

Comprehensive Program Review Self-Study
BSED in Special Education – General Curriculum

Columbus State University

March 2013

EXECUTIVE SUMMARY FOR THE BSED in Special Education – General Curriculum

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.

In November 2012, the BSED program received recognition from the Council for Exceptional Children (CEC) with conditions. This was the first time that recognition for the BSED program was sought and it was received on the first attempt.

Overall, the BSED in Special Education – General Curriculum program is very strong and prepare highly qualified special education teachers who have the knowledge, skills, and dispositions to help all students learn. This is demonstrated by GACE pass rates of 100% consistent ratings of meets or exceeds expectations on performance evaluations, overall GPAs of 3.0 or better, and satisfactory completion of a semester long student teaching experience.

Program Productivity: Satisfactory

In 2011-2012, enrollment in the BSED in Special Education – General Curriculum program increased from a total of 81 in 2010-11 to 84, a slight increase of 4%. Reasons for this increase in enrollment are not clear but may be partly due to economic conditions and/or additional demands placed school systems with increased accountability measures to have more highly qualified special education teachers. Further study is needed to determine the reasons for this increase in enrollment and to see whether or not it will become a trend. The program has a diverse group of majors (on average 90% female and 41% minority) from a wide range of age groups. Graduates of the program are in high demand.

The number of BSED in Special Education – General Curriculum degrees conferred by CSU is small (an average of 13 per year) but has been fairly consistent over the past four years and is comparable to the number of degrees conferred by other USG state universities. As the only USG institution within a 90 mile radius of Columbus that offers a bachelor's degree in special education – general curriculum, CSU provides special education teachers in its service region an opportunity that they might not have otherwise, to gain expertise in special 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 in an effort to help prepare teachers to teach with the new standards,
- continue to improve the conditions that have led to program recognition from the Council for Exceptional Children to remove the conditions.

List of Recommendations for Improving Program Productivity

The Special Education Program Advisory Council (PAC) oversees the BSED programs in Special Education – General Curriculum 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 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 BSED programs.
- Provide additional support for students in special education courses through advising and/or offering prerequisite courses or professional development opportunities that better prepare students for the special education courses.
- Connect the content of the special education courses to the special education academic curriculum. By making the coursework more relevant to teachers, we hope to attract more prospective teachers into the BSED programs.

Conclusion about the Program's Viability at CSU

The BSED in Special Education – General Curriculum program at CSU is 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. In addition, program quality is enhanced by special opportunities available at CSU.

The program received recognition with conditions from the Council for Exceptional Children in November 2012 for the first time in the program's history. This recognition by the professional organization in the field of special education is a high honor that is not casually granted.

Special education majors have access to resources and professional development opportunities offered through the Georgia Learning Resource Service (GLRS). The College of Education and Health Professions, Department of Teacher Education, Special Education Program, Reading Endorsement program, GLRS, and P-12 teachers work collaboratively on the design and implementation of the special 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 special education programs at CSU and to impact special education in our region. The BSED programs in special education is a valuable resources to train teachers in our region who want to enter the field of special education. Graduates of the BSED Special education – General Curriculum program are also a valuable resource for our undergraduate program in special education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee

County. Our undergraduate programs in special 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 an invaluable asset in assisting with the development of our other undergraduates. Though small, the number of BSED Special Education – General Curriculum 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 BSED degree in special education – general curriculum, CSU provides prospective special education teachers in its service region an opportunity to gain the knowledge, skills, and dispositions they will need to become highly-qualified special education teachers. This is an opportunity that they might not have if CSU did not offer this degree program. With the critical shortage of highly-qualified special education teachers, we need to provide every possible opportunity to prepare high-qualified special education teachers to teach students with special education needs.

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.

In response to the findings of the Comprehensive Program Review, the faculty members and administrators of the BSED in Special Education – General Curriculum program propose the strategies outlined below to improve the quality, productivity and viability of the program. These strategies will be facilitated by the Special Education Program Advisory Council (PAC).

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. Because of critical demand for special education teachers in the local, regional, state and national level the number of students seeking professional teaching degrees in Special Education will increase. The current opportunity to develop and deliver a completely Online MED in Special Education – General Curriculum will enable us to be more visible to the community so that we can recruit and graduate more students beginning in Fall 2013. Recently we began to recruit more students into undergraduate programs in special education and this will be a result in future expansion of the program.

As previously mentioned, CSU will continue to work to improve the current BSED program in special education by responding to new initiatives such as 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.

