WICHITA STATE UNIVERSITY

Program Review

Self-Study Template

Revised 11-1-2019

Academic unit: School of Education College: Applied Studies

Date of last review April 2017 Date of last accreditation report (if relevant) _____

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

Degree: BA Elementary Education CIP* code: 131202

Degree: BA Middle Level/Secondary Education CIP code: 131203, 131205

Degree: MA in Teaching CIP code: 131299

Degree: MEd Special Education CIP code: 131001

Degree: MEd Learning and Instructional Design (LID) CIP code: 130301

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

Certificate (s): Literacy, Educational Technology, STEM

Faculty of the academic unit (add lines as necessary)

(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)

NAME (List department –if external to unit)	SIGNATURE	TENURE OR NON-TENURE TRACK
Michelle Adler, Assistant Professor	michelle adler michelle adler (May 11, 2020)	Tenure Track
Mara Alagic, Professor	MaraAlagic MaraAlagic (May 11, 2020)	Tenured
Daniel Bergman, Professor		Tenured
Jaehwan Byun, Assistant Professor		Tenure Track
Heidi Cornell, Assistant Professor	Heidi R. Cornell	Tenure Track
Katie Cramer, Professor	Katherine Cramer Katherine Cramer (May 11, 2020)	Tenured
Cathy Durano, Assistant Clinical Professor	Cathy Durano Cathy Durano (May 11, 2020)	Non-Tenure Track
Sharon Goodvin, Assistant Clinical Professor	Sharon Goodvin Sharon Goodvin (May 11, 2020)	Non-Tenure Track
Jim Granada, Associate Clinical Professor	Jim Granada	Non-Tenure Track
Soon Chun Lee, Associate Professor	SoonChun Lee SoonChun Lee (May 11, 2020)	Tenured

Fuchang Liu, Professor		Tenured
Jodi McArthur, PDS Liaison - Elementary		Non-Tenure Track
Professor Kim McDowell, Professor		Tenured
Greg Novacek, Director of STEM Initiatives		Non-Tenure Track
Victoria Opalewski, Associate Educator		Tenure Track
Kristin Panos, Assistant Professor		Tenure-Track
Aaron Rife, Associate Professor		Tenured
Liz Roberts, Clinical Educator		Non-Tenure Track
Donna Sayman, Associate Professor		Tenured
Jennifer Stone, Associate Professor		Tenured
Jill Wood, Assistant Clinical Educator		Non-Tenure Track
Christopher Wyant, Clinical Educator		Non-Tenure Track

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

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

A. Program Purpose Statement - formerly Mission

(If more than one program, list each purpose statement):
The mission of all the licensure programs in the School of Education (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 Learning and Instructional Design (LID) 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.

B. The role of the Program(s) and relationship to the University mission:

Each program in the department complements the mission and the role of university and the College of Applied Studies (CAS). The mission of the CAS 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, newly-revised fully online graduate program which includes 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 Master of Education in Learning and Instructional Design is ideal for education and professional development career advancement for those who are engaged in the K-12 teaching and workplace training of adult learners. The master's degree supports the mission of the university and the college through a 30 credit hour program which includes 15 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 LID provides candidates with the tools necessary to become effective educators and "impact the greater good."

C. *Has the purpose of the Program(s) changed since last review?* ☐ *Yes* ☒ *No*

If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?
The mission of the initial (BA Elementary, BA Middle/Secondary, and MAT) and advanced licensure, (M.Ed. Sped and M.Ed in LID) programs has not changed since the last review.

D. *How does the Program support the university strategic plan?*

Describe in 1-2 concise paragraphs.
Student Centeredness-In the SOE, we strive to not only promote holistic student success through supportive learning environments in which all students continually thrive and grow, but we integrate these ideals so that our students will further do this for their future students. We do this by modeling learner centered classes, both online and in person. We use project based learning, practicum, and student choice all as means to give students multiple means of engagement with the curriculum. In addition, we encourage and teach self-care; we elicit student input on a regular basis in order to make improvements to programs and classes; and we secure field placements in personal and purposeful way in order to ensure quality student experiences with mentors who match areas of need and behavior traits.
Research and Scholarship – Faculty members are productive at the university, state, national, and international levels. Undergraduate and graduate students are encouraged to submit works to appropriate conferences and journals as mentored by their program faculty, and students have presented and published together with faculty throughout the department.
Campus Culture – SOE is well set to meet the evolving needs of the students and community. The department holds “town hall” sessions for students to deliver feedback and needed improvements on programs. The Teacher Apprentice Program, and the alternative path to Special Education Licensure are two of how the SOE has met the needs of the community in not only Wichita, but in western Kansas. These unique online programs allow students to become teachers of record before the degree is completed. This has helped to somewhat alleviate the teacher shortage in high need areas across Kansas.
Partnerships – The SOE and the local school district (USD259) use a PDS model to strengthen both the teacher education programs, and the schools and professional development within the district. Faculty are often asked to provide professional development to schools with whom they closely work. The special education program developed a cohort model for the local school district wherein only district employees attend cohort courses and are taught by hand selected instructors from the district. In another example of quality collaboration meant to satisfy the

rapidly evolving community: during the recent pandemic, students in programs within the SOE put together resources for local districts to use for instruction of their students at home. SOE faculty also engage in community efforts, sit on local non-profit boards, and invite community and school leaders to bring their knowledge and expertise into the WSU classroom.
Inclusive Excellence – The SOE has participated in many recruitment efforts in order to increase diversity in the student population. Faculty attend job fairs at all local high schools and promote the programs in person across Kansas and other states. The elementary education program has recently worked through program and class changes that will create a more inclusive curriculum resulting in *all* teacher candidates being eligible for the new Elementary Education Unified licensure. The SOE faculty endeavors to create an environment where all students feel comfortable to learn, question, and grow as they delve deeper into this important profession

E. Provide an overall description of your program (s) including any changes made since the last review?

The School of Education has undergone many changes since the last review including changing the name of the department from Curriculum and Instruction. The department still focuses on preparing education candidates who identify, understand and practice the six guiding principles and frameworks of the College of Applied Studies, and meet the Council for the Accreditation of Educator Preparation (CAEP) and 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. Specific program changes will be described below.

Bachelor of Arts in Education

At the undergraduate level, the elementary education curricula are built on a general education foundation of 42 general education credit hours. Candidates in the elementary education program are then required to complete 78 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 IIA and Core IIB 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.

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 and meet the qualifying score(s) on the content exams. In addition, students must obtain a passing

score of 20 on the Kansas Performance Teaching Portfolio (KPTP).

Candidates in the ECU program complete all requirements of the Elementary Program. In addition, they complete 18 hours of core coursework in ECU and two 90 hour practicums at infant/toddler and preschool levels. Their internship is split 8 weeks in their elementary placement and 8 weeks in their ECU placement

WSU's Teacher Apprenticeship Program (TAP) makes a positive impact in communities across Kansas by helping to reduce the statewide shortage of elementary and special education teachers. TAP helps para educators become licensed teachers of record. The program was started by the College of Applied Studies in 2017. It's a fully online program that prepares para educators for Kansas licensure as early childhood unified / elementary education teachers. Para educators can earn their licensure while still working.

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, required coursework in teacher preparation, and an accompanying four-semester sequence of field experiences.

Once candidates complete their general education content, some of their content course work, and the prerequisite introduction to the profession, they complete a four-semester sequence of courses and field experiences (or "cores"), alongside their remaining required content courses. The four-semester core sequence provides the pedagogical knowledge and applied learning 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-based semester-long teaching practicum.

In Core II, candidates focus on the history, philosophy and ethics of education and assessment/evaluation and take their first discipline-specific methods course accompanied by a required field-based semester-long teaching practicum.

In Core III, candidates focus on literacy strategies and take their second discipline-specific methods course with an accompanying semester-long teaching internship. Candidates who complete the middle level dual-licensure program, (e.g., history comprehensive/English 5-8) are required to complete two discipline-specific methods courses and two co-requisite teaching internships.

In Core IV, candidates complete their third discipline-specific methods course alongside an extensive semester-long teaching internship, which allows them to make the necessary connections between theory and practice. Candidates in a dual-licensure middle level program complete the teaching internship in two discipline-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 complete 27 credit hours of course content.

Candidates interested in dual subject middle-level licensure complete up to 57 credit hours of content, split between the two content areas.

At the secondary level, candidates complete 33-52 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 200 on the Kansas Performance Teaching Portfolio (KPTP). The ECU Residency candidates must obtain a qualifying score on the specific licensure area Praxis content exam.

The WSU MAT-ECU program reflects what is currently known about best practices in early childhood teacher preparation. With an emphasis on urban schools, the program prepares teaching residents to meet the needs of children with and without disabilities in varied settings. The MAT-ECU teacher residency program was developed using a PDS philosophy that centers on shared responsibility for teacher preparation between universities and schools as well as a shared responsibility for students learning. It involves students working in classrooms as paraprofessionals while working on their graduate degree and initial licensure. The MAT ECU-Residency is offered for students seeking initial KSDE licensure in early childhood unified: birth through third grade. The 36 credit hour program is limited to individuals who have:

1. Completed at least a BA/BS degree from an accredited higher education institution prior to entry into the program.

2. A GPA of 3.0 in the last sixty hours of graded coursework (or 2.75 to be admitted on probationary status).

Master of Education in Special Education

At the graduate level, the special education curricula are built on a strong theoretical foundation and supported by applied research in the field. The Master of Education (M.Ed.) in Special Education program has five program tracks: (a) High Incidence, (b) Low Incidence, (c) Early Childhood Unified, (d) Gifted, and (e) High Incidence Alternative Certification (Pilot Program). The program tracts in High Incidence, Low Incidence, and Gifted are 30-credit hour programs. The Early Childhood Unified track is a 31-credit hour program, and the High Incidence Alternative Certification (pilot) track is a 37-credit hour program. Admission into the M.Ed. in Special Education program requires that all candidates have at least a BA/BS degree from an accredited higher education institution and a GPA of 3.0 during the last 60 credit hours of the BA/BS degree. Admission into the High Incidence Alternative Certification (pilot) track includes an additional requirement—at least one year of experience as a special education paraprofessional. All program tracks are designed to strengthen and deepen students' knowledge of exceptionalities by building upon their experiential and/or educational knowledge. To promote development of expertise in the respective special education area of emphasis, candidates complete 23-26 credit hours of required preparatory and/or core coursework—including integrated field experiences—as well as a 7-credit hour research component. Before recommendation for licensure, all candidates must meet the state qualifying score on the required Praxis exams.

