

Wichita State University

COLLEGE OF EDUCATION

KANSAS BOARD OF REGENTS PROGRAM REVIEW
AY 2010-2011

Department of Curriculum and Instruction

Discipline:

Elementary Education (CIP Code: 131202)

B.A. Education

Table of Contents

Centrality of the Program to the Mission and Role of WSU.....3

Program Quality as Assessed by Strengths, Productivity, and Qualifications of Faculty.....3

Program Quality as Assessed by Curriculum and Impact on Students.....7

Student Need and Employer Demand.....16

Services the Program Provides to the Discipline, the University and Beyond.....18

Programs Cost Effectiveness Indicators.....19

I. Centrality of the Program to the Mission and Role of WSU

The Department of Curriculum and Instruction offers a B.A. in elementary education. The B.A. degree program addresses students' needs as well as the Kansas State Department of Education (KSDE) demand for early childhood unified (Birth – Grade 3) and elementary education (K-6) teachers for the state of Kansas. The program is built on the philosophy of developing highly competent, collaborative, and reflective practitioners. The program's role complements the mission and the role of Wichita State University (WSU) and the College of Education (COE). The mission of WSU as an urban serving institution is to "equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community" this mission in conjunction with the mission of the COE, to "prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines" are supported through the well-designed elementary program which includes general education coursework, a teacher education core with integrated field experiences, electives to support classroom instruction and a semester-long teaching internship under the supervision of a highly qualified teacher. The B. A. in elementary education provides students with the tools necessary to meet the challenges of becoming effective citizens and socially responsible life-long learners.

II. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

Strengths and Qualifications

The undergraduate elementary education program is a competency-based program that begins with an introduction to the profession, proceeds through specific courses identified in four core experiences and concludes with a semester-long internship experience. Faculty who teach in the early childhood unified and elementary education programs all possess graduate degrees and have varied experiences in their respective fields. Faculty teaching in the program demonstrate expertise in early childhood, special education, language arts and reading, mathematics, science and social studies content and pedagogy, English SOL and cultural diversity. In addition, faculty understand the relationship between theory and practice and are able to share this knowledge with candidates in the classroom as well as at their field-experience sites.

C&I department faculty teaching in the B.A. Elementary Education programs

Faculty	Academic Rank	Highest Degree, Date Earned
Alan Aagaard	Assistant Professor	Ed.D., 1975
Mara Alagic	Associate Professor	Ph.D., 1985
Jeri Carroll	Professor	Ph.D., 1980
Fuchang Liu	Assistant Professor	Ed.D, 1999
Gayla Lohfink	Assistant Professor	Ph.D., 2006

Penny Longhofer	Instructor	M.A., 1989
Kim McDowell	Associate Professor	Ph.D., 2004
Linda Mitchell	Professor	Ph.D., 1997
Gwen Mukes	Assistant Professor	Ph.D., 2005
Sandra Peer	Instructor	M.A., 1988
Mary Robillard	Instructor	M.A., 1971
Judie Ruder	Clinical Faculty	M.A., 1982
Donna Sayman	Assistant Professor	Ph.D., 2009
Johnnie Thompson	Associate Professor	Ed.D., 1992
Anh Tran	Associate Professor	Ph.D., 2002
Candace Wells	Assistant Professor	Ed.D., 1980

CESP Faculty Teaching CORE courses required in the Elementary Education Program

Faculty	Academic Rank	Highest Degree, Date Earned
Doris Burgert	Instructor	M.A., 1990
Kate Bohn	Assistant Professor	Ph.D., 2007

Faculty Scholarship

Faculty in the department of curriculum and instruction are actively involved in scholarship, are well-published and are respected in their disciplines. The 2009 recipient of the WSU Young Scholar award was a faculty member in the elementary education program. The table below reflects the productivity and expertise of the full-time C & I faculty in the elementary education B.A. program.

Peer reviewed journal articles, books, and book chapters and professional presentations from 2005 to the present.

Name	Primary Discipline	Publications						Presentations					
		2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
Alagic	Mathematics	6	5	6	1	3		9	8	4	4	2	
Carroll	Early childhood & elementary education	2	2					8	11	5	15		
Liu	Mathematics		1		5		1	3	5	2		2	1
Lohfink	Language Arts Reading					2			1	3	2	4	1
McDowell	Language Arts Reading	2	2	2			1	12	14	10	10		1
Mitchell	Early childhood special education		4	2	4	1		3	6	2	3	1	
Mukes	Social Studies							1	1	1			
Sayman	Special Education			3		2			6	2	3	5	

Thompson	Elementary & Multicultural Education				1			4	1	3	1		
Tran	ESOL	2	7	3	8			4	3	9	12	2	2
Wells	Education Foundations & History							2	1	7			

Faculty publications have appeared in a range of premier journals including the *Journal of Mathematics and Arts*, *School Science and Mathematics*, *Education*, *International Journal of Learning and Change*, *Journal of Speech, Language, Hearing Research*, *Journal of Reading*, *Journal of Children’s Literature* and *Journal of Early Intervention*.

Faculty members’ expertise has been recognized by their roles on editorial review boards as well as conference review boards. Faculty serve as peer reviewers for publications such as: *Journal of Interactive Learning Research*, *The International Electronic Journal of Mathematics Education*, *Journal of Mathematics and Arts*, *Language, Speech, Hearing Services in the Schools*, and *KSDE Reading First Grants*. Faculty have also been involved in program conference reviews for *Bridges: Mathematical Connections in Art, Music and Science Conference*, and the 5th *International Conference on Intercultural Communication Competence*. Faculty have participated in curriculum development on the international level, most recently, several faculty members were involved in the development of elementary education program curriculum for the Princess Noura bint Abdul Rahman University for Girls in the Kingdom of Saudi Arabia.

In addition to publications, faculty in the early childhood unified and elementary education programs have recently presented at the *International Conference on Intercultural Communication Competence*, the *American Educational Research Association (AERA)*, *Asia Pacific Conference*, the *Arizona Gifted Education Conference*, the *American Speech Language and Hearing Association Conference*, and the *Council for Exceptional Children’s Division for Early Childhood’s National Conference* and the *Kansas Division for Early Childhood Conference*, the *Kansas State Mathematics Teachers Conference*, the *Association of Teacher Educators (ATE)* and the *American Association of Colleges of Teacher Education*. Faculty serve as examiners and trainers for the National Reviewer Training for the National ACEI (Elementary) Program, the National Council for the Accreditation of Teacher Education (NCATE) and the National Board for Professional Teaching Standards (NBPTS).

Currently, faculty in the early childhood unified and elementary education programs are actively involved in the implementation of the Teacher Quality Partnership (TQP) grant, a five year 6.5 million dollar federally funded grant to support the development and training of “diverse, highly qualified teachers for urban school settings”. Over the past five years, the faculty in the early childhood unified and elementary education programs have participated along with other faculty in the department of curriculum and instruction in obtaining external grants. The table below identifies the amounts of proposed and awarded grants received in the department of curriculum and instruction from 2005 to the present.

Grants proposed and awarded from 2005 to the present.

Year	2005	2006	2007	2008	2009	2010	Totals
Funded	\$4,200.00	\$84,000.00	\$2,580,986.00	\$58,000.00	\$851,230.00	\$516,865.00	\$4,095,281.00

Unfunded		\$10,000.00	\$146,000.00			\$156,000.00
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Teaching

Faculty in the program have been recognized for the quality of their teaching, with nominations for WSU’s Academy of Effective Teaching as well as for the COE Excellence in Teaching award. Faculty ratings on the *Student Perceptions of Teaching Effectiveness* (SPTE) consistently range from good to high. Candidates’ comments on the SPTE evaluations are overwhelmingly positive, candidates frequently comment that faculty are “very knowledgeable,” have “enthusiasm for teaching,” and “provide clear and concise instructions.” Other comments included on the SPTEs support students’ perceptions that faculty are “always ready and willing to help and always had resources to recommend,” “responds promptly to emails” and in general are “enthusiastic and excited about teaching.”

As early childhood unified and elementary faculty model good teaching for education candidates, they also continue to determine the most effective way to accommodate the variety of learning styles and needs of the undergraduate learner. Faculty practice the principles of good undergraduate teaching identified by Chickering and Gamson. Faculty are accessible to the candidates and provide multiple opportunities for candidates to interact with faculty in class as well as in field experience placements. ECU and elementary faculty design classroom activities which encourage cooperation among candidates, allow for a variety of learning styles, and require candidates to be actively involved. Faculty provide feedback in a timely fashion, clearly outline the requirements for their courses and communicate high expectations for candidates. In addition, faculty use technology in the classroom; including, Smartboards, PowerPoint, Blackboard, flip cameras, and clickers.

Lecturers Teaching in the Program

Lecturers and university supervisors in the early childhood unified and elementary education programs all possess advanced degrees and bring valuable classroom and administrative work experience to the program. Their experiences as practitioners in the field augments and supports the work of full-time faculty in the program.

Lecturers and university supervisors, degrees, practitioner experience and content taught

Name	Degree	Years of Experience	Content Taught
Maribel Benedict	M.A.	12	Literacy
Mary Belvin	M.A.	12	Literacy
Carmen Martin	M.A.	16	Early childhood unified
Susan Eastman	M.A.	8	Mathematics
Kimberly Jackson	M.A.	8	Literacy
Bonnie Phillips	M.A.	5	Exceptionalities
J. Harvey Koehn	M.A.	31	Physics
Mary Schumacher	Ph.D.	15	Children’s Literature
Mary Spencer	M.A.	13	Exceptionalities
Lisa Stinson	M.A.	22	Language Arts

Priscilla Templin	M.A.	15	Language Arts
Cathy McElroy	M.A.	38	Mathematics
Sandy Bequette	Ed.D.	20	Early Childhood
Greg Novacek	M.S.	31	Science
Norma Bricker	M.A.	24	Elementary Education
Susan Hussey	M.A.	39	Elementary Education
Christine Reed	M.A.	36	Elementary Education
John Wilson	Ed.D.	40+	Elementary Education

Professional Development

The early childhood and elementary faculty actively pursue professional development opportunities. All faculty have been involved in computer workshops and assessment training provided by the College of Education Technology Center. Faculty have been involved in Professional Development School (PDS) workshops, professional conference sessions, instructional workshops to design on-line courses, COE computer literacy sessions, Blackboard workshops, Due Process Hearing Officer training, webinars and grant recipient workshops. Faculty in the department value the need for life-long learning and continually add to their knowledge by attending conferences, not only to share their expertise, but also to broaden their knowledge base and ensure that they are up-to-date on current disciplinary and pedagogical theory and practice.

III. The quality of the program as assessed by the curriculum and impact on students

The quality of early childhood unified and the elementary education programs are guided by student learner outcomes and program assessment is used to improve the curriculum. Admission to the program is uniform and consistent thus ensuring that only qualified candidates are admitted.

Admission Standards

Entrance into the teacher education program is governed by the Kansas Board of Regents, WSU, and the College of Education requirements. Admission typically occurs before the beginning of the first semester of the junior year and includes:

- (1) Completion of 35 hours of General Education coursework with an overall grade point average of 2.75 or above.
- (2) Completion, within those 35 hours, of 12 hours of the Basic Skills of English (English Composition I and II), with a grade of C- or better; Communications (Public Speaking), with a grade of C- or better; College Algebra or any higher-level mathematics course, with a grade of C- or better.
- (3) Additional general education course requirements which require a passing grade are: General Psychology and Elementary Statistics.
- (4) Completion of Introduction to Teacher Education with a grade of B- or better.

- (5) Completion of a Standardized Basic Skills Test (students may choose from one of four tests and must meet the following minimum required scores:
 - a. Pre-Professional Skills Test (PPST) with minimum scores of 172 in writing, 173 in reading, and 172 in mathematics or
 - b. American College Testing Program (ACT) with minimum scores of 22 in Reading, 22 in English and 22 in Mathematics or
 - c. College Assessment Academic Proficiency (CAAP) (Cowley County transfer students only) with minimum scores of 56 in Reading, 55 in Writing, and 53 in Mathematics or
 - d. College Basic Academic Subjects Examination (CBASE) with minimum scores of 235 in Reading/Literature, 235 in Writing and 235 in Mathematics
- (6) Completion of two sections of the CBASE (affirms candidates mastery of content knowledge) with a minimum required score of 235 in Social Studies, and 235 in Science
- (7) Overall 2.5 GPA
- (8) Attestation of Eligibility

Curriculum Description

At the undergraduate level, the early childhood unified and elementary education curricula are built on a general education foundation. Candidates in the early childhood unified program are required to complete 30 credit hours of core content in early childhood unified and 68 credit hours of core content in elementary education. Candidates in the elementary education program are required to complete 85 credit hours of core content.

Typically once candidates complete their general education content, other required courses, and the prerequisite introduction to the profession they then complete a four-semester sequence of courses, referred to as the Core Program, which provide the pedagogical knowledge and field experiences necessary to become effective classroom teachers. Candidates begin in Core I with an introduction to theories of human development, the study of cultural diversity and exceptionalities, and their initial field experience placement.

In Core II A and Core II B students take methods courses and continue with field experiences. In Core III candidates are required to have a semester-long field experience in the classroom of a highly qualified teacher. For candidates in the undergraduate early childhood unified program, this final field placement is a 16 week placement divided between two sites (elementary and early childhood). The Core III, teaching internship provides teacher education candidates with an intensive experience allowing them to make the necessary connections between theory and practice.

REQUIRED MAJOR COURSES – Elementary Education K-6

REQUIREMENTS FOR THE PROFESSIONAL EDUCATION SEQUENCE:

Pre-professional	CI 271	Introduction to Professional Education (2) (B or better)
Courses	CI 270	Pre-professional Field Experience (1) (S required)

Core I	CESP 334	Introduction to Diversity: Human Development (2)
	CI 311	Introduction to Diversity: Field Experience (1)
	CI 320	Introduction to Diversity: Exceptionalities (2)
	CI 321	Introduction to Diversity: Cultural Issues (2)
	CI 431 A	Elementary Education Seminar (1)
Core II A	CESP 433	Introduction to Learning and Evaluation (3)
	CI 402 J	ISAM: Elementary Social Studies (3)
	CI 411J	Prestudent Teaching: Social Studies (1)
	CI 402S:	ISAM Elementary Science (4)
	CI 411S	Prestudent Teaching: Science (1)
	CI 431B	Elementary Education Seminar (1)
Core II B	CI 402L	ISAM: Elementary Language Arts (4)
	CI 411L	Prestudent Teaching: Language Arts (1)
	CI 402M	ISAM: Elementary Mathematics (3)
	CI 411M	Prestudent Teaching: Mathematics (1)
	CI 431C	Elementary Education Seminar (1)
Core III	CI 446	Student Teaching Seminar (1)
	CI 447	Student Teaching Elementary (11)
	CI 431D	Elementary Education Seminar (1)

Other Required Courses

ART E 311	Art Ed. Curriculum in Elem. School (2)
MUS Ed 351	Music Fundamentals for the Classroom Teacher (2)
	Geography course with global perspective (3)
	Earth and Space Science Course (3)
Math 501	Elementary Mathematics (5)
Physics 502	Investigations in Science (5) or
CI 750A	Physical Science in the Elementary Classroom (4)
	Two elective courses if necessary (6)
CI 316	Children's Literature (3)
CI 317	Literacy Strategies (2)
CI 319	Mathematics Investigations (2)
HSP 425	Methods in Physical Education and Health (2)
CI 427	History, Philosophy, and Ethics in Education

Before recommendation for licensure candidates must meet the state's passing requirement of 161 on the Principles of Learning and Teaching (PLT-ETS) in Elementary K-6 (for elementary candidates). Early Childhood Unified candidates must receive a passing score on either the PLT for elementary K-6 or early childhood education.

REQUIRED MAJOR COURSES – ECU: Elementary (Birth-Grade 3)

REQUIREMENTS FOR THE PROFESSIONAL EDUCATION SEQUENCE:

Pre-professional Courses	CI 271 CI 270	Introduction to Professional Education (2) (B or better) Pre-professional Field Experience (1) (S required)
Core I	CESP 334 CI 311 CI 320 CI 321	Introduction to Diversity: Human Development (2) Introduction to Diversity: Field Experience (1) Introduction to Diversity: Exceptionalities (2) Introduction to Diversity: Cultural Issues (2)
Core II A	CESP 433 CI 402 J CI 411J CI 402S: CI 411S CI 431B	Introduction to Learning and Evaluation (3) ISAM: Elementary Social Studies (3) Prestudent Teaching: Social Studies (1) ISAM Elementary Science (4) Prestudent Teaching: Science (1) Elementary Education Seminar (1)
Core II B	CI 402L CI 411L CI 402M CI 411M CI 431C	ISAM: Elementary Language Arts (4) Prestudent Teaching: Language Arts (1) ISAM: Elementary Mathematics (3) Prestudent Teaching: Mathematics (1) Elementary Education Seminar (1)
Core III	CI 446 CI 431D	Student Teaching Seminar (1) Elementary Education Seminar (1)
Early Childhood Unified		
Core I	CI 603 CI 611	Foundations of ECU (2) Collaboration/Teaming : Families, Professionals & Community Members (3)
Core II	CI 614 CI 614I CI 617 CI 617P CI 620	Assessment & Methods: Infants, Toddlers and Families (3) Prestudent Teaching: Infants/Toddlers (2) Assessments & Methods: Preschool (3) Prestudent Teaching: Preschool (2) Assessment & Methods: K-3 (3)
Core III	CI 647a CI 647b	Student Teaching ECU – K-3 (8) Student Teaching ECU – Infant/Toddler or PreK (4)
Other Required Courses		
	ART E 311	Art Ed. Curriculum in Elem. School (2)

MUS Ed. 606	Music Methods for EDE or
MUS Ed 351	Music Fundamentals for the Classroom Teacher (2)
	Geography course with global perspective (3)
	Earth and Space Science Course (3)
Math 501	Elementary Mathematics (5)
Physics 502	Investigations in Science (5) or
CI 750A	Physical Science in the Elementary Classroom (4)
CI 316	Children's Literature (3)
CI 317	Literacy Strategies (2)
CI 319	Mathematics Investigations (2)
HSP 425	Methods in Physical Education and Health (2)
CI 427	History, Philosophy, and Ethics in Education

Program Assessment

Kansas State Department of Education Program Approval

In 2008 all teacher preparation programs underwent a comprehensive review by the Kansas State Department of Education (KSDE) and received approval in 2009. The early childhood unified and the elementary education programs were approved with no areas for improvement. The programs' ability to successfully meet the KSDE program standards criteria suggests that the early childhood unified and elementary education programs are quality experiences for candidates built on state and national standards. As initial licensure programs, the early childhood unified and elementary education programs were also included in the 2009 comprehensive review by the National Council for the Accreditation of Teacher Education (NCATE). The COE was recently notified that all programs were approved with no areas for improvement.

Program assessment in the early childhood unified and elementary programs serves multiple purposes; including, (a) evaluating individual candidates progress in the program, and (b) evaluating the effectiveness of the program in preparing candidates to meet the standards of the program. Each program has a program committee which is responsible for reviewing the data and making recommendations regarding the program's effectiveness. The program committee consists of full-time members of the faculty in the department of curriculum and instruction. In addition, each program receives feedback and advice from the Program Advisory Council. The elementary education Program Advisory Council is made up of the full-time members of the program faculty, alumni, practitioners, Professional Development School (PDS) liaisons, and current candidates. The early childhood unified program advisory council which provides feedback and advice on the undergraduate and the graduate early childhood unified programs, includes full-time faculty, school and community practitioners, the PDS early childhood unified liaison, alumni, current candidates, and parents of children with exceptionalities.

Annually, the early childhood unified and the elementary education program committees examine aggregated data for the preceding year. This includes, but is not limited to, aggregated data from (a) transition points, (b) advising surveys, (c) candidate exit surveys (d)

graduate surveys (e) surveys of employers or graduates and (f) any external reviews that have occurred within the past year. Each year, the program committee submits to the COE Unit Assessment committee the annual report of its program review. Each report responds to core questions including, but not limited to, questions related to program effectiveness, programmatic changes and improvements, success in preparing candidates, and faculty development.

Additionally, *Student Perceptions of Teaching Effectiveness (SPTe)* evaluations are used each semester to evaluate and provide feedback to faculty members regarding their teaching. Faculty members review their *SPTe* evaluations and modify their teaching when necessary. Candidates provide feedback to faculty through formal (*SPTe*) feedback channels as well as informal channels, for example, e-mail comments and discussions. Candidates with serious concerns or issues have access to the university grievance process and procedures; however, to date all candidate concerns have been resolved within the department.

For elementary education, program effectiveness is determined through the assessment of the seven KSDE standards, four of the six conceptual framework guiding principles, and five NCATE types of knowledge. The assessments for the standards, principles and types of knowledge are embedded within specific courses in the program. The Elementary Education Program Committee has determined that a minimum of 80% of the candidates must pass all of the required assessments in order for the program to be considered preparing candidates at an acceptable level. Data compiled from 2009 indicate the following pass rates (see tables below).

KSDE Standards – Assessment Outcomes

KSDE Standard	Pass Rate
KSDE Elementary Standard 1	98%
KSDE Elementary Standard 2	98%
KSDE Elementary Standard 3	97%
KSDE Elementary Standard 4	98%
KSDE Elementary Standard 5	97%
KSDE Elementary Standard 6	99%
KSDE Elementary Standard 7	98%

Conceptual Framework Guiding Principle

Conceptual Framework Guiding Principle	Pass Rate
Human Development and Diversity	99%
Connection of Teaching Experiences and Assessment	93%
Content Knowledge, Pedagogical Content Knowledge & Alignments with Standard	90%
Collaboration	96%

NCATE Types of Knowledge

NCATE Types of Knowledge	Pass Rate
Content Knowledge	95%
Dispositions	100%
Student Learning	98%
Pedagogical Content Knowledge	90%

Professional & Pedagogical Knowledge and Skills	99%
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The effectiveness of the early childhood unified undergraduate program is assessed through 13 KSDE standards, six conceptual framework guiding principles, and five NCATE types of knowledge. The assessments for the standards, principles and types of knowledge are embedded within specific courses in the program. A minimum of 80% of the candidates must pass all of the required assessments in order for the program to be considered preparing candidates at an acceptable level.

