Comprehensive Program Review Self-Study

EDS Middle Grades Education

Columbus State University

February 2013

Electronic Exhibit Room: http://pscncate.columbusstate.edu/index.php
Username: pscncate
Password: csucoehp

Major Findings of the Program's Quality and Productivity

Program Quality: Very Strong
In February 2013, a continuing approval review of the Educator Preparation Unit at CSU 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 2008 NCATE Standards and the Georgia 2008 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. There were no areas for improvement cited, and the team noted multiple areas of strength.

Overall, the Ed.S. Middle Grades program is very strong and prepares highly qualified teachers (i.e., grades 4-8) who demonstrate expertise in their content knowledge and teaching skills, and share their knowledge and skills with other professionals. This is demonstrated by consistent ratings of meets or exceeds expectations on performance evaluations, overall GPAs of 3.0 or better, and satisfactory completion of a culminating research project.

Program Productivity: Satisfactory
The total number of students enrolled in the specialist degree program increased from 13 in 2007-2008 to 21 in 2011-12 (an increase of 61%). Enrollment in the Ed.S. Middle Grades Education program has remained relatively stable with an average enrollment of 17.8 per year over the last five years.

The number of Ed.S. degrees conferred each year in Middle Grades Education is small but has increased since 2007-2008, with a five year average of seven degrees conferred per year.

List of Recommendations for Improving Program Quality

Program Advisory Council (PAC) oversees the Ed.S. program in Middle Grades and works to improve the curriculum, courses, and resources offered to teachers. Though the program quality is very strong, we continue to look for ways to make improvements. Current initiatives include:
- aligning the curriculum with the new Common Core Georgia Performance Standards in an effort to help prepare teachers to teach with the new standards,
- implementing and refining a new portfolio option and new course-embedded key assessments,
- working with appropriate departments to explore the possibility of offering more graduate level content courses to broaden and deepen candidates' knowledge in their content area.

List of Recommendations for Improving Program Productivity

Recommendations to improve program productivity are as follows.
- Align coursework with the new Common Core Georgia Performance Standards for mathematics and English and the Next Generation Science Standards. By responding to current initiatives and mandates to make our programs more relevant for classroom teachers, we hope to recruit more teachers into the Ed.S. program.
- Work with the COEHP Recruitment Committee and Director of Graduate Studies to

enhance recruitment efforts.

Conclusion about the Program's Viability at CSU

The Ed.S. Middle Grades program at CSU is viable. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2013, the quality of the program is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs. There were no areas for improvement and multiple strengths were cited. In addition, program quality is enhanced by special opportunities available at CSU through the Columbus Regional Mathematics Collaborative (CRMC), Oxbow Meadows, Coca Cola Space Science Center, and the Cultural Approach to History Project.

The viability of the program is also ensured by the sharing of resources among all education programs at CSU. Faculty from the College of Education and Health Professions and the College of Letters and Sciences work with representatives from P-12 partner schools in the design and implementation of middle grades education programs at all levels (B.A, M.A.T., M.Ed., and Ed.S.). These stakeholders work together to make improvements to the middle grades education programs at CSU and to impact 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 and gain further expertise in their field while developing their leadership abilities. Candidates in the middle grades program take what they learn and apply it in their own classrooms to help their students learn, and share what they learn with other professionals.

Graduates of the Ed.S. Middle Grades Education program are also a valuable resource for our undergraduate programs in middle grades education. 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 a valuable asset in assisting with the development of our undergraduates.

The number of Ed.S. Middle Grades Education degrees conferred by CSU has been fairly consistent over the past five years. CSU provides Middle Grades teachers in its service region an opportunity to develop further expertise in their content fields, improve their teaching skills, and share their knowledge and skills with other professionals. This is an opportunity that they might not have if CSU did not offer this degree program.

Program Improvement Plan

In response to the findings of the Comprehensive Program Review, program faculty propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by Program Advisory Councils (PAC).