Due to decreased demand the Master of Education — Special Education: Gifted – has been in dormancy since 2017.

Master of Education in Learning and Instructional Design

The Master of Education in Learning and Instructional Design was revised in April 2019 with changes effective in Fall 2019. The program consists of 30 graduate hours of coursework, which includes 15 credit hours in learning and instructional design, 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 Framework and Principles and CAEP standards. The conceptual framework, principles, and standards are assessed yearly to determine program effectiveness.

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.)

Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet).

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				
2016-2017	10	5	27	5	2	0	NA	NA	NA	NA	NA	NA	NA	1	2	3	$141,000.00
2017-2018	14	5	29	15	0	0	NA	NA	NA	NA	NA	NA	NA	0	3	0	$0
2018-2019	14	11	22	20	2	0	NA	NA	NA	NA	NA	NA	NA	0	1	1	$30,000.00
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

BA in Secondary Education	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	11,936	12,257	10,806	12,425	11,856	+4.1%
SCH per FTE*	182.1	165.4	184.8	N/A	177.4	+1.5%
Program Majors	258	246	340	N/A	281.33	+31.8%
Degree Production per year	57	71	61	58	61.75	+1.75%

MEd in Curriculum & Instruction	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	11,936	12,257	10,806	12,425	11,856	+4.1%
SCH per FTE*	182.1	165.4	184.8	N/A	177.4	+1.5%
Program Majors	49	44	37	N/A	43.3	-24.5%
Degree Production per year	9	2	15	9	8.75	+0%

Master of Arts in Teaching	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	11,936	12,257	10,806	12,425	11,856	+4.1%
SCH per FTE*	182.1	165.4	184.8	N/A	177.4	+1.5%
Program Majors	74	57	70	N/A	67	-5.4%
Degree Production per year	28	25	21	12	21.5	-57.1%

Elementary Education BA	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	11,936	12,257	10,806	12,425	11,856	+4.1%
SCH per FTE*	182.1	165.4	184.8	N/A	177.4	+1.5%
Program Majors	423	371	362	N/A	385.3	-14.4%
Degree Production per year	93	95	106	110	101	+8.6%

Special Education MEd	2015	2016	2017	2018	Average over period	% Change over review period
Fiscal Year Student Credit Hours*	11,936	12,257	10,806	12,425	11,856	+4.1%
SCH per FTE*	182.1	165.4	184.8	N/A	177.4	+1.5%
Program Majors	82	81	79	N/A	80.7	-3.7%
Degree Production per year	18	22	20	19	19.75	+5.6%

*SOE faculty overall, not program-specific

A. *Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity. If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.*

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.

In accordance with the WSU policies, expectations of performance in and the relative importance of A) teaching, B) research, scholarship, or creative activities; and C) service are defined at the time of the initial appointment into SOE programs. These expectations and their relative weight may be modified annually during the probationary period. Specific performance goals will be established each year during the annual evaluation of untenured faculty. These expectations and goals form the foundation for evaluation for tenure in the context of the tenure criteria established by the faculty of the College, but do not constitute a definitive review for tenure. A terminal degree in a field appropriate to the discipline in which the candidate teaches or conducts research, scholarship, or creative activities is normally required for appointment or promotion to the rank of assistant professor, associate professor or professor. Exceptions to this guideline will require careful documentation based upon an adequate rationale. The award of tenure normally requires documented evidence of effective teaching/librarianship and a record of research, scholarship, or creative activities which has earned recognition in professional circles at the regional or national level.

The College of Applied Studies (CAS) asserts itself in this process by establishing criteria for tenure and promotion that set parameters intended to assure consistency with the unit's conceptual framework for professional educators and related disciplines as appropriate, as well as with the CAS mission and the university's values as expressed through the WSU Strategic Plan. The CAS, in alignment with the WSU Strategic Plan, values the following, which provides the framework for positive risk taking:

- Developing unique applied learning or research experiences for students.
- Pioneering and integrating interdisciplinary curricula and experiences.
- Capitalizing on relevant trends that increase quality educational opportunities in a distinctive way.
- Accelerating the discovery, creation, or transfer of new knowledge.
- Empowering students to create a campus culture and experience that meets their changing needs.
- Enhancing learning via the creation of a campus that reflects – in staff, faculty and students – the evolving diversity of society.

CAS Criteria for Tenure and Promotion

The general criteria or principles outlined here must be applied to tenure and promotion decisions in light of a detailed knowledge of the specific goals of each department and the CAS and the specific qualities and competencies of the individual. Tenure and promotion criteria are generally cast into three areas of scholarship, **Teaching, Research and Creative Activity,** and **Service** along with four key functions of each scholarship labeled as **Discovery, Integration, Application,** and **Education** of knowledge (Hyman et al., 2002). However, in acknowledgment of the broad importance of a pervasive sense of community in attaining the CAS mission, the notion of collaboration/teaming/cooperation within and across programs, departments, colleges, the university, and community should be an acknowledged theme across all departmental tenure and promotion criteria. The following discussions explicate how the three areas of scholarship are, theoretically, integrated with the four key functions of scholarship.

Tenure-track vs. Non Tenure-track Faculty Expectations:

It is important to note that the applied nature of our program offerings has led us to seek to hire clinical educators and teaching professors who are have applied experience and expertise in teaching and supervising education students and student teachers. Some of these individuals have or are working toward their terminal degrees, but have higher teaching loads and service

expectations, and limited research expectations. These are incredibly valuable members of the academy and they are not treated as lesser because they are not on a tenure track. It is also important to note that our clinical faculty members often still publish and present nationally despite not having an obligation to do so.

Tenure Track Faculty:
Tenure and promotion decisions shall be based on recognized performance and achievement in each of the several areas, as appropriate to the particular responsibilities assigned to the faculty member. In employing the scholarships of Teaching, Research and Creative Activity, and Service, the Tenure and Promotion Policy recognizes that an individual's activities may fall within or across two or more scholarships. Faculty members are encouraged to articulate the interdisciplinary nature of their work.

UniScope Model:

SOE evaluates faculty productivity through the lens of the UNISCOPE model. This model integrates Scholarship of Teaching, Scholarship of Research, and Scholarship of Service along the dimensions of Discovery, Integration, Application, and Education of knowledge. **T**he following are examples of activities used to demonstrate Scholarship of Teaching, Scholarship of Research, and Scholarship of Service

Table 1. Examples of Teaching Scholarship

Example	Audience	Assessment/Documentation
Traditional class	On-campus students, both graduate and undergraduate	Student evaluations, peer evaluation, retention data, teaching awards
Online class	Off-campus students On-campus students	Student evaluations, Peer Evaluation; Retention data; Distance students served
New course development	Students	Student enrollment, teaching evaluations
New program development	Students	Program documentation & approval
Short courses (Badges)	Non-degree seeking students Degree seeking students	Student evaluations
Creative applied learning projects	Students, academics	Teaching evaluations,
Developing teaching tools	Students, faculty	Demonstrations; Presentations; Publications
Accreditation activities	On- and off-campus students	Successful accreditation; Reports & documents
Existing course Improvement	Faculty, students	Major revisions made to courses, publications
Development of textbooks and teaching modules	Faculty, publishers	Course materials, new texts & manuals
Seminar or workshop	Education professionals, community members	Participant evaluation, peer evaluations, changed practices in the field
Certificate classes	Certificate students	Student evaluations, peer evaluation, customer satisfaction, retention data
Mentoring students	Undergraduate students Graduate students	Number of students, students' successes Graduate student degrees completed
Dissertations, theses, projects advisor	Graduate students	Dissertations/theses/reports completed, publications
Additional teaching/ Extra teaching load	Students	Reports
Student retention in classes	Students	Retention data
Coop/Internship faculty advisor	Students, schools and agencies	Number of students, reports

Table 2. Examples of Research Scholarship

Example	Audience	Assessment/ Documentation
Applied discipline-specific research	Academics	Peer reviewed publications, conference presentations, conference proceedings, invited papers, citations
Basic discipline-specific research	Academics	Peer reviewed publications, conference presentations, conference proceedings, citations
Practitioner-oriented research	Practitioners, community	Peer reviewed publications, conference presentations, reports
Policy development	Public agencies	Reports, presentations, peer-reviewed publications
Competitive research grants	Academics, funding agencies	Reports, amount acquired, funded proposals
Journal editor	Professional associations, academics	Reports, journal frontispiece, documentation
Pedagogical research	Teaching faculty, professional associations	Peer reviewed publications, invited papers, conference presentations, citations

Table 3. Examples of Service Scholarship

Example	Audience	Assessment/ Documentation
Journal and proposal reviewing Review of articles and proposals	Professional Organizations, funding agencies	Invitation to review panels, acknowledgment of review submission
Professional organization committee service Member or officer in professional organization committee	Professional organizations members and users	Membership and office listings Meeting minutes
K-12 education and recruiting presentations to and discussions with students	Students Faculty	Student/teacher evaluations Repeat invitations
Presentations to community groups Lectures and sponsored talks to the public	General public	Participant evaluations Memberships
News media interviews	General Public	Notes/memos of acknowledgement
Conference or session organization or chair	Professional organizations	Participation; Participant evaluations
Consulting	Schools and agencies	Letters documenting contributions
Participation in professional associations - local, national, international	Professional associations	Reports, summary of key accomplishments
Department committees & participation in department affairs	Faculty, staff, students, administration	Reports, summary of key accomplishments
College committees & participation in college affairs	Faculty, staff, students, administration	Reports, summary of key accomplishments
University committees & participation in university affairs	Faculty, staff, students, administration	Reports, summary of key accomplishments
Community activities	Community members	Reports, summary of key accomplishments
Mentoring of other faculty members	Faculty	Reports, summary of key accomplishments
Faculty recruitment	Faculty, College	Reports, summary of key accomplishments
Department web page and social media development and maintenance	Future students, campus members, community	Reports, clicks
Student recruitment	Future students	Enrollment numbers, reports
University/school initiatives	Campus, community, faculty	Reports, summary of key accomplishments
Admissions activities	Future students	Report, enrollment numbers
Scholarship competitions	Students	Report
Reviewing for academic journals	Academics	Reports, editors' letters

Conference organization & conference reviewing	Academics	Reports, summary of key accomplishments
Supervising Student capstone and other projects	Students	Reports, summary of key accomplishments
Proposal review	Students, faculty, academics	Reports, summary of key accomplishments
Serving on doc students' dissertation committees	Students	Reports, summary of key accomplishments
Public policy advising	Community, public entities	Reports, summary of key accomplishments
External reviewer for T&P candidates	Academics	Reports
Visiting professorships in other universities (including teaching classes/seminars)	Academics	Reports, summary of key accomplishments
Presentations to students/faculty/staff	Student, faculty, staff	Reports, summary of key accomplishments
Student organizations advising	Students	Reports, summary of key accomplishments

B. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.

During the AY 2017, the SOE department had 26.9 FTE including lecturers and GTAs. The department currently has 8 tenured, 6 tenure-eligible faculty, and 8 non-tenure track faculty. Three tenure track faculty have been hired in Middle/Secondary Math, Elementary, and The Teacher Apprenticeship Program and they will all begin working in Fall 2020. One tenured professor has been hired as Department Chair. She will begin in June 2020.

SOE tenured and tenure track faculty are productive scholars and regularly present their research at refereed conferences and publish in peer-reviewed journals, which is evidence of high-quality scholarship. SOE faculty have expertise in theories and application of teaching, school policy and politics, PreK-12 education, learning, and research methods (statistics, action research, and qualitative inquiry).

SOE student credit hour production has increased 4.1% from our last triennial report from 11,936 to 12,425 overall. More impressive is that although the number of faculty FTE has decreased slightly, credit hour production of SOE faculty has increased 1.5% from 182.1 to 184.8. Enrollments in the undergraduate programs have increased substantially overall over the past 3 years, while graduate enrollments have declined. In secondary education, enrollments increased 31.8% from 258 to 340 students and degree production increased 1.5% from 57 to 58 graduates. In elementary education, enrollments decreased 14.4% from 423 to 362 students and degree production increased 8.6% from 93 to 110 graduates. In the MEd in Curriculum and Instruction, enrollments decreased by 24.5% from 49 to 37 students, but degree production remained steady at 9 graduates. In Master of Arts in Teaching, enrollments decreased 5.4% from 28 to 12 students and degree production decreased 57.1% from 28 to 12 graduates. In the Special Education MEd, enrollments decreased slightly 3.7% from 82 to 79 students; however, degree production increased 5.6% from 18 to 19 graduates. Overall, the department graduated about 62 undergraduate and 50 graduate students each academic year. A review of course evaluations indicates that students rate a majority of courses 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 for their students. 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, clinical educators) and a part time liaison.

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. When faculty members have poor course evaluations, they are counseled on ways to improve. Students generally find the courses offered in the department to be rigorous and of value to their career goals. Several of our faculty members have received college and university awards including teaching, technology, service, and accessibility. Several faculty members serve on Editorial Boards and as Association Journal and Conference proceedings editors. This is a group of productive research faculty.

The SOE department faculty underwent ongoing strategic planning during the 2017-20 academic years, with a focus on expanding programs and increasing enrollments. To this end, program track options were increased due to market demand and enrollments have increased in some curricula (Special Education, TAP) and are expected to increase in others (LID).

Part 3: Academic Program(s) and Emphases

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. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)? ☐ Yes ☒ No

   If yes, please explain the average ACT scores for your students.

B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average? ☒ Yes ☐ No

If yes, please explain the average GPA of your graduate students.

GPAs for students admitted to SOE degree tend to be at or slightly higher than the average WSU graduate student; however, in 2016 & 2017 the GPA for the Master of Arts in Teaching fell slightly below the university mean at 3.4. GPAs will continue to be monitored by department

faculty who oversee graduate programs.

Mean GPA of Admitted Graduate Students	2016	2017	2018
University Level	3.5	3.5	3.5
MAT	3.4	3.4	3.5
Special Education	3.6	3.6	3.6
C & I Masters	3.7	3.6	3.5

C. Accreditation status: If accreditation is previously noted, please add:

Accrediting Body: Kansas State Department of Education (KSDE)

Next Review Date: 2022

The BA in Elementary Education, BA Middle/Secondary Education, Master of Arts in Teaching (MAT) and Master of Education, and the M.Ed. in Special Education are approved by the Kansas State Department of Education, and graduates are eligible to seek a license or as teachers in Kansas' schools. All programs successfully achieved reaccreditation by KSDE.

Accrediting Body: Council for Accreditation of Educator Preparation (CAEP)

Next Review Date: 2024

In Spring 2018, all SOE undergraduate programs received accreditation by the Council for Accreditation of Educator Preparation (CAEP), the accreditation body that superseded NCATE. Advanced programs will not be reviewed by CAEP until 2024 or whatever date is scheduled for advanced programs to be reviewed.

D. Assessment of Learning Outcomes

1. Complete the table below with program level data. Identify the principal learning outcomes (i.e., with what skills does your Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

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 Levels					
Learning Outcomes (program standards) Middle Level **English Language Arts**	nt Type (e.g., portfolios,)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Standard 1: The teachers of English language arts 5-8 and 6-12 demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.	Praxis II Content Test Data Praxis II Content Test Sub-score Data: Content Category I: Reading KEEP Construct 2: Content Knowledge Course Grade for CI 616 Literature for Adolescents	Score Score Score Grading scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Effective or higher Developing: Course grade of D- or better	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments

Standard 2: The teachers of English language arts 5-8 and 6-12 demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.	Praxis II Content Test Sub-score Data: Content Category II: Language Use & Vocabulary Praxis II Content Test Sub-score Data: Content Category III: Writing, Speaking, and Listening KEEP Construct 2: Content Knowledge Course Grade for ENGL 315 Introduction to Linguistics Course Grade for ENGL 317 History of the English Language	Score Score Score Grading scale Grade scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Effective or higher Developing: Course grade of D- or better Developing: Course grade of D- or better	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 3: The teachers of English language arts 5-8 and 6-12 plan instruction and design assessments for reading and the study of literature to promote learning for all students.	KEEP Construct 3: Instructional Practice Curriculum Design in ELA Trait 1: Designing reading instruction	Score Rubric	Effective or higher Developing	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments

	Trait 3: Integrating language instruction in the context of authentic reading and writing				
Standard 4: The teachers of English language arts 5-8 and 6-12 plan instruction and design assessment for composing texts (i.e., oral, written, and visual) to promote learning for all students.	KEEP Construct 3: Instructional Practice Course Grade for ENGL 680 Theory and Practice in Composition Curriculum Design in ELA Trait 2: Designing composition instruction Trait 3: Integrating language instruction in the context of authentic reading and writing	Score Grading scale Rubric	Effective or higher Developing: Course grade of D- or better Developing	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 5: The teachers of English language arts 5-8 or 6-12 plan, implement, assess, and reflect on research-based instruction that is responsive to students' diverse context-based needs.	KPTP Task 2: Designing Instruction Focus Areas A, B, E KEEP Construct 1: Learner and Learning KEEP Construct 3: Instructional Practice KEEP Construct 4.1: Reflection & Growth KPTP Task 3: Teaching and Learning Focus Areas C, D, E, F	Score Score Score Score Score	At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines. Effective or higher Effective or higher	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments

			Effective or higher At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines.		
Standard 6: The teachers of English language arts 5-8 or 6-12 use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students' opportunities to learn in English language arts.	Praxis II Principles of Learning and Teaching Test Data Content Category I: Students as Learners KEEP Construct 1.2: Learner Differences Curriculum Design in ELA Trait 4: Planning for critical engagement and social justice	Score Score Rubric	At or above the 25th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT Banner Report Effective or higher Developing	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments

Standard 7: The teachers of English language arts 5-8 or 6-12 are prepared to interact and collaborate knowledgably with students, families, and colleagues, and actively develop as professional educators.	Praxis II Principles of Learning and Teaching Test Data Praxis II Principles of Learning and Teaching Test Data Content Category IV: Professional Development, Leadership, and Community KEEP Construct 4: Professional Responsibility	Score Score Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT Banner Report Effective or higher	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) Middle Level **Mathematics**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Standard 1: Mathematical Connections to the Learner and Learning Effective teachers of middle level mathematics exhibit in-depth knowledge of pre-adolescent and adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where	Praxis II PLT Grades 5-9 Content Category I: Students as Learners KEEP Contruct 1: Learner and Learning (1.1, 1.2, 1.3) Unit Plan/Lesson Plan with Integrated Technology	Praxis Exam Rubric Rubric	At or above the 25th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT	88% 97% 100%	Meets the required passing percentage for all assessments

students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. (NCTM Standard 4)			Banner Report. Effective or Higher Developing or Higher on each trait		
Standard 2: Impact on Student Learning Effective teachers of middle level mathematics provide evidence demonstrating that as a result of their instruction, middle level students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a	KEEP Construct 3: Instructional Practice KEEP Construct 4.1: Reflection and Growth Kansas Performance Teaching Portfolio Task3	Rubric Rubric Rubric	Effective or Higher Effective or Higher At or above the acceptable level (2) for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines	97% 97% 100%	Meets the required passing percentage for all assessments

productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. (NCTM Standard 5)					
Standard 3: Content Knowledge Effective teachers of middle level mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts, connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and quantity, algebra, geometry and trigonometry, statistics and probability, basic concepts of calculus, and discrete mathematics. (NCTM Standard 1)	Praxis II Middle Level Math Content Test Data KEEP Construct 2: Content Knowledge Course Grade for Math 123 College Trigonometry Course Grade for Math 144 Business Calculus Course Grade for Math 502 Mathematics for Middle School Teachers	Praxis Exam Rubric Grading Scale Grading Scale Grading Scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT Banner Report Effective or Higher Developing or Higher (C or Better)	100% for all assessments listed	Meets the required passing percentage for all assessments

			Developing or Higher (C or Better) Developing or higher (C or higher)		
Standard 4: Mathematical Practices Effective teachers of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching. (NCTM Standard 2)	Kansas Performance Teaching Portfolio Task 2 KEEP Construct 2: Content Knowledge (2.1 and 2.2)	Rubric Rubric	At or above the acceptable level (2) for the designated task and focus area or minimum overall cut score required by KPTP guidelines Effective or Higher	100% 97%	Meets the required passing percentage for all assessments
Standard 5: Content Pedagogy Effective teachers of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and	KPTP Task 2: Designing Instruction, Focus Area B KEEP Construct 1: Learner and Learning	Rubric Rubric	At or above the acceptable level (2) for the designated Task and Focus Area or minimum overall cut	100% 97%	

across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. (NCTM Standard 3)	KEEP Construct 3: Instructional Practice KPTP Task 3: Teaching and Learning, Focus Area C, D, and F Unit Plan/ Lesson Plan with Integrated Technology	Rubric Rubric Rubric	score required by KPTP guidelines Effective or Higher Effective or Higher At or above the acceptable level (2) for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines Developing or Higher on each trait	97% 100% 100%	
Standard 6: Professional Knowledge and Skills Effective teachers of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and	Praxis II Principles of Learning and Teaching Test Data: Content Category IV: Professional Development, Leadership, and Community KEEP Construct 4: Professional Responsibility (4.1 and 4.2)	Praxis Exam Rubric	At or above the 25th percentile based on national norms or minimum composite score required	85% 97%	

mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. (NCTM Standard 6)			for Kansas PLT Exam Effective or Higher		
Standard 7: Middle-Level Mathematics Clinical Field Experiences and Practice Effective teachers of middle level mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors in middle school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in middle level mathematics with supervision by university or college faculty with middle-level teaching experience and mathematics	KEEP Construct 1-4 Course Grade for CI 412M Teaching Internship I: Middle Level Mathematics Course Grade for CI 461M Teaching Internship I: Middle Level Mathematics	Rubric Course grade Course Grade	Effective or Higher (Overall Pass – Summative Assessment) Developing or Higher (B- or higher) Developing or Higher (B- or higher)	97% 100% 100%	

content knowledge base. (NCTM Standard 7)					
Learning Outcomes (most programs will have multiple outcomes) Middle Level History, **Government & Social Studies**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	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.	Praxis II Content Test, Subsection I-World History Course Grades — HIST 101 (World Civilizations to 1500) — (or transfer equivalent)	Scoring Scale Grading scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam C- or higher overall grade (Developing or higher)	100% 94%	Meets the required passing percentage for all assessments
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 analytical skills.	Praxis II Content Test -Subsection II-World History KPTP Task 2 Focus Area B	Scoring scale Scoring scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam At or above the acceptable (2) level for the designated	100% 100%	Meets the required passing percentage for all assessments

			Task and Focus area or minimum overall cut score required by KPTP guidelines.		
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.	Course Grades: HIST 535 (History of Kansas) or transfer equivalent Local History Lesson Assignment	Grade scale Grade scale	C- or higher overall grade (Developing or higher) B- or higher	100% 97%	Meets the required passing percentage for all assessments
The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.	KPTP Task 2 Focus Area C, D KEEP Construct 3.3: Instructional Practice, Instructional Strategies KPTP - Task 3: Teaching and Learning Focus Area C, D	Scoring scale Scoring scale Scoring scale	At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines. Effective or higher Acceptable	100%	Meets the required passing percentage for all assessments
The teacher of comprehensive history has knowledge and understanding of governmental systems in the	Praxis II Content Test -Subsection III- Government/Civic/Political Science	Scoring scale	At or above the 25th percentile based on national	100%	Meets the required passing percentage for all assessments

United States and other nations.	Course Grades: POL SCI 121 (American Politics) or transfer equivalent	Grade scale	norms or minimum composite score required for Kansas Praxis Exam Developing or higher C- or higher overall grade		
The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.	Praxis II Content Test -Subsection V-Economics Course Grades: ECON 400 (Economics in the Classroom l) or transfer equivalent	Scoring scale Grade scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing or higher (C- or higher grade)	100% 95%	Meets the required passing percentage for all assessments
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.	Praxis II Content Test -Subsection IV-Geography Course Grades: GEOG 125 (World Geography) or transfer equivalent	Scoring scale Grade scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing or higher C- or	100% 91%	Meets the required passing percentage for all assessments

			higher overall grade		
The teacher of comprehensive history has knowledge and understanding of social systems and interactions.	Praxis II Content Test -Subsection VI-Behavioral Sciences Course Grades: ANTHRO 303 (World Cultures) or transfer equivalent	Scoring scale Grade scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing or higher C- or higher overall grade	100% 93%	Meets the required passing percentage for all assessments
Learning Outcomes **Middle Level Science**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.	Praxis II Content Test Praxis II Principles of Learning and Teaching Test KPTP KEEP Unit Scope/Lesson Sequence	Grading Scale Grading Scale Rubric Evaluation Form Rubric	Passing Score Passing Score Passing Score Effective or Higher Developing or Higher	92% (11/12) 100% 100% 100% 100%	Meets the required passing percentage
Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	92% 100%	Meets the required passing percentage

Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Praxis II Content Test KEEP Unit Scope/Lesson Sequence	Grading Scale Evaluation Form Rubric	Passing Score Effective or Higher Developing or Higher	92% 100% 100%	Meets the required passing percentage
Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.	KEEP KPTP	Evaluation Form Rubric	Effective or Higher Passing Score	100% 100%	Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.
Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	100% 100%	Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.
Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts	Praxis II Content Test Course Grade for CI 505 Science, Technology, and Society Unit Scope/Lesson Sequence	Grading Scale Course Grade Rubric	Passing Score B- or Higher Developing or Higher	92% 100% 100%	Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of

and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.					science that can be used in developing instruction for students.
Middle Level Physical Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of physical science in developing instruction for students, including knowledge of atomic structure, molecular structure, states of matter, chemical reactions, energy, motion and stability of objects, forces, and waves.	Praxis II Content Test Course Grade for CHEM 103 Introductory Chemistry Course Grade for PHYS 111 Introductory Physics	Grading Scale Course Grade Course Grade	Passing Score Passing Score Passing Score	92% 100% 100%	Middle Level Physical Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of physical science in developing instruction for students, including knowledge of atomic structure, molecular structure, states of matter, chemical reactions, energy, motion and stability of objects, forces, and waves.
Middle Level Life Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of biological science in developing instruction for students, including knowledge of cell theory, structure and function of organisms, populations of organisms, biodiversity, ecosystems, genetics, and evolution.	Praxis II Content Test Course Grade for BIOL 210 General Biology I Course Grade for BIOL 211 General Biology II	Grading Scale Course Grade Course Grade	Passing Score Passing Score Passing Score	92% 100% 100%	Middle Level Life Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of biological science in developing instruction for students, including knowledge of cell theory, structure and function of organisms, populations of organisms, biodiversity, ecosystems, genetics, and evolution.
Middle Level Earth and Space Science: The teacher of middle school science can demonstrate an understanding of concepts	Praxis II Content Test Course Grade for GEOL 102 Earth Science & the Environment	Grading Scale Course Grade	Passing Score Passing Score Passing Score	92% 100% 100%	Middle Level Earth and Space Science: The teacher of middle school science can demonstrate an understanding of concepts and practices of earth and space science in