KSDE Standards – Assessment Outcomes

KSDE Standard	Pass Rate
KSDE ECU Standard 1	96%
KSDE ECU Standard 2	100%
KSDE ECU Standard 3	100%
KSDE ECU Standard 4	91%
KSDE ECU Standard 5	96%
KSDE ECU Standard 6	100%
KSDE ECU Standard 7	80%
KSDE ECU Standard 8	98%
KSDE ECU Standard 9	98%
KSDE ECU Standard 10	97%
KSDE ECU Standard 11	98%
KSDE ECU Standard 12	99%
KSDE ECU Standard 13	98%

Conceptual Framework Guiding Principle

Conceptual Framework Guiding Principle	Pass Rate
Professionalism and Reflection	100%
Human Development and Diversity	100%
Connection of Teaching Experiences and Assessment	100%
Technology	100%
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	100%
Collaboration	100%

NCATE Types of Knowledge

NCATE Types of Knowledge	Pass Rate
Content Knowledge	100%
Dispositions	100%
Student Learning	100%
Pedagogical Content Knowledge	100%
Professional & Pedagogical Knowledge and Skills	100%

Advising

Prior to formal admission to the teacher education program, students interested in early childhood unified and/or elementary education are advised through the COE Educational Support Services (ESS) office, which currently has one full-time and one part-time advisor. Once a student is admitted to and becomes a candidate in the teacher education program, direct advising for classes as well as career advising is done by full-time faculty. Typically candidates begin with their faculty advisor in the fall of the candidate's junior year and remain with that advisor through their graduation semester. Through the Banner system faculty have access to their advisees' academic records and use this information along with the program requirements to ensure that candidates are enrolled in the appropriate courses and are completing all of the requirements for the program.

In the past year, with the implementation of the PDS model and the assistance of the TQP liaisons, early childhood and elementary faculty have been able to more effectively follow their advisees' progress during field experiences. The relationship between the area schools and the university has allowed faculty to advise and support candidates more effectively and to ensure that the candidates who are in the program are of the highest quality and develop the prerequisite skills necessary to be effective novice teachers.

Full-time early childhood and elementary faculty who teach two or more of the required courses in the program have the largest number of advisees (range from 19 to 109). The recent addition of a new faculty member in elementary education and the restructuring of the advisee assignment system will ensure more equal distribution of advisees in the future. Each semester candidates complete an advising survey. Candidates are asked to rate their advisor on a 1 (low) to 4 (high) scale. Surveys completed in 2009 across all of the program advisors resulted in an average score of 3.59. Candidates in general appear to be satisfied with the quality of the advising they are receiving from faculty in the department.

Support Staff

The early childhood unified and elementary education faculty and students are supported by two full-time administrative specialists (Lynda Cushman and Pat Kieffer) and one administrative specialist (Jill Wolf) who the department shares with Education Leadership. Pat Kieffer has 30 years experience (28 years at WSU) and is responsible for payroll, data collection and entry including compilation of *SPT*E evaluations and advising surveys, ordering textbooks, handling phone calls, and responding to walk-ins. In addition, her strength as an editor has provided faculty with an additional opportunity for feedback before materials are submitted for publication.

Lynda Cushman has 18 years experience (8 at WSU) and is responsible for monitoring the budget and related paperwork, employment paperwork for all new faculty hires, lecturers and graduate students, travel paperwork for all faculty in the department, and schedule changes. She also handles phone calls and responds to students' inquiries. Jill Wolf has 21 years of experience (5 at WSU) and is responsible for paperwork related to the masters' programs the department offers, orders department materials, and responds to student phone calls and walk-ins. In addition, Ms. Wolf is responsible for updating the department's webpage and has taken on the new role of overseeing the department's facebook page. Ms. Wolf's

graphic design skills are an asset to the faculty and the department as she works with faculty to design brochures and fliers on an as need basis.

Use and Integration of Technology Use and Integration of Technology

The use and integration of technology is part of the College of Education's mission and is designed to ensure "a technology rich culture that supports students and faculty to enhance learning and to promote intellectual exploration". The COE has a college-wide technology committee that reviews policies and decisions related to technology implementation. The COE Technology Center provides technical and instructional support staff, access to the computer lab and computer carts, and a variety of digital technology for faculty and student use. Classrooms in the Corbin Education building offer wireless access and Corbin 155 has IDL technology available to beam classes to partnership sites thus allowing candidates to take courses closer to home. Faculty and lecturers in the program model the use of technology as a teaching tool. In the program, candidates have exposure to technology used to support student learning such as Blackboard, PowerPoint, flip cameras, Smartboards, Office 2010 (excel, word, outlook), and clickers. Additionally candidates and faculty have access to software designed specifically for educators, such as Inspiration, Smart notebook, SPSS and Kidspiration.

Curriculum Impact on Students

The impact of the curriculum on early childhood unified and elementary education candidates is evident through feedback obtained from exit surveys as well as passing rates on required standardized tests, and recommendations for licensure and placement rates. Candidates in both programs are completing accredited programs that meet all state guidelines. The pass rates for elementary education candidates on the Praxis II content test and the Praxis II PLT were 95% and 97% respectively. The pass rates for early childhood unified candidates on the Praxis II content test was 88%. Candidates in the early childhood unified initial licensure program have the choice of taking either the Praxis II PLT Grade K-6 or the Praxis II PLT Early Childhood and must pass with a score of 161 or better. The most recent data available indicated no early childhood unified candidates took Praxis II PLT Early Childhood.

The college of education affords candidates the opportunity to evaluate their experience through an alumni survey. The 21 question survey asks candidates to assess how well prepared they feel upon completion of their programs. The questions were designed to address the college's guiding principles, proficiencies and dispositions. The results of the 2009 alumni survey suggested that the majority of candidates in the initial licensure programs, who completed the survey, believed they were moderately to highly-prepared. On questions related to technology and collaboration with parents or community members, only 71 to 76% of the candidates felt moderately to highly-prepared. However, 98% of candidates believed they were moderately to highly-prepared to impact student/client learning. Candidates responded moderately to highly-prepared, with ratings between 80 and 98 percent, on 17 of the 21 survey questions. In general, candidates in the initial licensure program appear to have positive feelings regarding their education program experiences at WSU.

how many responded?

IV. Demonstrate student need and employer demand for the program

Employer Need for the Program

According to the *US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook* there were approximately 3.5 million K-12 teaching positions in 2008. Of those, 179,500 were in kindergarten, 1.5 million were in elementary school, 659,500 were in middle school, and 1.1 million were in secondary schools. The Bureau of Labor Statistics (BLS) noted that “teaching jobs were geographically distributed in a manner that mirror population distribution”. Between 2008 and 2018 the BLS anticipates an average growth of 13% in jobs for school teachers, ranging from a 15% growth in kindergarten to a 16% growth in elementary education positions. This growth, although comparable to other occupations will continue to be unevenly distributed across the country.

K-12 student populations through 2018 will not increase as quickly as in the past and elementary, middle and secondary school enrollments will continue to vary by geographic region. According to the BLS, K-12 enrollments will continue to increase in the south and west, continue to decline in the northeast and remain stable in the mid-west. As a result, job prospects and opportunities will continue to vary by geographic region, as well as grade level and content area. In addition to increased K-12 student population in the southern and western regions of the country, teaching positions will also become available as a result of the need to replace (a) teachers who plan to retire between now and 2018 and (b) teachers who leave the profession after only one or two years in the classroom.

For new and/or beginning teachers, the best job prospects will continue to be in the inner city and rural areas (as opposed to suburban school districts) as well as in high need subjects; including, mathematics, science, bilingual education and foreign languages. The BLS reports that as increased numbers of minority students enter public schools there will continue to be an increased demand for minority teacher education candidates as well as bilingual education teachers.

Between 2008 and 2018 the area of early childhood, is expected to see a 19% growth in available positions as states continue to increase the numbers of full-day kindergarten programs, increase the availability of universal preschool and continue to recognize the importance of a quality early childhood experience. In addition to increased numbers of positions related to increased programs, the high turnover rate among preschool teachers as a result of typically low pay will also play a role in providing increased job opportunities for the preschool teaching population. A qualified preschool teacher should be able find a job and retain it.

As always, the number of teachers hired is variable and dependent on state and local resources as legislators continue to debate the worth and value of public education. Federally, programs such as *Race to the Top*, and grants such as the *Teacher Quality Partnership* will continue to push for innovation in teacher education as well as continue to focus on the need to provide quality teachers for students from low income areas. The best job prospects continue to be available for teachers who are willing to relocate and/or who have licensure in more than one subject area. These individuals are at a definite advantage in current and future job markets (2010-2011 edition: www.bls.gov/oco/ocos318.htm).

An annual employer survey is conducted by the Professional Education Unit for the COE. The 1 (low) to 4 (high) point scale allows employers to provide feedback regarding the quality of the program graduates. The 2009-2010 Employer Survey results for early childhood unified and elementary education graduates revealed the following:

Early Childhood Unified

Conceptual Framework Guiding Principle	Mean Score (4 point scale)
Professionalism and Reflection	3.9
Human Development and Diversity	3.9
Connection of Teaching Experiences and Assessment	3.8
Technology	3.5
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	3.9
Collaboration	3.8

Elementary Education

Conceptual Framework Guiding Principle	Mean Score (4 point scale)
Professionalism and Reflection	3.7
Human Development and Diversity	3.7
Connection of Teaching Experiences and Assessment	3.6
Technology	3.6
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	3.5
Collaboration	3.5

For those employers who completed the survey, the results would suggest that graduates of these two programs were effective in demonstrating the guiding principles of the COE.

Student Need for the Program

Based on the current and expected job market described above, as well as current enrollment data, there is a continued need for the undergraduate programs in early childhood unified and elementary education. As indicated by the data provided in the section VI of this report, the number of students pursuing the undergraduate degree in elementary education including early childhood unified has increased over the past five years and as the above BLS data suggests there will be a continued need for new teachers especially as teachers currently in the system begin to retire. In addition, the increase in diversity in an urban area such as Wichita and its surrounding bedroom communities, coupled with the need for teachers in rural areas should continue to provide opportunities for candidates who successfully graduate from the program and are recommended for licensure.

Although the number of students in the elementary education program continues to be strong, and the jobs outlook especially for candidates who are willing to relocate and/or have

background in early childhood looks good, faculty in the department see the continued need to recruit and retain qualified teacher education candidates. Faculty participate in recruitment events sponsored by the WSU Office of Admissions, including conversations with community college advisors, and meetings with prospective candidates. The department of curriculum and instruction provides information on its web page regarding programs available to students and provides the necessary contact information. The administrative assistants in the department provide students with information regarding programs and faculty contact information if students' questions have not been answered. The COE scholarship coordinator shares information regarding scholarships with faculty and students to ensure that students who qualify for scholarships are given the support they need.

V. The services the program provides to the discipline, the university, and beyond.

Professional Involvement

The early childhood unified and elementary faculty are actively involved in professional organizations. Faculty are active members of local, regional and national organizations including, the National Association for the Education of Young Children (NAEYC), the Kansas Association for the Education of Young Children (KAEYC), the Association of Teacher Educators (ATE), the Association of Childhood Education International (ACEI), the Association for Supervision and Curriculum Development (ASCD), Phi Delta Kappa International, the Council for Exceptional Children (CEC), the American Educational Research Association (AERA), the National Council of Teachers of Mathematics (NCTM), the Mathematical American Association (MAA), the Kansas Association of Teachers of Mathematics (KATM), the South Central Kansas Association of Teachers of Mathematics (SCKATM), the International Reading Association (IRA), the American Speech, Language and Hearing Association (ASHA), the Kansas Exemplary Educators Network (KEEN), the Kansas Association of Bilingual Education (KABE), the Kansas Association of Teachers of English to Speakers of Other Languages (KATESOL), the Mid-America Association for Computers in Education (MACE) and the Kansas Technology Education Association (KTEA).

Service to WSU, the COE, and the C&I Department

The faculty in the early childhood unified and elementary education programs are active at WSU, in the college of education and in the department. Faculty members serve on university committees, including the Faculty Senate, Undergraduate Research Committee, General Education Committee, Budget Committee, University Curriculum Committee, Library Committee, and Graduate Council. In the COE, faculty serve on the College Tenure and Promotion Committee, the Initial Licensure and Teacher Preparation Committee and Professional Education Committee, the Advanced Programs Committee, and the Unit Assessment Committee. Faculty regularly attend the COE meetings and provide input on a variety of issues.

The early childhood unified and elementary education faculty are extensively involved in the operation of the C & I department. Faculty attend regularly scheduled department meetings as well as monthly program meetings where issues related to the curriculum, student needs,

effective teaching and research are frequently discussed. Faculty serve on department committees related to merit and Tenure and Promotion. The faculty are available to students through their weekly office hours and address students' needs either during their regularly scheduled office hours or by scheduled appointment. In addition, faculty respond quickly to student e-mails and use Blackboard as means of communicating with students on a regular basis.

Services to the Kansas, Wichita, and the Surrounding Community

Faculty in the department of curriculum and instruction play an active role in Kansas, Wichita and the surrounding community. Faculty members routinely participate in local and regional organizations including, but not limited to, the Kansas Association of Teacher Educators, the Kansas Association for the Gifted, Talented and Creative, the Kansas Association for the Education of Young Children, the Kansas Association of Teachers of Science, the Kansas Association for the Social Studies, the Kansas Association for the Education of Young Children, the Wichita Association for the Education of Young Children. Community- university service has included involvement with the Distinguished Scholarship Invitational (DSI), the WSU Shocker Mindstorms, the Jason Project, and the Chinese Student and Scholar Association. In addition faculty have provided service through volunteer work for local organizations such as the Wichita African American Museum, the Wichita Asian Association, the American Heart Association, Musical Theater of Wichita and the Big Brothers-Big Sisters Program of Sedgwick County.

VI. The program's cost effectiveness.

Enrollment Trends for the Department

Information provided by the WSU Office of Institutional Research shows that student credit hour (SCH) production within the department for all undergraduate programs has increased over the past five years.

Student credit hours for all departmental programs (undergraduate and graduate) for fiscal years (FY) 2006-2010

	FY 2006	FY 2007	FY 2008	FY2009	FY2010	5 Yr. Avg.
Lower Division	704	631	802	832	852	764
Upper Division	6799	6555	7386	8793	9903	7887
Masters	4905	5028	4604	4620	3938	4619
Total	12,408	12,214	12,792	14,245	14,693	13,270

Students, Degrees Conferred in the Program

Data received from the WSU Office of Institutional Research shows that over the past five years there has been an increase in the number of candidates in the elementary education program. The following enrollment numbers and degrees conferred data does not disaggregate

early childhood unified candidates as they are required to complete the elementary education program. Although candidates are not typically admitted to the program until their junior year, freshmen and sophomores can declare elementary education as their major and that information has also been included.

Majors in Elementary Education

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Yr. Avg.
Freshmen/sophomore	128	133	140	145	143	137.8
Jrs., Srs., 5 th Yr. Majors	279	269	277	325	383	306.6

Elementary Education: Degrees conferred

	FY 2006	FY 2007	FY 2008	FY 2009	FY2010	5 Yr. Avg.
Baccalaureate	99	71	90	95	124	95.8

As the BLS data reported in section IV would suggest the job outlook for elementary education teachers is comparable to that of other professions and individuals who have a background in and/or experience with early childhood, early childhood special education, English language learners (ELL), in urban or rural settings have the best job prospects. The early childhood unified and elementary education programs, with the current Professional Development School model are poised to provide candidates in the major with the prerequisite knowledge and skills necessary to be effective novice teachers with an increasingly diverse PreK-12 student population.

FTE per Student Credit Hour Ratio

The Department of Curriculum and Instruction FTEs per student credit hour suggests a department that is effective. The following tables show the Actual Instructional FTE, includes the SCH generated by tenured/tenure eligible faculty and other instructional staff, as well as the rate of SCH per FTE from fall of 2005 through fall 2009.

Actual Instructional FTE (including FTE and SCH)

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5 Yr. Avg.	
	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE
Tenured/Tenure Eligible	3664	24.1	3265	21	3196.9	17.6	3165.1	17.3	3568.4	15.9	3371.9	19.2
Other Instructional	1826	13.4	1992	18.3	2445.4	14.8	3085.9	14.8	2959.7	12.3	2461.8	14.7
Total	5490	*37.7	5275	39.3	5642.3	32.4	6251	32.1	6528	28.2	5833.7	33.9

*0.2 not instructional FTE included in this total

Actual Instructional FTE – Rate (SCH per FTE)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Yr. Avg.
Tenured/Tenure Eligible	151.9	155.5	181.8	183.0	224.8	179.4
Other Instructional	136	109.2	165.5	209.2	240.6	172.1
Avg. Overall SCH per FTE	145.5	133.9	174.4	195.0	231.7	176.1

Based on data from the WSU Office of Institutional Research the faculty in the department of curriculum and instruction generated a total of 66,352 credit hours between FY 2006 and 2010 (see table page 19). The fall 2005-fall 2009 data presented above shows an average five year SCH/FTE ratio of 176.1, this number includes tenured, tenure eligible, unclassified professionals and lecturers in the department. Over the past five years, as the data shows there has been a decrease in the number of tenured and tenure eligible faculty, an increase in the number of unclassified professionals and lecturers (other instructional) at the same time there has been an increase in the number of students in the department and an increase in the amount of student credit hour production.

The department has been fortunate in the past year as funds from the TQP grant has allowed us to hire five liaisons, three elementary, one middle/secondary and one early childhood, who work with faculty and our partnership schools to ensure good communication among the constituent groups. In addition, four of the liaisons supervise teacher interns which for the fall semester reduced the number of outside university supervisors and provided a more cohesive supervision experience for interns. As a department that offers professional clinically based programs there will always be the need for unclassified professionals, lectures and the liaisons; however, the heavy reliance on these groups has the potential to impact the quality of the undergraduate programs offered.

concern
 One of the essential courses taught in the department and required by all of the students in the program, regardless of major, is a course that is currently only being taught by lecturers. As faculty have retired and resigned from the department there have been some obvious gaps left especially in the areas of literacy and elementary science. In order for the department programs to continue to be effective and for districts to continue to employ our graduates it is essential that candidates received strong theoretical knowledge base upon which to make good curricular decisions. This means that faculty in the above identified areas should have earned doctorates and should be in tenure eligible positions. In addition, the general impact on the department's reliance on individuals who are not in tenure eligible positions means added non-teaching work for faculty as there are fewer tenure eligible and tenured faculty available to advise candidates, serve on department, college and university committees, and oversee the curriculum.

Considering the reduction in the number of tenured and tenure-eligible faculty over the past five years, the members of the department have demonstrated a marked ability to be resourceful and to do more with less; however, this trend is detrimental to the quality of the program and impacts students, faculty, the department, the college and the university.

C & I Department Other Operating Expenses (OOE)

The C & I department continues to work within its budget in striving to accomplish the degree program objectives. The department's 12 month OOE for FY 2006-2010 is shown in the table below.

	FY2006	FY2007	FY2008	FY2009	FY2010	5 Yr. Avg.
OOE	\$52,724	\$65,824	\$65,503	\$65,000	\$57,396	\$61,289

As the student credit hour production has increased (see SCH table on page 19) the OOE has decreased suggesting that the department is serving more students with fewer resources.

Summary

As indicated above, the number of students enrolled in the B.A. early childhood unified and elementary education programs has increased over the past five years, and for the past two years the enrollment numbers have remained stable. It is anticipated that the number of early childhood unified and elementary education degrees conferred will reflect the number of undergraduate enrollments in the program. However, between now and 2018 as the number of teacher retirements increases, the demand for high quality teachers should increase.

Since the 2003 KBOR report the department of curriculum and instruction has seen a substantial decrease in the overall number of faculty, a budget that has remained relatively flat, and an increase in student numbers. Although the department has been given approval to hire **replacements for faculty who left after 2009, simply replacing faculty does not address the issue that essential required courses literacy, elementary science methods, and elementary language arts/reading which provide a theoretical foundation for candidates, are not being taught by tenure eligible or tenured faculty.**

Why can't they hire in these critical areas?

The early childhood unified and elementary education programs are strategically situated for increased enrollment as more jobs become available. With the increased emphasis on the needs of inner city school children and ESOL students, as well as the implementation of the Professional Development School model, candidates who successfully complete the early childhood unified and elementary education programs will be well positioned to accept jobs in urban and rural areas of the state and the country. The emphasis on continual program improvement and providing a high quality and well-integrated curricular experience taught by highly qualified faculty is essential to ensure student satisfaction with the program and to keep enrollments at an appropriate level.

What is being done to rethink & reshape the dept. with the resources available?

Wichita State University
Dean's Review
By Sharon Hartin Iorio, Professor and Dean
KANSAS BOARD OF REGENTS 2010 PROGRAM REVIEW
B.A. Middle Level/Secondary Education

Review process: The 12 pre-service teacher education programs delivered within the Middle Level/Secondary Education B.A. degree received continuing national and Kansas accreditation in 2010 with no areas for improvement. The department which houses the degree, Curriculum and Instruction maintains an on-going assessment process that includes a yearly report and a five-year review. For KBOR program review, the department prepared the self-study report submitted herein using data collected by institutional research and the department's own data collection process. The Assessment Coordinator and the Dean of the College of Education have reviewed the self-study report provided.

Program: This degree may be acquired through courses designed to prepare for licensure in four middle level teaching areas (mathematics, science, social science and language arts) or eight secondary teaching areas (English language arts, history and related subjects, earth and space science, chemistry, biology, physics, and mathematics).

