

Comprehensive Program Review Self-Study

EdS Secondary Education

Columbus State University

April 2013

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EXECUTIVE SUMMARY - EdS Secondary Education

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. Secondary Education program is very strong and prepares highly qualified secondary teachers (i.e., grades 6-12) 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 in secondary education increased from 16 in 2007-2008 to 28 in 2009-2010 (a 75% increase) and then decreased to more typical numbers in the following two years. With the exception of that one year, enrollment in the Ed.S. Secondary Education program has remained relatively stable with an average enrollment of 20 per year over the last five years.

The number of Ed.S. degrees conferred each year in Secondary Education is small but has increased since 2007-2008, with a five year average of seven degrees conferred per year. This average is comparable to other USG institutions offering Ed.S. degrees in secondary education.

List of Recommendations for Improving Program Quality

Program Advisory Councils (PAC) oversee the Ed.S. program in Secondary Education and work 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 for mathematics and English and the Next Generation Science 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 in the College of Letters and Sciences to explore the possibility of offering more graduate level content courses to broaden and deepen candidates' knowledge in their content area,
- hiring a new mathematics education faculty member and program coordinator to decrease the need for use of part-time faculty and provide greater consistency in program delivery.

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. Secondary 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 secondary 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 secondary 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 secondary 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. Secondary Education program are also a valuable resource for our undergraduate programs in secondary education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our graduate programs in secondary 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 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 specialist degree in secondary education, CSU provides secondary 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 - This section should include plans for resource allocation and should be completed by the dean in consultation with the VPAA at the conclusion of the self-study conducted by the department. The following is a draft.

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
Hire a new mathematics education faculty member and program coordinator.	Fall 2013	State funding for faculty line

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. As the only USG institution within a 90 mile radius of Columbus that offers a specialist degree in secondary education, CSU provides secondary 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 Curriculum and Instruction track of 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 Ed.S. program in Secondary Education prepares highly qualified secondary teachers (i.e., grades 6-12) who demonstrate expertise in their content knowledge and teaching skills, and share their knowledge and skills with other professionals. In content courses, content pedagogy courses, professional courses, and fieldwork, 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 education program. In the Ed.S. secondary education program, candidates select a concentration in English Language Arts, Mathematics, Science, or Social Science. The goals for each concentration area are briefly summarized below.

EdS Secondary Education, (concentration in English Language Arts)

The Education Specialist recipient:

- demonstrates expertise in English content and shares that knowledge with other professionals,
- demonstrates increasing proficiency in instructional planning and influences the practice of other professionals,
- demonstrates increasing proficiency in the implementation of instruction and influences the practice of other professionals,
- demonstrates proficiencies related to helping every student succeed and influences the practice of other professionals,
- demonstrates proficiencies related to selecting and using materials to enhance teaching and learning and influences the practice of other professionals,
- demonstrates proficiencies related to evaluating learning and teaching and influences the practice of other professionals,
- demonstrates and applies knowledge of findings of educational research related to the teaching and learning of English and influences the practice of other professionals,
- displays values, commitments, dispositions, and habits associated with effective and professional teaching and serves as a model to other professionals.

EdS – Secondary Education (concentration in Mathematics)

Graduates will be able to:

- demonstrate expertise in understanding and using mathematics, 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 of mathematics, 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.

EdS – Secondary Education (concentration in Science)

Upon successful completion of the program of study, graduates will:

- demonstrate or gain satisfactory proficiency with instructional technology (including computer basics),
- show sensitivity to the needs of students,
- possess or strive to develop a thorough mastery of appropriate subject matter areas of science and science education,
- demonstrate or work toward competency in mathematical skills, including algebra, geometry, trigonometry and statistics and be able to use basic numerical and mathematical skills in the teaching of science,
- engage in the serious study of curriculum, constructing principles and skills to meet the basic requirements of curriculum planning and implementation at the secondary level,
- master or refine teaching skills and strategies to plan a career long effort to improve as a teacher,
- demonstrate or develop basic competence in reading science education research in such publications as *The Science Teacher* and other publications written for secondary level science teachers and to extend that competence toward the implementation of appropriate research findings in secondary science teaching.