and practices of earth and space science in developing instruction for students, including knowledge of the universe and solar system, Earth's geologic history and processes, Earth's structure and processes, water cycle, weather and climate, natural resources, natural hazards and catastrophes, and human influences on Earth's systems.	Course Grade for PHYS 395 Solar System Astronomy	Course Grade			developing instruction for students, including knowledge of the universe and solar system, Earth's geologic history and processes, Earth's structure and processes, water cycle, weather and climate, natural resources, natural hazards and catastrophes, and human influences on Earth's systems.
Middle Level Unifying Concepts/Interdisciplinary Perspectives: The teacher of middle school science can demonstrate an understanding and be able to infuse into science teaching the crosscutting concepts of science and the interdisciplinary perspectives among the sciences.	Praxis II Content Test Unit Scope/Lesson Sequence	Grading Scale Rubric	Passing Score Developing or Higher	92% 100%	Middle Level Unifying Concepts/Interdisciplinary Perspectives: The teacher of middle school science can demonstrate an understanding and be able to infuse into science teaching the crosscutting concepts of science and the interdisciplinary perspectives among the sciences.
Secondary Levels					
Learning Outcomes (program standards) Secondary **English Language Arts**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Standard 1: The teachers of English language arts 5-8 and 6-12 demonstrate knowledge of English language arts subject matter content that specifically	Praxis II Content Test Data Praxis II Content Test Sub-score Data: Content Category I: Reading	Score Score	At or above the 25th percentile based on national norms or	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments

includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.	KEEP Construct 2: Content Knowledge Course Grade for CI 616 Literature for Adolescents	Score Grading scale	minimum composite score required for Kansas Praxis Exam Effective or higher Developing: Course grade of D- or better		
Standard 2: The teachers of English language arts 5-8 and 6-12 demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.	Praxis II Content Test Sub-score Data: Content Category II: Language Use & Vocabulary Praxis II Content Test Sub-score Data: Content Category III: Writing, Speaking, and Listening KEEP Construct 2: Content Knowledge Course Grade for ENGL 315 Introduction to Linguistics Course Grade for ENGL 317 History of the English Language	Score Score Score Grading scale Grade scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Effective or higher Developing: Course grade of D- or better	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments

			Developing: Course grade of D- or better		
Standard 3: The teachers of English language arts 5-8 and 6-12 plan instruction and design assessments for reading and the study of literature to promote learning for all students.	KEEP Construct 3: Instructional Practice Curriculum Design in ELA Trait 1: Designing reading instruction Trait 3: Integrating language instruction in the context of authentic reading and writing	Score Rubric	Effective or higher Developing	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 4: The teachers of English language arts 5-8 and 6-12 plan instruction and design assessment for composing texts (i.e., oral, written, and visual) to promote learning for all students.	KEEP Construct 3: Instructional Practice Course Grade for ENGL 680 Theory and Practice in Composition Curriculum Design in ELA Trait 2: Designing composition instruction Trait 3: Integrating language instruction in the context of authentic reading and writing	Score Grading scale Rubric	Effective or higher Developing: Course grade of D- or better Developing	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments
Standard 5: The teachers of English language arts 5-8 or 6-12 plan, implement, assess, and reflect on research-based instruction that is responsive to students' diverse context-based needs.	KPTP Task 2: Designing Instruction Focus Areas A, B, E KEEP Construct 1: Learner and Learning KEEP	Score Score	At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines.	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments

	Construct 3: Instructional Practice KEEP Construct 4.1: Reflection & Growth KPTP Task 3: Teaching and Learning Focus Areas C, D, E, F	Score Score Score	Effective or higher Effective or higher Effective or higher At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines.		
Standard 6: The teachers of English language arts 5-8 or 6-12 use knowledge of theories and research about social justice, diversity, equity, and student identities to enhance students' opportunities to learn in English language arts.	Praxis II Principles of Learning and Teaching Test Data Content Category I: Students as Learners KEEP Construct 1.2: Learner Differences Curriculum Design in ELA	Score Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments

	Trait 4: Planning for critical engagement and social justice	Rubric	Initial PLT Banner Report Effective or higher Developing		
Standard 7: The teachers of English language arts 5-8 or 6-12 are prepared to interact and collaborate knowledgably with students, families, and colleagues, and actively develop as professional educators.	Praxis II Principles of Learning and Teaching Test Data Praxis II Principles of Learning and Teaching Test Data Content Category IV: Professional Development, Leadership, and Community KEEP Construct 4: Professional Responsibility	Score Score Score	At or above the 25th percentile based on national norms or minimum composite score required for Kansas PLT Exam as reported on INIT 400 Initial PLT Banner Report Effective or higher	Pass rate was 100% for 2017-2019 for all listed assessments.	Meets the required passing percentage for all assessments
Learning Outcomes (most programs will have multiple outcomes) Secondary **Mathematics**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Standard 1: Mathematical Connections to the Learner and Learning	Praxis II PLT Grades 6-12 Content Category: Students as Learners	Praxis Exam	At or above the 25th percentile based on national	77% 94%	Program went through a full academic year with no Math Ed Faculty, igniting a large percentage of students failing the Praxis Content Student as Learners. Faculty was hired the next

Effective teachers of secondary mathematics exhibit in-depth knowledge of adolescent development and behavior and use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools. (NCTM Standard 4)	KEEP Construct 1: Learner and Learning (1.1, 1.2, 1.3) Unit Plan/ Lesson Plan with Integrated Technology	Rubric Rubric	norms or minimum composite score required for Kansas PLT Exam Effective or Higher Developing or Higher on each trait	100%	year and program was amended and rates increased back above 80%.
Standard 2: Impact on Student Learning Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students'	KEEP Construct 3: Instructional Practice (3.1, 3.2, 3.3) KEEP Construct 4.1: Reflection and Growth	Rubric Rubric Rubric	Effective or Higher Effective or Higher	94% 94% 100%	Meets the required passing percentage for all assessments

conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge. (NCTM Standard 5)	Kansas Teaching Portfolio Task 3		At or above the acceptable level (2) for the designated Task and Focus Area or minimum overall cut score required by KPTP guidelines		
Standard 3: Content Knowledge Effective teachers of secondary mathematics understand the conceptual foundations of mathematics and can demonstrate and apply knowledge of major mathematics concepts connections, applications, and how conceptual understanding leads to an understanding of algorithms and procedures, within and among number and	Praxis II Mathematics Content Test Data, Content Category I and II KEEP Construct 2: Content Knowledge (2.1 and 2.2) Course Grade for Math 321 Discrete Structures Course Grade for MATH 531 Introduction to the History of Mathematics Course Grade for Math 243 Caclulus 2	Praxis Exam Rubric Course grade Course Grade	At or above the 25th percentile based on national norms or minimum composite score required for Kansas PLT Exam Effective or Higher	88% 94% 100% 100% 100% 100%	

quantity, algebra including linear and abstract concepts, Euclidian and non-Euclidian geometries, trigonometry, statistics and probability, analytical geometry and calculus, and discrete mathematics. (Adapted from NCTM Standard 1)	Course Grade for Math 621 Elementary Geometry Unit Plan/Lesson Plan with Integrated Technology	Course Grade Course Grade Rubric	Developing or Higher (D- or higher) Developing or Higher (D- or Higher) Developing or Higher (C- or Higher) Developing or Higher (D- or Higher) Developing or Higher on each trait	100%	
Standard 4: Mathematical Practices Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and	Kansas Performance Teaching Portfolio Task 2 KEEP Construct 2: Content Knowledge (2.1 and 2.2)	Rubric Rubric	At or above the acceptable level (2) for the designated Task and Focus Area or minimum overall cut score required by KPTP guidelines Effective or Higher	100% 94%	

among mathematical domains and in their teaching. (NCTM Standard 2)					
Standard 5: Content Pedagogy Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. (NCTM Standard 3)	KPTP Task 2: Designing Instruction, Focus Area B KEEP Construct 1: Learner and Learning KEEP Construct 3: Instructional Practice KPTP Task 3: Teaching and Learning, Focus Area C, D, and F Unit Plan/Lesson Plan with Integrated Technology	Rubric Rubric Rubric Rubric	At or above the acceptable level (2) for the designated Task and Focus Area or minimum overall cut score required by KPTP guidelines Effective or Higher Effective or Higher At or above the acceptable level (2) for the designated Task and Focus Area or minimum overall cut score required by KPTP guidelines Developing or Higher on each trait	100% 94% 94% 94% 100%	

Standard 6: Professional Knowledge and Skills Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations. (NCTM Standard 6)	Praxis II Principles of Teaching and Learning Test Data, Content Category IV: Professional Development, Leadership, and Community KEEP Construct 4: Professional Responsibility	Rubric Rubric	At or above the 25th percentile based on national norms or minimum composite score required for Kansas PLT exam Effective or Higher	81% 94%	
Standard 7: Secondary Mathematics Clinical Field Experiences and Practice Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school	KEEP Construct 1-4 Course Grade for CI 413M Teaching Internship I: Secondary Level Mathematics Course Grade for CI 471M Teaching Internship II: Secondary Level Mathematics	Rubric Course Grade Course Grade	Effective or Higher (Overall Pass – Summative Assessment) Developing or Higher (B- or Higher) Developing or Higher (B- or Higher)	94% 100% 100%	

settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics with supervision by university or college faculty with secondary teaching experience and mathematics content knowledge base. (NCTM Standard 7)					
Learning Outcomes (most programs will have multiple outcomes) Secondary **History, Government and Social Studies**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	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.	KPTP Task 2 Focus Area B KEEP Construct 3.1: Instructional Practice, Planning for Instruction KPTP Task 3: Teaching and Learning Focus Area C:Instructional Implementation	Scoring scale Scoring scale Scoring scale	At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines. Effective or higher At or above the acceptable (2) level for the designated Task and	100% 96% 100%	Meets the required passing percentage for all assessments

			Focus area or minimum overall cut score required by KPTP guidelines.		
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.	Praxis II Content Test -Subsection II-World History KPTP Task 2 Focus Area B	Scoring scale Scoring scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines.	100% 100%	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, create learning experiences for students related to the history of the United States.	KPTP Task 2 Focus Area B KEEP Construct 3.1: Instructional Practice, Planning for Instruction KPTP Task 3: Teaching and Learning Focus Area B	Scoring scale Scoring scale Scoring scale	At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines.	100% 97% 100%	Meets the required passing percentage for all assessments

			Effective or higher At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines.		
The teacher of U.S. history and U.S. government, and world history has knowledge and understanding significant individuals, groups, ideas, events, eras, and development in the history of the United States and is able to utilize essential analytical and research	Praxis II Content Test -Subsection I-U.S. History KPTP Task 2 Focus Area B	Scoring scale Scoring scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines.	100% 100%	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, and developments in the history of Kansas, and utilizes essential analytical and research skills.	Course Grades: HIST 535 (History of Kansas) or transfer equivalent Local History Lesson Assignment	Grading scale Rubric	Developing or Higher (C- or higher grade) Developing or higher	99% 92%	Meets the required passing percentage for all assessments
The teacher of US, 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.	KPTP Task 2 Focus Area C, D KEEP Construct 3.3: Instructional Practice, Instructional Strategies KPTP Task 3: Teaching and Learning Focus Area C, D	Scoring scale Scoring scale Scoring scale	At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines. Effective or higher At or above the acceptable (2) level for the designated Task and Focus area or minimum overall cut score required by KPTP guidelines.	100% 94% 100%	Meets the required passing percentage for all assessments
The teacher of U.S. history and U.S. government, and world history has	Praxis II Content Test	Scoring scale	At or above the 25th percentile	100%	Meets the required passing percentage for all assessments

knowledge and understanding of governmental systems in the United States and other nations.	-Subsection III-Government/Civic/Political Science Course Grades: POL SCI 121 (American Politics) or transfer equivalents	Grading scale	based on national norms or minimum composite score required for Kansas Praxis Exam C- or higher overall grade	93%	
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.	Praxis II Content Test -Subsection V-Economics Course Grades: ECON 400 (Economics in the Classroom l) or transfer equivalents	Scoring scale Grading scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing or higher (C- or higher grade)	100% 98%	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 spatial organizations of the Earth's surface and the relationships among people, places and physical and human environments.	Praxis II Content Test -Subsection IV-Geography Course Grades: GEOG 210 (World Geography) or transfer equivalents	Scoring scale Grading scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	100% 97%	Meets the required passing percentage for all assessments

			Developing or higher (C- or higher grade)		
The teacher of US, history and U.S. government, and world history has knowledge and understanding of social systems and interactions.	Praxis II Content Test -Subsection VI-Behavioral Sciences Course Grades: ANTHRO 303 (World Cultures) or transfer equivalents	Scoring scale Grading scale	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Developing or higher (C- or higher grade)	100% 95%	Meets the required passing percentage for all assessments
Learning Outcomes Secondary Sciences: **Biology**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.	Praxis II Content Test Praxis II Principles of Learning and Teaching Test KPTP KEEP Unit Scope/Lesson Sequence	Grading Scale Grading Scale Rubric Evaluation Form Rubric	Passing Score Passing Score Passing Score Effective or Higher Developing or Higher	100% 100% 100% 100% 100%	Meets the required passing percentage
Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	100% 100%	Meets the required passing percentage

Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Praxis II Content Test KEEP Unit Scope/Lesson Sequence	Grading Scale Evaluation Form Rubric	Passing Score Effective or Higher Developing or Higher	100% 100% 100%	Meets the required passing percentage
I**mpact on Student Learning**: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.	KEEP KPTP	Evaluation Form Rubric	Effective or Higher Passing Score	100% 100%	Meets the required passing percentage
Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	100% 100%	Meets the required passing percentage
Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts	Praxis II Content Test Course Grade for CI 505 Science, Technology, and Society	Grading Scale Course Grade	Passing Score B- or Higher B- or Higher	100% 100% 100%	Meets the required passing percentage

and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.	Course Grade for CI 780S Technology in the Science Classroom	Course Grade			
From molecules to organisms: Structures and processes: Effective biology teachers demonstrate an understanding of how organisms live and grow.	Praxis II Content Test Course Grade for BIOL 330 General Microbiology Course Grade for BIOL 420 Molecular Cell Biology	Grading Scale Course Grade Course Grade	Passing Score Passing Score Passing Score	100% 100% 100%	Meets the required passing percentage
Ecosystems: Interactions, energy, and dynamics: Effective biology teachers demonstrate an understanding of how and why do organisms interact with their environment, and what are the effects of these interactions.	Praxis II Content Test Course Grade for BIOL 418 General Ecology	Grading Scale Course Grade	Passing Score Passing Score	100% 100%	Meets the required passing percentage
Genetics and Heredity: Effective biology teachers demonstrate an understanding of how characteristics of one generation passed to the next and how individuals of the same species and even siblings have different characteristics.	Praxis II Content Test Course Grade for BIOL 419 Genetics	Grading Scale Course Grade	Passing Score Passing Score	100% 100%	Meets the required passing percentage
Biological Evolution: Unity and diversity: Effective biology teachers demonstrate an understanding of evolution	Praxis II Content Test Course Grade for BIOL 210 General Biology I Course Grade for BIOL 211 General Biology II	Grading Scale Course Grade Course Grade	Passing Score Passing Score Passing Score	100% 100% 100%	Meets the required passing percentage

and evidence shows that different species are related.					
Learning Outcomes: Secondary Sciences: **Chemistry**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.	Praxis II Content Test Praxis II Principles of Learning and Teaching Test KPTP KEEP Unit Scope/Lesson Sequence	Grading Scale Grading Scale Rubric Evaluation Form Rubric	Passing Score Passing Score Passing Score Effective or Higher Developing or Higher	100% 100% 100% 83% (5/6) 100%	Meets the required passing percentage
Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	100% 83%	Meets the required passing percentage
Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Praxis II Content Test KEEP Unit Scope/Lesson Sequence	Grading Scale Evaluation Form Rubric	Passing Score Effective or Higher Developing or Higher	100% 83% 100%	Meets the required passing percentage
Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering	KEEP KPTP	Evaluation Form Rubric	Effective or Higher Passing Score	83% 100%	Meets the required passing percentage

practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.					
Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	100% 83%	Meets the required passing percentage
Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.	Praxis II Content Test Course Grade for CI 505 Science, Technology, and Society Course Grade for CI 780S Technology in the Science Classroom	Grading Scale Course Grade Course Grade	Passing Score B- or Higher B- or Higher	100% 100% 100%	Meets the required passing percentage
Structure and Properties of Matter: Effective teachers understand the structure of matter on the atomic and macroscopic levels, and the relationship between structure and properties of matter,	Praxis II Content Test Course Grade for CHEM 211 General Chemistry I Course Grade for CHEM 524 Instrumental Methods of Chemical Analysis Course Grade for CHEM 531 Organic Chemistry I	Grading Scale Course Grade Course Grade Course Grade	Passing Score Passing Score Passing Score Passing Score	100% 100% 83% (5/6) 100%	Meets the required passing percentage

engaging students in using the periodic table as a model to predict the properties of elements based on the patterns of valence electrons as well as facilitating student investigations to gather evidence to compare trends in the periodic table and knowledge of the patterns of chemical properties.					
Matter and Its Interactions: Effective teachers will engage students in developing models that illustrate the release or absorption of energy from a chemical reaction system as well as investigating reaction rates and equilibrium states.	Praxis II Content Test Course Grade for CHEM 212 General Chemistry II Course Grade for CHEM 523 Analytical Chemistry	Grading Scale Course Grade Course Grade	Passing Score Passing Score Passing Score	100% 100% 100%	Meets the required passing percentage
Learning Outcomes: Secondary Sciences: **Earth and Space Science**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target Criteria (desired program level achievement)	Results Pass Rate	Analysis
Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.	Praxis II Content Test Praxis II Principles of Learning and Teaching Test KPTP KEEP Unit Scope/Lesson Sequence	Grading Scale Grading Scale Rubric Evaluation Form Rubric	Passing Score Passing Score Passing Score Effective or Higher Developing or Higher	86% (6/7) 83% (5/6) 100% 100% 100%	Meets the required passing percentage

Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	83% 100%	Meets the required passing percentage
Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Praxis II Content Test KEEP Unit Scope/Lesson Sequence	Grading Scale Evaluation Form Rubric	Passing Score Effective or Higher Developing or Higher	86% 100% 100%	Meets the required passing percentage
I**mpact on Student Learning**: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.	KEEP KPTP	Evaluation Form Rubric	Effective or Higher Passing Score	100% 100%	Meets the required passing percentage
Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	83% 100%	Meets the required passing percentage

Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.	Praxis II Content Test Course Grade for CI 505 Science, Technology, and Society Course Grade for CI 780S Technology in the Science Classroom	Grading Scale Course Grade Course Grade	Passing Score B- or Higher B- or Higher	86% 100% 100%	Meets the required passing percentage
Earth's Place in the Universe: Origin, evolution and properties of the Universe. Effective science teachers demonstrate an understanding of the properties of the Universe, the Earth's place within the Universe, and origin and evolution of the Universe.	Praxis II Content Test Course Grade for PHYS 195 Introduction to Modern Astronomy Course Grade for PHYS 395 Solar System Astronomy	Grading Scale Course Grade Course Grade	Passing Score Passing Score Passing Score	86% 100% 100%	Meets the required passing percentage
Earth's Materials and Systems: The teacher of earth and space science demonstrates an understanding of the energy sources, processes and cycles within the Earth System.	Praxis II Content Test Course Grade for GEOL 312 Historical Geology Course Grade for GEOL 324 Petrology and Petrography	Grading Scale Course Grade Course Grade	Passing Score Passing Score Passing Score	86% 100% 100%	Meets the required passing percentage
Earth and human activity: The teacher of Earth and Space sciences demonstrates an understanding of society's interactions with the planet. How Earth's processes affect humans and human culture, and how humans affect Earth's systems.	Praxis II Content Test Course Grade for GEOL 102 Earth Science and the Environment Course Grade for GEOL 302 Earth and Space Sciences	Grading Scale Course Grade Course Grade	Passing Score Passing Score Passing Score	86% 100% 100%	Meets the required passing percentage

Learning Outcomes: Secondary Sciences: **Physics**	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Content Pedagogy: Effective science teachers understand how students learn and develop science and engineering concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.	Praxis II Content Test Praxis II Principles of Learning and Teaching Test KPTP KEEP Unit Scope/Lesson Sequence	Grading Scale Grading Scale Rubric Evaluation Form Rubric	Passing Score Passing Score Passing Score Effective or Higher Developing or Higher	75% (3/4) 100% 100% 100% 100%	Limited due to low N. Meets the required passing percentage
Learning Environments: Teachers work with students and others to create and manage environments that support learning.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	100% 100%	Meets the required passing percentage
Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).	Praxis II Content Test KEEP Unit Scope/Lesson Sequence	Grading Scale Evaluation Form Rubric	Passing Score Effective or Higher Developing or Higher	75% (3/4) 100% 100%	Limited due to low N. Meets the required passing percentage
Impact on Student Learning: Science teachers provide evidence that students' understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates	KEEP KPTP	Evaluation Form Rubric	Effective or Higher Passing Score	100% 100%	Meets the required passing percentage

provide evidence representative of the entire population they teach.					
Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.	Praxis II Principles of Learning and Teaching Test KEEP	Grading Scale Evaluation Form	Passing Score Effective or Higher	100% 100%	Meets the required passing percentage
Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science that can be used in developing instruction for students.	Praxis II Content Test Course Grade for CI 505 Science, Technology, and Society Course Grade for CI 780S Technology in the Science Classroom	Grading Scale Course Grade Course Grade	Passing Score B- or Higher B- or Higher	75% (3/4) 100% 100%	Limited due to low N. Meets the required passing percentage
Motion, Forces, Energy, & Heat: The physics teacher demonstrates a solid grasp of the classical mechanics of particles and fluids and thermal physics.	Praxis II Content Test Course Grade for PHYS 213 General College Physics I	Grading Scale Course Grade	Passing Score Passing Score	75% (3/4) 100%	Limited due to low N. Meets the required passing percentage
Electricity and Magnetism: The physics teacher demonstrates a solid grasp of electricity and magnetism.	Praxis II Content Test Course Grade for PHYS 214 General College Physics II	Grading Scale Course Grade	Passing Score Passing Score	75% (3/4) 100%	Limited due to low N. Meets the required passing percentage

Curricular Content Knowledge in Modern Physics: The teacher of physics demonstrates understanding of basic concepts and applications of 20th century discoveries in the fundamental views of space, time, and the wave nature of matter, collectively termed Modern Physics.	Praxis II Content Test Course Grade for PHYS 501K Modern Physics for Educators	Grading Scale Course Grade	Passing Score Passing Score	75% (3/4) 100%	Limited due to low N. Meets the required passing percentage
General Science, Engineering, & Technology: The physics teacher demonstrates an understanding of the cross curricular ties between physics, life science, earth science, engineering, and technology	Praxis II Content Test Unit Scope/Lesson Sequence	Grading Scale Rubric	Passing Score Developing or higher	75% (3/4) 100%	Limited due to low N. Meets the required passing percentage

TAP ECU (Birth-Grade 3) **Please note: The TAP program began in Fall 2017. Most data was collected in Spring 2019 with the first program completers.**					
Learning Outcomes (Program Standards)	**Assessment Type** (e.g., portfolios, rubrics, exams)	**Assessment Tool** (e.g., grading scale, rubric)	**Target/Criteria** (desired program-level achievement)	**Results**[1]	**Analysis**
Standard 1: Child Development and Learning Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.	Praxis II: Principles of Learning and Teaching Content Category 1: Students as Learners	Score	At or above the 25th percentile	92%	All assessments meet the required passing percentage
	KPTP Task 2: Focus Area A: Analysis of Contextual Information Focus Area B: Analysis of Learning Environment	Rubric Score	At or above the acceptable (2) level for the designated task and focus area	98% 98%	
	KEEP: Construct 1.1 Construct 1.2 Construct 1.3	Rubric Score	Effective or Highly Effective on each item of the rubric	98% 91% 100%	
	KPTP Task 3: Focus Area C: Instructional Implementation	Rubric Score	At or above the acceptable (2) level for the designated task and focus area	98%	
Standard 2: Content Knowledge Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Praxis II: Education of the Young Child	Score	Composite score of 160 or above	67%	-Below required passing percentage of 80%
	KEEP: Construct 2.1	Rubric Score	Effective or Highly Effective on each item of the rubric	100%	- All other assessments meet the required passing percentage
	KPTP Task 3: Focus Area C: Instructional Implementation	Rubric Score	At or above the acceptable (2) level for the designated task and focus area	98%	

Standard 3: **Application of Content Knowledge** Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	KEEP: Construct 2.2 KPTP Task 3: Focus Area D: Analysis of Classroom Learning Environment	Rubric Score Rubric Score	Effective or Highly Effective on each item of the rubric At or above the acceptable (2) level for the designated task and focus area	94% 98%	All assessments meet the required passing percentage
Standard 4: Observing, Documenting, and Assessing to Support Young Leaners and Families Candidates prepared in early childhood B-G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.	Praxis II: Principles of Learning and Teaching Content Category 3: Assessment KEEP: Construct 3.2 KPTP Task 2: Focus Area E: Analysis of Assessment Procedures Focus Area F: Reflection & Self-Evaluation	Score Rubric Score Rubric Score	At or above the 25th percentile Effective or Highly Effective on each item of the rubric At or above the acceptable (2) level for the designated task and focus area	100% 93% 90% 98%	All assessments meet the required passing percentage
Standard 5: **Planning for Instruction** Candidates prepared in early childhood B-G3 degree programs use their knowledge of pre-academic/academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.	Praxis II: Principles of Learning and Teaching Content Category 5: Analysis of Instructional Scenarios KPTP Task 2: Focus Area B: Analysis of Learning Environment	Score Rubric Score	At or above the 25th percentile At or above the acceptable (2) level for the designated	85% 98%	All assessments meet the required passing percentage

			task and focus area		
	KEEP: Construct 3.1	Rubric Score	Effective or Highly Effective on each item of the rubric	98%	
Standard 6: Using Developmentally Effective Strategies Candidates in early childhood B-G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learner's ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner's development and learning.	Praxis II: Principles of Learning and Teaching Content Category 2: Instructional Process	Score	At or above the 25th percentile	85%	All assessments meet the required passing percentage
	KPTP Task 2: Focus Area E: Analysis of Assessment Procedures	Rubric Score	At or above the acceptable (2) level for the designated task and focus area	94%	
	KEEP: Construct 3.3	Rubric Score	Effective or Highly Effective on each item of the rubric	87%	
	KPTP Task 3: Focus Area E: Analysis of Assessment Procedures Focus Area F: Reflection and Self-Evaluation	Rubric Score	At or above the acceptable (2) level for the designated task and focus area	90% 98%	
Standard 7: **Professional and Ethical Practice** Candidates prepared in early childhood B-G3 degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledge, reflective and critical	KEEP: Construct 4.1 Construct 4.2	Rubric Score	Effective or Highly Effective on each item of the rubric	93% 88%	All assessments meet the required passing percentage
	KPTP Task 3 Focus Area F: Reflection and Self-Evaluation	Rubric Scores	At or above the acceptable (2) level for the designated	98%	

perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed decision-makers that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	KPTP Task 4: Focus Area F: Reflection and Self-Evaluation	Rubric Score	task and focus area or minimum overall cut score At or above the acceptable (2) level for the designated task and focus area or minimum overall cut score	93%	
Standard 8: Leadership and Collaboration: Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners' families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners' development and learning.	Praxis II: Principles of Learning and Teaching Content Category 4: Professional Development, Leadership, & Community KEEP: Construct 4.2 Family Interview/Service Project	Score Rubric Scores Rubric Scores	At or above the 25th percentile Effective or Highly Effective on each item of the rubric Effective or Highly Effective on each item of the rubric	100% 88% 83%	All assessments meet the required passing percentage
1. Minimum percent of candidates passing assessments (pass + pass with remediation) approved by the Unit Assessment Committee is 80%.					

MEd in EDUCATIONAL PSYCHOLOGY:

Elementary Education (K-6)

Please note: Standards for EE were changed mid cycle. Assessments were changed beginning to mid school year 2017-2018 to reflect this realignment. Data collected in the 2016-2017 and 2017-2018 reports were collected, for the most part on the earlier assessments. Where possible, data was aligned to represent similar or renamed current assessments.

