indicators of Program Productivity

III A. Enrollment in Program for Past 5 Years

The MEd in Curriculum and Instruction in Accomplished Teaching program began in the Fall 2008 semester. The program has grown during its first four years. Table 3.1 below shows the number of declared majors from Fall 2008 through Fall 2011. Students enrolled in this program through the other two universities also take the courses offered by CSU, so actual course enrollment is much higher, ranging from 160 to 210 students in each required course each semester. Therefore, the enrollment in the program is deemed to be Very Strong.

Program: MEd in Curriculum and Instruction in Accomplished Teaching						
Quantitative Measures						
Measure	2007/08	2008-09	2009-10	2010-11	2011-12	5-Year Avg
Number of Declared Majors - Fall Semester						
Full-Time	NA	2	6	7	6	5
Part-Time	NA	3	14	23	29	17
<i>Total</i>	NA	5	20	30	35	23

Table 3.1 Declared Majors in the MEd in Curriculum and Instruction in Accomplished Teaching Program

III B. Degrees Awarded Over the Past 5 Years

The first MEd in Curriculum and Instruction in Accomplished Teaching degrees were awarded in the Spring of 2010. Table 3.2 shows the number of degrees conferred from 2010 through 2012. The number of degrees awarded is judged to be Above Average.

Program: MEd in Curriculum and Instruction in Accomplished Teaching						
Quantitative Measures						
Measure	2007/08	2008-09	2009-10	2010-11	2011-12	5-Year Avg
Number of Degrees Conferred - Fiscal Year	NA	NA	2	7	14	8

Table 3.2 MEd in Curriculum and Instruction in Accomplished Teaching Degrees Conferred from 2010 through 2012

III C. Comparison with CSU and University System of Georgia Programs

Table 3.3 shows the graduation rates of students in the MEd in Curriculum and Instruction in Accomplished Teaching program compared with other master’s programs at Columbus State University. Eighty-eight percent of students in the Fall 2009 cohort graduate by 2012. This statistic compares highly favorably with the graduation rates of other Columbus State University programs and is judged to be Very Strong..

Three-Year Graduation Rates by Graduate Program (*)															
* The cohorts below are degree-seeking graduate students who entered a CSU graduate program in the fall (or previous summer) semester. Graduation rate calculated based on number of students completing program within three-year time period.															
Graduate Program	Fall 2005 Cohort			Fall 2006 Cohort			Fall 2007 Cohort			Fall 2008 Cohort			Fall 2009 Cohort		
	Number in Fall 2005 Cohort	Number	Graduating by 2008 Rate	Number in Fall 2006 Cohort	Number	Graduating by 2009 Rate	Number in Fall 2007 Cohort	Number	Graduating by 2010 Rate	Number in Fall 2008 Cohort	Number	Graduating by 2011 Rate	Number in Fall 2009 Cohort	Number	Graduating by 2012 Rate
Masters Programs															
MEd/MAT Art Education	2	0	0.0%	3	2		3	1	33.3%	0			2	1	50.0%
MEd Curr & Instr in Accom Teaching	NA	NA		NA	NA		NA	NA		5	2	40.0%	17	15	88.2%
MS Community Counseling	15	13	86.7%	20	16	80.0%	10	10	100.0%	14	13	92.9%	19	15	78.9%
MS Computer Science	19	10	52.6%	27	10	37.0%	27	10	37.0%	43	16	37.2%	35	8	22.9%
MEd/MAT Early Childhood Education	2	2	100.0%	5	5	100.0%	31	19	61.3%	30	22	73.3%	17	11	64.7%
MEd Educational Leadership	11	10	90.9%	11	11	100.0%	7	6	85.7%	10	10	100.0%	21	20	95.2%
MS Environmental Science	2	0	0.0%	4	1	25.0%	3	0	0.0%	13	4	30.8%	7	1	14.3%
MBA Management	22	16	72.7%	15	9	60.0%	29	17	58.6%	24	14	58.3%	20	11	55.0%
MEd/MAT Health & Physical Education	7	7	100.0%	6	4	66.7%	9	6	66.7%	7	5	71.4%	12	11	91.7%
MEd/MAT Middle Grades Education	13	4	30.8%	8	3	37.5%	15	9	60.0%	16	10	62.5%	15	8	53.3%
MM Music Education	6	5	83.3%	4	4	100.0%	5	4	80.0%	2	2	100.0%	6	6	100.0%
MPA Public Administration	96	49	51.0%	102	68	66.7%	106	72	67.9%	103	73	70.9%	110	69	62.7%
MEd School Counseling	9	7	77.8%	7	7	100.0%	10	7	70.0%	13	10	76.9%	7	4	57.1%
MEd/MAT School Library Media	NA			NA			3	2	66.7%	14	7	50.0%	3	0	0.0%
MATC Secondary Education	NA			NA			NA			NA			15	11	73.3%
MEd/MAT Secondary Ed - English	5	3	60.0%	12	6	50.0%	14	11	78.6%	6	0	0.0%	17	11	64.7%
MEd/MAT Secondary Ed - Math	2	1	50.0%	2	2	100.0%	6	1	16.7%	11	3	27.3%	9	4	44.4%
MEd/MAT Secondary Ed - Science	3	0	0.0%	2	1	50.0%	7	1	14.3%	5	4	80.0%	7	4	57.1%
MEd/MAT Secondary Ed - Soc Sci	3	1	33.3%	2	2	100.0%	3	2	66.7%	7	3	42.9%	7	6	85.7%
MEd/MAT Special Ed - Gen Curr	9	5	55.6%	8	8	100.0%	21	12	57.1%	15	6	40.0%	16	6	37.5%
Total Masters	226	133	58.8%	238	159	66.8%	309	190	61.5%	338	204	60.4%	362	222	61.3%

