

# 2007 Part C of the AACTE Annual Report

## Section 1 - Institutional Information

<b>NCATE ID:</b>	10421	<b>AACTE SID:</b>	1305
<b>Institution:</b>	Georgia Southern University		
<b>Unit:</b>	College of Education	<b>Deadline to Submit Final Version of Part C:</b>	01/15/2008
<b>Next Accreditation Visit:</b>	S13	<b>Last Accreditation Visit:</b>	S06

## Section 2 - Individual Contact Information

<b>Unit Head Name:</b>	Dr. Lucindia H. Chance	<b>Unit Head Title:</b>	Dean
<b>Unit Head Email:</b>	lchance@georgiasouthern.edu	<b>Unit Head Phone:</b>	(912) 681-5649
<b>Unit Head Fax:</b>	(912) 681-5093	<b>Institution Unit Phone:</b>	(912) 681-5649
<b>1st NCATE Coordinator:</b>	Dr. Stephanie L. Kenney		
<b>1st Coordinator Title:</b>	Associate Dean, Undergraduate Teacher Education & Accreditation	<b>1st Coordinator Email:</b>	skenney@georgiasouthern.edu
<b>1st Coordinator Phone:</b>	(912) 681-5247	<b>1st Coordinator Fax:</b>	(912) 871-1068
<b>2nd NCATE Coordinator:</b>			
<b>2nd Coordinator Title:</b>		<b>2nd Coordinator Email:</b>	
<b>2nd Coordinator Phone:</b>		<b>2nd Coordinator Fax:</b>	
<b>CEO Name:</b>	Dr. Bruce F. Grube		
<b>CEO Title:</b>	President	<b>CEO Email:</b>	bfgrube@georgiasouthern.edu
<b>CEO Phone:</b>	(912) 681-5211	<b>CEO Fax:</b>	(912) 681-0598

## Section 3 - Completer

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

679

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.

### 4. Addition and/or removal of programs

- M.Ed. in Teaching and Learning, with concentration in Instructional Improvement (Addition- new concentration, program totally on line)
- M.Ed. in Accomplished Teaching (Addition-new program, totally on line)
- Alternative M.Ed. in Music Education (removed)
- M.A.T. (P-12 Art, all Secondary Education content areas (except Family and Consumer Science and Technology Education),

Middle Grades Education, Foreign Languages (Spanish and French), and Special Education. (Addition)

- Complete redesign (courses and structure) of Area F (Pre-professional block courses (9 hours); and a great amount of new course development and course revisions across all teacher preparation programs as a result of Area F redesign/new ECE and Middle Grades program requirements.

5. Addition or removal of a level of preparation (e.g., addition of a master's degree or doctoral program).

- Removed BSEds in P-12 Art , Foreign Languages (Spanish and French), and all Secondary Education content areas (except Family and Consumer Science and Technology Education), and redesigned/added these programs at M.A.T. level.

6. Changes in program delivery, particularly when traditionally delivered programs become distance learning programs (50% or more not delivered fact-to-face).

- Ed.S. in Teaching and Learning (Placed existing program totally on line)
- M.Ed. in Instructional Technology - certification and non-certification programs (Placed existing programs totally on line)

## 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:

No evaluations/changes at this time.

## 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.

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

1. Candidates in art, English, history, and mathematics do not achieve an 80% pass rate on state-required content knowledge exams.	(ITP)
2. Candidate performance assessment criteria and reported data are not consistently aligned with unit, state, and national standards.	(ITP)

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

Standard 1: Candidate Knowledge, Skills, and Dispositions

1. Candidates in art, English, history, and mathematics do not achieve an 80% pass rate on state required content knowledge exams. (ITP)

In 2005 a Master of Arts in Teaching program was developed and approved for the following areas: art, business, history, geography, political science, economics, biology, chemistry, geology, physics, English, Special Education, and Middle Grades Education. (see <http://coe.georgiasouthern.edu/MAT.html>) This was implemented and continually refined during 2006-2007. The move from the initial preparation B.S.Ed. to initial preparation at the MAT level, particularly in the secondary education content areas, was done to create additional hours of preparation in the content areas. Entrance into the MAT requires that candidates

have

passed their area GACE II. Since this change we have continued to meet with the Arts and Sciences content programs to assist them in aligning their course objectives/course assessment construction with our new state certification test, GACE II. We have also continued to pay test fees for all Arts and Sciences faculty teaching the content area courses who are willing to take the GACE II test for their content area. The state of Georgia worked closely with NES to develop a very faculty- and student- friendly web site full of test review, test orientation and self-assessment, and program assessment tools. Through our Teacher Education Committee we have provided training to faculty on how to use the web site. Faculty members have then shared this training with their students. Candidate test profiles have been reviewed by all programs and changes in course objectives and test response modes have been/continue to be made. Pass rates for 2006-2007 Program Completers are provided on the table below.

2006-2007 Program Completers Pass Rates (art, English, history and mathematics)

Program # Passed/Attempted Percentage Passed

Art Education 7/7 100%

English Education 8/9 89%

History Education 10/10 100%

Mathematics Education 1/1 100%

2. Candidate performance assessment criteria and reported data are not consistently aligned with unit, state, and national standards. (ITP)

The Department of Teaching and Learning faculty are developing common key assessments across undergraduate and graduate programs. These key assessments are aligned with the Georgia Framework and individual SPA standards. Each program will have six rubrics, one per key assessment. Each rubric has two parts, with part one addressing the Georgia Framework (common across all programs) and part two addressing the program's SPA standards (specific to that program only). Data collected and aggregated from part one of each rubric will be analyzed at the department and unit levels, while the data collected and aggregated from part two of each rubric will be analyzed at the program level. The expected timeline for this development is that part one of these documents will be completed during Fall 2007 and part two of these documents will be completed during Spring 2008, with implementation of the entire document (in a set of six key assessments) across all programs scheduled for Summer 2008. The unit-level spreadsheet for key assessments (part of our Unit Assessment Toolkit) has also been redesigned to reflect unit-wide aggregated key assessment data.

## 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.

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:

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

1. The unit does not have an established process for candidates, school faculty, and university faculty to conduct assessments of candidate performance throughout clinical practice.

(ADV)

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

Standard 3: Field Experiences and Clinical Practice

1. The unit does not have an established process for candidates, school faculty, and university faculty to conduct assessments of candidate performance throughout clinical practice. (Advanced)

While all initial teacher preparation and advanced-level Other School Personnel programs have clearly articulated and documented assessment procedures for candidate performance throughout clinical experience, the field components within the advanced teacher preparation programs have been less clear. All programs that have been designed and/or implemented since the April 2006 visit (including the Secondary Education, Special Education, P-12 Education, and Middle Grades M.A.T. programs) reflect, in Steps Two and Three of their programs, supervised field experiences. (See <http://coe.georgiasouthern.edu/MAT.html#matsequence>.)

Programs that remain to be updated to include a clear and well-supervised/assessed field experience component are the MEd in Teaching and Learning. While all program concentrations in this MEd program currently have course-embedded field experiences, all concentrations, with the exception of Special Education, will redesign their field components to include an established process for candidates and schools and university faculty to conduct assessment of candidate performance throughout clinical practice. This task will be completed when the current work on common key assessments is complete (Summer 2008).

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:

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

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

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:

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

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

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.

---

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

---

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

---

If you have another comments, use the space below:

---