Goals	Projected Timeline	Resource Allocations
Align the curriculum with the new Common Core Georgia Performance Standards and Next Generation Science Standards.	2013-2014	Personnel resources

Implement and refine new portfolio option and new course-embedded key assessments.	2013-2014	Personnel resources
Work with appropriate departments in the College of Letters and Sciences to explore possibility of offering more graduate level content courses to broaden and deepen candidates' knowledge in their content area.	2013-2014	Personnel resources
Work with COEHP Recruitment Committee and Director of Graduate Studies to enhance recruitment efforts.	Ongoing	Financial and personnel resources

Summary Recommendation and Supporting Rationale

Recommendation for future of program: *Maintain the Program at the Current Level.* The program quality is very strong, and the number of degrees conferred each year is small but relatively stable. CSU provides middle grades teachers in its service region an opportunity for professional development that they might not otherwise have if CSU did not offer this degree program. The Ed.S. program may also provide a pool of candidates for the Ed.D. program in Curriculum and Leadership

THE PROGRAM'S DETAILED SELF-STUDY

Section One - Program Background and Overview

I. Brief Program Overview

The EDS programs in Middle Grades Education prepare highly qualified teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades 4-8. In content courses, Middle Grades education courses, professional courses, and field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the Educator Preparation Conceptual Framework and is reflected in the broad goals of the middle grades education programs. These goals are briefly summarized as:

demonstrate expertise in understanding and using content in their discipline areas *(i.e., English, mathematics, science, or social sciences)*, and share that understanding with other professionals

positively influence the practice of other professionals through collaboration on instructional planning

positively influence the practice of other professionals by modeling a variety of instructional strategies to help every student succeed

positively influence the practice of other professionals by modeling strategies for creating a classroom environment that supports the learning of all students

positively influence the practice of other professionals by modeling the use of technology, curricula, and other materials to enhance student learning

positively influence the practice of other professionals by modeling a variety of effective assessment strategies and using assessment data to improve teaching and learning

apply and add to the body of educational research related to the teaching and learning and share research findings with other professionals

serve as a role model for other professionals by displaying values, commitments, dispositions, and habits associated with accomplished teaching

Candidates pursuing a EDS degree develop and demonstrate *leadership* as they progress through the program. Graduates of the program are prepared to apply their expert knowledge of Middle Grades teaching and learning in grade 4-8 classrooms, thus helping to meet the demand for highly qualified middle grades teachers.

The EDS program is closely aligned with CSU's mission of achieving academic excellence and preparing individuals for a life of success, leadership, and responsibility through community

awareness, engagement, and service to others. Focusing on growth toward skillful "whole" performance rather than incremental mastery of discrete skills, candidates in the secondary mathematics education graduate programs demonstrate expertise as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in grades 4-8.

Stakeholder's Satisfaction With the Program

Section Two - Indicators of Program Quality

In February 2013, a continuing approval review of the Educator Preparation Unit at CSU 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 2008 NCATE Standards and the Georgia 2008 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. There were no areas for improvement cited, and the team noted multiple areas of strength. Following is a summary of the Institutional Report submitted to NCATE and findings taken from the BOE final report.

II A. Quality of Faculty

· Appropriateness of Faculty Credentials

Unit faculty members have doctorates in their areas of expertise. School faculty are licensed in the areas that they teach and supervise. Clinical faculty have recent professional experiences in schools. Evidence indicates that the unit uses best practices in teaching to improve student learning in diverse 4-8 classrooms and at the university level.

Unit faculty are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

· Use of Part Time Faculty

Each semester, the unit calls on skilled practitioners to serve as part-time instructional faculty and/or university supervisors. The combination of full-time and part-time faculty creates a diverse and dynamic teaching staff that appropriately offers a balance between the pedagogical and practical challenges facing today's educators.