EdS – Secondary Education (concentration in Social Science/History)

Upon successful completion of the program of study, graduates will be able to:

- apply knowledge of the history, curriculum, and standards of history and the social sciences in designing effective instruction and provide leadership in sharing his/her expertise with other professionals,
- identify and use research and resources of the field and provide leadership in sharing his/her expertise with other professionals,
- design instruction to promote active learning and critical thinking and provide leadership in sharing his/her expertise with other professionals,
- identify and use appropriate media and technology in designing and delivering effective instruction and provide leadership in sharing his/her expertise with other professionals,
- value cultural diversity as an instructional resource and design and implement instruction effective with diverse learners and provide leadership in sharing his/her expertise with other professionals,
- connect planning and instruction to authentic assessment of student learning and provide leadership in sharing his/her expertise with other professionals,

- demonstrate a commitment to the teaching profession and to the field of social science education and provide leadership in sharing his/her expertise with other professionals.

Candidates who have developed *proficiency* in each of these areas through initial certification programs and *expertise* through the M.Ed. program should develop and demonstrate leadership as they progress through the Ed.S. program in Secondary Education. Graduates of the program are prepared to be teacher leaders in the field of secondary education as they continue to apply their expert knowledge and skills to help all students learn.

The Ed.S. program in Secondary 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 education graduate programs become leaders in their field as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in grades 6-12, and share their knowledge and skills with other professionals.

Stakeholder's Satisfaction With the Program

Data from graduate and employer surveys administered annually by the University System of Georgia Board of Regents indicate that stakeholders are highly satisfied with the education programs at CSU. On the graduate survey, graduates are asked to rate their preparation in the areas of content and curriculum; knowledge of students, teaching, and learning; learning environment; classroom, program, and school-wide assessment; planning and instruction; and professionalism. Graduates consistently give high marks (i.e., ratings of Agree or Strongly Agree) on 91% or more of the items surveyed. Since 2008, the overall range of agreement to survey items was 76% to 100%.

Employers of CSU prepared teachers complete a similar survey. Since 2008, employers have given high marks (Agree or Strongly Agree) on 94% or more of the items surveyed. The overall range of agreement to survey items was 75% to 100%.

We also receive feedback from principals and teachers through the Program Advisory Councils and the Principals' Roundtable. Feedback from these groups has been very positive overall.

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, including the Ed.S. in Secondary Education. There were no areas for improvement cited, and the team noted multiple areas of strength. Following are excerpts from 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 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 P-12 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.

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.

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. 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.

· 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

A search is currently underway for a new mathematics education faculty member and program coordinator. A new hire in mathematics education will allow us to use fewer part-time faculty and provide greater consistency in program delivery. Several candidates under consideration are from minority groups and would strengthen the diversity of faculty in the program.

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. Some faculty use as their basis for "best practice" the constructs delineated in *Methods That Matter* (Zemelman, Daniels, & Hyde; Heinemann, 2005). This work is a synthesis of recommendations of national professional organizations. 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 may 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 MEd, EdS, or EdD 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 is able to register for classes. Additional information about COEHP graduate degree programs is available at <http://coehp.columbusstate.edu/degrees.php>.

When a candidate completes the program of study for a degree, his/her advisor is asked to complete a degree progress sheet. 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 and are also used in making decisions regarding merit pay.

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. 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

Teaching and advising is a strong component of the secondary education programs. When a new hire is made, a faculty mentor will be assigned to the person to help guide him or her in establishing good teaching and advising practices.

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.

Faculty have also been successful in receiving external funding to support educator preparation. In 2010-2011, professional education faculty submitted 22 grant proposals with 13 being funded for annual awards totaling approximately \$564,393. Early in AY 2011-2012, CSU was awarded two large five-year grants ([UTeach Grant](#) worth \$1.4 million and [Robert Noyce Teacher Scholarship Grant](#) worth \$1.2 million) to support math and science teacher preparation. These two grants are a collaborative effort between professional education faculty in the COEHP and math and science faculty in the College of Letters and Sciences. See [Exhibit 5.3.d #9 \(i\)](#) for samples of faculty grant proposals.

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. Unit faculty are successful in securing internal and external funding for their research including funding from the Ivey Foundation, UTeach Grant (\$1.4 million), and ARRA Early Head Start (\$2 million). The promotion and tenure process values and rewards active scholarship as demonstrated in the Rubric for Annual Performance Review.

- Program Improvement Plans

Faculty will continue to engage in scholarly activities that include publications, presentations, and grant writing.

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

Quality of service is very strong, and no improvements are needed at this time. Secondary

education 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

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.

· 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. For example, in 2012, one of our graduate students was awarded a Future Leader Initial NCTM Annual Meeting Award. This award allowed her to attend the NCTM Annual Conference.