Table 3.3 MEd in Curriculum and Instruction in Accomplished Teaching Graduation Rates Compared to Three-Year Graduation Rates of Other Master’s Programs

Table 3.4 shows the number of degrees awarded in the MEd in Curriculum and Instruction in Accomplished Teaching program at the three institutions which deliver the program. The table shows that there are many more students enrolled in the program at Georgia Southern University and Valdosta State University than there are at Columbus State University.

Graduate Degrees Awarded in Accomplished Teaching at USG Universities						
USG Institution	2006-07	2007-08	2008-09	2009-10	2010-11	5-Year Avg
Columbus State University	NA	NA	NA	NA	7	7
Georgia Southern University	NA	NA	NA	NA	41	41
Valdosta State University	NA	NA	NA	NA	34	34
Total	0	0	0	0	82	16

Table 3.4 Graduate Degrees in Curriculum and Instruction in Accomplished Teaching Awarded by Columbus State University Compared to Graduate Degrees Awarded by Georgia Southern University and Valdosta State University

III D. Retention Rates

Table 3.5 shows retention rates of the MEd in Curriculum and Instruction in Accomplished Teaching compared with other master’s level graduate programs. The retention rate dropped significantly for the Fall 2010 cohort. Students’ teaching and family obligations or the lack of fit between online coursework and individual learning styles may account for the relatively low retention rates in the Fall 2008 and Fall 2010 cohorts. The retention rate as a whole is judged to be Satisfactory.

Retention Rates by Graduate Program (*)															
* The cohorts below are degree-seeking graduate students who entered a CSU master's program in the fall (or previous summer) semester.															
Graduate Program	Fall 2006 Cohort			Fall 2007 Cohort			Fall 2008 Cohort			Fall 2009 Cohort			Fall 2010 Cohort		
	Number in Fall 2006 Cohort	Returning Number	Fall 2007 Rate	Number in Fall 2007 Cohort	Returning Number	Fall 2008 Rate	Number in Fall 2008 Cohort	Returning Number	Fall 2009 Rate	Number in Fall 2009 Cohort	Returning Number	Fall 2010 Rate	Number in Fall 2010 Cohort	Returning Number	Fall 2011 Rate
Masters Programs															
MEd/MAT Art Education	3	2	66.7%	3	1	33.3%	0	0		2	2	100.0%	2	1	50.0%
Med Curr & Inst in Accom. Teaching	NA	NA		NA	NA		5	2	40.0%	17	15	88.2%	11	5	45.5%
MS Community Counseling	20	17	85.0%	10	10	100.0%	14	14	100.0%	19	16	84.2%	23	22	95.7%
MS Computer Science	27	20	74.1%	27	15	55.6%	43	19	44.2%	35	18	51.4%	34	18	52.9%
MEd/MAT Early Childhood Education	5	5	100.0%	31	21	67.7%	30	23	76.7%	17	13	76.5%	15	14	93.3%
MEd/MAT Educational Leadership	11	10	90.9%	7	6	85.7%	10	10	100.0%	21	19	90.5%	17	10	58.8%
MS Environmental Science	4	3	75.0%	3	2	66.7%	13	8	61.5%	7	5	71.4%	6	6	100.0%
MBA Management	15	12	80.0%	29	22	75.9%	24	17	70.8%	20	13	65.0%	27	22	81.5%
MEd/MAT Health & Physical Education	6	5	83.3%	9	6	66.7%	7	5	71.4%	12	11	91.7%	13	10	76.9%
MEd/MAT Middle Grades Education	8	6	75.0%	15	13	86.7%	16	12	75.0%	15	10	66.7%	13	10	76.9%
MM Music Education	4	4	100.0%	5	4	80.0%	2	2	100.0%	6	6	100.0%	6	6	100.0%
MS Organizational Leadership	NA			NA			NA			NA			8	7	87.5%
MPA Public Administration	102	77	75.5%	106	79	74.5%	103	82	79.6%	110	87	79.1%	101	76	75.2%
MEd/MAT School Counseling	7	7	100.0%	10	8	80.0%	13	12	92.3%	7	5	71.4%	10	9	90.0%
MEd/MAT School Library Media	NA	NA		3	3	100.0%	14	9	64.3%	3	1	33.3%	1	0	0.0%
MATC Secondary Education	NA	NA		NA	NA		NA	NA		15	13	86.7%	17	11	64.7%
MEd/MAT Secondary Ed - English	12	6	50.0%	14	11	78.6%	6	2	33.3%	17	15	88.2%	11	7	63.6%
MEd/MAT Secondary Ed - Math	2	2	100.0%	6	5	83.3%	11	5	45.5%	9	8	88.9%	8	4	50.0%
MEd/MAT Secondary Ed - Science	2	2	100.0%	7	4	57.1%	5	5	100.0%	7	5	71.4%	4	4	100.0%
MEd/MAT Secondary Ed - Soc Sci	2	2	100.0%	3	3	100.0%	7	4	57.1%	7	7	100.0%	5	5	100.0%
MEd/MAT Special Ed - Gen Curr	8	8	100.0%	21	18	85.7%	14	7	50.0%	16	11	68.8%	7	7	100.0%
Total Masters	238	188	79.0%	309	231	74.8%	337	238	70.6%	362	280	77.3%	339	254	74.9%

