

College of Education  
Counseling, Education and School Psychology (CESP)

The Department of Counseling, Education and School Psychology (CESP) offers three separate degrees including two master's degrees and one specialist. There are no undergraduate programs although the department offers undergraduate courses. Approximately 50 percent of the credit hours generated are taken by non-majors.

One concern in reviewing all three programs is the number of faculty within the department allocated to each program. The department has averaged seven full time TTT faculty the last few years plus an unclassified professional whose primary role is teaching. In fall 2010, there are five TTT faculty and one unclassified professional. The CESP department relies heavily on lecturers. In fall 2010, a third of student credit hours for CESP are being generated by lectures including 10 sections with course numbers over 800, two of which are practicums. Supervision of practicums and internships seem to require a significant amount of time by faculty making average SCH per FTE faculty relatively low with class size limited by accreditation requirements. Significant increase in SCH per FTE is noted in fall 2009 continuing in fall 2010. The issue of sufficient faculty is also discussed in the Graduate School review and is incorporated within the self-studies.

Although each self-study describes a "synergy" with the department, it is not totally clearly how faculty and courses within the department overlap among its three degree programs and the service courses to for the rest of the college and the university.

Details are provided within each program.

**School Psychology: Education Specialist**

1. Centrality of the program to fulfilling the mission and role of WSU:

The Ed.S. in School psychology is clearly central to the WSU mission as a career-oriented program preparing school psychologists for public and private K-12 schools in Kansas and beyond.

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

The productivity of the faculty in scholarship and teaching is documented for the three faculty involved in this program over the last few years. This post-masters degree program operated for three years (FY2008-2010) with one faculty member and the faculty member was even on sabbatical for one semester of this three year period. This year(FY2011) there is a new faculty member who is teaching courses over 800 but is also teaching one large (enrollment =33) undergraduate section this fall.

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

Assessment of the program is extensive and is in compliance with their three accrediting bodies i.e. NCATE, KSDE and NASP. Student outcomes are positive with passage rates on the assessment exam near 100%. Graduates are surveyed to determine their satisfaction with the program and enrolled students are survey annually to determine their satisfaction with advising. Full approvals by the three accreditors attest to the program quality.

4. Demonstrate student need and employer demand for the program:

The self-study provides data documenting the employment opportunities for these graduates now and in the future.

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

Service to the university, community and the discipline is described in detail. Both faculty in this program provide consulting services for local schools and for state agencies. Practicums and internships are essential to providing skilled practitioners but also provide important service to the community.

6. The program's cost effectiveness.

Limited data are provided about cost effectiveness. This program is small as is appropriate for a post-masters degree. The faculty are exploring additional methods for instructional delivery that may be helpful for students and also be cost effective. Comparisons costs for similar programs at other universities are not provided.

### Educational Psychology: M.Ed.

1. Centrality of the program to fulfilling the mission and role of WSU

This program is central to the mission of WSU as it prepares practitioners for various educational programs and agencies. The program serves as both a feeder to the education specialist program in school psychology and a graduate credential for those working in a variety of areas from elementary schools through higher education and to a lesser extent for the private sector.

The Educational Psychology program is undergoing strategic planning to facilitate its growth and relevancy to the urban serving research mission of the university. For example, a teaching engineering certificate was approved May, 2010. The Center for Research and Evaluation Services (CRES) provides evaluation and research services to the community. CRES serves the nation as well in its involvement with the \$6 million grant recently awarded to the College of Education. This grant for Teacher Quality Partnership (TQP) is creating and testing a prototype for the future teaching in our nation.

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

The productivity of the faculty in the areas of scholarship and teaching is documented for the four faculty that have been working with this program over the last few years. Currently there are two full time TTT faculty for this program both of whom are active in scholarship and have won or have been nominated for teaching awards. Teaching effectiveness is also documented through a graduate survey. One master's prepared unclassified professional also teaches undergraduate service courses related to this educational psychology,

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

Assessment of the program is extensive and in compliance with NCATE requirements. Student outcomes are described in detail and include a variety of assessment activities for each identified standard. Pass rates are almost all at 100%. Full approval by NCATE in June 2010 attests to the

program quality.

4. Demonstrate student need and employer demand for the program.

The demand for school psychologists is documented in both the self-study for this program and the Ed.S. degree. For the 25-35 percent of students not entering an Ed.S. or PhD program in school psychology, employment opportunities are a little less specific than for school psychologists but are in areas such as administration, community college teaching, consulting, and teaching.

5. Service to the university, community and the discipline is described in detail in the self study. Both faculty in this program are active in their discipline, provide service courses for other departments in the college and are involved in university committees. One faculty member serves as department chair.
6. The program's cost effectiveness.

Limited data are provided about cost effectiveness. Enrollment in this program is stable at just under 30 students. Growth without additional faculty would seem questionable. Comparisons of costs to similar programs at other universities are not provided.

### Counseling M.Ed.

1. Centrality of the program to fulfilling the mission and role of WSU

This program is central to the mission of WSU as it prepares counselors for public and private schools primarily PK-12.

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

The productivity of the faculty in the areas of scholarship and teaching is documented for the four faculty that have been working with this program over the last few years. Two of these faculty have resigned and one has moved to full time administration. Currently there is one full time TTT faculty for this program. The self-study lists 1.3 FTE faculty but the source of the .3 position is not clear. Faculty have been nominated for teaching awards more than once. Responses to the graduate survey are limited (N=5) but do indicate general satisfaction with the program.

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

Assessment of the program is extensive and in compliance with NCATE and KDHE requirements. Student outcomes are described in detail and include a variety of assessment activities for each identified standard. Pass rates for the licensure examination is also at 100% for 57 students between 2005 and 2009.

4. Demonstrate student need and employer demand for the program.

The demand for counselors at all school levels, in mental health centers and in human resources departments is documented in the self-study both current and in the future.

Lectures - for > for.

5. Service to the university, community and the discipline is described in detail in the self study. Faculty in this program are active in their discipline and are involved in university committees. Faculty volunteer as counselors in underserved agencies and schools. The WSU Play Therapy Center (one of only 10 in the US) and the graduate certificate in Play Therapy are examples of strong service and teaching.
6. The program's cost effectiveness.

Limited data are provided about cost effectiveness. Enrollment in this program seems to be gradually increasing with enrollment in Fall 2009 of 73 students despite the loss of full time faculty. A graduate program with only one faculty member warrants at the very least additional documentation about support from the other two programs within this department. Comparisons of costs to similar programs at other universities are not provided.

**Wichita State University**  
**GRADUATE SCHOOL**  
**KANSAS BOARD OF REGENTS 2010 PROGRAM REVIEW**  
**Master of Education in Counseling**  
**Master of Education in Ed Psychology**  
**Educational Specialist in School Psychology**

**Review process:** The Graduate Council discussed and reviewed the submitted self assessment materials, and prepared this review report.

**Program:** The Department of Counseling, Educational and School Psychology (CESP) offers a Master of Education program in Counseling (MEd-C), a Master of Education in Educational Psychology (MEd-EP), and an Educational Specialist (EdS) in School Psychology. The three programs work synergistically to provide students with breadth of understanding. This synergy also allows the department to function more efficiently with students from all three programs having three or more core courses in common and faculty being able to teach a minimum number of courses across programs. The MEd-Counseling program require 46 to 54 credit hours, the MEd-Educational Psychology program requires 32 to 36 credit hours, and the EdS program requires 39 credit hours beyond MEd. On average, in the past five years, the EdS had 13 students (in fall) and granted four degrees; the MEd-EP program had 25 students (in fall) and granted six degrees; and, MEd-C program had 65 students (in fall) and granted 16 degrees.

**Mission:** The programs are related to the unit vision for preparing school personnel who are competent, collaborative, reflective education professionals. The MEd-C program serves primarily as the degree program for students who ultimately intend to become licensed school counselors. This Program also serves to provide the basic content areas for candidates seeking to become Licensed Professional Counselors. The EdS Program is approved by KSDE to recommend graduates for the Kansas School Specialist: School Psychologist License, as well as approved by NASP to provide the training requirements for the Nationally Certified School Psychologist (NCSP) credential. The MEd-EP program serves primarily as the entry level degree program for candidates who ultimately intend to enter and complete the National Association of School Psychologists (NASP) approved EdS degree in school psychology to become licensed school psychologists.

**Program faculty:** The programs are currently is supported by 5.8 tenured/tenure-track faculty and one 0.5 classified professional. Because of inconsistency in data provided, it was difficult count the average number of journal papers and conference papers. But, it appears that the faculty members remain engaged in these activities. The CESP faculty have received the Kansas Board of Regents Excellence in Teaching Award, the College of Education Outstanding Faculty Researcher Award, the UKLA Wiley-Blackwell Research in Literacy Award in 2009, the WSU Community Research Award, the WSU Chapter of Phi Kappa Phi Faculty Scholar Award, as well as nominations for the WSU Academy of Effective Teaching Award and the WSU Academy of Effective Teaching Award.

**Student outcomes and student needs:** The MEd-C and the EdS programs were recently reviewed by KSDE and received full approval. National Council for Accreditation for Teacher Education (NCATE) reviewed the unit of the College of Education and CESP received full approval. The EdS program is also fully accredited by the National Association of School Psychologists (NASP). The EdS program has 12 standards that are approved by NASP, KSDE, and NCATE. Each standard is evaluated with multiple assessments. In recent years, the pass rate on these standards has been close to 100%. The MEd-EP program has developed and has begun using a program assessment system as part of meeting the NCATE accreditation requirements. Based on professional standards, the Educational Psychology program has three overarching standards that student must meet. They include the deep understanding of human development, social interactions, and the learning process; and analytical skills of research methodology, statistical analysis, measurement, and evaluation. These standards are assessed with multiple measures. The pass rates on these standards are close to 100%. The MEd-C program has 10 program standards that are approved by KSDE and the discipline. Many of the standards are evaluated with multiple assessments. The pass rates on these standards have been close to 100%.

**Summary/Recommendations:** Overall, the three programs in the CESP Department seem to be functioning well. The program appears to have fewer faculties than needed and it is important that the program continue have sufficient faculty to properly support the educational needs. There is a good balance between teaching, research productivity, and community involvement of the faculty. The enrollment in the programs and the graduation rate has remained steady. The program appears to use assessment data for continuous program improvement.

*Submitted by Abu Masud, Associate Dean of the Graduate School  
Reviewed and Approved by the Graduate Council on 18 November 2010*

**Wichita State University**  
**Dean's Review**  
**By Sharon Hartin Iorio, Professor and Dean**  
**KANSAS BOARD OF REGENTS 2010 PROGRAM REVIEW**  
**M.A. in Counseling, M.A. in Educational Psychology**  
**Specialist Degree in School Psychology**

These programs are delivered within the Department of Counseling, Educational and School Psychology (CESP) making this department one of the relative few on campus that is entirely devoted to graduate education. As in many graduate programs, the enrollment in CESP is typically smaller than baccalaureate programs and the time required of faculty in student matriculation greater. NCATE accreditation and KSDE requirements have the effect of fixing the curricula including the necessity of time-intensive field experiences for students that are monitored by the faculty.

The state of Kansas mandates that schools provide both counselors and school psychologists to each student regardless of school size, thus ensuring a demand for the WSU programs. Since the school psychology program requires as an entry requirement, a master's degree and/or the majority of coursework offered by the educational psychology program, all three programs are vital to schools in South Central Kansas and throughout the state. While WSU marketing and recruiting activities are effective and productive, there is no better recruitment tool for our university than a school counselor who is a WSU alumni to guide students as they apply for acceptance into an institution of higher education.

There will be a need to replace educators in these careers as the "baby-boomer" generation moves into retirement, even in a continuing national recession, as documented in the program review and by additional recent literature.

The department offers a course in human development and a course on classroom measurement and evaluation that is required of all pre-baccalaureate students in teacher education. The measurement and evaluation course is being re-envisioned in light of the move to the Professional Development School model adopted by the teacher licensure programs in Curriculum and Instruction. None of the programs or courses offered through CESP benefit from grant support. These service courses are, however, directly tied to the mission of the college.

All of the programs have met the KBOR requirements and none are triggered. Each of the programs received continuing national and Kansas accreditation in 2010 with no areas cited for improvement. The faculty are well established in their profession and productive. Program evaluation occurs regularly and data exists for at least three years for each program. The program committees meet regularly to review the results of the assessment. External assessments are conducted through employer surveys and student exit surveys.

The programs definitely fulfill the mission of the university and serve the surrounding community. This includes a conscious effort to regard the number of graduates that can be absorbed into the career marketplace in the surrounding areas when recruiting. Program growth

is encouraged for the future five years at least; however, there is a limit to the number of graduates who can be placed in these fields.

The programs are strong, the faculty beneficial, and the students progress. Therefore, the question of reshaping lent itself to ways that the programs grow given the pool of prospective students, accreditation mandates, and the reduction in faculty since the 2009 budget cuts.

The department has addressed these reshaping challenges by becoming one of the first universities to be recognized formally as a nationally certified Play Therapy Center. The department has also partnered with the College of Engineering in an Engineering Education Certificate designed for Engineering Ph.D. candidates who intend to pursue university teaching as a career. Both of these initiatives are accomplished without adding additional coursework or instructors in the department. The department has entered into discussions with the Department of Educational Leadership regarding combining the departments and reshaping some parts of the curriculum in order to serve a wider audience of students.

Three faculty lines were lost to CESP during the 09 budget cut. Presupposing that all current searches to replace faculty departures since 2009 are filled, the department will begin academic year 2011/2012 with 2.5 fewer faculty fewer than in 08. While virtually all graduate programs utilize lecturer adjuncts, tenure-track faculty are vital to core pedagogical instruction as well as providing committee work to move theses and projects forward for students and to maintain the program quality needed by students at an urban serving research university.

In the opinion of the accreditation reviews of 2010, and my dean's review, the programs meet and exceed the standards implicit in the program review criteria. I recommend all three of these programs to be maintained. If the merger of Ed. L. and CESP occurs I would recommend providing at least one new faculty member to CESP programs to facilitate the reshaping of the programs.





*Wichita State University*  
COLLEGE OF EDUCATION

**KANSAS BOARD OF REGENTS PROGRAM REVIEW  
AY 2010-2011**

**Department of Counseling, Educational  
and School Psychology**

**Discipline: Counseling  
(CIP Code: 131101)**

**Degrees Granted:  
M.Ed.**

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## **Preface: Recent Accreditations Renewed**

The Counseling program offers a master's degree in Education which prepares students for a variety of careers with majority of them working in the PK-12 school systems. The Counseling program was recently been reviewed by the Kansas State Department of Education (KSDE) and by the National Council for Accreditation for Teacher Education (NCATE). The program received full approval from both agencies in July 2009 and June 2010 respectively. Some of the data reported in this document come from these accreditation reports.

The Counseling program is part of the Department of Counseling, Educational and School Psychology (CESP). The three programs work synergistically to provide students with breadth of understanding. This synergy also allows the department to function more efficiently with students from all three programs having three or more core courses in common and faculty being able to teach a minimum number of courses across programs.

### **1. Program Relationship to Mission and role of College of Education and the University**

The counseling program is directly linked to the mission of the College of Education at WSU which is to prepare educators 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.

The program and the college then are directly related to the mission of the university which is teaching, scholarship, and public service. The University seeks 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 (complete statement available on the University Website).

### **Relationship of the Program to the Unit's Conceptual Framework.**

The program is related to the unit vision for preparing school personnel who are competent, collaborative, reflective education professionals. This vision includes six guiding principles, which are fundamental to the Counseling program and the preparation of future counselors. The principles are as follows: (1) Professionalism and Reflection (PR), (2) Human Development and Diversity (HDD), (3) Connection of Teaching Experiences and Assessment (CTA), (4) Technology (T), (5) Content: Knowledge, Pedagogical Knowledge, and Alignment With Standards (CKS), and (6) Collaboration (C). See the Appendix for the complete COE Conceptual Framework.

The Counseling M.Ed. Program serves primarily as the degree program for students who ultimately intend to become licensed school counselors. As such, the Counseling MEd program is designed to provide substantial knowledge and skill bases for such candidates covering (a) the components of a comprehensive school counseling programs, (b) the relevance of developmental theories to educational settings, (c) how to apply research principles, psychological and educational assessments, appropriate statistical procedures, and data analysis to educational settings, (d) the use of counseling skills with individuals, small groups, and classrooms in the academic, personal/social and career domains, (e) an understanding of diverse clients, and (f) an understanding of ethical principles and behavior. The Counseling M.Ed. Program also serves to provide the basic content areas for candidates seeking to become Licensed Professional Counselors. These components are necessary to equip students with the basic knowledge and skills that will make them successful in the school and clinical areas.

The Counseling program documents, syllabi and assessment plan, focus on all six principles. Candidates learn the content traditionally found in the school counselor curriculum,

and they learn the pedagogy of providing this curriculum within the structure of the school counseling program. Candidates learn to recognize developmental and cultural differences among learners and the differences in teachers and learners to select counseling strategies that support development of all learners. Within the counselor coursework, students address issues of professionalism and reflection, human development and diversity, connection of teaching experiences and assessment, technology, content, and collaboration.

Students' knowledge, skills, and dispositions are subject to continuous assessment and are periodically reviewed with the intent to revise the program as needed.

## **2. Program Quality as Assess by Strengths, Productivity, and Qualifications of Faculty**

Although the Counseling program faces the challenge of limited resources, the faculty remain productive in scholarly activity, effective in their teaching, and engaged in service activities. The Counseling program currently consists of 1.3 FTE faculty. Dr. Ruth Hitchcock is an associate professor and Dr. Joseph Mau is a full professor. (Please note that Dr. Romig resigned WSU in 2008, Dr. Currie resigned in 2010, and Dr. Mau assumed an administrative position in 2010.) All counseling faculty have graduate faculty status. Scholarly activities include publishing in peer-reviewed journals, presenting at peer-reviewed conferences, generating technical reports for program evaluation projects, and serving on professional boards. Data in the following Table 1 were included in the official KSDE report reviewed in 2008-09.

Table 1 Counseling Faculty Qualifications and Scholarly Activity

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years
Ruth A. Hitchcock	PhD in Counseling and Counselor Education Indiana University	Faculty, Counseling Program Chair and Counseling Graduate Coordinator	Associate Professor	Yes	<p>Presenter for Greenbush Service Center Counselor's Forum: Stress Management for Counselors (2007) Girard and Robinson, KS</p> <p>Co-author of an evaluation of the Goddard High School Counseling program (2005; 2009)</p> <p>President, Kansas Association for Counselor Educations and Supervision (2004-2005)</p>
Charles A. Romig (through Spring, 2008)	PhD Marriage and Family Therapy Purdue University	Faculty Professor, Counseling, Graduate Coordinator for Counseling Program	Professor	Yes	<p>Youth Risk Survey: Grade Six Students in Three Participating Schools in Klaipeda, Lithuania</p> <p>Technical report submitted to the Lions Club International Foundation, to Directors of Participating Schools, Lions Quest Steering Committee, and to the Leadership of Lions Club Sub-District of Lithuania (fall, 2006)</p> <p>Lions-Quest Skills for Adolescence Pilot Implementation Program Evaluation</p> <p>Technical report submitted to the Lions Club International Foundation, to Directors of Participating Schools, Lions Quest Steering Committee, and to the Leadership of Lions Club Sub-District of Lithuania (June, 2007)</p> <p>Development of the Play Therapy Certificate Program and a Play Therapy Training Site at TOP School South, Wichita, KS. (Fall, 2006)</p>
Joseph W.C. Mau	PhD in Counseling and Human Development University of Iowa	Faculty	Professor	Yes	<p>Mau, W.C. (2009) Ability Explorer. In E. A. Whitfield, R.W. Feller, &amp; C. Wood. (Eds.). <i>A counselor's guide to career assessment instrument</i>, (5<sup>th</sup> ed., pp.82-88). Broken Arrow, OK: National Career Development Association. [ISBN: 978-1-885333-24-7]</p> <p>Mau, W.C. (2008). Career Development Interventions in School. In H.L.K. Coleman, &amp; C. Yeh (Eds.), <i>Handbook of school counseling</i> (pp. 497-515). New York, NY: Taylor &amp; Francis Group. [ISBN: 9780805856231].</p> <p>Thompson, J., Bakken, L., Mau, W.C. (2009).</p>

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years
					<p>Equity education: Issues facing multicultural education: A longitudinal study comparing multicultural knowledge and dispositions of field-base and campus-based teacher candidates. <i>Policy Futures in Education</i>, 7, 416-422</p> <p>Mau, W.C., Ellsworth, R., Hawley, D. (2008). Job satisfaction and career persistence of beginning teachers. <i>International Journal of Educational Management</i>, 22(1), 48-61.</p> <p>Mau, W.C., &amp; Mau, Y-H. (2006). Factors influencing high school students to persist in aspirations of teaching careers: A longitudinal study. <i>Journal of Career Development</i>, 32, 234-249.</p> <p>Editorial Board Member, <i>Measurement &amp; Evaluation in Counseling</i> (2004-present)</p> <p>Associate Dean, College of Education</p>
Currie, Nikki S. (through Spring, 2010)	PhD in Counseling, Kansas State University	Assistant Professor, Counseling, Educational, and School Psychology	Assistant Professor	Yes	<p>Presentation at ASGW International Conference in St. Pete's Beach, Florida – Building self-advocacy and coping skills with special needs students. (2008, February)</p> <p>Co-chair KSDE Counseling Standards and Kansas Counseling Model Committee, 2005-Present.</p> <p>Two presentations at KCA State Convention in Topeka, Kansas – Group counseling for children and adolescents and Transitioning to a comprehensive school counseling program: Initiating the process. (2008, March)</p> <p>President, Kansas Association for Counselor Education and Supervision. (2009-2010)</p>

Quality teaching is valued in the Counseling program as well. The faculty in the Counseling program have consistently received high teaching evaluations over the last 6 years. Dr. Hitchcock was nominated for the WSU Academy of Effective Teaching Award

in 2006, 2007, and 2008. Dr. Mau was nominated for the WSU Academy of Effective Teaching Award in 2003, 2004, and 2009.

### **3. Program Quality as Assessed by Curriculum and Effect of Curriculum on Students**

Counseling program faculty require several pieces of information in order for applicants to be considered for admission: a 3.0 GPA in the last 60 hours of coursework; completion of 15 hours of coursework in the social sciences, nine of which must be in psychology; a goal statement; and three professional references.

Students progressing through the M.Ed. in Counseling program are evaluated at several points. After meeting the selective admissions standards, students must complete CESP 701, 704, 728, 802, 803, and 804. Students must also pass CESP 824, Counseling Techniques, with a grade of B or better, and have a minimum GPA of 3.0, before entering clinical practice, CESP 856, Counseling Practicum.

In this clinical experience, candidates work directly with clients and must complete a case study and receive Target or Acceptable ratings on all items of the Practicum Evaluation. Candidates are observed and rated by both a university on an on-site supervisor.

In addition to completing all coursework with an overall GPA of 3.0, candidates must also complete a comprehensive examination. This examination consists of (a) a multiple choice exam of 50 items with 66% being the minimum score, and the Synthesis and Professional Development Paper, a 12-item paper which addresses specific content and skill areas. Students must achieve Target or Acceptable on all items of the rubric.



Recent data of students meeting program standards

Effectiveness of instruction is made evident by the percent of students meeting KSDE and NCATE assessment criteria, The counseling program has 10 program standards that are approved by KSDE and the discipline. Many of the standards are evaluated with multiple assessments. A post-graduation licensure test, referred to as the Praxis is included in this report. As can be seen in Table 2 below, the Counseling candidates are highly successful.

*Table 2 Pass Rates for 2007-2009 Candidates Taking Indicator Assessments Associated with Counseling Program Standards (2009 Total N = 73)*

Program Standard	Common Assessment	Pass Rate 2007	Pass Rate 2008	Pass Rate 2009
1. The school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practices, preparation standards, professional credentialing practices, and ethical behaviors.	CESP 804 Final Exam	100%	100%	100%
2. The school counselor understands and implements management and consultation skills necessary to integrate program planning, curriculum development, and evaluation.	CESP 845 Program Project	100%	100%	100%
3. The school counselor demonstrates an understanding of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior.	CESP 856 Practicum Evaluation, Items 16-25	100%	100%	100%
4. The school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom guidance activities designed to promote educational,	CESP 856 Practicum Evaluation, Items 26-30	100%	100%	100%

career, personal, and social development of students.				
5. The school counselor understands and demonstrates knowledge of assessment and research procedures and instruments needed to assist all students.	CESP 822 Final Exam	100%	92%	100%
6. The school counselor has knowledge of career development and applies a systematic plan for assisting all students through their developmental stages.	CESP 815 Final Exam	100%	95%	100%
7. The school counselor understands the significance of teaming and utilizes consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between students and their environment.	CESP 845 Needs Assessment	100%	100%	100%
8. The school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.	CESP 856 Practicum Evaluation, Items 10 and 11	100%	100%	100%
9. The school counselor understands how current issues affect students.	CESP 856 Case Study CESP 857 Current Issues/Community Resources Project	100% 100%	100% 100%	100% 100%
10. The school counselor understands the importance of continual lifelong professional development.	CESP 856 Practicum Evaluation, Items 7, 14, and 15	100%	100%	100%
11. Post Graduation Licensure Exam	Praxis	100%	100%	100%

**Survey Results Assessing Long Term Effectiveness of the program from Recent Graduates**

**Counseling Program Evaluation by Graduates**

*Table 3: Data Collected Spring, 2010: 12 questionnaires mailed; 5 questionnaires returned*

Items		Summary Statistics					Mean	SD
		4	3	2	1			
<b>The WSU Counseling program:</b>								
1.	Prepared to consult effectively with parents.	1	4				3.20	.447
2.	Inadequately prepared to work effectively with administrator(s).		1	3			2.25	.500
3.	Prepared to work well with staff.	2	3				3.40	.548
4.	Prepared to work well with individual clients.	3	1	1			3.40	.894
5.	Prepared to work effectively with small groups of clients	3	2				3.60	.548
6.	Prepared to provide effective classroom guidance.	1	2				3.33	.577
7.	Prepared to advise clients regarding choice of classes.	1		2			2.67	1.155
8.	Prepared to provide effective career development.	2	3				3.40	.548
9.	Prepared to participate effectively in child study teams			3			2.00	.00
10.	Inadequately prepared to work effectively with racially and ethnically diverse populations			3	2		1.60	.548
11.	Prepared to work effectively with conflict management	2	3				3.40	.548
12.	Prepared to work effectively with special education clients		5				3.00	.00
13.	Prepared to work effectively with abuse cases	2	2	1			3.20	.837
14.	Prepared to work with effectively clients regarding grief, divorce, and death	2	3				3.40	.548
15.	Prepared to work effectively with clients on substance		3	2			2.60	.548
16.	Prepared to provide effective educational planning	2	2				3.50	.577
17.	Prepared to provide effective school-to-work		2	2			2.50	.577

Items		Summary Statistics					
		4	3	2	1	Mean	SD
<b>The WSU Counseling program:</b>							
	transitioning						
18.	Inadequately prepared to effectively deal with crisis	1		3	1	2.20	1.095
19.	Prepared to effectively deliver anger management programs	1	2	2		2.80	.837
20.	Prepared to make appropriate use of referral agencies	1	4			3.20	.447
21.	Prepared to know about community resources	2	3			3.40	.548
22.	Prepared to use assessment knowledgeably	1	4			3.20	.447
23.	Prepared to practice ethically	3	2			3.60	.548

<sup>a</sup>Graduates responded on a four-point scale (4 = strongly agree; 1 = strongly disagree).

#### Survey Results Assessing Quality of Advising

Advisement of students is also a strength of the Counseling Faculty. The annual survey completed in fall 2009 to determine candidate satisfaction with the advising they receive is summarized in Table 4 according to three categories: whether the students (a) found the advisement *helpful*; (b) felt that the professors and staff provided them with respectful *treatment*; and (c) found the advisement *adequate*. These data suggest that all faculty are treating students with respect and providing helpful advisement.

**Table 4: Means and Standard Deviations of the Student Advisement Survey by Program Fall, 2009**

Advisement	Counseling		
	N	M	SD
Helpful	20	3.52	.82
Treatment	20	3.67	.64
Adequate	20	3.37	.79

Program changes are made in response to data

The Counseling program reviews program and candidate data annually. When deemed appropriate, changes are made in response to the data. The two major changes made in the last several years in response to the occasional need for a student to take the Praxis exam a second time and the demand for a formal, approved Play Therapy Center in Kansas.

1. Improving Success Rate for First Attempt With the Praxis

The Counseling program reviews program and candidate (our WSU students) data yearly. One area reviewed is the Praxis II Content Test results, required by KSDE for Assessment #1.

The School Guidance and Counseling test measures knowledge and skills required of the professional school counselor in relation to those developmental areas that constitute most of the work of the counselor. The test consists of 120 multiple-choice questions (including 40 based on recorded client/counselor interactions) in the following categories: 1) Counseling and guidance, 66 questions; 2) Consulting, 18 questions; 3) Coordinating, 18 questions; 4) Professional issues, 18 questions. The minimum score required for passing the assessment and being eligible for licensure is a score of 600.

When faculty examined Praxis results in 2007, they realized that not all students passed the Praxis on the first attempt, although all passed on the second. It was decided to offer a practice Praxis in CESP 845, Professional School Counseling, in order to better prepare students with the nature and format of the licensing exam.

Fifty-seven school counseling candidates have completed the Praxis between 2005-2009 with a 100% pass rate, suggesting that the program is meeting standards.

## 2. Responding to Interest in Play Therapy

In September, 2009 the WSU College of Education Play Therapy Center became the 10<sup>th</sup> Approved Center of Play Therapy Education in the United States. The Center received the designation from the Association for Play Therapy. The CESP Department now offers a graduate Certificate in Play Therapy for counselors, social workers and psychologists.

The certificate program (consisting of five courses taught by Ph.D. level Registered Play Therapist Supervisors) and center were developed to answer an increasing community demand for play therapy education to address the social and emotional needs of preschool and elementary school age children to promote successful school experiences. WSU has the only such program within a 150-mile radius of Wichita. Dr. Ruth Hitchcock is the Center Director.

## 4. Student Need and Employer Demand

The Counseling program is in line with the Kansas Board of Regent (KBOR) 2020 Vision. It ensures that graduates have substantial knowledge and skill bases covering ten KSDE Standards for School Counselors (see Counseling Program integration with the Unit Conceptual Framework). These components will help make them successful in the school and clinical areas.

In this section indicators for student need and employer demand include a national report for the US Department of Labor Statistics, a survey of recent graduates who provide feedback of the long term effectiveness of the program, and a survey of candidates in the program providing feedback of the quality of program faculty advisement. The data indicate that there is a high demand for School Counselors. Recent graduates feel well prepared for their careers of counseling, and candidates within the program are pleased with the advising they receive.

According to the US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook (2010-2011 edition: <http://www.bls.gov/oco/ocos067.htm>) “overall employment of counselors is expected to increase by 18 percent during the 2008-2018 decade, which is faster than the average for all occupations. Employment of substance abuse and behavioral disorder counselors is expected to grow by 21 percent, which is much faster than the average for all occupations. Employment for educational, vocational, and school counselors is expected to grow by 14 percent, which is faster than the average for all occupations. Demand for vocational or career counselors should grow as multiple job and career changes become common and as workers become increasingly aware of counseling services. States require elementary schools to employ counselors. Expansion of the responsibilities of school counselors also is likely to lead to increases in their employment. For example, counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide. Job opportunities should be favorable because job openings are expected to exceed the number of graduates from counseling programs, particularly in rural areas.”