University supervisors and clinical faculty are qualified to supervise at the level and/or in the content field where they are assigned. These include a number of talented recent retirees from public schools (both classroom teachers and principals) employed specifically to work with student teachers and interns. All university supervisors, as well as full- and part-time faculty who

supervise and evaluate teacher candidates during field experiences, have training in the consistent use of the Model of Appropriate Practice (MAP), the college's performance assessment instrument for initial teacher preparation programs.

Part-time faculty are evaluated annually on teaching and professionalism. As requested in the offsite report, the unit provided examples of evaluation instruments used to evaluate part-time faculty. The unit has implemented a process for the systematic evaluation of part-time faculty. Since 2009, instructional evaluations demonstrate that all part-time faculty meet performance expectations.

Full time and part-time faculty engage in collaborative projects to improve candidate performance. This is evidenced by a freshman learning community which pairs education foundation courses with English courses designed to improve the level of writing.

· Diversity of Faculty

Candidates in educator preparation programs at CSU participate in multiple learning communities that are diverse in terms of faculty, candidates, and P-12 students. Of the 271 full-time instructional faculty at CSU in fall 2011, 68 (25.1%) were minorities, 154 (56.8%) male, and 117 (43.2%) female. In the COEHP, there were 35 professional education instructional faculty (excluding the Dean and two Associate Deans) who regularly provide instruction for candidates in educator preparation programs. Of those, seven were African-American (20%), one (3%) Hispanic, two (6%) Turkish, and one (3%) Japanese-American. Fourteen (40%) were male and 21 (60%) female. In the COEHP, every effort is made to recruit, hire, and maintain a faculty that is diverse in gender, ethnicity, and race and thus provide an opportunity for all candidates to experience and learn from divergent perspectives.

Evidence provided indicated that candidates have the opportunity to work with diverse school, unit, and other faculty from diverse ethnic, racial, and gender groups. During the poster session it was noted that there were candidates and faculty members from several different minority groups.

Data on the diversity of school faculty members who supervise candidates during field experiences and clinical practice were provided. A summary of the diversity of cooperating teachers and teacher demographic data for two partner school systems indicated that for the fall 2011, 59 of 96 (61.5 percent) and during the spring semester of 2012, 68 of 106 (64.2 percent) teachers completed and returned the forms. Out of these two groups, 13 of 127 (10.2 percent) were minorities. Various interviews with faculty and candidates provided evidence of the knowledge and experiences faculty members have to help candidates understand and work with students from diverse groups, including ELL, and students with exceptionalities.

The unit has worked to increase the number of minority faculty. Diverse faculty members have increased as a result of efforts by the unit and university.

· Opportunities for Faculty Development

Unit faculty participate actively in professional development which includes their own further

development through workshops and conference participation as well as the facilitation of professional development for both school and other unit faculty. The unit provides sufficient funding to facilitate professional development of faculty and staff. In interviews, faculty consistently confirmed satisfaction with the availability of funding for travel to professional meetings.

The Faculty Center for the Enhancement of Teaching and Learning provides professional development opportunities for faculty. The Center for Quality Teaching and Learning serves as an outreach center offering technology workshops and individual sessions for educators from Preschool through University Faculty, as well as providing technology-training opportunities for community partners. The Distance Learning Design and Delivery Department provides training and support in the design, development, delivery and assessment of instruction via online and distance learning technologies.

Program Improvement Plans

II B. Quality of the Teaching

· Indicators of Good Teaching

Faculty's utilization of best-practice methodology is a special emphasis in educator preparation programs. Other faculty take their cue from an array of scientifically-based methods consistent with No Child Left Behind legislation or constructivist learning theory. Although these views of best practice differ substantively, the climate among faculty is one that stimulates individual professors to think seriously about their own practice in light of their personal (and emerging) understanding of teaching strategies best suited to both teacher candidates and learners in school systems served by CSU. *Perspectives in Learning*, the COEHP's professional journal, frequently publishes articles by faculty and students that highlight best-practice pedagogy.