Mission: The self-study explains how the program fulfills the mission of the university and the College of Education in the areas of teaching, research, and service.

Program Faculty: The self-study documents the quality of the faculty in terms of their academic preparation, research productivity, grant, teaching, and professional development. The faculty are well established in their profession and productive. While universities will always rely on adjuncts to augment faculty in covering all classes and the college has a devoted cadre of well qualified adjuncts, due to recent budget cuts, there are not enough tenured, returning faculty in these programs to cover the required/core coursework on a continuing basis and provide the needed continuity and development of courses that students at an urban research university need.

Curriculum and Student Outcomes: The programs are on the cutting edge of teacher education reform via the integration of the Professional Development School model (based on intensive and extended field experiences) for all students. The college received a 6.5 million dollar U.S. Department of Education grant to implement the changes which include emphasis on diversity with English Language Learning as a priority, integration of liberal arts and sciences and fine arts disciplines into the curriculum, focus on student assessment to increase learning, literacy, and integrating technology use into the classroom.

Program evaluation occurs both (a) to make decisions about individual candidates' progress through one of the programs and (b) to make decisions about the effectiveness of each of the programs at preparing candidates to meet the standards of the program.

The program committees meet regularly to review the results of the assessment. Each program has data for review for at least the past three years. External assessments are conducted through employer surveys and student exit surveys. These surveys demonstrate the preparation of students for professional employment. Student survey data suggest a high level of satisfaction.

Student Needs and Employer Demand: The department has data from the U.S. Department of Labor Bureau of Labor Statistics showing that jobs for teachers are expected to increase, despite the economic downturn due to the average age of currently employed teachers and the current national emphasis on education reform.

Program Service: The faculty are involved with professional associations and have occupied, and currently hold, a variety of leadership roles. The program also provides service to the university and the Wichita metropolitan area and Kansas.

Cost Effectiveness and Summary and Evaluation: These programs are among the most effective and cost efficient in the university and should be enhanced. Students pursuing this degree are expected to increase steadily over the next five years. A look at the growth in these programs shows a dramatic increase even while faculty numbers have decreased. Moreover, while there has been increase in grant dollars for program development, this falls far short of offsetting the decline in university funding.

While the faculty and college are grateful for the searches currently being conducted, in order to maintain the integrity of the program, several additional vacant faculty positions need to be filled as soon as possible and funds are needed to maintain the assessment system and labs that are necessary for student instruction and national accreditation.

In the opinion of the accreditation reviews of 2010, and the dean's review, the program meets and exceeds the standards implicit in the program review criteria. The B.A. programs in Middle Level/Secondary Education are successful, cost effective, and efficient. They should be enhanced.

Wichita State University

COLLEGE OF EDUCATION

KANSAS BOARD OF REGENTS PROGRAM REVIEW
AY 2010-2011

Department of Curriculum and Instruction

Discipline:

Middle Level/Secondary Education (CIP Code: 131203, 131205)

B.A. Middle Level/Secondary Education

Table of Contents

Centrality of the Program to the Mission and Role of WSU..... 3

Program Quality as Assessed by Strengths, Productivity, and Qualifications of Faculty..... 3

Program Quality as Assessed by Curriculum and Impact on Students..... 7

Student Need and Employer Demand..... 17

Services the Program Provides to the Discipline, the University and Beyond..... 19

Programs Cost Effectiveness Indicators..... 20

I. Centrality of the Program to the Mission and Role of WSU

The Department of Curriculum and Instruction offers a B.A. in middle level/secondary education. The B.A. degree program addresses students' needs as well as the Kansas State Department of Education (KSDE) demand for middle and secondary level teachers in the state of Kansas. The program is built on the philosophy of developing highly competent, collaborative, and reflective practitioners. The program's role complements the mission and the role of Wichita State University (WSU) and the College of Education (COE). The mission of WSU as an urban serving institution is to "equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community" this mission in conjunction with the mission of the COE, to "prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines" are supported through the well-designed middle level/secondary programs which include general education coursework, extensive discipline specific content, a teacher education core with integrated field experiences, electives to support classroom instruction and a semester-long teaching internship under the supervision of a highly qualified teacher. The B. A. in middle level/secondary education provides students with the tools necessary to meet the challenges of becoming effective citizens and socially responsible life-long learners.

II. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

Strengths and Qualifications

The undergraduate middle level/secondary education program is a competency-based program that begins with an introduction to the profession, proceeds through specific courses identified in five core experiences and concludes with a semester-long internship experience. Faculty who teach in the middle level/ secondary education programs all possess graduate degrees and have varied experiences in their respective fields. Faculty teaching in these programs demonstrate expertise in the sciences, mathematics, history/government, English language arts, special education, literacy, education pedagogy, English SOL and cultural diversity. In addition, faculty understand the relationship between theory and practice and are able to share this knowledge with candidates in the classroom as well as at their field experiences sites.

C& I department faculty teaching in the B.A. Middle Level/Secondary Education programs

Faculty	Academic Rank	Highest Degree, Date Earned
Alan Aagaard	Assistant Professor	Ed.D., 1975
Danny Bergman	Assistant Professor	Ph. D., 2007
Katherine Mason	Assistant Professor	Ph.D., 2006
Sandra Peer	Instructor	M.A. , 1988
Judie Ruder	Clinical Faculty	M.A., 1982

Donna Sayman	Assistant Professor	Ph.D., 2009
Johnnie Thompson	Associate Professor	Ed.D., 1992
Anh Tran	Associate Professor	Ph.D., 2002
Candace Wells	Assistant Professor	Ed.D., 1980

CESP Faculty Teaching CORE courses required in the Middle level/Secondary Education Program

Faculty	Academic Rank	Highest Degree, Date Earned
Doris Burgert	Instructor	M.A., 1990
Kate Bohn	Assistant Professor	Ph.D., 2007

As part of the requirement for the middle level/secondary education degree program, candidates are required to complete content coursework in their specific disciplines. At the middle level, candidates interested in single subject licensure take 27 credit hours of course content. Candidates interested in dual subject middle level licensure take up to 57 credit hours of content, split between the two content areas. At the secondary level, candidates take between 33 and 52 credit hours of content depending on their specific discipline. The discipline specific content courses required for middle level/secondary candidates are taught by faculty in the College of Liberal Arts and Sciences.

Faculty Scholarship

Faculty in the department of curriculum and instructions are actively involved in scholarship, are well-published and are respected in their disciplines. Of the full-time faculty teaching in the middle level/secondary education program who have terminal degrees (Ph.D. or Ed.D), three are new to the profession (see date doctorate earned) and are at the beginning of their academic scholarship careers. The table below reflects the productivity and expertise of the full-time C & I faculty in the middle level/secondary education B.A. program.

Peer reviewed journal articles, books, and book chapters and professional presentations from 2005 to the present.

Name	Primary Discipline	Publications						Presentations					
		2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
Bergman	Science	1			4			2	7	3	7	21	1
Mason	English	1	2	3	1	2		8	2	4	5	3	1
Sayman	Special Education			3		2			6	2	3	5	1
Thompson	Multi-cultural Education				1			4	1	3	1		
Tran	ESOL	2	7	3	8			4	3	9	12	2	2
Wells	Education Foundations & History							2	1	7			

Faculty publications have appeared in a range of journals including *The ALAN Review*, *Teaching English in the Two-Year College*, *Arizona English Bulletin*, *Iowa Science Teacher Journal*, *Phi Delta Kappan*, *New Teacher Advocate*, *Reading Improvement*, *Science Activities*, and *The Science Teacher*.

In addition to publications, faculty members are involved in presentations at the local, regional, national and international levels. Faculty in the middle level/secondary program have recently presented at the *Annual Convention of the National Council of Teachers of English*, the *Professional Development School Conference*, the *International Meeting of the Association for Science Teacher Education*, the *Annual Meeting of the Kansas Association of Teachers of Science*, the *Association of Teacher Educators*, and the *Kansas Council for the Social Studies*. Faculty members have also served as a National Council for the Accreditation of Teacher Education (NCATE) examiner, a reviewer for the *Iowa Science Teacher Journal*, a science consultant for the Enhancing ELL Science Institute, a manuscript reviewer for the *Georgia Journal of Reading* and co-editor for *SIGNAL Journal*.

Currently, faculty in the middle level/secondary education program are actively involved in the implementation of the Teacher Quality Partnership grant, a five year 6.5 million dollar federally funded grant to support the development and training of “diverse, highly qualified teachers for urban school settings”. Over the past five years, faculty in the middle level/secondary program have participated, along with faculty in the department of curriculum and instruction, in obtaining external grants. The table below identifies the amounts of proposed and awarded grants received in the department of curriculum and instruction from 2005 to the present.

Grants proposed and awarded from 2005 to the present.

Year	2005	2006	2007	2008	2009	2010	Totals
Funded	\$4,200.00	\$84,000.00	\$2,580,986.00	\$58,000.00	\$851,230.00	\$516,865.00	\$4,095,281.00
Unfunded		\$10,000.00	\$146,000.00				\$156,000.00

Teaching

Faculty in the program have been recognized for the quality of their teaching, with nominations for the WSU’s Academy of Effective Teaching (AET) as well as for the COE Excellence in Teaching Award. The 2005 recipient of the College of Education Excellence in Teaching Award was a faculty member in the middle level/secondary education program. Faculty ratings on the *Student Perceptions of Teaching Effectiveness (SPTE)* consistently range from good to high. Candidates’ comments on the *SPTE* evaluations are overwhelmingly positive, candidates frequently comment that faculty are “very knowledgeable,” have “enthusiasm for teaching,” and “provide clear and concise instructions.” Other comments included on the *SPTEs* support students’ perceptions that faculty are “always ready and willing to help and always had resources to recommend,” “responds promptly to emails” and in general are “enthusiastic and excited about teaching.”

As middle level/secondary faculty model good teaching for education candidates, they also continue to determine the most effective way to accommodate the variety of learning

styles and needs of the undergraduate learner. Faculty practice the principles of good undergraduate teaching identified by Chickering and Gamson. Faculty are accessible to the candidates and provide multiple opportunities for candidates to interact with faculty in class as well as in field-experience placements. Middle level/secondary faculty design classroom activities which encourage cooperation among candidates, allow for a variety of learning styles, and require candidates to be actively involved. Faculty provide feedback in a timely fashion, clearly outline the requirements for their courses and communicate high expectations for candidates. In addition, faculty use technology in the classroom; including, Smartboards, PowerPoint, Blackboard, flip cameras, and clickers.

Lecturers Teaching in the Program

Lecturers and university supervisors in the middle level/secondary education programs all possess advanced degrees and bring valuable classroom and administrative work experience to the program. Their experience as practitioners in the field augments and supports the work of full-time faculty in the program.

Lecturers, university supervisors, degrees, practitioner experience and content taught

Name	Degree	Years of Experience	Content Area
Maribel Benedict	M.A.	12	Literacy
Mary Belvin	M.A.	12	Literacy
Deann Nelson	M.A.	14	Mathematics
Sandy Derry	M.S.	14	Mathematics
Kimberly Jackson	M.A.	8	Literacy
Bonnie Phillips	M.A.	5	Exceptionalities
Mary Spencer	M.A.	13	Exceptionalities
Amy Strong	M.A.	11	Biology
Judy Rapp	M.A.	38	Middle Level/Secondary Education
Carolyn Bridges	Ed.D.	38	Middle Level/Secondary Education

Professional Development

The middle level/secondary faculty actively pursue professional development opportunities. All faculty have been involved in computer workshops and assessment training provided by the College of Education Technology Center. Faculty have been involved in Professional Development School (PDS) workshops, on-line teaching workshops, webinars, and conference sessions offered by the Association for Science Teacher Education (ASTE), the Association of Teacher Educators (ATE), the National Association of Professional Development Schools (NAPDS), the Science and Mathematics Teacher Imperative (SMTI) National Conference, the Kansas Association of Teachers of Sciences, the South Central Kansas Association of Teachers of Mathematics (SCKATM), and the Kansas Council of Teachers of English (KCTE). Faculty in the department value the need for life-long learning and continually add to their knowledge by attending conferences, not only to share their expertise, but also to broaden their knowledge base and ensure that they are up-to-date on current disciplinary and pedagogical theory and practice.

III. The quality of the program as assessed by the curriculum and impact on students

The quality of the middle level/ secondary education program is guided by student learner outcomes and program assessment is used to improve the curriculum. Admission to the program is uniform and consistent thus ensuring that only qualified candidates are admitted.

Admission Standards

Entrance into the teacher education program is governed by the Kansas Board of Regents, WSU, and the COE requirements. Admission typically occurs before the beginning of the first semester of the junior year and includes:

- (1) Completion of 35 hours of General Education coursework with an overall grade point average of 2.75 or above.
- (2) Completion, within those 35 hours, of 12 hours of the Basic Skills of English (English Composition I and II), with a grade of C- or better; Communications (Public Speaking), with a grade of C- or better; College Algebra or any higher-level mathematics course, with a grade of C- or better.
- (3) Additional general education course requirements which require a passing grade are: General Psychology and Secondary Statistics.
- (4) Completion of Introduction to Teacher Education with a grade of B- or better.
- (5) Completion of a Standardized Basic Skills Test (students may choose from one of four tests and must meet the following minimum required scores:
 - a. Pre-Professional Skills Test (PPST) with minimum scores of 172 in writing, 173 in reading, and 172 in mathematics or
 - b. American College Testing Program (ACT) with minimum scores of 22 in Reading, 22 in English and 22 in Mathematics or
 - c. College Assessment Academic Proficiency (CAAP) (Cowley County transfer students only) with minimum scores of 56 in Reading, 55 in Writing, and 53 in Mathematics or
 - d. College Basic Academic Subjects Examination (CBASE) with minimum scores of 235 in Reading/Literature, 235 in Writing and 235 in Mathematics
- (6) Overall 2.5 GPA
- (7) Attestation of Eligibility

Curriculum Description

At the undergraduate level, the middle level/secondary education program curricula are built on a general education foundation, a strong foundation in the content area and required coursework in teacher preparation. Typically once candidates complete their general education content, other required courses, and the prerequisite introduction to the profession they then complete a five-semester sequence of courses, referred to as the Core Program, which provides

the pedagogical knowledge and field-experiences necessary to become effective classroom teachers.

Candidates begin in Core I with an introduction to theories of human development, the study of cultural diversity and exceptionalities, and their initial field-experience placement. In Core I – Part II, candidates focus on literacy strategies as well as the history, philosophy and ethics of education. Additionally each candidate’s coursework in literacy is supported with a required field-experience. In Core II, candidates at the middle level, take a general middle level methods course, with a companion field-experience and a course in learning and evaluation. At the secondary level in Core II, candidates take a general secondary level methods course, with a companion field-experience and a course in learning and evaluation.

In Core II – Part II, candidates regardless of level, take a discipline specific methods course with an accompanying field experience. For candidates who are completing a dual licensure program, for example, middle level history comprehensive/English 5-8 middle level, they are required in Core II – Part II to complete two discipline specific methods courses with accompanying field experiences. In Core III teaching internship, the teacher education candidates complete an extensive semester-long field experience which allows them to make the necessary connections between theory and practice. In the case of candidates who are in a dual licensure program, the candidates complete the teaching internship in two content specific classrooms. In order to be recommended for licensure all candidates must pass the Principles of Learning and Teaching (PLT-ETS) with a minimum score of 161 as well as a content specific Praxis exam. For middle school candidates, it is the Praxis II Middle School content tests and for secondary candidates it is the Praxis Content Knowledge Test.

REQUIRED MAJOR COURSES – Example of a Middle Level Dual Endorsement Program

Middle Level Education: History Comprehensive/English 5-8

REQUIREMENTS FOR THE PROFESSIONAL EDUCATION SEQUENCE:

Pre-professional Block	CI 271 CI 272	Introduction to Professional Education (2) (B or better) Pre-professional Field Experience (1) (S required)
Core I	CESP 334 CI 311 CI 320 CI 321	Introduction to Diversity: Human Development (2) Introduction to Diversity: Field Experience (1) Introduction to Diversity: Exceptionalities (2) Introduction to Diversity: Cultural Issues (2)
Core I – Part II (Fall only)	CI 317 CI 427 CI 318	Literacy Strategies in the Content Area (2) History, Philosophy, & Ethics of Education (3) Mid/Sec Literacy Practicum (1)
Core II	CESP 433 CI 421 CI 422	Introduction to Learning and Evaluation (3) Instructional Strategies & Assessment, Management: Middle Level Education (3) Middle Level Education Practicum (1)

Core II – Part II (Fall only)	CI 454J	Instructional Strategies & Assessment, Management: Mid/Sec History (3)
	CI 412J	Prestudent Teaching: Middle Level History (1)
	CI 454E	Instructional Strategies & Assessment, Management: Mid/Sec English (3)
	CI 412E	Prestudent Teaching: Middle Level English (1)
Core III (Spring only)	CI 461J	Student Teaching Middle Level History (1/2 time) (6)
	CI 461E	Student Teaching Middle Level English (1/2 time) (6)
	CI 456	Student Teaching Seminar Middle Level (1)

REQUIRED MAJOR COURSES – Example of a single subject secondary education program

Secondary Education: Math 6-12

REQUIREMENTS FOR THE PROFESSIONAL EDUCATION SEQUENCE

Pre-professional Block	CI 271	Introduction to Professional Education (2) (B or better)
	CI 272	Pre-professional Field Experience (1) (S required)
Core I	CESP 334	Introduction to Diversity: Human Development (2)
	CI 311	Introduction to Diversity: Field Experience (1)
	CI 320	Introduction to Diversity: Exceptionalities (2)
	CI 321	Introduction to Diversity: Cultural Issues (2)
Core I – Part II (Fall only)	CI 317	Literacy Strategies in the Content Area (2)
	CI 427	History, Philosophy, & Ethics of Education (3)
	CI 318	Mid/Sec Literacy Practicum (1)
Core II	CESP 433	Introduction to Learning and Evaluation (3)
	CI 423	Instructional Strategies & Assessment, Management: Secondary Education (Spring only) (3)
	CI 424	Secondary Education Practicum (Spring only) (1)
Core II – Part II (Fall only)	CI 454M	Instructional Strategies & Assessment, Management: Mid/Sec Mathematics (3)
	CI 413M	Prestudent Teaching (2)
Core III (Spring only)	CI 471M	Secondary Student Teaching Mathematics (15 weeks) (11)
	CI 455	Student Teaching Seminar Mathematics (1)

Program Assessment

Kansas State Department of Education Program Approval

In 2008 all teacher preparation programs underwent a comprehensive review by the Kansas State Department of Education (KSDE) and received approval in 2009. The middle level/secondary education programs were approved with no areas for improvement. The programs' ability to successfully meet the KSDE program standards criteria suggests that the middle level/secondary education programs are quality experiences for students built on state and national standards. As initial licensure programs, the middle level/secondary education programs were also included in the 2009 comprehensive review by the National Council for the Accreditation of Teacher Education (NCATE). The COE was recently notified that all programs were approved with no areas for improvement.

Program assessment in the middle level/secondary programs serves multiple purposes; including, (a) evaluating individual candidates progress in the program, and (b) evaluating the effectiveness of the program in preparing candidates to meet the standards of the program. Each program has a program committee which is responsible for reviewing the data and making recommendations regarding the program's effectiveness. The program committee consists of full-time members of the faculty in the department of curriculum and instruction. In addition, each program receives feedback and advice from the Program Advisory Council. The Program Advisory Council is made up of the full-time members of the program faculty, content area faculty from the College of Liberal Arts and Sciences, alumni, practitioners, one Professional Development School (PDS) liaison, and current candidates.

Annually, the program committee examines aggregated data for the preceding year. This includes, but is not limited to, aggregated data from (a) transition points, (b) advising surveys, (c) candidate exit surveys (d) graduate surveys (e) surveys of employers or graduates and (f) any external reviews that have occurred within the past year. Each year, the program committee submits to the COE Unit Assessment committee the annual report of its program review. Each report responds to core questions including; but not limited to, questions related to program effectiveness, programmatic changes and improvements, success in preparing candidates, and faculty development.

Additionally, *Student Perceptions of Teaching Effectiveness (SPTE)* evaluations are used each semester to evaluate and provide feedback to faculty members regarding their teaching. Faculty members review their *SPTE* evaluations and modify their teaching when necessary. Candidates provide feedback to faculty through formal (*SPTE*) feedback channels as well as informal channels, for example, e-mail comments and discussions. Candidates with serious concerns or issues have access to the university grievance process and procedures; however, to date all candidate concerns have been resolved within the department.

The middle level/secondary education programs vary in the number of KSDE standards from four standards for the English middle level and secondary programs to 18 standards for secondary biology. In addition each program addresses the conceptual framework guiding principles, and NCATE types of knowledge which all need to be assessed in order to determine program effectiveness. The assessments for the standards, principles and types of knowledge are embedded within specific courses in the program. The middle level/secondary education program committees have determined that a minimum of 80% of the candidates must pass all of the required assessments in order for the program to be considered preparing candidates at an acceptable level.

The numbers of candidates in each of the middle level/secondary programs varies by program and in some cases there are not enough candidates to provide reliable disaggregated data, so KSDE Standards with assessment outcome pass rates have not been cited in this report. In place of the data from KSDE Standards, the 2008-2009 Praxis II Content Test and the Principles of Learning and Teaching (PLT) pass rate data is provided as passing scores on both assessments are required before a candidate can be recommended for licensure. In addition, passing rates on the Conceptual Frameworks Guiding Principles and the types of NCATE knowledge are provided as documentation of program assessment.