THE PROGRAM'S DETAILED SELF-STUDY (numbered: 25 pages maximum)

Section One - Program Background and Overview

I. Brief Program Overview

The BSED programs in Special Education – General Curriculum prepare highly qualified special education teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades P-12. In special education content courses, special education methods 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 special education programs. These goals are briefly summarized as:

BSED graduates will be able to:

1. Demonstrate knowledge of the foundations of special education and the development and characteristics of learners
2. Demonstrate proficiency in understanding individual learning differences and instructional planning to address those differences
3. Demonstrate proficiency in the implementation of instruction
4. Demonstrate the ability to create positive learning environments by successfully implementing classroom management plans and fostering effective communication
5. Demonstrate proficiencies related to selecting and using curricula, technology, and other materials to enhance the teaching and learning of students with special education needs
6. Demonstrate proficiency in assessing student learning and using assessment data to improve teaching and learning
7. Apply and add to the body of educational research related to the teaching and learning of students with special education needs
8. Display ongoing reflection and growth regarding values, commitments, dispositions, and habits associated with effective and professional teaching.

BSED candidates seeking initial teacher certification, develop proficiency in applying the knowledge, skills, and dispositions to impact P-12 student learning. They also begin to develop expertise in their teaching field through the completion of several field based- classroom experiences taken with other teacher candidates.

Candidates pursuing a BSED degree in Special Education – General Curriculum develop and demonstrate *proficiency* as they progress through the program. Graduates of the program are prepared to apply their expert knowledge of students with special education needs and teaching and learning in grades P-12 classrooms, thus helping to meet the demand for highly qualified special education teachers.

The BSED program in Special Education – General Curriculum 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 special education graduate programs demonstrate expertise as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in grades P-12.

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 Special Education Program Advisory Council and the Principals’ Roundtable. Feedback from these groups has been very positive overall, and principals frequently contact the Department of Teacher Education when they need to hire special education teachers to see if CSU has graduates who could possibly fill those positions.

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 BSED in Special Education – General Curriculum. 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.

In November 2012, the BSED program received recognition from the Council for Exceptional Children (CEC) with conditions. This was the first time that recognition for the BSED program was sought and it was received on the first attempt.

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.

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.

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. 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.

UTeach Columbus faculty participate in multiple workshops and conferences related to the implementation of the UTeach program. These professional development activities include training to assist in recruitment, fund raising, and the development and implementation of UTeach courses. The Key Elements of Success for UTeach programs align with the COEHP's conceptual framework in the following ways:

- UTeach courses emphasize best teaching practices by incorporating an inquiry-based approach to teaching and learning. Furthermore, candidates are engaged in early and intensive field experiences, supported by a master teacher, that continue throughout the program.

- The importance of excellence in scholarship is evident in the degree programs that provide strong content preparation (i.e., a major in the content area) as well as professional and pedagogical preparation designed specifically for math and science teachers.
- Professionalism is emphasized in the preparation of candidates to teach in diverse schools.

Program Improvement Plans

The Special Education program is currently working to improve the CEC program recognition for the BSED and Post-bac certification program. There is also the possibility of working towards advance program recognition for the MED and the EdS. programs.

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, including the Council for Exceptional Children. Other faculty take their cue from an array of scientifically-based methods consistent with No Child Left Behind legislation or constructivist learning theory or behavioral theories. 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

The COEHP Office of Student Advising and Field Experiences oversee admission and orientation of undergraduate students as well as provide advisement to undergraduate students. The SAFE Office also provides assistance with certification requirements.

Prospective BSED students must apply for admission to the university. Individuals desiring to enroll in undergraduate special education and education courses must apply for admission and be admitted to a College of Education and Health Professions (COEHP) teacher education program with regular admission status. Prospective students are referred to the CSU Admissions Office in University Hall or to the Admissions website at

<http://admissions.columbusstate.edu/index.php>. Additional information on BSED programs is available at <http://te.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 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 special 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

The BSED program requires candidates to successfully complete a semester long student teaching experience where they demonstrate 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 Model of Accomplished Practice (MAP), the college's performance assessment instrument for undergraduate students in teacher education, and student teaching evaluation scores and pass rates 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. In 2010-2011, all candidates met or exceeded expectations on all components of the MAP, with 54% or more exceeding expectations.

