

MA Teacher Education with Initial Teacher Certification CPR Index (AY22-23)

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**Comprehensive Program Review**

**AY 2022 – 2023**

**Institution:** Middle Georgia State University

**Academic Program:** MA in Teacher Education

**College or School:** School of Education and Behavioral Sciences

**Department:** Teacher Education and Social Work

**CIP Code:** 131206

**Date of Last Internal Review:** AY2020

**Faculty Completing Report:** Rhonda Amerson

**Current Date:** 12/11/2022

**5 Year Enrollment by Campus and Graduation Trends**

**Enrollment**

Campus	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	5 YR Growth	Fall 2018 compared to Fall 2022 only
Macon	13	9					
Cochran							
Warner Robins							
Dublin							
Eastman							
Online			28	28	54	38.87%	93%
Off Campus							
<b>Total</b>	13	9	28	28	54	42.76%	315%

**Graduates**

- For data consistency, the fiscal year is in which the degree was awarded. For examples, academic year 2019 includes degrees conferred in Summer 2018, Fall 2018, and Spring 2019.

AY 2018	AY 2019	AY 2020	AY 2021	AY 2022	5 YR Growth	AY2018 compared to AY2022 only
5	12	7	15	24	48.02%	380%

- The program narrative is presented on pages 2– 4, and organized by sub-headings from the CPR template.
- **1. Program purpose and mission:** The mission of the Masters of Arts in Teaching (MAT) program is to prepare adaptive graduate professionals who are competent, accountable, reflective, and engaged. MGA’s pedagogy-focused MAT degree program was initially designed in response to the acute teacher shortage in secondary education (grades 6 -12) in school districts across the Middle Georgia region. Since Spring 2020, certification areas offered by the MAT program were curated and expanded to include additional content areas, i.e., specific P-12, middle grades (4-8), as well as additional secondary content areas in response to the growing teacher shortage in school districts across Georgia.
- **2. Program Mission alignment to mission of department / school/institution:** The MAT program’s mission aligns directly with both, the mission of the Department of Teacher Education and Social Work, and the School of Education & Behavioral Sciences in addressing a critical need for highly qualified and effective school teachers in both the Middle Georgia area, and across the state of Georgia. Furthermore, in realizing this mission, the program aligns with MGA’s mission by: (i) providing a pathway to initial teacher certification and fostering applied research in the areas of teacher practice, student achievement, professional development, assessment, and innovation for graduates who already have earned an undergraduate degree; and (ii) increasing graduate enrollment.
- **3. Program overview - age, tracks, concentrations etc.:** Housed within the Department of Teacher Education & Social Work as well as the School of Education & Behavioral Sciences, the MAT program provides pedagogical training in specific P-12, middle school level (grades 4-8) and secondary level (grades 6 -12) to pre-service teachers, teaching professionals holding a provisional teaching license, and applicants seeking a career in teaching. Successful program graduates receive teaching certificate at the T5-level from the Georgia Professional Standards Commission (GaPSC). Between summer semester 2020 and spring semester 2023, the program has seated a total of seven cohorts with an enrollment increase of 60% (n = 63, including spring cohort 2023). Data comparison between 2018-2022, shows a marked increase in enrollment at 315% and an increase in graduation rate at 380%. Revision to admission requirements for MAT programs by the GaPSC, has allowed the program to increase offerings in summer 2021 to include twenty-two additional specialties for a total of twenty-six certification areas. These increased offerings have broadened the scope for additional certification areas. In addition to the two separate cohorts each academic year (summer and spring cohorts), the MAT program piloted a third cohort in fall semester 2022 using a modified program of study (i.e., 2+2+2+1 course sequence). 11 students were admitted to this new fall cohort