Praxis II – Content Tests

Praxis II	Pass Rate
English 5-8	100%
English/Science 5-8	*NA
History 5-8	*NA
English/History 5-8	100%
History/Math 5-8	100%
History/Science 5-8	*NA
Math 5-8	100%
Math/English 5-8	*NA
Math/Science 5-8	*NA
Science 5-8	0% (1 test taker)
Biology 6-12	*NA
Chemistry 6-12	*NA
Earth & Space Science 6-12	100%
English/Language Arts 6-12	92%
History/Government 6-12	69%
Math 6-12	100%
Physics 6-12	*NA

*NA – no candidates took test

Principles of Learning and Teaching (PLT) Test Results

PLT	Pass Rate
English 5-8	*NA
English/Science 5-8	*NA
History 5-8	*NA
English/History 5-8	100%
History/Math 5-8	0% (1 test taker)
History/Science 5-8	*NA
Math 5-8	100%
Math/English 5-8	100%
Math/Science 5-8	*NA
Science 5-8	*NA
Biology 6-12	100%
Chemistry 6-12	*NA
Earth & Space Science 6-12	*NA

English/Language Arts 6-12	100%
History/Government 6-12	100%
Math 6-12	100%
Physics 6-12	*NA

*NA – no candidates took test

Conceptual Framework Guiding Principles – Middle Level English

Conceptual Framework Guiding Principle	Pass Rate
Professionalism and Reflection	100%
Human Development and Diversity	100%
Connection of Teaching Experiences and Assessment	100%
Technology	100%
Content Knowledge, Pedagogical Content Knowledge & Alignments with Standard	100%
Collaboration	100%

NCATE Types of Knowledge – Middle Level English

NCATE Types of Knowledge	Pass Rate
Content Knowledge	100%
Dispositions	100%
Student Learning	100%
Pedagogical Content Knowledge	100%
Professional & Pedagogical Knowledge and Skills	100%

Conceptual Framework Guiding Principles – Secondary Level English

Conceptual Framework Guiding Principle	Pass Rate
Professionalism and Reflection	100%
Human Development and Diversity	100%
Connection of Teaching Experiences and Assessment	100%
Technology	100%
Content Knowledge, Pedagogical Content Knowledge & Alignments with Standard	100%
Collaboration	100%

NCATE Types of Knowledge – Secondary Level English

NCATE Types of Knowledge	Pass Rate
Content Knowledge	100%
Dispositions	100%
Student Learning	100%
Pedagogical Content Knowledge	100%
Professional & Pedagogical Knowledge and Skills	100%

Conceptual Framework Guiding Principles – Middle Level History

Conceptual Framework Guiding Principle	Pass Rate
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Technology	100%
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NCATE Types of Knowledge – Middle Level History

NCATE Types of Knowledge	Pass Rate
Pedagogical Content Knowledge	100%

Conceptual Framework Guiding Principles – Secondary Level History

Conceptual Framework Guiding Principle	Pass Rate
Content Knowledge, Pedagogical Content Knowledge & Alignments with Standard	100%

NCATE Types of Knowledge – Secondary Level History

NCATE Types of Knowledge	Pass Rate
Pedagogical Content Knowledge	100%

Conceptual Framework Guiding Principles – Middle Level Mathematics

Conceptual Framework Guiding Principle	Pass Rate
Professionalism and Reflection	100%
Human Development and Diversity	100%
Connection of Teaching Experiences and Assessment	100%
Technology	100%
Content Knowledge, Pedagogical Content Knowledge & Alignments with Standard	100%
Collaboration	100%

NCATE Types of Knowledge – Middle Level Mathematics

NCATE Types of Knowledge	Pass Rate
Content Knowledge	100%
Dispositions	100%
Student Learning	100%
Pedagogical Content Knowledge	100%
Professional & Pedagogical Knowledge and Skills	100%

Conceptual Framework Guiding Principles – Secondary Level Mathematics

Conceptual Framework Guiding Principle	Pass Rate
Professionalism and Reflection	91%
Human Development and Diversity	100%
Connection of Teaching Experiences and Assessment	100%
Technology	100%
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	94%
Collaboration	100%

NCATE Types of Knowledge – Secondary Level Mathematics

NCATE Types of Knowledge	Pass Rate
Content Knowledge	*66%
Dispositions	93%
Student Learning	100%
Pedagogical Content Knowledge	100%
Professional & Pedagogical Knowledge and Skills	100%

* Before remediation, following remediation 100%

Conceptual Framework Guiding Principles – Middle Level Science

Conceptual Framework Guiding Principle	Pass Rate
Human Development and Diversity	100%
Connection of Teaching Experiences and Assessment	100%
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	94%
Collaboration	100%

NCATE Types of Knowledge – Middle Level Science

NCATE Types of Knowledge	Pass Rate
Content Knowledge	93%
Student Learning	100%
Pedagogical Content Knowledge	100%
Professional & Pedagogical Knowledge and Skills	100%

Conceptual Framework Guiding Principles – Secondary Level Science Biology

Conceptual Framework Guiding Principle	Pass Rate
Human Development and Diversity	100%
Connection of Teaching Experiences and Assessment	100%
Technology	100%
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	80%

NCATE Types of Knowledge – Secondary Level Science Biology

NCATE Types of Knowledge	Pass Rate
Content Knowledge	*50%
Student Learning	100%
Pedagogical Content Knowledge	100%
Professional & Pedagogical Knowledge and Skills	100%

* Before remediation, following remediation 100%

The assessment information for the secondary level science education programs – chemistry, earth and space science, and physics is embedded in course requirements. The limited number of candidates or lack of candidates in these programs of study makes it difficult to draw conclusions regarding program effectiveness. The limited assessment data available for the Conceptual Framework

Guiding Principles and the NCATE types of knowledge for all three content areas is provided in the tables below.

Conceptual Framework Guiding Principles
Secondary Level Chemistry, Earth & Space Science, Physics

Conceptual Framework Guiding Principle	Pass Rate		
	Chemistry	Earth & Space	Physics
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	*0	40%	100%

NCATE Types of Knowledge
Secondary Level Chemistry, Earth & Space Science, Physics

NCATE Types of Knowledge	Pass Rate		
	Chemistry	Earth & Space	Physics
Content Knowledge	*0	40%	100%

*No date available

Advising

Prior to formal admission to the teacher education program, students interested in middle level/secondary education are advised through the COE Educational Support Services (ESS) office, which currently has one full-time and one part-time advisor. Once a student is admitted to and becomes a candidate in the teacher education program, direct advising for classes as well as career advising is done by full-time faculty. Typically candidates begin with their faculty advisor in the fall of the candidate's junior year and remain with that advisor through their graduation semester. Through the Banner system faculty have access to their advisees' academic records and use this information along with the program requirements to ensure that candidates are enrolled in the appropriate courses and are completing all of the requirements for the program.

This year, with the implementation of the PDS model and the assistance of the TQP liaison, for middle level/secondary candidates, department faculty will be able to more closely monitor the progress of their advisees during their field experiences. Middle level/secondary faculty have worked with teachers from a variety of areas schools and these relationships along with the implementation of the PDS model will continue to allow faculty to advise and support candidates more effectively and to ensure that the candidates who are in the program are of the highest quality and develop the prerequisite skills necessary to be effective novice teachers.

Full-time faculty in the program vary in the number of candidates they advise as program enrollment numbers vary. Currently middle level/secondary faculty have between 46 and 91 advisees. Each semester candidates complete an advising survey. Candidates are asked to rate their advisor on a 1 (low) to 4 (high) scale. Surveys completed in 2009 across all of the program advisors resulted in an average score of 3.59. Candidates in general appear to be satisfied with the quality of the advising they are receiving from faculty in the department.

Support Staff

The middle level/secondary education faculty and students are supported by two full-time administrative specialists (Lynda Cushman and Pat Kieffer) and one administrative specialist (Jill Wolf) who the department shares with Education Leadership. Pat Kieffer has 30 years experience (28 at WSU) and is responsible for payroll, data collection and entry including compilation of SPTE evaluations and advising surveys, ordering textbooks, handling phone calls, and responding to walk-ins. In addition, her strength as an editor has provided faculty with an additional opportunity for feedback before materials are submitted for publication.

Lynda Cushman has 18 years experience (8 at WSU) and is responsible for monitoring the budget and related paperwork, employment paperwork for all new faculty hires, lecturers and graduate students, travel paperwork for all faculty in the department, and schedule changes. She also handles phone calls and responds to students' inquiries.

Jill Wolf has 21 years of experience (5 at WSU) and is responsible for paperwork related to the masters programs the department offers, orders department materials, and responds to student phone calls and walk-ins. In addition, Ms. Wolf is responsible for updating the department's webpage and has taken on the new role of overseeing the department's facebook page. Ms. Wolf's graphic design skills are an asset to the faculty and the department as she works with faculty to design brochures and fliers on an as need basis.

Use and Integration of Technology Use and Integration of Technology

The use and integration of technology is part of the College of Education's mission and is designed to ensure "a technology rich culture that supports students and faculty to enhance learning and to promote intellectual exploration". The COE has a college-wide technology committee that reviews policies and decisions related to technology implementation. The COE Technology Center provides technical and instructional support staff, access to the computer lab and computer carts, and a variety of digital technology for faculty and student use. Classrooms in the Corbin Education building offer wireless access and Corbin 155 has IDL technology available to beam classes to partnership sites thus allowing candidates to take courses closer to home. Faculty and lecturers in the program model the use of technology as a teaching tool. In the program, candidates have exposure to technology used to support student learning such as Blackboard, PowerPoint, flip cameras, smart boards, Office 2010 (excel, word, outlook), and clickers. Additionally candidates and faculty have access to software designed specifically for educators, such as Inspiration, Smart notebook, SPSS and Kidspiration.

Curriculum Impact on Students

The impact of the curriculum on middle level and secondary education candidates is evident through feedback obtained from exit surveys as well as recommendations for passing rates on required standardized test scores, licensure and placement rates. Candidates in all middle level/secondary programs are completing accredited programs that meet all state guidelines. The Praxis II Content Test pass rates and the PLT pass rates for middle level/secondary education candidates were previously listed in section III *Quality of the Program – Program Assessment*.

The college of education affords candidates the opportunity to evaluate their experience through an alumni survey. The 21 question survey asks candidates to assess how well prepared they feel upon completion of their programs. The questions were designed to address the college's guiding principles, proficiencies and dispositions. The results of the 2009 alumni survey suggested that the majority of candidates in the initial licensure programs, who completed the survey, believed they were moderately to highly-prepared. On questions related to technology and collaboration with parents or community members, only 71 to 76% of the candidates felt moderately to highly-prepared. However, 98% of candidates believed they were moderately to highly-prepared to impact student/client learning. Candidates responded moderately to highly-prepared, with ratings between 80 and 98 percent, on 17 of the 21 survey questions. In general, candidates in the initial licensure program appear to have positive feelings regarding their education program experiences at WSU.

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IV. Demonstrate student need and employer demand for the program

Employer Need for the Program

According to the *US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook* there were approximately 3.5 million K-12 teaching positions in 2008. Of those, 179,500 were in kindergarten, 1.5 million were in elementary school, 659,500 were in middle school, and 1.1 million were in secondary schools. The Bureau of Labor Statistics (BLS) noted that "teaching jobs were geographically distributed in a manner that mirror population distribution". Between 2008 and 2018 the BLS anticipates an average growth of 13% in the number of jobs for school teachers, with 15% growth in middle school positions and 9% growth at the secondary level. This growth, although comparable to other occupations will continue to be unevenly distributed across the country.

K-12 student populations through 2018 will not increase as quickly as in the past and elementary, middle and secondary school enrollments will continue to vary by geographic region. According to the BLS, K-12 enrollments will continue to increase in the south and west, continue to decline in the northeast and remain stable in the mid-west. As a result, job prospects and opportunities will continue to vary by geographic region, as well as grade level and content area. In addition to increased K-12 student populations in the southern and western regions of the country, teaching positions will also become available as a result of the need to replace (a) teachers who plan to retire between now and 2018 and (b) teachers who leave the profession after only one or two years in the classroom.

For new and/or beginning teachers, the best job prospects will continue to be in the inner city and rural areas (as opposed to suburban school districts) as well as in high need subjects; including, mathematics, science, bilingual education and foreign languages. The BLS reports that as increased numbers of minority students enter public schools there will continue to be an increased demand for minority teacher education candidates as well as bilingual education teachers.

As always, the number of teachers hired is variable and dependent on state and local resources as legislators continue to debate the worth and value of public education. Federally, programs such as *Race to the Top*, and grants such as the *Teacher Quality Partnership* will

continue to push for innovation in teacher education as well as continue to focus on the need to provide quality teachers for students from low income areas. The best job prospects continue to be available for teachers who are willing to relocate and/or who have licensure in more than one subject areas. These individuals are at a definite advantage in current and future job markets (2010-2011 edition: www.bls.gov/oco/ocos318.htm).

An annual employer survey is conducted by the Professional Education Unit for the COE. The 1 (low) to 4 (high) point scale allows employers to provide feedback regarding the quality of the program graduates. The 2009-2010 Employer Survey results for middle level/secondary education graduates revealed the following:

English Language Arts

Conceptual Framework Guiding Principle	Mean Score (4 point scale)
Professionalism and Reflection	4.0
Human Development and Diversity	4.0
Connection of Teaching Experiences and Assessment	3.95
Technology	4.0
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	4.0
Collaboration	4.0

Mathematics 5-8

Conceptual Framework Guiding Principle	Mean Score (4 point scale)
Professionalism and Reflection	4.0
Human Development and Diversity	4.0
Connection of Teaching Experiences and Assessment	4.0
Technology	4.0
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	4.0
Collaboration	4.0

Mathematics 6-12

Conceptual Framework Guiding Principle	Mean Score (4 point scale)
Professionalism and Reflection	3.8
Human Development and Diversity	3.6
Connection of Teaching Experiences and Assessment	3.0
Technology	3.4
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	3.5

Knowledge and Alignments with Standard	
Collaboration	3.6

Data for the other program areas was not available to be disaggregated by program. In general, the employer survey results suggest that employers are more than satisfied with the quality of the candidates who graduate from the middle level/secondary education program.

Student Need for the Program

Based on the current and expected job market described above, as well as current enrollment data, there is a continued need for the middle level/secondary undergraduate education programs. As indicated by the data provided in the section VI of this report, the number of students pursuing the undergraduate degree in middle level and secondary education has dramatically increased over the past five years. As the BLS data above states the K-12 student enrollment in the mid-west should remain steady, this trend in conjunction with the number of teachers expected to retire between now and 2018 should have a positive impact on enrollment in teacher education programs. In addition increased diversity in an urban area such as Wichita and its surrounding bedroom communities, coupled with the shortage of highly qualified teachers in rural areas and the need for teachers who have licensure in science, math, and experience with English language learners the opportunities for candidates who successfully graduate from the program and are recommended for licensure should continue.

Although the numbers of students in the middle level/secondary programs continues to increase, with rapid growth in areas such as math and English, and the outlook for jobs for teachers, especially those willing to relocate looks good the middle level/secondary faculty in the department see the continued need to recruit and retain qualified teacher candidates. Faculty participate in recruitment events sponsored by the WSU Office of Admissions, including conversations with community college advisors, and meetings with prospective candidates. The department of curriculum and instruction provides information on its web page regarding programs available to students and provides the necessary contact information. The administrative assistants in the department provide students with information regarding programs and faculty contact information if students' questions have not been answered. The COE scholarship coordinator shares information regarding scholarships with faculty and students to ensure that students who qualify for scholarships are given the support they need.

V. The services the program provides to the discipline, the university, and beyond.

Professional Involvement

The middle level and secondary faculty are actively involved in professional organizations. Faculty are active members of local, regional and national organizations including, the Association of Teacher Educators (ATE), the National Association of Research in Science Teaching, the Kansas Associate of Teachers of Science, the Association for Science Teacher Education (ASTE), the American Association of Physics Teachers, the Mid-America

Association for Computers in Education (MACE), the Kansas Technology Education Association (KTEA), Phi Delta Kappa, the National Council of Teachers of Mathematics (NCTM), the Kansas Association of Teachers of Mathematics (KATM), the South Central Kansas Association of Teachers of Mathematics (SCKATM), the Kansas Exemplary Educators Network (KEEN), the National Council for the Social Studies, the National Middle School Association, the Kansas Council for the Social Studies, the Kansas Association for Middle Level Education, the National Council of Teachers of English and the International Reading Association.

Service to WSU, the COE, and the C& I Department

The faculty in the middle level/secondary education programs are active at WSU, in the college of education and in the department. Faculty members currently serve or have served on university committees, including the Faculty Senate, Rules Committee, and the University Grievance Committee. In the College of Education, faculty serve on the Initial Licensure and Teacher Preparation Committee and Professional Education Committee, and the Field Experience Committee and have served on the Unit Assessment Committee. Faculty regularly attend the COE meetings and provide input on a variety of issues.

The middle level/secondary education faculty are extensively involved in the operations of the C & I department. Faculty attend regularly scheduled department meetings as well as monthly program meetings where issues related to the curriculum, student needs, effective teaching and research are frequently discussed. Qualified faculty serve on the department's Tenure and Promotion Committee and department search committees. The faculty are available to students through their weekly office hours and address students' needs either during their regularly scheduled office hours or by scheduled appointment. In addition, faculty respond quickly to student e-mails and use Blackboard as means of communicating with students on a regular basis.

Services To The Kansas, Wichita, And The Surrounding Community

Faculty in the department of curriculum and instruction play an active role in Kansas, Wichita and the surrounding community. Middle level/secondary faculty members routinely participate in local and regional organizations including, but not limited to the Kansas Association of Teacher Educators, the Kansas Association of Teachers of Science, the Kansas Association for the Social Studies, the Kansas Association of Teachers of English, and the South Central Kansas Association of Teachers of Mathematics. Community-university service includes involvement with the Distinguished Scholarship Invitational (DSI), the WSU Shocker Mindstorms, and the Jason Project. In addition faculty have provided community service through volunteer work for local organizations such as the American Heart Association, and the Big Brothers-Big Sisters Program of Sedgwick County.

VI. The program's cost effectiveness.

Enrollment Trends for the Department

Information provided by the WSU Office of Institutional Research shows that student credit hour (SCH) production within the department for all undergraduate programs has increased over the past five years.

Student credit hours for all departmental programs (undergraduate and graduate) for fiscal years (FY) 2006-2010

	FY 2006	FY 2007	FY 2008	FY2009	FY2010	5 Yr. Avg.
Lower Division	704	631	802	832	852	764
Upper Division	6799	6555	7386	8793	9903	7887
Masters	4905	5028	4604	4620	3938	4619
Total	12,408	12,214	12,792	14,245	14,693	13,270

Students, Degrees Conferred in the Program

Data received from the WSU Office of Institutional Research indicates that student enrollment in middle level/secondary education programs has increased dramatically during the past five years with a resulting increase in the number of degrees conferred (see tables below).

Majors in Secondary Education

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Yr. Avg.
Freshmen/sophomore	2	72	101	106	102	76.6
Jrs., Srs., 5 th Yr. Majors	16	134	170	178	241	147.8

Secondary Education: Degrees conferred

	FY 2006	FY 2007	FY 2008	FY 2009	FY2010	5 Yr. Avg.
Baccalaureate	29	35	40	38	60	40.4

Based on information obtained through Banner the programs with the greatest numbers of students are secondary English/Language Arts, History/Government and Mathematics; however there has been a substantial increase in the number of students who are interested in dual licensure as is noted by the number of students who identify as middle level History/Math, Math/English and Math/Science. The increased numbers of mathematics education students either in secondary level mathematics or those middle level dual licensure candidates appears to be a positive trend. (see the program breakdown on the table below).

Middle Level Education (5-8)

Secondary Education (6-12)

	2005-2010		2005-2010
English/Science	7	Biology	12
English/History	6	Chemistry	6
History/Math	20	Physics	7
History/Science	6	Earth & Space Science	7
Math	9	English/Language Arts	97

Math/English	16	History/Government	110
Math/Science	13	Math	66
Science	1		

These enrollment numbers appear to mirror the Bureau of Labor Statistics information regarding the over abundance of social studies teachers; however, with the number of teachers currently in the system who are ready to retire will open job opportunities and should support the continued growth of candidates interested in history/government teacher education. The numbers of students in science education, at the middle level and secondary levels has shown a gradual increase over the past five years. Looking at individual disciplines within science, the greatest increase has occurred in biology, less so in physics and chemistry and the numbers have remained constant in earth and space science. The lack of science education candidates continues to be a concern among educators and recruitment in science education will continue to be a priority for the department.

The positive trend of increased numbers in candidates who are interested in secondary mathematics as well middle level dual endorsement is expected to continue. Given the BLS information regarding job prospects of individuals who have licensure in more than one content area, and the fact that mathematics continues to be a high need subject in Kansas and across the country, the need for a full time mathematics middle/secondary faculty member is essential if the department is expected to provide a strong mathematics education program.

FTE per Student Credit Hour Ratio

The Department of Curriculum and Instruction FTEs per student credit hour suggests a department that is effective. The following tables show the Actual Instructional FTE, includes the SCH generated by tenured/tenure eligible faculty and other instructional staff, as well as the rate of SCH per FTE from fall of 2005 through fall 2009.

Actual Instructional FTE (including FTE and SCH)

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5 Yr. Avg.	
	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE
Tenured/Tenure Eligible	3664	24.1	3265	21	3196.9	17.6	3165.1	17.3	3568.4	15.9	3371.9	19.2
Other Instructional	1826	13.4	1992	18.3	2445.4	14.8	3085.9	14.8	2959.7	12.3	2461.8	14.7
Total	5490	*37.7	5275	39.3	5642.3	32.4	6251	32.1	6528	28.2	5833.7	33.9

*0.2 not instructional FTE included in this total

Actual Instructional FTE – Rate (SCH per FTE)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Yr. Avg.
Tenured/Tenure	151.9	155.5	181.8	183.0	224.8	179.4

Eligible						
Other Instructional	136	109.2	165.5	209.2	240.6	172.1
Avg. Overall SCH per FTE	145.5	133.9	174.4	195.0	231.7	176.1

Based on data from the WSU Office of Institutional Research the faculty in the department of curriculum and instruction generated a total of 66,352 credit hours between FY 2006 and 2010 (see table page 19). The fall 2005-fall 2009 data presented above shows an average five year SCH/FTE ratio of 176.1, this number includes tenured, tenure eligible, unclassified professionals and lecturers in the department. Over the past five years, as the data shows there has been a decrease in the number of tenured and tenure eligible faculty, an increase in the number of unclassified professionals and lecturers (other instructional) at the same time there has been an increase in the number of students in the department and an increase in the amount of student credit hour production.