Interviews with candidates and faculty confirmed that faculty have been known to involve candidates in research which results in presentations at professional meetings and publications in refereed journals. In special education, undergraduate students have attended conferences such as the Georgia Council for Exceptional Children 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 teacher preparation. These two grants are a collaborative effort between professional education faculty in the COEHP and 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

The special education program has been successful in securing grants to support undergraduate and graduate teacher preparation.

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

Special 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 undergraduate 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

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

Graduates of the BSED program in Special Education – General Curriculum are in high demand by local school systems. Because special education is a critical needs area, many BSED students are offered teaching positions prior to completion of the program. After completing the BSED degree program, they receive a clear renewable teaching certificate for Georgia.

II F. Quality of Curriculum

· Relationship Between Program's Curriculum and Its Outcomes

The BSED program in Special Education – General curriculum prepares highly qualified special education teachers who possess the knowledge, skills, and dispositions necessary to promote high levels of learning for all students in grades P-12. In special education content courses, special 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 special education programs.

BSED candidates seeking initial teacher certification, develop proficiency in applying the knowledge, skills, and dispositions to impact P-12 student learning. They also begin to develop expertise in their teaching field through the completion of several field-based experiences taken with other BSED candidates.

Candidates pursuing a BSED degree in Special Education – General Curriculum develop and demonstrate *proficiency* as they progress through the program. Graduates of the program are prepared to apply their basic knowledge of learners with special education needs and special education teaching and learning in grade P-12 classrooms, thus helping to meet the demand for highly qualified special education teachers.

The BSED program in Special Education – General Curriculum 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 special education undergraduate programs demonstrate expertise as they develop, refine, and enhance their knowledge and skills to improve the learning of all students in grades P-12.

· 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

· 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 initial candidates are expected to meet include the following dispositions: Interacts appropriately and positively with others; Treats others with courtesy, respect and open-mindedness; and Displays the ability to work with diverse individuals. ([Exhibit 1.3.e #1](#))
- The Model of Appropriate Practice (MAP) ([Exhibit 1.3.c.1 \(i\)](#)), the unit's performance assessment instrument used in all initial programs, is aligned with the 2011 InTASC Standards ([Exhibit I.5.c #6](#)) and includes the following diversity proficiencies initial candidates are expected to meet: 1b: Demonstrating knowledge of students; 1c: Selecting instructional goals (i.e., suitability for diverse students); 1d: Demonstrating knowledge of resources (i.e., resources for students); 2a: Creating an environment of respect and rapport; 2b: Establishing a culture for learning; 3a: Communicating clearly and accurately; 3b: Using questioning and discussion techniques; 3c: Engaging students in learning; 3e: Demonstrating flexibility and responsiveness (i.e., response to students); and 4c: Communicating with families.
- 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. Similarly, the faculty believe skillful beginning teachers are able to ensure that all adolescents with whom they work achieve significant academic growth.

At the undergraduate level, an analysis of syllabi provides evidence that faculty address diversity in BSED 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 EDUC 2130 Exploring Learning and Teaching, candidates examine the interrelationship between motivation, learning, and teaching with an emphasis on application to the needs of diverse learners. 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 undergraduate level, candidate performance is assessed in multiple required course ([Exhibit 2.3.d #3](#)) in each program using the MAP and Undergraduate 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. Computers in

specified classrooms also include a variety of special education software (e.g., Dragon Dictate, Intellikeys, Text-to-speech) for use in instruction in specials 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 West Georgia Learning Regional Services ([GLRS](#)) lending library and teacher resource center stocked with resources to enhance all student instruction.

· **Program Improvement Plans**

Purchase additional adaptive and assistive equipment for the Special Education adaptive and assistive computer lab.

Purchase additional software for the adaptive and assistive lab.

Section Three - Indicators of Program Productivity

III A. Enrollment in Program for Past 5 Years

The enrollment patterns for the BSED program in Special Education are shown in Table 3.1.

Table 3.1 Number of Declared Majors in BSED Special Education

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
BSED						
Full-Time	35	37	44	56	56	46
Part-Time	21	28	22	25	28	25
<i>Total</i>	56	65	66	81	84	70

The total number of majors in the BSED program increased from 66 in 2009-2010 to 81 in 2010-2011 and then to 84 in 2010-11, an increase of 27% from 2008-09 to 2010-12. One reason for this increase might be the continued need for highly qualified special education teachers while in other fields the demand has been slower. The continued availability of the HOPE scholarship for the funding of undergraduate special education teacher preparation may also be a variable in the increase.