- 4. Accreditation information / status:** The MAT program is in good standing with the Georgia Professional Standards Commission (GaPSC), Georgia's accrediting body for teacher preparation. In April 2019, the GaPSC conducted the three-year Developmental Review, and the MAT program was successful in meeting all accreditation standards. As a result, the MAT program received GaPSC permission to seat an additional spring cohort and to add twenty-two new areas of specialization. This has allowed the MAT program to expand its repertoire to offer twenty-six disciplinary fields, which train graduate students in middle grades / secondary/ P-12 settings.
- 5. Method(s) of delivery:** The MAT program is a three-semester long, full-time hybrid program with off-site placement of its graduate students / interns at partner school districts in the Middle Georgia area, and across the state of Georgia. Five of the seven content pedagogy courses are delivered using an online format. The two clinical experience courses, include student teaching within classrooms at the appropriate grade band levels. Per market demand and the GaPSC permitted expansion in offerings, and the implementation of a robust online platform for distance-mentoring faculty in the MAT program are currently able to fluidly engage with students across the state and allow them to complete their field experiences on-site at their location. In this manner, the MAT program is currently being delivered using an online format.
- 6. Changes since last review:** In this CPR report for the MAT program we have included program development notes since the GaPSC approved expansion in certification areas. The changes since the last cycle of program review are organized below to address – (a) program expansion; changes to program of study; (iii) curricular changes; (iv) field course changes; and (v) admission changes.

  - (A) *Program Expansion:* Since the last review in April 2019, the MAT program has expanded certification area offerings from the initial four to twenty-six areas of certification. Additionally, evolving along with changes in certification requirements by the GaPSC from April 2020 through July 2022, the MAT program has been able to increase: (i) number of cohorts – added a spring cohort; (ii) adjusted placement requirements; and (iii) piloted a fall cohort (AY 2022-2023).
  - (B) *Program of Study:* In order to maintain the integrity of course sequencing, program faculty adjusted course pre-requisites and co-requisites so, that the restructured program of study (for spring cohort) would allow on-site field experiences to be completed during the P-12 school year. A third cohort was piloted in Fall 2022 for which the program of study was modified to maintain program scope and course sequence.
  - (C) *Curricular Changes:* As part of the program's continuous improvement initiative, graduate faculty continue to meet on a regular basis to assess the program and modify the course syllabi, field experience requirements, and field support strategies and protocols to improve program quality and increase graduate student success during clinical experiences. These curricular modifications are based on graduate faculty and graduate student evaluations of course content, scope and sequence. Additionally, feedback from MAT alumni, and school district partners indicated a need for a renewed focus on classroom management skills and techniques. This timely attention to stakeholder feedback and the resulting revision to the curriculum has made it possible to: (i) revise program outcomes (noted in Table 1); (ii) purposefully embed

instructional technology across the curriculum; (iii) create and implement a new course, EDUC 5007 - Classroom Management, implemented since summer semester 2021; and (iv) revise student learning outcomes (refer Table 1), such that course performance options / activities are better aligned with high leverage best practices – student learning outcomes were revised to better align key assessment activities with high leverage best practices.

- (D) *Field Courses*: (i) In order to increase program viability and enhance graduate student preparation for teaching in high-needs school districts, both field courses - EDUC 5005 - Practicum and EDUC 5006 – Clinical were modified to a semester-long setting, in grade bands relevant to certification area, aimed at providing flexibility to graduate students in their professional area of interest. (ii) Vertical alignment of curriculum to scaffold intern preparation and readiness to be effective in addressing the needs of P-12 students. (iii) Clinical supervisors use a well-established online platform for supervision of graduate students completing field/ clinical experiences. The successful embedding of this online platform within field coursework builds program capacity by providing faculty the ability to conduct one-on-one supervision, and mentoring of graduate students from a distance at their specific location, all across the state.
- (E) *Admission Policies*: Between 2020 -2022, the GaPSC has modified admission policies to meet the growing demand for teachers as well as to adjust admission requirements during the pandemic. Our MAT program has maintained pace in keeping with the evolving GaPSC policies and adjusted admission requirements to sustain program accessibility. Therefore, the MAT program has accordingly waived additional standardized test requirements (the GACE Program Admissions Assessment is no longer employed by the state), and revised the entrance GPA from 3.0 to 2.75 to maintain access and remain competitive.
- **7. Benchmarks of progress**: Graduate student achievements and teaching proficiencies are closely monitored through course grades, and field placement and clinical evaluations, which are reviewed by program faculty and the Field Coordinator. In addition to academic achievement measured by course grades, performance on key assessments and cumulative GPA, graduate interns are observed and regularly assessed at multiple points during each field/clinical experience by their cooperating classroom teachers and university supervisors using the Teacher Keys Effectiveness System instruments and completion of the Action Research Project (ARP) showcasing intern’ readiness to teach. The ARP replaced the state-wide edTPA performance assessment, which has, since July 2020, ceased to be a licensure requirement for Georgia. The Action Research Project is completed by the intern as a student teacher during EDUC 5006 placement. Analysis of graduate student performance data (2020-2022, n = 46), which are aligned to program goals is presented in Table 1.