The department has been fortunate in the past year as funds from the TQP grant allowed us to hire a middle level/secondary liaison who works with faculty, students and our five middle level/secondary partnership schools. The role of the liaison is to ensure good communication among the constituent groups, to work with faculty who supervise preservice teachers and teaching interns, and to provide support for candidates. The middle level/secondary program is currently staffed by three full-time faculty (one tenured and two tenure-eligible) and a quarter time (.25) unclassified professional who has a .75 appointment in the College of Liberal Arts and Sciences mathematics department. These four individuals with the assistance of the middle level/secondary liaison are responsible for over 200 middle level/secondary students. As would be expected the rapid increase in the number of middle level/secondary students has required the department to rely more heavily on lecturers to teach program offerings. In addition, faculty are no longer able to supervise all of their teaching interns. Although faculty in the middle level/secondary program are encouraged by the increased numbers of education candidates, the supervision of interns by faculty had been a point of programmatic pride as it highlighted the personal relationship that faculty developed with candidates. As a department that offers professional clinically-based programs there will always be the need for unclassified professionals, lectures and the liaisons; however, the heavy reliance on these groups has the potential to impact the quality of the undergraduate programs offered.

One of the essential courses taught in the department and required by all of the students in the program, regardless of major, is a course that is currently only being taught by lecturers. As faculty have retired and resigned from the department and the number of students in the middle level/secondary program has increased dramatically there have been obvious gaps especially in the areas of middle/secondary mathematics and literacy. In order for department programs to continue to be effective and for districts to continue to employ our graduates it is essential that candidates received strong theoretical knowledge base upon which to make good curricular decisions. This means that faculty in the above identified areas should have earned doctorates and should be in tenure eligible positions. In addition, the general impact on the department's reliance on individuals who are not in tenure eligible positions means added non-teaching work

for faculty as there are fewer tenure eligible and tenured faculty available to advise candidates, serve on department, college and university committees, and oversee the curriculum.

Considering the reduction in the number of tenured and tenure-eligible faculty over the past five years, the members of the department have demonstrated a marked ability to be resourceful and to do more with less; however, this trend is detrimental to the quality of the program and impacts students, faculty, the department, the college and the university.

C & I Department Other Operating Expenses (OOE)

The C & I department continues to work within its budget in striving to accomplish the degree program objectives. The department’s 12 month OOE for FY 2006-2010 is shown in the table below.

	FY2006	FY2007	FY2008	FY2009	FY2010	5 Yr. Avg.
OOE	\$52,724	\$65,824	\$65,503	\$65,000	\$57,396	\$61,289

As the student credit hour production has increased (see SCH table on page 21) the OOE has decreased suggesting that the department is serving more students with fewer resources.

Summary

As indicated above, the number of students enrolled in the B.A. middle level/secondary education programs has increased dramatically over the past five years. It is anticipated that there will be a continued increase in the number of middle level/secondary education degrees conferred based on the number of undergraduate enrollments in the program. In addition, between now and 2018 as the number of teacher retirements increases, the demand for high quality teachers will continue.

Since the 2003 KBOR report the department of curriculum and instruction has seen a substantial decrease in the overall number of faculty, a budget that has remained relatively flat, and a dramatic increase in student numbers in the middle level/secondary programs. Although the department has been given approval to hire replacements for faculty who left after 2009, simply replacing faculty does not address the issue that essential required courses, literacy and mathematics pedagogy, are not being taught by tenure eligible or tenured faculty. Nor does the hiring of replacement faculty address the issue of not enough faculty to teach the required courses and to provide appropriate and essential supervision and support to candidates in their field experiences.

The middle level/secondary education programs are strategically situated for increased enrollment as more jobs become available. With the increased emphasis on the needs of inner city school children, ESOL students, and high need areas such as science and mathematics, as well as the implementation of the Professional Development School model, candidates who successfully complete the middle level/secondary programs will be well positioned to accept jobs in urban and rural areas of the state and the country. The emphasis on continual program improvement and providing a high quality and well-integrated curricular experience taught by

highly qualified faculty is essential to ensure student satisfaction with the program and to keep enrollments at an appropriate level.

College: EDUCATION
 Department: CURRICULUM AND INSTRUCTION

Discipline(s) within Department: (4)
 CURRICULUM AND INSTRUCTION
 ELEMENTARY EDUCATION
 SECONDARY EDUCATION
 SPECIAL EDUCATION

SECTION I: DEPARTMENTAL DATA

Part A: Academic Instruction Expenditures

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
1. Salaries/Benefits	\$1,726,403	\$1,896,701	\$2,004,779	\$1,857,528	\$1,688,965	\$1,792,928	\$1,405,628	\$1,834,875	\$1,848,180	\$1,749,966
2. Other Operating Exp.	\$73,291	\$70,619	\$52,724	\$65,824	\$65,503	\$65,000	\$57,396	\$65,592	\$63,934	\$61,289
3. Total	\$1,799,694	\$1,967,320	\$2,057,503	\$1,923,352	\$1,754,467	\$1,857,927	\$1,463,024	\$1,900,467	\$1,912,114	\$1,811,255

Part B: Student Credit Hour Production

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
1. Lower Division	772	676	704	631	802	832	852	717	729	764
2. Upper Division	9,382	9,181	6,799	6,555	7,386	8,793	9,903	7,861	7,743	7,887
3. Masters	6,927	5,756	4,905	5,028	4,604	4,620	3,938	5,444	4,983	4,619
4. Doctoral	0	0	0	0	0	0	0	0	0	0
5. Total	17,081	15,613	12,408	12,214	12,792	14,245	14,693	14,022	13,454	13,270

Part C: Cost per Credit Hour data not generated (starting with FY 2006)

Part D: Percentage of Departmental SCH taken by:

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Their Undergraduate Majors	56.5	63.6	56.3	53.1	59.3	64.7	69.2	57.8	59.4	60.5
2. Their Graduate Majors	30.7	26.6	33.1	36.3	31.8	27.1	25.4	31.7	31.0	30.7
3. Non-Majors	12.8	9.8	10.6	10.6	8.9	8.2	5.4	10.5	9.6	8.7

Part E: Departmental Faculty

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Tenured/Tenure Track Faculty Head Count	21.0	19.0	24.0	17.0	17.0	17.0	16.0	19.6	18.8	18.2
2. Tenured/Tenure Track Faculty with Terminal Degrees	20.0	18.0	24.0	15.0	16.0	17.0	16.0	18.6	18.0	17.6
Terminal degree defined if different from Ph.D.										
3. Total Tenured Faculty	11.0	11.0	13.0	10.0	9.0	10.0	11.0	10.8	10.6	10.6
Total Instructional FTE in Department	24.0	25.0	25.0	20.0	18.0	21.0	21.0	22.4	21.8	21.0

Part F: Actual Instructional FTE

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Tenured/Tenure Track Faculty	20.0	18.1	24.1	21.0	17.6	17.3	15.9	20.2	19.6	19.2
2. Instructor of Record	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2a. Not Instructional FTE	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2b. Other Instructional FTE	19.3	18.4	13.4	18.3	14.8	14.8	12.3	16.8	15.9	14.7
3. Total FTE	39.3	36.6	37.7	39.3	32.4	32.1	28.2	37.0	35.6	33.9
SCH										
4. SCH generated by Tenured/Tenure Track Faculty	3,699.0	3,242.0	3,664.0	3,265.0	3,196.9	3,165.1	3,568.4	3,413.4	3,306.6	3,371.9
5. SCH generated by GTA's (IOR)	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
6. SCH generated by Other Instructional	3,507.0	3,477.0	1,826.0	1,992.0	2,445.4	3,085.9	2,959.7	2,649.5	2,565.3	2,461.8
7. Total SCH	7,206.0	6,719.0	5,490.0	5,257.0	5,642.3	6,251.0	6,528.0	6,062.9	5,871.9	5,833.7
RATE (SCH per FTE)										
8. Average SCH per Tenured/Tenure Track Faculty	185.0	178.9	151.9	155.5	181.8	183.0	224.8	170.6	170.2	179.4
9. Average SCH per GTA (IOR only)	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
10. Average SCH per Other Instructional Faculty	182.2	188.6	136.0	109.2	165.5	209.2	240.6	156.3	161.7	172.1
11. Average Overall SCH per FTE	183.6	183.8	145.5	133.9	174.4	195.0	231.7	164.2	166.5	176.1

SECTION II: ACADEMIC PROGRAM DATA

College: EDUCATION
 Department: CURRICULUM AND INSTRUCTION
 Discipline: ELEMENTARY EDUCATION

Part A: Majors in the Discipline

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
	1. Freshmen/Sophomores (optional)	183.0	160.0	128.0	133.0	140.0	145.0	143.0	148.8	141.2
2. Jrs., Srs., 5th Year Majors	384.0	354.0	279.0	269.0	277.0	325.0	383.0	312.6	300.8	306.6
3. Masters										
4. 1st Prof / Specialist - Certif.										
5. Doctoral										

Part B: ACT Scores of Undergraduate Jrs., Srs., 5th Year Majors

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
	1. Average ACT Composite	20.9	21.2	21.2	21.6	21.8	21.6	21.6	21.4	21.5
2. Low ACT	10.0	10.0	11.0	8.0	8.0	8.0	9.0	9.4	9.0	8.8
3. High ACT	32.0	32.0	30.0	31.0	32.0	32.0	33.0	31.4	31.4	31.6
4. Number Reporting an ACT Score	199.0	208.0	182.0	161.0	143.0	154.0	179.0	178.6	169.6	163.8
5. Percent Reporting ACT Score	51.8	58.8	65.2	59.9	51.6	47.4	46.7	57.5	56.6	54.2

Part C: Degrees Conferred

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
	1. Associate									
2. Baccalaureate	148.0	162.0	99.0	71.0	90.0	95.0	124.0	114.0	103.4	95.8
3. Masters										
4. First Prof / Specialist / Certificate										
5. Doctorate										
6. Undergraduate Certificate										
7. Graduate Certificate										

Note(s): All degrees conferred include multiple majors

SECTION II: ACADEMIC PROGRAM DATA

College: EDUCATION
 Department: CURRICULUM AND INSTRUCTION
 Discipline: CURRICULUM AND INSTRUCTION

Part A: Majors in the Discipline

	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5 Year Average Fall 2003 - 2007		5 Year Average Fall 2004 - 2008		5 Year Average Fall 2005 - 2009		
1. Freshmen/Sophomores (optional)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.4	0.4	0.2	
2. Jrs., Srs., 5th Year Majors	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	204.0	204.0	204.0	196.8	
3. Masters	296.0	224.0	224.0	224.0	189.0	212.0	186.0	209.0	188.0	221.4	209.0	188.0	188.0	188.0	188.0	221.4	204.0	204.0	204.0	196.8	
4. 1st Prof / Specialist . Certif.																					
5. Doctoral																					

Part B: ACT Scores of Undergraduate Jrs., Srs., 5th Year Majors

	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5 Year Average Fall 2003 - 2007		5 Year Average Fall 2004 - 2008		5 Year Average Fall 2005 - 2009		
1. Average ACT Composite																					
2. Low ACT																					
3. High ACT																					
4. Number Reporting an ACT Score																					
5. Percent Reporting ACT Score																					

Part C: Degrees Conferred

	FY 2004		FY 2005		FY 2006		FY 2007		FY 2008		FY 2009		FY 2010		5 Year Average FY 2004 - 2008		5 Year Average FY 2005 - 2009		5 Year Average FY 2006 - 2010		
1. Associate																					
2. Baccalaureate																					
3. Masters	115.0	102.0	102.0	58.0	58.0	64.0	64.0	56.0	60.0	64.0	60.0	64.0	64.0	64.0	79.0	68.0	68.0	68.0	60.4	60.4	
4. First Prof / Specialist / Certificate																					
5. Doctorate																					
6. Undergraduate Certificate																					
7. Graduate Certificate	5.0	7.0	7.0	3.0	3.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2	2.2	2.2	2.2	0.8	0.8	

Note(s): All degrees conferred include multiple majors

SECTION II: ACADEMIC PROGRAM DATA

College: EDUCATION
 Department: CURRICULUM AND INSTRUCTION
 Discipline: SECONDARY EDUCATION

Part A: Majors in the Discipline

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
	1. Freshmen/Sophomores (optional)	0.0	5.0	2.0	72.0	101.0	106.0	102.0	36.0	57.2
2. Jrs., Srs., 5th Year Majors	13.0	14.0	16.0	134.0	170.0	178.0	241.0	69.4	102.4	147.8
3. Masters										
4. 1st Prof / Specialist . Certif.										
5. Doctoral										

Part B: ACT Scores of Undergraduate Jrs., Srs., 5th Year Majors

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
	1. Average ACT Composite	24.3	21.0	21.3	23.7	23.0	23.0	23.4	22.7	22.4
2. Low ACT	18.0	14.0	14.0	15.0	15.0	12.0	12.0	15.2	14.0	13.6
3. High ACT	31.0	31.0	31.0	34.0	30.0	31.0	34.0	31.4	31.4	32.0
4. Number Reporting an ACT Score	4.0	7.0	6.0	66.0	78.0	85.0	132.0	32.2	48.4	73.4
5. Percent Reporting ACT Score	30.8	50.0	37.5	49.3	45.9	47.8	54.8	42.7	46.1	47.0

Part C: Degrees Conferred

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
	1. Associate									
2. Baccalaureate	6.0	11.0	29.0	35.0	40.0	38.0	60.0	24.2	30.6	40.4
3. Masters										
4. First Prof / Specialist / Certificate										
5. Doctorate										
6. Undergraduate Certificate										
7. Graduate Certificate										

Note(s): All degrees conferred include multiple majors

SECTION II: ACADEMIC PROGRAM DATA

College: EDUCATION
 Department: CURRICULUM AND INSTRUCTION
 Discipline: SPECIAL EDUCATION

Part A: Majors in the Discipline

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Freshmen/Sophomores (optional)										
2. Jrs., Srs., 5th Year Majors										
3. Masters	92.0	97.0	89.0	73.0	84.0	88.0	88.0	87.0	86.2	84.4
4. 1st Prof / Specialist . Certif.										
5. Doctoral										

Part B: ACT Scores of Undergraduate Jrs., Srs., 5th Year Majors

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2003 - 2007	5 Year Average Fall 2004 - 2008	5 Year Average Fall 2005 - 2009
1. Average ACT Composite										
2. Low ACT										
3. High ACT										
4. Number Reporting an ACT Score										
5. Percent Reporting ACT Score										

Part C: Degrees Conferred

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	5 Year Average FY 2004 - 2008	5 Year Average FY 2005 - 2009	5 Year Average FY 2006 - 2010
1. Associate										
2. Baccalaureate										
3. Masters	30.0	28.0	31.0	11.0	3.0	9.0	14.0	20.6	16.4	13.6
4. First Prof / Specialist / Certificate										
5. Doctorate										
6. Undergraduate Certificate										
7. Graduate Certificate										

Note(s): All degrees conferred include multiple majors

Wichita State University

COLLEGE OF EDUCATION

KANSAS BOARD OF REGENTS PROGRAM REVIEW
AY 2010-2011

Department of Curriculum and Instruction

Discipline:

Curriculum and Instruction (CIP Code: 130301)

M.Ed. Curriculum and Instruction

Table of Contents

Centrality of the Program to the Mission and Role of WSU..... 3

Program Quality as Assessed by Strengths, Productivity, and Qualifications of Faculty.... 3

Program Quality as Assessed by Curriculum and Impact on Students..... 6

Student Need and Employer Demand..... 11

Services the Program Provides to the Discipline, the University and Beyond..... 12

Programs Cost Effectiveness Indicators..... 13

I. Centrality of the Program to the Mission and Role of WSU

The Department of Curriculum and Instruction offers a master's of education degree in curriculum and instruction. This site-based delivery degree program addresses students' needs, by providing a graduate level program which allows qualified candidates to further their expertise and knowledge in the field of education. The program is built on the philosophy of developing highly competent, collaborative, and reflective practitioners, who can serve as leaders in their respective schools and impact curricular practice. The program's role complements the mission and the role of Wichita State University (WSU) and the College of Education (COE). The mission of WSU as an urban serving institution is to "equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community" this mission in conjunction with the mission of the COE, to "prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines" are supported through a graduate program which consists of 36 graduate hours of coursework, which includes 20 credit hours in curriculum, instruction, and research, 12 credit hours in a specialization of the candidates choices and four credit hours of required thesis or portfolio work. The M.Ed. in curriculum and instruction provides students with the tools necessary to meet the challenges of becoming effective citizens and socially responsible life-long learners and leaders.

II. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

Strengths and Qualifications

The M.Ed. in Curriculum and Instruction is a competency-based program predicated on the belief that certified teachers can impact curricular practices with increased knowledge in educational theory and research. The coursework in the master's program is a site-based cohort program that begins with reflective inquiry and proceeds through research and professional development. Faculty who teach in the master's program all possess graduate degrees and have varied experiences in a variety of areas of curriculum development including gifted education, mathematics education, and early childhood and elementary education. In addition, faculty members understand the relationship between theory and practice and are able to share this knowledge with candidates.

C & I department faculty teaching in the M.Ed. in Curriculum and Instruction program

Faculty	Academic Rank	Highest Degree, Date Earned
Mara Alagic	Associate Professor	Ph.D., 1985
Jeri Carroll	Professor	Ph.D., 1980
Kay Gibson	Associate Professor	Ph.D., 1997

Faculty Scholarship

Faculty in the department of curriculum and instruction are actively involved in scholarship, are well-published and are respected in their disciplines. The table below reflects the productivity and expertise of the full-time C & I faculty in the M.Ed. in curriculum and instruction.

Peer reviewed journal articles, books, and book chapters and professional presentations from 2005 to the present.

Name	Primary Discipline	Publications						Presentations					
		2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
Alagic	Mathematics	6	5	6	1	3		9	8	4	4	2	
Carroll	Early childhood & Elementary education	2	2					8	11	5	15		
Gibson	Gifted Education	5	3	3	1		1	4	3			1	1

Faculty publications have appeared in a range of premier journals including the *Roeper Review*, *Journal of Mathematics and Arts*, *International Journal of Learning and Change*, the *Journal of the National Alternative Certification Association*, *International Journal of Education* and the *Australasian Journal of Gifted Education*. In addition to publications, faculty in the M.Ed. in Curriculum and Instruction have presented at the 5th *International Conference on Intercultural Communication Competence*, the 8th *Annual Athens Institute for Education and Research*, the *Asia Pacific Conference*, the *Arizona Gifted Education Conference*, the *Association of Teacher Educators (ATE)* and the *Association of Childhood Education International (ACEI)*.

Faculty members' expertise has been recognized by their roles on editorial review boards, conference review boards and as peer reviewers for conferences and publications such as the 5th *International Conference on Intercultural Communication Competence*, *Bridges: Mathematical Connections in Art, Music and Science Conference*, and *The International Electronic Journal of Mathematics Education*. In addition, faculty in the curriculum and instruction master's program have served as examiners, trainers, and reviewers for the National Council for the Accreditation of Teacher Education (NCATE), the National ACEI (Elementary) Program, and the National Board for Professional Teaching Standards (NBPTS). On the international level, faculty in the master's program have played a key role in the development of curriculum for the Princess Noura bint Abdul Rahman University for Girls in the Kingdom of Saudi Arabia.

Two of the faculty who teach in the M.Ed. in curriculum and instruction (M.Ed. in C & I) also teach undergraduate courses in elementary education and as such have been involved in the implementation of the Teacher Quality Partnership, 6.5 million dollar federally funded grant to support the development and training of "diverse, highly qualified teachers for urban school settings". Additionally, one faculty member has also been involved with the early childhood

unified (ECU) Master of Arts in Teaching (M.A.T.) Residency Program, also a component of the Teacher Quality Partnership grant.

Over the past five years, faculty in the M.Ed. in C & I have participated along with other faculty in the department in obtaining external grants. The table below identifies the amounts of proposed and awarded grants received in the department of curriculum and instruction from 2005 to the present.

Grants proposed and awarded from 2005 to the present.

Year	2005	2006	2007	2008	2009	2010	Totals
Funded	\$4,200.00	\$84,000.00	\$2,580,986.00	\$58,000.00	\$851,230.00	\$516,865.00	\$4,095,281.00
Unfunded		\$10,000.00	\$146,000.00				\$156,000.00

Teaching

Faculty in the program have been recognized for the quality of their teaching, with nominations for WSU's Academy of Effective Teaching as well as for the COE Excellence in Teaching award. Faculty ratings on the *Student Perceptions of Teaching Effectiveness (SPTe)* consistently range from good to high. Candidates' comments on the *SPTe* evaluations are overwhelmingly positive, candidates frequently comment that faculty are: "very knowledgeable", have "enthusiasm for teaching", and "provide clear and concise instructions". Other comments included on the *SPTes* support students' perceptions that faculty are "always ready and willing to help and always had resources to recommend", "responds promptly to emails" and in general are "enthusiastic and excited about teaching".

The curriculum and instruction faculty model good teaching for their students, and design classroom projects which encourage collaboration among candidates, allow for a variety of learning styles, and require candidates to be actively involved. As with all faculty in the department, graduate faculty who teach in the master's program provide feedback in a timely fashion, clearly outline the requirements for their courses and communicate high expectations for candidates. In addition, technology is a key tool used for teaching in the master's program, with faculty offering one cohort a portion of their coursework on-line, offering coursework in a hybrid format, and using technology in the classroom; including, PowerPoint, Blackboard, Skype, and digital portfolios.

