

2007 Part C of the AACTE Annual Report

Section 1 - Institutional Information

NCATE ID:	10219	AACTE SID:	773
Institution:	Columbus State University		
Unit:	College of Education	Deadline to Submit Final Version of Part C:	01/15/2008
Next Accreditation Visit:	S12	Last Accreditation Visit:	S05

Section 2 - Individual Contact Information

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Section 3 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2006-2007 academic year?

324

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2006-2007 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. A change in the name of the unit or institution.
2. The status of the institution (e.g., campuses merged, campuses separated, etc.).
3. Changes in key personnel, particularly the unit head, NCATE coordinator, or university/college president.
4. The addition and/or removal of programs.
5. The addition or removal of a level of preparation (e.g., addition of a master's degree or doctoral program).
6. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs. (NCATE defines distance learning programs as programs in which more than 50 percent of the courses are not delivered face-to-face.)
7. Significant changes in physical facilities.
8. Significant changes resulting from unforeseen conditions such as natural disasters or health calamities.

The M.Ed. School Library Media program has been added. Courses in the new program began being offered in summer 2007. A new endorsement in P-5 Science is also being added. These programs underwent a developmental review by a BOE team from the Georgia Professional Standards Commission in September 2007. The team determined that standards were met for developmental approval and recommended that the two programs be developmentally approved by the PSC. Official approval will be decided on this spring.

Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

In spring 2007, a questionnaire was administered to unit faculty to determine their perceptions about unit operations, policies, and environment. Ninety-three percent (28 out of 30) of the faculty who responded to the questionnaire indicated agreement with the conceptual framework and did not see a need for revision. Faculty integrate the conceptual framework in course design, in-class activities, field experiences, and assessment.

Section 6. Candidate Performance

Standard 1. Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

In AY 2006-2007, educator preparation candidates continued to demonstrate the knowledge, skills, and dispositions necessary to help all students learn. In Fall 2006, the average GPA of undergraduate education majors was 3.01. Data from MAP and Dispositions evaluations collected at the end of each semester, showed that most candidates are meeting or exceeding expectations on the evaluations conducted prior to student teaching. In 2006-2007, 93% (612 out of 660) of the teacher candidates evaluated on the MAP prior to student teaching, met or exceeded expectations, and 94% (579 out of 615) met or exceeded expectations on the Dispositions evaluations. Program faculty worked with candidates who did not meet expectations, providing the necessary remediation and support to help them improve their performance in subsequent courses or in student teaching.

In Spring 2007, there were 92 teacher candidates in the student teaching or internship program. Ninety student teachers (98%) met or exceeded expectations on all components of the MAP and Dispositions evaluations. Two student teachers did not meet expectations. Both received a grade of "IP" and were given a contract outlining certain requirements to be met before being allowed a second opportunity to student teach.

The state of Georgia changed the required educator certification tests in 2006-2007. The Georgia Assessments for Certification of Educators (GACE) have replaced the Praxis tests in most programs. In 2006-2007, the overall pass rate for the unit on the GACE content tests was 86%.

At the advanced preparation level, the average GPA of candidates in educator preparation programs is 3.79. Data from GMAP and Dispositions evaluations provide additional evidence of candidates' knowledge, skills, and dispositions. In 2006-2007, 69 candidates were evaluated on the GMAP and 88 on Dispositions. On the GMAP evaluations, 68 of the 69 candidates (99%) met or exceeded expectations. Eighty-four candidates (95%) met or exceeded expectations on the Dispositions evaluations. Ten Educational Leadership candidates took the Praxis II exam and all ten passed. In School Counseling, three out of three (100%) candidates took and passed the GACE School Counseling Test I and three out of four (75%) took and passed the GACE School Counseling Test II.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. Candidates in Art Education and Biology do not demonstrate content mastery.

(ITP)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

During the period from 2005-2007, the pass rate on the Praxis II Art Making test was below 80% (4 out of 7 or 57%), but there was an 83% pass rate (5 out of 6) on the Praxis II Art Content Knowledge test. GACE scores for 2006-2007 showed a much improved pass rate on both the Art Education I and Art Education II tests (3 out of 3 or 100% pass rate on both tests). Since the GACE test is new and the number of test takers is small, we will continue to monitor candidates' performance on these tests.