Table 3.5 Curriculum and Instruction Retention Rates compared to Other Master’s Program

III E. Student Learning Indicators

Table 3.6 shows the key assessments for each of the student learning outcomes which are submitted as evidence of learning in the culminating portfolio. Students must submit two of the three possible artifacts and a reflection on their learning as evidence of their mastery of each standard. Columbus State University students are required to submit the highlighted assessments. These learning outcomes reflect the change in the Georgia Professional Standards Commission’ new Curriculum and Instruction Standards which be officially in place in summer 2013. These learning indicators are deemed to be Very Strong.

Standards	Artifact I	Artifact II	Artifact III
Standard I – Demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.	Professional Goals Statement EDAT 7133	Curriculum Audit or Curriculum Developed KA-2 EDAT 6226	Analysis of Classroom Learning Environment EDAT 6001
Standard II – Demonstrate advance ability to plan, implement, and evaluate instruction to facilitate student learning.	Personal Auto-Ethnography KA-3 EDAT 6115	Curriculum Audit or Curriculum Developed KA-2 EDAT 6226	Candidate Evaluations by Students EDAT 6000
Standard III – Demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.	Learning Environment Plan EDAT 7131	Evidenced Based Classroom Project EDAT 7100	Analysis of Classroom Learning Environment EDAT 6001
Standard IV – Demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.	School Story EDAT 7131	“His Name is Michael” EDAT 6000	Assessment Project EDAT 6001
Standard V – Demonstrate the ability to use research to promote student learning and to contribute to the teaching profession.	Instructional Unit Plan EDAT 7132	Transformation of School Project KA5 EDAT 6159	Literature Review EDAT 7100
Standard VI – Demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.	School Story EDAT 7131	Culturally Responsive Lesson Plan KA-4 EDAT 6159	Advanced Self Observation of Instruction EDAT 6001
Standard VII – Demonstrate high standards for professional practice.	Professional Dispositions EDAT 7132	Personal Analysis and Development Plan EDAT 6000	Ethics Case Study EDAT 6000

Table 3.6 Key Assessments of Student Learning Outcomes

III F. Graduation Rate of Program

Table 3.7 shows the graduation rates of the program for the 2 cohorts for which data exist. The graduation rate of the Fall 2009 cohort is considered to be Above Average.