In addition to the job prospects at the national level, there are also promising job prospects for counselors at the state and local level. At both the state and local level there is a current need for many different types of counselors including, elementary, middle and high school counselors, and licensed mental health counselors; there are also positions available in human resources departments for those applicants seeking a somewhat different environment.

## 5. Services the Program Provides to the Discipline, the university, and beyond

The counseling program is a highly applied discipline. As such, the faculty make a wide variety of contributions to the discipline, the university, and beyond. These services include counseling, editorial board membership, serving on professional committees, and serving on WSU committees. For example, Dr. Hitchcock served as a volunteer counselor at Cloud Elementary School and Wesley Hospital Spinal Cord Clinic. She served as president of the Kansas Association for Counselor Education and Supervision. She served on the College of Education curriculum committee, continues to be the graduate coordinator for the Counseling Program, and is the Director of the Play Therapy Center. Dr. Mau was the program coordinator for the Annual Wichita Area Chinese Faculty and Scholars organization. He was the chair of the college of education Assessment Committee. He was on the editorial board of *Measurement & Evaluation*. He was a review for tenure and promotion for a faculty member at St. John University. Dr. Currie was a counselor for Lakewood Middle School in Salina, KS and was a counselor for Gateway Alternative Program in Wichita, KS. She also served as president for the Kansas Association for Counselor Education and Supervision. Dr. Romig provided educational opportunities and assisted with a number of research projects in Lithuania. He also provided play therapy services to preschool children at The Opportunity Project South and was instrumental in developing the Graduate Certificate in Play Therapy.

The Counseling Program contributes to the university and community by providing workshops that are important to current issues. For example, there are workshops on bullying, stress management, child abuse and neglect, gender issues in the classroom, discipline, substance abuse, self-harm, and crisis intervention. Teachers in the community take these courses for professional development. They allow teachers to address classroom issues. The demand for



accountability makes these workshops particularly important. Psychology and Social Work majors also find these workshops beneficial. In addition, there are six classes offered by the Counseling Program that are cross-listed with the Psychology department.

## 6. Program Cost Effectiveness

In this section data from the WSU Institutional Research are provided. Enrollments and graduation rates speak to the cost effectiveness of the program. The program continues to be cost effective. As can be seen by the following data, costs of the program have declined and while the number of student credit hours and faculty productivity have increased.

### *Enrollment Trends and Degrees Conferred*

Student enrollment in the Counseling program has increased over the past five years. Graduation rates vary throughout the five years. Many of students are non-traditional. They take time for personal issues. Despite the many interruptions that naturally occur in our student population, the five-year average surpasses minimum requirements.

## 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			\$710,898	\$835,842	\$762,699	\$720,413	\$725,805	\$769,813	\$757,463	\$751,131
2. Other Operating Exp.			\$22,904	\$29,962	\$27,646	\$20,528	\$26,516	\$26,837	\$25,260	\$25,511
3. Total			\$733,802	\$865,804	\$790,345	\$740,940	\$752,321	\$796,650	\$782,723	\$776,642

**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			0	0	0	0	0			
2. Upper Division			777	866	874	1,137	1,195	839	914	970
3. Masters			2,289	2,211	2,236	2,225	2,546	2,245	2,240	2,301
4. Doctoral			111	114	109	107	72	111	110	103
5. Total			3,177	3,191	3,219	3,440	3,813	3,196	3,257	3,368

**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			0.0	0.0	0.0	0.0	0.0			
2. Their Graduate Majors			48.1	49.6	54.0	51.0	46.6	50.6	50.7	49.9
3. Non-Majors			51.9	50.4	46.0	49.0	53.4	49.4	49.3	50.1

**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			7.0	7.0	8.0	7.0	7.0	7.3	7.3	7.2
2. Tenured/Tenure Track Faculty with Terminal Degrees			7.0	6.0	7.0	6.0	7.0	6.7	6.5	6.6
Terminal degree defined if different from Ph.D.										
3. Total Tenured Faculty			6.0	6.0	6.0	5.0	5.0	6.0	5.8	5.6
Total Instructional FTE in Department			8.0	9.0	9.0	8.0	8.0	8.7	8.5	8.4

*1 FT deduc to this prog*

**Part F: Actual Instructional FTE**

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			7.0	7.1	6.7	7.5	6.8	6.9	7.1	7.0
2. Instructor of Record			0.0	0.0	0.5	0.5	0.3	0.2	0.3	0.3

2a. Not Instructional FTE			0.5	0.5	0.0	0.0	0.0	0.3	0.2	0.2
2b. Other Instructional FTE			4.0	5.6	8.1	5.7	5.1	5.9	5.9	5.7
3. Total FTE			11.5	13.2	15.3	13.7	12.2	13.3	13.4	13.2
								<b>5 Year Average Fall 2003 - 2007</b>	<b>5 Year Average Fall 2004 - 2008</b>	<b>5 Year Average Fall 2005 - 2009</b>
<b>SCH</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>			
4. SCH generated by Tenured/Tenure Track Faculty			678.0	450.0	455.5	385.0	724.0	527.8	492.1	538.5
5. SCH generated by GTA's (IOR)			0.0	0.0	48.0	56.0	60.0	16.0	26.0	32.8
6. SCH generated by Other Instructional			678.0	870.0	931.5	915.0	710.0	826.5	848.6	820.9
7. Total SCH			1,356.0	1,320.0	1,435.0	1,356.0	1,494.0	1,370.3	1,366.8	1,392.2
								<b>5 Year Average Fall 2003 - 2007</b>	<b>5 Year Average Fall 2004 - 2008</b>	<b>5 Year Average Fall 2005 - 2009</b>
<b>RATE (SCH per FTE)</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>			
8. Average SCH per Tenured/Tenure Track Faculty			96.9	63.1	68.0	51.3	106.0	76.0	69.8	77.1
9. Average SCH per GTA (IOR only)			0.0	0.0	96.0	112.0	240.0	32.0	52.0	89.6
10. Average SCH per Other Instructional Faculty			169.5	154.3	114.4	160.0	138.1	146.1	149.5	147.3
11. Average Overall SCH per FTE			118.4	99.8	93.5	98.8	122.3	103.9	102.7	106.6

**SECTION II: ACADEMIC PROGRAM DATA**  
**Discipline: COUNSELING**

**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	50.0	48.0	50.0	64.0	72.0	66.0	73.0	56.8	60.0	65.0
4. 1st Prof/Specialist/Certif.										
5. Doctoral										

**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
3. Masters	19.0	16.0	14.0	13.0	18.0	12.0	24.0	16.0	14.6	16.2
7. Graduate Certificate										
Note(s): All degrees conferred include multiple majors										

**Summary**

The Counseling program is strong graduate program with a steady enrollment on average. Our challenges remain having enough full-time faculty and retaining students due to the fiscal difficulties our nation is experiencing.

New frontiers for the Counseling program are seen in Play Therapy. The fairly new Play Therapy Certificate has broadened student recruitment. In 2010 a new WSU College of Education Play Therapy Center was created and received national approval. With minimum cost, this new Play Therapy Center is now being created which will enable WSU students to engage in practicum experiences. Between fall 2006 and spring 2009 the courses offered in play therapy have produced more than 300 credit hours. We envision that professionals from the local and state community will use these facilities to help children in need.

*Why dont they comment about ↓ faculty*

## Appendix A



### WICHITA STATE UNIVERSITY COLLEGE OF EDUCATION

#### Role and Mission

Wichita State University is a regional university serving the state of Kansas and primarily a seven-county area that includes Wichita, the largest urban area in Kansas. WSU's role is that of an urban-serving research university. Through teaching, research, and public service, the university seeks in its mission "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."

#### University Scope

WSU's approximately 15,000 students enjoy a broad scope of academic opportunities including study in colleges of Education, Engineering, Fine Arts, Health Sciences, and Fairmount College of Liberal Arts and Sciences, as well as the Barton School of Business and Graduate School. The scope of the university also encompasses external funding of more than \$40 million university-wide each year, the discoveries made and contracts performed at the National Institute of Aviation Research, and the largest work-study cooperative education program in the state.

#### College Scope and Mission

Each year, the college recommends approximately 180 students for initial licensure among 240 students recommended for baccalaureate degrees. Approximately 140 master's degrees, four specialists and five doctorate of education degrees are awarded. There are 48 full-time faculty and approximately 100 lecturers, cooperating teachers, and university supervisors. The college offices are housed in one of the last buildings designed by the famed American architect, Frank Lloyd Wright. The College of Education is an integrated college that focuses on human development and emphasizes academic innovation in living and learning. There are five departments in the College of Education: Curriculum and Instruction; Counseling, Education and School Psychology; Educational

Leadership; Human Performance Studies; and Sport Management. The college houses two centers: The Center for Research and Educational Services and The Center for Physical Activity and Aging, which includes a research laboratory and community activity program. The college also supports innovative programs in Engineering Education and bio-engineering research for aging populations. There are two identifying characteristics of the college—the hands-on, site-based learning that is present across each program in the college, and the strongly held belief of students and faculty in the “power of education to change the world. The Mission of the College of Education is 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.”

### **Conceptual Framework**

The Professional Education Unit’s Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

### **Vision and Core Values**

The vision of the Professional Unit Conceptual Framework is to prepare teachers and other school personnel who exemplify the core values of “Highly Competent, Collaborative, and Reflective Professionals.” To fulfill this vision, the unit produces graduates who identify, understand and demonstrate the following six core values/guiding principles: 1) Professionalism and Reflection on the Vocation (PR); 2) Human Development and respect for Diversity (HDD); 3) the Connection of Teaching and Assessment (CTA); 4) Technology Integration (T); 5) Understanding of Content Knowledge, Pedagogical Content Knowledge and their alignment with Standards (CKS); and 6) Collaboration with Stakeholders (C).

### **Unit Vision Linked to Guiding Principles**

The vision is directly connected to the guiding principles (core values): The Highly Competent Professional is reflected through explication of the guiding principles two through four: Human development and respect for diversity, the connection of teaching and assessment, technology integration, and understanding content knowledge,

pedagogical content knowledge and their alignment with Standards. The vision of a collaborative professional is reflected in the guiding principle of collaboration with stakeholders. The vision of a reflective professional is shown in the guiding principle of professionalism and reflection on the vocation.

### The Unit Vision/Guiding Principles Graphic

The unit’s philosophy for the preparation of education professionals and other school personnel is presented visually in a series of elliptical strands (values) that wrap around the vision. The entwined strands illustrate how the six guiding principles (values) working together create highly competent, collaborative, and reflective professionals. Together the unit vision and six guiding principles reflect a visual representation of commonly agreed upon ideas and commitments and provide direction for individual and corporate efforts. The intertwining of the strands, or guiding principles around the “core” vision, creates one powerful conceptual framework.

Unit Vision: The Development of Highly Competent, Collaborative, and Reflective Professionals

#### Guiding Principles:

- Professionalism and Reflection on the Vocation
- Human Development and Respect for Diversity
- The Connection of Teaching and Assessment
- Technology Integration
- Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards
- Collaboration with Stakeholders



#### Guiding Principles Defined

The Professional Education Unit at Wichita State University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to internalization of the core values of highly competent, collaborative and reflective professionals thus fulfilling the unit’s vision. The Guiding Principles include proficiencies and dispositions.

- (1) **Professionalism and reflection on the vocation (PR):** The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice.\* Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.
- (2) **Human development and respect for diversity (HDD):** Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to “fairness” in all aspects of their work and the expectation that all students/clients can learn.\* Candidates consider family, community, and school in advocating for students and clients\* and have knowledge of relevant historical, philosophical, social and cultural factors.

- (3) **The connection of teaching and assessment (CTA):** Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners.\*
- (4) **Technology integration (T):** Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice.\*
- (5) **Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS):** Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice.\*
- (6) **Collaboration with stakeholders (C):** Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices. Candidates value working cooperatively with colleagues and others to advance best interest of students and clients.\*

**\*Underlined portions designate dispositions**



## Appendix B

### Master of Education in Counseling

The Department of Counseling, Educational, and School Psychology offers the program leading to the Master of Education (M.Ed.) in Counseling and post-master's work for students pursuing the licensure program in professional counseling.

#### Admission Requirements

Admission to the M.Ed. in counseling program requires a 3.00 grade point average (GPA) in the last 60 semester hours (including any post-bachelor's graduate work). They must also submit: (a) names, addresses, and telephone numbers of three people to serve as professional references; (b) a statement of professional goals; (c) a resume; and (d) evidence of completion of 9 credit hours of undergraduate psychology, plus 6 additional undergraduate hours in behavioral sciences.

Admission to the M.Ed. program in counseling does not require the teaching license. Students whose career goals are *school counseling* must:

1. Complete the M.Ed. in counseling at the 46 credit hour non-thesis level, or the 54 credit hour thesis level;
2. Take the Praxis II exam with a score of 600 or better;
3. Have a professional teacher's license; or
4. Have 3 years professional counseling experience and complete the requirements for a restricted school specialist license;
5. Apply for conditional license when first three or four requirements above are completed, and;
6. Complete a year-long district-administered mentoring program to successfully complete the performance assessment as a prerequisite to receiving a professional school specialist license.

For students whose career goals are counseling outside of schools, priority is given to applicants wanting to work with children or adolescents, in higher education settings, or in the addictions field. Students wanting to work outside schools are strongly encouraged to pursue licensure as a clinical professional counselor.

#### Application Deadlines

Applications for admission to the M.Ed. in counseling are reviewed when they become complete throughout the year. Candidates who apply are considered in the order in which their applications are completed until all openings are filled.

#### Degree Requirements

The M.Ed. in counseling may be earned under a thesis or nonthesis option. The nonthesis option in counseling requires 46 credit hours of course work and a written comprehensive examination.

The thesis option in counseling requires 54 credit hours of course work plus an oral examination over the thesis. These credit hour requirements meet the state's guidelines for licensure recommendations in school counseling and cover the core content areas for licensure as a professional counselor.

#### Required Courses

CESP 701, Introduction to Educational Research  
CESP 704, Introduction to Educational Statistics  
CESP 707, Child Abuse and Neglect  
CESP 728, Theories of Human Development  
CESP 802, Introduction to Interviewing  
Techniques

CESP 803, Counseling Theory  
CESP 804, Principles and Philosophy of  
Counseling  
CESP 815, Career Development  
CESP 821, Multicultural Issues in Counseling  
CESP 822, Assessment in Counseling  
CESP 824, Techniques of Counseling  
CESP 825, Group Counseling Techniques  
CESP 837, Family Issues in Counseling  
CESP 845, Professional School Counseling  
(required only for those seeking a  
school counseling license)  
CESP 856, Counseling Practicum  
CESP 857, Professional and Ethical Issues  
CESP 835, Psychopathology and the DSM-IV

The *thesis option* also requires the following:  
CESP 823, Experimental Design in Educational  
Research  
CESP 860, Seminar in Research Problems  
CESP 875 and 876, Master's Thesis



*Wichita State University*  
COLLEGE OF EDUCATION

**KANSAS BOARD OF REGENTS PROGRAM REVIEW  
AY 2010-2011**

**Department of Counseling, Educational, School Psychology**

**Discipline:  
Educational Psychology (CIP Code: 130802)**

**Degrees Granted:  
M.Ed.**

**Contact Person:**

**Dr. Marlene Schommer-Aikins, Department Chair  
316-978-6386  
Marlene.schommer-aikins@wichita.edu**

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## **Preface: Recent Accreditations Renewed**

The Educational Psychology program offers a master's degree in Educational Psychology which prepares the student for a variety of careers with the majority of them moving forward from this degree into the school psychology program also offered at Wichita State University and required of all public schools. The Educational Psychology program was recently reviewed by the National Council for Accreditation for Teacher Education (NCATE). The program received full approval from NCATE in June 2010. Some of the data reported in this document come from this accreditation report. The program has maintained its stability in enrollment in graduates over the past five years.

The Educational Psychology program is part of the Department of Counseling, Educational and School Psychology (CESP). The three programs work synergistically to provide students with breadth of understanding in the field of psychology that relates to teaching and learning. This synergy also allows the department to function more efficiently with students from all three programs having three or more core courses in common and faculty able to teach a minimum number of courses across programs.

The Educational Psychology program is undergoing strategic planning to facilitate its growth and relevancy to the urban serving research mission of the university. For example, a teaching engineering certificate was approved May, 2010. The first cohort will begin in spring of 2011. This certificate prepares those seeking the doctorate of engineering with basic knowledge and skills for teaching in the university classroom. This certificate has the potential of serving ten to fifteen graduate students per cohort and a new cohort will start each spring. No new faculty members are needed. Students will enroll in existing Educational Psychology and Curriculum & Instruction courses, making this a cost efficient certificate. This certificate adds to the diversity of offerings of the university for the 21<sup>st</sup> Century.

The Center for Research and Evaluation Services (CRES) is directed by an Educational Psychology faculty member, Randy Ellsworth. The Center provides evaluation and research services to the community. CRES serves the nation as well in its involvement with the \$6 million grant recently awarded to the College of Education. This grant for Teacher Quality Partnership (TQP) is creating and testing a prototype for the future teaching in our nation.

The Educational Psychology program also offers two service courses, CESP 344 (Human

Development) and CESP 433 (Learning and Evaluation). All Curriculum & Instruction teacher education students take these courses. These courses provide foundational knowledge of the psychology of human development and human learning in the classroom. In addition, these courses provide critical knowledge of assessing and evaluating student learning and educational program effectiveness. In a time when our nation demands evidenced-based practice and accountability, this knowledge base serves to move teacher education into the new millennium.

## **1. Program Relationship to Mission and role of College of Education and the University**

### **Relationship to College of Education.**

The Educational Psychology M.Ed. Program serves primarily as the entry level degree program for candidates who ultimately intend to enter and complete the National Association of School Psychologists (NASP) approved Ed.S. degree in School Psychology to become licensed school psychologists. As such, the Educational Psychology M.Ed. program is designed to provide a substantial **knowledge base** for such candidates covering (a) the relevance of learning theories to educational settings, (b) the relevance of developmental theories to educational settings, and (c) how to apply research principles, psychological and educational assessments, appropriate statistical procedures, and data analysis to educational settings. This emphasis on the development of a strong knowledge base is necessary to equip candidates with the basic knowledge and skills that will make them successful in the many field and clinical experiences they will have as part of the School Psychology EdS program.

### **Relationship of the program to the unit's conceptual framework.**

The program is related to the unit vision for preparing school personnel who are competent, collaborative, reflective education professionals. This vision includes six guiding principles, which are fundamental to the Educational Psychology program and the preparation of educational psychology candidates. The principles are as follows: (1) Professionalism and Reflection (PR), (2) Human Development and Diversity (HDD), (3) Connection of Teaching Experiences and Assessment (CTA), (4) Technology (T), (5) Content: Knowledge, Pedagogical Knowledge, and Alignment With Standards (CKS), and

(6) Collaboration (C). See the Appendix A for the complete COE Conceptual Framework.

Moreover, the Educational Psychology program is directly linked to the mission of the College of Education at WSU which is to prepare educators 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.

#### **Relationship to the university mission.**

The program and the college then are directly related to the mission of the university which is teaching, scholarship, and public service. The University seeks 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 (complete statement available on the University Website).

## **2. Program Quality as Assessed by Strengths, Productivity, and**

### **Qualifications of Faculty**

#### **Qualifications.**

The Educational Psychology program faculty remain productive in scholarly activity, effective in their teaching, and engaged in service activities despite the challenge of limited resources. The Educational Psychology program currently consists of 2.5 FTE faculty: Dr. Marlene Schommer-Aikins and Dr. Randy Ellsworth (moved to half-time phased retirement in fall 2010), full professors, and Dr. Catherine Bohn-Gettler, assistant professor who joined the faculty in 2007. Until 2007, the Educational Psychology program also included another faculty member, Dr. Linda Bakken. However, in Fall of 2007 Dr. Linda Bakken retired and has not been replaced.

All Educational Psychology faculty have doctoral degrees and maintain full graduate faculty status. The Educational Psychology program also utilizes one 50% time classified teaching professional with a Master's Degree in Education and a Master's in English to teach undergraduate teacher education courses in educational psychology (CESP 334 and CESP 433).

#### **Productivity.**

Data on refereed publications and presentations for these four faculty can be seen in Tables 1 and 2.

Table 1

Faculty Productivity as Measured by Scholarly Publications Number of Books, Book Chapters, and Refereed Articles

Faculty Member	2005	2006	2007	2008	2009	2010	Total
Marlene Schommer-Aikins <sup>a</sup>	2	2		2	2	1	9
Catherine Bohn-Gettler <sup>b</sup>	2		3	3		2	10
Randy Ellsworth <sup>c</sup>				1			1
Linda Bakken <sup>d</sup>	1		1				2

<sup>a</sup>Dr. Schommer-Aikins serves as department chair since 2007

<sup>b</sup>Dr. Bohn-Gettler began as assistant professor in 2007.

<sup>c</sup>Dr. Ellsworth's work with the Center of Research and Evaluation Services focuses on grant work.

<sup>d</sup>Dr. Bakken served as department chair until she retired in 2007.

Table 2

Faculty Productivity as Measured by Scholarly Presentations (International, National, and Regional Levels)

Faculty Member	2005	2006	2007	2008	2009	2010	Total
Marlene Schommer-Aikins <sup>a</sup>	3	3	6	1	3	1	17
Catherine Bohn-Gettler <sup>b</sup>	6	7	5	4	7	2	31
Randy Ellsworth <sup>c</sup>	3		1			1	5
Linda Bakken <sup>d</sup>	1	1	2				4

<sup>a</sup>Dr. Schommer-Aikins serves as department chair since 2007

<sup>b</sup>Dr. Bohn-Gettler began as assistant professor in 2007.

<sup>c</sup>Dr. Ellsworth's work with the Center of Research and Evaluation Services focuses on grant work.

<sup>d</sup>Dr. Bakken served as department chair until she retired in 2007.

During the past five years all four Educational Psychology faculty have produced significant scholarly publications. The quality of their work has been recognized in a number of ways. All four faculty have published in top journals in their disciplines as judged by low acceptance rates of the journals and their masked peer review process. Dr. Schommer-Aikins has developed a focused research agenda in the area of epistemological beliefs and the impact of such beliefs on learning. She has published in the prestigious journals *Journal of Educational Psychology* and



*The Journal of Psychology: Interdisciplinary and Applied*, as well as others. Dr. Bohn-Gettler's research on the social/emotional processes that interact with comprehension in children and adults has been published in such quality journals as the *Journal of Comparative Psychology*, and *Journal of Research in Reading*. Since 2002, Dr. Ellsworth has been the Director of the Center for Research and Evaluation Services (CRES) whose primary purpose is consistent with a component of Wichita State University's mission to do "research...designed to advance the University's goals of providing high quality instruction, make original contributions to knowledge and human understanding, and serve as an agent of community service." From 2005 to the present, the Center has evaluated seven grants and 12 evaluation projects. Dr. Bakken has published in *Journal of Adult Development* and *Learning Environments Research*.

All four Educational Psychology faculty have regularly presented at professional conferences including the American Educational Research Association, the Mid-Western Educational Research Association, the American Speech-Language-Hearing Association, the American Evaluation Association, the Society for Text and Discourse, and the Institute for Education Sciences.

#### **Strengths.**

Dr. Bohn-Gettler received the WSU College of Education Outstanding Faculty Researcher Award in 2010 and the UKLA Wiley-Blackwell Research in Literacy Award in 2009. Dr. Ellsworth received the WSU Community Research Award in 2007. Dr. Schommer-Aikins received the WSU Chapter of Phi Kappa Phi Faculty Scholar Award in 2005.

Quality teaching is valued in the Educational Psychology program as well. The faculty in the Educational Psychology program have consistently received high teaching evaluations over the last 6 years. Dr. Schommer-Aikins received the Kansas Board of Regents Excellence in Teaching Award in 2006. All other years she was nominated for the WSU Academy of Effective Teaching Award. Dr. Bohn-Gettler was nominated for this award in 2008-2009 AY.

### **3. Program Quality as Assessed by Curriculum and Effect of Curriculum on Students**

#### **Curriculum.**

The program maintains rigorous entry requirements. To be considered for admission to the M.Ed. in Educational Psychology program, students must provide their undergraduate GPA for

the last 60 hours of course work, Graduate Record Exam (GRE) Verbal and Quantitative scores, GRE Writing Assessment score, names, addresses, and phone numbers of three persons to provide letters of reference, and a statement of professional goals and research interests. The GRE and grade point average (GPA) are evaluated using the following index:

$$\text{Index} = \text{GPA} + (\text{GRE Verbal} + \text{GRE Quantitative})/400$$

Ordinarily, applicants' scores on this index will equal or exceed 5.5. This index of 5.5 could be achieved by a student who attained a combined verbal and quantitative score on the GRE of 1000 and a B average over the last sixty (60) hours of undergraduate course work.

The curriculum for the M.Ed. in Educational Psychology has a strong emphasis on research. Students must complete six hours of introductory courses in research and statistics and an additional four hours of research coursework if they are pursuing the 32-hour thesis option. The program also emphasizes learning and evaluation as content areas receiving significant attention. Students have 12-hours of elective coursework they can choose from courses within or outside the department. Students wanting to use the M.Ed. to launch into the Ed.S. degree in School Psychology have specific required courses related to School Psychology which they use as their electives in the M.Ed.. These courses include CESP 808 (School Psychology Professional Issues), CESP 822 (Assessment in Counseling) and CESP 834 (Biological Principles and Psychological Functioning). Students in the Ed.S. in School Psychology must have completed an acceptable thesis in their master's degree or a thesis equivalent during the Ed.S. degree. Most opt to write the thesis during the M.Ed. degree, pursuing the 32-hour thesis option. See Appendix B. Other students may opt for the 36-hour nonthesis option. If they seek the Ed.S. degree in School Psychology, they eventually write a thesis equivalent. A program check sheet is provided to students, indicating the courses required for those pursuing the thesis and non-thesis degree options, as well as the M.Ed. requirements for those wishing to pursue the Ed.S. degree in School Psychology.

Students progressing through the M.Ed. in Educational Psychology are evaluated at several points. Students must first meet the selective admission requirements as described above. Following completion of the first nine hours of the M.Ed. in Educational Psychology, students interested in the thesis option must apply for admission to the thesis. Entry to the thesis option requires the recommendation of the faculty based upon performance in CESP 701 (Introduction

to Educational Research), CESP 704 (Introduction to Educational Statistics), CESP 728 (Human Development) and CESP 820 (Learning Theory and Instruction). Students with a GPA below 3.25 for those three courses are not considered for admission to the thesis option. Students may choose to complete the M.Ed. program in the non-thesis option which requires the successful completion of a comprehensive examination.

The use of technology in course delivery for the Educational Psychology program has increased greatly in the last few years. All faculty teach some aspect of statistics (CESP 704, CESP 823, CESP 822). Statistics is always taught in a computer lab in order to be able to have students work directly with SPSS/PASW (statistical software) as part of the learning process. Beginning fall, 2002, all sections of this course are now being taught in a computer laboratory. Faculty have increased use of Blackboard in their courses. The newest usage of technology is capturing the audio and visual recording of live classes with Tegrity or Panopto. These class sessions are uploaded to Blackboard. Students can then review the class. Students who need to miss class for illness or extenuating circumstances can keep up with the class. We now offer a section of CESP 728 online using this technology. Another use of technology involves placing student information in a database in order to manage student enrollment and more effectively monitor student movement through the degree program. The database is useful as an aid to academic advising.

#### *Recent NCATE data of students meeting program standards*

Effectiveness of instruction is made evident by the percent of students meeting the NCATE standards. The Educational Psychology program has developed and has begun using a program assessment system as part of meeting the NCATE accreditation requirements. Based on professional standards the Educational Psychology program has three overarching standards that student must meet. They include the deep understanding of human development, social interactions, and the learning process; and analytical skills of research methodology, statistical analysis, measurement, and evaluation. These standards are assessed with multiple measures.

#### **Effects on students.**

As can be seen in Table 3 below, Educational Psychology students are highly successful at meeting the standards over the past five years.

Table 3

*Pass Rates for 2005-2009 Candidates Taking Indicator Assessments Associated with Educational Psychology Program Standards (2005-2009 Total N = 55)*

Name of Assessment	Number Taking	Mean	SD	Range	Pass Rate (f)%
<b>*Standard 1:</b> The educational psychologist will know, understand, and apply learning theories to the educational setting.					
Theory Paper in CESP 820	26	95.86	6.16	75-100	(25)96%
Research Proposal in CESP 701	41	96.44	4.45	80-100	(41)100%
Research Project in CESP 820	26	95.31	7.46	64-100	(25)96%
Comprehensive Exam: Learning Theories substest (Non-thesis option students only.)	6	94.67	4.84	88-100	(6)100%
<b>*Standard 2:</b> The educational psychologist will know and understand developmental theories; he or she will know and understand the impact and influence of the social and cultural contexts in which children develop; the educational will be able to apply this knowledge and understanding to the educational setting.					
Research Proposal in CESP 831	24	92.50	3.68	83-99	(24)100%
Prevention Project in CESP 728	32	93.00	3.14	84-98	(32)100%
Theory Paper in CESP 728	32	92.09	4.91	80-99	(32)100%
Test #2 in CESP 831	24	93.00	4.24	81-99	(24)100%
Comprehensive Exam: Human Development and Social Psychology substests (Non-thesis option students only.)	6	87.67	4.27	82-92	(6)100%
<b>*Standard 3:</b> The educational psychologist will know, understand, and apply research principles, psychological and educational assessments, appropriate statistical procedures, and data analysis to the educational setting.					
Final Examination in CESP 701	41	90.51	6.14	70-100	(40)98%
Final Examination in CESP 704	39	90.15	5.84	80-98	(39)100%
Final Examination in CESP 823	24	89.54	7.30	81-100	(24)100%
Technical Writing Examination <sup>1</sup>	14	NA	NA	NA	(14)100%
Comprehensive Exam: Research/Statistics/ Measurement substest (Non-thesis option students only.)	6	85.67	3.39	81-90	(6)100%
Master's Thesis (Thesis option students only.) <sup>2</sup>	8	NA	NA	NA	(8)100%

<sup>1</sup>Until 2008, the writing exam was scored as a Pass/Fail (with retake option available). Currently the writing exam is scored using a rubric that incorporates 5-point categories covering the areas (a) comprehension, (b) critical evaluation, (c) synthesis, (d) research idea generation, and (e) professional quality of writing. Candidates must score 3 or higher on each of the five rated areas to pass the writing exam.

<sup>2</sup>Thesis completion requires the approval of the candidate's thesis committee members. This is a Pass/Fail decision.

*Survey Results Assessing Long Term Effectiveness of the Program From Recent Graduates*

KBOR 2020 Vision of persistence and completion rates is evident in two measures: a survey of recent graduates and a survey of current students. The Educational Psychology program conducts an annual follow-up survey of graduates of the program. A follow-up survey of 2008 program graduates was conducted in the spring of 2009 and the results are reported in Table 4. Open-ended comments were also solicited with two questions and the results are reported in Table 5. Table 6 lists the occupations of the responding students at the time of the survey.