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

The Ed.S. leads to a certificate upgrade and subsequent pay raise for teachers completing the degree program. Teachers develop further expertise in their content and content pedagogy by completing the Ed.S. program of study. They are also encouraged to become leaders in their fields by sharing their knowledge and skills with other professionals.

II F. Quality of Curriculum

· Relationship Between Program's Curriculum and Its Outcomes

The Ed.S. program in Secondary Education prepares highly qualified secondary teachers who demonstrate expertise in their content knowledge and teaching skills, and share their knowledge and skills with other professionals. In content courses, content pedagogy courses, professional courses, and fieldwork, 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 education program.

Candidates pursuing the Ed.S. degree in Secondary Education develop and demonstrate

leadership as they progress through the program. Graduates of the program are prepared to be teacher leaders in the field of secondary education as they continue to apply their expert knowledge and skills to help all students learn.

The Ed.S. program in Secondary 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 education graduate programs become leaders in their field as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in grades 6-12, and share their knowledge and skills with other professionals.

· 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 Multidisciplinary Approaches

Candidates in secondary education programs take several common core courses in research and educational psychology. As candidates work together on various projects and participate in class discussions, they have multiple opportunities to examine and critique educational theories and best practices from a multidisciplinary perspective.

The UTeach Columbus program integrates the disciplines of mathematics and science. Though this is an undergraduate program, we are beginning to explore ways to incorporate a similar approach in our graduate programs. Secondary education program coordinators frequently collaborate on program planning and assessment and have briefly discussed the possibility of designing a new multidisciplinary course for graduate students. With the implementation of the new Common Core State Standards and Next Generation Science Standards, there will be a greater need to prepare teachers who can use multidisciplinary approaches in their teaching.

· 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 1.5.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.

At the graduate level, an analysis of syllabi provides evidence that faculty address diversity in M.Ed. and Ed.S. foundations and research courses as well as through major course requirements such as unit plans, case studies, and action research projects in school library media, school counseling, leadership, and an array of teaching fields. 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

The Ed.S. Secondary Education program recently incorporated a portfolio option for the culminating project and revised several key assessments to improve program quality and provide more meaningful assessment data. The revised assessments are being piloted in Spring 2013. Data from these assessments will be analyzed and further revisions made, as needed.

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. Computers in specified classrooms also include a variety of software (e.g., Geometer's Sketchpad, Geogebra, Tinkerplots) for use in instruction in education courses. Furthermore, candidates now have enhanced opportunities to work with state-of-the-art technology in P-12 schools due to technology resources and training provided for participating schools and teachers through a [DoDEA grant](#). Resources include Bretford Carts, tablet computers, iPod touches, SMARTboards, iPevo, digital microscopes and projectors, slates, and student response units. In addition, faculty and candidates have access to the Columbus Regional Mathematics Collaborative ([CRMC](#)) lending library and teacher resource center stocked with resources to enhance mathematics instruction.

· Program Improvement Plans

The Department of Teacher Education and College of Education and Health Professions Dean's Office will continue to provide equipment and facilities to support secondary education programs.

Section Three - Indicators of Program Productivity

III A. Enrollment in Program for Past 5 Years

The enrollment pattern for the Ed.S. program in Secondary Education is shown in Table 3.1.

Table 3.1 Number of Declared Majors in Ed.S. Secondary Education

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Full-Time	3	2	5	2	2	3
Part-Time	13	16	23	17	15	17
<i>Total</i>	<i>16</i>	<i>18</i>	<i>28</i>	<i>19</i>	<i>17</i>	<i>20</i>

The total number of students enrolled in specialist degree programs in secondary education increased from 16 in 2007-2008 to 28 in 2009-2010 (a 75% increase) and then decreased to more typical numbers in the following two years. One reason for the increase in 2009-2010 might be the change in admission requirements in 2008-2009 -- the GRE is no longer required for entry into the Ed.S. program for teachers with a clear renewable teaching certificate. Another factor may have been impending changes in Georgia Professional Standards Commission rules for certificate upgrades. In order to qualify for a certificate upgrade, teachers must now obtain an advanced degree in their teaching field. There may have been an influx of Ed.S. candidates in 2009-2010 who wanted to enroll in a program prior to the rule changes. With the exception of that one year, enrollment in the Ed.S. Secondary Education program has remained relatively stable with an average enrollment of 20 per year over the last five years.