During the period from 2005-2007, the pass rate on the Praxis II Biology Content Knowledge test was 100% (5 out of 5) and the pass rate on the Praxis II Biology Essay test was also 100% (5 out of 5). No program completers have taken the GACE Biology

content tests.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Please describe the unit's plans for and progress in meeting this standard.

The COE Assessment Plan was updated in 2006-2007 to reflect the following changes in educational foundation courses, state certification tests, and graduate admission requirements.

- EDUC 2130 Exploring Teaching and Learning replaced EDUF 2215 The American Educational Experience as the education course required for admission to the Teacher Education Program.
- The Georgia Assessments for Certification of Educators (GACE) replaced the Praxis tests for most programs.
- Graduate admission requirements were changed to allow teachers with clear renewable teaching certificates to submit a copy of their teaching certificate in lieu of GRE scores.

Refinements to online forms and reports are ongoing as the unit continues to make changes to facilitate data collection and analysis. Changes in 2006-2007 included the development of online GMAP and Graduate Dispositions evaluation forms, refinement of the online forms and reporting menus, providing faculty access to individual MAP evaluations for the purpose of monitoring candidates' performance and progress, and adding the capability to include online evaluations by cooperating teachers.

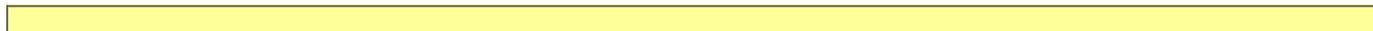
Improvements to the unit and its programs in 2006-2007 included the following:

- addition of new faculty to meet demands of enrollment and program changes;
- purchase of new technology and upgrades of existing technology to enhance teaching and learning;
- continued enhancement of model classrooms for Early Childhood and Middle/Secondary Education programs to provide appropriate teaching and learning environments for teacher candidates;
- revision of graduate admissions standards (accepting proof of current teacher certification in lieu of the GRE), resulting in increased enrollment beginning summer 2007;
- revision of all undergraduate programs to strengthen candidate preparation and to comply with BOR mandates;
- approval to offer a 3-credit graduate course to cooperating teachers for supervision of pre-service teachers in the Partner School Network, with the intent of increasing graduate enrollment and strengthening CSU's partnership with the schools;
- addition of two new science courses to the Early Childhood Education program to improve candidates preparation in science;
- changes in the middle grades education program course requirements to strengthen candidates' preparation in their content fields and to allow for more flexibility in the selection of two content concentrations (i.e., six possible combinations instead of two);
- addition of reading endorsement coursework to the MEd program in Special Education – General Curriculum to improve preparation of candidates for teaching reading;
- establishment of a partnership with the Hughston Clinic to provide the Hughston Athletic Training Fellowship;
- alignment of Educational Leadership programs with the new state standards and revision of courses, assessments, and policies to improve the preparation of candidates in the program;
- modification of School Counseling internship assessment to strengthen program and address Board of Regent requirements.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:



Please indicate how the unit has addressed these Areas for Improvement (Optional).



Section 7. Unit capacity

Standard 3. Field Experiences and Clinical Practice.

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

The College of Education continued to work through the Partner School Network (PSN) to provide placements for teacher

candidates for field experiences and clinical practice and for counseling and educational leadership students. Due to an increase in the number of school placements needed, three schools (two elementary and one high school) were added to the Network in 2006-2007, bringing the total number of partner schools to 21.

To facilitate collaboration between the COE and its partner schools, two meetings were held in AY 2006-2007 that brought together COE faculty and administrators and teachers from our partner schools. With the full support of our partners, the COE initiated a Bank Credit Hour system that allows partner schools to earn credits that can be used to provide cooperating teachers with the opportunity to take tuition-free classes at CSU. Teachers must enroll in a graduate program to use the credits.