Table1. Program Benchmarks as measured by Student Learning Outcomes Summer 2020 – Fall 2022.

SLO #	Student Learning Outcome	Assessment Type	Passing Score	Target: % Student should	% Achieved Mastery {n = 46}

				<b>Achieve Mastery</b>	
1.	Apply their understanding of content and pedagogy.	Action Research Project (ARP)	80%	90	100
2.	Demonstrate an understanding of the culture that informs the decision making for the student.	APA Research Project ED Talk Video (EDUC 5001); and Best Practices Competency in Literacy (EDUC 5003).	80%	90	100
3.	Demonstrate and critically examine research in human development and the process of learning.	Special Education Key Assessment (SPED 5001)	80%	90	100
4.	Demonstrate an understanding of the importance of learning about the community in which they teach and encourage professional development.	Candidate Disposition Performance Assessment (CDPA)	80%	90	100

- 8. Plans for action:** Having received approval from MGA's Academic Affairs, curricular changes such as the new course EDUC 5007- Classroom Management went into effect starting Summer 2021. Vertical alignment of curriculum is being conducted to identify and employ course overlaps to scaffold and reinforce intern preparation in readiness for the ARP. In addition to the ARP, another key assessment, the Candidate Work Sample is being currently piloted to enhance intern readiness for P-12 instruction (Note – the edTPA is no longer required for teacher licensure in Georgia). Additionally, in AY 2020, the department received a five-year federal sub-award grant, termed Project NURTURE, which is designed to boost enrollment in programs like our MAT program which features a residency model and prepares students for initial teacher certification, a priority of the Georgia Governor's Office.
- 9. Shifting trends and market forces that may impact program demand:** In building capacity with intentionality, the program has availed of the GaPSC' updated MAT Pedagogy-Only rule to expand program offerings and recruit qualified applicants from across the state. To achieve this goal, the program continues working in direct collaboration with personnel from high-needs school districts, has incorporated stakeholder needs through revisions to the curriculum, and employs an online platform for long-distance supervision and one-on-one mentoring. In addition, the growing interest in the Project NURTURE stipend is somewhat nuanced by a

significant volume of interns who are already serving as teachers of record and so are not eligible to avail of the stipend. However, this has not adversely affected the enrollment trend, rather it serves as an anchor to garner interest in the program. In addition, the program has revised admission criteria to keep pace with changes in GaPSC policies, and to maintain accessibility.

**Note: The narrative areas should be as direct as possible, address all the areas/elements referenced above, and be of sufficient length to represent your academic program holistically since the last review. In drafting the CPR note the principle function is to “address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution’s mission.”**

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USG Academic and Student Affairs Handbook 2.3.6 “consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to **address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution’s mission**. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence”