Lecturers Teaching in the Program

Lecturers in the M.Ed. in C & I all possess advanced degrees and bring valuable classroom and administrative work experience to the program. Their experience as practitioners in the field augments and supports the work of full-time faculty in the program.

Lecturers, degrees, practitioner experience and content taught

Name	Degree	Years of Experience	Content Taught
Deborah Hamm	Ed.D.	21	Curriculum and Instruction
Jennifer Kern	M.A.	18	Curriculum and Instruction
Scott Dellinger	M.A.	19	Curriculum and Instruction

Charlene Laramore	M.S.	27	Curriculum and Instruction
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Professional Development

The graduate faculty who teach in the M.Ed. in C & I actively pursue professional development opportunities. All faculty have been involved in computer workshops and assessment training provided by the College of Education Technology Center. Individual faculty have been involved in Professional Development School (PDS) workshops, professional conference sessions, instructional workshops to design on-line courses, COE computer literacy sessions, assessment workshops, Blackboard workshops, webinars and grant recipient workshops. Faculty in the department value the need for life-long learning and continually add to their knowledge by attending conferences not only to share their expertise but also to broaden their knowledge base and ensure that they are up-to-date on current disciplinary and pedagogical theory and practice.

III. The quality of the program as assessed by the curriculum and impact on students

The quality of the M.Ed. in C & I program is guided by student learner outcomes and program assessment is used to improve the curriculum. Admission to the program is uniform and consistent thus ensuring that only qualified candidates are admitted.

Admission Standards

Entrance into the master's in education in curriculum and instruction is governed by the Kansas Board of Regents, WSU, and the College of Education requirements. Candidates must meet the following criteria in order to be admitted to the program:

- (1) Full admission to WSU Graduate School – with a bachelor's degree from a regionally accredited institution
- (2) Graduation from the WSU teacher education program with a GPA of 2.75 or higher in the last 60 hours or
- (3) Graduation from an NCATE accredited program with a GPA of 3.0 or higher in the last 60 hours or
- (4) A minimum score of 917 on any two of the subtests of the Graduate Record Exam or a minimum score of 40 on the Miller Analogies Test or
- (5) Providing alternative evidence that documents academic aptitude
- (6) Evidence of involvement in curriculum and instruction or teaching

Curriculum Description

The Master's of Education in Curriculum and Instruction is a 36-hour program of graduate studies, with 20 hours of required coursework in curriculum, instruction, and research, four hours of required thesis or portfolio work, and 12 hours in an area of specialization. Two formats of the program are offered, a site-based program which is located

in area school and an on-line format which provides additional flexibility for classroom teachers. Cohorts begin every fall and continue for two years, the two year period affords students the opportunity to complete 24 of the required 36 credit hours.

The program is designed to develop practitioners who are reflective, dynamic and are leaders in impacting practice in curriculum and instruction. The program is specifically designed to “(a) promote informed reflective inquiry into curriculum and instruction, (b) develop practical skills and leadership through active engagement in the study and improvement of educational practice, and (c) develop each student's professional and subject-matter expertise through graduate courses in a focused area of expertise”.

To ensure that candidates have the opportunity to develop the skills necessary to meet the program’s goals, the following sequence is followed:

REQUIRED MAJOR COURSES – M.Ed. in Curriculum and Instruction

CORE COURSE SEQUENCE

Semester	Course Enrollment
1 st Fall	CI 731, The Reflective and Inquiring Educator (6 hours) [Cohort Group]
1 st Spring	CI 804, Classroom Research in Curriculum and Instruction (6 hours) [Cohort Group]
2 nd Fall	CI 837, Extending Collaborative Inquiry Beyond the Classroom (4 hours) [Cohort Group], and CI 862, Portfolio Development (2 hours) or CI 875, Master’s Thesis (2 hours)
2 nd Spring	CI 843, Leadership and Sustained Professional Growth (4 hours) [Cohort Group], and CI 863, Portfolio Development (2 hours) or CI 876, Master’s Thesis (2 hours)
Other Requisites	Specialization courses to be taken before, during, or after the above core of classes. (Need 12 hours total)

Total Hours Masters Degree = 36

Program Assessment

Kansas State Department of Education Program Approval

In 2008 all teacher preparation programs underwent a comprehensive review by the Kansas State Department of Education (KSDE). The M.Ed. in C & I program, although, not a KSDE licensure program was required to submit a report at that time which the chair of the program did. The program has six standards that must be met in addition to meeting the COE Conceptual Frameworks and Principles and the NCATE Type of Knowledge standards. As an

NCATE accredited advanced program, the M.Ed. in curriculum and instruction was also included in the 2009 comprehensive review by the National Council for the Accreditation of Teacher Education (NCATE). The COE was notified that all programs were approved with no areas for improvement.

Program assessment in the graduate program in curriculum and instruction serves multiple purposes; including, (a) evaluating individual candidates progress in the program, and (b) evaluating the effectiveness of the program in preparing candidates to meet the standards of the program. Each program has a program committee which is responsible for reviewing the data and making recommendations regarding the program’s effectiveness. The program committee consists of full-time members of the faculty in the department of curriculum and instruction. In addition, each program receives feedback and advice from the Program Advisory Council. The M.Ed. in Curriculum and Instruction Advisory Council consists of the full-time members of the program faculty, current candidates and graduates of the program and practitioners in the field. This advisory body provides invaluable feedback on the program’s effectiveness.

Annually, the program committee examines aggregated data for the preceding year. This includes, but is not limited to, aggregated data from (a) transition points, (b) advising surveys, (c) candidate exit surveys (d) graduate surveys (e) surveys of employers of graduates and (f) any external reviews that have occurred within the past year. Each year, the program committee submits to the COE Unit Assessment committee the annual report of its program review. Each report responds to cores questions including, but not limited to, questions related to program effectiveness, programmatic changes and improvements, success in preparing candidates, and faculty development.

Additionally, *Student Perceptions of Teaching Effectiveness (SPTE)* evaluations are used each semester to evaluate and provide feedback to faculty members regarding their teaching. Faculty members review their *SPTE* evaluations and modify their teaching when necessary. Candidates provide feedback to faculty through formal (*SPTE*) feedback channels as well as informal channels, for example, e-mail comments and discussions. Candidates with serious concerns or issues have access to the university grievance process and procedures; however, to date all candidate concerns have been resolved within the department.

The M.Ed. in Curriculum and Instruction has six program standards, the conceptual framework guiding principles and NCATE types of knowledge which are all assessed in order to determine program effectiveness. The assessments for the standards, principles and types of knowledge are embedded within specific courses in the program. The Curriculum and Instruction Program Committee has determined that a minimum of 80% of the candidates must pass all of the required assessments in order for the program to be considered preparing candidates at an acceptable level. Data compiled from 2009 indicate the following pass rates (see tables below).

Master’s of Education in Curriculum and Instruction Program Goal Standards

Program Goal Standard	Pass Rate
Standard 1	96%
Standard 2	98%
Standard 3	No data available

Standard 4	95%
Standard 5	96%
Standard 6	98%

Conceptual Framework Guiding Principles and Proficiencies

Conceptual Framework Guiding Principle	Pass Rate
Professionalism and Reflection	97%
Human Development and Diversity	No data available
Connection of Teaching Experiences and Assessment	97%
Technology	100%
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	100%
Collaboration	No data available

NCATE Types of Knowledge

NCATE Types of Knowledge	Pass Rate
Content Knowledge	97%
Dispositions	93%
Pedagogical Content Knowledge	97%
Professional and Pedagogical Knowledge and Skills	97%

Advising

Candidate advising, in graduate level programs, is done by faculty in the program. Each candidate admitted to the program is required to have a plan of study on file with the department and the graduate school. The number of advisees a faculty member will have is dependent on the number of candidates in the program. Candidates in the M.Ed. in C & I progress through the program as a cohort group and therefore it is easier to keep track of the candidates and their requirements. However, candidates may be at different states in their plans of study as the 12 elective credit hours is candidate specific and may be taken before, during or after the required cores. In addition candidates have up to 6 years to complete their master's degree.

As the majority of the candidates in the master's program are employed full-time it is not unusual for a candidate to complete the cohort component of the M.Ed. in C & I and then take a semester or two hiatus before returning to the program. This movement in and out of coursework can make it difficult to keep track of candidates; however, through the Banner system faculty have access to up-to-date advisees' academic records and can use this information along with the candidate's plan of study to ensure that candidates are enrolled in the appropriate courses and are completing all of the requirements for the program within the required timeframe.

In addition to serving as candidate's faculty advisor, the advisor in most cases also serves as the chair of the candidate's research committee. For faculty in larger cohort groups this can mean overseeing a substantial number of graduate portfolios or theses in any given academic year. Each semester candidates complete an advising survey. Candidates are asked to rate their advisor on a 1 (low) to 4 (high) scale. Surveys completed in 2009 across all of the program advisors resulted in an average score of 3.59.

Support Staff

The master's in curriculum and instruction faculty and students are supported by two full-time administrative specialists (Lynda Cushman and Pat Kieffer) and one administrative specialist (Jill Wolf) who the department shares with Education Leadership. Pat Kieffer has 30 years experience at (28 years at) WSU and is responsible for payroll, data collection and entry including compilation of *SPT*E evaluations and advising surveys, ordering textbooks, handling phone calls, and responding to walk-ins. In addition, her strength as an editor has provided faculty with an additional opportunity for feedback before materials are submitted for publication.

Lynda Cushman has 18 years experience (8 at WSU) and is responsible for monitoring the budget and related paperwork, employment paperwork for all new faculty hires, lecturers and graduate students, travel paperwork for all faculty in the department, and schedule changes. She also handles phone calls and responds to students' inquiries. Jill Wolf has 21 years of experience (5 at WSU) and is responsible for paperwork related to the masters' programs the department offers, orders department materials, and responds to student phone calls and walk-ins. In addition, Ms. Wolf is responsible for updating the department's webpage and has taken on the new role of overseeing the department's facebook page. Ms. Wolf's graphic design skills are an asset to the faculty and the department as she works with faculty to design brochures and fliers on an as need basis.

Use and Integration of Technology Use and Integration of Technology

The use and integration of technology is part of the College of Education's mission and is designed to ensure "a technology rich culture that supports students and faculty to enhance learning and to promote intellectual exploration". The COE has a college-wide technology committee that reviews policies and decisions related to technology implementation. The COE Technology Center provides technical and instructional support staff, access to the computer lab and computer carts, and a variety of digital technology for faculty and student use. Classrooms in the Corbin Education building offer wireless access and Corbin 155 has IDL technology available to beam classes to partnership sites thus allowing candidates to take courses closer to home. Faculty and lecturers in the program model the use of technology as a teaching tool. In the program, candidates have exposure to technology used to support student learning such as Blackboard, PowerPoint, flip cameras, Smartboards, Office 2010 (excel, word, outlook), and clickers. Additionally candidates and faculty have access to software designed specifically for educators, such as Inspiration, Smart notebook, SPSS and Kidspiration.

Curriculum Impact on Students

The impact of the curriculum on the M.Ed. in C & I candidates is evident through feedback obtained from graduate candidate exit surveys. Candidates in the M.Ed. in C & I are in an accredited program that meets all of the required guidelines including the university guidelines for graduate school programs, and provides graduate students with the knowledge and skills to become reflective practitioners (see program assessment tables on page 9). The College of Education aggregated exit survey results for 2009 suggested that candidates were satisfied with their experiences in the program. The questionnaire was built around the COE's conceptual frameworks and examined candidates' perception of their preparedness in the areas of professionalism and reflection, connection of teaching experiences and assessment, human development and diversity, and technology. In each of these areas, between 60 and 80% of the candidates felt they were moderately to highly-prepared.

IV. Demonstrate student need and employer demand for the program

Employer Need for the Program

The term that best describes the work of an individual with a master's degree in curriculum and instruction is instructional coordinator. Instructional coordinator, according to the *US Department of Labor Bureau of Labor Statistics (BLS) Occupational Outlook Handbook*, may also be identified as a curriculum specialist and/or instructional coach. In 2008, there were approximately 133,900 jobs for instructional coordinators. Of those, the majority of them were in public and private schools, state and government agencies, and family service agencies.

The BLS forecasts exceptional job growth for instructional coordinators. The anticipated rate of growth is 23%, well above the expected growth rate for comparable occupations. Although current budget constraints and the economy may work against job growth, the continued emphasis on educational accountability and the reauthorization of No Child Left Behind (NCLB) will lead to increased need for individuals who have expertise in curriculum development.

The BLS highly recommends that individuals interested in the job of an instructional coordinator, in addition to completing master's level coursework in curriculum development, instructional design, research design, assessment literacy, and technology, might consider specializing in one of the content areas identified in NCLB reading, math, and science (2010-2011 edition: www.bls.gov/oco/ocos318.htm).

An annual employer survey is conducted by the Professional Education Unit for the COE. The 1 (low) to 4 (high) point scale allows employers to provide feedback regarding the quality of the program graduates. The data from the 2009-2010 Employer Survey was not disaggregated by program; however, in general employers rated candidates as moderately to highly prepared. The percentages in the highly prepared category ranged from a low of 53% on the assessment question related to the use of technology with students/clients to a high of 89% on the assessment question related to high expectations for learners/clients. The overall results of the survey would suggest that graduates of the advanced programs were effective in demonstrating the guiding principles of the College of Education.

Student Need for the Program

Based on the current and expected job market described above there is a continued need for the graduate program in curriculum and instruction. As indicated by the data provided in the section VI of this report, the number of candidates pursuing the advanced degree in curriculum and instruction has decreased over the past five year. The decrease in enrollment can be attributed to several factors. When the M.Ed. in C & I was first developed it was an innovative program that enrolled large numbers of candidates. At the time, classroom teachers who were required to take professional development courses could do so through master's programs. In addition, in many school districts teachers who completed master's level coursework were moved over on the district pay scale. In recent years, school districts have started to provide district wide professional development to their employees at no charge. This greatly reduces the need to complete master's level coursework solely for the purpose of professional development.

There has also been increased competition for the graduate student by on-line university programs. Because many of these programs are entirely on-line and/or because courses at these institutions can be completed in a 6 to 8 week time period, students have more flexibility and can fit more courses into their semester. The condensed timeframe allows students to take three or four courses in a semester rather than the typical one or two evening courses offered in the more traditional format.

The information cited in section IV *Employer Need for the Program* would suggest that there is a continued need for individuals who have a strong understanding of curriculum and that future job prospects for a candidate with a master's degree in curriculum and instruction is excellent. Furthermore, as the millennials enter the teaching profession there will be a need for career pathways. Individuals in this generation do not see themselves spending their entire education career in the classroom, but instead want to have opportunities for advancement, within educational institutions. A master's degree in curriculum and instruction provides the perfect opportunity for individuals who are looking for career advancement.

Faculty in the department actively participate in events such as the Graduate Student Showcase sponsored by the College of Education and use these events as opportunities to recruit candidates into the program. In addition, faculty hold individual meetings with prospective candidates. The department of curriculum and instruction provides information on its web page regarding programs available as well as the necessary contact information.

The department of curriculum and instruction has a faculty member who is designated as the coordinator of the masters' programs (curriculum and instruction and special education). The coordinator works with the department chair, the other curriculum and instruction faculty, the designated administrative assistant in the department and the graduate school to ensure that candidates meet requirements, have a plan of study, and graduate in a timely fashion.

V. The services the program provides to the discipline, the university, and beyond.

Professional Involvement

The graduate faculty who teach in the master's program in curriculum and instruction are actively involved in professional organizations. Faculty are active members of local, regional and national organizations including, the National Association for the Education of Young Children (NAEYC), Kansas Association for the Education of Young Children (KAEYC), Association of Teacher Educators (ATE), Association of Childhood Education International (ACEI), Association for Supervision and Curriculum Development (ASCD), Phi Delta Kappa International, Council for Exceptional Children (CEC), American Educational Research Association (AERA), National Association for Gifted Children, Kansas Association for the Gifted, Talented and Creative, National Council of Teachers of Mathematics (NCTM) and the Mathematical American Association (MAA).

Service to WSU, the COE, and the C&I Department

The faculty who teach in the master's program in curriculum and instruction are active at WSU, in the college of education and in the department. Faculty members serve or have served on university committees including; the Faculty Senate, General Education Committee, University Curriculum Committee, University Grievance Committee, and Graduate Council. In the College of Education, faculty serve on the College Tenure and Promotion Committee, the Initial Licensure and Teacher Preparation Committee and Professional Education Committee, the Advanced Programs Committee, and the Technology Committee. Faculty regularly attend the COE meetings and provide input on a variety of issues.

The M.Ed. in C & I faculty are extensively involved in the operations of the C & I department. Faculty attend regularly scheduled department meetings as well as monthly program meetings where issues related to the curriculum, students' needs, effective teaching and research are frequently discussed. Faculty serve on the department's Tenure and Promotion Committee and department search committees. The faculty are available to students through their weekly office hours and address students' needs either during their regularly scheduled office hours or by scheduled appointment. In addition, faculty respond quickly to student e-mails and use Blackboard as means of communicating with students on a regular basis.

Services to the Kansas, Wichita, and the Surrounding Community

Faculty in the department of curriculum and instruction play an active role in Kansas, Wichita and the surrounding community. The M.Ed. in C & I faculty routinely participate in local and regional organizations including, but not limited to, the Kansas Association of Teacher Educators, Kansas Association for the Gifted, Talented and Creative, Kansas Association for the Education of Young Children, Kansas Coordinating Council on Early Childhood Developmental Services, Kansas Association for the Education of Young Children, and the Wichita Association for the Education of Young Children. Faculty serve or have served in leadership roles on various local and regional organizations and in roles such as member of the Board of Directors and past president of the Kansas Association for Gifted, Talented, & Creative. Faculty have also played a role in community/university events such as the Distinguished Scholarship Invitational (DSI), WSU Shocker Mindstorms, and the Jason Project.

VI. Programs Cost Effectiveness

Enrollment Trends for the Department

Information provided by the WSU Office of Institutional Research shows that student credit hour (SCH) production within the department for the graduate programs has decreased since FY 2007. Although, the overall enrollment numbers including graduate and undergraduate students has increased. As previously stated, the decrease in enrollment can be attributed to several factors including K-12 school district policies regarding professional development and pay increases, the current economy, and the increased competition for students by on-line institutions.

Student credit hours for all departmental programs (undergraduate and graduate) for fiscal years (FY) 2006-2010

	FY 2006	FY 2007	FY 2008	FY2009	FY2010	5 Yr. Avg.
Lower Division	704	631	802	832	852	764
Upper Division	6799	6555	7386	8793	9903	7887
Masters	4905	5028	4604	4620	3938	4619
Total	12,408	12,214	12,792	14,245	14,693	13,270

Students, Degrees Conferred in the Program

Data received from the WSU Office of Institutional Research shows that over the past five years the number of candidates in the master's in curriculum and instruction program has fluctuated with higher enrollments in fall of 2006 and 2008 and lower enrollments in fall 2005, 2007, and 2009. Although since 2008 there has been a gradual increase in the number of degrees conferred. The difference between the enrollment in fall 2006 and the enrollment in fall 2007 was 26 students, which would be equivalent to the size of a M.Ed. in C & I cohort. Although the number of candidates are higher in the M.Ed. in C & I than those in the master's program in special education, at its zenith, the M.Ed. in C & I had an enrollment of 472 candidates (fall 1998), was located at four sites in Wichita and the surrounding community, and at each site courses were taught by a full-time faculty member (different faculty for each site) and two school district personnel.

Majors in Curriculum and Instruction

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Yr. Avg.
Masters	189	212	186	209	188	196.8

Curriculum and Instruction : Degrees conferred

	FY 2006	FY 2007	FY 2008	FY 2009	FY2010	5 Yr. Avg.
Masters	58	64	56	60	64	60.4
Graduate Certificate	3	1				.8

As previously stated in section IV *Student Need for the Program*, there are several reasons why the enrollment in the M.Ed. in C & I continues to fluctuate from semester to semester. Given the Bureau of Labor Statistics job forecast for an individual with a master's in curriculum and instruction it is evident that there will be continued need for the program. That being said, the difference between the program at its zenith and enrollment in fall of 2009, a difference of 284 students, would suggest that the faculty in the master's program take a critical look at the current program and delivery model to determine what might be done to revitalize the program and ensure continued enrollment growth for the next five to 10 years.

FTE per Student Credit Hour Ratio

The Department of Curriculum and Instruction FTEs per student credit hour suggests a department that is effective. The following tables show the Actual Instructional FTE, which includes the SCH generated by tenured/tenure eligible faculty and other instructional staff, as well as the rate of SCH per FTE from fall of 2005 through fall 2009.

Actual Instructional FTE (including FTE and SCH)

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5 Yr. Avg.	
	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE
Tenured/Tenure Eligible	3664	24.1	3265	21	3196.9	17.6	3165.1	17.3	3568.4	15.9	3371.9	19.2
Other Instructional	1826	13.4	1992	18.3	2445.4	14.8	3085.9	14.8	2959.7	12.3	2461.8	14.7
Total	5490	*37.7	5275	39.3	5642.3	32.4	6251	32.1	6528	28.2	5833.7	33.9

*0.2 not instructional FTE included in this total

Actual Instructional FTE – Rate (SCH per FTE)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Yr. Avg.
Tenured/Tenure Eligible	151.9	155.5	181.8	183.0	224.8	179.4
Other Instructional	136	109.2	165.5	209.2	240.6	172.1
Avg. Overall SCH per FTE	145.5	133.9	174.4	195.0	231.7	176.1

Based on data from the WSU Office of Institutional Research the faculty in the department of curriculum and instruction generated a total of 66,352 credit hours between FY 2006 and 2010 (see table page 14). The fall 2005-fall 2009 data presented above shows an average five year SCH/FTE ratio of 176.1, this number includes tenured, tenure eligible, unclassified professionals and lecturers in the department. Over the past five years, as the data shows there has been a decrease in the number of tenured and tenure eligible faculty, an increase in the number of

unclassified professionals and lecturers (other instructional) at the same time there has been an increase in the overall number of students in the department and an increase in the amount of student credit hour production.