Unit faculty are highly knowledgeable about the content areas in which they teach. Their instruction emphasizes contemporary research practices and is designed to develop candidate proficiencies in line with professional, state and institutional standards. Unit faculty model good teaching by integrating diversity throughout the curriculum, employing technology and addressing different learning styles. Teaching is regularly assessed at the unit level through student evaluations. Emphasis on teaching quality is a part of the annual review process for both full time and part-time faculty.

Indicators of Good Advising

CSU's Graduate School and the COEHP Office of Graduate Studies oversee admission and orientation of graduate students. Professional Education Program Coordinators provide advisement to graduate students while the SAFE Office provides assistance with certification requirements.

Individuals with a clear renewable teaching certificate may apply for admission to the EdS degree program. Once admitted to the university as a graduate student, a Graduate Orientation hold is placed on the student's account. The student must complete the online orientation, print

the advising form at the end of the orientation and have his/her advisor sign the form after s/he has been advised, and submit the form to COEHP Coordinator of Graduate Records so that the hold can be removed. This must be completed before the student will be able to register for classes. Additional information about COEHP graduate degree programs is available at **http://coehp.columbusstate.edu/degrees.php**.

When a student completes the program of study for a degree, the student's advisor is asked to complete a degree progress sheet showing that the student has met all program requirements. Faculty maintain an updated degree progress sheet for each advisee to ensure that all requirements are being met. Notes from advising sessions are included on the degree progress sheet. Electronic copies of degree progress sheets are kept on file on the P-drive so that the department chair may access these files as needed to assist students.

Advisors are familiar with important deadlines (registration, course withdrawal, graduation, etc.) and inform their advisees appropriately. They are also familiar with the university appeals process and assist advisees, as needed, in resolving disputes. Matters related to student conduct are handled through the Office of the Dean of Students. Academic appeals are handled at the department level. When necessary, department decisions may be appealed to the appropriate Dean and then to the Provost.

· Departmental Reward System

Full time unit faculty undergo an annual review of performance during which teaching, scholarship, and service are evaluated. Performance evaluations are intended to improve the performance of the faculty member under review.

In recognition of the competence and expertise of COEHP faculty, three new awards were created in fall 2007 to bring greater attention to excellence in teaching, scholarship, and service-based leadership. Although the award selection was originally designed to be the privilege of the Faculty Qualifications, Performance and Development committee, it became evident during the initial call for nominations that our college has many qualified and exemplary professionals based on the number of nominating letters. Every spring, there is a college-wide vote on nominated finalists. Annually, each award has at least three qualified candidates who are nominated by administrators, students, and colleagues for their competence and professional merit.

· Program Improvement Plans

II C. Quality of Research and Scholarship

· Opportunity for Student Research Projects

Ed.S. programs require candidates to complete a culminating research project demonstrating that they are meeting national, state, and institutional standards as they synthesize and apply the knowledge and skills developed in their course of studies. Data from the Graduate Model of Accomplished Practice (GMAP), the college's performance assessment instrument for graduate students in teacher education, and culminating projects show that candidates understand and can

apply theories related to student learning and that they analyze student, classroom, and school performance data and make data-driven decisions. For example, in 2010-2011, all candidates met or exceeded expectations on all components of the GMAP, with 54% or more exceeding expectations.

Interviews with candidates and faculty confirmed that faculty regularly involve candidates in research which results in presentations at professional meetings and publications in refereed journals. In secondary education, graduate students have presented at conferences such as the Georgia Council of Teachers of Mathematics Annual Conference and the Georgia Council of Teachers of English Annual Conference.

· Faculty Publications, Presentations, and Grants

CSU's professional education faculty is productive in terms of research, publications, and presentations. For example, in 2010-2011, COEHP professional education faculty published 1 book, 1 book chapter, 24 refereed journal articles, and 4 non-refereed journal articles. In addition, faculty wrote 23 major reports and produced 19 other types of scholarly work including grant proposals and manuscript reviews. Several faculty members are published in the COEHP peer reviewed journal, *Perspectives in Learning*. The editorial board for *Perspectives in Learning* includes four professional education faculty members with one serving as the journal's editor. The journal, which was first published in spring 2000, features scholarly contributions from faculty and from graduate and undergraduate students in collaboration with faculty, peers, and community partners. All publications relate to teaching and learning, and manuscripts may be submitted for review by authors both within and outside the university. See Exhibit 5.3.d #9 (i) for samples of faculty publications.

