

School of Education  
Comprehensive Program Review  
November 30, 2007  
MED - Art

1. CPR findings for Masters in Education Degree in Art, Teacher Education Department in the School of Education at North Georgia College & State University. This degree is supported by the Fine Arts Department in the School of Arts and Letters.
2. Summary of Major Findings
  - a. In the spring 2005, the program was reviewed by a Board of Examiners with representatives from the National Council for Accreditation of Teacher Education and the Georgia Professional Standard Commission. The program met all academic standards. In addition, assessment data reported to the NGCSU assessment management system (SAINTS).
    - i. SAINTS Data:
      1. Outcome: P-12 and Secondary program graduate students will demonstrate proficiency in research development as identified in the EDUC 600 (Educational Research) research proposal guidelines.
        - a. Measurement: By June 2007, at least 80% of the P-12 and Secondary programs graduate students will demonstrate proficiency in at least 12 of the 17 components identified in the EDUC 6001 research proposal rubric. Disaggregation of data by program is not possible at this time.
          - i. Result: In academic year 2007, 100% of the students in EDUC 6001 earned at least 80% of the possible points described in the EDUC 6001 research proposal rubric. Seventy-nine percent (79%) of students earned at least 90% of the possible points for the same assignment.
  - b. Productivity in this program is extremely low as indicated by the low numbers of majors and completers (graduates).

**Table 1. Enrolled Majors and Completers**

Status	Fall 05	Sp 06	Fall 06	Sp 07	Fall 07
Majors	10		8		9
Completers	1	3	0	2	

(Source: NGCSU Banner)

- c. Viability has been a serious concern for a number of years, and through a series of workshops, planning sessions and program redesign efforts, faculty from the School of Education and the School of Arts and Letters have revised the program to capitalize on the new Master of Arts in Teaching program to begin May 2008. The MAT program requires that once they have completed the certification portion of the program, students must complete graduate art courses. In the revised MED program, students must also complete graduate art courses. Given the structures of the MAT and MED programs and through strategic admissions (i.e., cohort model) and scheduling, the MAT and MED students can complete the same graduate art courses. Thus, the combining of the MAT and MED students in these art classes will create a critical mass essential for the classes to be taught on a regular basis. For example, the MED students would be in the class with an additional 5-8 MAT students (projected from the conversion of the current post baccalaureate programs to MAT programs). Finally, the MED art students would complete the other courses (e.g., research, endorsement courses, and capstone courses) in their program in classes with other masters students.
3. Plans to improve the program have been described above.
4. With the projected efficiency gained from the MAT and MED students completing the same graduate art courses, resource issues should be greatly ameliorated.
5. Low enrollment in the program is a function a variety of factors, including course availability and the limited number of art teachers in the NCGSU service area. Additionally, the intense pressures to eliminate art programs in elementary and middle schools could possibly have a chilling effect on the recruitment of new art teachers for the MAT program. Special initiatives to increase the availability of courses and the program include the development of on-line courses and the MAT/MED course sharing.
6. Future Institutional plan
  - a. Other – Redesign of the MED program to capitalize on the new MAT program, as described above.