Table 4

Means and Standard Deviations of Items Completed by Candidates Graduating in 2008 (N=5)

Items	2008	
	Mean <sup>1</sup>	SD
<b>The WSU Educational Psychology Program:</b>		
1. prepared me to understand, critique, and design research using accepted professional standards.	4.60	.55
2. prepared me to select or develop, administer, and interpret assessment instruments using accepted professional standards.	4.20	.84
3. prepared me to select appropriate procedures for analyzing data.	4.60	.55
4. prepared me to write research reports in accordance with professional standards.	5.00	.00
5. <sup>2</sup> failed to prepare me to make decisions that are informed by research.	1.20	.45
6. prepared me to understand the processes of change in children and adults.	4.40	.89
7. prepared me to understand the core commonalities across all human beings and simultaneously understand their individual differences.	4.40	.55
8. prepared me to understand the processes of learning and memory in humans.	4.60	.54
9. prepared me to work collaboratively with peers and others in professional settings.	4.60	.55
10. prepared me to understand theories of social psychology that apply to educational settings.	4.40	.55
11. <sup>2</sup> failed to prepare me to apply theory and research to my professional setting.	1.20	.45

<sup>1</sup>Graduates responded to each item using a 5-point scale (1 = strongly disagree; 5 = strongly agree)

<sup>2</sup>Item is reversed so that a low mean score is the desirable outcome.

Table 5

Open-Ended Responses by Candidates Graduating in 2008 (N=5)

Items and Responses
<i>What are the strengths of the WSU Educational Psychology program?</i>
<b>Faculty</b>
Ed Psych faculty are dedicated to students' success
I think the faculty of the Ed Psych Program is the program's biggest strength.
The program flows logically
<i>What aspects of the WSU Educational Psychology preparation program need to be strengthened? If possible, please be specific in how this might be accomplished.</i>
Advisors need to keep students informed about graduation requirements, plan of study, comps, application for graduation, etc. Many times students are not aware of these formalities and they end up being surprised and overwhelmed when it's time to graduate by everything left to do.
More hands-on work that links theory and research with students' anticipated work settings.

Table 6

*Current Employment Settings of Responding Educational Psychology 2008 Graduates (N=5)*

Graduate	Current Employment Setting	Role
1	Preschool/Early Childhood	Teacher
2	Graduate Assistant	Graduate Student and Instructor
3	University/Post-Secondary	Research Associate
4	Elementary School	Teacher and School Psychology Practicum
5	Higher Education	Administrator

*Survey Results Assessing Quality of Advising*

Advisement of candidates is also a strength of Educational Psychology faculty members. The annual survey completed in fall 2009 to determine candidate satisfaction with the advising they receive is summarized in Table 7. Candidates are asked to reflect on three areas as to whether the candidates (a) found the advisement received was *helpful*, (b) felt faculty members provided them with *respectful treatment*, and (c) found their overall advisement *adequate or better*.

Table 7

*Mean and Standard Deviations of Advisement Ratings by Candidates Surveyed in Fall 2009*

Advisement Survey Category	N	Mean <sup>1</sup>	Standard Deviation
Helpfulness of Advising Received <sup>2</sup>	12	3.12	.49
Respectful Treatment by Advisor <sup>3</sup>	12	3.83	.33
Adequacy of Advising Received <sup>4</sup>	12	3.25	.84

<sup>1</sup>Items were rated on a 1-4 strongly disagree to strongly agree scale.

*Program Changes Made in Response to the Data*

The Educational Psychology program Annual Review provides data to guide the program to change in response to data on a regular basis. The Educational Psychology program reviews program and student data annually. They also engage in a five year review of the program. During AY 2005 – 2009 two major changes were made. When it was noted that students were not progressing in a reasonable time through the program, the problem was identified at the thesis transition point. A technical writing exam was incorporated to help identify students who may need more writing instruction. When enrollment was beginning to decrease, new recruitment

techniques were carried out. Other minor modifications were made as well. The following changes are quoted from five year review.

**2005 Annual Report Statement:** *We have already indicated the results of the changes in enrollment into the thesis option for increased progress through the program; the data indicate the success of this change (see Table 3). A second change has been in changing prerequisites for the Learning Theories and Instruction (CESP 820) and the Social Psychology of Education (CESP 819) courses. We have changed the rotation schedule of the two courses and have made CESP 820 a prerequisite for CESP 819. The CESP 820 course will be a spring-only course whereas the CESP 819 will be offered in the fall. Since CESP 820 is a prerequisite for taking the writing exam for the thesis option and, since most of our students begin their program in the fall, this is a more efficient means to help students progress smoothly through the program. Currently, many of our students have been rather far into their program before being allowed to take the writing exam. This has meant that they have most of their coursework finished before beginning on their thesis. Waiting so long to start their theses necessarily postpones their entrance into the educational specialist program for school psychology (for which the majority of our students aim). Also, our sense is that having learned the concepts in CESP 820 helps students negotiate the more nebulous field of social psychology. We will collect data in order to determine if this change is relevant.*

**2006 Annual Report Statement:** *We have, first, changed the prerequisites for CESP 820 such that CESP 701 and CESP 728 need to be taken before the Learning Theories course, which will be taught in the Spring semester. Second, we have added that CESP 820 is a prerequisite for CESP 831 (which has been changed from CESP 819, the old Social Psychology of Education course number), and is taught in the Fall semester. The rationale is that the content of learning theories is a relevant knowledge base for the more nebulous discipline of social psychology. Third, CESP 811, Measurement and Evaluation, has returned to the Fall schedule as a regular offering.*

**2007 Annual Report Statement:** *[The annual report format changed for 2007 and a specific listing of changes made is required.]*

- 1. Observation: Lack of a sufficient number of Educational Psychology faculty members.  
Relevant Core Question: Core Question #7  
Cause/Background: Retirements and movement to administrative positions have reduced the number of Educational Psychology faculty members in recent years.  
Change: A new assistant professor was hired in fall 2007. Her specialty is in Developmental Psychology.*
- 2. Observation: Enrollment in the Educational Psychology Master's Program has fluctuated over the past three years and is not as diverse as desired.  
Relevant Core Question: Core Question #7  
Cause/Background: Fluctuating admissions to the Educational Psychology Master's Program may reflect lack of knowledge of potential candidates about potential careers*

*where an educational psychology background is helpful.*

*Change: Greater emphasis is being placed on candidate recruitment including the development of a PowerPoint presentation that can be used with potential candidates emphasizing career opportunities using a degree in educational psychology. Special emphasis will be placed on making presentations that may result in the recruitment of a more diverse group of candidates.*

In summary, the Educational Psychology program maintains high quality as evidenced by the recent NCATE review of the curriculum and the program assessments. The assessment information above documents the high level at which students are meeting the NCATE standards. The program quality is maintained through responding to the data in the assessments when changes are indicated. For example, some course offerings have been changed to appeal to a broader constituency. The annual assessment reports show that recent graduates find the program has provided the necessary knowledge and skills for their fields.

#### **4. Student Needs and Employer Demand**

The program meets student needs and is responsive to employer demands. The Educational Psychology program is in line with the Kansas Board of Regents' (KBOR) 2020 Vision to ensure graduates of the program have foundational skills for work and life. A Masters in Educational Psychology provides a solid background in the combined fields of Education and Psychology. The foci of their study include understanding, assessment, and research in the areas of human learning, memory, and development. This knowledge base is most often applied in the school environment, but is also applicable to any learning environment, such as universities, industry, corporations, military, and religious institutions. With this broad applicability, individuals with an educational psychology master's degree can either work directly in various settings or complete a doctoral degree for higher level career positions. Career opportunities for students with a masters in Educational Psychology include the following:

- Ed.S. School Psychology Specialist Degree
- Ph.D. in other related fields (e.g., Psychology, Business, Educational Leadership)
- Advancement in Educational Careers (e.g., Educational Administration)
- Trainers in Industry (e.g., Health Professions, Military)
- Educational Consultants (e.g., Software Development, Personnel Training)

An estimate 11 – 14% increase in the need of educational psychologists at the national



level was made based on the Social Psychology Network Web Site-Careers in Educational Psychology, which is supported by the National Science Foundation (Social Psychology Network. (2002). *Job market by area of psychology*. Retrieved May 8, 2002 from <http://www.socialpsychology.org/market.htm> ).

Educational Psychologists prepare for a number of different careers within the professional community. Among the most numerous openings are those in community college teaching, and in school psychology for which this degree is a State of Kansas mandated prerequisite.

“According to the US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook Postsecondary teachers are expected to grow by 15 percent between 2008 and 2018, which is faster than the average for all occupations. Projected growth in the occupation will be due primarily to increases in college and university enrollment over the next decade. This enrollment growth stems mainly from the expected increase in the population of 18- to 24-year-olds, who constitute the majority of students at postsecondary institutions, and from the increasing number of high school graduates who choose to attend these institutions. Adults returning to college to enhance their career prospects or to update their skills also will continue to create new opportunities for postsecondary teachers, particularly at community colleges and for-profit institutions that cater to working adults. There is a current demand for community college instructors at both the state and local level. In addition to this opportunity, if an individual chooses to obtain an advanced degree in school psychology they will also experience a favorable job outlook. According to projections data from the National Employment Matrix, employment of school psychologists is expected to increase by 11 percent (16,800 additional jobs) over the 2008-2018 decade. According to the Bureau of Labor Statistics, opportunities are expected to be good for school psychologists because they improve teaching, learning, and socialization strategies based on their understanding of the psychology of learning environments.” (Social Psychology Network. (2002). *Job market by area of psychology*. Retrieved May 8, 2002 from <http://www.socialpsychology.org/market.htm> )

Because 65-75% of students seeking the master's degree in Educational Psychology are

using it as the prerequisite degree for the Ed.S degree in School Psychology, data on the need for school psychologists is relevant for inclusion in this report. According to the US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook (2010-2011 edition: <http://www.bls.gov/oco/ocos056.htm#outlook>) “demand for school psychologists will be driven by a growing awareness of how students' mental health and behavioral problems, such as bullying, affect learning. School psychologists will also be needed for general student counseling on a variety of other issues, including working with students with disabilities or with special needs, tackling drug abuse, and consulting and managing personal crisis. Job prospects should be best for people who have a specialist or doctoral degree in school psychology. According to projections data from the National Employment Matrix, employment of school psychologists is expected to increase by 11 percent (16,800 additional jobs) over the 2008-2018 decade. Opportunities for school psychologists at the national level in the US are excellent. The US Department of Labor cites employment opportunities in school psychology at both the specialist and doctoral levels as among the best across all fields of psychology” (U.S. Dept. of Labor, 2006-07).

In addition to the job prospects at the national level, there are also promising job prospects for school psychologists at the state and local level. The State of Kansas requires that every school in the state make available school psychology services. Therefore, positions can be expected to continue to be available. In addition to the job opportunities for school psychologists state wide, there are also numerous positions open locally. As the USD 259 school district continues to grow, the need for school psychologists locally will also continue to grow. In addition, school psychologists will have the opportunity to work in public and private schools, colleges and universities, pediatric clinics, community mental health centers, and different public agencies at the national, state, and local level.

## **5. Services the Program Provides to the Discipline, the University, and Beyond**

### *Services to the Professional Education Unit*

The Educational Psychology faculty regularly teach courses which are the foundational educational psychology courses required in the teacher education program. Each fall, four sections of CESP 334 (Growth and Development) and two sections of CESP 433 (Learning and

Evaluation) are offered. In the spring semesters, four sections of 433 and two sections of 334 are offered. The total number of students served in these programs each year is approximately 180 and the total number of credit hours generated approximately 900.

The Educational Psychology faculty also teach graduate level courses in Educational Research (CESP 701), Educational Statistics (CESP 704) and Theories of Human Development (CESP 728) that are required of students in other programs in the college (counseling, special education, and the alternate certification teacher education program) .

#### *Service to the College and University*

Educational Psychology faculty serve on WSU committees at all levels. A sample of these committees include Graduate Council, College of Education Assessment Committee, NCATE Steering Committee, Undergraduate Teacher Preparation Committee, College of Education Personnel Committee, College of Education Leadership Team, and CESP Department Faculty Review Committee.

The Educational Psychology faculty provide service courses that contribute to the College and Education and the College of Health Professions. Two undergraduate courses (CESP 334: Human Development; and CESP 433: Learning and Evaluation) are foundation courses for Curriculum & Instruction teacher education majors. CESP 701 (Introduction to Educational Research) is taken by CESP students and Curriculum & Instruction Special Education majors. CESP 704 (Introduction to Educational Statistics) is taken by CESP students and Health Profession students majoring in nursing.

Dr. Ellsworth is the director of the CRES which serves the university and the state of Kansas in providing evaluations of large school programs, university grants and non-profit organizations. CRES services have taken on importance to the nation. It now provides the evaluation component of the COE \$6 million grant recently awarded. This grant work will generate a model for teachers in the new millennium.

Dr. Schommer-Aikins provides a summer seminar for McNair Scholars program. Dr. Bohn-Gettler runs a research lab and provides both graduate and undergraduate students opportunities to experience the research process, first hand.

#### *Service to the Discipline*

The faculty have also reviewed for professional journals and conferences and served on

editorial boards. Dr. Schommer-Aikins reviewed for *The Journal of Contemporary Educational Psychology*, the *Journal of Educational Psychology*, *Educational Psychology Review*, *Asia Pacific Review*, and *The Spanish Journal of Psychology*. Dr. Bohn-Gettler reviewed for *Discourse Processes*. Both Dr. Schommer-Aikins and Dr. Bohn-Gettler reviewed for the American Educational Research Association conference. Dr. Ellsworth reviewed for the American Evaluation Association conference. Dr. Schommer-Aikins is on the editorial boards of the *Journal of Contemporary Education* and the *Journal of Educational Psychology*.

## 6. Program Cost Effectiveness

In this section data from the WSU Institutional Research are provided. Enrollments and graduation rates speak to the cost effectiveness of the program. The program continues to be cost effective. As can be seen by the following data, costs of the program have declined and while the number of student credit hours and faculty productivity have increased.

### *Enrollment Trends and Degrees Conferred*

Student enrollment in the M.Ed. Educational Psychology program has remained steady during the past five years. Overall the Educational Psychology program has remained stable in its number of graduates for the past five years although graduation rates vary throughout the five years. The majority of the students are non-traditional and as such often need more time to complete their degrees. Despite the many life-circumstance interruptions that naturally occur in our student population, the five-year average meets minimum KBOR requirements.

## 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			\$710,898	\$835,842	\$762,699	\$720,413	\$725,805	\$769,813	\$757,463	\$751,131
2. Other Operating Exp.			\$22,904	\$29,962	\$27,646	\$20,528	\$26,516	\$26,837	\$25,260	\$25,511
3. Total			\$733,802	\$865,804	\$790,345	\$740,940	\$752,321	\$796,650	\$782,723	\$776,642

**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
2. Upper Division			777	866	874	1,137	1,195	839	914	970
3. Masters			2,289	2,211	2,236	2,225	2,546	2,245	2,240	2,301
4. Doctoral			111	114	109	107	72	111	110	103
5. Total			3,177	3,191	3,219	3,440	3,813	3,196	3,257	3,368

**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			0.0	0.0	0.0	0.0	0.0			
2. Their Graduate Majors			48.1	49.6	54.0	51.0	46.6	50.6	50.7	49.9
3. Non-Majors			51.9	50.4	46.0	49.0	53.4	49.4	49.3	50.1

**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			7.0	7.0	8.0	7.0	7.0	7.3	7.3	7.2
2. Tenured/Tenure Track Faculty with Terminal Degrees			7.0	6.0	7.0	6.0	7.0	6.7	6.5	6.6
3. Total Tenured Faculty			6.0	6.0	6.0	5.0	5.0	6.0	5.8	5.6
Total Instructional FTE in Department			8.0	9.0	9.0	8.0	8.0	8.7	8.5	8.4

**Part F: Actual Instructional FTE**

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			7.0	7.1	6.7	7.5	6.8	6.9	7.1	7.0
2. Instructor of Record			0.0	0.0	0.5	0.5	0.3	0.2	0.3	0.3
2a. Not Instructional FTE			0.5	0.5	0.0	0.0	0.0	0.3	0.2	0.2
2b. Other Instructional FTE			4.0	5.6	8.1	5.7	5.1	5.9	5.9	5.7
3. Total FTE			11.5	13.2	15.3	13.7	12.2	13.3	13.4	13.2

SCH	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	5 Year	5 Year	5 Year
	2003	2004	2005	2006	2007	2008	2009	2009	Average	Average	Average
									Fall	Fall	Fall
									2003 -	2004 -	2005 -
									2007	2008	2009
4. SCH generated by Tenured/ Tenure Track Faculty			678.0	450.0	455.5	385.0	724.0		527.8	492.1	538.5
5. SCH generated by GTA's (IOR)			0.0	0.0	48.0	56.0	60.0		16.0	26.0	32.8
6. SCH generated by Other Instructional			678.0	870.0	931.5	915.0	710.0		826.5	848.6	820.9
7. Total SCH			1,356.0	1,320.0	1,435.0	1,356.0	1,494.0		1,370.3	1,366.8	1,392.2
RATE (SCH per FTE)	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	5 Year	5 Year	5 Year
	2003	2004	2005	2006	2007	2008	2009	2009	Average	Average	Average
									Fall	Fall	Fall
									2003 -	2004 -	2005 -
									2007	2008	2009
8. Average SCH per Tenured/ Tenure Track Faculty			96.9	63.1	68.0	51.3	106.0		76.0	69.8	77.1
9. Average SCH per GTA (IOR only)			0.0	0.0	96.0	112.0	240.0		32.0	52.0	89.6
10. Average SCH per Other Instructional Faculty			169.5	154.3	114.4	160.0	138.1		146.1	149.5	147.3
11. Average Overall SCH per FTE			118.4	99.8	93.5	98.8	122.3		103.9	102.7	106.6

**SECTION II: ACADEMIC PROGRAM DATA**  
**Discipline: EDUCATIONAL PSYCHOLOGY**

**Part A: Majors in the Discipline**

	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	5 Year	5 Year	5 Year
	2003	2004	2005	2006	2007	2008	2009	2009	Average	Average	Average
									Fall	Fall	Fall
									2003 -	2004 -	2005 -
									2007	2008	2009
3. Masters	27.0	32.0	25.0	21.0	27.0	22.0	28.0		26.4	25.4	24.6
4. 1st Prof/ Specialist . Certif.											

**Part C: Degrees Conferred**

	FY	FY	FY	FY	FY	FY	FY	FY	5 Year	5 Year	5 Year
	2004	2005	2006	2007	2008	2009	2010	2010	Average	Average	Average
									FY	FY	FY
									2004 -	2005 -	2006 -
									2008	2009	2010
3. Masters	9.0	10.0	7.0	6.0	9.0	1.0	8.0		8.2	6.6	6.2
4. First Prof/Specialist/Certificate											
Note(s): All degrees conferred include multiple majors											

## Summary

### *Educational Psychology Summary*

The Educational Psychology program is vibrant with a steady enrollment on average. Our challenges remain student diversity and avoiding a decline in student enrollment due to the fiscal difficulties our state and nation are experiencing.

Although many students continue in School Psychology, the Educational Psychology program is recruiting students from a wider background who can use the Educational Psychology degree to become educational consultants, program evaluators, educational software developers, or enter a PhD program in a related field. The goal is to make a master's degree in Educational Psychology appropriate for a larger and more diverse student body.

Educational Psychology is forging other new frontiers by collaborating across colleges and departments. A new Certificate for Teaching Engineering has been approved. The Educational Psychology program and the department of Curriculum and Instruction are collaborating with the College of Engineering to provide four courses and an internship to Engineering graduate students who plan to teach on the university level. This promising new path will enhance student recruitment, improve collaboration across departments and colleges, and make our students more marketable in their future careers.

Educational Psychology will continue to use cutting edge technology to provide course offerings that are more convenient and economical to students. Using the software, such as Panopto, the program will be able to deliver online classes either fully or in hybrid form when this delivery form is instructionally appropriate. This additional course delivery form will encourage student recruitment and retention by saving students travel time, adding flexibility to their personal schedules, and economizing instructional material that can be digitally.

## Appendix A



### WICHITA STATE UNIVERSITY

### COLLEGE OF EDUCATION

#### Role and Mission

Wichita State University is a regional university serving the state of Kansas and primarily a seven-county area that includes Wichita, the largest urban area in Kansas. WSU's role is that of an urban-serving research university. Through teaching, research, and public service, the university seeks in its mission "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."

#### University Scope

WSU's approximately 15,000 students enjoy a broad scope of academic opportunities including study in colleges of Education, Engineering, Fine Arts, Health Sciences, and Fairmount College of Liberal Arts and Sciences, as well as the Barton School of Business and Graduate School. The scope of the university also encompasses external funding of more than \$40 million university-wide each year, the discoveries made and contracts performed at the National Institute of Aviation Research, and the largest work-study cooperative education program in the state.

#### College Scope and Mission

Each year, the college recommends approximately 180 students for initial licensure among 240 students recommended for baccalaureate degrees. Approximately 140 master's degrees, four specialists and five doctorate of education degrees are awarded. There are 48 full-time faculty and approximately 100 lecturers, cooperating teachers, and university supervisors. The college offices are housed in one of the last buildings designed by the famed American architect, Frank Lloyd Wright. The College of Education is an integrated college that focuses on human development and emphasizes academic innovation in living and learning. There are five departments in the College of Education: Curriculum and Instruction; Counseling, Education and School Psychology; Educational Leadership; Human Performance Studies; and Sport Management. The college houses two centers: The Center for Research and Educational Services and The Center for Physical Activity and Aging, which includes a research laboratory and community activity program. The college also supports innovative programs in Engineering Education and bio-engineering research for aging populations. There are two identifying characteristics of the college—the hands-on, site-based learning that is present across each program in the college, and the strongly held belief of students and faculty in the "power of education to change the world. The Mission of the College of Education is 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."

#### Conceptual Framework

The Professional Education Unit's Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

#### Vision and Core Values

The vision of the Professional Unit Conceptual Framework is to prepare teachers and other school personnel who exemplify the core values of "Highly Competent, Collaborative, and Reflective Professionals" To fulfill this vision, the unit produces graduates who identify, understand and demonstrate the following six core values/guiding principles: 1) Professionalism and Reflection on the Vocation (PR); 2) Human Development and respect for Diversity (HDD); 3) the Connection of Teaching and Assessment (CTA); 4) Technology Integration (T); 5) Understanding of Content Knowledge, Pedagogical Content Knowledge and their alignment with Standards (CKS);



and 6) Collaboration with Stakeholders (C).

### Unit Vision Linked to Guiding Principles

The vision is directly connected to the guiding principles (core values): The Highly Competent Professional is reflected through explication of the guiding principles two through four: Human development and respect for diversity, the connection of teaching and assessment, technology integration, and understanding content knowledge, pedagogical content knowledge and their alignment with Standards. The vision of a collaborative professional is reflected in the guiding principle of collaboration with stakeholders. The vision of a reflective professional is shown in the guiding principle of professionalism and reflection on the vocation.

### The Unit Vision/Guiding Principles Graphic

The unit's philosophy for the preparation of education professionals and other school personnel is presented visually in a series of elliptical strands (values) that wrap around the vision. The entwined strands illustrate how the six guiding principles (values) working together create highly competent, collaborative, and reflective professionals. Together the unit vision and six guiding principles reflect a visual representation of commonly agreed upon ideas and commitments and provide direction for individual and corporate efforts. The intertwining of the strands, or guiding principles around the "core" vision, creates one powerful conceptual framework.

Unit Vision: The Development of Highly Competent, Collaborative, and Reflective Professionals

#### Guiding Principles:

Professionalism and Reflection on the Vocation

Human Development and Respect for Diversity

The Connection of Teaching and Assessment

Technology Integration

Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards

Collaboration with Stakeholders



#### Guiding Principles Defined

The Professional Education Unit at Wichita State University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to internalization of the core values of highly competent, collaborative and reflective professionals thus fulfilling the unit's vision. The Guiding Principles include proficiencies and dispositions.

- (1) Professionalism and reflection on the vocation (PR):** The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice\* Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.
- (2) Human development and respect for diversity (HDD):** Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to "fairness" in all aspects

of their work and the expectation that all students/clients can learn\* Candidates consider family, community, and school in advocating for students and clients\* and have knowledge of relevant historical, philosophical, social and cultural factors.

- (3) **The connection of teaching and assessment (CTA):** Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners\*
- (4) **Technology integration (T):** Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice.\*
- (5) **Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS):** Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice\*
- (6) **Collaboration with stakeholders (C):** Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices. Candidates value working cooperatively with colleagues and others to advance best interest of students and clients.\*

\*Underlined portions designate dispositions

# Appendix B

## Program Checksheet

*Wichita State University*

### MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

32-Hour Thesis Program

#### APPLICATION MATERIALS

The following materials must be submitted to the Graduate School when applying for admission to the master's in educational psychology program.

- \* Undergraduate GPA for the last 60 hours
- \* GRE verbal and quantitative scores
- \* GRE writing assessment score

Once the Graduate School forwards the application to the Department, it will request:

- \* Names, addresses, and phone numbers of three persons to provide references
- \* A statement of professional goals and research interests
- \* A résumé

Upon receipt of this information the Educational Psychology Master's Degree Student Screening Committee will make recommendations concerning acceptance/rejection for the master's degree program.

#### DEGREE REQUIREMENTS

- \* 32 semester hours.
- \* Master's thesis required with oral defense of thesis.
- \* Students must successfully complete CESP 701, CESP 704, CESP 728 and CESP 820. Students are strongly encouraged to take these courses early in the program.
- \* Following completion of these four courses, students interested in the thesis option must apply for admission and meet the following criteria: (a) recommendation of the program faculty; (b) a 3.25 GPA for the 12 hours of courses; and (c) successful performance on a technical writing assessment.
- \* Student must file a plan of study with the Graduate School after the first 12 hours of enrollment.

#### PROGRAM REQUIREMENTS

##### Core Courses (18 hours)

CESP 701(3):	Introduction to Educational Research
CESP 704(3):	Introduction to Educational Statistics
CESP 728(3):	Theories of Human Development <sup>2</sup>
CESP 820(3):	Learning Theory and Instruction
CESP 823(3):	Experimental Design in Educational Research
CESP 831(3):	Social Psychology of Education

### Thesis Hours (5 hours)<sup>1</sup>

CESP 860(1):	Seminar in Research Problems
CESP 875(2):	Master's Thesis
CESP 876(2):	Master's Thesis

### Elective Courses in the Major (9 hours)

CESP 707(1):	Child Abuse and Neglect
CESP 803(3):	Counseling Theory
CESP 804(3):	Principles and Philosophy of Counseling
CESP 808(3):	School Psychology Professional Issues <sup>2</sup>
CESP 811 (3):	Educational Measurement and Evaluation <sup>2</sup>
CESP 822(3):	Assessment in Counseling <sup>2</sup>
CESP 834(3):	Biological Principles and Psychological Functioning <sup>2</sup>
CESP 835(3):	Psychopathology and the DSM-IV
CESP 837(2):	Family Issues in Counseling
CESP 840(3):	Psychology of Exceptional Children <sup>3</sup>
PSY 902(4):	Advanced Research Methods I
PSY 903(4):	Advanced Research Methods II
PSY 905(3):	Cognitive/Learning Foundations of Behavior
PSY 906(3):	Personality and Individual Differences
PSY 907(3):	Social and Developmental Foundations of Behavior
PSY 964(3):	Development of Abnormal Behavior
CI 711(3):	Multicultural Education
CI 717(3):	The Ethnography of Schooling
CI 723(3):	Analysis and Management of Behavior

<sup>1</sup> Thesis courses are to be taken in the following order: CESP 860 (1), CESP 875 (2), CESP 876 (2). In the two semesters immediately following enrollment in CESP 860, students enroll in the subsequent courses in sequence (CESP 875 followed by CESP 876) until all three courses have been taken. If the thesis is still incomplete, each semester (excluding summer IF the student is NOT requiring time of the thesis advisor) the student enrolls in CESP 876 for two credit hours until the thesis is complete. Students carry an incomplete in CESP 860 until they pass the preliminary hearing over the proposal. A grade is issued in CESP 860 once students pass the proposal hearing. Students are given incompletes in CESP 875 and all enrollments in CESP 876 until they pass the final hearing and submit their thesis bindery receipts to the Graduate School.

<sup>2</sup> One of these courses (CESP 811 or CESP 822) should be selected by students planning to apply to the Specialist in School Psychology.

<sup>3</sup> Students who are completing the M.Ed. in Educational Psychology in preparation for entering in Ed.S. in School Psychology program must complete CESP 840 as a prerequisite. Equivalent graduate coursework may be substituted for the CESP 840 requirement.



*Wichita State University*  
COLLEGE OF EDUCATION

**KANSAS BOARD OF REGENTS PROGRAM REVIEW  
AY 2010-2011**

**Department of Counseling, Educational, School Psychology**

**Discipline:  
Educational Psychology (CIP Code: 130802)**

**Degrees Granted:  
M.Ed.**

**Contact Person:**

**Dr. Marlene Schommer-Aikins, Department Chair  
316-978-6386  
Marlene.schommer-aikins@wichita.edu**

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## **Preface: Recent Accreditations Renewed**

The Educational Psychology program offers a master's degree in Educational Psychology which prepares the student for a variety of careers with the majority of them moving forward from this degree into the school psychology program also offered at Wichita State University and required of all public schools. The Educational Psychology program was recently reviewed by the National Council for Accreditation for Teacher Education (NCATE). The program received full approval from NCATE in June 2010. Some of the data reported in this document come from this accreditation report. The program has maintained its stability in enrollment in graduates over the past five years.

The Educational Psychology program is part of the Department of Counseling, Educational and School Psychology (CESP). The three programs work synergistically to provide students with breadth of understanding in the field of psychology that relates to teaching and learning. This synergy also allows the department to function more efficiently with students from all three programs having three or more core courses in common and faculty able to teach a minimum number of courses across programs.

The Educational Psychology program is undergoing strategic planning to facilitate its growth and relevancy to the urban serving research mission of the university. For example, a teaching engineering certificate was approved May, 2010. The first cohort will begin in spring of 2011. This certificate prepares those seeking the doctorate of engineering with basic knowledge and skills for teaching in the university classroom. This certificate has the potential of serving ten to fifteen graduate students per cohort and a new cohort will start each spring. No new faculty members are needed. Students will enroll in existing Educational Psychology and Curriculum & Instruction courses, making this a cost efficient certificate. This certificate adds to the diversity of offerings of the university for the 21<sup>st</sup> Century.

The Center for Research and Evaluation Services (CRES) is directed by an Educational Psychology faculty member, Randy Ellsworth. The Center provides evaluation and research services to the community. CRES serves the nation as well in its involvement with the \$6 million grant recently awarded to the College of Education. This grant for Teacher Quality Partnership (TQP) is creating and testing a prototype for the future teaching in our nation.

The Educational Psychology program also offers two service courses, CESP 344 (Human

Development) and CESP 433 (Learning and Evaluation). All Curriculum & Instruction teacher education students take these courses. These courses provide foundational knowledge of the psychology of human development and human learning in the classroom. In addition, these courses provide critical knowledge of assessing and evaluating student learning and educational program effectiveness. In a time when our nation demands evidenced-based practice and accountability, this knowledge base serves to move teacher education into the new millennium.

