

**Comprehensive Program Review
Follow-Up Report
Department of Secondary and Middle Grades Education
Undergraduate Program
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1. Provide evidence of *quality* enhancement of the program since 2003.

Since 2003, the program of study for middle grades education has changed as a result of three new BOR mandated education courses for all institutions. These courses are required for all education majors. The implementation of these courses necessitated a re-design of all teacher education programs, including middle grades education. The changes are represented in the table below.

Course	Status	Field Experience
EDUC 2110 Critical and Contemporary Issues in Education	New BOR mandated course	30 hours
EDUC 2120 Sociocultural Influences on Teaching and Learning	New BOR mandated course	10 hours
EDUC 2130 Exploring Teaching and Learning	New BOR mandated course	10 hours
EDMG 3300 Success in the Middle	New MGE course	NA
EDMG 4406 Methods and Management in the Middle Grades: Field Experience and Seminar	New MGE course	120 hours
EDUC 2201 Teaching and Schools in a Changing Society	Replaced by EDUC 2110.	30 hours
EDUC 2202 Adolescent Development	Discontinued. Content covered in EDMG 3300.	NA
EDUC 3308 Learning, Motivation, and Classroom Management	Discontinued. Content covered in EDUC 2130 and EDMG 4406.	NA
EDMG 4405 Curriculum and Assessment in the Middle Grades	Discontinued. Content covered in EDMG 3300.	120 hours

The re-design of the program allowed the opportunity to address certain topics that candidates and faculty had identified as needing more attention based on end-of-TOSS survey results. When candidates cite areas in which they believe they need more information and practice, it is usually in classroom management and working with diverse learners. The new EDUC 2120 Sociocultural Influences on Teaching and Learning and its required field experience provides students with content information and experiences with learners representing diverse populations. The new EDMG 4406 Methods and Management Seminar addresses classroom management *while* candidates are in the field with real live students and real live management issues. Providing this context for learning classroom management and discipline strategies makes the learning more meaningful, bringing it closer to actual practice.

All education majors take the new EDUC courses mandated by the BOR. Faculty from the Department of Secondary and Middle Grades and the Department of Elementary and Early Childhood Education teach these courses. The teaching and administration of these courses and their field experiences is a demonstration of the coherence and collaboration in the PTEU.

Also according to BOR mandates, the middle grades education program increased the number of credit hours for content area courses. Each MGE candidate will take 15 credit hours in one content area and 18 credit hours in the other. This change increases the content knowledge of MGE graduates, already known for their strength in this area. MGE candidates continue their 100% pass rate on the Georgia Assessment for Certification of Educators, the high stakes test required for Georgia teacher certification.

2. Proved evidence of *productivity* enhancement of the program since 2003.

The middle grades education program at Kennesaw State University currently produces the largest number of certified undergraduate middle grades teachers in the state. The number of undergraduate program completers has remained consistent, averaging 46 students per year over the past eight years while the graduate programs have grown tremendously.

The program continues to recruit and advise candidates in a variety of ways. Information about the program is available on the Web, in print, and through advising sessions held regularly by the Teacher Education Advisement Center.

3. Identify the action plans and priorities from the 2003 Follow-Up Report that have been accomplished.

- The curriculum changes of including the new course EDUC 2202 Adolescent Development, adjusting EDMG 4405 Team Teaching in the Middle Grades, and integration of multicultural concepts into multiple classes has been accomplished.
- The assessment system at the unit and program levels has been refined and assignments throughout the MGE program have been aligned with the PTEU's conceptual framework and the outcome-based Candidate Performance Instrument.
- School partnerships have been maintained by TOSS and the introductory education course.
- Quality alternative certification options have been explored and the Master of Arts in Teaching program was started in the summer of 2006 with cohorts in math and English, with a cohort in ESOL added in summer 2007, and with a cohort in science and possibly Spanish starting in summer 2008.
- New faculty lines have been added and high quality faculty hired. Eight full-time, tenure-track faculty have joined the SMGE department.

4. Identify the action plans and priorities from the 2003 Follow-Up Report that still need to be addressed and indicate a timeline for their completion. If specific action plans and priorities have changed since 2003, please explain.

All of the action plans cited in the 2003 Follow-Up Report have been addressed.

5. Address the current status of the program's *viability*. If viable, justify whether the program should be sustained, reconfigured, or enhanced.

- a. Indicate how the program advances specific goals and action steps of KSU's Strategic Plan.

Goal 1 Enhance and expand academic programs and delivery.

Action Step 2. Implement Global Learning Quality Enhancement Plan

The new required course, EDUC 2120 Sociocultural Influences on Teaching and Learning addresses many of the elements of the QEP.

Objectives for this course include

- Examine the nature and function of culture.
- Explore how history and culture shape world views.
- Examine the development of his/her own cultural identity and learning styles.
- Develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities/disabilities and culture.
- Articulate strategies for teaching culturally diverse students in the classroom.
- Identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes, related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination.
- Identify educators' cultural practices and *expectations* that perpetuate and maintain achievement gaps.
- Identify strategies that creatively deal with challenges and differences between the cultures of educators and students.
- Identify assets and values of diverse populations to bring student learning to higher levels.

Action Step 8. Add degree programs that are important to the local community and to Georgia.

The implementation of the new Master of Arts in Teaching program, with its education courses housed in the Department of Secondary and Middle Grades Education, helps to produce highly qualified teachers (with bachelor's degrees in their content area and master's degrees in education) in the critical needs areas of secondary math, science, foreign language, ESOL, and English.

Goal 2 Improve retention, progression, and gradation rates while maintaining high quality.

Action Step 3. Assess, support, and implement best practice teaching strategies for learner-centered teaching.

Members of the faculty of the Department of Secondary and Middle Grades education pride themselves on their use of constructivist-based, inquiry-oriented teaching strategies. It is essential for the faculty to model these student-centered practices that they expect their students – future teachers themselves – to use in their own classrooms.

Since 2003, three MGE faculty members have received the Bagwell College of Education Distinguished Teaching Award at the graduate and undergraduate levels, some have been finalists to the university-level Distinguished Teaching Award, and Dr. Pam Cole, was the university's Distinguished Professor in 2006-2007.

Action Step 4. Implement and publicize course planning three semesters into the future.

Tentative course schedules are readily available to MGE students in a display just inside the departmental office door. Also available are advisement check sheets.

- b. Identify resources needed to strengthen the program's ability to meet the goals of KSU's Quality Enhancement Plan.

We believe that the new course, EDUC 2120 Sociocultural Influences on Teaching and Learning, is strongly aligned with KSU's QEP. Also, the integration of the multicultural education goals and objectives into required courses throughout the program facilitates the QEP.

- c. If the program is delivered off-campus, please provide a cost analysis of the off-site delivery.

NA

- d. Indicate the resources needed to sustain, reconfigure, or enhance the program's quality and productivity.

The program's quality and productivity are notable. Current resources are adequate to maintain the current standards. The program's productivity could be enhanced if the pre-student teaching methods block ("TOSS") could be offered more than once per year. As it is, the program has only enough faculty to teach this intense block of courses with their accompanying extensive field experience only during fall semester. Faculty is needed in the spring to teach other courses, including those that are offered as "service courses" to all education majors. Teaching the TOSS courses both in the fall and spring would require more faculty and more classrooms.