In 2011-2012, enrollment in BSED Special Education – General Curriculum program increased from a combined total of 81 in 2010-11 to 84, a slight increase of 5%. Reasons for this increase in enrollment are not clear but may be partly due to economic conditions and/or additional demands placed school systems with increased accountability measures to have more highly qualified special education teachers. Further study is needed to determine the reasons for this increase in enrollment and to see whether or not it will become a trend.

The Special Education Program Advisory Committee (PAC) oversees the BSED program in

Special Education and works to improve the curriculum, courses, and resources offered to teachers. We will monitor enrollment numbers to see if these changes continue to attract more teachers into the program.

III B. Degrees Awarded Over Past 5 Years

As indicated in Table 3.2, the number of BSED degrees conferred each year in Special Education is small but has decreased since 2007-2008.

Table 3.2 Number of Degrees Conferred

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
Special Education	11	17	10	17	12	13

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

As indicated in Table 3.3, among the eight USG state universities that offer BSED degrees in special education, CSU ranks fourth in average number of degrees conferred. Plans for improving the position of CSU's special education programs among comparable USG programs include enhanced recruitment and retention efforts, improved services and support for special education majors, and continued support for students and classroom teachers through a variety of professional development activities.

Table 3.3 Bachelor Degrees Awarded in Special Education Programs at USG State Universities

Institution	2006-07	2007-08	2008-09	2009-10	2010-11	5 year average
Albany State University	8	12	12	6	4	8
Armstrong Atlantic University	14	27	19	13	19	18
Augusta State University	10	15	11	11	8	11
Columbus State University	3	11	17	10	17	12
Georgia College & State University	21	24	17	19	18	20
Georgia Southwestern State University	7	13	9	8	6	9
North Georgia College & State University	76	84	64	94	79	79
State University of West Georgia	25	5	0	6	18	11

III D. Retention Rates

Table 3.4 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
Special Education	1	0 (0%)	2	2 (100%)	3	2 (66.7%)	3	2 (66.7%)	4	2 (50%)

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

Key assessments for BSED candidates include the following:

- GPA
- Georgia Assessments for Certification of Educators (GACE) tests
- Model of Appropriate Practice (MAP) for Teacher Candidates, a teaching performance assessment
- Dispositions
- Documenting Student Performance

Data indicate that BSED candidates know the content they teach and can explain important principles and concepts. Average GPAs from 2009-2012 ranged from 2.99-3.02 at program exit. Also, the pass rate on the Georgia Assessment for Certification of Educators (GACE) special education tests from 2008-2011 was 100%. The GACE is used to assess the knowledge and skills of prospective Georgia public school special education – general curriculum teachers. The tests are criterion-referenced, objective-based assessments designed to measure a candidate's knowledge and skills in relation to established standards, and are aligned with Council for Exceptional Children standards for special education programs and with state standards for the P-12 student curriculum (Georgia Performance Standards). The passing score for each test is established by the Georgia Professional Standards Commission and is based on the professional judgments and recommendations of Georgia educators.

Teacher candidates in the BSED Special Education – General Curriculum program understand the relationship of content and content-specific pedagogy and can apply the professional and pedagogical knowledge and skills delineated in the standards to facilitate learning. CSU's Model of Appropriate Practice (MAP) is used to assess planning and preparation, classroom environment, instruction, and professional responsibilities. An analysis of MAP data over the last three years (2009-2012) showed that on each component, 90% or more of the candidates evaluated prior to entering clinical practice met or exceeded expectations, while 100% of the candidates evaluated at exit from clinical practice met or exceeded expectations.

Data show that teacher candidates focus on student learning. They assess and analyze student learning, make adjustments to instruction, and monitor student progress. Candidates are evaluated throughout their field experiences on student learning related MAP components.

During clinical practice, all candidates must complete the Documenting Student Performance (DSP) activity wherein candidates design and deliver a unit of instruction, assess P-12 student

performance on pre- and post-tests, analyze the results of the assessment, and provide a plan for intervention. An analysis of data from student learning related components of the MAP at exit from clinical practice revealed that the percentage of candidates rated as meeting or exceeding expectations was 100%.

Candidates in BSED programs in special education – general curriculum have an in-depth knowledge of the content they teach. 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 field experiences 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 Model for Accomplished Practice (MAP). Data from MAP evaluations show that at program exit, all candidates met or exceeded expectations on all components of the MAP. In addition, all candidates met or exceeded expectations on all components of the Dispositions Assessment.

All candidates met or exceeded expectations on the components of the MAP related to student learning.