Much of the research generated by professional education faculty members is shared at professional conferences. Faculty present independently, collaboratively, and with their students at local, state, regional, and national/international conferences or meetings. During the 2010-2011 academic year, professional education faculty presented at 34 international/national conferences, 32 regional/state conferences, and 23 local conferences or meetings. See Exhibit 5.3.d #9 (ii) for samples of faculty presentations.
·

Unit faculty actively engage in research. Interviews with candidates and faculty confirmed that faculty regularly involve candidates in research which results in presentations at professional meetings and publications in refereed journals. The promotion and tenure process values and rewards active scholarship as demonstrated in the Rubric for Annual Performance Review.

· Program Improvement Plans

II D. Quality of Service

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

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

II E. Quality of Faculty and Student Achievements

· Faculty Honors

In recognition of the competence and expertise of COEHP faculty, three new awards were created in fall 2007 to bring greater attention to excellence in teaching, scholarship, and service-based leadership. Although the award selection was originally designed to be the privilege of the Faculty Qualifications, Performance and Development committee, it became evident during the initial call for nominations that our college has many qualified and exemplary professionals based on the number of nominating letters. Every spring, there is a college-wide vote on nominated finalists. Annually, each award has at least three qualified candidates who are nominated by administrators, students, and colleagues for their competence and professional merit. Two years ago, a mathematics education faculty member, who also taught in the middle grades education program, received the excellence in teaching award.

· Student Honors

Outstanding graduate students in each education program are honored annually at the CSU Honors Convocation and at the COEHP Awards Ceremony. From time to time, education students are honored with scholarship awards to support their continuing education.

· Graduate Achievements (Licensure, Certification, Admission to Graduate School, Job Offers, etc.)

Graduates of the EdS program in Middle Grades Education are in high demand by local school systems.

The EdS leads to a certificate upgrade and subsequent pay raise for teachers completing the degree program.

II F. Quality of Curriculum

· Relationship Between Program's Curriculum and Its Outcomes

The EdS program in Middle Grades Education prepares highly qualified teachers leaders who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for

their students in grades 4-8. In content courses, education courses, professional courses, and field experiences, candidates have multiple opportunities to demonstrate excellence in teaching, scholarship, and professionalism. Creating opportunities for candidates to demonstrate excellence in these three areas is consistent with the Educator Preparation Conceptual Framework and is reflected in the broad goals of the secondary mathematics education programs.

Candidates pursuing an EdS degree in Middle Grades Education develop and demonstrate *leadership* as they progress through the program. Graduates of the program are prepared to apply their expert knowledge of teaching and learning in grade 4-8 classrooms, thus helping to meet the demand for highly qualified mathematics teachers.

The EdS program in Middle Grades Education is closely aligned with CSU's mission of achieving academic excellence and preparing individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others. Focusing on growth toward skillful "whole" performance rather than incremental mastery of discrete skills, candidates in the secondary mathematics education graduate programs demonstrate expertise as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in grades 4-8.

· Incorporation of Technology

Faculty have access to computer and printing resources, as well as to the most recent developments in technology including interactive boards, personal response systems (clickers), iPads, and classroom management software. Campus support services provide extensive library and technology support services. New faculty and adjunct faculty have access to orientations and seminars in teaching and learning and technology. Campus support services provide extensive technological support for distance learning and online course delivery systems.

Faculty, candidates, and staff have access to state-of-the-art facilities, multimedia classrooms, and up to date technology, which is used to help them advance unit objectives. The unit has developed an innovative model for providing advanced graduate coursework exclusively through on-line technology. Existing technology and data management will be enhanced by the implementation of the new LiveText data management system.