Reduced numbers of full-time tenured or tenure eligible faculty can have a negative impact on any program and the faculty in the department have worked diligently to ensure that this does not occur; however, the reliance on lectures and clinical faculty in order to have functioning programs means added teaching and non-teaching work for faculty as there are fewer tenure eligible and tenured faculty available to chair candidate research committees, advise candidates, serve on department, college and university committees, and oversee the curriculum.

Considering the reduction in the number of tenured and tenure-eligible faculty over the past five years, the members of the department have demonstrated a marked ability to be resourceful and to do more with less; however, this trend is detrimental to the quality of the program and impacts students, faculty, the department, the college and the university.

C & I Department Other Operating Expenses (OOE)

The C & I department continues to work within its budget in striving to accomplish the degree program objectives. The department’s 12 month OOE for FY 2006-2010 is shown in the table below.

	FY2006	FY2007	FY2008	FY2009	FY2010	5 Yr. Avg.
OOE	\$52,724	\$65,824	\$65,503	\$65,000	\$57,396	\$61,289

As the student credit hour production has increased (see SCH table on page 15) the OOE has decreased suggesting that the department is serving more students with fewer resources.

Summary

As indicated above, the number of students enrolled in the M.Ed. in C & I has fluctuated over the past five years, and is down substantially from its zenith in 1998. It is anticipated that given current educational trends in the state and across the country, there will be a continued need for individuals who are qualified to develop, assess and implement effective curricular practices in education and education related settings. These individuals are prime candidates for a master’s degree in curriculum and instruction. Given the current university initiative on reshaping the department and the faculty in the M.Ed. in C & I are perfectly positioned to examine the current program and delivery model to provide a revitalized innovative program. An emphasis on continual program improvement and the development of an innovative program that is a high quality and well-integrated curricular experience for candidates should ensure candidate and employer satisfaction as well as respond to the current educational trends.

Wichita State University

COLLEGE OF EDUCATION

KANSAS BOARD OF REGENTS PROGRAM REVIEW
AY 2010-2011

Department of Curriculum and Instruction

Discipline:

Special Education (CIP Code: 131001)

M.Ed. Special Education

Table of Contents

Centrality of the Program to the Mission and Role of WSU.....	3
Program Quality as Assessed by Strengths, Productivity, and Qualifications of Faculty...	3
Program Quality as Assessed by Curriculum and Impact on Students.....	10
Student Need and Employer Demand.....	15
Services the Program Provides to the Discipline, the University and Beyond.....	17
Programs Cost Effectiveness Indicators.....	18

I. Centrality of the Program to the Mission and Role of WSU

The Department of Curriculum and Instruction offers a master's of education degree in special education (M.Ed. Special Education) with four emphasis areas, adaptive, early childhood unified, functional, and gifted. The degree program addresses students' needs by providing a graduate level program which qualifies candidates for special education endorsement and addresses the Kansas State Department of Education (KSDE) demand for highly qualified special education teachers for the state of Kansas. The program is built on the philosophy of developing highly competent, collaborative, and reflective practitioners. The program's role complements the mission and the role of Wichita State University (WSU) and the College of Education (COE). The mission of WSU as an urban serving institution is to "equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community" this mission in conjunction with the mission of the COE, to "prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines" are supported through a well-designed graduate program which includes between 34 and 36 graduate hours of coursework, integrated field experiences and a research requirement. The M.Ed. in special education provides students with the tools necessary to meet the challenges of becoming effective citizens and socially responsible life-long learners.

II. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

Strengths and Qualifications

The M.Ed. in Special Education is a competency-based program predicated on the belief that all children and adolescents are capable of learning. The coursework in the master's program begins with a strong theoretical foundation, followed by coursework and integrated field experiences that focus on pedagogy, assessment and collaboration, and concludes with a research component that requires candidates to understand how good research is designed and provides the basis of curricular decisions. Faculty who teach in the master's program all possess graduate degrees and have varied experiences in their respective fields. Faculty teaching in the program demonstrate expertise in adaptive and/or functional special education, early childhood special education and gifted education. In addition, faculty members understand the relationship between theory and practice and are able to share this knowledge with candidates in the classroom as well as at their field experiences sites.

C& I department faculty teaching in the M.Ed. in Special Education program

Faculty	Academic Rank	Highest Degree, Date Earned
Kay Gibson	Associate Professor	Ph.D., 1997
Linda Mitchell	Professor	Ph.D., 1997
Judie Ruder	Clinical Faculty	M.A., 1982
Donna Sayman	Assistant Professor	Ph.D. 2009

CESP Faculty teaching course required in the M.Ed. in Special Education program

Faculty	Academic Rank	Highest Degree, Date Earned
Kate Bohn	Assistant Professor	Ph.D., 2007
Marlo Schommer-Aikens	Professor	Ph.D., 1989

Faculty Scholarship

Faculty in the department of curriculum and instruction are actively involved in scholarship, are well-published and are respected in their disciplines. The table below reflects the productivity and expertise of the full-time C & I faculty in the M.Ed. in Special Education program.

Peer reviewed journal articles, books, and book chapters and professional presentations from 2005 to the present.

Name	Primary Discipline	Publications						Presentations					
		2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
Gibson	Gifted Education	5	3	3	1		1	4	3			1	1
Mitchell	Early childhood special education		4	2	4	1		3	6	2	3	1	
Sayman	Adaptive Special Education		1		5		1	3	5	2			

Faculty publications have appeared in a range of premier journals including the *Journal of Early Intervention*, *Roeper Review*, *International Journal of Education*, *Australasian Journal of Gifted Education*, *Kansas English*, *Theory to Practice*, *Journal of Thought*, *Journal of Research in Early Childhood Education*, *Young Exceptional Children*, *Journal of Critical Inquiry into Curriculum and Instruction* and *Journal of Philosophy and History of Education*.

Faculty members' expertise has been recognized through their published monographs and book chapters, as well as their roles on editorial review boards for publications such as *Young Exceptional Children* and *Journal of Career and Technical Educators*. In addition, faculty in the masters in special education, have recently presented at local, regional, national and international conferences such as the *International Association of Special Education*, the 3rd *International Conference on Intercultural Communication Competence*, the *Asia Pacific Conference*, the *Arizona Gifted Education Conference*, and the *Council for Exceptional Children's Division for Early Childhood's National Conference*, *American Educational Studies Association*, *Oklahoma Educational Studies Association*, and the *Kansas Division for Early Childhood Conference*. Faculty have served as examiners and trainers for the National Board for Professional Teaching Standards (NBPTS) and the Court Appointed Special Advocates and have

participated in curriculum development on the international level, most recently, several faculty members were involved in the development of curriculum for the Princess Noura bint Abdul Rahman University for Girls in the Kingdom of Saudi Arabia.

Currently, one of the special education master’s faculty is involved in teaching the undergraduate CORE I course on exceptionalities, a course required by elementary and middle level secondary candidates. The faculty who teach in the special education master’s early childhood unified program are involved in the Early Childhood Unified (ECU) Master of Arts in Teaching (M.A.T.) Residency Program which is a component of the Teacher Quality Partnership grant, a 6.5 million dollar federally funded grant to support the development and training of “diverse, highly qualified teachers for urban school settings”.

Over the past five years, the faculty in the masters’ of special education have participated along with other faculty in the department of curriculum and instruction in obtaining external grants. The table below identifies the amounts of proposed and awarded grants received in the department of curriculum and instruction from 2005 to the present.

Grants proposed and awarded from 2005 to the present.

Year	2005	2006	2007	2008	2009	2010	Totals
Funded	\$4,200.00	\$84,000.00	\$2,580,986.00	\$58,000.00	\$851,230.00	\$516,865.00	\$4,095,281.00
Unfunded		\$10,000.00	\$146,000.00				\$156,000.00

Teaching

Faculty in the program have been recognized for the quality of their teaching, with nominations for WSU’s Academy of Effective Teaching as well as for the COE Excellence in Teaching award. Faculty ratings on the *Student Perceptions of Teaching Effectiveness* (SPTe) consistently range from good to high. Candidates’ comments on the SPTe evaluations are overwhelmingly positive, candidates frequently comment that faculty are: “very knowledgeable”, have “enthusiasm for teaching”, and “provide clear and concise instructions”. Other comments included on the SPTes support students’ perceptions that faculty are “always ready and willing to help and always had resources to recommend”, “responds promptly to emails” and in general are “enthusiastic and excited about teaching”.

The special education faculty model good teaching for their students, and design courses which require depth of thinking and encourage collaboration among candidates, allow for a variety of learning styles, and require candidates to be actively involved. The teaching skills special education faculty demonstrate mirror those the special education candidates are required to possess as practitioners in the field. As with all of the faculty in the department, special education faculty provide feedback in a timely fashion, clearly outline the requirements for their courses and communicate high expectations for candidates. In addition, faculty use technology in the classroom; including Smartboards, PowerPoint, Blackboard, flip cameras, and clickers, and Skype.

Lecturers Teaching in the Program

Lecturers in the special education program all possess advanced degrees and bring valuable classroom and administrative work experience to the program. Their experience as practitioners in the field augments and supports the work of full-time faculty in the program.

Lecturers, degrees, practitioner experience and content taught

Name	Degree	Years of Experience	Content Taught
Teresa Graham	Ph.D., 2001	27	Functional special education
Carmen Martin	M.A., 2005	16	Early childhood unified
Jan Petersen	Ed.D., 2008	11	Functional special education
Tom Racunas	M.A.	27	Special education pedagogy

Professional Development

The special education faculty actively pursue professional development opportunities. All faculty have been involved in computer workshops and assessment training provided by the College of Education Technology Center. Faculty have been involved in professional conference sessions, instructional workshops to design on-line courses, COE computer literacy sessions, Blackboard workshops, Due Process Hearing Officer training, Professional Development School (PDS) workshops, assessment workshops, webinars and grant recipient workshops. Faculty in the department value the need life-long learning and continually add to their knowledge by attending conferences, not only to share their expertise, but also to broaden their knowledge base and ensure that they are up-to-date on current disciplinary and pedagogical theory and practice.

III. The quality of the program as assessed by the curriculum and impact on students

The quality of special education program is guided by student learner outcomes and program assessment is used to improve the curriculum. Admission to the program is uniform and consistent thus ensuring that only qualified candidates are admitted.

Admission Standards

Entrance into the master’s in education in special education is governed by the Kansas Board of Regents (KBOR), WSU, and the COE requirements. Candidates must meet the following criteria in order to be admitted to the program:

- (1) Full admission to WSU Graduate School - Bachelor’s degree from a regionally accredited institution; GPA 2.75 or higher in last 60 credit hours (including any post-bachelor’s graduate work);
- (2) Full admission to WSU Special Education Program (either non-degree or degree program) GPA in last 60 hours of at least 3.0 or higher or an index of at least 5.4 - computed by the following formula, includes taking the Graduate Record Exam (GRE), $GPA + \frac{(GRE\ Verbal + GRE\ Quantitative)}{400}$

- (3) Current Kansas Teaching license/certificate
- (4) Completion of all provisional/prerequisite courses
- (5) Completion of interview (1 or higher on all items on interview rubric)

Curriculum Description

At the graduate level, the special education curricula is built on a strong theoretical foundation supported by research based knowledge. Because all of the candidates come into the master's program with a required undergraduate degree and a teaching license, the program coursework is designed to build on the educational knowledge they have and to strengthen and deepen their knowledge of exceptionalities by allowing them to develop an expertise in one of the special education emphasis areas. Candidates complete between 24 and 28 credit hours of core coursework including integrated field experiences, a comprehensive examination (one credit hour course to prepare candidates) and seven credit hours of research.

REQUIRED MAJOR COURSES – Adaptive Special Education

CORE COURSE SEQUENCE

CI 719	Foundations of Special Education	1	Must be taken with CI 720
CI 720	Characteristics: Adaptive/Functional	2	Must be taken with CI 719
CI 724	Methods/Assessment: Adaptive	3	Requires completion of CI 719 and 720 (C or better)
CI 749A	Practicum: Adaptive	3	Generally summer; requires CI 719, 720, and 724 with C or better
CI 815	Adv. Meth.: Adaptive	2	Must be taken with CI 815A
CI 815A	Internship: Adaptive	1	Must be taken with CI 815
CI 817	Language to Literacy	2	Must be taken with CI 817A
CI 817A	Internship: Lang to Literacy	1	Must be taken with CI 817
CI 811	Family & Prof. Collaboration	2	Fall only. Must be taken with CI 811A
CI 811A	Internship: Collaboration	1	Fall only. Must be taken with CI 811
CI 822	Evaluation/Diagnosis	2	
CI 818	Positive Behavior Supports and Social/Emotional Methods	3	Must be taken with CI 818A
CI 818A	Internship: Positive Behavior Support	1	Must be taken with CI 818
CI 812	Transition Across the Life Span	2	
CI 851	Special Education Research	2	
CI 858	Issues in Special Education	1	Requires all of Core Course Seq. & CI 851
CESP 701 OR CESP 704 OR CI 717	Intro. To Educational Research OR Intro. To Educational Statistics OR Qualitative Inquiry in Education	3	Requires CI 851 and CI 858
CI 875 OR	CI 875 Masters Thesis OR	2	Requires CI 851 and CI 858

CI 873 OR CI 871	CI 873 Portfolio Dev. in SPED OR CI 871 Evidence-based Inquiry Portfolio Proposal		
CI 876 OR CI 874 OR CI 872	CI 876 Masters Thesis OR CI 874 Portfolio Presentation in SPED OR CI 872 Evidence-based Inquiry Portfolio	2	Requires completion of CI 873 or 875 or 872

Total Hours Masters Degree = 36

REQUIRED MAJOR COURSES – Early Childhood Unified

CORE COURSE SEQUENCE

CI 603	Foundations of Early Childhood Unified	2	Prerequisite to all other courses
CI 611	Collaboration/Teaming: Families, Professionals, & Community Members	3	
CI 614	ECU Assessment & Methods: Infants, Toddlers and Families	3	
CI 617	ECU Assessment & Methods: Preschool	3	
CI 620	ECU Assessment & Methods: K-3	3	
CI 847A	Practicum/Field Experience	10	Enrollment is split so experiences are at the 0-3, PreK and K-3 levels
CI 851	Special Education Research	2	
CI 858	Issues in Special Education	1	Requires all of Core Course Seq. & CI 851
CESP 701 OR CESP 704 OR CI 717	Intro. To Educational Research OR Intro. To Educational Statistics OR Qualitative Inquiry in Education	3	Requires CI 851 and CI 858
CI 875 OR CI 873 OR CI 871	CI 875 Masters Thesis OR CI 873 Portfolio Dev. in SPED OR CI 871 Evidence-based Inquiry Portfolio Proposal	2	Requires CI 851 and CI 858
CI 876 OR CI 874 OR CI 872	CI 876 Masters Thesis OR CI 874 Portfolio Presentation in SPED OR CI 872 Evidence-based Inquiry Portfolio	2	Requires completion of CI 873 or 875 or 872

Total Hours Masters Degree = 34

REQUIRED MAJOR COURSES – Functional Special Education

CORE COURSE SEQUENCE

CI 719	Foundations of Special Education	1	Must be taken with CI 720
CI 720	Characteristics: Adaptive/Functional	2	Must be taken with CI 719
CI 742	Methods/Assessment: Functional	3	Requires completion of CI 719 and 720 (C or better)
CI 749F	Practicum: Functional	3	Generally summer; requires CI 719, 720, and 742 with C or better
CI 820	Adv. Meth.: Functional	2	Must be taken with CI 8120A
CI 820A	Internship: Functional	1	Must be taken with CI 820
CI 819	Nonsymbolic and Symbolic Communication	2	Must be taken with CI 819A
CI 819A	Internship: Nonsym-Symb Comm.	1	Must be taken with CI 819
CI 811	Family & Prof. Collaboration	2	Fall only. Must be taken with CI 811A
CI 811A	Internship: Collaboration	1	Fall only. Must be taken with CI 811
CI 822	Evaluation/Diagnosis	2	
CI 812	Transition Across the Life Span	2	
CI 818	Positive Behavior Supports and Social/Emotional Methods	3	Must be taken with CI 818A
CI 818A	Internship: Positive Behavior Support	1	Must be taken with CI 818
CI 851	Special Education Research	2	
CI 858	Issues in Special Education	1	Requires all of Core Course Seq. & CI 851
CESP 701 OR CESP 704 OR CI 717	Intro. To Educational Research OR Intro. To Educational Statistics OR Qualitative Inquiry in Education	3	Requires CI 851 and CI 858
CI 875 OR CI 873 OR CI 871	CI 875 Masters Thesis OR CI 873 Portfolio Dev. in SPED OR CI 871 Evidence-based Inquiry Portfolio Proposal	2	Requires CI 851 and CI 858
CI 876 OR CI 874 OR CI 872	CI 876 Masters Thesis OR CI 874 Portfolio Presentation in SPED OR CI 872 Evidence-based Inquiry Portfolio	2	Requires completion of CI 873 or 875 or 872

Total Hours Masters Degree = 36

REQUIRED MAJOR COURSES – Gifted Education

CORE COURSE SEQUENCE

CI 719	Foundations of Special Education	1	Must be taken with CI 722
CI 722	Characteristics: Gifted	2	Must be taken with CI 719

CI 737	Methods/Assessment: Gifted	3	Requires completion of CI 719 and 722 (C or better)
CI 749G	Practicum: Gifted	3	Generally summer; requires CI 719, 722, and 737 with C or better
CI 814	Adv. Meth.: Gifted	2	Must be taken with CI 814A
CI 814A	Internship: Gifted	1	Must be taken with CI 814
CI 816	Adv. Methods: Critical and Creative Thought	2	Must be taken with CI 816A
CI 816A	Internship: Critical & Creative Thought	1	Must be taken with CI 816
CI 811	Family & Prof. Collaboration	2	Fall only. Must be taken with CI 811A
CI 811A	Internship: Collaboration	1	Fall only. Must be taken with CI 811
CI 822	Evaluation/Diagnosis	2	Spring only
CI 818	Positive Behavior Supports and Social/Emotional Methods	3	Must be taken with CI 818A.
CI 818A	Internship: Positive Behavior Support	1	Must be taken with CI 818
CI 851	Special Education Research	2	
CI 858	Issues in Special Education	1	Requires all of Core Course Seq. & CI 851
CESP 701 OR CESP 704 OR CI 717	Intro. To Educational Research OR Intro. To Educational Statistics OR Qualitative Inquiry in Education	3	Requires CI 851 and CI 858
CI 875 OR CI 873 OR CI 871	CI 875 Masters Thesis OR CI 873 Portfolio Dev. in SPED OR CI 871 Evidence-based Inquiry Portfolio Proposal	2	Requires CI 851 and CI 858
CI 876 OR CI 874 OR CI 872	CI 876 Masters Thesis OR CI 874 Portfolio Presentation in SPED OR CI 872 Evidence-based Inquiry Portfolio	2	Requires completion of CI 873 or 875 or 872

Total Hours Masters Degree = 34

Program Assessment

Kansas State Department of Education Program Approval

In 2008 all teacher preparation programs underwent a comprehensive review by the Kansas State Department of Education and received approval in 2009. The special education programs for all four emphasis areas were approved and no areas for improvement were cited. The programs' ability to successfully meet the KSDE program standards criteria suggests that the special education programs are quality experiences for candidates built on state and national standards. As an advanced licensure program, the special education program was also

included in the 2009 comprehensive review by the National Council for the Accreditation of Teacher Education (NCATE). Final program approval was received and no areas for improvement were noted.

Program assessment in the special education program serves multiple purposes; including, (a) evaluating individual candidates progress in the program, and (b) evaluating the effectiveness of the program in preparing candidates to meet the standards of the program. Each program has a program committee which is responsible for reviewing the data and making recommendations regarding the program’s effectiveness. The program committee consists of full-time members of the faculty in the department of curriculum and instruction. In addition, each program receives feedback and advice from their Program Advisory Council. The Special Education Program Advisory Council consists of the full-time members of the program faculty, current candidates, practitioners (special education), school system and agency administrators (general education and special education) and parent representatives of the particular program emphasis area (adaptive, early childhood unified, functional and gifted). This body provides invaluable feedback on the program’s effectiveness.

Annually, the program committee examines aggregated data for the preceding year. This includes, but it not limited to, aggregated data from (a) transition points, (b) advising surveys, (c) candidate exit surveys (d) graduate surveys (e) surveys of employers or graduates and (f) any external reviews that have occurred within the past year. Each year, the program committee submits to the COE Unit Assessment committee the annual report of its program review. Each report responds to cores questions; including , but not limited to, questions related to program effectiveness, programmatic changes and improvements, success in preparing candidates, and faculty development.

Additionally, *Student Perceptions of Teaching Effectiveness (SPTE)* evaluations are used each semester to evaluate and provide feedback to faculty members regarding their teaching. Faculty members review their SPTE evaluations and modify their teaching when necessary. Candidates provide feedback to faculty through formal (SPTE) feedback channels as well as informal channels, for example, e-mail comments and discussions. Candidates with serious concerns or issues have access to the university grievance process and procedures; however, to date all candidate concerns have been resolved within the department.

The special education program has eight KSDE standards for emphasis areas adaptive, functional and gifted and seven KSDE standards for early childhood unified, six conceptual framework guiding principles, and five NCATE types of knowledge which all need to be assessed in order to determine program effectiveness. The assessments for the standards, principles and types of knowledge are embedded within specific courses in the program. The Special Education Program Committee has determined that a minimum of 80% of the candidates must pass all of the required assessments in order for the program to be considered preparing candidates at an acceptable level. Data compiled from 2009 indicate the following pass rates (see tables below).