**IEB's Comprehensive Program Review Rubric and Evaluation**

**Date Reviewed: March 30, 2023**

**Program Reviewed: MA Teacher Education**

**Contextual Notes:** Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	<i>This program has significantly positive enrollment trends and robust credit hour production</i>				<b>5-yr annual average: 42.76%</b> <b>5-yr change: 315%</b>
<b>Graduation Trends</b> USG benchmark:  <b>Bachelor's Degrees:</b> 10 graduates/year  <b>Graduate, Associate's or Certificates:</b> 5 graduates/year  <small>Programs falling under these benchmarks are designated as "low performing"</small>	<i>Three year rolling average greatly exceeds USG minimum benchmark for degrees conferred</i>				<b>5-yr annual average: 48.02%</b> <b>5-yr change: 380%</b> <b>3-yr average: 15 graduates/year</b>



**IEB's Comprehensive Program Review Rubric and Evaluation**

**Program Strengths of Note:**

The MA in Teacher Education is consistently growing in enrollment as well as graduation rate.

**Areas of Concern:**

None.

**Other Comments:**

None.

## Comprehensive Program Review Report

**Academic Program Name:** MAT – Master of Arts in Teaching

**College or School:** School of Education & Behavioral Sciences

**Department:** Teacher Education and Social Work (TESW)

**Date of Last Internal Review:** January 2020

**Outcome of Previous Program Review (brief narrative statement, if applicable):** Program meets institutional criteria and plan to retain.

**Current Date:**

**Executive Summary:** *Provide a summary related to the academic program's quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

Thank you for your review of our MAT program and highlighting its excellence in enrollment and graduation. The program had 5 students enrolled in 2018, and the new Summer 2023 cohort will have 38 students alone! At the May 2023 Commencement, we will graduate 25 new master's-prepared students who will become certified teachers of record in our region and beyond. This is incredible work. I note that significant policy-level work has been done to situate this program for growth, even apart from the large federal grant that will continue direct scholarship dollars to defray tuition for students over the coming years. Finally, the MAT is a 3-semester program that was originally designed to begin in the summer and finish at the conclusion of a typical school-year calendar. Since these are beginning teachers preparing for initial certification, it was thought that any secondary start date would best be in the spring, as August is a very busy time in the lifecycle of a teacher. Since that time, we have successfully added both Spring-start and Fall-start cohorts, contributing to the overall successful enrollment profile of this graduate program. *David Biek*, Dean of the School of Education & Behavioral Sciences

### Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- ✓ Program MEETS Institution's Criteria
- ✓ Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

- Program will be placed on a monitoring status.
- Program will undergo substantive curricular revisions.
- Program will be deactivated.
- Program will be voluntarily terminated.
- Other (identify/add text):

Academic Dean Signature: *David M. Bisk*

Dean of Graduate Studies Signature (when applicable):

*Josette Clayton*

Date: 5/8/2023

**Comprehensive Program Review Report**  
**Academic Program Name: MA Teacher Education**  
**College or School: School of Education & Behavioral Sciences**  
**Department: Teacher Education and Social Work**  
**CPR Review Schedule AY22-23**

**Provosts Response:**

The Provost's Office acknowledges the significant achievements and positive outcomes of the MAT Program at MGA. The program has experienced favorable enrollment and graduation trends, indicating its market responsiveness and the value it brings to students seeking a career-focused graduate education in education.

The MAT Program has consistently demonstrated its adaptability and attentiveness to professional standards in education. Its curriculum and pedagogical approaches align with the evolving needs of the education field, equipping graduates with the necessary skills to excel in teaching. The program's commitment to practical teaching skills and pedagogical knowledge ensures that graduates are well-prepared for the demands of the modern classroom.

**Categorical Summation**

Check any of the following to categorically describe action(s) the institution will take concerning this program.

**X Program MEETS Institution's Criteria**

**X Program is critical to the institutional mission and will be retained.**

**Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.**

**Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in**

**Program DOES NOT MEET Institution's Criteria**

**Program will be placed on a 2 year monitoring status.**

**Program will undergo substantive curricular revisions.**

**Program will be deactivated.**

**Program will be voluntarily terminated.**

**Other (identify/add text):**



A handwritten signature in black ink, followed by the date 11/23/24 written in a similar style.

Provost or VPAA Signature:

Date: