

Comprehensive Program Review Self-Study
MAT/MEd Secondary English Education

Columbus State University

February 2013

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EXECUTIVE SUMMARY

The M.A.T. and M.Ed. Secondary English Education programs at CSU are viable. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2013, the quality of the programs is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs with no areas for improvement and multiple areas of strength cited. Further, as indicated by the high pass rate of Secondary English candidates on the GACE exam (86% or above) and candidates' overall GPA of 3.0 or better, graduates of these programs are highly knowledgeable in content-area English and the teaching of English language arts. Finally, the Secondary English M.A.T. and M.Ed. programs have remained productive. In fact, among all secondary-level graduate programs offered at Columbus State University, the Secondary English programs continue to maintain the highest enrollment. The average enrollment for M.A.T. candidates over a five-year period was 19; the average enrollment for M.Ed. candidates over a five-year period was 21. The Secondary English programs also have maintained the highest average of degrees conferred over a five-year period (6 for the M.A.T. program and 8 for the M.Ed. program).

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 M.A.T. and M.Ed. Secondary English Education programs are very strong and prepare highly qualified English teachers who have the knowledge, skills, and dispositions to help all students learn. This is demonstrated by GACE pass rates of 86% or above, 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: Above Average

Since 2007-2008, enrollment in the M.A.T./M.Ed. Secondary English Education programs has been higher than enrollment in other graduate secondary education programs. In average enrollment, Secondary English Education ranks first among the M.A.T./M.Ed. programs offered at Columbus State University.

Though small, the number of M.Ed. Secondary English degrees conferred by CSU has been fairly consistent over the past four years and is comparable to the number of degrees conferred by other USG state universities. As the only USG institution within a 90 mile radius of Columbus that offers a master's degree in secondary English, CSU provides English teachers in its service region an opportunity to gain expertise in English education. This is an opportunity

that they might not have if CSU did not offer this degree program. Finally, the number of degrees conferred in Secondary English has increased every year (excluding 2010-2011) for the M.A.T. program and (excluding 2011-2012) for the M.Ed. program. The five year average is greater than Secondary Science, Secondary Social Science, and Secondary Mathematics programs.

Program Viability: Very Strong

As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2013, the quality of the programs is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs with no areas for improvement and multiple areas of strength cited.

The viability of the program is also ensured by the sharing of resources among all secondary English education programs at CSU. Graduate English courses at the 5000-level also enroll undergraduates on a cross-listed basis. Furthermore, the College of Education and Health Professions, Department of English, and P-12 teachers work collaboratively on the design and implementation of the secondary English education programs at all levels (B.S, M.A.T., M.Ed., and Ed.S.). Representatives from each of these groups work together to make improvements to the English education programs at CSU and to impact English education in our region. The M.A.T. and M.Ed. programs in secondary English are valuable resources for teachers in our region who want to grow professionally and gain expertise in the field of English education

List of Recommendations for Improving Program Quality

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

- aligning the curriculum with the new Common Core Georgia Performance Standards for English in an effort to help prepare teachers to teach with the new standards,
- providing candidates with more coursework or assignments focused on student assessment. Candidates enrolled in the secondary-level English education programs do not have a specific course focused on methods for assessing students. Currently, assessment practices are taught (briefly) in the courses EDSE 4115/6116 and EDSE 3117 for M.A.T. candidates and in EDSE 6117 for M.Ed. candidates. More assessment methods need to be taught across the courses candidates take. In particular, students need instructions on assessing diverse learners. The unit may need to consider adding an additional assessment course to the secondary ELA programs.
- supporting candidates' use of technology in teaching. A new technology-embedded assignment was added to the fall 2012 course, EDSE 4115/6116 for M.A.T. candidates. However, more technology-embedded projects and technology training need to be provided to M.A.T. and M.Ed. candidates to support their ability to align curricula and practices with CCGPS requirements for teaching 21st century literacy skills.

List of Recommendations for Improving Program Productivity

The English Program Advisory Council (PAC) oversees the M.A.T. and M.Ed. programs in Secondary English and works to improve the curriculum, courses, and resources offered to teachers. Recommendations to improve program productivity are as follows.

- Align coursework with the new Common Core Georgia Performance Standards for English in an effort to help prepare teachers to teach with the new standards. By responding to current initiatives and mandates, we hope to recruit more teachers into the M.A.T. and M.Ed. programs.
- Provide additional graduate English courses (particularly during the summer semesters). By providing candidates a selection of content-area courses in the summer, we hope to attract more teachers to enroll in the programs when they are not teaching full-time.
- Connect the content of the graduate English courses to the secondary curriculum. By making the coursework more relevant to teachers, we hope to attract more teachers into the M.A.T. and M.Ed. programs

Conclusion about the Program's Viability at CSU

The M.A.T. and M.Ed. Secondary English Education programs at CSU are viable. As indicated by the evaluation of the NCATE/PSC Board of Examiners in February 2013, the quality of the programs is very strong. All NCATE/PSC standards were judged to be met for all initial and advanced programs with no areas for improvement and multiple areas of strength cited.

The viability of the program is also ensured by the sharing of resources among all secondary English education programs at CSU. Graduate English courses at the 5000-level also enroll undergraduates on a cross-listed basis. Furthermore, the College of Education and Health Professions, Department of English, and P-12 teachers work collaboratively on the design and implementation of the secondary English education programs at all levels (B.S., M.A.T., M.Ed., and Ed.S.). Representatives from each of these groups work together to make improvements to the English education programs at CSU and to impact English education in our region. The M.A.T. and M.Ed. programs in secondary English are valuable resources for teachers in our region who want to grow professionally and gain expertise in the field of English education.

Candidates and graduates of our M.A.T. and M.Ed. programs have also impacted professional communities outside their individual schools. During the 2011-2012 academic year, two M.A.T. candidates presented findings from research projects at a county-wide Teacher Fair and at the annual Georgia Council of Teachers of English (GCTE) Conference. During the 2012-2013 academic year, one M.Ed. and one M.A.T. graduate presented at the annual GCTE Conference, and two M.A.T. graduates co-published a research article in the national peer-reviewed journal, *English Journal*. Finally, two M.A.T. candidates presented a teaching demonstration at Columbus State University's Distance Learning Conference in fall 2012.

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

Though small, the number of M.Ed. Secondary English degrees conferred by CSU has been fairly consistent over the past four years and is comparable to the number of degrees conferred by other USG state universities. As the only USG institution within a 90 mile radius of Columbus that offers a master’s degree in secondary English, CSU provides English teachers in its service region an opportunity to gain expertise in English education. 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, the faculty members and administrators of the MAT/M.Ed. in Secondary English Education propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Secondary English Program Advisory Council (PAC).

Proposed changes	Next steps	Completion goal
•Align coursework with the new Common Core Georgia Performance Standards for English in an effort to help prepare teachers to teach with the new standards.	Beginning spring 2013, English Education PAC will meet to establish a sub-committee for aligning coursework with CCGPS.	By the end of the 2013-2014 school year, the sub-committee will make coursework recommendations to the English Education PAC.
•Provide additional graduate English courses (particularly during the summer semesters).	English Education Program Coordinator will meet every semester with English Department Chair to discuss graduate-level coursework.	Ongoing.
•Connect the content of the graduate English courses to the secondary curriculum.	Beginning spring 2013, English Education PAC will meet to establish a sub-committee for aligning coursework with CCGPS.	By the end of the 2013-2014 school year, the sub-committee will make coursework recommendations to the English Education PAC.
Collaborate with recruitment committee to attract more teachers into the M.A.T. and M.Ed. programs	English Education Program Coordinator will meet every semester with Recruitment Committee Chair to discuss recruitment efforts.	Ongoing.

Summary Recommendation and Supporting Rationale

Recommendation: *Maintain the Program at the Current Level.* The program quality is very strong, but the number of degrees conferred each year is small. Due to budget declining budgets at K-12 schools, there has been a decreasing demand for secondary-level English teachers over the past few years. Until we are able to recruit more students into undergraduate programs in English education, opportunities for expansion of the M.A.T. and M.Ed. programs in secondary English will be limited.

As previously mentioned, CSU will continue to work to improve the current M.A.T. and M.Ed. programs in secondary English by responding to new initiatives (e.g., Common Core Georgia Performance Standards), improving the curriculum, providing better support and resources for students, and intensifying recruitment efforts. By enhancing the quality of the program, we hope to attract more potential students.