· Utilization of Multicultural Perspectives

The Educator Preparation Conceptual Framework clearly articulates the unit's commitment to diversity. Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Excellence in scholarship embodies the seeking out and exploring of multiple viewpoints, embracing diversity as it enriches our intellectual lives and positively impacts our professional performances. Scholars engage in a life-long learning process, continually acquiring, integrating, and applying knowledge and skills to achieve excellence in teaching and to improve the learning of all students. Professionalism is demonstrated through in-depth knowledge of a field of study and an effort to meet the highest standards set forth by professional organizations. These standards include a commitment to diversity.

A commitment to diversity is also reflected in the 2011 InTASC Standards and NBPTS propositions upon which the Conceptual Framework is based. Curricula, instruction, field experiences, clinical practice, and assessments are aligned with these principles and standards and reflect a commitment to diversity in the following ways:

- All COEHP syllabi include a statement regarding our commitment to diversity.
- The diversity proficiencies advanced candidates are expected to meet include: Interacts appropriately and positively with others, while appreciating and valuing human diversity; and Demonstrates the belief that all students can learn. (Exhibit 1.3.e #2 Graduate Dispositions)
- The Graduate Model of Accomplished Practice (GMAP) (Exhibit 1.3.c.2 (i)), the unit's performance assessment instrument in advanced teacher preparation programs, is aligned with NBPTS propositions (Exhibit I.5.c #7) and includes the following diversity proficiencies advanced candidates are expected to meet: 1a: Recognizes individual differences in students and adjusts teaching; 1b: Treats all students equitably; 1c: Designs lessons to match student abilities and foster interest; 1d: Provides evidence of teaching to develop multiple domains; 1e: Understands how students develop and learn; 2b: Presents lesson and content so that students learn in a variety of ways; 3b: Uses multiple strategies to meet goals; 3c: Motivates students to be engaged in learning; 3d: Creates an effective learning environment; 5b: Collaborates with parents; and 5c: Uses community resources.

In keeping with our commitment to diversity, the faculty designed curricula and experiences aimed at increasing all education candidates' knowledge of and sensitivity to the diverse nature of P-12 students (Exhibit 4.3.b). Educator preparation faculty believe teachers must be able to work successfully with a diverse population of colleagues and learners. Similarly, the faculty believe skillful beginning teachers are able to ensure that all adolescents with whom they work achieve significant academic growth.

An analysis of syllabi provides evidence that faculty address diversity in Ed.S. foundation and research courses as well as through major course requirements such as unit plans, case studies, and action research projects. For example, in EDUF 7115 Psychology of Teaching, candidates examine research and theories relevant to effective teaching, including motivation, learning theories, social learning, and at-risk students. Other examples showing how candidates are prepared to work with diverse groups of students are provided in Exhibit 4.3.b #2 & 3. At the graduate level, candidate performance is assessed in at least one required course (Exhibit 2.3.d #3) in each program using the GMAP and Graduate Dispositions. Candidates reflect on data from these evaluations and develop plans to improve their knowledge, skills, and dispositions for helping all students learn.

· Program Improvement Plans

II G. Quality of Facilities and Equipment

· Availability of Classroom and Laboratory Space

Candidates have access to facilities on main campus to support their development as professional educators. Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped

with interactive white boards and advanced computers capable of digital media productions.

· Availability of Equipment

Facilities used for educator preparation include 18 multimedia classrooms, three computer labs, and a conference center with three sophisticated classroom/laboratories equipped with interactive white boards and advanced computers capable of digital media productions.

Section Three - Indicators of Program Productivity

III A. Enrollment in Program for Past 5 Years

The enrollment patterns for the Ed.S. program in Middle Grades Education is shown in Table 3.1. Enrollment has been relatively stable with a five-year average of 18.

Table 3.1 Number of Declared Majors in Middle Grades EDS

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
EDS	13	18	19	18	21	17.8

Table 3.2 shows the part-time and full-time enrollments in the EDS Middle Grades education program.

Table 3.2 Number of Declared Majors in EDS

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Middle Grades EDS						
Part-time	11	15	16	15	17	15
Full-time	2	3	3	3	4	3
	13	18	19	18	21	18

III B. Degrees Awarded Over Past 5 Years
As indicated in Table 3.3, the number EDS degrees conferred each is small and has varied since 2007-2008. The number of degrees conferred has increased since 2007-2008.

Table 3.3 Number of Degrees Conferred

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Middle Grades EDS	**4**	**8**	**3**	**12**	**6**	**7**

III C. Comparison With CSU & University System of Georgia Programs

Data for comparison with other institutions were not available

III D. Retention Rates

Retention rates in the Ed.S. Secondary Education program were very good, with rates of 75% and above for the last five years. In graduate programs, students sometimes take one or more semesters off because of teaching duties or family obligations, which affects retention rates.

Table 3.5 Retention Rate

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	# in cohort	Number returning in Fall 2007	# in cohort	Number returning in Fall 2008	# in cohort	Number returning in Fall 2009	# in cohort	Number returning in Fall 2010	# in cohort	Number returning in Fall 2011
Middle Grades EDS	0	0	8	8 (100%)	7	26(85.7%)	4	3(75%)	4	4(100%)

III E. Student Learning Indicators (using a variety of data sources)

Key assessments for Ed.S. candidates include the following:
- GPA
- Graduate Model of Accomplished Practice (GMAP), a teaching performance assessment
- Dispositions Assessment
- Research project

Candidates in the Ed.S. middle grades education program have an in-depth knowledge of the content they teach and how to teach it. Average GPAs by program are above 3.0 at program exit, and program completers have no more than two grades of C in their program of study (all other grades must be A's and B's). Culminating research projects provide additional evidence of content knowledge as candidates synthesize and apply the knowledge and skills developed in their course of study.

Candidates demonstrate an in-depth understanding of the content of their field and the theories related to pedagogy and learning. They select and use a broad range of strategies and technologies that promote student learning. Candidates are assessed by instructors in selected courses using the Graduate Model for Accomplished Practice (GMAP). Data from GMAP evaluations show that at program exit, all candidates meet or exceed expectations on all components of the GMAP. In addition, all program completers meet or exceed expectations on all components of the Dispositions Assessment.

All Ed.S. candidates in the middle grades education program complete a culminating research project. Data from these culminating projects show that candidates understand and can apply theories related to student learning and that they analyze student, classroom, and school performance data and make data-driven decisions. All program completers meet or exceed expectations on the components of the GMAP related to student learning.

III F. Graduation Rate of Program

Table 3.6 shows the three-year graduation rates for EDS Middle Grades program.

Table 3.6 Three-Year Graduation Rate (*)

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	# in cohort	Graduating by 2008	# in cohort	Graduating by 2009	# in cohort	Graduating by 2010	# in cohort	Graduating by 2011	# in cohort	Graduating by 2012
Middle Grades EDS	1	1 (100%)	0	0	8	8 (100%)	8	3 (37.5%)	7	4 (57.1%)

* The cohorts above 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.

Over the last five years, three-year graduation rates for the Ed.S. program in secondary education have been 57% or above, with the exception of the Fall 2008 cohort. Most specialist degree candidates are part-time students who are teaching full-time in a middle or high school. Their teaching schedules and other obligations may not allow them to complete all required coursework in three years.

III G. Cost Effectiveness of Instructional Delivery

As shown below in Tables 3.7 and 3.8, the budget for the Department of Teacher Education represented approximately 6-7% of the total instructional costs for Columbus State University (CSU) from 2008 to 2010. In Fall 2011, 911 (11%) of the 8307 students enrolled at CSU were majoring in a program offered in the Department of Teacher Education. In addition, the department budget helps support undergraduate teacher education programs (i.e., secondary education, foreign language, and fine arts) housed in other colleges. This suggests that teacher education programs as a whole are cost effective.