## **1. Program Relationship to Mission and role of College of Education and the University**

### **Relationship to College of Education.**

The Educational Psychology M.Ed. Program serves primarily as the entry level degree program for candidates who ultimately intend to enter and complete the National Association of School Psychologists (NASP) approved Ed.S. degree in School Psychology to become licensed school psychologists. As such, the Educational Psychology M.Ed. program is designed to provide a substantial **knowledge base** for such candidates covering (a) the relevance of learning theories to educational settings, (b) the relevance of developmental theories to educational settings, and (c) how to apply research principles, psychological and educational assessments, appropriate statistical procedures, and data analysis to educational settings. This emphasis on the development of a strong knowledge base is necessary to equip candidates with the basic knowledge and skills that will make them successful in the many field and clinical experiences they will have as part of the School Psychology EdS program.

### **Relationship of the program to the unit's conceptual framework.**

The program is related to the unit vision for preparing school personnel who are competent, collaborative, reflective education professionals. This vision includes six guiding principles, which are fundamental to the Educational Psychology program and the preparation of educational psychology candidates. The principles are as follows: (1) Professionalism and Reflection (PR), (2) Human Development and Diversity (HDD), (3) Connection of Teaching Experiences and Assessment (CTA), (4) Technology (T), (5) Content: Knowledge, Pedagogical Knowledge, and Alignment With Standards (CKS), and



(6) Collaboration (C). See the Appendix A for the complete COE Conceptual Framework.

Moreover, the Educational Psychology program is directly linked to the mission of the College of Education at WSU which is to prepare educators 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.

#### **Relationship to the university mission.**

The program and the college then are directly related to the mission of the university which is teaching, scholarship, and public service. The University seeks 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 (complete statement available on the University Website).

## **2. Program Quality as Assessed by Strengths, Productivity, and**

### **Qualifications of Faculty**

#### **Qualifications.**

The Educational Psychology program faculty remain productive in scholarly activity, effective in their teaching, and engaged in service activities despite the challenge of limited resources. The Educational Psychology program currently consists of 2.5 FTE faculty: Dr. Marlene Schommer-Aikins and Dr. Randy Ellsworth (moved to half-time phased retirement in fall 2010), full professors, and Dr. Catherine Bohn-Gettler, assistant professor who joined the faculty in 2007. Until 2007, the Educational Psychology program also included another faculty member, Dr. Linda Bakken. However, in Fall of 2007 Dr. Linda Bakken retired and has not been replaced.

All Educational Psychology faculty have doctoral degrees and maintain full graduate faculty status. The Educational Psychology program also utilizes one 50% time classified teaching professional with a Master's Degree in Education and a Master's in English to teach undergraduate teacher education courses in educational psychology (CESP 334 and CESP 433).

#### **Productivity.**

Data on refereed publications and presentations for these four faculty can be seen in

Tables 1 and 2.

Table 1

Faculty Productivity as Measured by Scholarly Publications Number of Books, Book Chapters, and Refereed Articles

Faculty Member	2005	2006	2007	2008	2009	2010	Total
Marlene Schommer-Aikins <sup>a</sup>	2	2		2	2	1	9
Catherine Bohn-Gettler <sup>b</sup>	2		3	3		2	10
Randy Ellsworth <sup>c</sup>				1			1
Linda Bakken <sup>d</sup>	1		1				2

<sup>a</sup>Dr. Schommer-Aikins serves as department chair since 2007

<sup>b</sup>Dr. Bohn-Gettler began as assistant professor in 2007.

<sup>c</sup>Dr. Ellsworth's work with the Center of Research and Evaluation Services focuses on grant work.

<sup>d</sup>Dr. Bakken served as department chair until she retired in 2007.

Table 2

Faculty Productivity as Measured by Scholarly Presentations (International, National, and Regional Levels)

Faculty Member	2005	2006	2007	2008	2009	2010	Total
Marlene Schommer-Aikins <sup>a</sup>	3	3	6	1	3	1	17
Catherine Bohn-Gettler <sup>b</sup>	6	7	5	4	7	2	31
Randy Ellsworth <sup>c</sup>	3		1			1	5
Linda Bakken <sup>d</sup>	1	1	2				4

<sup>a</sup>Dr. Schommer-Aikins serves as department chair since 2007

<sup>b</sup>Dr. Bohn-Gettler began as assistant professor in 2007.

<sup>c</sup>Dr. Ellsworth's work with the Center of Research and Evaluation Services focuses on grant work.

<sup>d</sup>Dr. Bakken served as department chair until she retired in 2007.

During the past five years all four Educational Psychology faculty have produced significant scholarly publications. The quality of their work has been recognized in a number of ways. All four faculty have published in top journals in their disciplines as judged by low acceptance rates of the journals and their masked peer review process. Dr. Schommer-Aikins has developed a focused research agenda in the area of epistemological beliefs and the impact of such beliefs on learning. She has published in the prestigious journals *Journal of Educational Psychology* and

*The Journal of Psychology: Interdisciplinary and Applied*, as well as others. Dr. Bohn-Gettler's research on the social/emotional processes that interact with comprehension in children and adults has been published in such quality journals as the *Journal of Comparative Psychology*, and *Journal of Research in Reading*. Since 2002, Dr. Ellsworth has been the Director of the Center for Research and Evaluation Services (CRES) whose primary purpose is consistent with a component of Wichita State University's mission to do "research...designed to advance the University's goals of providing high quality instruction, make original contributions to knowledge and human understanding, and serve as an agent of community service." From 2005 to the present, the Center has evaluated seven grants and 12 evaluation projects. Dr. Bakken has published in *Journal of Adult Development* and *Learning Environments Research*.

All four Educational Psychology faculty have regularly presented at professional conferences including the American Educational Research Association, the Mid-Western Educational Research Association, the American Speech-Language-Hearing Association, the American Evaluation Association, the Society for Text and Discourse, and the Institute for Education Sciences.

#### **Strengths.**

Dr. Bohn-Gettler received the WSU College of Education Outstanding Faculty Researcher Award in 2010 and the UKLA Wiley-Blackwell Research in Literacy Award in 2009. Dr. Ellsworth received the WSU Community Research Award in 2007. Dr. Schommer-Aikins received the WSU Chapter of Phi Kappa Phi Faculty Scholar Award in 2005.

Quality teaching is valued in the Educational Psychology program as well. The faculty in the Educational Psychology program have consistently received high teaching evaluations over the last 6 years. Dr. Schommer-Aikins received the Kansas Board of Regents Excellence in Teaching Award in 2006. All other years she was nominated for the WSU Academy of Effective Teaching Award. Dr. Bohn-Gettler was nominated for this award in 2008-2009 AY.

### **3. Program Quality as Assessed by Curriculum and Effect of Curriculum on Students**

#### **Curriculum.**

The program maintains rigorous entry requirements. To be considered for admission to the M.Ed. in Educational Psychology program, students must provide their undergraduate GPA for

the last 60 hours of course work, Graduate Record Exam (GRE) Verbal and Quantitative scores, GRE Writing Assessment score, names, addresses, and phone numbers of three persons to provide letters of reference, and a statement of professional goals and research interests. The GRE and grade point average (GPA) are evaluated using the following index:

$$\text{Index} = \text{GPA} + (\text{GRE Verbal} + \text{GRE Quantitative})/400$$

Ordinarily, applicants' scores on this index will equal or exceed 5.5. This index of 5.5 could be achieved by a student who attained a combined verbal and quantitative score on the GRE of 1000 and a B average over the last sixty (60) hours of undergraduate course work.

The curriculum for the M.Ed. in Educational Psychology has a strong emphasis on research. Students must complete six hours of introductory courses in research and statistics and an additional four hours of research coursework if they are pursuing the 32-hour thesis option. The program also emphasizes learning and evaluation as content areas receiving significant attention. Students have 12-hours of elective coursework they can choose from courses within or outside the department. Students wanting to use the M.Ed. to launch into the Ed.S. degree in School Psychology have specific required courses related to School Psychology which they use as their electives in the M.Ed.. These courses include CESP 808 (School Psychology Professional Issues), CESP 822 (Assessment in Counseling) and CESP 834 (Biological Principles and Psychological Functioning). Students in the Ed.S. in School Psychology must have completed an acceptable thesis in their master's degree or a thesis equivalent during the Ed.S. degree. Most opt to write the thesis during the M.Ed. degree, pursuing the 32-hour thesis option. See Appendix B. Other students may opt for the 36-hour nonthesis option. If they seek the Ed.S. degree in School Psychology, they eventually write a thesis equivalent. A program check sheet is provided to students, indicating the courses required for those pursuing the thesis and non-thesis degree options, as well as the M.Ed. requirements for those wishing to pursue the Ed.S. degree in School Psychology.

Students progressing through the M.Ed. in Educational Psychology are evaluated at several points. Students must first meet the selective admission requirements as described above. Following completion of the first nine hours of the M.Ed. in Educational Psychology, students interested in the thesis option must apply for admission to the thesis. Entry to the thesis option requires the recommendation of the faculty based upon performance in CESP 701 (Introduction

to Educational Research), CESP 704 (Introduction to Educational Statistics), CESP 728 (Human Development) and CESP 820 (Learning Theory and Instruction). Students with a GPA below 3.25 for those three courses are not considered for admission to the thesis option. Students may choose to complete the M.Ed. program in the non-thesis option which requires the successful completion of a comprehensive examination.

The use of technology in course delivery for the Educational Psychology program has increased greatly in the last few years. All faculty teach some aspect of statistics (CESP 704, CESP 823, CESP 822). Statistics is always taught in a computer lab in order to be able to have students work directly with SPSS/PASW (statistical software) as part of the learning process. Beginning fall, 2002, all sections of this course are now being taught in a computer laboratory. Faculty have increased use of Blackboard in their courses. The newest usage of technology is capturing the audio and visual recording of live classes with Tegrity or Panopto. These class sessions are uploaded to Blackboard. Students can then review the class. Students who need to miss class for illness or extenuating circumstances can keep up with the class. We now offer a section of CESP 728 online using this technology. Another use of technology involves placing student information in a database in order to manage student enrollment and more effectively monitor student movement through the degree program. The database is useful as an aid to academic advising.

#### *Recent NCATE data of students meeting program standards*

Effectiveness of instruction is made evident by the percent of students meeting the NCATE standards. The Educational Psychology program has developed and has begun using a program assessment system as part of meeting the NCATE accreditation requirements. Based on professional standards the Educational Psychology program has three overarching standards that student must meet. They include the deep understanding of human development, social interactions, and the learning process; and analytical skills of research methodology, statistical analysis, measurement, and evaluation. These standards are assessed with multiple measures.

#### **Effects on students.**

As can be seen in Table 3 below, Educational Psychology students are highly successful at meeting the standards over the past five years.

Table 3

*Pass Rates for 2005-2009 Candidates Taking Indicator Assessments Associated with Educational Psychology Program Standards (2005-2009 Total N = 55)*

Name of Assessment	Number Taking	Mean	SD	Range	Pass Rate (f)%
<b>*Standard 1:</b> The educational psychologist will know, understand, and apply learning theories to the educational setting.					
Theory Paper in CESP 820	26	95.86	6.16	75-100	(25)96%
Research Proposal in CESP 701	41	96.44	4.45	80-100	(41)100%
Research Project in CESP 820	26	95.31	7.46	64-100	(25)96%
Comprehensive Exam: Learning Theories substest (Non-thesis option students only.)	6	94.67	4.84	88-100	(6)100%
<b>*Standard 2:</b> The educational psychologist will know and understand developmental theories; he or she will know and understand the impact and influence of the social and cultural contexts in which children develop; the educational will be able to apply this knowledge and understanding to the educational setting.					
Research Proposal in CESP 831	24	92.50	3.68	83-99	(24)100%
Prevention Project in CESP 728	32	93.00	3.14	84-98	(32)100%
Theory Paper in CESP 728	32	92.09	4.91	80-99	(32)100%
Test #2 in CESP 831	24	93.00	4.24	81-99	(24)100%
Comprehensive Exam: Human Development and Social Psychology substests (Non-thesis option students only.)	6	87.67	4.27	82-92	(6)100%
<b>*Standard 3:</b> The educational psychologist will know, understand, and apply research principles, psychological and educational assessments, appropriate statistical procedures, and data analysis to the educational setting.					
Final Examination in CESP 701	41	90.51	6.14	70-100	(40)98%
Final Examination in CESP 704	39	90.15	5.84	80-98	(39)100%
Final Examination in CESP 823	24	89.54	7.30	81-100	(24)100%
Technical Writing Examination <sup>1</sup>	14	NA	NA	NA	(14)100%
Comprehensive Exam: Research/Statistics/ Measurement substest (Non-thesis option students only.)	6	85.67	3.39	81-90	(6)100%
Master's Thesis (Thesis option students only.) <sup>2</sup>	8	NA	NA	NA	(8)100%

<sup>1</sup>Until 2008, the writing exam was scored as a Pass/Fail (with retake option available). Currently the writing exam is scored using a rubric that incorporates 5-point categories covering the areas (a) comprehension, (b) critical evaluation, (c) synthesis, (d) research idea generation, and (e) professional quality of writing. Candidates must score 3 or higher on each of the five rated areas to pass the writing exam.

<sup>2</sup>Thesis completion requires the approval of the candidate's thesis committee members. This is a Pass/Fail decision.

*Survey Results Assessing Long Term Effectiveness of the Program From Recent Graduates*

KBOR 2020 Vision of persistence and completion rates is evident in two measures: a survey of recent graduates and a survey of current students. The Educational Psychology program conducts an annual follow-up survey of graduates of the program. A follow-up survey of 2008 program graduates was conducted in the spring of 2009 and the results are reported in Table 4. Open-ended comments were also solicited with two questions and the results are reported in Table 5. Table 6 lists the occupations of the responding students at the time of the survey.

Table 4

Means and Standard Deviations of Items Completed by Candidates Graduating in 2008 (N=5)

Items	2008	
	Mean <sup>1</sup>	SD
<b>The WSU Educational Psychology Program:</b>		
1. prepared me to understand, critique, and design research using accepted professional standards.	4.60	.55
2. prepared me to select or develop, administer, and interpret assessment instruments using accepted professional standards.	4.20	.84
3. prepared me to select appropriate procedures for analyzing data.	4.60	.55
4. prepared me to write research reports in accordance with professional standards.	5.00	.00
5. <sup>2</sup> failed to prepare me to make decisions that are informed by research.	1.20	.45
6. prepared me to understand the processes of change in children and adults.	4.40	.89
7. prepared me to understand the core commonalities across all human beings and simultaneously understand their individual differences.	4.40	.55
8. prepared me to understand the processes of learning and memory in humans.	4.60	.54
9. prepared me to work collaboratively with peers and others in professional settings.	4.60	.55
10. prepared me to understand theories of social psychology that apply to educational settings.	4.40	.55
11. <sup>2</sup> failed to prepare me to apply theory and research to my professional setting.	1.20	.45

<sup>1</sup>Graduates responded to each item using a 5-point scale (1 = strongly disagree; 5 = strongly agree)

<sup>2</sup>Item is reversed so that a low mean score is the desirable outcome.

Table 5

Open-Ended Responses by Candidates Graduating in 2008 (N=5)

Items and Responses
<i>What are the strengths of the WSU Educational Psychology program?</i>
<b>Faculty</b>
Ed Psych faculty are dedicated to students' success
I think the faculty of the Ed Psych Program is the program's biggest strength.
The program flows logically
<i>What aspects of the WSU Educational Psychology preparation program need to be strengthened? If possible, please be specific in how this might be accomplished.</i>
Advisors need to keep students informed about graduation requirements, plan of study, comps, application for graduation, etc. Many times students are not aware of these formalities and they end up being surprised and overwhelmed when it's time to graduate by everything left to do.
More hands-on work that links theory and research with students' anticipated work settings.

Table 6

*Current Employment Settings of Responding Educational Psychology 2008 Graduates (N=5)*

Graduate	Current Employment Setting	Role
1	Preschool/Early Childhood	Teacher
2	Graduate Assistant	Graduate Student and Instructor
3	University/Post-Secondary	Research Associate
4	Elementary School	Teacher and School Psychology Practicum
5	Higher Education	Administrator

*Survey Results Assessing Quality of Advising*

Advisement of candidates is also a strength of Educational Psychology faculty members. The annual survey completed in fall 2009 to determine candidate satisfaction with the advising they receive is summarized in Table 7. Candidates are asked to reflect on three areas as to whether the candidates (a) found the advisement received was *helpful*, (b) felt faculty members provided them with *respectful treatment*, and (c) found their overall advisement *adequate or better*.

Table 7

*Mean and Standard Deviations of Advisement Ratings by Candidates Surveyed in Fall 2009*

Advisement Survey Category	N	Mean <sup>1</sup>	Standard Deviation
Helpfulness of Advising Received <sup>2</sup>	12	3.12	.49
Respectful Treatment by Advisor <sup>3</sup>	12	3.83	.33
Adequacy of Advising Received <sup>4</sup>	12	3.25	.84

<sup>1</sup>Items were rated on a 1-4 strongly disagree to strongly agree scale.

*Program Changes Made in Response to the Data*

The Educational Psychology program Annual Review provides data to guide the program to change in response to data on a regular basis. The Educational Psychology program reviews program and student data annually. They also engage in a five year review of the program. During AY 2005 – 2009 two major changes were made. When it was noted that students were not progressing in a reasonable time through the program, the problem was identified at the thesis transition point. A technical writing exam was incorporated to help identify students who may need more writing instruction. When enrollment was beginning to decrease, new recruitment



techniques were carried out. Other minor modifications were made as well. The following changes are quoted from five year review.

**2005 Annual Report Statement:** *We have already indicated the results of the changes in enrollment into the thesis option for increased progress through the program; the data indicate the success of this change (see Table 3). A second change has been in changing prerequisites for the Learning Theories and Instruction (CESP 820) and the Social Psychology of Education (CESP 819) courses. We have changed the rotation schedule of the two courses and have made CESP 820 a prerequisite for CESP 819. The CESP 820 course will be a spring-only course whereas the CESP 819 will be offered in the fall. Since CESP 820 is a prerequisite for taking the writing exam for the thesis option and, since most of our students begin their program in the fall, this is a more efficient means to help students progress smoothly through the program. Currently, many of our students have been rather far into their program before being allowed to take the writing exam. This has meant that they have most of their coursework finished before beginning on their thesis. Waiting so long to start their theses necessarily postpones their entrance into the educational specialist program for school psychology (for which the majority of our students aim). Also, our sense is that having learned the concepts in CESP 820 helps students negotiate the more nebulous field of social psychology. We will collect data in order to determine if this change is relevant.*

**2006 Annual Report Statement:** *We have, first, changed the prerequisites for CESP 820 such that CESP 701 and CESP 728 need to be taken before the Learning Theories course, which will be taught in the Spring semester. Second, we have added that CESP 820 is a prerequisite for CESP 831 (which has been changed from CESP 819, the old Social Psychology of Education course number), and is taught in the Fall semester. The rationale is that the content of learning theories is a relevant knowledge base for the more nebulous discipline of social psychology. Third, CESP 811, Measurement and Evaluation, has returned to the Fall schedule as a regular offering.*

**2007 Annual Report Statement:** *[The annual report format changed for 2007 and a specific listing of changes made is required.]*

1. *Observation: Lack of a sufficient number of Educational Psychology faculty members.  
Relevant Core Question: Core Question #7  
Cause/Background: Retirements and movement to administrative positions have reduced the number of Educational Psychology faculty members in recent years.  
Change: A new assistant professor was hired in fall 2007. Her specialty is in Developmental Psychology.*
  
2. *Observation: Enrollment in the Educational Psychology Master's Program has fluctuated over the past three years and is not as diverse as desired.  
Relevant Core Question: Core Question #7  
Cause/Background: Fluctuating admissions to the Educational Psychology Master's Program may reflect lack of knowledge of potential candidates about potential careers*

*where an educational psychology background is helpful.*

*Change: Greater emphasis is being placed on candidate recruitment including the development of a PowerPoint presentation that can be used with potential candidates emphasizing career opportunities using a degree in educational psychology. Special emphasis will be placed on making presentations that may result in the recruitment of a more diverse group of candidates.*

In summary, the Educational Psychology program maintains high quality as evidenced by the recent NCATE review of the curriculum and the program assessments. The assessment information above documents the high level at which students are meeting the NCATE standards. The program quality is maintained through responding to the data in the assessments when changes are indicated. For example, some course offerings have been changed to appeal to a broader constituency. The annual assessment reports show that recent graduates find the program has provided the necessary knowledge and skills for their fields.

#### **4. Student Needs and Employer Demand**

The program meets student needs and is responsive to employer demands. The Educational Psychology program is in line with the Kansas Board of Regents' (KBOR) 2020 Vision to ensure graduates of the program have foundational skills for work and life. A Masters in Educational Psychology provides a solid background in the combined fields of Education and Psychology. The foci of their study include understanding, assessment, and research in the areas of human learning, memory, and development. This knowledge base is most often applied in the school environment, but is also applicable to any learning environment, such as universities, industry, corporations, military, and religious institutions. With this broad applicability, individuals with an educational psychology master's degree can either work directly in various settings or complete a doctoral degree for higher level career positions. Career opportunities for students with a masters in Educational Psychology include the following:

- Ed.S. School Psychology Specialist Degree
- Ph.D. in other related fields (e.g., Psychology, Business, Educational Leadership)
- Advancement in Educational Careers (e.g., Educational Administration)
- Trainers in Industry (e.g., Health Professions, Military)
- Educational Consultants (e.g., Software Development, Personnel Training)

An estimate 11 – 14% increase in the need of educational psychologists at the national

level was made based on the Social Psychology Network Web Site-Careers in Educational Psychology, which is supported by the National Science Foundation (Social Psychology Network. (2002). *Job market by area of psychology*. Retrieved May 8, 2002 from <http://www.socialpsychology.org/market.htm> ).

Educational Psychologists prepare for a number of different careers within the professional community. Among the most numerous openings are those in community college teaching, and in school psychology for which this degree is a State of Kansas mandated prerequisite.

“According to the US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook Postsecondary teachers are expected to grow by 15 percent between 2008 and 2018, which is faster than the average for all occupations. Projected growth in the occupation will be due primarily to increases in college and university enrollment over the next decade. This enrollment growth stems mainly from the expected increase in the population of 18- to 24-year-olds, who constitute the majority of students at postsecondary institutions, and from the increasing number of high school graduates who choose to attend these institutions. Adults returning to college to enhance their career prospects or to update their skills also will continue to create new opportunities for postsecondary teachers, particularly at community colleges and for-profit institutions that cater to working adults. There is a current demand for community college instructors at both the state and local level. In addition to this opportunity, if an individual chooses to obtain an advanced degree in school psychology they will also experience a favorable job outlook. According to projections data from the National Employment Matrix, employment of school psychologists is expected to increase by 11 percent (16,800 additional jobs) over the 2008-2018 decade. According to the Bureau of Labor Statistics, opportunities are expected to be good for school psychologists because they improve teaching, learning, and socialization strategies based on their understanding of the psychology of learning environments.” (Social Psychology Network. (2002). *Job market by area of psychology*. Retrieved May 8, 2002 from <http://www.socialpsychology.org/market.htm> )

Because 65-75% of students seeking the master's degree in Educational Psychology are

using it as the prerequisite degree for the Ed.S degree in School Psychology, data on the need for school psychologists is relevant for inclusion in this report. According to the US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook (2010-2011 edition: <http://www.bls.gov/oco/ocos056.htm#outlook>) “demand for school psychologists will be driven by a growing awareness of how students' mental health and behavioral problems, such as bullying, affect learning. School psychologists will also be needed for general student counseling on a variety of other issues, including working with students with disabilities or with special needs, tackling drug abuse, and consulting and managing personal crisis. Job prospects should be best for people who have a specialist or doctoral degree in school psychology. According to projections data from the National Employment Matrix, employment of school psychologists is expected to increase by 11 percent (16,800 additional jobs) over the 2008-2018 decade. Opportunities for school psychologists at the national level in the US are excellent. The US Department of Labor cites employment opportunities in school psychology at both the specialist and doctoral levels as among the best across all fields of psychology” (U.S. Dept. of Labor, 2006-07).

In addition to the job prospects at the national level, there are also promising job prospects for school psychologists at the state and local level. The State of Kansas requires that every school in the state make available school psychology services. Therefore, positions can be expected to continue to be available. In addition to the job opportunities for school psychologists state wide, there are also numerous positions open locally. As the USD 259 school district continues to grow, the need for school psychologists locally will also continue to grow. In addition, school psychologists will have the opportunity to work in public and private schools, colleges and universities, pediatric clinics, community mental health centers, and different public agencies at the national, state, and local level.

## **5. Services the Program Provides to the Discipline, the University, and Beyond**

### *Services to the Professional Education Unit*

The Educational Psychology faculty regularly teach courses which are the foundational educational psychology courses required in the teacher education program. Each fall, four sections of CESP 334 (Growth and Development) and two sections of CESP 433 (Learning and

Evaluation) are offered. In the spring semesters, four sections of 433 and two sections of 334 are offered. The total number of students served in these programs each year is approximately 180 and the total number of credit hours generated approximately 900.

The Educational Psychology faculty also teach graduate level courses in Educational Research (CESP 701), Educational Statistics (CESP 704) and Theories of Human Development (CESP 728) that are required of students in other programs in the college (counseling, special education, and the alternate certification teacher education program) .

#### *Service to the College and University*

Educational Psychology faculty serve on WSU committees at all levels. A sample of these committees include Graduate Council, College of Education Assessment Committee, NCATE Steering Committee, Undergraduate Teacher Preparation Committee, College of Education Personnel Committee, College of Education Leadership Team, and CESP Department Faculty Review Committee.

The Educational Psychology faculty provide service courses that contribute to the College and Education and the College of Health Professions. Two undergraduate courses (CESP 334: Human Development; and CESP 433: Learning and Evaluation) are foundation courses for Curriculum & Instruction teacher education majors. CESP 701 (Introduction to Educational Research) is taken by CESP students and Curriculum & Instruction Special Education majors. CESP 704 (Introduction to Educational Statistics) is taken by CESP students and Health Profession students majoring in nursing.

Dr. Ellsworth is the director of the CRES which serves the university and the state of Kansas in providing evaluations of large school programs, university grants and non-profit organizations. CRES services have taken on importance to the nation. It now provides the evaluation component of the COE \$6 million grant recently awarded. This grant work will generate a model for teachers in the new millennium.

Dr. Schommer-Aikins provides a summer seminar for McNair Scholars program. Dr. Bohn-Gettler runs a research lab and provides both graduate and undergraduate students opportunities to experience the research process, first hand.

#### *Service to the Discipline*

The faculty have also reviewed for professional journals and conferences and served on

editorial boards. Dr. Schommer-Aikins reviewed for *The Journal of Contemporary Educational Psychology*, the *Journal of Educational Psychology*, *Educational Psychology Review*, *Asia Pacific Review*, and *The Spanish Journal of Psychology*. Dr. Bohn-Gettler reviewed for *Discourse Processes*. Both Dr. Schommer-Aikins and Dr. Bohn-Gettler reviewed for the American Educational Research Association conference. Dr. Ellsworth reviewed for the American Evaluation Association conference. Dr. Schommer-Aikins is on the editorial boards of the *Journal of Contemporary Education* and the *Journal of Educational Psychology*.

## 6. Program Cost Effectiveness

In this section data from the WSU Institutional Research are provided. Enrollments and graduation rates speak to the cost effectiveness of the program. The program continues to be cost effective. As can be seen by the following data, costs of the program have declined and while the number of student credit hours and faculty productivity have increased.

### *Enrollment Trends and Degrees Conferred*

Student enrollment in the M.Ed. Educational Psychology program has remained steady during the past five years. Overall the Educational Psychology program has remained stable in its number of graduates for the past five years although graduation rates vary throughout the five years. The majority of the students are non-traditional and as such often need more time to complete their degrees. Despite the many life-circumstance interruptions that naturally occur in our student population, the five-year average meets minimum KBOR requirements.

## 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			\$710,898	\$835,842	\$762,699	\$720,413	\$725,805	\$769,813	\$757,463	\$751,131
2. Other Operating Exp.			\$22,904	\$29,962	\$27,646	\$20,528	\$26,516	\$26,837	\$25,260	\$25,511
3. Total			\$733,802	\$865,804	\$790,345	\$740,940	\$752,321	\$796,650	\$782,723	\$776,642

**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
2. Upper Division			777	866	874	1,137	1,195	839	914	970
3. Masters			2,289	2,211	2,236	2,225	2,546	2,245	2,240	2,301
4. Doctoral			111	114	109	107	72	111	110	103
5. Total			3,177	3,191	3,219	3,440	3,813	3,196	3,257	3,368

**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			0.0	0.0	0.0	0.0	0.0			
2. Their Graduate Majors			48.1	49.6	54.0	51.0	46.6	50.6	50.7	49.9
3. Non-Majors			51.9	50.4	46.0	49.0	53.4	49.4	49.3	50.1

**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			7.0	7.0	8.0	7.0	7.0	7.3	7.3	7.2
2. Tenured/Tenure Track Faculty with Terminal Degrees			7.0	6.0	7.0	6.0	7.0	6.7	6.5	6.6
3. Total Tenured Faculty			6.0	6.0	6.0	5.0	5.0	6.0	5.8	5.6
Total Instructional FTE in Department			8.0	9.0	9.0	8.0	8.0	8.7	8.5	8.4

**Part F: Actual Instructional FTE**

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			7.0	7.1	6.7	7.5	6.8	6.9	7.1	7.0
2. Instructor of Record			0.0	0.0	0.5	0.5	0.3	0.2	0.3	0.3
2a. Not Instructional FTE			0.5	0.5	0.0	0.0	0.0	0.3	0.2	0.2
2b. Other Instructional FTE			4.0	5.6	8.1	5.7	5.1	5.9	5.9	5.7
3. Total FTE			11.5	13.2	15.3	13.7	12.2	13.3	13.4	13.2

SCH	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	5 Year	5 Year	5 Year
	2003	2004	2005	2006	2007	2008	2009	2009	Average	Average	Average
									Fall	Fall	Fall
									2003 -	2004 -	2005 -
									2007	2008	2009
4. SCH generated by Tenured/ Tenure Track Faculty			678.0	450.0	455.5	385.0	724.0		527.8	492.1	538.5
5. SCH generated by GTA's (IOR)			0.0	0.0	48.0	56.0	60.0		16.0	26.0	32.8
6. SCH generated by Other Instructional			678.0	870.0	931.5	915.0	710.0		826.5	848.6	820.9
7. Total SCH			1,356.0	1,320.0	1,435.0	1,356.0	1,494.0		1,370.3	1,366.8	1,392.2
RATE (SCH per FTE)	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	5 Year	5 Year	5 Year
	2003	2004	2005	2006	2007	2008	2009	2009	Average	Average	Average
									Fall	Fall	Fall
									2003 -	2004 -	2005 -
									2007	2008	2009
8. Average SCH per Tenured/ Tenure Track Faculty			96.9	63.1	68.0	51.3	106.0		76.0	69.8	77.1
9. Average SCH per GTA (IOR only)			0.0	0.0	96.0	112.0	240.0		32.0	52.0	89.6
10. Average SCH per Other Instructional Faculty			169.5	154.3	114.4	160.0	138.1		146.1	149.5	147.3
11. Average Overall SCH per FTE			118.4	99.8	93.5	98.8	122.3		103.9	102.7	106.6

**SECTION II: ACADEMIC PROGRAM DATA**  
**Discipline: EDUCATIONAL PSYCHOLOGY**

**Part A: Majors in the Discipline**

	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	5 Year	5 Year	5 Year
	2003	2004	2005	2006	2007	2008	2009	2009	Average	Average	Average
									Fall	Fall	Fall
									2003 -	2004 -	2005 -
									2007	2008	2009
3. Masters	27.0	32.0	25.0	21.0	27.0	22.0	28.0		26.4	25.4	24.6
4. 1st Prof/ Specialist . Certif.											