III F. Graduation Rate of Program

Table 3.6 shows the six-year graduation rates for BSED Special Education programs.

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
Special Education	3	2 (66.7%)	4	2 (50%)	3	0 (0%)	2	1 (50%)	1	0 (0%)

* The cohorts above are degree-seeking students who entered a CSU undergraduate program in the fall (or previous summer) semester. Graduation rate calculated based on number of students completing program within six-year time period.

Over the last five years, six-year graduation rates for the BSED program in special education have been 33% or above, with the exception of the Fall 2007 and 2009 cohorts. Some candidates, particularly those in the BSED program, may take more than six years to complete their degree because of additional reading coursework requirements. Also, many BSED degree candidates are part-time students who are teaching full-time. Their teaching schedules and other obligations may not allow them to complete all required coursework in six years. In recent years, there have been several candidates who had to repeat special education courses due to low grades or had to sit out for a couple of semesters before returning to complete their degree.

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 special education programs alone, enrollment decreased by 35% from 2008 to 2012 (see Table 3.2), and credit hour production decreased by approximately 2% (see Table 3.8).

For the undergraduate programs in special education, the cost per major is not available.

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 Special Education Credit Hour Production

	2007-08	2008-09	2009-10	2010-11	2011-12	5 year average
1000 Level Courses	0	0	0	0	0	0
2000 Level Courses	551	506	511	511	517	519
3000 Level Courses	0	0	0	0	0	0
4000 Level Courses	248	205	291	325	341	282
<i>Total</i>	<i>799</i>	<i>711</i>	<i>802</i>	<i>836</i>	<i>858</i>	<i>801</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 undergraduate courses for special education majors is 40. Required special education courses in the BSED Special Education programs are offered on a one-year cycle, in order to make them more cost-effective. In addition, the programs require some of the same courses (e.g., Foundations of Education, etc.) that are required in other BSED programs. 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
1000 Level Courses	0	0	0	0	0	0
2000 Level Courses	21	25	26	25	25	24
3000 Level Courses	0	0	0	0	0	0
4000 Level Courses	15	10	18	18	21	16
<i>Overall Average</i>	36	35	44	43	46	40

Number of Faculty

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

2008-2009 Delaware Study of Instructional Costs and Productivity

	Total Instructional Expenditures	Instructional Expenditure/SCH		Instructional Expenditure/FTE Student	
		CSU	National	CSU	National
Special Education	\$301,977	\$163	\$156	\$4,321	\$4,495

Section Four - Program Viability

IV A. Summary of Program's Viability

The BSED Special 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. Special education majors have access to resources and professional development opportunities offered through the Georgia Learning Resource System (GLRS).

The College of Education, Special Education Program, MCSD and P-12 teachers work collaboratively in the design and implementation of the special education programs at all levels (BSED, M.A.T., M.Ed., and Ed.S.). Representatives from each of these groups work together to make improvements to the special education programs at CSU and to impact special education in our region. The BSED program in special education is a valuable resource for students in our region who want to become teachers and grow professionally and gain expertise in the field of special education. Students in the BSED program take what they learn and apply it in their own classrooms to help their students with special education needs learn.

Graduates of the BSED Special Education – General Curriculum programs are also a valuable resource for our undergraduate program in special education. A substantial number of program graduates teach in systems served by CSU, especially Muscogee County. Our undergraduate programs in special 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.

IV B. Summary of Program Improvement Plan

The Special Education Program Advisory Council (PAC) oversees the BSED program in Special Education – General Curriculum 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 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 BSED programs.
- Provide additional support for students in undergraduate special courses through advising and/or offering prerequisite courses or professional development opportunities that better prepare students for the undergraduate special education courses.
- Connect the content of the special education courses to the special education academic curriculum. By making the coursework more relevant to teachers, we hope to attract more teachers into the BSED programs.

- Attract more attention to the Special Education program through an innovative Online MED program that will hopefully provide a larger pool of students for the BSED program.
- Seek program recognition without conditions for the BSED program in Special Education – General Curriculum from the Council for Exceptional Children the Professional Organization for Special Education.
- Create new course sequences to allow students to complete their program quicker.
- Provide several key courses within the program twice a year to help students plan a more user-friendly schedule.

Time table for Program Changes/Improvements:

Spring 2013 – New course sequence is completed to begin Summer 2013

Spring 2013 – Submit paperwork to obtain program recognition without conditions for BSED in Special Education – General Curriculum to CEC.