From 2008 to 2012, the Department of Teacher Education budget was supplemented by grant funds ranging from approximately $42,000 to $132,000. During this time period, there was a 15% decrease in state funding for the department, even though the number of education majors and credit hour production increased.

Table 3.7 Department of Teacher Education Budget

	2008	2009	2010	2011	2012
State Funds	$2,340,134	$2,162,502	$1,993,635	$1,823,652	$1,977,860
Grant Funds	$41,841	$61,223	$131,963	$129,421	$102,877
Total	*$2,381,975*	*$2,223,725*	*$2,125,598*	*$1,953,073*	*$2,080,737*

<p align="center">**Table 3.8 Total Instructional Costs per Credit Hour and Headcount at CSU**</p>

	2008	2009	2010
Instructional Costs	$31,868,466	$31,193,232	$34,596,532
Total Credit Hours Generated	164,732	171,280	178,470
Total Headcount	7,590	7,953	8,179
Cost per Credit Hour	$193	$182	$194
Cost per Headcount	$4,199	$3,922	$4,230

As shown in Table 3.10, average course enrollment in graduate courses for secondary education majors is below 15.

Number of Faculty

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Full-Time Faculty	3	3	3	2	3	3
Part-Time Faculty	1	2	1	4	2	2

Section Four - Program Viability

IV A. Summary of Program's Viability

The Ed.S. Middle Grades Education program at CSU is viable. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2013, the quality of the program is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs. There were no areas for improvement and multiple strengths were cited. In addition, program quality is enhanced by special opportunities available at CSU through the Columbus Regional Mathematics Collaborative (CRMC), Oxbow Meadows, Coca Cola Space Science Center, and the Cultural Approach to History Project.

The viability of the program is also ensured by the sharing of resources among all education programs at CSU. Faculty from the College of Education and Health Professions and the College of Letters and Sciences work with representatives from P-12 partner schools in the design and implementation of secondary education programs at all levels (B.A, M.A.T., M.Ed., and Ed.S.). These stakeholders work together to make improvements to the secondary education programs at CSU and to impact 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 and gain further expertise in their field while developing their leadership abilities. Candidates in the middle grades education program take what they learn and apply it in their own classrooms to help their students learn, and share what they learn with other professionals.

Graduates of the Ed.S. Middle Grades Education program are also a valuable resource for our undergraduate programs education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our graduate programs in education have helped to create a cadre of leaders within our Partner School Network. Graduates often serve CSU as pre-student teaching cooperating teachers and cooperating teachers for student teaching. They are a valuable asset in assisting with the development of our undergraduates.

Though small, the number of Ed.S. Secondary Education degrees conferred by CSU has been fairly consistent over the past five years. CSU provides teachers in its service region an opportunity to develop further expertise in their content fields, improve their teaching skills, and begin to share their knowledge and skills with other professionals. This is an opportunity that they might not have if CSU did not offer this degree program.

Recommendation for future of program: *Maintain the Program at the Current Level.* The program quality is very strong. The number of degrees conferred each year is small but relatively stable..The Ed.S. program may also provide a pool of candidates for the Curriculum and Instruction track of the Ed.D. in Curriculum and Leadership.

IV B. Summary of Program Improvement Plan

Program Advisory Councils (PAC) oversee the Ed.S. program in Middle Grades Education and works to improve the curriculum, courses, and resources offered to teachers. Recommendations to improve program quality and productivity are as follows.

Goals	Projected Timeline	Resource Allocations
Align the curriculum with the new Common Core Georgia Performance Standards and Next Generation Science Standards.	2013-2014	Personnel resources
Implement and refine new portfolio option and new course-embedded key assessments.	2013-2014	Personnel resources
Work with appropriate departments in the College of Letters and Sciences to explore possibility of offering more graduate level content courses to broaden and deepen candidates' knowledge in their content area.	2013-2014	Personnel resources
Work with COEHP Recruitment Committee and Director of Graduate Studies to enhance recruitment efforts.	Ongoing	Financial and personnel resources