III B. Degrees Awarded Over Past 5 Years

As indicated in Table 3.3, the number of Ed.S. degrees conferred each year in Secondary Education is small but has increased since 2007-2008, with a five year average of seven degrees conferred per year. This average is comparable to other USG institutions offering Ed.S. degrees in secondary education (see Table 3.4).

Table 3.3 Number of Degrees Conferred

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Secondary Education	5	10	4	10	6	7

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

As indicated in Table 3.4, among the three USG state universities that offer specialist degrees in secondary education, CSU ranks first, along with West Georgia, in average number of degrees conferred. Plans for improving the number of Ed.S. degrees conferred in secondary education include enhanced recruitment and retention efforts and better alignment of curriculum with the new Common Core Standards for mathematics and English, and the Next Generation Science Standards.

Table 3.4 Master's Degrees Awarded in Secondary Education Programs at USG State Universities

Institution	2006-07	2007-08	2008-09	2009-10	2010-11	5 year average
Albany State University	0	0	0	0	0	0
Armstrong Atlantic University	0	0	0	0	0	0

Institution	2006-07	2007-08	2008-09	2009-10	2010-11	5 year average
Augusta State University	0	0	0	0	0	0
Clayton College & State University	0	0	0	0	6	1
Columbus State University	8	5	10	4	10	7
Fort Valley State University	0	0	0	0	0	0
Georgia College & State University	0	0	0	0	0	0
Georgia Southwestern State University	0	0	0	0	0	0
Kennesaw State University	0	0	0	0	0	0
North Georgia College & State University	0	0	0	0	0	0
Savannah State University	0	0	0	0	0	0
Southern Polytechnic State University	0	0	0	0	0	0
State University of West Georgia	12	5	5	4	7	7

III D. Retention Rates

Retention rates in the Ed.S. Secondary Education program were 80% and above for three out of 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
Secondary Education	4	4 (100%)	2	1 (50%)	6	4 (66.7%)	10	8 (80%)	6	5 (83.3%)

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. secondary 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 secondary 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 the Ed.S. Secondary Education 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
Secondary Education	1	0 (0%)	4	3 (75%)	2	1 (50%)	6	3 (50%)	10	7 (70%)

* 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 50% or above, with the exception of the Fall 2005 cohort consisting of only one candidate. 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 3.9, 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. For graduate secondary education programs alone, enrollment increased by 10% from 2008 to 2012 (see Table 3.2), and credit hour production increased by approximately 23% (see Table 3.8).

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
<i>Total</i>	<i>\$2,381,975</i>	<i>\$2,223,725</i>	<i>\$2,125,598</i>	<i>\$1,953,073</i>	<i>\$2,080,737</i>

Table 3.8 Secondary Education Credit Hour Production

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
5000 Level Courses	5	0	27	21	9	12
6000 Level Courses	499	459	771	704	590	605
7000 Level Courses	22	55	42	32	46	39
<i>Total</i>	<i>526</i>	<i>514</i>	<i>840</i>	<i>757</i>	<i>645</i>	<i>656</i>

Table 3.9 Total Instructional Costs per Credit Hour and Headcount at CSU

	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. Required courses in the Ed.S. Secondary Education program are offered on a one- or two-year cycle, in order to make them more cost-effective. In addition, the program requires some common courses (e.g., Psychology of Teaching, Quantitative Research, Qualitative Research) for all Ed.S. candidates, regardless of their concentration area. These courses have higher enrollments and thus help to contribute to the cost-effectiveness of the department.

Table 3.10 Average Course Enrollment - Fall Semester

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
6000 Level Courses	13	11	13	10	10	11
7000 Level Courses	6	9	6	3	3	5
<i>Overall Average</i>	<i>11</i>	<i>12</i>	<i>12</i>	<i>9</i>	<i>9</i>	<i>11</i>

Number of Faculty

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

Section Four - Program Viability

IV A. Summary of Program's Viability

The Ed.S. Secondary 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 secondary 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 secondary 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 secondary 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. Secondary Education program are also a valuable resource for our undergraduate programs in secondary education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our graduate programs in secondary 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 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 specialist degree in secondary education, CSU provides secondary 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. As the only USG institution within a 90 mile radius of Columbus that offers a specialist degree in secondary education, CSU provides secondary 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 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 Secondary Education and work 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
Hire a new mathematics education faculty member and program coordinator.	Fall 2013	State funding for faculty line