Three-Year Graduation Rates by Graduate Program (*)						
* The cohorts below are degree-seeking graduate students who entered a CSU graduate program in the fall (or previous summer) semester.						
Graduation rate calculated based on number of students completing program within three-year time period.						
Graduate Program	Number in	Fall 2008 Cohort		Number in	Fall 2009 Cohort	
	Fall 2008	Graduating by 2011		Fall 2009	Graduating by 2012	
	Cohort	Number	Rate	Cohort	Number	Rate
MEd Curr & Instr in Accom Teaching	5	2	40.0%	17	15	88.2%

Table 3.7 Graduate Rates for MEd in Curriculum and Instruction in Accomplished Teaching

III G. Cost Effectiveness of Instructional Delivery

Students in the MEd in Curriculum and Instruction in Accomplished Teaching pay \$385 per credit hour and \$191.50 per semester in Institutional and Technology fees. A significant portion of the revenue generated by this program comes back to the college to support instructional delivery as well as other college initiatives, making it a very cost effective program. The collaboration between the three institutions offering the degree contributes to the cost effectiveness of the program, as students enrolled in this program through the other two institutions also take the three required courses offered by CSU. Table 3.8 shows the revenue for the Curriculum and Instruction in Accomplished Teaching program for each of the four years that it has been in existence.

Budget Data for Comprehensive Program Review					
Department/Program	Fiscal Year				
	2008	2009	2010	2011	2012
Curriculum and Instruction in Accomplished Teaching		\$189,769.00	\$324,634.00	\$403,870.00	\$751,504.00

Table 3.8 Budget Data for the Curriculum and Instruction in Accomplished Teaching Program

Both full-time and adjunct faculty teach in the Curriculum and Instruction in Accomplished Teaching program. The cost for adjunct faculty for fiscal year 2013 equal \$108,200. There are no other significant costs for the program. Therefore, the instructional delivery of the program is very cost-effective and Very Strong.

In summary, the program's overall productivity is judged to be Very Strong.

Section Four – Program’s Viability

IV A. Summary of Program’s Viability

The program’s overall viability is deemed to be Very Strong. As previously presented, the MEd in Curriculum and Instruction in Accomplished Teaching program meets the needs of teachers who live and work in areas that are not near institutions of higher learning. This program offers teachers the opportunity to improve their knowledge and skills in the broad area of curriculum and instruction and to apply that knowledge and skill to their specific content area and level of teaching. Teaching and advising are delivered by excellent instructors who have strong records of scholarship and teaching. While the program is fully online, communication with students is maintained in a timely and helpful manner. Faculty make every effort to establish personal professional relationships with the students in their courses. Collaboration with Georgia Southern University and Valdosta State University strengthens the program’s course offerings and adds quality faculty to the program.

While the courses in the MEd in Curriculum and Instruction in Accomplished Teaching program offered by Columbus State University enroll approximately 165 students each semester, the home institutions of most of those students are Valdosta State University or Georgia Southern University. We recommend the development of a marketing plan which will target potential students in Georgia, Alabama, and South Carolina. We believe that enrolling a large number of new students will improve our student diversity and will strengthen the program’s success in achieving the mission of Columbus State University and the College of Education and Health Professions to promote excellence in scholarship, teaching and professionalism in prekindergarten through twelfth grade teachers.

In addition, the three collaborating institutions are in the beginning stages of making plans to create new courses that will be appropriate electives for students in the MEd in Curriculum and Instruction in Accomplished Teaching program. It is expected that the addition of these elective courses will make the program more attractive to potential students.

The marketing plan for the MEd in Curriculum and Instruction in Accomplished Teaching program will be put into action during the Spring 2013 semester. Meetings among the collaborating institutions began in February 2013 to discuss the development of elective courses.

IV B. Summary of Program Improvement Plan

The MEd in Curriculum and Instruction in Accomplished Teaching program’s improvement plans are judged to be Very Strong.

As noted above, a systematic method of collecting data regarding students’ satisfaction with individual courses, faculty, and advisement, as well as their satisfaction with the MEd in Curriculum and Instruction in Accomplished Teaching program as a whole, is needed. Also, it is recommended that efforts be made to increase the enrollment of Columbus State University students in the program. Finally, new elective courses must be developed in order to meet the needs of individual students in the program.

A new Program Coordinator with expertise in Curriculum and Instruction and in online programs will begin working in May 2013. Her research expertise will be applied to the exploration of systematic means of collecting data regarding students' satisfaction with program advisement and students' evaluations of their courses and instructors. Students will continue to be required to produce and use research in their courses, and faculty members will also be encouraged to continue to pursue research interests and to publish their findings.

The previously mentioned marketing plan is currently being developed in order to increase enrollment of Columbus State University students in the program and will be in use by the end of the Spring 2013 semester. Also, the three collaborating institutions will begin meeting in February 2013 to plan for the development of new elective courses.

As new students are added to the MEd in Curriculum and Instruction in Accomplished Teaching program, additional full-time or part-time faculty may be needed to meet the demand for courses.