Cooperating Teachers complete an assessment of each student's performance in every field experience and clinical practice placement, and MAP and dispositions data are collected for every candidate each semester. In 2006-2007, candidates in practicum experiences prior to student teaching were rated highest by their cooperating teachers in the areas of professional appearance, ability to interact positively with others, ability to complete requirements, and reliability. Students were rated lowest on their ability to integrate technology and plan developmentally appropriate lessons. Student teachers were rated highest in their reliability, professional appearance, positive interactions with others, ability to work with diverse individuals, and ability to use constructive criticism. The lowest ratings for student teachers were in the areas of creating an effective classroom environment and integrating technology. Plans for 2008 include a restructuring of the Technology Infusion course to better prepare candidates to integrate technology in P-12 classrooms.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:



Please indicate how the unit has addressed these Areas for Improvement (Optional).



Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

Opportunities for teacher candidates to work with diverse faculty increased in the past two years. In AY 2005-2006, the Department of Teacher Education conducted six faculty searches. Three of the six new hires for Fall 2006 were minorities. In addition, a male faculty member was hired to work with the Early Childhood program. Overall, as of Fall 2007, the College of Education has 38 full-time faculty members of which seven (18.4%) are minorities. This represents an increase in minority faculty since Fall 2005 when there were 36 full-time faculty members in the COE and four (11%) were minorities.

The COE continues to recruit and retain a diverse pool of education candidates at both initial and advanced levels. Among full-time undergraduate education majors enrolled in Fall 2006, 67% percent (827 out of 1230) are white, 25% percent (304 out of 1230) are African-American, and the remainder represent other minorities. Among full-time graduate students, 75% percent (268 out of 357) are white, 20% percent (72 out of 357) are African American, and 5% (17 out of 357) represent other minorities.

In 2003-2004, the COE implemented a "Double the Numbers, Double the Diversity Plan." The goal is to double the number of teacher candidates recommended by the COE for initial certification and to double the number of minority candidates recommended, by 2010. In 2004, the COE recommended 129 teacher candidates for initial teacher certification of which 20 were minorities. The COE recommended 171 teacher candidates for certification in 2006-2007 of which 26 were minorities. The target (170) for annual production of new teachers was met, but the COE fell just below the target (28) for the number of new minority teachers recommended. A committee is currently reviewing policies related to admission to the Teacher Education program to determine whether potential barriers to admission may be removed or admission requirements modified without sacrificing quality. Also, the COE Office of Student Advising and Field Experiences is providing support and instruction to help candidates who have difficulty passing the required essay.

In addition to increasing the number of minority faculty and teacher candidates in the COE, various activities and events were held to raise awareness of diversity issues. The Diversity Committee organized and sponsored the following activities/events to address diversity issues and to support COE students.

- Developed a mentoring program with 14 volunteer mentor professors from the College of Education and provided a training session conducted by the Director of Mentors for the Juvenile Justice Court.
- Provided speakers for the diversity classes: a Catholic priest spoke about teaching Catholic children, and the Coordinator of Bilingual Education for the Muscogee County School District spoke to the classes about bilingual education in Muscogee County.

The Executive Director of One Columbus spoke to the Diversity in Education classes about "One Columbus" and a faculty member in the COE spoke to the classes about education in Japan.

- Connected with the Hispanic student organization, "Chispa" to provide support to Hispanic students.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. Candidates have limited opportunities to interact with diverse faculty. (ITP) (ADV)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

In AY 2005-2006, the Department of Teacher Education conducted six faculty searches. Three of the six new hires for Fall 2006 were minorities. In addition, a male faculty member was hired to work with the Early Childhood program. Overall, as of Fall 2007, the College of Education has 38 full-time faculty members of which seven (18.4%) are minorities. This represents an increase in minority faculty since Fall 2005 when there were 36 full-time faculty members in the COE and four (11%) were minorities.

Standard 5. Faculty Qualifications, Performance, and Development.

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

The COE continues to hire and retain a well-qualified faculty. In 2006-2007, 30 of 38 (79%) full-time faculty in the COE had doctoral degrees. All tenure-track faculty with full-time teaching responsibilities hold earned doctorates and display rich P-12 experience.