KSDE Standards– Assessment Outcomes (Adaptive, Functional, Gifted)

KSDE Standard	Pass Rate
KSDE Standard 1	100% (adaptive, gifted) 85% (functional)

KSDE Standard 2	100%
KSDE Standard 3	100%
KSDE Standard 4	100%
KSDE Standard 5	100%
KSDE Standard 6	100%
KSDE Standard 7	100%
KSDE Standard 8	100%

Conceptual Framework Guiding Principle (Adaptive, Functional, Gifted)

Conceptual Framework Guiding Principle	Pass Rate
Professionalism and Reflection	85% (adaptive) 100% (functional, gifted)
Human Development and Diversity	
Connection of Teaching Experiences and Assessment	100% (adaptive, functional, gifted)
Technology	
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	100% (adaptive, functional, gifted)
Collaboration	

NCATE Types of Knowledge

NCATE Types of Knowledge	Pass Rate
Content Knowledge	85% (adaptive) 100% (functional, gifted)
Dispositions	100% (functional,
Student Learning	100% (functional,
Pedagogical Content Knowledge	100% (adaptive, functional, gifted)
Professional and Pedagogical Knowledge and Skills	100% (adaptive, functional, gifted)

KSDE Standards – Assessment Outcomes (Early Childhood Unified)

KSDE Standard	Pass Rate
KSDE ECU Standard 1	96%
KSDE ECU Standard 2	100%
KSDE ECU Standard 3	100%
KSDE ECU Standard 4	91%
KSDE ECU Standard 5	96%
KSDE ECU Standard 6	100%
KSDE ECU Standard 7	100%

Conceptual Framework Guiding Principle (Early Childhood Unified)

Conceptual Framework Guiding Principle	Pass Rate
Professionalism and Reflection	100%
Human Development and Diversity	100%

Connection of Teaching Experiences and Assessment	100%
Technology	100%
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	100%
Collaboration	100%

NCATE Types of Knowledge (Early Childhood Unified)

NCATE Types of Knowledge	Pass Rate
Content Knowledge	100%
Dispositions	100%
Student Learning	100%
Pedagogical Content Knowledge	100%
Professional and Pedagogical Knowledge and Skills	100%

Advising

88
Candidate advising, in graduate level programs, is done by faculty in the program. Each candidate admitted to the program is required to have a plan of study on file with the department and the graduate school. The number of advisees a faculty member will have is dependent on the number of candidates in the program. Currently faculty in the master's in special education 90 and 110 advisees. The number of advisees varies somewhat from semester to semester as candidates are at various stages in their plans of study and have up to 6 years to complete their master's degree.

As the majority of the candidates in the master's program are employed full-time as well as taking classes, it is not unusual for a candidate to begin coursework and then take a semester or two hiatus before returning to the program. This movement in and out of coursework can make it difficult to keep track of candidates; however, through the Banner system faculty have access to up to date advisees' academic records and can use this information along with the candidate's plan of study to ensure that candidates are enrolled in the appropriate courses and are completing all of the requirements for the program within the required timeframe.

In addition to serving as candidate's faculty advisor, the advisor in most cases also serves as the chair of the candidate's research committee. For faculty in the larger programs such as adaptive and early childhood unified, this can mean overseeing a substantial number of graduate projects in any given academic year.

Each semester candidates complete an advising survey. Candidates are asked to rate their advisor on a 1 (low) to 4 (high) scale. Surveys completed in 2009 across all of the program advisors resulted in an average score of 3.59.

Support Staff

The master's in special education faculty and students are supported by two full-time administrative specialists (Lynda Cushman and Pat Kieffer) and one administrative specialist (Jill Wolf) who the department shares with Education Leadership. Pat Kieffer has 30 years

experience at (28 years at) WSU and is responsible for payroll, data collection and entry including compilation of *SPTE* evaluations and advising surveys, ordering textbooks, handling phone calls, and responding to walk-ins. In addition, her strength as an editor has provided faculty with an additional opportunity for feedback before materials are submitted for publication.

Lynda Cushman has 18 years experience (8 at WSU) and is responsible for monitoring the budget and related paperwork, employment paperwork for all new faculty hires, lecturers and graduate students, travel paperwork for all faculty in the department, and schedule changes. She also handles phone calls and responds to students' inquiries. Jill Wolf has 21 years of experience (5 at WSU) and is responsible for paperwork related to the masters' programs the department offers, orders department materials, and responds to student phone calls and walk-ins. In addition, Ms. Wolf is responsible for updating the department's webpage and has taken on the new role of overseeing the department's facebook page. Ms. Wolf's graphic design skills are an asset to the faculty and the department as she works with faculty to design brochures and fliers on an as need basis.

Use and Integration of Technology Use and Integration of Technology

The use and integration of technology is part of the College of Education's mission and is designed to ensure "a technology rich culture that supports students and faculty to enhance learning and to promote intellectual exploration". The COE has a college-wide technology committee that reviews policies and decisions related to technology implementation. The COE Technology Center provides technical and instructional support staff, access to the computer lab and computer carts, and a variety of digital technology for faculty and student use. Classrooms in the Corbin Education building offer wireless access and Corbin 155 has IDL technology available to beam classes to partnership sites thus allowing candidates to take courses closer to home. Faculty and lecturers in the program model the use of technology as a teaching tool. In the program, candidates have exposure to technology used to support student learning such as Blackboard, PowerPoint, flip cameras, smart boards, Office 2010 (excel, word, outlook), and clickers. Additionally candidates and faculty have access to software designed specifically for educators, such as Inspiration, Smart notebook, SPSS and Kidspiration.

Curriculum Impact on Students

The impact of the curriculum on special education candidates is evident through feedback obtained from exit surveys, passing rates on required standardized tests, licensure and placement rates. Candidates in the special education program are in an accredited program that meets all of the state guidelines for licensure as well as university guidelines for a graduate level program. Between 2006 and 2009 the pass rates for special education candidates on the Praxis II Content Tests for Advanced Preparation were 100% for candidates in the following emphasis areas: adaptive, early childhood unified, and functional special education. There is no required content test for candidates in the emphasis area of gifted education.

In addition to the standardized Praxis II Content Test all candidates including candidates in gifted education are required to take program designed written comprehensive examinations. The exams are scored by two faculty scorers in the department and candidates must receive a passing grade from both scorers if there is disagreement in the scores a third scorer is used. There is a remediation process in place for candidates who do not pass their comprehensive examinations.

The College of Education graduate program aggregated exit survey results for 2009 suggested that candidates were satisfied with their experiences in the program. The questionnaire was built around the COE's conceptual frameworks and examined candidates' perception of their preparedness in the areas of professionalism and reflection, connection of teaching experiences and assessment, human development and diversity, and technology. In each of these areas, between 60 and 80% of the candidates felt they were moderately to highly-prepared. Questions on the survey also address licensure and approximately 55% of the candidates who responded indicated they would be seeking licensure and in 2009, 11 special education candidates met the requirements to be recommended for licensure.

IV. Demonstrate student need and employer demand for the program

Employer Need for the Program

According to the *US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook* there were approximately 473,000 special education jobs in 2008. Of those, the majority of them were in public and private schools, the remaining were with agencies that provided services for special education students in other types of settings such as residential facilities and hospitals. The Bureau of Labor Statistics (BLS) noted that jobs in the field of special education are expected to "increase faster than the average for all occupations". Between 2008 and 2018, the BLS anticipates an overall growth of 17% in jobs for special education teachers as the number of students who need services continues to grow and school districts continue to have a difficult time finding qualified individuals. For preschool, kindergarten, and elementary school positions the projected increase is 20%, for middle school special education teachers 18% and 13% for secondary school special education teachers.

According to the BLS there are several factors that have impacted and will continue to impact the growth in jobs for special education teachers. These factors include: improved diagnosis of disabilities in early childhood and in "foreign born children" with special needs, legislation which (a) requires students with disabilities have access to employment training and opportunities, and (b) requires school districts to increase their graduation rates among this student population; as well as increased requests for services from parents as a result of increased expectations for students.

As always the number of teachers hired is variable and dependent on state and local resources; however, job prospects for special education teachers are considered to be excellent. Teaching prospects will vary by area and the inner city and rural areas continue to afford better prospects than suburban or wealthy urban areas. Because of increased student populations in the South and West, these areas should continue to provide job opportunities. In addition, teacher retirements, individuals changing careers, special education teachers returning to general

education positions, and school districts across the country reporting difficulty finding qualified special education teachers will continue to impact job prospects for individuals interested in special education. The BLS projects increased opportunities for special education teachers, particularly those who have expertise in multiple and/or severe disabilities, early childhood/early intervention, bilingual special education or experiences with culturally diverse populations of students with disabilities (2010-2011 edition: www.bls.gov/oco/ocos318.htm).

An annual employer survey is conducted by the Professional Education Unit for the COE. The 1 (low) to 4 (high) point scale allows employers to provide feedback regarding the quality of the program graduates. The 2009-2010 Employer Survey results for special education program graduates revealed the following:

Early Childhood Unified

Conceptual Framework Guiding Principle	Mean Score (4 point scale)
Professionalism and Reflection	3.9
Human Development and Diversity	3.9
Connection of Teaching Experiences and Assessment	3.8
Technology	3.5
Content Knowledge, Pedagogical Content Knowledge and Alignments with Standard	3.9
Collaboration	3.8

Data by emphasis area was unavailable for candidates' employers for adaptive, functional and gifted education; however, on all survey questions employers rated candidates as moderately to highly prepared. The percentages in the highly prepared category ranged from a low of 53% on the assessment question related to the use of technology with students/clients to a high of 89% on the assessment question related to high expectations for learners/clients. The overall results of the survey would suggest that graduates of the special education program were effective in demonstrating the guiding principles of the College of Education.

Student Need for the Program

Based on the current and expected job market described above there is a continued need for the graduate program in special education. As indicated by the data provided in the section VI of this report, the number of candidates pursuing the advanced licensure and the graduate degree in special education showed a marked decline in fall 2006, but has increased and remained constant over the past three years. Since the last KBOR report there has been increased competition from on-line programs. These on-line programs frequently offer six to eight week courses thus allowing students to take three or four courses in a semester rather than the typical one or two evening courses offered in the more traditional format. Given the continued need for special educators, the advent of on-line programs may be one of the factors

contributing to steady enrollment numbers, but not the marked increase in enrollment that might be expected.

As described in section IV *Employer Need for the Program*, rapid K-12 student growth in the south and west, the current lack of qualified special education teachers, and the anticipated retirement of teachers will greatly impact the number of positions available. Furthermore, the increase in diversity in an urban area such as Wichita and its surrounding bedroom communities, coupled with the need for teachers in rural areas should continue to provide opportunities for candidates who successfully graduate from the program and are recommended for licensure.

Faculty in the program are aware of the continued need for qualified special education teachers and at the same time are examining the program to determine if courses offered in the program could be designed in a different format, for example offering more hybrid (face-to-face and on-line) coursework. That being said, the underlying foundation of the program will not change as faculty believe that candidates need a solid theoretical base from which to make good curricular decisions, knowledge of research, and a series of well-designed integrated field experiences that allow faculty to observe candidates in the field.

Faculty in the department actively participate in events such as the Graduate Student Showcase sponsored by the College of Education and use these events as opportunities to recruit students into the program. In addition, faculty hold individual meetings with prospective candidates. The department of curriculum and instruction provides information on its web page regarding programs available to students and provides the necessary contact information and the Special Education website was recently updated to make it easier for potential candidates to find the necessary program information.

The department of curriculum and instruction has a faculty member who is designated as the coordinator of the masters' programs (special education and curriculum and instruction). The coordinator works with the department chair, the other special education faculty, the designated administrative assistant in the department and the graduate school to ensure that candidates meet requirements, have a plan of study, and graduate in a timely fashion.

V. The services the program provides to the discipline, the university, and beyond.

Professional Involvement

The special education faculty are actively involved in professional organizations. Faculty are active members of local, regional and national organizations including, the National Association for the Education of Young Children (NAEYC), Kansas Association for the Education of Young Children (KAEYC), Association of Teacher Educators (ATE), Association for Supervision and Curriculum Development (ASCD), Phi Delta Kappa International, Council for Exceptional Children (CEC), National Association for Gifted Children, Kansas Association for the Gifted, Talented and Creative, Association for Supervision and Curriculum Development, Kansas Coordinating Council on Early Childhood Developmental Services, International Association of Special Education, World Council for Gifted and Talented Children, Association of Childhood Education International, Kansas Speech, Language, Hearing Association, American Educational

Research Association, American Educational Studies Association and the Society of Philosophy and History of Education.

Service to WSU, the COE, and the C&I Department

The faculty in the special education programs are active at WSU, in the college of education and in the department. Faculty members serve on university committees, including the Faculty Senate, General Education Committee, University Curriculum Committee, and Graduate Council. In the COE, faculty serve on the College Tenure and Promotion Committee, the Initial Licensure and Teacher Preparation Committee and Professional Education Committee, and the Advanced Programs Committee. Faculty regularly attend the COE meetings and provide input on a variety of issues.

The special education faculty are extensively involved in the operations of the C & I department. Faculty attend regularly scheduled department meetings as well as twice monthly program meetings where issues related to the curriculum, students' needs, effective teaching and research are frequently discussed. Qualified faculty serve on the department's Tenure and Promotion Committee and department search committees. The faculty are available to students through their weekly office hours and address students' needs either during their regularly scheduled office hours or by scheduled appointment. In addition, faculty respond quickly to student e-mails and use Blackboard as means of communicating with students on a regular basis.

Services to Kansas, Wichita, and the Surrounding Community

Faculty in the department of curriculum and instruction play an active role in Kansas, Wichita and the surrounding community. Special education faculty routinely participate in local and regional organizations including, but not limited to, the Kansas Association of Teacher Educators, Kansas Association for the Gifted, Talented and Creative, Kansas Association for the Education of Young Children, Kansas Speech, Language, Hearing Association, Kansas Coordinating Council on Early Childhood Developmental Services, Kansas Association for the Education of Young Children, and the Wichita Association for the Education of Young Children. Faculty serve or have served in leadership roles on their various local and regional organizations and in state roles such as Certified Due Process Hearing Officer, university/community service has included involvement with WSU Shocker Mindstorms, and community service through work for local organizations such the Sedgwick County Early Childhood Coordinating Council, New Frontiers Transition Council, and the Children's Mercy Hospital Family Health Partners.

VI. The program's cost effectiveness.

Enrollment Trends for the Department

Information provided by the WSU Office of Institutional Research shows that student credit hour (SCH) production within the department for the graduate programs has decreased since FY 2007. Although the number of students in the M.Ed. in special education has shown an increase in the past three years, the overall graduate student credit hour production was

impacted by the fluctuation in enrollment numbers for the master's in curriculum and instruction.

Considering the need for individuals with special education knowledge and experience, the expectation would be that enrollment would grow; however, there are several factors which might have led to the stagnant enrollment. In the 2008-2009 academic year, there were four full-time tenure eligible faculty teaching in the master's in special education. In spring 2009, one faculty member relocated to another state. In the fall of 2009, one tenured faculty member requested medical leave for the year. A second faculty member was on sabbatical one semester and on medical leave for the remainder of the academic year. The loss of three faculty members meant that only one individual was available to teach, advise students, and chair portfolio/thesis committees.

In addition to department factors, over the past several years there has been an increase in the number of institutions offering on-line courses which may provide more flexibility than the traditional program offered by the department. Additionally, the recent economy may have impacted the number of courses a student might enroll in and since graduate students have six years to complete their coursework it would not be unusual for a student take time off from attending school or to reduce the number of credits taken in a semester.

Student credit hours for all departmental programs (undergraduate and graduate) for fiscal years (FY) 2006-2010

	FY 2006	FY 2007	FY 2008	FY2009	FY2010	5 Yr. Avg.
Lower Division	704	631	802	832	852	764
Upper Division	6799	6555	7386	8793	9903	7887
Masters	4905	5028	4604	4620	3938	4619
Total	12,408	12,214	12,792	14,245	14,693	13,270

Students, Degrees Conferred in the Program

Data received from the WSU Office of Institutional Research shows that over the past five years the number of candidates in the special education master's program has increased since a low in fall of 2006. The number of degrees conferred showed a marked decline in FY 2008, but has shown a gradual increase over the past three years. As previously stated in section IV, the advent of special education programs on-line coupled with a weak economy may have been the reason for the initial downturn in enrollment numbers. The increase in the number of hits to the department special education website, anecdotal information from faculty, and the increase in the number of majors and as well as the number of degrees conferred over the past three years would suggest that students are returning to the program.

Majors in Special Education

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Yr. Avg.
Masters	89	73	84	88	88	84.4

Special Education: Degrees conferred

	FY 2006	FY 2007	FY 2008	FY 2009	FY2010	5 Yr. Avg.

	2006	7	8	9	10	5 y. ave
Masters	31	11	3	9	14	13.6

As the BLS data reported in section IV would suggest the job outlook for qualified special education teachers is good to excellent, especially for early childhood special education candidates. In addition, highly qualified candidates who have experience with minority populations and/or English language learners (ELL) and who are interested in urban or rural settings are in a highly enviable position related to job prospects. The master's in special education program is poised to provide candidates with the requisite knowledge and skills to be a highly competent, collaborative, reflective practitioner.

FTE per Student Credit Hour Ratio

The Department of Curriculum and Instruction FTEs per student credit hour suggests a department that is effective. The following tables show the Actual Instructional FTE, which includes the SCH generated by tenured/tenure eligible faculty and other instructional staff, as well as the rate of SCH per FTE from fall of 2005 through fall 2009.

Actual Instructional FTE (including FTE and SCH)

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5 Yr. Avg.	
	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE
Tenured/Tenure Eligible	3664	24.1	3265	21	3196.9	17.6	3165.1	17.3	3568.4	15.9	3371.9	19.2
Other Instructional	1826	13.4	1992	18.3	2445.4	14.8	3085.9	14.8	2959.7	12.3	2461.8	14.7
Total	5490	*37.7	5275	39.3	5642.3	32.4	6251	32.1	6528	28.2	5833.7	33.9

*0.2 not instructional FTE included in this total

Actual Instructional FTE – Rate (SCH per FTE)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Yr. Avg.
Tenured/Tenure Eligible	151.9	155.5	181.8	183.0	224.8	179.4
Other Instructional	136	109.2	165.5	209.2	240.6	172.1
Avg. Overall SCH per FTE	145.5	133.9	174.4	195.0	231.7	176.1

Based on data from the WSU Office of Institutional Research the faculty in the department of curriculum and instruction generated a total of 66,352 credit hours between FY 2006 and 2010 (see table page 18). The fall 2005-fall 2009 data presented above shows an average five year SCH/FTE ratio of 176.1, this number includes tenured, tenure eligible, unclassified professionals and lecturers in the department. Over the past five years, as the data shows there has been a

decrease in the number of tenured and tenure eligible faculty, an increase in the number of unclassified professionals and lecturers (other instructional) at the same time there has been an increase in the number of students in the department and an increase in the amount of student credit hour production.

The department was fortunate last year as a much needed tenure eligible special education faculty was hired; however, there are only three full-time tenured or tenure eligible faculty in the special education master’s program. The program has one full-time clinical faculty member who teaches required graduate and undergraduate courses as well as field supervision. The department relies on qualified lectures to provide an additional professional perspective and to teach required courses and supervise candidates in the field.

Reduced numbers of full-time tenured or tenure eligible faculty can have a negative impact on any program and the faculty in the department have worked diligently to ensure that this does not occur; however, the reliance on lectures and clinical faculty in order to have a functioning program means added teaching and non-teaching work for faculty as there are fewer tenure eligible and tenured faculty available to chair candidate research committees, advise candidates, serve on department, college and university committees, and oversee the curriculum.

In order for the special education program to continue to be effective and for districts to continue to employ our graduates it is essential that candidates received strong theoretical knowledge base upon which to make good curricular decisions. This means that faculty should have earned doctorates and should be in tenure eligible positions. Considering the reduction in the number of tenured and tenure-eligible faculty over the past five years, the members of the department have demonstrated a marked ability to be resourceful and to do more with less; however, this trend is detrimental to the quality of the program and impacts students, faculty, the department, the college and the university.

C & I Department Other Operating Expenses (OOE)

The C & I department continues to work within its budget in striving to accomplish the degree program objectives. The department’s 12 month OOE for FY 2006-2010 is shown in the table below.

	FY2006	FY2007	FY2008	FY2009	FY2010	5 Yr. Avg..
OOE	\$52,724	\$65,824	\$65,503	\$65,000	\$57,396	\$61,289

As the student credit hour production has increased (see SCH table on page 18) the OOE has decreased suggesting that the department is serving more students with fewer resources.

Summary

As indicated above, the number of students enrolled in the M.Ed. in Special Education has continued its gradual increase in enrollment since a low point in fall 2006. It is anticipated that given current educational need in the state and across the country, there will be a continued increase in the number of graduate student enrollees in the program and a subsequent increase in

the number of masters' degrees conferred. However, this suspected increase will be dependent on the economy as candidates who cannot afford to continue taking classes have a six year window to complete their program and/or will look for programs which allow them to progress more quickly.

Between now and 2018 the number of teacher retirements should increase which will result in an increased demand for highly qualified teachers. The M.Ed. in special education is a program strategically situated for increased enrollment as more jobs become available. With the emphasis on support for inner city school children, foreign born children with disabilities, early intervention, and the needs of diverse minority populations, candidates who successfully complete the graduate program in special education will be well-positioned to accept jobs in urban and rural areas in the state and the country. The emphasis on continual program improvement and providing a high quality and well-integrated curricular experience for candidates will ensure candidates' satisfaction with the program and should continue to keep enrollments at an appropriate level.