**Part C: Degrees Conferred**

	FY	FY	FY	FY	FY	FY	FY	FY	5 Year	5 Year	5 Year
	2004	2005	2006	2007	2008	2009	2010	2010	Average	Average	Average
									FY	FY	FY
									2004 -	2005 -	2006 -
									2008	2009	2010
3. Masters	9.0	10.0	7.0	6.0	9.0	1.0	8.0		8.2	6.6	6.2
4. First Prof/Specialist/Certificate											
Note(s): All degrees conferred include multiple majors											



## Summary

### *Educational Psychology Summary*

The Educational Psychology program is vibrant with a steady enrollment on average. Our challenges remain student diversity and avoiding a decline in student enrollment due to the fiscal difficulties our state and nation are experiencing.

Although many students continue in School Psychology, the Educational Psychology program is recruiting students from a wider background who can use the Educational Psychology degree to become educational consultants, program evaluators, educational software developers, or enter a PhD program in a related field. The goal is to make a master's degree in Educational Psychology appropriate for a larger and more diverse student body.

Educational Psychology is forging other new frontiers by collaborating across colleges and departments. A new Certificate for Teaching Engineering has been approved. The Educational Psychology program and the department of Curriculum and Instruction are collaborating with the College of Engineering to provide four courses and an internship to Engineering graduate students who plan to teach on the university level. This promising new path will enhance student recruitment, improve collaboration across departments and colleges, and make our students more marketable in their future careers.

Educational Psychology will continue to use cutting edge technology to provide course offerings that are more convenient and economical to students. Using the software, such as Panopto, the program will be able to deliver online classes either fully or in hybrid form when this delivery form is instructionally appropriate. This additional course delivery form will encourage student recruitment and retention by saving students travel time, adding flexibility to their personal schedules, and economizing instructional material that can be digitally.

## Appendix A



### WICHITA STATE UNIVERSITY

### COLLEGE OF EDUCATION

#### Role and Mission

Wichita State University is a regional university serving the state of Kansas and primarily a seven-county area that includes Wichita, the largest urban area in Kansas. WSU's role is that of an urban-serving research university. Through teaching, research, and public service, the university seeks in its mission "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."

#### University Scope

WSU's approximately 15,000 students enjoy a broad scope of academic opportunities including study in colleges of Education, Engineering, Fine Arts, Health Sciences, and Fairmount College of Liberal Arts and Sciences, as well as the Barton School of Business and Graduate School. The scope of the university also encompasses external funding of more than \$40 million university-wide each year, the discoveries made and contracts performed at the National Institute of Aviation Research, and the largest work-study cooperative education program in the state.

#### College Scope and Mission

Each year, the college recommends approximately 180 students for initial licensure among 240 students recommended for baccalaureate degrees. Approximately 140 master's degrees, four specialists and five doctorate of education degrees are awarded. There are 48 full-time faculty and approximately 100 lecturers, cooperating teachers, and university supervisors. The college offices are housed in one of the last buildings designed by the famed American architect, Frank Lloyd Wright. The College of Education is an integrated college that focuses on human development and emphasizes academic innovation in living and learning. There are five departments in the College of Education: Curriculum and Instruction; Counseling, Education and School Psychology; Educational Leadership; Human Performance Studies; and Sport Management. The college houses two centers: The Center for Research and Educational Services and The Center for Physical Activity and Aging, which includes a research laboratory and community activity program. The college also supports innovative programs in Engineering Education and bio-engineering research for aging populations. There are two identifying characteristics of the college—the hands-on, site-based learning that is present across each program in the college, and the strongly held belief of students and faculty in the "power of education to change the world. The Mission of the College of Education is 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."

#### Conceptual Framework

The Professional Education Unit's Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

#### Vision and Core Values

The vision of the Professional Unit Conceptual Framework is to prepare teachers and other school personnel who exemplify the core values of "Highly Competent, Collaborative, and Reflective Professionals" To fulfill this vision, the unit produces graduates who identify, understand and demonstrate the following six core values/guiding principles: 1) Professionalism and Reflection on the Vocation (PR); 2) Human Development and respect for Diversity (HDD); 3) the Connection of Teaching and Assessment (CTA); 4) Technology Integration (T); 5) Understanding of Content Knowledge, Pedagogical Content Knowledge and their alignment with Standards (CKS);

and 6) Collaboration with Stakeholders (C).

### Unit Vision Linked to Guiding Principles

The vision is directly connected to the guiding principles (core values): The Highly Competent Professional is reflected through explication of the guiding principles two through four: Human development and respect for diversity, the connection of teaching and assessment, technology integration, and understanding content knowledge, pedagogical content knowledge and their alignment with Standards. The vision of a collaborative professional is reflected in the guiding principle of collaboration with stakeholders. The vision of a reflective professional is shown in the guiding principle of professionalism and reflection on the vocation.

### The Unit Vision/Guiding Principles Graphic

The unit's philosophy for the preparation of education professionals and other school personnel is presented visually in a series of elliptical strands (values) that wrap around the vision. The entwined strands illustrate how the six guiding principles (values) working together create highly competent, collaborative, and reflective professionals. Together the unit vision and six guiding principles reflect a visual representation of commonly agreed upon ideas and commitments and provide direction for individual and corporate efforts. The intertwining of the strands, or guiding principles around the "core" vision, creates one powerful conceptual framework.

Unit Vision: The Development of Highly Competent, Collaborative, and Reflective Professionals

#### Guiding Principles:

Professionalism and Reflection on the Vocation

Human Development and Respect for Diversity

The Connection of Teaching and Assessment

Technology Integration

Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards

Collaboration with Stakeholders



#### Guiding Principles Defined

The Professional Education Unit at Wichita State University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to internalization of the core values of highly competent, collaborative and reflective professionals thus fulfilling the unit's vision. The Guiding Principles include proficiencies and dispositions.

- (1) Professionalism and reflection on the vocation (PR):** The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice\* Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.
- (2) Human development and respect for diversity (HDD):** Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to "fairness" in all aspects

of their work and the expectation that all students/clients can learn\* Candidates consider family, community, and school in advocating for students and clients\* and have knowledge of relevant historical, philosophical, social and cultural factors.

- (3) **The connection of teaching and assessment (CTA):** Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners\*
- (4) **Technology integration (T):** Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice.\*
- (5) **Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS):** Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice\*
- (6) **Collaboration with stakeholders (C):** Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices. Candidates value working cooperatively with colleagues and others to advance best interest of students and clients.\*

\*Underlined portions designate dispositions

## Appendix B

### Program Checksheet

*Wichita State University*

### MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY

32-Hour Thesis Program

#### APPLICATION MATERIALS

The following materials must be submitted to the Graduate School when applying for admission to the master's in educational psychology program.

- \* Undergraduate GPA for the last 60 hours
- \* GRE verbal and quantitative scores
- \* GRE writing assessment score

Once the Graduate School forwards the application to the Department, it will request:

- \* Names, addresses, and phone numbers of three persons to provide references
- \* A statement of professional goals and research interests
- \* A résumé

Upon receipt of this information the Educational Psychology Master's Degree Student Screening Committee will make recommendations concerning acceptance/rejection for the master's degree program.

#### DEGREE REQUIREMENTS

- \* 32 semester hours.
- \* Master's thesis required with oral defense of thesis.
- \* Students must successfully complete CESP 701, CESP 704, CESP 728 and CESP 820. Students are strongly encouraged to take these courses early in the program.
- \* Following completion of these four courses, students interested in the thesis option must apply for admission and meet the following criteria: (a) recommendation of the program faculty; (b) a 3.25 GPA for the 12 hours of courses; and (c) successful performance on a technical writing assessment.
- \* Student must file a plan of study with the Graduate School after the first 12 hours of enrollment.

#### PROGRAM REQUIREMENTS

##### Core Courses (18 hours)

CESP 701(3):	Introduction to Educational Research
CESP 704(3):	Introduction to Educational Statistics
CESP 728(3):	Theories of Human Development <sup>2</sup>
CESP 820(3):	Learning Theory and Instruction
CESP 823(3):	Experimental Design in Educational Research
CESP 831(3):	Social Psychology of Education

### Thesis Hours (5 hours)<sup>1</sup>

CESP 860(1):	Seminar in Research Problems
CESP 875(2):	Master's Thesis
CESP 876(2):	Master's Thesis

### Elective Courses in the Major (9 hours)

CESP 707(1):	Child Abuse and Neglect
CESP 803(3):	Counseling Theory
CESP 804(3):	Principles and Philosophy of Counseling
CESP 808(3):	School Psychology Professional Issues <sup>2</sup>
CESP 811 (3):	Educational Measurement and Evaluation <sup>2</sup>
CESP 822(3):	Assessment in Counseling <sup>2</sup>
CESP 834(3):	Biological Principles and Psychological Functioning <sup>2</sup>
CESP 835(3):	Psychopathology and the DSM-IV
CESP 837(2):	Family Issues in Counseling
CESP 840(3):	Psychology of Exceptional Children <sup>3</sup>
PSY 902(4):	Advanced Research Methods I
PSY 903(4):	Advanced Research Methods II
PSY 905(3):	Cognitive/Learning Foundations of Behavior
PSY 906(3):	Personality and Individual Differences
PSY 907(3):	Social and Developmental Foundations of Behavior
PSY 964(3):	Development of Abnormal Behavior
CI 711(3):	Multicultural Education
CI 717(3):	The Ethnography of Schooling
CI 723(3):	Analysis and Management of Behavior

<sup>1</sup> Thesis courses are to be taken in the following order: CESP 860 (1), CESP 875 (2), CESP 876 (2). In the two semesters immediately following enrollment in CESP 860, students enroll in the subsequent courses in sequence (CESP 875 followed by CESP 876) until all three courses have been taken. If the thesis is still incomplete, each semester (excluding summer IF the student is NOT requiring time of the thesis advisor) the student enrolls in CESP 876 for two credit hours until the thesis is complete. Students carry an incomplete in CESP 860 until they pass the preliminary hearing over the proposal. A grade is issued in CESP 860 once students pass the proposal hearing. Students are given incompletes in CESP 875 and all enrollments in CESP 876 until they pass the final hearing and submit their thesis bindery receipts to the Graduate School.

<sup>2</sup> One of these courses (CESP 811 or CESP 822) should be selected by students planning to apply to the Specialist in School Psychology.

<sup>3</sup> Students who are completing the M.Ed. in Educational Psychology in preparation for entering in Ed.S. in School Psychology program must complete CESP 840 as a prerequisite. Equivalent graduate coursework may be substituted for the CESP 840 requirement.



*Wichita State University*  
COLLEGE OF EDUCATION

**KANSAS BOARD OF REGENTS PROGRAM REVIEW  
AY 2010-2011**

**Department of Counseling, Educational  
and School Psychology**

**Discipline:  
School Psychology (CIP Code: 421701)**

**Degrees Granted:  
Ed.S.**

**Contact Person:**

**Dr. Marlene Schommer-Aikins, Department Chair  
316-978-5773  
Marlene.schommer-aikins@wichita.edu**

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## **Preface: Recent Accreditations Renewed**

The School Psychology program offers an Educational Specialist (EdS) degree which prepares the student for a career as a school psychologist, to be licensed by the Kansas State Department of Education (KSDE), and to be credentialed as a Nationally Certified School Psychologist (NCSP). The program was recently reviewed by KSDE and by the National Council for Accreditation for Teacher Education (NCATE). The program received full approval from both agencies in July 2009 and June 2010, respectively. Some data reported in this document come from these accreditation reports. The School Psychology program is also fully accredited by the National Association of School Psychologists (NASP). The program has maintained its stability in enrollment in graduates over the past five years.

The School Psychology program is part of the Department of Counseling, Educational and School Psychology (CESP). The three programs work synergistically to provide students with breadth of understanding in the field of psychology that relates to teaching and learning. This synergy also allows the department to function more efficiently with students from all three programs having three or more core courses in common and faculty being able to teach a minimum number of courses across programs.

The School Psychology Program remains attuned to community and professional trends and needs. With the demands for accountability via test scores, the teacher candidates in the College of Education need the expertise of faculty who are specialists in evaluation and assessment. Additionally, both federal and state laws mandate that schools employ school psychologists to assess and diagnose students with exceptionalities. Every school in Kansas—including private and faith-based schools—must provide its students with psychological services. The WSU School Psychology program has trained over half of the current school psychologists employed by the Wichita Public Schools USD 259, as well as many of those working for other school districts and special education cooperatives in south central Kansas. Although most school psychologists work in public schools, they also are employed by universities, mental health centers, community based day treatment or residential clinics and hospitals, juvenile justice centers, and private practice.

Currently, the faculty are examining avenues for preparing graduate students, school psychologists, and other educators to meet the needs of children for whom English is a second language, and ways to prepare them to implement the new service delivery model labeled response-to-intervention that is part of the latest federal and state revisions of laws related to the education of children at risk for not succeeding in the classroom.

## **1. Program Relationship to Mission and Role of the College of Education and the University**

Due to its special expertise in learning, evaluation, and mental health, the School Psychology program plays a critical role in preparing candidates for degrees in the College of Education—including teachers, administrators, counselors, educational psychologists, and school psychologists.

Persons training at Wichita State University to become school psychologists complete the Educational Psychology MEd Program followed by the School Psychology EdS Program. The curriculum begins with the theoretical bases of the profession at the masters level and becomes more applied with clinical and field experiences at the specialist level. Students who have completed a different masters degree in a closely related academic area may enter at the specialist level. The School Psychology Program is approved by KSDE to recommend graduates for the Kansas School Specialist: School Psychologist License, as well as approved by NASP to provide the training requirements for the Nationally Certified School Psychologist (NCSP) credential.

### **Relationship of the program to the unit's conceptual framework**

The program is related to the unit vision for preparing school personnel who are competent, collaborative, reflective education professionals. This vision includes six guiding principles, which are fundamental to the School Psychology program and the preparation of future school psychology candidates. The principles are as follows: (1) Professionalism and Reflection (PR), (2) Human Development and Diversity (HDD), (3) Connection of Teaching Experiences and Assessment (CTA), (4) Technology (T), (5) Content: Knowledge, Pedagogical Knowledge, and Alignment With Standards (CKS), and (6) Collaboration (C). See Appendix A for the complete COE Conceptual Framework.

Moreover, the School Psychology program is directly linked to the mission of the College of Education at WSU which is to prepare educators 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.

The program and the college, then, are directly related to the mission of the university which is teaching, scholarship, and public service. The University seeks 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 (statement available on the University Website).

## **2. Program Quality as Assessed by Qualifications of Faculty, Productivity, and Strengths**

The School Psychology program currently consists of 2.0 FTE faculty, both of whom hold doctorates in their field: Dr. Nancy McKellar and Dr. Susan Unruh. Dr. Unruh was hired fulltime as an assistant professor in August of 2010. Between August of 2003 and May of 2007, Dr. Abiola Dipeolu

was working fulltime as an assistant professor. (During the 2007-08, 2008-09, and 2009-10 academic years, the second fulltime faculty position was not funded.) All School Psychology faculty have doctoral degrees and maintain full graduate faculty status. (School Psychology training at WSU requires completion of the MEd in Educational Psychology, or a closely related field, followed by the EdS in School Psychology. Therefore, please refer to the current KBOR report for the Educational Psychology Program for information about faculty who support the School Psychology training by providing the MEd in Educational Psychology.)

### **Faculty Productivity**

The School Psychology program faculty remain productive in scholarly activity, effective in their teaching, and engaged in service activities despite the challenge of limited resources. Scholarly activities include publishing in peer-reviewed journals, authoring chapters in professional books, presenting at peer-reviewed conferences, generating technical reports, and serving on professional and editorial boards.

Dr. Nancy McKellar's scholarly activities have focused on the needs of children at risk or with disabilities, including youngsters in foster care, with autism, or whose parents abuse drugs. She has authored articles and chapters on these topics in professional books and other publications, including *Children's Needs III; Helping Children at Home and School III*; and the *NASP Communiqué*. She presents papers and posters regularly at the conventions of the National Association of School Psychologists and the Kansas Association of School Psychologists.

Dr. Unruh has an established research agenda in the areas of test adaptation, test anxiety in Hispanics, and bilingual education issues. Since 2008 she has published in the *Hispanic Journal of Behavioral Sciences* and has presented posters at two American Psychological Association (APA) national conferences and one regional APA conference. Since 2007 she published an entry in the *Handbook of Psychological Assessment of Children and Adolescents*, she has a chapter in press in the *Encyclopedia of Psychological and Educational Testing: Clinical and Psychoeducational Applications*, and entries in press in the *Encyclopedia of Special Education Third Edition*.

Dr. Dipeolu presented at the National Association of School Psychologists (NASP) annual conventions twice during her association with the School Psychology program at WSU. Since 2006, she has published articles in the *Journal of College Student Psychotherapy*, the *California Association of Career Development Journal*, and the *Canadian Journal of Career Development*.

### **Strengths of the Faculty**

Dr. McKellar teaches many of the most advanced courses (800 level and 900 level) in the School Psychology Program, including those on diagnostic testing, personality assessment, psychopathology, school-based interventions, and consultation. She has served as Graduate Coordinator for the School Psychology Program since 1989. During the three years when the second faculty position was not filled,

Dr. McKellar completed all advisement, program evaluation, and program maintenance tasks for the School Psychology Program. It should be noted that Dr. McKellar also continued to direct the program during her sabbatical during the 2007-2008 Fall Semester. Dr. McKellar teaches many of the most advanced courses (800 level and 900 level) in the School Psychology Program, including those on diagnostic testing, personality assessment, psychopathology, school-based interventions, and consultation. She has served as Graduate Coordinator for the School Psychology Program since 1989. During the three years when the second faculty position was not filled, Dr. McKellar completed all advisement, program evaluation, and program maintenance tasks for the School Psychology Program. It should be noted that Dr. McKellar also continued to direct the program during her sabbatical during the 2007-2008 Fall Semester.

Dr. Unruh received her Ph.D. in School Psychology at the University of Kansas in 2007 with a specialty in Bilingual Education and Assessment. She has worked for almost two decades as a school psychologist in the Wichita Public Schools and, as such, has a wealth of experience and knowledge about the current trends, demands, and needs in public education. She also has a wide network of contacts with the Hispanic community and the educational communities in Wichita and at the University of Kansas. Dr. Unruh has professional experiences that include working with preschoolers through high schoolers; she has skills in providing psychological services to students with every exceptionality, including the severely multiply disabled. Dr. Unruh's specialty is bilingual education and assessment. She continues to be consulted by teachers, psychologists, and administrators in USD 259 due to her expertise in the English as a Second Language (ESL) field. Dr. Unruh has served as adjunct faculty at both WSU and the University of Kansas. Her students and colleagues appreciate her wealth of experience in the schools, knowledge of issues within the Hispanic and bilingual communities, and her strong advocacy for her students.

### **3. Program Quality as Assessed by Curriculum and Effect of Curriculum on Students**

#### **Curriculum Description**

The School Psychology Program maintains rigorous entry requirements. Students who have completed a master's degree in educational psychology, counseling, or a directly related area may apply for admission to the EdS degree program in school psychology. To be considered for admission, students must meet graduate school application requirements, and provide (1) graduate degree transcripts; (2) undergraduate grade point average (GPA) for the last 60 hours; (3) GRE Verbal and Quantitative scores; (4) GRE Writing Assessment score (unless applicant completed a master's thesis); (5) the names, addresses, and phone numbers of three persons to provide references; (6) a statement of professional goals; (7) a resume; and (8) a statement of research interests. The GRE and undergraduate GPA are evaluated using the following index:

**GPA + (GRE Verbal + GRE Quantitative)/400**

Ordinarily, applicant’s scores on this index will equal or exceed 5.5. The GPA and GRE index of 5.5 could be achieved by a student who attained combined verbal and quantitative scores on the GRE of 1,000 and B average (3.0) over the last 60 credit hours of undergraduate course work. The GRE Writing score will equal or exceed 3.5.

Following admission to the EdS program, each student meets with a faculty advisor to determine whether prerequisite requirements have been met or how remaining prerequisites can best be met. All students must complete the introductory professional issues course at WSU, and all students must have either completed a thesis as part of their master’s program or prepare a thesis equivalent as part of the EdS program. A thesis equivalent differs from a thesis only in procedures for enrollment and in form of recognition. Faculty apply all thesis criteria for advisement, proposal review, human subjects review, and final oral examination. A program checklist is provided to students, indicating the required courses. (See Appendix B.)

**Effect of Curriculum on Students**

*Recent data of students meeting program standards*

The School Psychology program has 12 standards that are approved by NASP, KSDE, and NCATE. Each standard was evaluated with multiple assessments. A post-graduation internship must be successfully completed in order to receive the professional school license. As can be seen in the Table below, the School Psychology candidates are highly successful.

Table 1

*Pass Rates for 2007-2009 Candidates on Assessments of School Psychology Program Standards*

Kansas State Department of Education Standards for School Psychologists	Assessments	Pass Rates		
		2007	2008	2009
1 The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.	# 2 - Comprehensive Exam: Standard 1 Ques. # 7 - Knowledge Exam: Standard 1 Questions # 3 - Practicum Field Experiences Evaluation: Performance Indicators for	100%	100%	100%

	Standard 1			
2 The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.	# 6 - Intervention Project # 8 - Consultation Project # 2 - Comprehensive Exam: Standard 2 Ques.	100%	100%	93%
3 The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.	# 2 - Comprehensive Exam: Standard 3 Ques. # 7 - Knowledge Exam: Standard 3 Questions # 3 - Practicum Field Experiences Evaluation: Performance Indicators for Standard 3	100%	100%	100%
4 The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.	# 2 - Comprehensive Exam: Standard 4 Ques. # 7 - Knowledge Exam: Standard 4 Questions # 3 - Practicum Field Experiences Evaluation: Performance Indicators for Standard 4	100%	100%	100%
5 The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.	# 2 - Comprehensive Exam: Standard 5 Ques. # 7 - Knowledge Exam: Standard 5 Questions # 3 - Practicum Field Experiences Evaluation: Performance Indicators for Standard 5	100%	100%	100%
6 The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	# 2 - Comprehensive Exam: Standard 6 Ques. # 7 - Knowledge Exam: Standard 6 Questions # 3 - Practicum Field Experiences Evaluation: Performance Indicators for Standard 6	66%	100%	100%
7 The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.	# 2 - Comprehensive Exam: Standard 7 Ques. # 7 - Knowledge Exam: Standard 7 Questions # 3 - Practicum Field Experiences Evaluation: Performance Indicators for Standard 7	100%	100%	100%

8 The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	# 2 - Comprehensive Exam: Standard 8 Ques. # 7 - Knowledge Exam: Standard 8 Questions # 3 - Practicum Field Experiences Evaluation: Performance Indicators for Standard 8	100%	100%	100%
9 The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	# 9 - Thesis or Thesis Equivalent # 7 - Knowledge Exam: Standard 9 Questions # 3 - Practicum Field Experiences Evaluation: Performance Indicators for Standard 9	88%	100%	100%
10 The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.	#11 - Evaluation of Psychoeducational Comprehensive Evaluations # 2 - Comprehensive Exam: Standard 10 Q. # 7 - Knowledge Exam: Standard 10 Ques. # 3 - Practicum Field Experiences Evaluation: Performance Indicators for Standard 10	91%	100%	100%
11 The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.	# 2 - Comprehensive Exam: Standard 11 Q. # 7 - Knowledge Exam: Standard 11 Ques. # 3 - Practicum Field Experiences Evaluation: Performance Indicators for Standard 11	83%	100%	100%
12. The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license.	# 5 - Internship Field Experiences Evaluation # 4 - Culminating Case Study Rubric # 10 - Internship Hours Log	96%	100%	100%

**Survey Results Assessing Long Term Effectiveness of the Program from Recent Graduates**

KBOR 2020 Vision of persistence and completion rates is evident in the results of the annual follow-up survey of graduates of the School Psychology program. Follow-up survey results for 2008-2010 are reported in Table 2. As can be seen in Table 2, at the completion of the program students are prepared assume the professional responsibilities of school psychologists.

Table 2

Distribution of Ratings, Means, and Standard Deviation of Items Completed by Candidates in 2008-2010 (N=7)

Items	Summary Statistics						Mean <sup>a</sup>	SD
	5	4	3	2	1	0		
The WSU School Psychology Program:								
1. Prepared me to use assessment models and methods as part of the systematic process to collect information, translate assessment results into empirically.	7						5	0
2. Prepared me to use consultation models, methods, and applications to collaborate and consult effectively with others in planning and decision-making process.	7						5	0
3. Prepared me to participate in the development of appropriate cognitive and academic goals for students, and the implementation and evaluation of effective interventions to achieve these goals	3	4					4.6	.54
4. Prepared me to participate in the development of appropriate behavioral, affective, adaptive, and social goals for students, and the implementation and evaluation of effective interventions to achieve these goals	3	4					4.6	.54
5. <sup>b</sup> Failed to prepare me to demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based individual characteristics, strengths, and needs				2	5		1.3	.49
6. Prepared me to have knowledge of general education, and other educational and related services; understand schools and other settings as systems; and work with others to provide safe, supportive, and effective learning environments	4	2	1				4.4	.79
7. Prepared me to provide or contribute to prevention and intervention programs that promote the mental and physical well being of students	4	3					4.6	.54
8. Prepared me to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	4	3					4.6	.54
9. Prepared me to evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services	4	3					4.6	.54
10. Prepared me to understand the profession's history, foundations, standards, models and methods, and public policy development; to act in accordance with appropriate legal, ethical, and professional standards; to be involved in the profession; and to engage	6	1					4.9	.38
11. <sup>b</sup> Failed to prepare me to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services			1	2	4		1.6	.79

<sup>a</sup>Graduates responded on a six-point scale (1 = strongly disagree; 5 = strongly agree; 0 = cannot judge).

<sup>b</sup>Item is reversed so that a low mean is the desirable outcome.

*Survey Results Assessing Quality of Advisement*



CESP conducts its student advisement survey during the fall semester. In Fall 2009, there were 35 students who responded to the survey; three of the respondents identified themselves as school psychology students. Candidates are asked to reflect on three areas as to whether the candidates (a) found the advisement received was *helpful*, (b) felt faculty members provided them with *respectful treatment*, and (c) found their overall advisement *adequate or better*. The responses of school psychology students in the CESP annual survey completed in fall 2009 to determine candidate satisfaction with the advising they receive is summarized in Table 3. These data suggest that all faculty are treating students with respect and providing helpful advisement.

Table 3

Mean and Standard Deviations of Advisement Ratings by Candidates Surveyed in Fall 2009

Advisement Survey Category	N	Mean <sup>1</sup>	Standard Deviation
Helpfulness of Advising Received	3	3.27	1.10
Respectful Treatment by Advisor	3	4.00	.00
Adequacy of Advising Received	3	2.56	1.35

<sup>1</sup>Items were rated on a 1-4 strongly disagree to strongly agree scale.

### *Program Changes Made in Response to the Data*

The School Psychology Program Annual Review provides data to guide the program to change in response to data on a regular basis. The School Psychology Program engages in five-year reviews as part of the COE Assessment System. Additionally, the program documents its use of data to make program changes in accreditation reviews, including those by KSDE and NCATE.

*Program Changes on an Annual Basis.* The School Psychology program reviews program and candidate data annually. When deemed appropriate, changes are made in response to the data. An example of this comes from the 2007 Annual Report. The following are quotations from the Summary of Changes in School Psychology's 2007 Annual Report.

#### Quotation 1:

*Observation:* A candidate did not have enough indicators associated with Standards 6 and 9 on the Practicum Field Experiences Evaluation rated at 3, 4, or 5, to pass this assessment.

*Relevant Core Question:* 1.a. and 11

*Cause/background:* This was due to a lack of opportunity at her practicum site, rather than any inadequate performance on her part.

*Change:* The need for her to have relevant experiences was discussed with her and her field supervisor so that she would not encounter this problem on her Internship.

#### Quotation 2:

*Observation:* There was no full-time school psychology faculty member during Fall

2007. Consequently, no meeting of the Advisory Council was held in 2007.

Relevant Core Question: 7 and 13

Cause/background: The School Psychology was severely understaffed in Fall 2007: Dr. Dipeolu resigned her position in May 2007 and Dr. McKellar was on sabbatical, but agreed to work one day a week to maintain the program.

As can be seen from the first quotation above, the program faculty are responsive to student needs. Student situations that arise are examined from multiple perspectives. Solutions can then be generated that can be resolved from changes related to the curriculum, the student, or field experiences.

The second quotation indicates a challenge experienced throughout the nation. The School Psychology program made a hire in Fall 2010 of a highly qualified School Psychology assistant professor. Dr. Susan Unruh has a Ph.D. in School Psychology. She has been a practicing school psychologist for 18 years. She has experience teaching school psychology courses at the graduate level both at WSU and the University of Kansas.

*Program Changes on Renewal of Accreditation.* The School Psychology program also carefully self-reflects at a macro level during times of re-accreditation. Recently the School Psychology program was reviewed by KSDE. Below is a quotation from the official KSDE report. This section of the KSDE report reflects the program/student vigilance and changes that are ongoing.

*Our overall evaluation is that the School Psychology Program at WSU is doing a very capable job of training field-based school psychologists. This conclusion is based on the achievements of our graduates. All candidates who took the PRAXIS II Exam (Assessment #1) in the three years from Fall 2005 through Summer 2008 (n = 13) scored at 660 or higher. Kansas uses a criterion of 610 for qualifying for the conditional school license as a School Psychologist. Our national profession organization, the National Association of School Psychologists, set the passing score on the PRAXIS II even higher, at 660, for candidates seeking to become Nationally Certified School Psychologists. All candidates achieved scores at or above that required for state and national endorsements. To our knowledge all graduates of the WSU School Psychology Program in the last 10 years who want to be employed in the schools as school psychologists are in such positions. We continue to make minor adjustments as the need for them becomes apparent. For example, we are stressing more to school districts and special education cooperatives the need to give candidates in practicum and internship the opportunities to engage in a broad range of activities. (See interpretation of data for Assessment #3.) In another situation, we offered additional mentoring to the candidate who received an Unacceptable on Assessment #4 BEFORE this assessment was completed because the candidate expressed concerns about this assessment, but the candidate declined our offer.*

In summary, the School Psychology Program maintains high quality as evidenced by the recent KSDE and NCATE reviews of the curriculum and the program assessments. The assessment information above documents the high level at which students are meeting the NCATE/KSDE standards. The

program quality is maintained through responding to the data in the assessments when the changes are indicated. Candidates within the program report that they have been treated with respect and provided helpful advisement. The survey results show that recent graduates find that the program has provided the necessary knowledge and skills for their careers as school psychologists.

#### **4. Student Need and Employer Demand**

The program meets student needs and is responsive to employer demands. The School Psychology program is in line with the Kansas Board of Regent (KBOR) 2020 Vision to ensure graduates of the program have foundational skills for work and life. There is a high demand for school psychologists, locally, regionally, and nationally.

In 2006, the US Department of Labor predicted that employment of psychologists was expected to grow faster than average for all occupations through 2014 due to increased demand for psychologists in schools, hospitals, social service agencies, mental health centers, substance abuse treatment clinics, consulting firms, and private agencies. The Bureau of Labor Statistics' *2010-2011 Occupational Handbook* states: "Job prospects should be the best for people who have a doctoral degree from a leading university in an applied specialty, such as counseling or health, and those with a specialist or doctoral degree in school psychology" (Occupational Outlook Handbook, 2010-2011).

One important reason that people with a specialist degree in school psychology will be in high demand is that federal and state laws mandate that all schools provide school psychology services. School psychologists are highly knowledgeable about special education law; they are sometimes tapped to step into administrative positions (which require them to obtain administrative degrees). Additionally, in 2004 it was predicted that 4 out of 10 current school psychologists would retire between 2003 and 2010, more than half by 2015, and 2 out of 3 by 2020" (Curtis, Grier, & Hunley, 2004).

As well, people are becoming increasingly aware of how students' mental health and behaviors have an impact on their academic achievement. The public perceives a need for the services that school psychologists provide, such as learning and behavioral assessments, as well as consultation and collaboration with teachers, staff, and parents to solve problems or to prevent them from occurring. School psychologists also work directly with students by counseling or providing other interventions that address issues such as bullying, drug abuse, family issues, and other personal crises that affect their learning. School psychologists are also trained to evaluate the effectiveness of academic and behavioral programs and interventions at a systems-wide level. According to projections data from the National Employment Matrix, employment of school psychologists is expected to increase by 11 percent (16,800 additional jobs) over the 2008-2018 decade.

In addition to the job prospects at the national level, there are also promising job prospects for school psychologists at the state and local level. The Wichita Public School district typically relies

heavily on the WSU School Psychology program to furnish the psychologists employed by the district. Currently, over half of the school psychologists in the Wichita Public Schools were trained at WSU (32 of 63 school psychologists; 51%). Additionally, three WSU school psychologists are in administrative positions in USD 259. WSU School Psychology graduates are also working in area school districts and special education cooperatives: for example, four in the Derby Public Schools; three in the Haysville Public Schools; two with the Butler County Special Education Cooperative; and two with the McPherson County Special Education Cooperative. As the USD 259 school district, as well as area districts and cooperatives continue to grow, the need for school psychologists locally will also continue to grow.

In summary, due to Federal and state mandates, there will continue to be a demand for school psychologists locally and statewide. A substantial portion of this demand has been filled by psychologists who have been trained in WSU's School Psychology program. The Wichita community and a wide swath of neighboring school districts and special education cooperatives depend upon this program to provide them with highly qualified candidates for these positions.

## **5. Services the Program Provides to the Discipline, the University, and Beyond**

In order to receive federal and state funds for education, school districts bear a high level of accountability in terms of student achievement. The Federal Elementary and Secondary Education Act demands that schools make adequate yearly progress or face what can be dire consequences such as “zero-based staffing,” wherein all school personnel—including administrators—lose their positions at that school and must apply and be interviewed in order to stay. Teachers, counselors, psychologists, and administrators must all have state-of-the art instruction in linking curriculum, instruction, and assessments to the Kansas State Standards and Assessments. Teacher candidates, especially, will be expected to know the relevant Standards for their grade level, to emphasize the pertinent material through curricula and instruction, and to apply appropriate interventions to individual students and/or groups of students as they prepare for the State Assessments. School psychologists are the experts in assessing achievement. The School Psychology program plays a critical role in training future educational professionals in how to design, administer, interpret and evaluate assessment results. Both Dr. McKellar and Dr. Unruh—who have the highest level of degrees in their field—are active in teaching measurement and evaluation skills at the pre- and post-Baccalaureate levels within the College of Education.

Drs. McKellar and Unruh also teach various classes that draw a variety of students who are seeking degrees in education, psychology, counseling and school psychology and throughout the University. For example, “Psychopathology and the Diagnostic and Statistical Manual-IV (DSM-IV)” is a required course in some programs; it is also attractive to school and mental health professionals who need continuing education credit and want to be able to understand and use the nomenclature of the American Psychiatric Association (APA) in diagnosing mental disorders. The “Psychology of

KBOR for School Psychology 2010

Exceptional Children” course is required for counseling, educational psychology, and school psychology students; it is also taken by students who are refreshing their teaching credentials after having been out of the field for some time and by students who need an elective in the field.

Dr. McKellar serves as a psychological consultant for Kansas Department of Health Regional Special Child Clinics each year. She has served on the Head Start Health Advisory Committee since 1994. Recently, she assisted the Wichita Police Department for the fourth time as a community member of their Mental Health Provider Selection Committee. Dr. McKellar conducted the multi-year evaluation of gender equity in clergy compensation for the Kansas West Conference of the United Methodist Church. Dr. McKellar is a trained reviewer of portfolio applications for the Nationally Certified School Psychologist credential, and as such reviews two to four applications each year. She also reviews programs (of school psychology programs at other institutions) for the Kansas State Department of Education. Her service to the college includes membership on the Advanced Program Committee and the Unit Assessment Committee. She has been the Graduate Coordinator for the School Psychology Program since 1989, and the chair of the School Psychology Advisory Committee since 2001. As chairperson of the School Psychology Program Committee for both the KSDE and NCATE Reviews, she compiled program data and prepared numerous documents. Dr. McKellar regularly chairs theses and serves on dissertation committees.

Dr. Unruh was presented with the *Student Reviewer of the Year Award* by the Editors of the *School Psychology Quarterly* and the Division of School Psychology of the American Psychological Association for excellence as a reviewer of manuscripts submitted for publication in 2006. She has served as a member of the Wichita State University (WSU) School Psychology Advisory Council since 2004. Between 2006 and 2010 she was the Wichita Public Schools High School Psychologist Quadrant Leader and from 2007 to 2008 she was a member of a special Task Force to research and recommend interventions and programs for students with chronic behavioral problems for the Wichita Public Schools. She continues to be consulted by administrators and psychologists in the Wichita Public Schools because of her expertise in bilingual education and assessment.

Dr. Dipeolu has been an ad hoc reviewer for the *Journal of Career Development* since 2006 and for the *Career Development Quarterly* since 2008; she is currently the Associate Editor of *Career Convergence*. She was an Advisory Board Member for the APA Presidential Taskforce on Diversity Education from 2006-2008.

In summary, the School Psychology program provides services in the community, discipline, and university and the faculty make a wide variety of contributions. These services include training future educational professionals in the most effective ways to link instruction and interventions to evaluation and assessment, psychological consultation, professional services to schools and community organizations,

portfolio reviewing, ad hoc journal reviewing, serving on professional committees, and serving on WSU Committees.

### 6. Program Cost Effectiveness

In this section, data from the WSU Institutional Research report are provided. Enrollments and graduation rates speak to the cost effectiveness of the program. As can be seen by these data, the costs of the program have declined while the number of student credit hours and faculty productivity have increased.

#### Enrollment and Completion Data

Enrollment and candidate progress remain acceptable for the School Psychology program. The majority of the students are non-traditional and as such often need more time to complete their degrees. Despite the many life-circumstance interruptions that naturally occur in our student population, the five-year averages of School Psychology program enrollment and degree conferment surpass minimum KBOR requirements for this higher degree of (5 majors and 2 degrees conferred).

### SECTION II: ACADEMIC PROGRAM DATA

#### Discipline: SCHOOL PSYCHOLOGY

**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										
4. 1st Prof./Specialist/Certif.	6.0	8.0	11.0	14.0	12.0	11.0	17.0	10.2	11.2	13.0
5. Doctoral										

**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										
4. First Prof./Specialist/Certificate	0.0	4.0	5.0	6.0	1.0	4.0	5.0	3.2	4.0	4.2
5. Doctorate										
6. Undergraduate Certificate										
7. Graduate Certificate										
Note(s): All degrees conferred include multiple majors										

## Summary

The demand for school psychologists is strong and expected to grow in the coming decade. Despite considerable challenges due to financial constraints in the last few years, the enrollment and graduate rates of the School Psychology Program have remained acceptable. Graduates of the program have unanimously attained high scores on the PRAXIS examination, the primary external criterion of school psychology training. Now that the second faculty position in the program has been filled, the program is appropriately staffed to provide the training required by KSDE, KBOR, NASP, and NCATE. Both full-time faculty have considerable experience in the field of school psychology and maintain excellence in their scholarly activities, teaching, and service to the university and the community.

## Synergy Across CESP Programs

The CESP department is particularly strong in its efficiency due to the collaboration among faculty and careful coordination of coursework. Educational Psychology faculty provide foundational courses for counseling and school psychology candidates. School psychology candidates take a sequence of counseling courses. Thus, the strength of the CESP department is that the faculty collaborate in ensuring coursework meets the KSDE and NCATE standards across programs and in tracking candidate progress.

The CESP department faces two challenges: the clinical nature of our graduate programs and state/national economic issues. A number of clinical courses in Counseling and School Psychology require intensive supervision. In order to provide quality instruction, limits are placed on class size in accordance with national standards. The economic downturn has minimized full time faculty. Although the department employs experienced and knowledgeable lecturers, the department needs colleagues with terminal degrees who can provide consistent content and clinical expertise as well as program continuity and increased research productivity.

The CESP department remains positive and forward thinking as it looks to the future. This forward thinking can be best expressed in two ideas: embracing KBOR 2020 vision and CESP vision of innovation.

First, with careful collaboration among faculty and coordination of coursework, the department provides foundational knowledge and skills for work and life. Sound advising enhances persistence and completion rates. Maintaining the high standards of NCATE, KSDE, and NASP ensures alignment of higher education with P -12. The CESP programs provide the local economy with Counselors, School Psychologists, and Educational Psychologists.

Second, the vision of innovation involves discovering new uses for foundational knowledge and skills of each program. The School Psychology program is exploring ways to expand course delivery options and meet the staff development needs of Kansas educators. The content of some courses could

appropriately be taught in a combination of traditional on campus class meetings and internet lectures (e.g., Panopto recordings on Blackboard). Hybrid course delivery would make it easier for students who live at greater distances from Wichita to complete the school psychology training; an added benefit to the larger community would be the sustainability of our natural resources through savings of fuel and paper . The School Psychology faculty is also exploring ways to use its expertise (e.g., English as a Second Language (ESL) learners and response-to-intervention (RTI)) to offer special topics courses for community educators and elective courses for current students in other COE programs.



## References

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## Appendix A



### WICHITA STATE UNIVERSITY

### COLLEGE OF EDUCATION

#### Role and Mission

Wichita State University is a regional university serving the state of Kansas and primarily a seven-county area that includes Wichita, the largest urban area in Kansas. WSU's role is that of an urban-serving research university. Through teaching, research, and public service, the university seeks in its mission “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.”

#### University Scope

WSU's approximately 15,000 students enjoy a broad scope of academic opportunities including study in colleges of Education, Engineering, Fine Arts, Health Sciences, and Fairmount College of Liberal Arts and Sciences, as well as the Barton School of Business and Graduate School. The scope of the university also encompasses external funding of more than \$40 million university-wide each year, the discoveries made and contracts performed at the National Institute of Aviation Research, and the largest work-study cooperative education program in the state.

#### College Scope and Mission

Each year, the college recommends approximately 180 students for initial licensure among 240 students recommended for baccalaureate degrees. Approximately 140 master's degrees, four specialists and five doctorate of education degrees are awarded. There are 48 full-time faculty and approximately 100 lecturers, cooperating teachers, and university supervisors. The college offices are housed in one of the last buildings designed by the famed American architect, Frank Lloyd Wright. The College of Education is an integrated college that focuses on human development and emphasizes academic innovation in living and learning. There are five departments in the College of Education: Curriculum and Instruction; Counseling, Education and School Psychology; Educational Leadership; Human Performance Studies; and Sport Management. The college houses two centers: The Center for Research and Educational Services and The Center for Physical Activity and Aging, which includes a research laboratory and community activity program. The college also supports innovative programs in Engineering Education and bio-engineering research for aging populations. There are two identifying characteristics of the college—the hands-on, site-based learning that is present across each program in the college, and the strongly held belief of students and faculty in the “power of education to change the world. The Mission of the College of Education is 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.”

#### Conceptual Framework

The Professional Education Unit's Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

#### Vision and Core Values

The vision of the Professional Unit Conceptual Framework is to prepare teachers and other school personnel who exemplify the core values of “Highly Competent, Collaborative, and Reflective Professionals.” To fulfill this vision, the unit produces graduates who identify, understand and demonstrate the following six core values/guiding principles: 1) Professionalism and Reflection on the Vocation (PR); 2) Human Development and respect for Diversity (HDD); 3) the Connection of Teaching and Assessment (CTA); 4) Technology Integration (T); 5) Understanding of Content Knowledge, Pedagogical Content Knowledge and their alignment with Standards (CKS); and 6) Collaboration with Stakeholders (C).

### Unit Vision Linked to Guiding Principles

The vision is directly connected to the guiding principles (core values): The Highly Competent Professional is reflected through explication of the guiding principles two through four: Human development and respect for diversity, the connection of teaching and assessment, technology integration, and understanding content knowledge, pedagogical content knowledge and their alignment with Standards. The vision of a collaborative professional is reflected in the guiding principle of collaboration with stakeholders. The vision of a reflective professional is shown in the guiding principle of professionalism and reflection on the vocation.

### The Unit Vision/Guiding Principles Graphic

The unit's philosophy for the preparation of education professionals and other school personnel is presented visually in a series of elliptical strands (values) that wrap around the vision. The entwined strands illustrate how the six guiding principles (values) working together create highly competent, collaborative, and reflective professionals. Together the unit vision and six guiding principles reflect a visual representation of commonly agreed upon ideas and commitments and provide direction for individual and corporate efforts. The intertwining of the strands, or guiding principles around the "core" vision, creates one powerful conceptual framework.

Unit Vision: The Development of Highly Competent, Collaborative, and Reflective Professionals

#### Guiding Principles:

Professionalism and Reflection on the Vocation

Human Development and Respect for Diversity

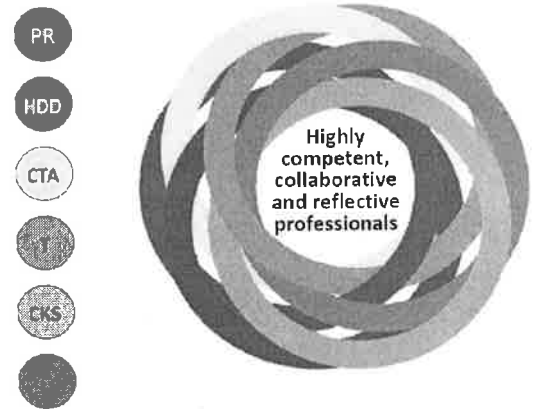
The Connection of Teaching and Assessment

Technology Integration

Understanding Content Knowledge and Pedagogical Content

Knowledge and their Alignment with Standards

Collaboration with Stakeholders



### Guiding Principles Defined

The Professional Education Unit at Wichita State University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to internalization of the core values of highly competent, collaborative and reflective professionals thus fulfilling the unit's vision. The Guiding Principles include proficiencies and dispositions.

- (1) **Professionalism and reflection on the vocation (PR):** The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice.\*

Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.

- (2) **Human development and respect for diversity (HDD):** Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to “fairness” in all aspects of their work and the expectation that all students/clients can learn.\* Candidates consider family, community, and school in advocating for students and clients\* and have knowledge of relevant historical, philosophical, social and cultural factors.
- (3) **The connection of teaching and assessment (CTA):** Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners.\*
- (4) **Technology integration (T):** Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice.\*
- (5) **Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS):** Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice.\*
- (6) **Collaboration with stakeholders (C):** Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices. Candidates value working cooperatively with colleagues and others to advance best interest of students and clients.\*

\*Underlined portions designate dispositions

## Appendix B

### Specialist in Education in School Psychology

The Department of Counseling, Educational and School Psychology offers the program leading to the Specialist in Education (EdS) in School Psychology. The number of admissions in this program is limited due to faculty and facility limitations.

#### Admission Requirements

Students who have completed a master's degree in educational psychology, counseling, or a directly related area may apply for admission to the EdS degree program in school psychology. To be considered for admission, students must meet graduate school application requirements, and provide (1) graduate degree transcripts; (2) undergraduate grade point average (GPA) for the last 60 hours; (3) GRE Verbal and Quantitative scores; (4) GRE Writing Assessment score (unless applicant completed a master's thesis); (5) the names, addresses, and phone numbers of three persons to provide references; (6) a statement of professional goals; (7) a resume, and (8) a statement of research interests. The GRE and undergraduate GPA are evaluated using the following index:

$$\text{GPA} + \frac{(\text{GRE Verbal} + \text{GRE Quantitative})}{400}$$

Ordinarily, applicant's scores on this index will equal or exceed 5.5. The GPA and GRE index of 5.5 could be achieved by a student who attained combined Verbal and Quantitative scores on the GRE of 1,000 and *B* average (3.0) over the last 60 credit hours of undergraduate course work. The GRE Writing score will equal or exceed 3.5.

Following admission to the EdS program, each student will meet with a faculty advisor to determine whether prerequisite requirements have been met or how remaining prerequisites can best be met. All students must complete the introductory professional issues course at WSU, and all students must have either completed a thesis as part of their master's program or prepare a thesis equivalent as part of the EdS program. A thesis equivalent differs from a thesis only in procedures for enrollment and in form of recognition. Faculty will apply all thesis criteria for advisement, proposal review, human subjects review, and final oral examination.

#### Application Deadlines

Applicants for admission to the EdS in school psychology are reviewed when they become complete throughout the year. Candidates who apply are considered in the order in which their applications are completed until all openings are filled.

#### Degree Requirements

The EdS in school psychology requires 39 credit hours of course work plus a comprehensive examination to be completed during the semester prior to the school psychology practicum. The prerequisite of CESP 840 should be met.

#### Required Courses

Students preparing to become school psychologists must have the following courses (or their approved equivalents) at the master's level:

- CESP 701, Introduction to Educational Research
- CESP 704, Introduction to Educational Statistics
- CESP 728, Theories of Human Development
- CESP 808, School Psychology Professional Issues
- CESP 831, Social Psychology of Education
- CESP 820, Learning Theory and Instruction
- CESP 823, Experimental Design in Educational Research
- CESP 834, Biological Principles and Psychological Functioning
- CESP 860, Seminar in Research Problems
- CESP 875 and 876, Master's Thesis

Choose one:

CESP 811, Educational Measurement and Evaluation  
CESP 822, Assessment in Counseling

**Courses for EdS degree**

CESP 803, Counseling Theory  
CESP 824, Techniques of Counseling  
CESP 835, Psychopathology and DSM-IV  
CESP 853, Law, Ethics and Multicultural Issues for School Psychologists  
CESP 855, Individual Intelligence Testing  
CESP 856, Counseling Practicum  
CESP 858, Diagnostic Testing  
CESP 859, School-Based Interventions  
CESP 914, Consultation Techniques  
CESP 934, Personality Assessment  
CESP 946, Practicum in School Psychology

Choose one:

CI 724, Methods 1: Academic and Cognitive Skills, Mild Exceptionalities  
CI 740, Intro to Early Childhood Special Education  
CI 810, Methods 2: Social Skills for Mild Exceptionalities

## Appendix C 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			\$710,898	\$835,842	\$762,699	\$720,413	\$725,805	\$769,813	\$757,463	\$751,131
2. Other Operating Exp.			\$22,904	\$29,962	\$27,646	\$20,528	\$26,516	\$26,837	\$25,260	\$25,511
3. Total			\$733,802	\$865,804	\$790,345	\$740,940	\$752,321	\$796,650	\$782,723	\$776,642

### 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			0	0	0	0	0			
2. Upper Division			777	866	874	1,137	1,195	839	914	970
3. Masters			2,289	2,211	2,236	2,225	2,546	2,245	2,240	2,301
4. Doctoral			111	114	109	107	72	111	110	103
5. Total			3,177	3,191	3,219	3,440	3,813	3,196	3,257	3,368

**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			0.0	0.0	0.0	0.0	0.0			
2. Their Graduate Majors			48.1	49.6	54.0	51.0	46.6	50.6	50.7	49.9
3. Non-Majors			51.9	50.4	46.0	49.0	53.4	49.4	49.3	50.1

**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			7.0	7.0	8.0	7.0	7.0	7.3	7.3	7.2
2. Tenured/Tenure Track Faculty with Terminal Degrees			7.0	6.0	7.0	6.0	7.0	6.7	6.5	6.6
Terminal degree defined if different from Ph.D.										
3. Total Tenured Faculty			6.0	6.0	6.0	5.0	5.0	6.0	5.8	5.6
Total Instructional FTE in Department			8.0	9.0	9.0	8.0	8.0	8.7	8.5	8.4



**Part F: Actual Instructional FTE**

FTE	Fall	Fall	Fall	Fall	Fall	Fall	Fall	5 Year	5 Year	5 Year
	2003	2004	2005	2006	2007	2008	2009	Average Fall 2003 - 2007	Average Fall 2004 - 2008	Average Fall 2005 - 2009
1. Tenured/Tenure Track Faculty			7.0	7.1	6.7	7.5	6.8	6.9	7.1	7.0
2. Instructor of Record			0.0	0.0	0.5	0.5	0.3	0.2	0.3	0.3
2a. Not Instructional FTE			0.5	0.5	0.0	0.0	0.0	0.3	0.2	0.2
2b. Other Instructional FTE			4.0	5.6	8.1	5.7	5.1	5.9	5.9	5.7
3. Total FTE			11.5	13.2	15.3	13.7	12.2	13.3	13.4	13.2
SCH	Fall	Fall	Fall	Fall	Fall	Fall	Fall	5 Year	5 Year	5 Year
	2003	2004	2005	2006	2007	2008	2009	Average Fall 2003 - 2007	Average Fall 2004 - 2008	Average Fall 2005 - 2009
4. SCH generated by Tenured/Tenure Track Faculty			678.0	450.0	455.5	385.0	724.0	527.8	492.1	538.5
5. SCH generated by GTA's (IOR)			0.0	0.0	48.0	56.0	60.0	16.0	26.0	32.8
6. SCH generated by Other Instructional			678.0	870.0	931.5	915.0	710.0	826.5	848.6	820.9
7. Total SCH			1,356.0	1,320.0	1,435.0	1,356.0	1,494.0	1,370.3	1,366.8	1,392.2
RATE (SCH per FTE)	Fall	Fall	Fall	Fall	Fall	Fall	Fall	5 Year	5 Year	5 Year
	2003	2004	2005	2006	2007	2008	2009	Average Fall 2003 - 2007	Average Fall 2004 - 2008	Average Fall 2005 - 2009
8. Average SCH per Tenured/Tenure Track Faculty			96.9	63.1	68.0	51.3	106.0	76.0	69.8	77.1
9. Average SCH per GTA (IOR only)			0.0	0.0	96.0	112.0	240.0	32.0	52.0	89.6
10. Average SCH per Other Instructional Faculty			169.5	154.3	114.4	160.0	138.1	146.1	149.5	147.3
11. Average Overall SCH per FTE			118.4	99.8	93.5	98.8	122.3	103.9	102.7	106.6

**Wichita State University**  
**GRADUATE SCHOOL**  
**KANSAS BOARD OF REGENTS 2010 PROGRAM REVIEW**  
**Master of Education in Educational Leadership**  
**EdD in Educational Leadership**

**Review process:** The Graduate Council discussed and reviewed the submitted self assessment materials, and prepared this review report.

**Program:** The Department of Educational Leadership offers a doctoral program (EdD) and a masters program (MEd) in educational leadership. The Master's degree program in educational leadership is field-based and provides innovative, collaborative education opportunities for the practitioner-scholar in diverse settings. The goal of the program is to integrate academic, practicum and field experiences. The M.Ed. program is a field-based, inquiry program with integrated courses. Students complete the 33-semester hour program in two years. During each of four semesters, students enroll in a three-hour seminar content course and a three-hour practicum. The EdD program offers an innovative curriculum that revolves around students learning and the research process while studying it as a discipline. Students are expected to immediately apply what they learn through conducting field-based research with local school districts on topics of interest to the district. The EdD program requires 55 credit hours—40 hours of course work and 15 hours of dissertation. The program is designed to be completed in three years, and it is possible for students to achieve that goal. The program is cohort-based, with 6-8 students admitted each summer session. Over the recent five year period, the MEd program had 43 students (in fall) and graduated 21 per year. The EdD program had 25 students (in fall) and graduated 4 per year.

**Mission:** The stated mission of the Department of Educational Leadership is to provide innovative, collaborative education opportunities for the practitioner-scholar in diverse settings. In keeping with this mission statement, the faculty in Educational Leadership programs strive to ground educational leaders in administrative theory and practice, and applied inquiry. The development of these skills allows students to apply them to the world of practice in rural and urban settings in Kansas. The program serves the need for developing educational leadership in local school districts.

**Program faculty:** The department currently is comprised of two tenured/tenure-track faculty and three practicing professionals (who partially support the programs, primarily in field studies/practicum). The Masters program additionally employs two lecturers who supervise students' action research and practicum experiences, and one lecturer who teaches two core courses. The Ed.D program additionally has two part-time faculty members with temporary appointments. In 2009-2010 the faculty produced 4 professional publications and 8 presentations at professional meetings. In the past 5 years, Educational leadership faculty members have obtained small grants from internal and external sources.

**Student outcomes and student needs:** The College of Education and the Educational Leadership Department were reviewed and approved by the National Council for Accreditation

of Teacher Education (NCATE) in the spring of 2010. Results from a program survey administered in September 2010 indicate that MEd graduates enthusiastically support the program and that they have gained the ability to assume a leadership role. In the same survey, the EdD graduates indicated that they highly valued the collaboration and teamwork, the field study, and the professional relationships established through the cohort structure. The MED program is a KSDE licensure program; program standards developed by the KSDE align with the national Interstate School Leader's Licensure Consortium (ISSC). The EdD program is not a licensure program. However, the EdD program adheres to the same program assessment requirements expected of the licensure programs. Both the programs adhere to six standards and use several assessment tools to measure their achievement of these standards

**Summary/Recommendations:** Overall, the two graduate programs of the Educational Leadership Department seem to be functioning well. The program appears to have fewer faculties than needed and it is important that the program continue have sufficient faculty to properly support the educational needs. Insufficiency of faculty has the potential to impact the quality of the programs as well as the capability to offer the programs in a reasonable way. There is a good balance between teaching, research productivity, and community involvement of the faculty. The enrollment in the programs and the graduation rate has remained relatively steady. The program uses assessment data for continuous program improvement.

*Submitted by Abu Masud, Associate Dean of the Graduate School  
Reviewed and Approved by the Graduate Council on 18 November 2010*

**Wichita State University**  
**Dean's Review**  
**By Sharon Hartin Iorio, Professor and Dean**  
**KANSAS BOARD OF REGENTS 2010 PROGRAM REVIEW**  
**M. Ed. in Educational Leadership and Ed.D. in Educational Leadership**

These programs are delivered within the Department of Educational Leadership making this department one of the relative few on campus that is entirely devoted to graduate education. As in many graduate programs, the enrollment in E.L. is typically smaller than baccalaureate programs and the time required of faculty in student matriculation greater. In addition to the M.Ed. and the Ed. D. the department offers endorsements in Building Leadership (principal preparation) and District Leadership (superintendent preparation). NCATE accreditation and KSDE requirements have the effect of fixing the curricula including time-intensive field experiences for the students that are monitored by the faculty.

These programs are vital to schools in South Central Kansas and throughout the state, as documented by the program review which shows the high number of graduates in education leadership roles throughout the state. Despite the size of the department, over time, the Ed. D. has been one of the largest doctoral programs at WSU. While WSU marketing and recruiting activities are effective and productive, there is no better recruitment tool for our university than a principal or superintendent who is an alumni and a student role-model.

Moreover, there will be a need to replace educators in these careers as the "baby-boomer" generation moves into retirement even in a continuing national recession, as documented by much recent literature. This includes a consciousness effort regarding recruitment and the number of graduates that can be absorbed into the career marketplace in the surrounding areas. Program growth is encouraged for the future five years at least; however, there is a limit to the number of graduates who can be placed in these fields.

All of the programs have met the KBOR requirements and none are triggered. Each of the programs received continuing national and Kansas accreditation in 2010 with no areas cited for improvement. The faculty are well established in their profession and productive. Program evaluation occurs regularly and data exists for at least three years for each program. The program committees meet regularly to review the results of the assessment. External assessments are conducted through employer surveys and student exit surveys.

The programs definitely fulfill the mission of the university and serve the community. This includes a consciousness regarding not producing more graduates than can be absorbed into the career marketplace in the surrounding area. The programs are strong, the faculty beneficial, and the students progress.

Therefore, the question of reshaping lent itself to ways that the programs could grow given the pool of prospective students, accreditation mandates, and the reduction in faculty since the 2009 budget cuts. The department has addressed this by 1) exploring the use of Interactive Distance Learning, Skype, and on-line learning to increase enrollment in extant courses; 2) discussing

what need there might be for one general leadership course at both the graduate and undergraduate levels for a wide cross-section of the college student body; and 3) entering into discussions with the Counseling, Educational, and School Psychology regarding combining the departments and reshaping some parts of the curriculum in order to serve a wider audience of students.

Moreover, the E.L. department houses a program targeted by the U.S. Department of Education as open for several grant opportunities to advance education reform through principal leadership in developing teacher-skills and in evaluation administration.

Presupposing that all current searches to replace faculty departures since 2009 are filled, the department will begin academic year 2010/2011 with .5 faculty fewer than before the 09 budget cut. While virtually all graduate programs utilize lecturer adjuncts, tenure-track faculty are vital to core pedagogical instruction as well as providing committee work to move theses and projects forward for students and to maintain the program quality needed by students at an urban serving research university. If the merger of Ed. L. and CESP occurs I would recommend providing at least one new faculty to E.L. faculty to facilitate the reshaping of the E.L. programs.

In the opinion of the accreditation reviews of 2010, and my dean's review, the programs meet and exceed the standards implicit in the program review criteria. I recommend these programs to be maintained.



**COLLEGE OF EDUCATION**

**KANSAS BOARD OF REGENTS PROGRAM REVIEW**

**AY 2010-2011**

**Department of Educational Leadership**

**Discipline:**

**Educational Leadership (CIP Code: 130401)**

**M.ED. Educational Leadership**

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## **I. Program Relationship to Mission and Role of College and University**

Prior to FY 2005, Educational Administration and Supervision (EAS) degree programs were part of the Department of Administration, Counseling, Educational, and School Psychology (ACES). When that department divided into two, the new department of Educational Leadership (EL) was created. The department and degree name change reflected current trends in the discipline; this change was formally approved in December 2004.

The Master's degree program in educational leadership at Wichita State University is field-based and is committed to providing innovative, collaborative education opportunities for the practitioner-scholar in diverse settings. The goal of the program is to integrate academic, practicum and field experiences. Student competency is determined through multiple assessments. The program is premised on the belief that students learn by integrating their classroom experiences with hands-on, field-directed activities using applied inquiry. The program uses discipline-based, problem-based, and situational-based learning approaches that focus upon school improvement during seminar and practicum experiences.

The M.Ed. program in Educational Leadership is delivered in a unique manner differing from other preparation programs. Rather than being composed of 11 or 12 separate courses in traditional curricular topics (i.e. School Law, School Finance, Supervision and Evaluation, etc.), The M.Ed. in Educational Leadership is a field-based, inquiry program with integrated courses. Students complete the 33-semester hour program in two years. During each of four semesters, students enroll in a three-hour seminar content course and a three-hour practicum. In the practicum, under the guidance of a principal/mentor and a university supervisor, students apply what they are learning. Students begin practicing in the field from the outset of the program instead of postponing all practice until the last year. In the summer, students enroll in a three-hour seminar content course and either one or two practicum involving the opening and closing of their schools. Students admitted to this program must have the support of their district. The district must agree to allow the student to serve one day a week as an administrative intern within the building where the principal has agreed to be a mentor. The model for this leadership preparation program was validated in March 2005, when Dr. Arthur Levine released the publication, *Educating School Leaders*. Many of the criteria the report identified with high quality and rigorous programs have been in place at Wichita State University since 1995.

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks 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.

The Mission of the College of Education is 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.

The mission of the Department of Educational Leadership is to provide innovative, collaborative education opportunities for the practitioner-scholar in diverse settings.

In keeping with each of these mission statements, the faculty teaching in the M. Ed. in Educational Leadership strive to ground educational leaders in administrative theory and



practice, and applied inquiry. The development of these skills allows students to apply them to the world of practice in rural and urban settings in Kansas.

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

The Department of Educational Leadership was formed in FY 2006 when the Department of Administration, Counseling, Educational, and School Psychology (ACES) split into two departments. The four full-time faculty members in Educational Leadership bring together extensive backgrounds in practical experience and research.

Section 1 Educational Leadership Departmental Data - Official Data from IR 9/22/10  
 FY 2006 includes Summer 2005, Fall 2005 and Spring 2006

<b>Percentage of Departmental SCH taken by Level of Major</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>5 year Avg FY 2006-10</b>
Graduate Majors	69.2%	97.6%	92.8%	93.8%	96.2%	89.9%
Non-Majors	30.8%	2.4%	7.2%	6.2%	3.8%	10.1%

**Departmental Faculty**

	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>5 year Avg Fall 2005-09</b>
Tenured/Tenure Track Faculty Head Count	3	3	3	3	2	2.8
Tenured/Tenure Track Faculty with Terminal Degrees	3	3	3	3	2	2.8
Total Tenured Faculty	3	3	3	3	1	2.4
Total Instructional Faculty FTE in Department	4	3	3	4	4	3.6

**Actual Instructional FTE**

	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>5 year Avg Fall 2005- 09</b>
Tenured/ Tenure Track Faculty	3	3.5	3	3.5	3.1	3.2
Other Instructional FTE	3.7	2.8	4.4	4.5	4.3	4
3. Total FTE	6.7	6.3	7.4	8	7.4	7.2

The Educational Leadership Master’s program had 4.5 full-time faculty, one tenured, one in a tenure-track position, and two fulltime and one halftime unclassified professionals (Senior Fellows). All faculty in the EL Master’s degree program have terminal degrees (Ed.D or Ph.D) in their fields.

**Department of Educational Leadership Faculty**

Faculty Member	Academic Rank	Highest Degree, Date Earned	Graduate Faculty Status
Linda Bakken	Professor Emerita	Ed.D. 1983	Full Membership with Dissertation Chairing
Jo Bennett	Assistant Professor	Ph.D. 2008	Full Membership
Craig Elliott	Senior Fellow	Ed.D. 1990	Practicing Professional
Patrick Terry	Senior Fellow	Ed.D. 1984	Practicing Professional
Jean Patterson	Associate Professor	Ed.D 1997	Full Membership with Dissertation Chairing
Sharon Goodvin	Senior Fellow	Ed.D. 2004	Practicing Professional

The Masters program employs two lecturers who supervise students' action research and practicum experiences, and one lecturer who teaches two core courses. All lecturers have terminal degrees in Educational Administration/Leadership and experience in K-12 public school leadership and administration.

Lecturer	Degree, Date Earned	Years of Experience	Content Taught
Nancy Bolz	EdD, 2004	17	Practicum, Action Research
Deborah Lauder milk	EdD, 1994	21	School Law, Curriculum
Rachel Norwood	EdD, 2004		Practicum, Action Research

### Educational Leadership Faculty Scholarship

Tenured and tenure eligible faculty are actively involved in scholarship as would be expected for graduate degree granting programs. The table below summarizes the scholarly productivity of Educational Leadership faculty members.

Publications and Presentations from 2005 to present

Name	Publications						Presentations					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
Bennett				1	0	2					4	5
Patterson	3	2	5	2	1	1	2	2	2	1	2	3
Goodvin				1	0	1				4	5	0
Bakken	1	0	1	0	1		1	1	2	1	0	

Faculty have been invited to publish book chapters and have also published in premier refereed journals in the field, including *Urban Education*, *Journal of Negro Education*, *The Urban Review*, *International Journal of Leadership in Education*, *Journal of Educational Change*, and *Journal of Educational Administration*, to name a few.

Both full-time tenured and tenure eligible faculty members regularly present their research at the American Educational Research Association's annual conference, which is the most prestigious research conference in North America, with an acceptance rate of about 35%. Faculty have also presented at research conferences sponsored by the University Council for Educational Administration and the American Educational Studies Association. Faculty have presented at state conferences such as Kansas USA (United School Administrators) and the Kansas Staff

Development Council. Dr. Bakken continues to be an active scholar, having published three articles in peer-reviewed journals and presented five papers at conferences in the past 5 years. She also has a book chapter in press. Although there is no expectation for scholarship among Senior Fellows, Dr. Goodvin has presented and published research on her own and in collaboration with others, and serves as an example of the practitioner-scholar for students.

Faculty also encourage doctoral students to participate in presenting and publishing research. Since 2005, 13 articles have been published in refereed journals, and 13 papers have been presented at national/international conferences from doctoral field research projects. This number includes current and former faculty members as co-authors of research with students.

In the past 5 years, Educational leadership faculty members have obtained small grants from internal and external sources.

Bennett, J. (2009). *Creating a Learning Community at Liberal Kansas High School through a Research Partnership*. Wichita State University New Faculty Research URCA grant. \$4,500.

Patterson, J. A. (2006) *Reclaiming the Past: An Oral History of Douglass School, Parsons, Kansas, 1908-1958*. The Kansas Historical Society. \$3,320.

### **III. Program Quality as Assessed by Curriculum and Effect of Curriculum on Students**

There is only one educational leadership faculty instructing full time in the masters' degree program. Three lecturers and two and a half additional faculty members augment instructional needs of the program. The lecturers are well qualified to guide the field research. However, supervision of lecturers and monitoring instruction to ensure standards were being met added a significant load for the program coordinator. Inability to replace faculty who had departed was an issue for staffing in the Building-level Masters' Degree Program.

Results from a program survey administered in September, 2010 indicates that graduates express enthusiastic support for the program and the ability they have gained to assume a leadership role. Examples of comments include:

“The field-based component and action research were invaluable. The "cohort" design established a network of leaders around the state with whom I regularly continue to confer and seek advice.”

“Overall, the WSU program allowed me to grow as a leader while I was completing course work. During my MEd, I completed 2 applied and 2 action research projects. Both AR projects helped me address needed issues in the school I was employed (in part, because I was able to be involved with my school as an intern for 2 years). Through this process, I was able to create a character education programs and involved the faculty, the students, and club sponsors to participate in a Character Leadership Retreat.”

“The scenarios - made you really problem solve situations you may encounter. That combined with the number of clinical hours allowed me to participate in a wide range of activities - hands on learning!”

## **Admission Standards**

The MEd program in Educational Leadership is open to individuals holding a valid teaching license and at least one year of teaching experience. Other admission requirements include:

- Minimum 3.00 grade point average in their last two years (60 hours) of college course work from an accredited institution
- Admission to the Graduate School with the degree code G17D.
- Three References: one from a supervisor and two professional peers that attests to the applicant's potential as a building administrator.
- A resume or curriculum vita of educational and professional experience.
- A statement of professional goals related to completion of the master's degree and/or licensure as a public school administrator.
- A letter signed by a building principal indicating he or she is willing to serve as the student's mentor and will allow the student to fulfill the practicum requirements of the program.

Because of the extensive practicum experience required of students during the two year program, the mentor statement and intent is of special importance in the admission's process. Generally, other university graduate programs do not require as many practicum hours as the WSU program.

## **Curriculum Description**

The MEd in Educational Leadership program requires 33 credit hours—15 hours of course work and 18 hours of practicum. The program was designed to be completed in two years, and most students complete the program in that time. The program is cohort-based. The students in the cohort take two years of classes together. Students take written comprehensive exams during the middle of their 4th semester in the program.

The master's program's innovative curriculum emphasizes integration of inquiry, theory, and practice. Each seminar is paired with an action research project using teams comprised of a mixture of first and second year students guided by program faculty. Students learn theory and concepts in the seminar course and then have the opportunity to apply their knowledge in the practicum and action research projects. These research projects benefit the students by investigating educational topics of interest to the students and the schools in which they serve.

## **Course Sequence**

First Summer in Program:

EL 803 (3) Seminar: Introduction to Educational Leadership, Team-based Collaboration, and Inquiry Process

EL 805 (1) Practicum: School Opening 1

First Fall in Program:

EL 813 (3) Seminar: Introduction to Educational Leadership and School Finance

EL 815 (3) Practicum: Introduction to Educational Leadership and School Finance

First Spring in Program:

EL 823 (3) Seminar: Staff and Community Relations

EL 825 (3) Practicum: Staff and Community Relations

Second Summer in Program:

EL 830 (1) Practicum: School Closing

EL 831 (3) Leadership for Diversity and Social Justice

EL 832 (1) Practicum: School Opening 2

Second Fall in Program:

EL 833 (3) Seminar: School Law and Personnel Management

EL 835 (3) Practicum: School Law and Personnel Management

Second Spring in Program:

EL 843 (3) Seminar: Curriculum and Learning Theory

EL 845 (3) Practicum: Curriculum and Learning Theory

### **Program Assessment**

The MED in Educational Leadership is a KSDE licensure program; therefore, program standards are developed by the KSDE and align with the national Interstate School Leader's Licensure Consortium (ISSC).

**Standard #1:** The building level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and community.

**Standard #2:** The building level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth.

**Standard #3:** The building level administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**Standard #4:** The building level administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources.

**Standard #5:** The building level administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Standard #6:** The building level administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Program evaluation in the MEd in Educational Leadership program occurs both (a) to make decisions about individual candidates' progress through the program and (b) to make decisions about the effectiveness of the program at preparing candidates to meet the standards of the program. There are 10 key assessments made regarding candidates in the educational leadership master's program.

Decisions about the effectiveness of the MEd in Educational Leadership program are made by the Educational Leadership Program Committee, in consultation with the MEd Advisory Council, using aggregated data from assessments, program follow-up surveys, COE and Graduate School exit surveys, external reviews, and relevant unit operations (e.g., advisement).

At least once each year, the Program Committee examines program data to ascertain program effectiveness. After making tentative conclusions about the program, it forwards to the Advisory Council the aggregated data along with any recommended changes. The table below summarizes the program's key assessments and how they align with student outcomes.

Name of Assessment	Standard Assessed	Transition Point Where Used	Conceptual Framework/ Disposition	NCATE Knowledge
1. Field Research in EL 843	2, 3	IV	PR3	PKS SL
2. Mentor Evaluation in EL 845	1-6	IV	C1 C2 C3 PR2 PR3 HDD2 CKS1	PKS
3. Community Resources and Business Partnerships	4,6	III	C3 CTA1	D PKS
4. Teacher Evaluation Program Development Including Individual Reflection	2,3	III	CTA3 PR3	PKS
5. Comprehensive Exam	1-6	IV	CTA2 CI PR4	PKS D
6. Technology Integration Plan	2,3	II	T1	PKS
7. Leadership and Organizational Analysis	1-5	III	C2	PKS
8. Analysis of Local School District Personnel, Student, and Negotiations Policies	2,3,5	IV	C2 HDD2 PR1	PKS
9. Leadership for Social Justice Paper	1,4,5,6	IV	CTA3 HDD2	PKS

Name of Assessment	Standard Assessed	Transition Point Where Used	Conceptual Framework/ Disposition	NCATE Knowledge
			HDD4	
10. Praxis Exam	1-6			

The tables below provide a summary of pass rates on all assessments and indicators as they relate to Conceptual Framework Guiding Principles and NCATE Types of Knowledge. As the tables demonstrate, the pass rate on each assessment used to reflect relevant Conceptual Framework Guiding Principles and NCATE Types of Knowledge proficiencies or dispositions is 100%, which is the criterion rate program faculty judged would be acceptable. Data were compiled in Fall 2010.

#### Assessment Outcomes

Name of Assessment	Semester	N	Pass Rate
Field Research in EL 843	Sp10	17	100%
Mentor Evaluation	Sp10	17	100%
Community Resources and Bus. Partnerships	Sp10	10	100%
Teacher Evaluation Program Development Including Individual Reflection	Fa09	12	100%
Comprehensive Exam	Sp10	17	100%
Technology Integration Plan	Su09	13	100%
Leadership and Organizational Analysis	Fa09	8	100%
Analysis of Local School District Personnel, Student, and Negotiations Policies	Fa09	17	100%
Leadership for Social Justice Paper	Su09	8	100%
Praxis Exam	Sp10	10	90%

#### Conceptual Framework Guiding Principles (Advanced Program)

Conceptual Framework Guiding Principle	Conceptual Framework Proficiency/ Disposition	Scores with Data	
		Count	Pass Rate
Professionalism and Reflection	PR1		
	PR2	17	100%
	PR3	46	100%
	PR4	16	100%
	PR5		
Human Development and Diversity	HDD1		
	HDD2	42	100%



Conceptual Framework Guiding Principle	Conceptual Framework Proficiency/ Disposition	Scores with Data	
		Count	Pass Rate
Connection of Teaching Experiences and Assessment	HDD3		
	HDD4	8	100%
	CTA1	10	100%
	CTA2	16	100%
	CTA3	20	100%
	CTA4		
	CTA5		
Technology	T1	13	100%
	T2		
Content Knowledge, Pedagogical Content Knowledge and Alignment with Standard	CKS1	17	100%
	CKS2		
Collaboration	C1	33	100%
	C2	46	100%
	C3	27	100%

NCATE Types of Knowledge (For other professional programs)

NCATE Types of Knowledge	Scores with Data	
	Count	Pass Rate
Dispositions	26	100%
Student Learning	17	100%
Professional Knowledge and Skills	118	100%

The College of Education and the Educational Leadership Department were reviewed by the Kansas State Board of Education and the National Council for Accreditation of Teacher Education (NCATE) in the spring of 2010.

The NCATE Board of Review Examiners Team reviewed the Master's program in Educational Leadership through a program report template adapted from the Kansas program review template or annual report templates associated with the unit's assessment system. The template provided contextual information, admission and retention criteria, exit information, the programs' relationships to the conceptual framework, and the unique set of assessments in the program.

Data sets from the program were found to provide evidence that candidates are meeting or exceeding expectations regarding expectations in alignment with the conceptual framework, discipline specific content expectations with significant experiences in research, skills, and dispositions. Interviews with program faculty indicated that the program adopted its unique set of

standards relative to the discipline and the integration of program advisory committee recommendations.

Documentation and interviews indicate that candidates demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions expected within each of the programs.

Interviews with employers, conducted by the review team, indicated high satisfaction with the quality of the candidates while candidates noted the strengths of the program in preparing them for success within the professional knowledge and skills, understanding of diversity, research-based practices, and collaboration. Candidates received mentoring and practicum in their programs, which enabled them to be highly effective in building their capacity within their field of study.

Due to emphasis on field experience and research, candidates have many opportunities to develop leadership skills, knowledge, and dispositions. The collaborative nature of seminars and field experience enhances the diversity experience for students. The use of technology, embedded throughout the program directly addresses the need to lead schools in today's learning environments.

#### **IV. Student Needs, Employer Demands and Program Preparation of Students to Meet Their Goals**

The Bureau of Labor Statistics in its Occupational Outlook Handbook (2010-2011) forecasts a growth in elementary and secondary school administrator positions of 9% in the period from 2008-2018. This growth rate is expected to be about the same as for all other occupations. While student growth rates are expected to show only a modest growth, the reliance on student accountability and achievement results is forecast to increase the number of administrative positions. Additionally, demand for school administrators in urban and rural areas is predicted to be higher, because the pay is generally lower than in the suburbs.

Additionally, the increase in the number of retirements of current educational administrators coupled with the high stress demands of the position are expected to result in fewer teachers willing to take leadership positions for the marginal increases in salary. Teacher and student accountability, safety and budget issues, and overcrowded classrooms all result in increasing stress and less desirability of administrative jobs.

The National Center for Educational Statistics (2010) reported that 12 percent of 117,000 principals left the profession following the 2007-08 school year. An additional 3% of principals who left their positions were unaccounted for. Additionally, of the nearly 90,000 public school principals surveyed, nearly one-third (28,460) of them were 55 years of age or older. In a survey of South Central Kansas, covering Sedgwick County and its six contiguous counties (Butler, Harvey, Reno, Kingman, Sumner, and Cowley), the average age of school principals was 46.8 years. Further analysis indicated that 20% of the school principals were 55+ years of age and 38% over the age of 50 (KASB, 2010).

The department conducted a survey of recent graduates in September of 2010. Surveys were distributed to cohort groups graduating in the spring of 2009 and spring of 2010 (n=49). Twenty-four graduates responded to the survey for a response rate of 48%. Seventeen of the 24

respondents reported they had qualified for and been employed in a new position as a result of obtaining their M.Ed from Wichita State University.

At present, over 160 program graduates are serving in various leadership roles in the state of Kansas and the Midwest region. Most are working as principals and assistant principals. Approximately 33% of these practitioners are working in Wichita USD 259.

## **V. Services the Program Provides to the Discipline, the University, the Metropolitan Area or Kansas**

### **Service to the Profession/Discipline**

All Educational Leadership department faculty are members of Kansas USA, the statewide organization for Kansas school administrators. Faculty and students have been involved with presenting learning clusters at their annual conference. Dr. Elliott and Terry are both emeritus members of Kansas USA and Dr. Terry serves as chair for this group.

Program faculty are also actively involved in research organizations, such as American Educational Research Association (AERA), American Educational Studies Association (AESAs), and University Council for Educational Administration (UCEA), serving as members of program committees and reviewers of proposals.

Educational Leadership faculty members have been recognized for their expertise in the discipline through service on editorial boards and as reviewers for journals and conference proposals. Dr. Patterson presently serves on the editorial boards for two journals, *The Urban Review* and the *Journal of Educational Foundations*. Since 2005, she has reviewed manuscripts for six journals, including *Urban Education*, *Teaching and Teacher Education*, and *International Journal of Leadership in Education*. In 2008, she co-edited a special issue of the *Journal of Educational Foundations*.

### **Service to Wichita/Kansas Community**

Students participate in action research, field-based studies for local schools as part of their training. They work in groups of 5-8 students, supervised by a faculty member or lecturer. The studies are reported and submitted to the participating schools for their use. These studies are an effective way of providing services to local schools while training students in a research process that will be useful to them as future school leaders.

From 2007 to 2009 the department, in conjunction with Wichita Public Schools (USD 259), developed and conducted an urban leadership program. The urban program, modeled on the traditional inquiry-based program, enrolled 16 students then currently employed by USD 259. Courses were taught in USD 259 facilities. The urban leadership strand focused on the unique demands required for urban school administrators. All 16 students who entered the program completed it successfully and obtained their Master's degree from Wichita State University in the Spring of 2009. While both the department and USD 259 found the program to be successful, budget constraints faced by public schools in Kansas have prevented continuation of the program at this time.

Drs. Terry and Elliott are highly visible and active in Kansas education leadership through the regional education service centers (e.g. ESSDACK, Clearwater, Greenbush, etc.), and service on statewide committees. Department faculty have also provided service by consulting on various projects and activities requested by Wichita USD 259 and school districts across the state. For example, Dr. Patterson worked with Wichita USD 259 on their district-wide cultural proficiency initiative, which was implemented in Fall 2006. Faculty have also been selected to serve on study committees of the Kansas State Department of Education. Dr. Bennett has worked with the Hispanic Women’s Leadership Network, helping them organize a series of workshops, one of which was held on the WSU campus in January 2010. Dr. Patterson meets regularly with Educational Leadership faculty from other state universities through Kansas Association of School Boards.

The Center for Innovative School Leadership has contracted with faculty to provide school district efficiency reviews. Studies have been completed at Kingman, DeSoto, Mill Creek Valley, Cunningham, and Vermillion. Additionally, department faculty members have provided consulting services in the areas of negotiations, facility analysis, and superintendent searches.

**Service to WSU, COE, and the EL Department**

The Educational Leadership department is small, with only four full-time faculty members, which requires everyone to serve and/or lead numerous committees. At the university level, Educational Leadership faculty have served on the Faculty Senate Budget Committee, University Tenure & Promotion Committee, and the Doctoral Sub-council. At the College Level, EL faculty members serve on standing committees, including the NCATE Steering Committee, Curriculum Committee, Unit Assessment Committee, Technology Committee, Field Experience Committee, and Advanced Programs Committee; as well as several ad-hoc committees, including the College Fee Committee and Academic Honesty Policy Committee. EL Department members serve as chairs of the Faculty Personnel Committee and the COE Graduate Showcase. Three of the four Educational Leadership fulltime faculty members serve as Program Chair for the licensure and degree programs the department offers. Program Chairs’ responsibilities include preparing KSDE templates and NCATE reports, ensuring program assessments are administered and data entered into the STEPS system, compiling data to write an annual report, and convening the Advisory Council at least once a year.

**VI. Program Cost Effectiveness Indicators**

The Department of Educational Leadership offers only graduate level programs; therefore, our costs are higher because we have fewer students and fewer credit hours than most departments on campus. However, we have made the most of limited resources and have maintained a steady number of students admitted and a high number of graduates.

<b>Academic Instruction Expenditures</b>	<b>FY2006</b>	<b>FY2007</b>	<b>FY2008</b>	<b>FY2009</b>	<b>FY2010</b>	<b>5 Year Average FY 2006-10</b>
Salaries/Benefits	\$459,486	\$442,185	\$487,722	\$458,495	\$353,608	\$440,299

Other Operating Expenditures	12,328	17,647	14,326	17,014	\$16,828	\$15,629
Total	471,814	459,832	502,049	475,509	\$370,436	\$455,928

### Enrollment Trends

Enrollments in the M.Ed. in Educational Leadership have varied during the reporting period. Enrollment during the first two years of the reporting period was large due to the number of students wanting to finish the program and qualify for licensure prior to the KSDE testing requirements taking effect. Fall 2007 and 2008 enrollments reflect the increase due to the Urban Leadership program with USD 259. The department believes that the lower enrollment in FY2009 and FY2010 due to economic conditions in the state. For the past two years, many school districts have frozen teacher salaries by not awarding Step and Column movement (a feature of most school salary schedules). Therefore, students are not receiving salary increases by taking additional college hours. Graduation rates are very high.

### Majors in the Discipline

Majors in the Discipline	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009		5 year avg Fall 2005-09
Masters	45	41	54	43	30		42.6

### Degrees Conferred

	FY 2005	FY2006	FY 2007	FY 2008	FY 2009	FY2010	5 year avg FY 2005-10
Masters	36	20	18	15	33	18	20.8

### Student Credit Hours

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 year Avg Fall 2005-09
SCH generated by Tenured/Tenure Track	347	257	148.9	240	135	225.6

Faculty						
SCH generated by Other Instructional Faculty	210	236	454.1	377	300	313.3
Total SCH	557	493	603	529.3	512	538.9

### Student Credit Hour Production by Faculty

	FY2006	FY2007	FY2008	FY2009	FY2010	5 year Avg FY 2006-10
Masters	865	747	973	879	528	798
Doctoral	635	553	519	564	659	583
Total	1500	1300	1492	1428	1187	1381
SCH generated by Other Instructional Faculty	210	236	454.1	377	300	313.3
7. Total SCH	557	493	603	529.3	512	538.9

Rate: SCH per FTE	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 year Avg Fall 2005-09
Average SCH per Tenured/Tenure Track Faculty	115.7	73.4	44.6	68.6	43.8	70.2
Average SCH per Other Instructional Faculty	57.2	83.4	103	64.3	86.9	78.9
Average Overall SCH per FTE	83.5	77.9	81.4	66.2	69	75.6

### Summary

In summary, the MEd in Educational Leadership retains a strong commitment to student success by carefully monitoring progress through assessment, remediation and advising. Student satisfaction with the quality of seminar offerings and practicum experiences is high. Using

student cohorts and teaming to deliver the program results in lifelong professional connections with others. Many graduates of the program go on to pursue the EdD in Educational Leadership at WSU as a result of their positive experience during the master's degree and the similarities in organizational style and structure.

Following a rather small cohort in 2009-10, numbers have increased. Recruiting efforts have been systemized with an active database and prompt, frequent responses to requests for information. In the 2010-11 school year, school districts in the service area again began advancing teachers across salary schedules for graduate hours. The department should experience increased enrollments in the MEd program as a result. Additional initiatives that should be considered are establishment of a Teacher Leaders licensure program and a dual master's program with Curriculum and Instruction. It should be noted however, that early assessment with area superintendents did not indicate a strong desire for employing those with a Teacher Leaders' license. The only university in the state currently offering the license began its first cohort with six students.

The department has been making the effort to employ additional faculty, focusing on the need to employ someone with experience in an urban setting. It is believed that urban expertise will enhance the partnership with U.S.D. 259, Wichita Public Schools, and enhance the department's ability to serve the mission of Wichita State University.

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**Wichita State University**

**COLLEGE OF EDUCATION**

**KANSAS BOARD OF REGENTS PROGRAM REVIEW  
AY 2010-2011**

**Department of Educational Leadership**

**Discipline:  
Educational Leadership (CIP Code: 130401)**

**Ed.D. Educational Leadership**



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

Prior to FY 2005, Educational Administration and Supervision (EAS) degree programs were part of the Department of Administration, Counseling, Educational, and School Psychology (ACES). When that department divided into two, the new department of Educational Leadership (EL) was created. The department and degree name change reflected current trends in the discipline; this change was formally approved in December 2004.

The EdD in Educational Leadership (then Educational Administration and Supervision) was approved by the Kansas Board of Regents in 1991, and the program admitted its first cohort of students in Summer 1992. The program graduated its first students in 1995 and between Spring 1995 and Spring 2010 the program has produced a total of 75 graduates, an average of 5 students per academic year. Since AY 2005, the program has continued to average 4-5 graduates per year. The EdD in Educational Leadership is a professional doctorate, with the majority of graduates pursuing careers in K-12 public school leadership; about 15% go into higher education. It is the only doctoral program in the College of Education.

The Department of Educational Leadership's mission is to provide innovative, collaborative educational opportunities for the practitioner-scholar in diverse settings, one aligned with that of the College of Education and the university. The mission of the College of Education is 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." As an urban-serving research university, Wichita State's mission 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."

The EdD in Educational Leadership accomplishes these goals through an innovative curriculum that revolves around students learning the research process while studying it as a discipline. Students are expected to immediately apply what they learn through conducting field-based research with local school districts on topics of interest to the district. The process is mutually beneficial as faculty members mentor students through the research process before the dissertation and the district receives a high quality report. These field studies are then presented at local, regional, and national conferences and are eventually published in refereed and/or practitioners' journals. Faculty work closely with students throughout the doctoral experience, consequently the program has a high graduation rate compared to most doctoral programs. In their study of doctoral completion rates, the Graduate School Council reported the national average graduation rate for doctoral programs is 55%. In contrast, 100% of EdD in Educational Leadership students who complete a proposal have graduated.

## **II. Quality of the Program as Assessed by the Strengths, Productivity, and Qualifications of the Faculty**

The Ed.D program is presently staffed with one tenured faculty member, one tenure-eligible faculty member, and two part-time faculty members with temporary appointments. Dr. Bakken has an assignment of .2 to advise doctoral dissertations and Dr. Goodvin's assignment is .5 Senior Fellow (unclassified professional) to facilitate a field study. Dr. Patterson also serves as

halftime department chair, while carrying a full teaching and dissertation advising load. Two other full-time Senior Fellows, who bring their practical experience as highly regarded school administrators to the program, support the doctoral program. The tenure and tenure-eligible faculty members bring strong research skills to the doctoral program as evidenced by their publications and presentations at national research conferences, both as individuals and in collaboration with colleagues and students. Additionally, both have expertise in leadership and organizational theories, school reform, educational policy and politics, and issues of diversity and equity in education. All faculty members work closely with area school districts.

### Department of Educational Leadership Faculty

Faculty Member	Academic Rank	Highest Degree, Date Earned	Graduate Faculty Status
Linda Bakken	Professor Emerita	Ed.D. 1983	Full Membership with Dissertation Chairing
Jo Bennett	Assistant Professor	Ph.D. 2008	Full Membership
Craig Elliott	Senior Fellow	Ed.D. 1990	Practicing Professional
Patrick Terry	Senior Fellow	Ed.D. 1984	Practicing Professional
Jean Patterson	Associate Professor	Ed.D. 1997	Full Membership with Dissertation Chairing
Sharon Goodvin	Senior Fellow	Ed.D. 2004	Practicing Professional

### Educational Leadership Faculty Scholarship

Tenured and tenure eligible faculty are actively involved in scholarship as would be expected for a doctoral degree granting program. The table below summarizes the scholarly productivity of Educational Leadership faculty members.

### Publications and Presentations from 2005 to present

Name	Publications						Presentations					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
Bennett				1	0	2					4	5
Patterson	3	2	5	2	1	1	2	2	2	1	2	3
Goodvin				1	0	1				4	5	0
Bakken	1	0	1	0	1		1	1	2	1	0	

Faculty have been invited to publish book chapters and have also published in premier refereed journals in the field, including *Urban Education*, *Journal of Negro Education*, *The Urban Review*, *International Journal of Leadership in Education*, *Journal of Educational Change*, and *Journal of Educational Administration*, to name a few.

Both full-time faculty members regularly present their research at the American Educational Research Association's annual conference, which is the most prestigious research conference in North America, with an acceptance rate of about 35%. Faculty have also presented at research conferences sponsored by the University Council for Educational Administration and the American Educational Studies Association. Faculty have also presented at state conferences such as Kansas USA (United School Administrators) and the Kansas Staff Development Council. Dr. Bakken continues to be an active scholar, having published three articles in peer-reviewed journals and presented five papers at conferences in the past 5 years. She also has a book chapter in press. Although there is no expectation for scholarship among Senior Fellows, Dr. Goodvin has presented and published research on her own and in collaboration with others, and serves as an example of the practitioner-scholar for doctoral students.

Faculty also encourage doctoral students to participate in presenting and publishing research. Since 2005, 13 articles have been published in refereed journals, and 13 papers have been presented at national/international conferences from doctoral field research projects. This number includes current and former faculty members as co-authors of research with students.

In the past 5 years, educational leadership faculty members have obtained small grants from internal and external sources.

Bennett, J. (2009). *Creating a Learning Community at Liberal Kansas High School through a Research Partnership*. Wichita State University New Faculty Research URCA grant. \$4,500.

Patterson, J. A. (2006) *Reclaiming the Past: An Oral History of Douglass School, Parsons, Kansas, 1908-1958*. The Kansas Historical Society. \$3,320.

### **Teaching**

Drs. Patterson and Bennett are the primary instructors in the doctoral program. Dr. Sherry Goodvin facilitates a yearlong field research project; Drs. Linda Bakken and Patrick Terry co-facilitate a field research project, and Dr. Bakken advises dissertations.

Quality teaching is a hallmark of the doctorate in Educational Leadership. *Student Perceptions of Teaching Effectiveness* course evaluations are administered each semester as a vehicle for students to provide feedback to faculty. Scores for seminars and field studies are consistently in the Very Good to High range. Dr. Patterson has twice been nominated for the Academy for Effective Teaching award.

Student feedback is incorporated into enhancements to the curriculum and adjustments to the courses. This year, instructors have conducted pre-surveys as a follow up to course feedback as a way to ascertain before the class begins what the interests, needs, and expectations of the students are and to incorporate these changes into the course. A mid term evaluation is given to make midcourse adjustments and to customize the coursework for the particular needs of the students in the course. Instructors are responsive to student needs and modify courses as the semester progresses. Students are particularly appreciative of the time faculty members spend shepherding them through the dissertation. Program faculty are committed to ensuring students

are successful, and provide considerable support, mentoring, and advice while also maintaining rigor and high standards.

Faculty use technology extensively throughout the program, in both seminar and field studies. Students are expected to bring a laptop to class with them each week. Faculty and students communicate via skype, share documents, and other information via box.net, Ning, and Blackboard.

Since 2006, 11 of Dr. Patterson's advisees successfully defended their dissertations; during the 2009-2010 academic year, five students finished their dissertations. Three of her advisees plan to graduate in December 2010. The departure of two faculty members with dissertation chair status in 2008 and 2009 meant Dr. Patterson assumed an extraordinary load for dissertation advising.

### **III. Quality of the Program as Assessed by the Curriculum and Impact on Students**

In spite of faculty changes and shortages, the EdD in Educational Leadership has still maintained a high level of quality. The program serves a vital and important function for helping educational leaders in K-12 and higher education further their coupling of inquiry to their professional practice. A recent survey of program graduates in September 2010 revealed they highly valued the collaboration and teamwork, the field study, and the professional relationships established through the cohort structure. Sample comments:

*The most advantageous aspect of the program for me and my district was the field study. I learned how to conduct field research in preparation for my dissertation and developed professional relationships that exist today. My district was able to design a study with no expense and no bias.*

*In reflecting on the doctorate program, I felt it was one of the best around. It was highly field-based, provided an opportunity for professional growth and collegial partnerships. I felt it provided real-life application as well as an opportunity to grow in the field.*

*The program has several strengths:*

*\*Working with individuals to make sure they master concepts to which they have had little previous exposure.*

*\*Promoting the importance of teamwork in achieving excellence.*

*\*Providing opportunities for data gathering, data manipulation, construction of data reports, etc....prior to the dissertation experience.*

*\*CARING about the individuals in the program and working diligently to assist them in completing their doctoral program.*

#### **Admission Standards**

When initiated in 1992, admission to the EdD program was limited to six students per cohort, and only individuals with both building leadership and superintendent licenses in the state of Kansas were eligible for admission. This restriction unintentionally created a homogenous group of potential students, as the majority of principals and superintendents in the state of Kansas are White and male. In 2006, in order to diversify the applicant pool, program faculty changed the

admission requirements. Now, applicants must complete 15 hours of graduate coursework beyond the Masters degree, which can include but is not limited to the district leadership license. Program faculty also developed an expanded notion of leadership to include P-16 organizations and those not in formal administrative positions. This change has increased the diversity among students, in terms of both race/ethnicity and professional experience. The program is highly selective and those applicants who meet the admission requirements are invited to interview with program faculty to determine if they are a good fit for the program.

### **Curriculum Description**

The EdD in Educational Leadership program requires 55 credit hours—40 hours of course work and 15 hours of dissertation. The program was designed to be completed in three years, and it is possible for students to achieve that goal. The program is cohort-based, with 6-8 students admitted each summer session. The students in the cohort take two years of classes together. Students take written comprehensive exams during the middle of their 4<sup>th</sup> semester in the program. Once students pass the written comprehensive examination, they enter the candidacy stage of the program. The third year is devoted to completion of the dissertation.

The doctoral program's innovative curriculum emphasizes integration of inquiry, theory, and practice. Each seminar is paired with a field-based research course. Students learn theory and concepts in the seminar course and then have the opportunity to apply their knowledge in the applied research courses. The dissertation is demystified because students participate in collaborative applied research projects from their first year in the program. These research projects benefit local districts, as they determine the topics. We accept a small number of students each year and once students reach the dissertation stage, they receive individual attention from their advisor through the process of conceptualizing and defending a proposal, conducting the study, and writing the final dissertation.

### **Course Sequence**

#### *First Summer*

EL 968 (1): Technology Orientation

EL 969 (3): Introduction to Educational Research and Academic Writing

#### *First Fall*

EL 970 (3): Theoretical Research Perspectives and Applications for Educational Leadership

EL 981 (5): Introduction to Field-based Research I

#### *First Spring*

EL 971 (3): Contemporary Policy and Organizational Theories in Education

EL 982 (3): Introduction to Field-based Research II

#### *Second Summer*

EL 983 (3): Applied Inquiry III (Proposal Development)

EL 984 (3): Theoretical Frameworks for Organizational Analysis

#### *Second Fall*

EL 972 (3): Leadership Theories Seminar

EL 986 (5): Advanced Field-Based Research I

*Second Spring*

EL 987 (3): Advanced Field-Based Research II

EL 989 (3): Research Design

*Third Summer*

EL 999 (3): Dissertation

*Third Fall*

EL 999 (6): Dissertation

*Third Spring*

EL 999 (6): Dissertation

**Program Assessment**

The College of Education and the Educational Leadership Department were reviewed and approved by the National Council for Accreditation of Teacher Education (NCATE) in the spring of 2010. The EdD in Educational Leadership is not a licensure program, therefore is not accredited by the Kansas State Department of Education (KSDE) and does not have KSDE standards. However, the EdD in Educational Leadership adheres to the same program assessment requirements expected of the licensure programs. The EdD in Educational Leadership has six program standards that program faculty developed based on best practices in doctoral programs and the discipline of Educational Leadership and embody the College of Education's mission to produce competent, collaborative, reflective practitioners.

**STANDARD #1:** Candidates who complete the doctorate in Educational Leadership have the knowledge and ability to apply inquiry processes necessary to help all students learn through a focus on problems of practice and human relations, and to contribute to the development of diverse learning organizations appropriate for the 21<sup>st</sup> century.

**STANDARD #2:** Candidates who complete the doctorate in Educational Leadership demonstrate an understanding of and are able to apply foundational content knowledge in the discipline of educational leadership, including theories of leadership, policy analysis, diversity, equity, and socio-cultural contexts of schools, and research perspectives, theories, and methodologies.

**STANDARD #3:** Candidates who complete the doctorate in Educational Leadership have the knowledge and ability to work collaboratively and communicate effectively in multiple contexts with diverse groups.

**STANDARD #4:** Candidates who complete the doctorate in Educational Leadership demonstrate an understanding of: the potential appropriate/emerging technology creates for transforming learning and the learning environment; and multiple applications and integration of technology in school leadership, research, and communication.

**STANDARD #5:** Candidates who complete the doctorate in Educational Leadership reflect on their knowledge, its application to practice, and its ethical implications.

**STANDARD #6:** Candidates who complete the doctorate in Educational Leadership reflect on their beliefs, perceptions, and attitudes related to global and multicultural awareness and demonstrate respect for diversity in personal and professional contexts.

Program evaluation in the EdD in Educational Leadership program occurs both (a) to make decisions about individual candidates' progress through the program and (b) to make decisions about the effectiveness of the program at preparing candidates to meet the standards of the program. There are five (5) transition points at which decisions are made regarding candidates in the educational leadership doctoral program. The table below summarizes each transition point.

**Stages of Assessment of Individual Candidates and Related Criteria**

Transition Point	Criteria Summary
I. Admission	<p>Completed graduate work equivalent to the master's degree in education or related field at a regionally accredited institution. Completion of 15 hours of post-master's degree coursework leading to a district leadership or superintendent license OR 15 hours of post-Master's degree coursework in a related field approved by WSU doctoral program faculty OR a combination of 15 hours of post-master's degree coursework in a district leadership license program and other coursework in a related field approved by WSU doctoral program faculty. Validated strengths on multiple indicators:</p> <ul style="list-style-type: none"> <li>• A minimum grade point average of 3.5 on a 4.0 scale for all graduate-level hours.</li> <li>• Three years of formal experience in a P-16 educational organization.</li> <li>• At least three letters of recommendation from supervisors and/or professional peers.</li> <li>• A brief statement of goals related to the completion of the doctoral degree in education leadership.</li> <li>• A sample of academic writing (such as a published article or a paper written for a graduate level course).</li> </ul> <p>Qualified applicants are invited to an interview with EdD program faculty.</p>
II. Readiness for Written Comprehensive Exams	<p>Candidates must be rated "acceptable" on 100% of the items on each of the Seminar, Field Study, Technology, and Reflection assessment rubrics.</p>
III. Written Comprehensive Exams	<p>Candidates must be rated "acceptable" on 100% of the items of the Comprehensive Exam and Reflection Rubrics</p>



IV. Dissertation Proposal Defense	4 of 5 committee members must approve the proposal.
V. Dissertation Defense	4 of 5 committee members must approve of the defense and the completed dissertation.

Decisions about the effectiveness of the EdD in Educational Leadership program are made by the Educational Leadership Program Committee, in consultation with the EdD Advisory Council, using aggregated data from transition points, program follow-up surveys, COE and Graduate School exit surveys, external reviews, and relevant unit operations (e.g., advisement).

At least once each year, the Program Committee examines program data to ascertain program effectiveness. After making tentative conclusions about the program, it forwards to the Advisory Council the aggregated data along with any recommended changes. The table below summarizes the program's key assessments and how they align with student outcomes.

Name of Assessment	Standard Assessed	Transition Point Where Used	Conceptual Framework/Disposition	NCATE Knowledge
1. Field Study	1, 3	II	CTA2 HDD2 C1	SL PKS
2. Technology	4	II	T1	PKS
3. Seminar	2	II	CKS1	PKS
4. Reflection	5,6	II	PR2 PR4	D
5. Comprehensive Exam/ Reflection	1-6	III	CTA2 CI PR4	PKS D
6. Proposal	1-6	IV	CKS1	PKS
7. Dissertation	1-6	V	CKS1	PKS

The tables below provide a summary of pass rates on all assessment indicators as they relate to Conceptual Framework Guiding Principles and NCATE Types of Knowledge. As the tables demonstrate, the pass rate on each assessment used to reflect relevant Conceptual Framework Guiding Principles and NCATE Types of Knowledge proficiencies or dispositions is 100%, which is the criterion rate program faculty judged would be acceptable. Data were compiled in Fall 2009.

Conceptual Framework Guiding Principle	Conceptual Framework Proficiency/ Disposition	Scores with Data	
		Count	Pass Rate
Professionalism and Reflection	PR1		
	PR2		
	PR3		
	PR4		
	PR5	9	100%
Human Development and Diversity	HDD1		
	HDD2	9	100%
	HDD3		
	HDD4		
Connection of Teaching Experiences and Assessment	CTA1		
	CTA2		
	CTA3		
	CTA4		
	CTA5		
	CTA6	9	100%
Technology	T1		
	T2	9	100%
Content Knowledge, Pedagogical Content Knowledge and Alignment with Standard	CKS1	9	100%
	CKS2		
Collaboration	C1	9	100%
	C2		
	C3		

NCATE Types of Knowledge	Scores with Data	
	Count	Pass Rate
Dispositions	9	100%
Student Learning	9	100%
Professional Knowledge and Skills	9	100%

### Impact of Curriculum on Students

As stated previously, the EdD in Educational Leadership has a high rate of completion and program graduates have been successful in attaining positions in the state of Kansas as well as other states within the region. Since 2003, of the 28 students who started the program and should have completed their dissertations in Fall 2010, 19 or 68% of them have graduated. Six students are expected to graduate in December 2010.

Since 2003, of the 37 students who started the program and should have defended their proposals by Fall 2010, 29 or 78% of them have defended their proposals.

Since 1992, 100% of students who have defended their proposals have finished the dissertation. The table below provides a summary of each cohort's progress on transition points.

**Summary of Cohort Progress on Transition Points as of November 1, 2010**

Cohort/Semester Admitted	Transition Point 2: Readiness for Comps	Transition Point 3: Written Comps	Transition Point 3: Written Comps (after remediation)	Transition Point 4: Proposal	Transition Point 5: Dissertation
12 SU 03	6 of 6 100%	0 of 6 0%	6 of 6 100%	6 of 6 100%	6 of 6 100%
13 SU 04	7 of 7 100%	5 of 7 71%	7 of 7 100%	6 of 7 86%	4 of 7 57%
14 SU 05	4 of 4 100%	4 of 4 100%	N/A	4 of 4 100%	4 of 4 100%
15 SU 06	5 of 5 100%	5 of 5 100%	N/A	3 of 5 60%	3 of 5 60%
16 SU 07	6 of 6 100%	6 of 6 100%	N/A	6 of 6 100%	2 of 6 33%
17 SU 08	9 of 9 100%	9 of 9 100%	N/A	5 of 9 64%	N/A

**IV. Student Need and Employer Demand for the Program**

Student demand for the program is high and the opportunity exists to expand the EdD in Educational Leadership from serving primarily K-12 leaders to include higher education, but we are unable to meet the need with existing resources. Although the state of Kansas does not require a doctorate for the superintendency, many students use the doctoral program as a vehicle for status and career advancement. A doctorate in Educational Leadership from Wichita State University is highly valued, as the degree has provided our students with career opportunities and advancement, not only in P-12 education, but also in higher education and/or education consultant work. For many students, attaining a doctorate fulfills a lifelong dream.

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook for 2010-2011, employment for educational administrators in elementary and secondary schools is projected to increase about 9% between 2008 and 2018, which is an average rate of growth compared to most occupations. Job prospects are predicted to be excellent due to the large number of retirements anticipated and fewer applicants for some positions. Employment potential is predicted to be higher in urban and rural areas.

The EdD in Educational Leadership has a high completion rate compared to most doctoral programs, as 100% of students who defend a dissertation proposal have graduated. The program was designed for candidates to be able to complete in three years; however, with the loss of senior faculty, the remaining full-time tenured faculty has had to pick up additional load, which has resulted in candidates taking longer to complete the program.

Edd in Educational Leadership program graduates have been successful in attaining positions as school superintendents and other educational leadership positions in the state of Kansas and the Midwest region. Of the 20 candidates who received their doctoral degrees since 2005, three are superintendents, seven are in other district leadership positions, three are directors or assistant directors of special education cooperatives, three are building principals, three are in higher education, one is a school psychologist, and one works for the education division of Apple Computers.

#### **V. Services the Program Provides to the Discipline, the University, the Metropolitan Area or Kansas**

All Educational Leadership department faculty are members of Kansas/USA, the statewide organization for Kansas school administrators. Faculty and students have been involved with presenting learning clusters at their annual conference. Drs. Elliott and Terry are both emeritus members of Kansas USA and Dr. Terry serves as chair for this group.

Program faculty are also actively involved in research organizations, such as American Educational Research Association (AERA), American Educational Studies Association (AESA), and University Council for Educational Administration (UCEA), serving as members of program committees and reviewers of proposals.

Educational Leadership faculty members have been recognized for their expertise in the discipline through service on editorial boards and as reviewers for journals and conference proposals. Dr. Patterson presently serves on the editorial boards for two journals, *The Urban Review* and the *Journal of Educational Foundations*. Since 2005, she has reviewed manuscripts for six journals, including *Urban Education*, *Teaching and Teacher Education*, and *International Journal of Leadership in Education*. In 2008, she co-edited a special issue of the *Journal of Educational Foundations*.

#### **Service to Wichita/Kansas Community**

The doctoral program provides service to local school districts through the field studies conducted in response to RFPs from area districts. The program conducts three to four yearlong studies annually. The students and instructors in the program share the results of the field study reports at local, regional, national, and international educational forums to advance the knowledge base on school improvement as well as school-university partnerships.

From 2007 to 2009, the department, in conjunction with Wichita Public Schools (USD 259), developed and conducted an urban leadership program. The urban program, modeled on the campus-based program, enrolled 16 students then currently employed by USD 259. Courses were taught in USD 259 facilities. The urban leadership strand focused on the unique demands required for urban school administrators. All 16 students who entered the program completed it successfully and obtained their Master's degree from Wichita State University in the Spring of 2009. While both the department and USD 259 found the program to be successful, budget constraints faced by public schools in Kansas have prevented continuation of the program at this time.

Drs. Terry and Elliott are highly visible and active in Kansas education leadership through the regional education service centers (e.g. ESSDACK, Clearwater, Greenbush, etc.), and service on statewide committees. Department faculty have also provided service by consulting on various projects and activities requested by Wichita USD 259 and school districts across the state. For example, Dr. Patterson worked with Wichita USD 259 on their district-wide cultural proficiency initiative, which was implemented in Fall 2006. Faculty have also been selected to serve on study committees of the Kansas State Department of Education. Dr. Bennett has worked with the Hispanic Women’s Leadership Network, helping them organize a series of workshops, one of which was held on the WSU campus in January 2010. Dr. Patterson meets regularly with Educational Leadership faculty from other state universities sponsored by the Kansas Association of School Boards.

The Center for Innovative School Leadership has contracted with faculty to provide school district efficiency reviews. Studies have been completed at Kingman, DeSoto, Mill Creek Valley, Cunningham, and Vermillion. Additionally, department faculty members have provided consulting services in the areas of negotiations, facility analysis, and superintendent searches.

**Service to WSU, COE, and the EL Department**

The Educational Leadership department is small, with only four full-time faculty members, which requires everyone to serve and/or lead numerous committees. At the university level, Educational Leadership faculty have served on the Faculty Senate Budget Committee, University Tenure & Promotion Committee, and the Doctoral Sub-council. At the College Level, EL faculty members serve on standing committees, including the NCATE Steering Committee, Curriculum Committee, Unit Assessment Committee, Technology Committee, Field Experience Committee, and Advanced Programs Committee; and several ad-hoc committees, including the College Fee Committee and Academic Honesty Policy Committee. EL Department members serve as chairs of the Faculty Personnel Committee and the COE Graduate Showcase. Three of the four EL faculty members serve as Program Chairs for the licensure and degree programs the department offers. Program Chairs’ responsibilities include preparing KSDE templates and NCATE reports, ensuring program assessments are administered and data entered into the STEPS system, compiling data to write an annual report, and convening the Advisory Council at least once a year.

**VI. Program’s Cost Effectiveness**

The Department of Educational Leadership offers only graduate level programs; therefore, our costs are higher because we have fewer students and fewer credit hours than most departments on campus. However, we have made the most of limited resources and have maintained a steady number of students admitted and a high number of graduates.

<b>Academic Instruction Expenditures</b>	<b>FY2006</b>	<b>FY2007</b>	<b>FY2008</b>	<b>FY2009</b>	<b>FY2010</b>	<b>5 Year Average FY 2006-10</b>
Salaries/Benefits	\$459, 486	\$442, 185	\$487, 722	\$458,495	\$353,608	\$440,299

Other Operating Expenditures	12,328	17,647	14,326	17,014	\$16,828	\$15,629
Total	471,814	459,832	502,049	475,509	\$370,436	\$455,928

*Enrollment Trends*

Enrollment trends for both the Masters and Doctoral programs have fluctuated some over the past 5 years; however, enrollments have remained viable. The 16 urban cohort students graduated in Spring 2009, and that program is now on hiatus, as Wichita USD 259 experienced severe budget cuts due to the state's poor economic conditions. One tenured faculty member retired and a second left for another university in Spring 2008, and a third halftime faculty member was reassigned to another college in Fall 2009. In Fall 2008, 2 Senior Fellows and one tenure-track faculty member were hired. The student credit hours reflect dissertation advisement, but do not include the dissertation committee service expected of program faculty.

Student Credit Hours for Masters and Doctoral degrees for fiscal years 2006-2010

	FY2006	FY2007	FY2008	FY2009	FY2010	5 Year Average FY 2006-10
Masters	865	747	973	879	528	798
Doctoral	635	553	519	564	659	583
Total	1500	1300	1492	1428	1187	1381

As the data provided by WSU's Office of Institutional Research indicate, the number of EdD in Educational Leadership majors ranged from 21-31 over the last five years, averaging 24.2. The program is limited to 6-8 students per year due to the need for faculty who can advise dissertations. Demand for the program is high, and we are unable to meet the demand with current resources.

**Majors in the Discipline**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2005-2009
Doctoral	22	21	24	28	31	25.2

As the data provided by WSU's Office of Institutional Research indicate, the number of degrees conferred in the EdD in Educational Leadership program ranged from 2 to 6 over the last five years, averaging 4.4 per year. The program is highly productive given the small numbers of tenure/tenure eligible faculty qualified to work with doctoral students.

Degrees Conferred

	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	5 Year Average FY 2006-2010
Doctoral	4	4	4	6	2	6	4.4

*FTE per Student Credit Hour Ratio*

The department is small, offering only 2 graduate degree programs and 1 non-degree licensure program (credit hours for the non-degree program are not included in these data).

Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		5 Year Average Fall 2005-2009	
SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE
557	6.7	493	6.3	603	7.4	529.3	8	521	7.4	538.9	7.2

*Educational Leadership Departmental Faculty*

Between Fall 2005 and 2009, the Educational Leadership department averaged 3.6 FTE. In Fall 2009, the department had 1 tenured faculty member, 1 tenure track faculty member, and 2 Senior Fellows. Average actual instructional FTE was 7.2, which included lecturers as well as faculty from other departments who facilitated a field study and/or advised dissertations.

Departmental Faculty	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2005-2009
Tenured/Tenure Track Faculty Head Count	3	3	3	3	2	2.8
Tenured/Tenure Track Faculty with Terminal Degrees	3	3	3	3	2	2.8
Total Tenured Faculty	3	3	3	3	1	2.4
Total Instructional Faculty FTE in Department	4	3	3	4	4	3.6

Actual Instructional FTE	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	5 Year Average Fall 2005-2009

1. Tenured/Tenure Track Faculty	3	3.5	3	3.5	3.1	3.2
Other Instructional FTE	3.7	2.8	4.4	4.5	4.3	4
Total FTE	6.7	6.3	7.4	8	7.4	7.2

The EdD in Educational Leadership was flagged in 2007 for not having enough faculty to support a doctoral program. The University's administration has committed to hiring at least one qualified, tenure-eligible faculty member. An additional faculty member would allow us to expand our program offerings, perhaps through adding doctoral cohorts in higher education and/or teacher leadership.

### Summary

During the nearly 20 years it has been existence, the EdD in Educational Leadership at Wichita State University has consistently been highly productive, as the program has graduated 75 students who have taken on a variety of education leadership roles in Kansas and the Midwest region. Program faculty are committed to ensuring students are supported through the dissertation process, therefore our graduation rate is much higher than a traditional doctoral program.

Because Educational Leadership is a small department, with only four fulltime faculty members and offering only graduate programs, it is more expensive to operate. Nonetheless, we have managed to maintain high standards and offer a rigorous program with few resources. Merging with another department in the college that has more tenured and tenure eligible faculty and offers only graduate programs might be an option in the future. At least one more faculty member with experience and expertise in urban public education would increase our credibility and enhance our partnership with Wichita Public Schools. Additional faculty with the knowledge and skill to advise doctoral dissertations would allow us to expand the EdD. We could increase our enrollments by adding strands in higher education and/or a teacher leadership.

### References

Council of Graduate Schools. (2007). *PhD completion and attrition: Analysis of baseline program data from the PhD completion project*. Washington, DC: Author.



**College: EDUCATION**  
**Department: COUNSELING, EDUCATIONAL, AND SCHOOL PSYCHOLOGY**  
 Note: New Department beginning in FY2006

Discipline(s) within Department: (3)  
 COUNSELING  
 EDUCATIONAL PSYCHOLOGY  
 SCHOOL PSYCHOLOGY

**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			\$710,898	\$835,842	\$762,699	\$720,413	\$725,805	\$769,813	\$757,463	\$751,131
2. Other Operating Exp.			\$22,904	\$29,962	\$27,646	\$20,528	\$26,516	\$26,837	\$25,260	\$25,511
3. Total			\$733,802	\$865,804	\$790,345	\$740,940	\$752,321	\$796,650	\$782,723	\$776,642

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			0	0	0	0	0	0	0	0
2. Upper Division			777	866	874	1,137	1,195	839	914	970
3. Masters			2,289	2,211	2,236	2,225	2,546	2,245	2,240	2,301
4. Doctoral			111	114	109	107	72	111	110	103
5. Total			3,177	3,191	3,219	3,440	3,813	3,196	3,257	3,368

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			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. Their Graduate Majors			48.1	49.6	54.0	51.0	46.6	50.6	50.7	49.9
3. Non-Majors			51.9	50.4	46.0	49.0	53.4	49.4	49.3	50.1

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			7.0	7.0	8.0	7.0	7.0	7.3	7.3
2. Tenured/Tenure Track Faculty with Terminal Degrees			7.0	6.0	7.0	6.0	7.0	6.7	6.5	6.6
Terminal degree defined if different from Ph.D.										
3. Total Tenured Faculty			6.0	6.0	6.0	5.0	5.0	6.0	5.8	5.6
Total Instructional FTE in Department			8.0	9.0	9.0	8.0	8.0	8.7	8.5	8.4

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			7.0	7.1	6.7	7.5	6.8	6.9	7.1
2. Instructor of Record			0.0	0.0	0.5	0.5	0.3	0.2	0.3	0.3
Za. Not Instructional FTE			0.5	0.5	0.0	0.0	0.0	0.3	0.2	0.2
Zb. Other Instructional FTE			4.0	5.6	8.1	5.7	5.1	5.9	5.9	5.7
3. Total FTE			11.5	13.2	15.3	13.7	12.2	13.3	13.4	13.2
SCH										
4. SCH generated by Tenured/Tenure Track Faculty			678.0	450.0	455.5	385.0	724.0	527.8	492.1	538.5
5. SCH generated by GTA's (IOR)			0.0	0.0	48.0	56.0	60.0	16.0	26.0	32.8
6. SCH generated by Other Instructional Faculty			678.0	870.0	931.5	915.0	710.0	826.5	848.6	820.9
7. Total SCH			1,356.0	1,320.0	1,435.0	1,356.0	1,494.0	1,370.3	1,366.8	1,392.2
RATE (SCH per FTE)										
8. Average SCH per Tenured/Tenure Track Faculty			96.9	63.1	68.0	51.3	106.0	76.0	69.8	77.1
9. Average SCH per GTA (IOR only)			0.0	0.0	96.0	112.0	240.0	32.0	52.0	89.6
10. Average SCH per Other Instructional Faculty			169.5	154.3	114.4	160.0	138.1	146.1	149.5	147.3
11. Average Overall SCH per FTE			118.4	99.8	93.5	98.8	122.3	103.9	102.7	106.6

**SECTION II: ACADEMIC PROGRAM DATA**

College: EDUCATION  
 Department: COUNSELING, EDUCATIONAL, AND SCHOOL PSYCHOLOGY  
 Discipline: COUNSELING

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	50.0	48.0	50.0	64.0	72.0	66.0	73.0	56.8	60.0	65.0
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	19.0	16.0	14.0	13.0	18.0	12.0	24.0	16.0	14.5	16.2
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: COUNSELING, EDUCATIONAL, AND SCHOOL PSYCHOLOGY  
 Discipline: EDUCATIONAL PSYCHOLOGY

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		32.0	25.0	21.0	27.0	22.0	28.0	26.4	25.4	24.6
3. Masters	27.0									
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	9.0	10.0	7.0	6.0	9.0	1.0	8.0	8.2	6.6	6.2
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: COUNSELING, EDUCATIONAL, AND SCHOOL PSYCHOLOGY  
 Discipline: SCHOOL PSYCHOLOGY

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										
4. 1st Prof / Specialist . Certif.	6.0	8.0	11.0	14.0	12.0	11.0	17.0	10.2	11.2	13.0
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										
4. First Prof / Specialist / Certificate	0.0	4.0	5.0	6.0	1.0	4.0	5.0	3.2	4.0	4.2
5. Doctorate										
6. Undergraduate Certificate										
7. Graduate Certificate										

Note(s): All degrees conferred include multiple majors



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			3.0	3.0	3.0	3.0	2.0	3.0	3.0
2. Tenured/Tenure Track Faculty with Terminal Degrees			3.0	3.0	3.0	3.0	2.0	3.0	3.0	2.8
Terminal degree defined if different from Ph.D.										
3. Total Tenured Faculty			3.0	3.0	3.0	2.0	1.0	3.0	2.8	2.4
Total Instructional FTE in Department			4.0	3.0	3.0	4.0	4.0	3.3	3.5	3.6

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			3.0	3.5	3.0	3.5	3.1	3.2	3.3
2. Instructor of Record			0.0	0.0	0.0	0.0	0.0	0.0		
Za. Not Instructional FTE			0.0	0.0	0.0	0.0	0.0	0.0		
Zb. Other Instructional FTE			3.7	2.8	4.4	4.5	4.3	3.6	3.9	4.0
3. Total FTE			6.7	6.3	7.4	8.0	7.4	6.8	7.1	7.2
SCH										
4. SCH generated by Tenured/Tenure Track Faculty			347.0	257.0	148.9	240.0	135.0	251.0	248.2	225.6
5. SCH generated by GTA's (IOR)			0.0	0.0	0.0	0.0	0.0	0.0		
6. SCH generated by Other Instructional			210.0	236.0	454.1	289.3	377.0	300.0	297.3	313.3
7. Total SCH			557.0	493.0	603.0	529.3	512.0	551.0	545.6	538.9
RATE (SCH per FTE)										
8. Average SCH per Tenured/Tenure Track Faculty			115.7	73.4	49.6	68.6	43.8	79.6	76.8	70.2
9. Average SCH per GTA (IOR only)			0.0	0.0	0.0	0.0	0.0			
10. Average SCH per Other Instructional Faculty			57.2	83.4	103.0	64.3	86.9	81.2	77.0	78.9
11. Average Overall SCH per FTE			83.5	77.9	81.4	66.2	69.0	80.9	77.2	75.6

**SECTION II: ACADEMIC PROGRAM DATA**

College: EDUCATION  
 Department: EDUCATIONAL LEADERSHIP  
 Discipline: EDUCATIONAL LEADERSHIP/ADMINISTRATION

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	61.0	53.0	45.0	41.0	54.0	43.0	30.0	50.8	47.2	42.6
4. 1st Prof / Specialist . Certif.										
5. Doctoral	20.0	21.0	22.0	21.0	24.0	28.0	31.0	21.6	23.2	25.2

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	24.0	36.0	20.0	18.0	15.0	33.0	18.0	22.6	24.4	20.8
4. First Prof / Specialist / Certificate										
5. Doctorate	5.0	4.0	4.0	4.0	6.0	2.0	6.0	4.6	4.0	4.4
6. Undergraduate Certificate										
7. Graduate Certificate										

Note(s): All degrees conferred include multiple majors