Many unit faculty provide leadership to state, regional, and national professional organizations. Scholarly activities in 2006-2007 included 55 publications; 130 presentations at local, state, regional, or national/international meetings; seven funded external grants with awards ranging from \$5000 to \$79,000; and service on editorial boards.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

1. Part-time faculty members are not systematically evaluated. (ITP) (ADV)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

In the spring of each academic year, all part-time faculty are evaluated by the department chair or immediate supervisor (e.g., Coordinator of Student Teaching or program coordinator) using the rubric below. Faculty submit a vita, course evaluations, self-assessments, and other relevant documentation of their performance. Supervisors meet with each faculty member to discuss his/her evaluation. An evaluation summary is completed by the supervisor and kept on file in the department.

Teaching (possible ratings: below or meets expectations)

- The faculty member models best practices within his/her discipline, uses appropriate assessment techniques and establishes a classroom environment which facilitates student learning.
- The university supervisor provides effective feedback which enables the teacher candidate to reflect on and improve his/her practice.
- The coordinator provides appropriate management of administrative tasks relevant to his/her position.
- The advisor provides accurate and timely information, assists the student in the completion of advisement paperwork and refers the student to other appropriate resources when necessary.

Scholarship (possible ratings: below or meets expectations)

- The faculty member demonstrates appropriate credentials to teach within his/her discipline.

Professionalism (possible ratings: below or meets expectations)

- The faculty member models professionalism through appropriate attitudes, actions and appearance.

Standard 6. Unit Governance and Resources.

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

The total 2006-2007 state budget for the COE was \$4,017,348, approximately 7.5% of the university's Education and General budget of \$53 million. These funds were used to serve approximately 1230 undergraduate and 357 graduate students in educator preparation programs (numbers reported are enrollment counts in education programs for fall 2006). COE funds are allocated to the departments, support offices, and the Dean's office for the purpose of providing on-campus activities and field work essential for preparation of professional educators.

There were several sources of funding to support travel and professional development for faculty. Each department and office was allocated a certain amount from the annual COE budget for travel and professional development. In addition, there were also funds available to faculty from Foundation Accounts and the CSU Capital Campaign. Altogether, there was approximately \$50,000 available to COE faculty for professional development in AY 2006-2007.

The COE also administered two grants in AY 2006-2007. Funds awarded from the state-sponsored Partnership for Reform in Science and Mathematics (PRISM) project totaled \$81,096 and supported preservice and inservice teacher preparation and professional development in science and mathematics. A second grant from the Knight Foundation provided approximately \$75,000 to support a mentoring program for first and second year teachers who are CSU graduates and teaching in the Partner School Network.

In 2006-2007, thirty-eight full-time faculty members served two departments in the COE. Twenty-three full-time faculty served the Department of Teacher Education and ten full-time faculty served the Department of Counseling, Educational Leadership, and Professional Studies. Five full-time faculty members served primarily in administrative roles in the Dean's Office, SAFE Office, and the two departments.

A total of 66 faculty members delivered part-time instruction and/or supervised candidates in clinical practice. Faculty who provided classroom instruction taught a maximum of 18 credit hours annually. Fifty-four part-time instructors served Teacher Education and twelve provided instruction in Counseling, Educational Leadership, and Professional Studies.

In AY 2006-2007, approximately \$30,000 was available to the COE for updating and maintaining technology. Purchases included interactive boards, document cameras, camcorders, tablet PCs, portable data projectors, and other equipment to enhance teaching and learning and support scholarly activities.

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

1. Not all part-time faculty members are adequately trained on assessments used to evaluate candidates.

(ITP) (ADV)

Please indicate how the unit has addressed these Areas for Improvement (Optional).

Each fall, an orientation is held for part-time faculty members in the Department of Teacher Education. All new part-time faculty members are required to attend this orientation. In addition, all part-time and full-time faculty who use the unit assessment instruments (e.g., MAP, GMAP, Dispositions) to evaluate candidate performance are required to attend a training session on using those instruments. During the training session, participants examine the assessment instruments and the different levels of performance. They practice using the instrument by watching a video of a teacher in a P-12 classroom and rating the teacher's performance. Participants compare and discuss their ratings and work toward consensus. The training is held every fall, and a record of attendance is kept on file in the department.

If you have another comments, use the space below: