WICHITA STATE UNIVERSITY

Program Review Self-Study Template

Academic unit: Department of Curriculum and Instruction

College: Education

Date of last review AY 2010-2011

Date of last accreditation report (if relevant) Spring 2010

List all degrees described in this report (add lines as necessary)

Degree: B.A. Elementary Education CIP* code: 131202

Degree: B.A. Middle Level/Secondary Education CIP code: 131203, 131205

Degree: M.A. in Teaching CIP code: 131299

Degree: M.Ed. Curriculum and Instruction CIP code: 130301

Degree: M.Ed. Special Education CIP code: 131001

*To look up, go to: Classification of Instructional Programs Website, http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Faculty of the academic unit (add lines as necessary)

Name	Signature
Mara Alagic	
Danny Bergman	
Jeri Carroll	
Cathy Durano	
Kay Gibson	
Sherry Goodvin	
Jim Granada	
Ashlie Jack	
Fuchang Liu	
Gayla Lohfink	
Mandy Lusk	
Katie Mason	
Kim McDowell	

Vicki Opalewski

Sandy Peer

Mary Robillard

Donna Sayman

Jennifer Stone

Johnnie Thompson

Anh Tran

Submitted by: Janice K. Ewing, Department Chair
(name and title)

Date July 21, 2014

In yellow highlighted areas, data will be provided

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission (if more than one program, list each mission):

The mission of all the licensure programs in the Department of Curriculum and Instruction (BA in Elementary Education, BA Middle/Secondary Education, Master of Arts in Teaching (MAT) and Master of Education (M.Ed.) in Special Education) is to prepare and develop reflective and collaborative educators; bridging theory and practice at all levels through a culture of excellence in teaching, learning, research, scholarly activities and service.

The mission of the Master of Education (M.Ed.) in Curriculum and Instruction is to prepare all candidates to achieve maximum benefit from their educational experiences. The program develops reflective and collaborative professionals bridging theory and practice through a culture of excellence in teaching, learning, research, collaboration and instructional leadership.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

Each program in the department complements the mission and the role of university and the College of Education (COE). The mission of the COE 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." All of the programs in the department are built on developing highly competent, collaborative, and reflective practitioners who impact "Kansas and the greater public good."

The undergraduate degree programs and the MAT program address the demand for early childhood unified (Birth – grade 3), elementary education (K-6), middle level (5-8) and secondary education (6-12) teachers for the state of Kansas. The mission of the university and college is supported through well-designed programs which at the undergraduate level include general education coursework, a teacher education core/pedagogy with integrated field experiences using a Professional Development School (PDS) model, electives to support classroom instruction and extensive discipline specific content for middle level and secondary candidates. The MAT program is for individuals who hold a bachelor's degree and is designed to provide candidates with a system of mentoring and high quality support while they are learning the pedagogy and research (thesis or non-thesis) necessary to become effective teachers.

The M.Ed. in Special Education addresses the continued demand for highly qualified special education teachers in the state of Kansas. Through a well-designed graduate program which includes 34-36 hours of coursework, integrated field experiences, and a research (thesis or non-thesis) requirement candidates are provided with the tools necessary to support the PreK-12 students and families who bring a wide range of exceptionalities to the public school classroom.

The M.Ed. in C&I develops reflective and collaborative professionals and addresses the demand for career advancement in the field of education. The master's degree supports the mission of the university and the college through a 36 credit hour program which includes 21 credit hours in curriculum and instruction, 12 credit hours in a specialization of the candidate's choice and three credit hours of required

thesis or non-thesis work. As with all programs in the department, the M.Ed. in C&I provides candidates with the tools necessary to become effective educators and "impact the greater good."

d. Has the mission of the Program (s) changed since last review? ☒ **Yes** ☒ **No**

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The mission of the M.Ed. in C&I was changed since the last review. The mission was broadened when the program was revised in 2012 to include individuals who do not hold a teaching license. The revised mission statement is as follows: *The mission of the Master of Education in Curriculum and Instruction and WSU is to prepare all candidates to achieve maximum benefit from their educational experience. The program develops reflective and collaborative professionals bridging theory and practice through a culture of excellence in teaching, learning, research and collaboration and instructional leadership.*

The mission of the initial (BA Elementary, BA Middle/Secondary, and MAT) and advanced licensure, (M.Ed. Sped) programs has not changed since the last review; however, the Kansas State Department of Education (KSDE) is in the process of revising standards related to educator preparation programs. The new standards may have an impact on the mission of the programs and will definitely impact the goals/learning outcomes. The department faculty will review and revise program mission, goals, outcomes etc. once new standards have been approved.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the <u>program</u> (s) (programmatic). Have they changed since the last review? ☐ **Yes** ☒ **No**

If yes, describe the changes in a concise manner.

The Department of Curriculum and Instruction focuses on preparing education candidates who identify, understand and practice the six guiding principles and frameworks of the College, the NCATE knowledge standards and meet the Kansas State Department of Education (KSDE) standards in each of their disciplines. All three of these areas are addressed through the required assessments outlined in each programs' accreditation documents. The goals for the initial and advanced licensure programs are based on KSDE Standards and INTASC Principals. Each program has its own standards that serve as learning outcomes. The goals for the M.Ed. in C&I were developed by faculty and were reviewed when the program was revised in 2012 – the program revision resulted in no major changes to the program goals. The measurable goals and objectives (learning outcomes) for each program can be found in appendices B through F.

Bachelor of Arts in Education

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

Once candidates complete their general education content, other required courses – such as literacy strategies, linguistics, physical science, and art education, and the prerequisite introduction to the profession, they then complete a four-semester sequence of courses, referred to as the Core Program. The four-semester core sequence provides the pedagogical knowledge and field experiences necessary to become effective classroom teachers.

Candidates begin in Core I with an introduction to theories of human development, the study of cultural diversity and exceptionalities, and their initial field experience placement. In Core II A and Core II B students take methods courses, an assessment/evaluation course and continue with field experiences. In Core III candidates are required to have a semester-long field experience in the classroom of a highly

qualified teacher. For candidates in the undergraduate early childhood unified program, this final field placement is a 16-week placement divided between two sites (elementary – K-3 and early childhood – Preschool or Infant/Toddler). The Core III, teaching internship provides candidates with an intensive experience allowing them to make the necessary connections between theory and practice.

Before recommendation for licensure, candidates must meet the state's qualifying score of 160 on the required Principles of Learning and Teaching (Praxis PLT) examination. The qualifying scores on the required specific licensure area Praxis content exams are 163 for Elementary K-6 and 172 for ECU. In addition students must obtain a passing score of 20 on the Kansas Performance Teaching Portfolio (KPTP).

Bachelor of Arts Middle/Secondary

At the undergraduate level, the middle/secondary education program curricula are built on a general education foundation, a strong foundation in the content area and required coursework in teacher preparation. Once candidates complete their general education content, other required courses, and the prerequisite introduction to the profession, they then complete a four-semester sequence of courses, referred to as the Core Program. The four semester core sequence provides the pedagogical knowledge and field experiences necessary to become effective classroom teachers.

Candidates begin in Core I with an introduction to the theories of human development, the study of cultural diversity and exceptionalities, general education methods and their initial field-experience placement. In Core II, candidates focus on literacy strategies, the history, philosophy and ethics of education and assessment/evaluation as well as a required field placement experience. In Core III, candidates take a discipline specific methods course with an accompanying field experience. Candidates who complete the middle level dual licensure program, for example, history comprehensive/English 5-8 middle level are required to complete two discipline specific methods courses with accompanying field experiences.

In Core IV teaching internship, the candidates complete an extensive semester-long field experience which allows them to make the necessary connections between theory and practice. In the case of candidates who are in the dual licensure program, the candidates complete the teaching internship in two content specific classrooms. As part of the requirement for the middle/secondary education degree program, candidates are required to complete content coursework in their specific disciplines. At the middle level, candidates interested in single subject licensure take 27 credit hours of course content. Candidates interested in dual subject middle level licensure take up to 57 credit hours of content, split between the two content areas. At the secondary level, candidates take between 33 and 52 credit hours of content depending on their specific discipline. The discipline specific content courses required for middle/secondary candidates are taught by faculty in the College of Liberal Arts and Sciences.

Before recommendation for licensure, candidates must meet the state's qualifying score of 160 on the required Principles of Learning and Teaching (Praxis PLT) examination. Middle/secondary candidates must also meet the qualifying score on the specific licensure area Praxis content exam (qualifying scores vary by discipline). In addition students must obtain a passing score of 20 on the Kansas Performance Teaching Portfolio (KPTP).

Master of Arts in Teaching

The Master of Arts in Teaching has three tracks/programs – transition to teaching (T2T), middle/secondary residency and early childhood unified residency. The program requires that all candidates have at least a BA/BS degree from an accredited higher education institution prior to entry into the program. Candidates are required to have a GPA of 3.0 in the last 60 credit hours or a GPA of 2.75 in the last 60 credit hours with passing GRE or Miller Analogies scores in order to be fully admitted to the WSU graduate school. Candidates in the T2T and middle/secondary residency tracks must have a

qualifying score on the specific licensure area Praxis content exam prior to admission to the program. The candidates in the T2T track are hired by a school district as the teacher-of-record on a two year restricted license, the candidates in the residency programs are required to have either a para-educator position or complete their internship hours through WSU Cooperative Education positions. The MAT (T2T and Middle/Secondary Residency) is a 36 hour program (29 credit hours of pedagogy and field experience and 7 credit hours of research) completed in six semesters for T2T candidates and five semesters for middle/secondary candidates. The MAT (ECU Residency) is a 36 hour program (30 credit hours of pedagogy and field experience and 6 credit hours of research) completed in five semesters.

Before recommendation for licensure, all candidates must meet the state's qualifying score of 160 on the appropriate *Principles of Learning and Teaching* (Praxis PLT) examination and a passing score of 20on the *Kansas Performance Teaching Portfolio* (KPTP). The ECU Residency candidates must obtain a qualifying score on the specific licensure area Praxis content exam.

Master of Education in Special Education

At the graduate level, the special education curricula is built on a strong theoretical foundation supported by research based knowledge. Because all of the candidates come into the master's program with a required undergraduate degree and a teaching license, the program coursework is designed to build on the educational knowledge they have and to strengthen and deepen their knowledge of exceptionalities by allowing them to develop an expertise in one of the special education emphasis areas; Adaptive, Early Childhood Unified, Functional and Gifted. Candidates complete between 24 and 28 credit hours of core coursework including integrated field experiences, a comprehensive examination, and seven credit hours of research. Before recommendation for licensure, candidates must meet the state qualify score on the specific licensure area Praxis exam.

Master of Education in Curriculum and Instruction

The master's in curriculum and instruction was revised in 2012 with changes effective fall 2013. The program consists of 36 graduate hours of coursework, which includes 21 credit hours in curriculum and instruction, 12 credit hours in a specialization of the candidates' choice and three credit hours of required thesis or non-thesis work. Although not a licensure program, the program has six standards that must be met in addition to meeting the college's Conceptual Frameworks and Principles and the NCATE knowledge standards. The conceptual frameworks and principles and NCATE knowledge standards are assessed yearly to determine program effectiveness.

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps	No. Grants Awarded or Submitted	$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1 2011	14	1	25	6	1											22	1,860,855
Year 2 2012	19	5	28	10	6										1	18	485,130
Year 3 2013	20	2	45	11	2										1	5	118,820

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- **Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.**

  The above table shows the productivity of the department faculty. Scholarship has been produced by faculty in all programs and therefore data were aggregated for the department. Faculty in the department are actively involved in scholarship, are well-published and respected in their disciplines. Recently hired and new faculty are at the beginning of their academic scholarship careers. Faculty currently publish in recognized professional journals and are receiving departmental and College of Education support to present research at international, national, and regional conferences.

  During the 2011, 2012 and 2013 calendar years, faculty in the department participated in obtaining external grants. There was a reduction in the number of grants awarded and submitted from 2011 to 2013 this was due in part to faculty turnover, the completion of several grants and the increased competition for state and federal grant dollars. The grants awarded in 2013 were smaller university and college grants designed to help untenured faculty with initial research projects. Besides the grant amounts listed in the above table, four faculty members in the department were specifically involved in either on-going grants and/or securing grants with colleagues from other institutions. These grants amounted to approximately 15 million dollars. Faculty were also involved in the federally funded Teacher Quality Partnership (TQP) 6.5 million dollar grant which impacted the redesign of the undergraduate programs and the implementation of the MAT-ECU Residency Program.

  In addition to scholarship, faculty members' expertise has been recognized by their roles on editorial review boards, conference review boards and as peer reviewers for conferences and publications. Between 2011 and 2013 six department faculty held office positions with state organizations, one faculty member was involved in national accreditation reviews and national program standard design, and five faculty served on state standards review committees.

  Since the last review the department has averaged two new (replacement) faculty members a year as senior faculty in the department have either retired or left the institution. The faculty searches conducted in the 2011, 2012 and 2013 calendar years brought highly qualified individuals into the department; however, three of those faculty members have left or are planning to leave the department. Recruiting and retaining faculty continues to be a challenge. The current search process timeline often results in losing top candidates to other institutions; however, a more glaring reason for faculty not taking a position or leaving the department is the starting salary. Recently, a faculty member who was very reticent about resigning did so in part because the new position paid $20,000.00 more than the current salary at WSU. Faculty in the department have been recognized for the quality of their teaching, with nominations for WSU's *Academy of Effective Teaching* as well as for the *COE Excellence in Teaching* award. Annual faculty activity reports show that faculty ratings on the *Student Perceptions of Teaching Effectiveness* (SPTE) evaluation are generally in the good to high range. Candidates' comments on the SPTE evaluations are overwhelmingly positive, candidates frequently comment that faculty are knowledgeable, well-organized, supportive of student learning, communicate effectively, and passionate about teaching. In addition, candidates see faculty as individuals who are always ready and willing to help, responding promptly to emails and other requests, and providing quality and timely feedback.

  Faculty who teach in the undergraduate programs model good teaching and practice Chickering and Gamson's seven principles of good undergraduate teaching. In addition, elementary and middle/secondary faculty are actively involved in the department's Professional Development School (PDS) partnership model which ensures that candidates in the field are supervised by full-time faculty (tenure eligible, tenured, senior fellows and clinical educators) and four liaisons – three who are .6 and

one who is full-time. Faculty who teach graduate courses model good teaching and set high expectations for graduate level work. All faculty members continue to determine the most effective ways to accommodate the variety of learning styles and needs of the undergraduate and graduate learners as well as ways to effectively use technology in the classroom; such as Smartboards, PowerPoint, Blackboard, iPads, flip cameras, wikis, and clickers.

Information provided by the WSU Office of Institutional Research shows that student credit hour (SCH) production within the department for all departmental programs showed a decrease between fiscal years (FY) 2011 and 2013 (see appendix A). The five year rolling average was impacted by increases in SCH during FY 2009 and 2010. The department only offers one 200 level course which is an introduction to the teaching profession and the SCH for 100-299 course showed a decrease between 2011 and 2012 but an increase from 2012 to 2013. The majority of the candidates in the undergraduate programs begin their coursework as juniors. The SCH in 300-499 level course work decreased by approximately 13% between 2011 and 2012 and decreased again in 2013. Since the majority of 300-499 courses offered by the department are required courses in the elementary education and middle/secondary education programs any drop in enrollment would naturally impact the SCH production in these courses.

The 500-699 level courses showed an increase in SCH from 2010 to 2013; however, and a decrease in SCH was evident in courses at the 700-799 and 800-899 level. One possible reason for the decrease in SCH at the 700-799 level was the reduction in the number of MAT – T2T program candidates between 2010 and 2012. Beginning in 2010 school districts reduced the number of individuals hired. This change significantly impacted the MAT- T2T program as the majority of courses in that program are at the 700-799 level (see appendix A).

Between 2010 and 2012 the number of graduate candidates in the department's masters' of education programs declined. There was a slight decline in the number of graduate students in the master's in special education. All graduate candidates have six years to complete their programs of study and in the area of special education candidates are able to complete an endorsement for licensure without completing the required research courses for the master's degree. If a candidate is close to the six year mark, he or she may choose endorsement only without the degree as a viable option.

The MAT program also showed a slight decline between 2009 and 2012 as school districts reduced the number of individuals they hired who were on a restricted license. There was, however, a continued need for teachers in high need areas and so two new tracks were added to the MAT program. In spring 2011 the ECU residency track accepted its first cohort of students and in 2012 the middle/secondary residency allowed individuals with bachelor's degrees to enter a teacher education program without being on a restricted license.

The program showing the greatest decline in enrollment was the master's in curriculum and instruction. Since the last KBOR report enrollment in the program continued to decline reaching a low of 82 candidates in fall 2012. Two broader issues that possibly contributed to the enrollment decline were: university credit not being required for school teacher salary increases on district pay scales (teachers can get the necessary professional development points through school district in-services) and teacher salary freezes because of school district budget issues. In spring 2012 faculty revised the program in the hope of reversing the significant enrollment decrease that happened between 2008 and 2012. The faculty will continue to monitor the enrollment in this program. An online master's program is being developed for implementation in spring 2016.

The FTEs per SCH suggests that the department of curriculum and instruction continues to effectively meet students' programmatic needs. Over the past five years the department has seen a gradual increase in the number of tenure eligible faculty; however, there is still one less tenure eligible faculty member in the department than there was in the fall of 2008. Since 2009 the department has added two and lost one non-tenure eligible faculty member; however, there has been more faculty turnover than the numbers would indicate as retired faculty leave and are replaced. In the past five years, the department has lost

eight faculty members – six to retirement and two who have taken jobs at other institutions. As of fall 2012, there were 16 tenure eligible faculty, 6 non-tenure eligible faculty, and 21 lecturers in the department. The number of lecturers used in the department has been fairly consistent and as always depends on department need.

Changes that have impacted the department since the last KBOR Program Review report include an overall 6% drop in student enrollment in educator preparation programs nationwide (department decrease 7% in elementary education and 10% in middle/secondary education), revisions to the undergraduate program which moved the middle/secondary program from a 5-semester program to a 4-semester program, a higher standard of expectations for individuals who are admitted to the teacher education program, turnover in faculty, an economy which impacted students' higher education decisions, increased competition for students, a reduction in the number of individuals hired by local school systems, an aging teacher workforce who chose to stay in their current positions rather than retire, and finally a political landscape that continues to marginalize individuals who consider teaching as a profession.

3. **Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

a. **For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).**

The ACT scores for candidates in the elementary education program declined slightly in 2011 and 2012, but the five year rolling averages remained fairly consistent. When compared to the university as a whole, candidates in the elementary education program have ACT scores below those of the university population as a whole. The ACT scores for candidates in the middle/secondary education program have also remained fairly consistent over the last three years as the data suggests. Middle/Secondary candidates have ACT scores above those of the university population as a whole.

b. **For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)**

The grade point average data provided by the Office of Planning and Analysis shows that candidates in the M.Ed. in C& I had GPAs of 3.7 in 2010 and 3.6 in 2011, 2012 and 2013. When compared to the University graduate GPAs, candidates in the master's program had GPAs slightly above the university population. The candidates in the master's in special education had GPAs of 3.6 in 2010, 3.7 in 2011 and 2012 and 3.6 in 2013. When compared to the University graduates GPAs, candidates in the master's program in special education had GPAs slightly above the university population. The candidates in the Master of Arts in Teaching (MAT) program had GPAs of 3.7 in 2010, 3.1 in 2011, 3.6 in 2012 and 3.4 in 2013. There appeared to be a fluctuation in the average GPA for candidates in the MAT program. In 2010 and 2012, candidates' GPAs were above the university population and in 2011 and 2013 the candidates GPAs were below the university population. GPAs will continue to be monitored by department faculty who oversee the MAT program.

c. **Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.**

The learning outcomes for the programs in the department are based on the KSDE Standards for educator preparation and reflect the College's guiding principles and frameworks and NCATE knowledge standards. The learning outcomes vary by program and can be found in appendices B through F. The chair of each program completes an annual program review report responding to the following core questions:

1. Is the program overall effective in preparing candidates to meet the expected outcomes:
    a. program standards and,
    b. Unit Conceptual Framework Guiding Principles, and
    c. NCATE Knowledge standards (for education personnel program only)
2. Is the program effective in preparing graduates for state licensure exams (if required) in both total scores and the category scores?
3. Are the assessments in Table 2 administered by faculty in every section and every semester the course is taught?
4. How are data used by candidates and faculty to improve candidate performance? Have changes made by the Program Committee in prior years led to desired improvements?
5. What changes, if any, do data and/or other information suggest for (a) the program, (b) the assessments and/or criteria/rubrics, and (c) operational elements – advisement, instruction, faculty field/clinical placements, field/clinical supervision, record keeping, or resource?

In addition to analyzing relevant data and writing the report, the program chair meets with the Program Advisory Council to share the report and to get feedback on program effectiveness. For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

As can be seen from the learning outcomes in appendices B through F the vast majority of candidates obtain acceptable scores on the required assessments thereby meeting the learning outcomes. In cases where candidates do not obtain an acceptable score on a required assessment remediation is provided. Remediation can include repeating a course and/or redoing the doing the required assessment and must be completed prior to candidates their next semester of coursework. Candidates may also choose to change majors and/or may be counseled out of the program.

d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

The impact of the programs in the department is evident through the feedback obtained from exit surveys as well as recommendations for passing rates on required standardized test scores, licensure and placement rates (see appendices H and I). All of the candidates in department licensure programs complete accredited programs that meet state guidelines. Candidates and alumni are afforded the opportunity to evaluate their experiences through a satisfaction survey. Employers are afforded the opportunity to provide feedback regarding the quality of the program graduates. Satisfaction survey results can be found in appendix G.

In general candidates appear to be satisfied or very satisfied with their programs. The data show that for 2012 and 2013, 70 to 86.7 percent of candidates were satisfied or very satisfied with the department programs. The one area where candidates showed the lowest satisfaction percentage was in the middle/secondary education program in 2012. Only 54.3% of candidates were satisfied or very satisfied. A possible reason for the lower satisfaction percentage in this area was faculty turnover.

Employer and alumni surveys are not collected yearly. The College of Education at WSU as a participant of the Kansas Board of Regents – Council of Education Deans distributed a Kansas Educator Employer Survey and an Alumni Survey in spring 2013. The employer and alumni surveys address the following areas: Foundations of Teaching, Planning, Instruction, Assessment, Technology, Diversity, Motivation and Engagement, Professionalism and Ethical Behavior, and Reflective Practice. Each area had multiple items for the employer or the alumni to respond to using a 1 to 5 Likert scale with 1 being strongly disagree and 5 being strongly agree. Both surveys were designed using positive statements, for example, employers were asked to respond to statements such as "The educator uses a variety of teaching strategies

to enhance student learning" and alumni were asked to respond to statements such as "I was prepared to create lesson plans that promote critical thinking in students." The data provided in appendix H is aggregated and represents the percentage of respondents who agree or strongly agree with the statements on the surveys.

e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs). N/A

Outcomes:	Results	
	Majors	Non-Majors
o Have acquired knowledge in the arts, humanities, and natural and social sciences o Think critically and independently o Write and speak effectively o Employ analytical reasoning and problem solving techniques		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: http://www.aacu.org/value/rubrics/

f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

The department offers concurrent enrollment credit for *CI 270 Introduction to the Education Profession* the introductory teacher preparation course. This course was offered in eight area high schools as either *Training Tomorrow's Teachers Today* or *Teaching as a Career.* Both high school courses were the equivalent of 3 credit hours and were aligned to *CI 270 Introduction to the Education Profession* curriculum. In the concurrent enrollment course students examined the nature of teaching, the roles of collaboration, reflective practice, critical thinking, problem solving, and inquiry. Embedded with the class were electronic classroom observations and common resource materials. Students were engaged in activities using common textbooks, resources, software support, legal briefs and first hand teaching experience. Detailed concurrent enrollment information including student satisfaction ratings can be found in appendix J.

g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
Provide information here:

All initial licensure programs in the department are accredited by the Kansas State Department of Education (KSDE). The next review cycle for program accreditation by KSDE will be in 2015. All programs in the department - initial licensure and advanced – including the M.Ed. in C&I are accredited by the National Council for Accreditation of Teacher Education (NCATE). The next review cycle for program accreditation for Council for the Accreditation of Educator Preparation (CAEP – formerly NCATE) will be in spring 2017.

h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.

Faculty members submit a copy of their syllabi to the department chair each semester. The syllabi are reviewed to ensure that assignment of credit hours is listed. The syllabus template that is provided to new faculty includes assignment of credit hours as one of its headings. All syllabi that are developed as part of the curriculum change process include the assignment of credit hours and these syllabi are reviewed by the department and the college's curriculum committee.

i. **Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).**

Since the 2010-2011 Kansas Board of Regent Program Review, revisions have been made to the elementary and middle/secondary programs and the M.Ed. in C&I. In addition a MAT with three tracks has been added as an alternative route to licensure for candidates who possess a non-education baccalaureate degree. Based on the evidence provided, the academic programs in the department are effective.

The programs are reviewed on an annual basis and information from the annual review is shared with each program's advisory council. The council provides feedback and offers suggestions for improvement. All of the programs in the department went through a comprehensive review in 2008 by the Kansas State Department of Education. The Professional Education Unit was reviewed by the National Council for Accreditation of Teacher Education (NCATE) in spring of 2010. Both reviews were successful with no areas for improvement. The programs in the department will be reviewed again by the Kansas State Department of Education (KSDE) in fall of 2015 and the Professional Education Unit will be reviewed by the Council for Accreditation of Educator Preparation (CAEP) in spring 2017.

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

a. **Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.**

Elementary Education program information taken from tables 11-15 showed a decrease of 22% in the number of applicants from 2009 to 2013 and the number of candidates admitted during that period decreased by 21%. As of census day, there were 56 fewer candidates in the elementary education program in 2013 than in 2009. The greatest decrease occurred between 2009 and 2011. Between 2012 and 2013 the decrease was less than 2%.

In middle secondary education, a similar trend was evident. From 2009 to 2013 the number of applicants decreased by 26% and the number of candidates admitted during that period decreased by 25%. As of census day, there were 102 fewer candidates in the middle secondary program in 2013 than in 2009. The greatest decrease occurred from 2009 to 2011 and the smallest decrease between 2011 and 2012.

Two of the graduate programs (MAT and M.Ed. in C&I) shared a similar trajectory for candidate applications, admittance and enrollment with a decline in numbers between 2009 and 2013. The five year rolling averages for the M.Ed. in C&I showed a decrease as well. A five year rolling average was not available for the MAT program. The enrollment in the MAT showed a 79% decrease in the number of applicants for the program from 2010 to 2012 with a low in 2012 of 26 applicants. The number of applicants doubled from 2012-2013. The decrease in the number of applicants in 2011 and 2012 was a direct result of the lack of positions in local school districts. A requirement for the Transition-to-Teaching track of the MAT is employment as teacher-of-record in order to be given a restricted license. As a result of the reduced number of positions available for candidates and the continued lack of teachers in high need areas, the middle/secondary residency track was developed – this track did not require the candidate to be a teacher of record only to secure a part-time or co-op position in a school district as a para-educator. In addition the department was approved for the ECU Residency track which also required candidates to be para-educators in early childhood settings. The ECU Residency program began its first cohort in the spring of 2011.

The number of applicants for the M.Ed. in C&I has continued to decrease since 2010, although at a slower rate than in previous years. The number of candidates enrolled on census day in 2013 was slightly higher than the number of candidates in 2012. In 2012 faculty in the department began revisions of the program and final revisions were approved in 2013. The M.Ed. in C&I was the only program for which five year rolling averages were available. The five year rolling average for 2009-2013 showed a 37% decrease from the 2007-2011 rolling average and a 22% decrease from the 2008-2012 rolling average. With the revisions the department has made to the program the expectation is that enrollment will increase.

The exception to the noted decline in candidate applications, admittance and enrollment was in the M.Ed. in Special Education. Although the numbers were not large, there was an increase in applicants from 2009 to 2012 and a decrease in applicants between 2012 and 2013. A similar pattern was noted for admitted candidates. The census day data showed a 42% increase in the number of candidates from 2009 to 2012; however, there was a 24% decrease between 2012 and 2013. The increase may have been the result of job availability for individuals with special education background. As the candidates in the special education programs already have an initial teaching license, getting a special education master's degree or taking the graduate courses for an endorsement ensures job security.

In general all of the licensure programs experienced a decrease in enrollment since 2009. Nationwide a 6% decrease was seen in education programs during this time period (the department saw a 7% decrease in elementary education and 10% decrease in middle/secondary education). If jobs are not available, whether the availability is real or perceived, applicants choose other professions; in addition, applicants who have the content required for middle secondary licensure often complete a liberal arts and sciences degree in their content field instead of an education degree.

In terms of under-represented minorities (URM) in the initial licensure programs (elementary education, middle secondary education and MAT) the percent of URM varies by program. In elementary education the percent of URM has grown from 9.1% in 2009 to 11.3% in 2012 with the percent of URM of degreed conferred students increasing from 6.5% in 2009 to 8.2% in 2012. The percent of URM in the elementary education program was approximately 4% below the university on census day enrollments and for degreed conferred students, although percentages in both areas were increasing.

In middle secondary education the percent of URM has grown from in 9.4% in 2009 to 13.2% in 2012 with the percent of URM of degreed conferred students increasing from 7.4% in 2009 to 8.3% in 2012. The percent of URM in the middle secondary program was approximately 5% above the university on census day enrollments and 4% below the university in degreed conferred students. As in the elementary education program the percent of URM in both areas was increasing.

In the MAT program the percent of URM has grown from in 7.8% in 2009 to 23.9% in 2012. There was no data available for the percent of URM of degreed conferred students in the MAT. The percent of URM in the MAT program was significantly above the university percentage for URM on census day enrollments.

In the M. Ed. in Sped, the percent of URM increased from 2009 to 2010, then decreased in 2011 and further decreased in 2012. The five year rolling averages were 7.4% in 2006-2010, 6.9% in 2007-2011 and 6.6% in 2008-2012. The URM for the M.Ed. in Sped has been below the university percentage every year with the exception of 2006 and 2008. The rolling average for 2006-2010 was slightly above the university average. The URM for the M.Ed. in Sped appeared to be trending downward. No data was available for the percent of URM of degreed conferred students in the M.Ed. in Sped.

In the M. Ed. in C&I, the percent of URM has been trending downward since 2009. The URM was 7.7% for 2009, 6.5% for 2010, 5.3% for 2011 and 4.9% for 2012. In 2009 the URM for degreed conferred students was 3.3%, in 2010 it was 7.4%, and in 2011 it was 3.8%. The URM for the M.Ed. in C&I was

below the university average for URM on census day and for degreed conferred students. Data for all the department programs can be found in appendix K.

b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors* Teachers							
	Average Salary	Employ-ment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or profes-sional educa-tion	Projected growth from BLS** Current year only.
Year 1	46,598	n/a	n/a	n/a	n/a	10%	
Year 2	46,718	n/a	n/a	n/a	n/a	10%	
Year 3	47,466	n/a	n/a	n/a	n/a	5%	6% to 13% (see narrative)

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

According to the BLS the growth rate for teachers ranges from 6% to 13%. For high school teachers the growth rate of 6% is slower than average and for middle school teachers the growth rate is 12% or about average. For elementary education teachers the job growth rate is projected to be 12% and for early childhood (kindergarten) teachers the growth rate is projected to be13%. Across all grade levels there is a decline in the student-to-teacher ratio which typically results in increased numbers of teachers needed; however, student enrollment growth in high schools is declining so the need for high school teachers will be at a slower pace. There is a projected increase in the number of elementary (including kindergarten) and middle school students which will result in increased numbers of teachers needed in these areas. As always increasing the number of teachers hired depends on additional factors: including, school district/state/federal budgets and the number of teachers reaching retirement age between 2012 and 2022. There is an anticipated increase in the student populations in the South and West, with the student population in the Midwest remaining steady and the Northeast continuing to experiences a decline. Additionally, there continue to be areas of need so teachers who have additional certificates or licenses in math, science – in particular chemistry and physic, ESL and special education may have an increased chance of finding a position.

Although there is an increased chance of finding a position with added background in special education, according to the BLS the growth for special education teacher is 6% slower than average. The job growth in special education continues to be driven by demand for special education services and the need to replace teachers who leave because of burnout. The burnout rate among special education teachers remains high especially for those who work with students who have the most severe or complex exceptionalities. In addition, growth in special education remains dependent on funding for services.

The M.Ed. in C&I is frequently used by classroom teachers to move to a leadership roles in schools. The term that best describes the work of an individual with a master's degree in this area is an instructional coordinator, curriculum specialist and/or instructional coach. The BLS forecasts average job growth for instructional coordinators. The anticipated rate of growth is 13%. As schools continue to focus on evaluation, improving curriculum and teacher effectiveness, there will continue to be a need for individuals who have a master's degree and who have communication, interpersonal and leadership skills as well as skills in the areas of data analysis and decision-making.

The Bureau of Labor Statistics (BLS) provides median salaries for individuals in the teaching profession. These median salaries range from 53,090 (for elementary education teachers) to 55,060 (for special education teachers). Salaries for teachers vary throughout the country and often by grade level and/or content area taught. The BLS reported that salaries could be as low as 35,630 or as high as 85,690. The

median salary for an individual with master's degree who obtains a job as an instructional coordinator is 60,050. The average salary data for teachers in Kansas is presented in the above table. Teacher's salaries in Kansas are typically below the national average. Kansas was ranked 41st in teachers' salaries in 2011-2012 and 42nd in teachers' salaries in 2012-2013 (National Education Association (NEA) Research Rankings Estimates March, 2014 (nea.org). Although salaries vary across the state, the overall ranking of Kansas in makes teaching positions less desirable especially for individuals who have the flexibility to move to other states.

- **Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.**

  Candidates in the undergraduate or graduate programs (initial and advanced licenses) typically apply for positions as classroom teachers. Based on the current and expected job market, there is a continued need for the undergraduate and graduate licensure programs as the BLS data indicates a continued need for classroom teachers, especially as an increasing number of teachers are expected to reach retirement age between 2012 and 2022. As always the number of teachers hired will vary and depend on state, local and federal resources, location, and high need areas. The best job prospects continue to be available to teachers who are willing to relocate to areas where student enrollments are increasing and/or who have licensure in high need fields such as math, science (chemistry and physic), ESL and special education and salaries are greater.

  For the non-licensure graduate program the majority of candidates in the program are currently teachers who remain in the classroom; however, these individuals typically take on additional leadership roles in their schools and may become curriculum coordinators, curriculum specialists and/or instructional coaches. With the continued emphasis on student learning and the implementation of the College and Career Readiness Standards (CCRS), schools and school districts will continue to work on improving the curriculum and mentoring teacher. Individuals with a master's degree in curriculum and instruction are in an ideal position to provide support and leadership in their schools in these areas.

5. **Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

a. **Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.**

The major and non-major data provided for the department programs suggests that the credit hour production for non-majors exceeds the credit hour production for majors. This data does not appear to be accurate, for with the exception of a few undergraduate course which are required by candidates in the teacher education programs in Fine and Performing Arts (Art Education and Music Education), Liberal Arts and Science – Modern and Classical Language and Literatures (Foreign Language Education – Spanish, French and Latin), and Human Performance Studies (Physical Education), only department candidates take courses in the programs described in this review document.

There are several disciplines represented in the department and faculty from across department disciplines have collaborated on research projects such as MURPA grants. Faculty in the department collaborated with the Wichita Public Schools and math faculty in the College of Liberal Arts and Sciences on a three year grant to improve mathematics teaching in the public schools. Department faculty have collaborated with faculty from the College of Health Professions, specifically the Department of Nursing and the

Department of Communication Sciences and Disorders on MURPA grants. Special education faculty are involved in a Project Life grant with Kansas University.

The department has relied on external financial support to implement programmatic changes in the initial licensure programs. In September of 2009, the College of Education received a 6.5 million dollar Teacher Quality Partnership grant to (1) focus on reforming the undergraduate programs to include differentiated instruction, educational technology, cultural proficiency, data-driven instruction and literacy in content areas using a professional development school (PDS) model which emphasized professional clinically-based programs and (2) develop an ECU Residency Program. The five year grant provided funds for the addition of three .6 elementary liaisons, one full time middle/secondary liaison and a half-time ECU residency liaison, all who, in conjunction with faculty, support students in the program through supervision in field placements. Maintaining the current PDS model is essential as the licensure programs move toward the next KSDE and CAEP accreditation cycles. CAEP standard 2 states: *The provider ensures that effective partnerships and high-quality clinical practice are center to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.* KSDE is currently requiring all teacher education programs in the state to be involved in some type of PDS model and although the models vary by institution, WSU is one of the only institutions requiring all early childhood unified, elementary and middle secondary undergraduates to participate.

Another source of external support was a three year KBOR grant to increase the number of teachers in high needs areas. The grant is in its final year and as result of the grant the middle secondary residency track for the MAT was developed to offset the low numbers in the Transition to Teaching (T2T) program that resulted from lack of available teaching positions. Additionally, the grant provided support to assist candidates in adding an ESOL endorsement, middle level math and science endorsements. The addition of these endorsements to the candidate's initial license makes the candidate more marketable as ESOL, math and science continue to be high need areas.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome

No formal goals were identified in the last KBOR Program Review and no recommendations were made by either KSDE or NCATE during the last accreditation visit. The department, however, has not been stagnant. The undergraduate programs PDS partnership model for the elementary education program has been fine-tuned and the middle/secondary program PDS partnership model is in place. With faculty hired to fill vacant positions in math education and history/government beginning in fall 2014, the middle/ secondary PDS model can be refined to ensure a quality clinically-based program.

The number of elementary education majors decreased between 2009 and 2012 as did degree production; however, the five year rolling averages in both areas showed a slight increase. The same pattern was noted in the middle secondary program in the number of the program majors and the degree production; although again the five year rolling averages showed an increase.

The graduate initial licensure MAT program which had its first graduates in 2010 has shown an increase in the number of graduates over the past four years. The number of candidates in the MAT program decreased slightly between 2009 and 2012. Considering the reduction in the number of T2T candidates the decrease was not extensive as it could have been because of the addition of the two residency tracks

(ECU Residency and Middle/Secondary Residency) which were not dependent on school districts hiring individuals on a restricted license. For the MAT there has been an increase in the area of degree production for several reasons; the ECU Residency candidates are required to complete the MAT as are the Middle/Secondary Residency candidates whereas the T2T candidates in the past were able to complete the endorsement only portion of the program.

The turnover in special education faculty in the past five years which included three faculty members retiring (only two of these faculty members were replaced) and the option for an endorsement only as opposed to a degree may have had a slight impact on student numbers; although, the number of majors in the program decreased in 2012, the number was still higher than in 2009 and the degree production for special education majors showed an increase from 2009 to 2013. The five year rolling averages for program majors and degree production have also shown an increase.

The M.Ed. in C&I showed a substantial decrease between 2009 and 2012 in program majors as well as degree production. The revised program which was fully implemented in fall 2013 was designed to address this problem and the move towards an online program for this degree may further rectify the situation.

7. Summary and Recommendations

a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review. Summary of report

Strengths

The strength of the department's undergraduate program continues to be the faculty and the department's Professional Development School (PDS) partnership model. Department faculty continue to be committed to ensuring that the candidates become strong classroom teachers able to deal with P-12 students and the 21st century challenges and opportunities. The current PDS model ensures that candidates have a variety of field experiences which begin in their first semester in the program and occur every semester through the teaching internship - final semester in the program. The model includes placement in the same classroom for two consecutive semesters which means candidates develop a relationship with their cooperating teacher, the P-12 students, and a solid understanding of the school culture. In addition candidates are supervised by faculty and liaisons who work to ensure that they are receiving the support needed to develop as "highly competent, collaborative, and reflective practitioners" who are profession-ready teachers.

The strength of the graduate programs continues to be faculty who are committed to ensuring a high level of graduate quality coursework. The graduate programs in the department are designed to provide a variety of options for individuals who already possess a bachelor's degree. Individuals interested in initial licensure have three options in the MAT program. Licensed teachers can choose from one of four special education areas and teachers and/or other individuals interested in expanding their understanding of curriculum and instruction can choose the M.Ed. in C&I as an avenue to deepen their understanding of teaching and learning.

Threats

There are two major threats to the programs in the department. The first threat is full-time faculty retention/turnover and lack of qualified and well-compensated lecturers. When there is high faculty turnover and/or when required major program courses are taught primarily by low paid lecturers who are

not committed to nor fully understand the programs, the quality of the program suffers and as a result candidates do not receive the quality experience needed to be successful.

The second threat to the programs includes a political landscape that continues to marginalize individuals who would consider public school teaching thus making it a much less attractive profession. For example, recent house bill HB 2506 allows school districts to hire individuals with a background in Science, Technology, Engineering and Math (STEM) but with no required pedagogy and no required understanding of growth and development. Although the results of the bill remain to be seen, the potential negative impact to the department could be the elimination of two of the tracks in the MAT program as well as the reduction in the number of candidates in the middle/secondary math and science education programs.

Weaknesses

The department's reliance on poorly paid lecturers as opposed to full-time faculty continues to be a programmatic weakness. The reliance on lecturers to teach required courses in the undergraduate elementary education program for example means that a student could potentially have her entire program taught by lecturers.

Another weakness is the limited number of faculty in each content discipline. Faculty who teach undergraduate methods courses, for example, seldom, if ever, get the opportunity to teach graduate level courses. This means that not all faculty get a chance to teach and/or interact academically with graduate candidates and thus have fewer opportunities to be involved in graduate level research. Furthermore, the lack of a larger number of faculty to teach in the graduate programs limits the candidates' exposure to diverse ways of thinking. A graduate candidate, for example, may have the same one or two faculty members for her entire program. When this happens it no longer becomes the department's graduate program it becomes Professor X's graduate program which is not academically healthy for candidates, for faculty, or for the program.

Opportunities

There are several opportunities for the department including the opportunity to enhance and expand current offerings through the use of technology and online learning. Other opportunities include developing certificate programs in STEM education, taking advantage of the department's PDS partnership model and residency models to study the impact on P-12 learning, and expanding the special education offerings to undergraduates to make them more marketable.

- **Describe unique opportunities, comparative advantages, and future research opportunities**

  Because of the Teacher Quality Partnership Grant, there are opportunities to replicate the ECU Residency Program and to share the PDS partnership model with a broader audience. The ECU Residency model, for example, does not financially support candidates therefore it is sustainable and the PDS partnership model requires participation by all candidates in the undergraduate program rather than just a select few. Both models are unique and provide research and funding opportunities. In addition the good working relationships that have developed with the Wichita Public Schools because of the aforementioned programs could position the department at the forefront of research on program impact for P-12 students' learning.

- **Adequacy of Resources**

  There is a need for either more elementary education faculty in the department to support the PDS model or funds to continue the liaisons. In addition, a clinical faculty member in special education who supports the supervision component of the special education program would be an asset and allow current faculty

to teach in the undergraduate program. Full-time faculty teaching in the undergraduate program is an excellent way to recruit undergraduates into the department's graduate programs.

As previously stated, several required courses in the undergraduate program are taught by lecturers. Lectures in the college are poorly paid and finding quality individuals who are willing to work for the amount offered is becoming increasingly difficult; especially once lecturers realize the amount of work involved in providing graduate and/or undergraduate candidates with a quality learning experience. All candidates whether undergraduate or graduate need qualified faculty and the program needs faculty who understand the importance of their role in the education of the candidates. Having to scramble for lecturers every semester because very few individuals are available or willing to work for the amount the department pays is not supportive of candidates or the program.

The department has very few graduate assistantships that can be offered and typically graduate assistants are only assigned to new faculty. An increase in the number of graduate assistants would benefit graduate students and increase the support for faculty scholarship.

Goals for the next 3 years

The long term goals for the department are identified in the department's strategic plan which can be found in appendix L. The department goals for the next three years include:

- Increased numbers of candidates in the M.Ed. in C&I
- Increased numbers of candidates in the M.Ed. in Special Education
- Continuation and sustainability of the current PDS partnership model for the undergraduate programs
- Continuation and sustainability of the ECU Residency Program
- Increase the number of URM in department programs

Appendix A

Table 1: Student credit hours for all departmental programs (undergraduate and graduate) for 2009-2013 and five year average for 2009-2013

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	2009-2013
100-299	832	852	928	882	903	879
300-499	8,068	9,175	8,843	7,727	7,035	8,170
500-699	725	728	725	910	926	803
700-799	2,701	2,347	2,003	2,030	1,944	2,205
800-899	1,919	1,591	1,419	1,304	1,269	1,500
Total	**14,245**	**14,693**	**13,918**	**12,853**	**12,077**	**13,557**

Table 2: Number of Undergraduate Program Majors

Elementary	2008	2009	2010	2011	2012	5 Yr. Average
Junior	108	115	99	104	99	105
Senior	217	268	226	198	211	224
Total Elementary	**470**	**526**	**447**	**436**	**432**	**462**

Secondary	2008	2009	2010	2011	2012	5 Yr. Average
Junior	168	199	162	167	176	174
Senior	344	437	409	366	365	384
Total Secondary	**768**	**885**	**786**	**772**	**748**	**792**

Table 3: Degree Production – Undergraduate

	FY 2009	FY 2010	FY 2011	FY2012	FY2013	5 Yr. Average
Elementary	95	124	123	89	97	106
Secondary	133	188	189	157	156	165

Note: Undergraduate early childhood unified majors are required to complete the elementary education program and therefore their numbers are not disaggregated. The secondary education majors are also not disaggregated by content program.

Table 4: Number of Graduate Program Majors

	2008	2009	2010	2011	2012	5 Yr. Average
M.Ed. in C&I	362	207	155	114	82	184
M.Ed. in SpEd	109	109	135	133	130	123
MA in Teaching (MAT)	n/a	77	69	70	71	n/a
Total Grad. Majors	**471**	**316**	**359**	**317**	**283**	**307**

Note: Revision of the M.Ed. in C&I began in the spring of 2012. The approved revised program was implemented in fall 2013.

Table 5: Degree Production - Graduate

	FY 2009	FY 2010	FY 2011	FY2012	FY2013	5 Yr. Average
M.Ed. C&I	60	61	27	26	25	40
M.Ed. SpEd	9	14	12	19	24	16
MAT	n/a	3	9	9	34	11
Total Degree	**69**	**78**	**48**	**54**	**83**	**67**

Table 6: Student Credit Hour Production and Faculty/Instructional FTE.

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012		5 Yr. Average 2008-2012	
	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE

Tenure Eligible Faculty	3,250	17	3,452	14	3,348	15	3,089	16	2,856	16	3,199	16
ɔn-tenure Eligible Faculty	1,127	5	1,353	5	1,197	7	1,021	7	793	6	1,098	6
Lecturers	1,980	25	1,675	21	1,519	23	1,469	23	1,105	21	1,550	23
Unclassified Professional	0	0	0	0	0	0	0	0	208	1	42	0
Total	**6,357**	**47**	**6,481**	**40**	**6,064**	**45**	**5,579**	**46**	**4,962**	**44**	**5,889**	**44**

This table includes SCH generated by tenure/tenure eligible faculty, non-tenure eligible faculty and lecturers.

Appendix B

or all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Elementary Education Program

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Elementary Education Content Achievement Tests	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 235 or higher	95.6% 97.75% 93%	Meets the required passing percentage for all assessments.
The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems and manage data.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Elementary Education Content Achievement Tests	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 235 or higher	90% 93% 99%	Meets the required passing percentage for all assessments
The kindergarten through sixth grade teacher knows, understands, and uses fundamental concepts in the subject matter of science-including physical, life and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes sciences use in discovery of new knowledge to build a base for scientific and technological literacy for all students.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Elementary Education Content Achievement Tests	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 235 or higher	90% 93% 99%	Meets the required passing percentage for all assessments
The kindergarten through sixth grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies -- the integrated study of history, geography, the social sciences, and other related areas – to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Elementary Education Content Achievement Tests	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 235 or higher	90% 93% 99%	Meets the required passing percentage for all assessments
The kindergarten through sixth grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes and that develop positive dispositions toward artistic explorations and expression.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Fine Arts Comprehensive Exam	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 80% or better on exam	90% 93% 96%	Meets the required passing percentage for all assessments

	Fine Arts Collection	Minimum score of 45	96.6%	
The kindergarten through sixth grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.	Elementary Education Lesson Plan Collection Student Teaching Evaluations Health/Physical Education Comprehensive Exam	Acceptable or Target on each Rubric Item 3 or Higher on each item of the Rubric 80% or higher	90% 93% 97%	Meets the required passing percentage for all assessments
The kindergarten through sixth grade teacher knows, understands, and uses his/her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.	Student Teaching Evaluations KPTP Task 2 and 3	3 or Higher on each item of the Rubric Acceptable or higher on each task	93% 95.6%	Meets the required passing percentage for all assessments

Appendix C

For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Middle/Secondary Education Program

Learning Outcomes (most programs will have multiple outcomes) Middle Level English Language Arts	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of English language arts demonstrates knowledge of current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interrelationships.	Lesson Plan KPTP Task 3 Teaching and Learning Curriculum Design in English Language Arts, Trait A Classroom Observation Form for English Language Arts: Items 1-6	Acceptable (on all assessments listed)	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates knowledge of a variety of print and non-print texts and of how learners create and discover meaning in text.	Print and Non-Print Text Examination Curriculum Design in English Language Arts, Traits B and C Classroom Observation Form for English Language Arts: Items 7-10	Acceptable (on all assessments listed)	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates knowledge of the history, structure, and development of the English language and how people use language to influence the thinking and actions of others.	Curriculum Design in English Language Arts, Traits D and E Classroom Observation Form for English Language Arts; Items 11-13	Acceptable 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates the ability to communicate effectively and responsibly for a variety of audiences and for different purposes.	Lesson Plan Curriculum Design in English Language Arts, Trait F Observation Form for English Language Arts: Item 14-18	75% or higher 2 or higher 3 or higher	100% for all assessments listed	Meets required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) Middle Level History, Government & Social Studies	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.	Lesson Plans Course Grades – HIST 100 (World Civilizations since 1500) – (or transfer equivalent)	Acceptable C- or higher overall grade (Acceptable or higher)	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential	Lesson Plans Course grades: HIST 132 (US History since 1865) or transfer	Acceptable C- or higher overall grade	100%	Meets the required passing percentage for

analytical and research skills.	equivalent			Lesson Plan Assessment
The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas and is able to utilize essential analytical and research skills.	Lesson Plans Course Grades: HIST 535 (History of Kansas) or transfer equivalent	Acceptable C- or higher overall grade	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	Lesson Plans Candidate Student Teaching Evaluation KPTP – Task 3	Acceptable 3 or higher on each statement Acceptable	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.	Course Grades: POL SCI 121 (American Politics) or transfer equivalent	C- or higher overall grade		No data available
The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.	Course Grades: ECON 400 (Economics in the Classroom 1) or transfer equivalent	C- or higher overall grade		No data available
The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth's surface and the relationships among people, places, and physical and human environments.	Course Grades: GEOG 125 (World Geography) or transfer equivalent	C- or higher overall grade		No data available
The teacher of comprehensive history has knowledge and understanding of social systems and interactions.	Course Grades: ANTHRO 303 (World Cultures) or transfer equivalent	C- or higher overall grade		No data available
Learning Outcomes (most programs will have multiple outcomes) Middle Level Mathematics	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of mathematics has conceptual and procedural understanding of mathematics.	Praxis Exam Final Student Teaching Supervisor Evaluation Form: Instructional Planning and Design, Items 1-4, 7 Course Grade: Math 501	Passing Score Acceptable	100% 100% 96.9%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of number and number systems and is able to identify and apply these understandings within a real world context.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions and algebra from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract	Praxis Exam Course Grade Math 121	Passing Score	100% 96.9%	Meets the required passing percentage for

perspectives and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Technology Integration Project		100%	all assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of data, statistics, and probability and is able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of calculus and is able to identify and apply these relationships within the real world context, including the use of appropriate technology.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within the real world context, including the use of appropriate technology.	Praxis Exam Comprehensive Exam Technology Integration Project	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate knowledge of the history of mathematics.	Praxis Exam Course Grade Math 300	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies.	Praxis Exam Final Student Teaching Supervisor Evaluation Form, Items 5,6,8,9,10, and 13 Unit Plans KPTP Task 3	Passing Score Acceptable Acceptable Acceptable	100% for all assessments listed	Meets the required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) **Middle Level Science**	**Assessment Tool (e.g., portfolios, rubrics, exams)**	**Target/Criteria (desired program level achievement)**	**Results Pass Rate**	**Analysis**
The teacher of science demonstrates an understanding of physical science.	Cumulative Final Exam for CHEM 103	65% and above	100%	Meets the required passing percentage
The teacher of science demonstrates an understanding of life science.	BIOL 211 – Final Exam	65% and above	100%	Meets the required passing percentage
The teacher of science demonstrates an understanding of earth and space science.	Final Course Grade – GEOL 102 Earth Science and the Environment Final Course Grade -- PHYS395 Solar System Astronomy	C (2.0) and above C (2.0) and above	100% 75%	Meets the required passing percentage Does not meet the required passing percentage

The teacher of science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of science demonstrates an understanding of the basic relationships between science and technology and the knowledge of when and how technology can be used to solve problems.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage for all assessments
The teacher of science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage
The teacher of science demonstrates an understanding of the concepts and processes unifying science domains.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage
The teacher of science demonstrates an understanding of science in personal and social perspectives.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage
The teacher of science demonstrates an understanding of and an ability to teach science effectively.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of science enacts a science curriculum that integrates content with the sciences and among other disciplines.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of science understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Scope/Lesson Sequence	80% and above	100%	Meets the required passing percentage
The teacher of science assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form KPTP Task 3	3 or higher 8 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of science designs and manages safe and supportive learning environments.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of science improves teaching through ongoing professional practices.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% and above 3 or higher	100% for all assessments listed	Meets the required passing percentage for

				all assessments
earning Outcomes (most programs will have ıultiple outcomes) Secondary English Language Arts	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of English language arts demonstrates knowledge of a variety of texts, both print and non-print, and of how learners create and discover meaning in a text.	Print and Non-Print Text Examination Curriculum Design in English Language Arts, Traits B and C Classroom Observation Form for English Language Arts: Items 7-10	Acceptable (on all assessments listed)	98.1% 100% 100%	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates knowledge of the history, structure, and development of the English language and how people use language to influence the thinking and actions of others.	Curriculum Design in English Language Arts, Traits D and E Classroom Observation Form for English Language Arts; Items 11-13	Acceptable (on all assessments listed)	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates the ability to communicate effectively and responsibly for a variety of audiences and for different purposes.	Lesson Plan Curriculum Design in English Language Arts, Trait F Observation Form for English Language Arts: Item 14-18	Acceptable (on all assessments listed)	92.6% 100% 100%	Meets the required passing percentage for all assessments
The teacher of English language arts demonstrates ıowledge of current methods for teaching processes of reading, writing, speaking, listening, thinking, and viewing and their interconnections.	Lesson Plan KPTP Task 3 Teaching and Learning Curriculum Design in English Language Arts, Trait A Classroom Observation Form for English Language Arts: Items 1-6	Acceptable (on all assessments listed)	100% on all assessments listed	Meets the required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) Secondary History, Government and Social Studies	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding and can create learning experiences around historical concepts and their interrelationships.	Lesson Plans Student Teaching Evaluation KPTP Task 3	Acceptable 3 or higher Acceptable	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world and is able to utilize essential analytical and research skills.	Lesson Plans Course Grade - HIST 100 (World Civilizations since 1500) – (or transfer equivalent)	Acceptable C- or higher	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of U.S. history and U.S. government, ·nd world history has knowledge and understanding ., create learning experiences for students related to the history of the United States.	Lesson Plans Course Grade – HIST 132 (U.S. History since 1865) or transfer equivalent	Acceptable C- or higher	100%	Meets the required passing percentage for Lesson Plan

				Assessment
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and development in the history of the United States and is able to utilize essential analytical and research skills.	Lesson Plans Course Grade – HIST 132 (U.S. History since 1865) or transfer equivalent	Acceptable C- or higher	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.	Lesson Plans Course Grades: HIST 535 (History of Kansas) or transfer equivalent	Acceptable C- or higher overall grade	100%	Meets the required passing percentage for Lesson Plan Assessment
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	Lesson Plans Student Teaching Evaluation KPTP Task 3	Acceptable 3 or higher Acceptable	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of governmental systems in the United States and other nations.	Course Grades: POL SCI 121 (American Politics) and ECO 400 (Economics in the Classroom 1) or transfer equivalents	C- or higher overall grade		No data available
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of major economic concepts, issues and systems in the United States and other nations.	Course Grades: POL SCI 121 (American Politics) and ECO 400 (Economics in the Classroom 1) or transfer equivalents	C- or higher overall grade		No data available
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of spatial organizations of the Earth's surface and the relationships among people, places and physical and human environments.	Course Grades: GEOG 210 (World Geography) and ANTHRO 303 (World Cultures) or transfer equivalents	C- or higher overall grade		No data available
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of social systems and interactions.	Course Grades: GEOG 210 (World Geography) and ANTHRO 303 (World Cultures) or transfer equivalents	C- or higher overall grade 80%		No data available
Learning Outcomes (most programs will have multiple outcomes) Secondary Mathematics	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of mathematics has conceptual and procedural understanding of mathematics.	Praxis Final Student Teaching Supervisor Evaluation Form: Instructional Planning and Design, Items 1-4, 7 Unit Plans	Passing Score	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of number and number systems and is able to identify and apply these understandings within a real world context.	Praxis Math 615	Passing Score	100% 80%	Meets the required passing percentage for all

				assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of patterns, functions and algebra from both concrete and abstract perspectives, and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Praxis Math 511 Technology Integration Project	Passing Score	100% 87.5%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of geometry, measurement, and spatial visualization from both concrete and abstract perspectives and are able to identify and apply these relationships in the real world context, including the use of appropriate technology.	Praxis Math 621 Technology Integration Project	Passing Score	100% 88.9%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate the need for, uses of, and conceptual and procedural understanding of data, statistics, and probability and is able to identify and apply these relationships within the real world context, including the use of appropriate technology.	Praxis Embedded Assessment Items and Project Technology Integration Project	Passing Score	100% 83%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of calculus and is able to identify and apply these relationships within the real world context, including the use of appropriate technology.	Praxis Math 344 Technology Integration Project	Passing Score	100% 88.9%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate conceptual and procedural understanding of discrete processes and is able to identify and apply these understandings within the real world context, including the use of appropriate technology.	Praxis Math 321 Technology Integration Project	Passing Score	100% 89.2%	Meets the required passing percentage for all assessments
The teacher of mathematics can demonstrate knowledge of the history of mathematics.	Praxis Math 531	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of mathematics has a foundational knowledge of students as learners and of pedagogical strategies.	Praxis Final Student Teaching Supervisor Evaluation Form, Items 5,6,8,9,10, and 13 Unit Plans KPTP Task 3	Passing Score	100% for all assessments listed	Meets the required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) Secondary Sciences: Biology, Chemistry, Earth and Space Science and Physics	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of biology demonstrates an understanding of the structure and function of cells.	Final Course Grade: BIOL 420 (Molecular Cell Biology)	C (2.0) or better	86%	Meets the required passing

				percentage
The teacher of biology demonstrates an understanding of chromosomes, genes, and the molecular basis of heredity.	Final Course Grade: BIOL 419 (Genetics)	C (2.0) or better	86%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of major concepts of biological evolution.	Evolution Exam in BIOL 211 (General Biology II)	C (2.0) or better	95.3%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the interdependence of organisms and their interaction with the physical environment including energy flow, nutrient cycling, and population dynamics.	Diversity of Living Organism: Exam #1 – BIOL 418 (General Ecology)	70% or better	86%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the basic behavior of animals.	Animal Behavior Exam – BIOL 418 (General Ecology)	70% or better	86%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the structure, function and diversity of organisms.	Final Course Grade: BIOL 330 (General Microbiology)	C (2.0) or better	93%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the overall functioning of human systems and their interaction with the environment relative to specific mechanisms and processes related to health issues and human sexuality.	Reproduction in Living Organisms (Exam #3) in BIOL 211 (General Biology II)	C (2.0) or better	93%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of population growth.	Population Growth Exam in BIOL 418 (General Ecology)	70% or better	86%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the basic relationships between science and technology.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of the concepts and processes unifying science domains.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology demonstrates an understanding of and an ability to teach science effectively.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% or better 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of biology enacts a science curriculum that integrates content within the sciences and among other disciplines.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% or better 3 or higher	100% for all assessments listed	Meets the required passing percentage for

				all assessments
The teacher of biology understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Scope/Lesson Sequence	80% or better	100%	Meets the required passing percentage
The teacher of biology assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form KPTP – Task 3	3 or higher 8 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of biology designs and manages safe and supportive learning environments.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% or better 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of biology improves teaching through ongoing professional practice.	Unit Scope/Lesson Sequence Student Teaching Evaluation Form	80% or better 3 or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
Learning Outcomes: Chemistry	Assessment Tools	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the structure of matter.	American Chemical Society General Chemistry (Second Term) Exam - CHEM 212 (General Chemistry II) American Chemical Society Instrumental Methods Exam – CHEM 524 (Instrumental Methods of Chemical Analysis) American Chemical Society Organic Chemistry Exam CHEM 532 (Organic Chemistry II)	50%ile and above (for all assessments)	100%	Meets the required passing percentage No data available No data available
The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the states and properties of matter.	American Chemical Society General Chemistry (Second Term) Exam - CHEM 212 (General Chemistry II)	50%ile and above	100%	Meets the required passing percentage
The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning chemical reactions.	American Chemical Society General Chemistry (Second Term) Exam - CHEM 212 (General Chemistry II) American Chemical Society Organic Chemistry Exam CHEM 532 (Organic Chemistry II)	50%ile and above (for all assessments)	100%	Meets the required passing percentage No data available
The teacher of chemistry demonstrates an understanding of the nature of inquiry and the ability	Unit Scope/Lesson Sequence	80% or above 3 or higher	100% on all assessments	Meets the required

necessary to help students do scientific inquiry.	Student Teaching Evaluation Form		listed	passing percentage for all assessments
The teacher of chemistry demonstrates an understanding of the basic relationships between science and technology.	Written Report on STS Project CI 505 (Science, Technology and Society) Unit Score/Lesson Sequence	67% or above 80% or above	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of chemistry demonstrates an understanding of the concepts and processes unifying science domains.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of chemistry demonstrates an understanding of and an ability to teach science effectively.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry enacts a science curriculum that integrates content within the sciences and among other disciplines.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form KPTP Task 3	3 or higher 8 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry designs and manages safe and supportive learning environments.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of chemistry improves teaching through professional practices.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
earning Outcomes: Earth and Space Science	Assessment Tools	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis

The teacher of earth and space science demonstrates an understanding of the sources of energy that power the dynamic earth system.	Course Exam Covering Sources of Energy in GEOL 102 (Earth Science and the Environment) -	70% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of the actions and the interactions of the earth's subsystems: the geosphere, hydrosphere, atmosphere, and biosphere.	Final Exam in GEOL 302 (Earth and Space Sciences)	70% or above		No data available
The teacher of earth and space science demonstrates an understanding of the origin and evolution of the dynamic earth system.	Course Exam Covering the Origin and Evolution of the Earth System GEOL 312 (Historical Geology and Stratigraphy)	70% or above		No data available
The teacher of earth and space science demonstrates an understanding of the organization of the universe and its development.	Cosmology/Galaxies Quizzes in PHYS 195 (Modern Astronomy)	70% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science demonstrates an understanding of the basic relationships between science and technology.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of earth and space science demonstrates an understanding of the concepts and processes unifying science domains.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science demonstrates an understanding of an ability to teach science effectively.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science enacts a science curriculum that integrates content within the sciences and among other disciplines.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science assesses students' educational progress through a variety of	Student Teaching Evaluation Form	3 or higher	100% on all assessments	Meets the required

methods.	KPTP Task 3	8 or higher	listed	passing percentage for all assessments
The teacher of earth and space science designs and manages safe and supportive learning environments.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of earth and space science improves teaching through ongoing professional practices.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
Learning Outcomes: Physics	Assessment Tools	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of physics demonstrates an understanding of the relationships between motions and forces.	Physics AP Exam, Version B, Mechanics Section in PHYS 213 (General College Physics I)	60% or above	100%	Meets the required passing percentage
The teacher of physics demonstrates an understanding of the conservation of mass and energy, and that the overall disorder of the universe is increased during every chemical and physical change.	Physics AP Exam, Version B, Mechanics Section in PHYS 213 (General College Physics I)	60% or above	100%	Meets the required passing percentage
The teacher of physics demonstrates an understanding of the basic interactions of matter and energy.	Reports on Visual Quantum Mechanics Simulations – Final Grade PHSY 501K (Modern Physics for Educators)	70% or above	100%	Meets the required passing percentage
The teacher of physics demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics demonstrates an understanding of the basic relationships between science and technology.	Written Report on STS Project CI 505 (Science, Technology and Society) Unit Score/Lesson Sequence	67% or above 80% or above	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of physics demonstrates an understanding of the concepts and processes unifying science domains.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics demonstrates an understanding of and an ability to teach science effectively.	Unit Score/Lesson Sequence Student Teaching Evaluation	80% or above 3 or higher	100% on all assessments listed	Meets the required passing

	Form			percentage for all assessments
he teacher of physics enacts a science curriculum that integrates content within the sciences and among other disciplines.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.	Unit Score/Lesson Sequence Student Teaching Evaluation Form	80% or above 3 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics assesses students' educational progress through a variety of methods.	Student Teaching Evaluation Form KPTP Task 3	3 or higher 8 or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The teacher of physics designs and manages safe and supportive learning environments.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage
The teacher of physics improves teaching through ongoing professional practice.	Unit Score/Lesson Sequence	80% or above	100%	Meets the required passing percentage

Appendix D

For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Master of Arts in Teaching (MAT) Program

Learning Outcomes (most programs will have multiple outcomes) Transition to Teaching and Middle/Secondary Residency	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.	Candidate Student Teaching Evaluation – Item 1 KPTP Task 2 Focus Area A	Acceptable or higher for all assessments	98.6% 100%	Meets the required passing percentage for all assessments
The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.	Planning for Differentiated Instruction: Items 1, 5, 6, 9, 10, 12, 13 Candidate Student Teaching Evaluation, Item 3 KPTP Task 1:Focus Area A KPTP Task 2: Focus Area A	Acceptable or higher for all assessments	100% 98.6% 100% 100%	Meets the required passing percentage for all assessments
The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.	Planning for Differentiated Instruction: Items – 2-6, 9, 10, 12, 13 Candidate Student Teaching Evaluation – Item 5 KPTP Task 1:Focus Area A KPTP Task 2: Focus Area A	Acceptable or higher for all assessments	100% 98.6% 100% 100%	Meets the required passing percentage for all assessments
The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.	Planning for Differentiated Instruction – Items 6, 9, 10, 12 Candidate Student Teaching Evaluation – Item 6 KPTP Task 2: Focus Area B KPTP Task 3: Focus Area C	Acceptable or higher for all assessments	100% 98.6% 100% 100%	Meets the required passing percentage for all assessments
The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Candidate Student Teaching Evaluation – Item 4 KPTP Task 1: Focus Area D KPTP Task 3: Focus Area D	Acceptable or higher for all assessments	98.6% 100% 100%	Meets the required passing percentage for all assessments
The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive	Candidate Student Teaching Evaluation - Item 8 KPTP Task 3: Focus Area D	Acceptable or higher for all assessments	98.6% 100%	Meets the required passing percentage for

interaction in the classroom.				all assessments
The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.	Planning for Differentiated Instruction – Items 1, 6, 7, 11 Candidate Student Teaching Evaluation – Item 2 KPTP Task 2: Focus Area B	Acceptable or higher for all assessments	100% 98.6% 100%	Meets the required passing percentage for all assessments
The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.	Planning for Differentiated Instruction – Items 8-10, 12 Candidate Student Teaching Evaluation – Item 9 KPTP Task 2: Focus Area E KPTP Task 3: Focus Area E	Acceptable or higher for all assessments	100% 98.6% 100% 100%	Meets the required passing percentage for all assessments
The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process.	Candidate Student Teaching Evaluation – Item 11 KPTP Task 3: Focus Area F KPTP Task 4: Focus Area F	Acceptable or higher for all assessments	98.6% 100% 100%	Meets the required passing percentage for all assessments
The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.	Candidate Student Teaching Evaluation – Item 12 KPTP Task 4: Focus Area F	Acceptable or higher for all assessments	98.6% 100%	Meets the required passing percentage for all assessments
The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.	Planning for Differentiated Instruction - Items 6, 9, 10, 13 Candidate Student Teaching Evaluation – Item 7 KPTP Task 2: Focus Area B KPTP Task 3: Focus Area C	Acceptable or higher for all assessments	100% 98.6% 100% 100%	Meets the required passing percentage for all assessments
The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.	Planning for Differentiated Instruction – Item 9 Candidate Student Teaching Evaluation – Item 10 KPTP Task 2: Focus Area B KPTP Task 3: Focus Area C	Acceptable or higher for all assessments	100% 98.6% 100% 100%	Meets the required passing percentage for all assessments
The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.	Candidate Student Teaching Evaluation – Item 13 KPTP Task 4: Focus Area F	Acceptable or higher for all assessments	98.6% 100%	Meets the required passing percentage for all assessments
The values, commitments, and professional ethics that influence behaviors toward students, families,	Candidate Student Teaching Evaluation – Item 14	Acceptable or higher	100%	

colleagues, and communities and affect student learning, motivation, and development as well as the ‹ducator's own professional growth. Dispositions .re guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE, 2000).				
Learning Outcomes (most programs will have multiple outcomes) Early Childhood Unified (ECU) Residency	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The birth through third grade teacher understands and respects families as the primary decision-maker for general education and exceptional students and assures that services are family-focused and culturally sensitive.	Family Interview/Service Project Field Experience Performance Rubric	Score of Acceptable (2) or higher on all rubric traits Score of Acceptable (2) or higher on Rubric Traits A and H	100% on all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher meets the unique needs of general education and exceptional student and families within communities.	Case Quest Field Experience Performance Rubric Learning Environment Assessment Project	Score of Acceptable (2) or higher on Trait A Score of Acceptable (2) or higher on Trait B Score of Acceptable (2) or higher on all Rubric Traits	100% on all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher possesses a high level of professional skills and knowledge about how general education and exceptional students develop and learn.	Case Quest Field Experience Performance Rubric Integrated Lesson Plan	Score of Acceptable (2) or higher on Trait A Score of Acceptable (2) or higher on Trait C Score of Acceptable (2) or higher on all Rubric Traits	100% on all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individual curriculum, instruction, interventions, and transitions for general education and exceptional students.	Case Quest Field Experience Performance Rubric Integrated/Adapted Lesson Plan KPTP Task 3	Score of Acceptable (2) or higher on Traits B, C, D Score of Acceptable (2) or higher on Trait D Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher establishes, maintains and promotes physically, psychologically safe and healthy learning for general education and :ceptional students in their natural environments (home, community and/or school).	Field Experience Performance Rubric Learning Environment Assessment Project	Score of Acceptable (2) or higher on Trait E Score of Acceptable (2) or higher on all Rubric Traits	100% on all assessments listed	Meets the required passing percentage for all assessments

The birth through third grade teacher collaborates with the family and other professionals to design a developmentally appropriate and research-based curriculum that meets the unique needs, capabilities and interests of general education and exceptional students.	Case Quest Field Experience Performance Rubric KPTP Task 2	Score of Acceptable (2) or higher on Trait E, F, G Score of Acceptable (2) or higher on Trait F Score of Acceptable (2) or higher	100% on all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher has experiences in varied settings.	Field Experience Performance Rubric	Score of Acceptable (2) or higher on Trait G	100%	Meets the required passing percentage
The birth through third grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teaching reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.	Integrated/Adapted Lesson Plan Addenda A Field Experience Performance Rubric ECU Content Area Achievement Tests (Focus on CBASE Reading and Writing Subtests)	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits Proficiency: 235 or higher	100% 94% 92%	Meets the required passing percentage for all assessments
The birth through third grade teacher knows, understands, and uses the major concepts, procedures and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.	Integrated/Adapted Lesson Plan Addenda B Field Experience Performance Rubric ECU Content Area Achievement Tests (Focus on CBASE Math Subtest)	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits Proficiency: 235 or higher	100%	Meets the required passing percentage for all assessments
The birth through third grade teacher knows, understands, and uses fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.	Field Experience Performance Rubric Integrated/Adapted Lesson Plan Addenda C ECU Content Area Achievement Tests	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits Proficiency: 235 or higher	100%	Meets the required passing percentage for all assessments
The birth through third grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies – integrated study of history, geography, the social sciences, and other related areas – to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and independent world.	Integrated/Adapted Lesson Plan Addenda D Field Experience Performance Rubric ECU Content Area	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits Proficiency: 235 or	100% 100% 83%	Meets the required passing percentage for all assessments

	Achievement Tests	higher		
The birth through third grade teacher can design, implement and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.	Integrated/Adapted Lesson Plan Addenda E Field Experience Performance Rubric	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits	100% for all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.	Integrated/Adapted Lesson Plan Addenda F Field Experience Performance Rubric	Score of Acceptable (2) or higher on all Rubric Traits Score of Acceptable (2) or higher on all Rubric Traits	100% for all assessments listed	Meets the required passing percentage for all assessments

Appendix E

For all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Master of Education - Special Education: Adaptive

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of students with adaptive learning needs demonstrates an understanding of philosophical, historical, and legal foundations of education and special education.	Comprehensive Exam – General Special Education Issues Question: Trait A	Score of Acceptable (2) or higher	72.6%	Does not meet the required passing percentage
	Field Experience Performance Evaluation – Adaptive: Trait A and I	Score of Acceptable (2) or higher	99%	Meets the required passing percentage
The teacher of students with adaptive learning needs demonstrates an understanding of learners' diversity and provides support for students' cognitive, physical, social, emotional and career development.	Teacher Work Sample-Adaptive: Traits A, B, C	Score of Acceptable (2) or higher	100%	Meets the required passing percentage for all assessments
	Field Experience Performance Evaluation – Adaptive: Trait Band I	Score of Acceptable (2) or higher	99%	
The teacher of students with adaptive learning needs demonstrates assessment, diagnosis, and evaluation knowledge and skills.	Test Administration and Evaluation Report	Score of Acceptable (2) or higher on all traits	100%	Meets the required passing percentage
	Comprehensive Exam: Assessment Question – Trait C	Score of Acceptable (2) or higher	72.6%	Does not meet the required passing percentage
	Field Experience Performance Evaluation – Adaptive: Traits C and I	Score of Acceptable (2) or higher	99%	Meets the required passing percentage
	Teacher Work Sample – Adaptive: Trait C, E, F	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.	Teacher Work Sample – Adaptive: Trait B, D, and E	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
	Transition Planning	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
	Comprehensive Exam:	Score of Acceptable (2)	76.3%	Does not meet

	Specialization (Adaptive) – Trait B	or higher		the required passing percentage
	Field Experience Performance Evaluation – Adaptive: Traits D and I	Score of Acceptable (2) or higher	99%	Meets the required passing percentage
The teacher of students with adaptive learning needs demonstrates promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.	Teacher Work Sample – Adaptive: Traits A and D	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
	Comprehensive Exam: Adaptive – Trait D	Score of Acceptable (2) or higher	76.3%	Does not meet the required passing percentage
	Field Experience Performance Evaluation – Adaptive Traits E and I	Score of Acceptable (2) or higher	99%	Meets the required passing percentage
The teacher of students with adaptive learning needs demonstrates knowledge and skill in managing behavior, facilitating problem-solving, developing social skills and promoting self-advocacy of students with adaptive learning needs.	Functional Analysis and Behavior Plan	Score of Acceptable (2) or higher on all traits	100%	Meets the required passing percentage for all assessments
	Field Experience Performance Evaluation – Adaptive: Trait F and I	Score of Acceptable (2) or higher	99%	
	Teacher Work Sample – Adaptive: Traits D and E	Score of Acceptable (2) or higher	100%	
The teacher of students with adaptive learning needs demonstrates effective communication and collaboration skills and knowledge related to individuals with adaptive learning needs.	Family/Service and Collaboration Project	Score of Acceptable (2) or higher on all traits		No data available
	Field Experience Performance Evaluation – Adaptive: Traits G and I	Score of Acceptable (2) or higher	99%	Meets the required passing percentage
The teacher of students with adaptive learning needs demonstrates professionalism and ethical knowledge and skills related to students with adaptive learning needs.	Teacher Work Sample – Adaptive: Trait G	Score of Acceptable (2) or higher	100%	Meets the required passing percentage for all assessments
	Field Experience Performance Evaluation – Adaptive: Traits H and I	Score of Acceptable (2) or higher	99%	

Master of Education – Special Education: Early Childhood Unified

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The birth through third grade teacher understands and respects families as the primary decision-maker for general education and exceptional students and sures that services are family-focused and culturally sensitive.	Family Interview/Service Project	80% of total points; no rubric score less than 2 Scale 1-3)	100% for all assessments listed	Meets the required passing percentage for all assessments
	Field Experience Performance Evaluation	No rubric score less than 2 (Scale 1-3)		
	Case Quest	80% of total points; no		

		rubric score less than 2 (Scale 1-3)		
The birth through third grade teacher meets the unique needs of general education and exceptional student and families within communities.	Learning Environment Assessment Project Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3	92% 100%	Meets the required passing percentage for all assessments
The birth through third grade teacher possesses a high level of professional skills and knowledge about how general education and exceptional students develop and learn.	Case Quest Integrated/Adaptive Lesson Plan: K-3 Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) 80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3	100% for all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individual curriculum, instruction, interventions, and transitions for general education and exceptional students.	Case Quest Integrated/Adaptive Lesson Plan: K-3 Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) 80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3)	100% for all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher establishes, maintains and promotes physically, psychologically safe and healthy learning for general education and exceptional students in their natural environments (home, community and/or school).	Learning Environment Assessment Project Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3)	92% 100%	Meets the required passing percentage for all assessments
The birth through third grade teacher collaborates with the family and other professionals to design a developmentally appropriate and research-based curriculum that meets the unique needs, capabilities and interests of general education and exceptional students.	Case Quest Integrated/Adaptive Lesson Plan: K-3 Field Experience Performance Evaluation	80% of total points; no rubric score less than 2 (Scale 1-3) 80% of total points; no rubric score less than 2 (Scale 1-3) No rubric score less than 2 (Scale 1-3)	100% for all assessments listed	Meets the required passing percentage for all assessments
The birth through third grade teacher has experiences in varied settings.	Field Experience Performance Evaluation	No rubric score less than 2 (Scale 1-3)	100%	Meets the required passing percentage
The birth through third grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teaching reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements
The birth through third grade teacher knows, understands, and uses the major concepts, procedures and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability and algebra so that all students understand relationships that can represent	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements

phenomena, solve problems, and manage data.				
The birth through third grade teacher knows, understands, and uses fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements
The birth through third grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies – integrated study of history, geography, the social sciences, and other related areas – to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and independent world.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements
The birth through third grade teacher can design, implement and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements
The birth through third grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.	Elementary Program Assessment/Elementary Level Licensure	See Elementary Program for Assessments	All candidates meet licensure requirements	All candidates meet licensure requirements

Master of Education – Special Education – Functional

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of students with functional curriculum needs demonstrates an understanding of philosophical, historical, and legal foundations of education and special education.	Comprehensive Exam: General Special Education Issues – Trait A Field Experience Performance Evaluation –Functional: Traits A and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	86.6% 98%	Meets the required passing percentage for all assessments
The teacher of students with functional curriculum needs demonstrates an understanding of learners' diversity and provides support for students' cognitive, physical, social, and emotional development.	Teacher Work Sample – Functional: Traits A, B, and C Field Experience Performance Evaluation –Functional: Traits B and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	96% 98%	Meets the required passing percentage for all assessments
The teacher of students with functional curriculum needs demonstrates effective educational assessment, diagnosis, and evaluation skills.	Test Administration and Evaluation Report Comprehensive Exam:	Score of Acceptable (2) or higher on all traits Score of Acceptable (2)	100% 90%	Meets the required passing percentage for

	Assessment – Trait C	or higher		all assessments
	Field Experience Performance Evaluation –Functional: Traits C and I	Score of Acceptable (2) or higher	98%	
	Teacher Work Sample – Functional: Traits C, E, and F	Score of Acceptable (2) or higher	96%	
The teacher of students with functional curriculum needs demonstrates knowledge of general education curriculum, transition, developmentally appropriate needs and practices, and skill in planning and implementing instruction.	Teacher Work Sample – Functional: Traits B, D, and E	Score of Acceptable (2) or higher	96%	Meets the required passing percentage
	Transition Planning Assignment	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
	Comprehensive Exam: Specialty (Functional) – Question – Trait B	Score of Acceptable (2) or higher	78.3%	Does not meet the required passing percentage
	Field Experience Performance Evaluation – Functional: Traits D and I	Score of Acceptable (2) or higher	98%	Meets the required passing percentage
The teacher of students with functional curriculum needs demonstrates promotes learning by providing planned, orderly, supportive environments.	Teacher Work Sample – Functional: Traits A and D	Score of Acceptable (2) or higher	96%	Meets the required passing percentage
	Comprehensive Exam: Specialty (Functional) - Question – Trait D	Score of Acceptable (2) or higher	78.3%	Does not meet the required passing percentage
	Field Experience Performance Evaluation – Functional: Traits E and I	Score of Acceptable (2) or higher	98%	Meets the required passing percentage
The teacher of students with functional curriculum needs demonstrates knowledge and skill in facilitating positive behavioral supports and developing social interaction skills.	Functional Analysis and Behavior Plan	Score of Acceptable (2) or higher on all traits	100%	Results meet required passing percentage for all assessments
	Field Experience Performance Evaluation – Functional: Traits F and I	Score of Acceptable (2) or higher	98%	
	Teacher Work Sample – Functional: Traits D and E	Score of Acceptable (2) or higher	96%	
The teacher of students with functional curriculum needs demonstrates effective communication and collaborative partnerships.	Family/Service Collaboration Project	Score of Acceptable (2) or higher on all traits		No data available
	Field Experience Performance	Score of Acceptable (2)	98%	Meets the

	Evaluation – Functional: Traits G and I	or higher		required passing percentage
ne teacher of students with functional curriculum needs demonstrates professionalism and ethical practices.	Teacher Work Sample - Functional Trait G Field Experience Performance Evaluation – Functional: Traits H and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	96% 98%	Results meet required passing percentage for all assessments

Master of Education – Special Education: Gifted

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
The teacher of students with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of regular education, special education and education for learners who are gifted.	Comprehensive Exam: General Special Education Question – Trait A Field Experience Performance Evaluation – Gifted: Traits A and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social and emotional development.	Teacher Work Sample Gifted: Traits A, B, and C Field Experience Performance Evaluation – Gifted: Traits B and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
ıe teacher of students with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner's cognitive, academic, social and emotional growth and development.	Test Administration and Evaluation Report Comprehensive Exam: Assessment Question – Trait C Field Experience Performance Evaluation – Gifted: Traits C and I Teacher Work Sample – Gifted: Traits C, E, and F	Score of Acceptable (2) or higher on all traits Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	75% 100% 100% 100%	Does not meet the required passing percentage Meets the required passing percentage Meets the required passing percentage Meets the required passing percentage
The teacher of students with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local ırriculum	Teacher Work Sample – Gifted: Traits B, D, and E Comprehensive Exam: Specialization (Gifted) Question – Trait B Field Experience Performance Evaluation – Gifted: Traits D	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments

	and I			
The teacher of students with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social and emotional needs.	Teacher Work Sample – Gifted: Traits A, D, and E Comprehensive Exam: Research – Trait D Field Experience Performance Evaluation – Gifted: Traits E and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service.	Teacher Work Sample – Gifted: Traits D and E Functional analysis and Behavior Plan Field Experience Performance Evaluation – Gifted: Trait F and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher on all traits Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social and emotional development of learners who are gifted.	Family/Service and Collaboration Project Field Experience Performance Evaluation – Gifted: Trait G and I	Score of Acceptable (2) or higher on all traits Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments
The teacher of students with needs for gifted learning periences understands and practices professional and ethical behavior.	Teacher Work Sample – Gifted: Trait G Field Experience Performance Evaluation – Gifted: Traits H and I	Score of Acceptable (2) or higher Score of Acceptable (2) or higher	100% for all assessments listed	Meets the required passing percentage for all assessments

Appendix F

'or all department programs the minimum percent of candidates passing each required assessment is 80%. This percentage was approved by the College of Education's Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

Master of Education- Curriculum and Instruction

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Graduates of the program will be able to identify analyze and explain (a) successful curricular models and instructional strategies and explore the basis of their success and (b) curricula and instructional problems impeding the improvement of learning in instructional setting and propose effective solutions.	Reflective Inquiry Project Research Proposal and Institutional Review Board Permission Comprehensive Final Project	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	90% 98% 100%	Meets the required passing percentage for all assessments
Graduates of this program will be able to monitor, evaluate and suggest means to improve instructional practice, including the evaluation of learning outcomes and programs.	Reflective Inquiry Project Research Proposal and Institutional Review Board Permission Comprehensive Final Project	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	90% 98% 100%	Meets the required passing percentage for all assessments
Graduate of this program will be able to assume responsibility for the development, implementation, evaluation, and revision of curricula, training, or programs of study in particular disciplines and/or for particular populations.	Comprehensive Final Project	Score of Acceptable (2) or higher	100%	Meets the required passing percentage
Graduates of this program will be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational/training problems in instructional settings.	Reflective Inquiry Project Literature Review Research Proposal and Institutional Review Board Permission Comprehensive Final Project	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	90% 100% 98% 100%	Meets the required passing percentage for all assessments
Graduates of this program will be able to plan and conduct research using appropriate theory and research design to investigate educational/training questions related to the improvement of learning and instruction.	Reflective Inquiry Project Research Proposal and Institutional Review Board Permission Comprehensive Final Project	Score of Acceptable (2) or higher Score of Acceptable (2) or higher Score of Acceptable (2) or higher	90% 98% 100%	Meets the required passing percentage for all assessments
Graduates of this program will be able to demonstrate professional leadership skills and	Collaboration Project	Score of Acceptable (2) or higher	100%	Meets the required

continued growth in instructional leadership and learning.				passing percentage for all assessments

Appendix G

Table 1: Elementary Education Program Satisfaction Survey

Elementary Education Program	Student Satisfaction Satisfied or Very Satisfied
2011	N/A
2012	71.9%
2013	72.7%

Table 2: Middle/Secondary Program Satisfaction Survey

Middle/Secondary Education Program	Student Satisfaction Satisfied or Very Satisfied
2011	N/A
2012	54.3%
2013	75%

Table 3: MAT Program Satisfaction Survey

MAT Program	Student Satisfaction Satisfied or Very Satisfied
2011	N/A
2012	86.2%
2013	86.7%

Table 4: M.Ed. in SPED Program Satisfaction Survey

M.Ed. in Special Education	Student Satisfaction Satisfied or Very Satisfied
2011	N/A
2012	72.2%
2013	70%

Table 5: M.Ed. in C&I Program Satisfaction Survey

M.Ed. in Curriculum and Instruction	Student Satisfaction Satisfied or Very Satisfied
2011	N/A
2012	80%
2013	75%

Appendix H

Table 1: Employer Satisfaction Survey (2013) Aggregated Data
Response Rate – 27%

	Percent Agree or Strongly Agree	
	Range	**Average**
Foundations of Teaching (7 items)	64%-96%	86.9%
Planning (6 items)	68%-96%	87.3%
Instruction (5 items)	72%-88%	79.2%
Assessment (6 items)	68%-92%	80%
Technology (5 items)	96%-100%	98.4%
Diversity (5 items)	80%-92%	85.6%
Motivation and Engagement (6 items)	76%-96%	84.7%
Professionalism and Ethical Behavior (5 items)	92%-100%	98.4%
Reflective Practice (5 items)	88%-95%	89.6%

Table 2: Alumni Satisfaction Survey (2013) Aggregated Data
Response Rate – 32%

	Percent Agree or Strongly Agree	
	Range	**Average**
Foundations of Teaching (6 items)	64.6%-95.8%	87.5%
Planning (5 items)	81.3%-95.9%	91.2%
Instruction (5 items)	77.1%-85.4%	79.6%
Assessment (5 items)	72.9%-81.3%	76.7%
Technology (5 items)	77.1%-79.2%	77.5%
Diversity (6 items)	77.1%-89.6%	83.4%
Motivation and Engagement (6 items)	60.5%-85.4%	74%
Professionalism and Ethical Behavior (5 items)	77.1%-91.7%	86.3%
Reflective Practice (3 items)	85.4%-91.7%	89.6%

Appendix I

Table 1: Elementary Education Program

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	87	PLT	100%	n/a
	87	Praxis Content	91%	82.09%
	148	TWS/KPTP	98%	n/a
2 2012	77	PLT	100%	87.01%
	77	Praxis Content	88%	81.01%
	156	KPTP	95%	n/a
3 2013	62	PLT	100%	n/a
	62	Praxis Content	100%	n/a
	104	KPTP	94%	n/a

Table 2: Middle/Secondary Education Program (English Middle Level)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	2	PLT	100%	n/a
	2	Praxis Content	100%	n/a
	2	TWS/KPTP	100%	n/a
2 2012	8	PLT	100%	82.75%
	7	Praxis Content	71.4%	n/a
	5	KPTP	100%	n/a
3 2013	1	PLT	100%	n/a
	2	Praxis Content	100%	n/a
	2	KPTP	100%	n/a

Table 3: Middle/Secondary Education Program (English Secondary)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	14	PLT	100%	n/a
	12	Praxis Content	83%	n/a
	14	TWS/KPTP	100%	n/a
2 2012	12	PLT	100%	80.42%
	18	Praxis Content	100%	n/a
	12	KPTP	100%	n/a
3 2013	13	PLT	100%	n/a
	8	Praxis Content	87.5%	n/a
	15	KPTP	100%	n/a

Table 4:Middle/Secondary Education Program (History/Government/Social Studies Middle Level)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	n/a	PLT	n/a	n/a
	2	Praxis Content	100%	72.73%
	n/a	TWS/KPTP	n/a	n/a
2 2012	6	PLT	100%	82.75%
	7	Praxis Content	100%	72.33%
	7	KPTP	100%	n/a
3 2013	n/a	PLT	n/a	n/a
	5	Praxis Content	100%	n/a
	2	KPTP	50%	n/a

Table 5:Middle/Secondary Education Program (History/Government Secondary)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rates	National Comparison
1 2011	n/a	PLT	n/a	n/a

	11	Praxis Content	91%	72.04%
	n/a	TWS/KPTP	n/a	n/a
2012	12	PLT	100%	80.42%
	17	Praxis Content	82%	70.96%
	9	KPTP	89%	n/a
3 2013	n/a	PLT	n/a	n/a
	24	Praxis Content	88%	n/a
	16	KPTP	94%	n/a

Table 6:Middle/Secondary Education Program (Math Middle Level)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	6	PLT	100%	n/a
	4	Praxis Content	100%	n/a
	6	TWS/KPTP	100%	n/a
2 2012	7	PLT	100%	82.75%
	19	Praxis Content	89%	n/a
	19	KPTP	89.5%	n/a
3 2013	9	PLT	100%	n/a
	9	Praxis Content	100%	n/a
	9	KPTP	100%	n/a

Table 7:Middle/Secondary Education Program (Math Secondary)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	12	PLT	100%	n/a
	9	Praxis Content	100%	n/a
	12	TWS/KPTP	100%	n/a
2012	3	PLT	100%	80.42%
	4	Praxis Content	100%	n/a
	1	TWS/KPTP	100%	n/a
3 2013	6	PLT	100%	n/a
	6	Praxis Content	100%	n/a
	6	KPTP	100%	n/a

Table 8:Middle/Secondary Education Program (Science Middle Level – data aggregated)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison
1 2011	3	PLT	100%	n/a
	14	Praxis Content	80%	71.89%
	3	TWS/KPTP	100%	n/a
2 2012	6	PLT	83%	82.75%
	7	Praxis Content	86%	69.88%
	8	KPTP	100%	n/a
3 2013	4	PLT	75%	n/a
	7	Praxis Content	71%	n/a
	5	KPTP	100%	n/a

Table 9:Middle/Secondary Education Program (Science Secondary – data aggregated)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison
1 2011	3	PLT	100%	n/a
	n/a	Praxis Content	n/a	69.19%
	3	TWS/KPTP	100%	n/a
2012	10	PLT	100%	80.42%
	n/a	Praxis Content	n/a	68.35%
	12	KPTP	83%	n/a
3 2013	20	PLT	63.5%	n/a

	n/a 5	Praxis Content KPTP	n/a 100%	n/a n/a

Table 10: Master of Arts in Teaching (MAT) Program (Transition to Teaching and Middle/Secondary Residency)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	27 11 27	PLT Praxis Content TWS/KPTP	100% 91% 100%	n/a n/a n/a
2 2012	12 13 12	PLT Praxis Content KPTP	100% 100% 100%	80.42% n/a n/a
3 2013	18 11 11	PLT Praxis Content KPTP	100% 100% 100%	n/a n/a n/a

Table 11: Master of Arts in Teaching (MAT) Program (ECU Residency)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
*1 2011	0 0 0	PLT Praxis Content TWS/KPTP	n/a n/a n/a	n/a 85.54% n/a
2 2012	16 16 17	PLT Praxis Content KPTP	94% 94% 100%	75.41% 85.27% n/a
3 2013	5 13 **0	PLT Praxis Content KPTP	100% 92% n/a	n/a n/a n/a

* ECU residency program admitted first cohort spring 2012
**Candidates take KPTP at end of their program, no candidates ready to take KPTP in spring 2013

Table 12: Master of Education – in Special Education (data not disaggregated)

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison±
1 2011	14	Praxis	100%	n/a
2 2012	10	Praxis	100%	n/a
3 2013	18	Praxis	100%	n/a

Table 13: Master of Education in Curriculum and Instruction

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result – Pass Rate	National Comparison
1 2011	26	Comprehensive Final Project	100%	n/a
2 2012	22	Comprehensive Final Project	100%	n/a
3 2013	16	Comprehensive Final Project	100%	n/a

Appendix J

The Department of Curriculum and Instruction in the College of Education at Wichita State University offers concurrent enrollment credit for *CI 270 Introduction to the Education Profession,* which is a College of Education teacher preparation introductory course. This course was offered in area high schools as *Exploring Teaching as a Career* or *Training Tomorrows Teachers Today* and has been aligned with the 3 credit hour *CI 270 Introduction to the Education Profession* curriculum. In order to get concurrent enrollment credit high school students were required to successfully complete the fall semester high school course with a grade of B or better to enroll in the spring semester concurrent enrollment course (*CI 270: Introduction to the Education Profession*).

The major topics covered in the course for on-campus as well as local high school classes include:

- techniques for collecting evidence of knowledge, skills, performance, and dispositions of a future teacher;
- analysis of a classroom teacher's role;
- choices and decisions teachers make daily as they plan, instruct, and evaluate;
- personal suitability for the teaching profession;
- understanding schooling in America;
- utilizing children's development;
- relating diversity to education;
- meeting needs of English Language Learners (ELL)
- social influences and legal issues;
- technology integration;
- contextual factors and their implications.

The course outcomes for all sections of CI 270 offered on-campus and in the local high schools are:

- observe and interpret interactions between students and educators, to become aware of how learning occurs;
- collect evidence to support the knowledge gained about teaching, learning, and assessment;
- begin to collect evidence from a variety of sources to demonstrate awareness of the skills needed, for becoming a teacher (including English Language Learners (ELL) and those students with special needs;
- demonstrate having appropriate dispositions for becoming a teacher;
- show evidence toward gaining knowledge about standards in education for both content and pedagogy;
- identify tools of inquiry during classroom observations;
- describe and analyze the governance of schools;
- identify technologies used in teaching;
- practice observation and interpretation skills;
- keep a reflective journal of observations.

All of the high school teachers provided a similar culminating experience for students and used the common assessments identified in the resource materials to determine grades. Grades were awarded using the following standard: A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F = Below 60

All teachers providing instruction have participated in training - reviewing the resources and outcome expectations. They planned the year course delivery with faculty and meet each semester to discuss course delivery and alignment of instruction. Each of the teachers meets the Kansas Board of Regents (KBOR) requirement of a master's degree and each year the teachers submit syllabi that are reviewed by faculty in the department of Curriculum and Instruction to assure course delivery and alignment.

010-2011 was the first year *CI 270 Introduction to the Education Profession* for concurrent enrollment. Table one shows the number of students enrolled in the required fall semester course, the number of students enrolled in the spring concurrent enrollment course and the number students who registered for concurrent credit.

Table 1: Spring 2011, 2012 and 2013 Enrollment in Concurrent CI 270 classes

Fall 2010	Spring 2011	Concurrent Enrollment Spring 2011	Fall 2011	Spring 2012	Concurrent Enrollment Spring 2012	Fall 2012	Spring 2013	Concurrent Enrollment Spring 2013
	81	42		102	50	93	104	50

*Maize High School and Northeast Magnet H.S. offer the required course in a block in the spring only. Students meet the same requirements as those who have a fall and spring course.

Table two shows the grading pattern for the students who completed the course requirements.

Table 2: Concurrent Enrollment Grading Pattern for High School Students for Spring 2011, 2012, and 2013

Grades	Number of students	Percentage for each grade	Grades	Number of Students	Percentage for each grade	Grades	Number of Students	Percentage for Each Grade
A	20	48%	A	29	62%	A	22	44%
A-	13	31%	A-	7	15%	A-	12	24%
B+	3	7%	B+	2	4%	B+	7	14%
B	5	12%	B	5	11%	B	1	2%
B-	1	2%	B-	2	4%	B-	7	14%
C			C	1	2%	C	1	2%
			F	1	2%			
Total	42		Total	47	100%	Total	50	100%

In addition to coursework, all of the high school students were invited to participate in common events including a) meeting and interacting with the Kansas Teacher of the Year Team, b) a fall area-wide teacher event at North High, and c) a spring college day on the WSU campus. The events varied by semester and were intended to extend and enhance the classroom experience. A course satisfaction survey was administered to the high school students in the spring semester. The satisfaction survey below identifies how satisfied students were with the overall coursework experience for spring 2011, 2012, and 2013.

Table 3: Student Satisfaction with High School concurrent credit course – Spring 2011, 2012 and 2013

Concurrent Enrollment Course	Semester	Number of Valid Response	Very Satisfied or Somewhat Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied/Very Dissatisfied
Overall, how satisfied have you been during this school year with the coursework provided in the *Training Tomorrow's Teachers* or *Teaching as a Career Classes*?	Spring 2011	71	93%		1%	6%
	Spring 2012	50	96%		2%	2%
	Spring 2013	65	91%		5%	4%

Data included in Table 3 show an extremely high percentage of students were either very satisfied or somewhat satisfied with the coursework provided in the *Training Tomorrow's Teachers Today* or *Teaching as a Career* classes.

Appendix K

Table 1: Percent Under-represented Minorities (URM) on Fall Census Day for undergraduate programs

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	2008-2012
University	12.3%	13.0%	14.0%	14.9%	15.4%	13.9%
College	9.5%	9.4%	9.9%	12.5%	13.2%	10.9%
Elementary	**8.9%**	**9.1%**	**8.3%**	**10.6%**	**11.3%**	**N/A**
Middle/Secondary	**9.6%**	**9.1%**	**8.4%**	**10.1%**	**10.4%**	**N/A**

Table 2: Percent Under-represented Minorities (URM) of Degreed Conferred Students for undergraduate programs

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	2008-2012
University	11.3%	11.1%	12.0%	12.7%	12.7%	11.9%
College	9.1%	8.4%	7.2%%	10.8%	9.9%	9.1%
Elementary	**9.5%**	**6.5%**	**8.1%**	**7.9%**	**8.2%**	**N/A**
Middle/Secondary	**9.8%**	**7.4%**	**7.9%**	**8.9%**	**8.3%**	**N/A**

Table3: Percent Under-represented Minorities (URM) on Fall Census Day for graduate programs

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	2008-2012
University	6.8%	7.8%	8.2%	9.7%	11.3%	8.8%
College	5.7%	8.0%	7.4%	10.6%	11.2%	8.6%
MAT	**0.0%**	**7.8%**	**8.7%**	**18.6%**	**23.9%**	**N/A**
M.Ed. SpEd	**7.3%**	**5.5%**	**8.1%**	**7.5%**	**4.6%**	**6.6%**
M.Ed. C&I	**5.5%**	**7.7%**	**6.5%**	**5.3%**	**4.9%**	**0**

Table 4: Percent Under-represented Minorities (URM) of Degreed Conferred Students for graduate programs

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	2008-2013
University	6.4%	6.1%	6.4%	8.7%	10.5%	7.6%
College	4.9%	5.2%	5.6%	7.5%	14.7%	7.6%
***MAT**	**0.0%**	**7.8%**	**8.7%**	**18.6%**	**23/9%**	**N/A**
***M.Ed. SpEd**	**7.3%**	**5.5%**	**8.1%**	**7.5%**	**4.6%**	**6.6%**
M.Ed. C&I	**1.7%**	**3.3%**	**7.4%**	**3.8%**	**0.0%**	**0.0%**

*Numbers reported on the ORA report for this table were 0.0% across all years. That information is not accurate as candidates in these programs seldom drop out, the percentages used for Table 4 were those reported in Table 3.

Appendix L

WSU Strategic Plan Goals
Department of Curriculum and Instruction

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.

- Sustain the integrity as well as enhance the effectiveness of the undergraduate and graduate field experiences and internships (applied learning)
- Develop and enhance the research focus in the undergraduate and graduate programs

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.

- Establish and sustain a Center for Excellence in Science, Technology, Engineering, Arts, and Mathematics Education (ESTEAME Center) integrating interdisciplinary curricular and research across the university
- Establish and sustain an innovative Ph.D. program in Curriculum and Instruction
- Establish a program in which candidates and faculty sustain and expand cross-curricular educational and research experiences throughout all programs, undergraduate and graduate

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.

- Establish and sustain a Mentoring Center – for teachers in Kansas in partnership with other departments in the College of Education
- Create an online track for the M.Ed. in C&I
- Create online offerings for the provisional special education courses in the M.Ed. in Special Education (M.Ed.-SpEd) -Adaptive, Functional and Gifted
- Develop an innovative program in STEM/STEAM Education
- Develop a graduate certificate for online teaching
- Develop an advanced program teaching license for K-12 online teaching

Goal 4: Accelerate the discovery, creation and transfer of new knowledge.

- Establish and sustain a Mentoring Center – for teachers in Kansas in partnership with other departments in the College of Education
- Establish and sustain a Center for Excellence in Science, Technology, Engineering, Arts, and Mathematics Education (ESTEAME Center) integrating interdisciplinary curricular and research across the university
- Establish and sustain an innovative Ph.D. program in Curriculum and Instruction

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.

- Increase non-traditional options of course offerings
- Explore connections with first and second year students using current student organizations

Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.

- Increase the number of diverse candidates in the department's undergraduate and graduate programs
- Explore the feasibility of exchange programs (faculty and/or student) for undergraduates in initial licensure programs