Learning Outcomes (program Standards)	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement	Results	Analysis
Standard 1: Learning The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.	Praxis II K-6 Exam Praxis II Subtests KPTP	Score Scores Score	160 Reading - 159 Math - 147 Science - 150 SS - 157 20 or better	99% 98% 99% 100% 98% 98%	Meets the required passing percentage for all assessments.
Standard 2: English/Language Arts The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	Praxis II Reading Content KEEP Lesson Plan	Score Score on Rubric Score on Rubric	159 or better Effective or Highly Effective on each item of the rubric Acceptable or Target on Each Item of the Rubric	99% 100% 99%	Meets the required passing percentage for all assessments
Standard 3: Mathematics The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	Praxis II Math Content KEEP Lesson Plan	Score Score on Rubric Score on rubric	147 or better Effective or Highly Effective on each item of the rubric Acceptable or Target on teach item of the rubric	99% 98% 99%	Meets the required passing percentage for all assessments

Standard 4: Science The teacher candidate understands and uses scientific disciplinary core ideas, crosscutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving	Praxis II Science Content KEEP Lesson Plan	Score Score on rubric Score on Rubric	150 or better Effective or Highly Effective on each item of the rubric Acceptable or Target on each item of the rubric	100% 98% 100%	Meets the required passing percentage for all assessments
Standard 5: Social Studies. The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.	Praxis II Science Content KEEP Lesson Plan	Score Score on rubric Score on rubric	150 or better Effective or Highly Effective on each item of the rubric Acceptable or Target on each item of the rubric	98% 98% 99%	Meets the required passing percentage for all assessments
Standard 6: The Arts The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.	Grades Lesson Plan	Course Grade Score on rubric	B- Acceptable or Target on each item of the rubric	99% 99%	Meets the required passing percentage for all assessments

Standard 7: Health, Movement, and Physical Activity The teacher candidate understands and applies health, human movement and physical activity	Grades Lesson Plan	Course Grade Score on rubric	B- Acceptable or Target on each item of the rubric	98% 99%	Meets the required passing percentage for all assessments

* These data indicate that candidates are exceeding the minimum 80% criterion and the desired level of 90% for program standards, conceptual framework proficiencies, and CAEP core knowledge at a high rate of success. Performance on the culminating activities, either a master's Thesis or Comprehensive Exam indicates success for 100% of the candidates. (If the occasion should arise that students do not meet standards, they would be provided more opportunities to grow in their understanding in subsequent classwork.)

BA Education – Early Childhood Unified (Birth-3rd)

Please note: Standards for ECU Birth-3 were changed mid cycle. Assessments were changed beginning to mid school year 2017-2018 to reflect this realignment. Data collected in the 2016-2017 and 2017-2018 reports were collected, for the most part on the earlier assessments. Where possible, data was aligned to represent similar or renamed current assessments. It should be noted that the former assessments called for KPTP scores as a whole where as the current assessments separate the KPTP by tasks. Because of this, KPTP is presented as a whole in all areas. KEEP replaced a different observation tool in 2018, so numbers reported are for 2018 and 2019 only. Additionally, in 2019, a second content exam was added to the ECU requirements. Data reflects only Praxis II: Education of Young Children

Learning Outcomes (program Standards)	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement	Results	Analysis
Standard 1: Child Development and Learning: Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.	Praxis II Content Data Praxis II PLT KEEP (*construct 1: Learner and Learning*)	Score Score Rubric	Pass Pass Developing or effective	93.75% 96.77% 100%	Meets the required passing percentage for all assessments
Standard 2: Content Knowledge: Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Praxis II content data Praxis II sub scores (*categories III: Developmentally appropriate Practices,* *V: Content Pedagogy and Knowledge, and* *VI: Knowledge of Teaching*) Praxis II PLT data Integrated Adapted Unit	Score Score Score Rubric/score	Pass At or above 25th percentile Pass Effective or higher on each trait	93.75% 100% 93.75% 90.62% 96.77% 94.73%	Meets the required passing percentage for all assessments
Standard 3: Application of Content Knowledge: Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	KPTP *Task 2: Designing Instruction* KEEP (*Construct 2: Content Knowledge*) Integrated Adapted Unit	Rubric/score Rubric/score Rubric/score	Acceptable score 2.0 or better Developing or Effective Effective or higher on each trait	100% 100% 94.73%	Meets the required passing percentage for all assessments

Standard 4: Observing, Documenting, and Assessing to Support Young Leaners and Families: Candidates prepared in early childhood B-G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.	Praxis II sub score (*category II: Observation, Documentation, and Assessment*) Praxis II PLT data KEEP (*construct 3.2: Assessment*) Integrated Adapted Unit	Score Score Rubric Rubric/score	At or above 25th percentile Pass Developing or effective Effective or higher on each trail	93.75% 96.77% 100% 94.73%	Meets the required passing percentage for all assessments
Standard 5: Planning for Instruction: Candidates prepared in early childhood B-G3 degree programs use their knowledge of pre-academic/academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.	KPTP *Task 2: Designing Instruction* KEEP (*Construct 3 : Instructional Practice*) Integrated Adapted Unit	Score Rubric Rubric/score	2.0 or better Overall developing/effective Effective or higher on each trait	100% 100% 94.73%	Meets the required passing percentage for all assessments
Standard 6: Using Developmentally Effective Strategies: Candidates in early childhood B-G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learner's ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner's development and learning.	Praxis II content sub score (*category III: Developmentally appropriate practices*) KEEP (*Construct 1:Learner and Learning*) Integrated Adapted Unit	Score Rubric Rubric/score	At or above 25th percentile Developing/effective Effective or higher on each trait	100% 100% 94.73%	Meets the required passing percentage for all assessments
Standard 7: Professional and Ethical Practice: Candidates prepared in early childhood B-G-3 degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledge, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed decision-makers that integrate	KEEP (*construct 4: Professional Responsibility*) Integrated Adapted Unit	Rubric Rubric/score	Developing/effective Effective or higher on each trait	100% 94.73%	Meets the required passing percentage for all assessments

knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.					
Standard 8: Leadership and Collaboration: Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners' families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners' development and learning.	Praxis II content (*sub score content category IV: Professionalism, Family, and Community*) Praxis II PLT (*category IV: Professional Development, Leadership, and Community*) Course grades for CI 796: Families and Professional Collaboration	Score Score grade	At or above 25th percentile At or above 25th percentile Effective: Course grade of B- or better	93.75% 96.66% 100%	Meets the required passing percentage for all assessments
1. minimum percent of candidates passing assessments (pass + pass with remediation) approved by the Unit Assessment Committee is 80%.					

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's of Arts in Teaching (MAT)

Learning Outcomes (most programs will have multiple outcomes) MAT ECU Residency	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Standard 1: Child Development and Learning: Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.	Praxis II PLT Praxis II Content KEEP Construct 1		Effective or higher for all assessments	100% 100% 100%	Meets the required passing percentage for all assessments

Standard 2: Content Knowledge: Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teachers and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Praxis II PLT Praxis II Content KPTP Task 3 Integrated adapted unit		Effective or higher for all assessments	100% 100% 100% 100%	Meets the required passing percentage for all assessments
Standard 3: Application of Content Knowledge: Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	KPTP Task 2 KEEP Construct 2 Integrated adapted unit		Effective or higher for all assessments	100% 100% 100%	Meets the required passing percentage for all assessments
Standard 4: Observing, Documenting, and Assessing to Support Young Leaners and Families: Candidates prepared in early childhood B-G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.	Praxis II PLT Praxis II Content KEEP Construct 3 Integrated adapted unit		Effective or higher for all assessments	100% 100% 100% 100%	Meets the required passing percentage for all assessments

Standard 5: Planning for Instruction; Candidates prepared in early childhood B-G3 degree programs use their knowledge of pre-academic/academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.	KPTP Task 2 KEEP Construct 3 Integrated adapted unit		Effective or higher for all assessments	100% 100% 100%	Meets the required passing percentage for all assessments
Standard 6: Using Developmentally Effective Strategies: Candidates in early childhood B-G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learner's ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner's development and learning.	Praxis II Content KEEP Construct 1 Integrated Adapted unit		Effective or higher for all assessments	100% 100% 100%	Meets the required passing percentage for all assessments
Standard 7: Professional and Ethical Practice: Candidates prepared in early childhood B-G-3 degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledge, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed decision-makers that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	KEEP Construct 4 Integrated adapted unit		Effective or higher for all assessments	100% 100%	Meets the required passing percentage for all assessments
Standard 8: Leadership and Collaboration: Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners' families and communities and respect families as the primary decision-maker for their	Praxis II Content Praxis II PLT Course grade for CI 796		Effective or higher for all assessments	100% 100% 100%	Meets the required passing percentage for all assessments

learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners' development and learning.					

MEd in LID:

Learning Outcomes (Program Standards)	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired level achievement)	Results & Analysis
Standard 1:				
Graduates of the program should be able to identify, analyze, and explain (a) successful curricular models and instructional strategies and explore the basis for their success, and (b) curricular/instructional problems impeding the improvement of learning and teaching in classrooms/schools and propose solutions.	Reflective Inquiry Project (RIP): Trait A; Intro & Purpose; Research Proposal and IRB approval; Terminal Project: Trait A – Title	RIP Rubric; Research Proposal & IRB Approval Rubric; Research Report Rubric	Score of Effective or better on listed/ relevant/appropriate Traits	- RIP (2018: pass 88%; 12% pass with remediation 2019: pass 90.48%; 9.52% pass with remediation) - Research Proposal & IRB Approval (2018-2019: 100%) - Research Report (2018-2019: 100%)
Standard 2:				
Graduates of this program should be able to monitor, evaluate, and suggest means to improve instructional practice, including the evaluation of educational outcomes and programs.	RIP: Trait C- Contextual Factors; Proposal & IRB, Trait E & F – Participants Procedures; Terminal Project: Trait I – Tech. Applications	RIP Rubric; Research Proposal and IRB Approval Rubric; Research Report Rubric;	Score of Effective or better on listed/ relevant/appropriate Traits	- RIP (2018: 88% pass; 12% pass with remediation 2019: pass 90.48%; 9.52% with remediation) - Research Proposal & IRB Approval (2018-2019: 100%) - Research Report (2018-2019: 100%)
Standard 3:				
Graduates of this program should be able to assume responsibility for the development, implementation, evaluation, and revision of	Terminal Project: Trait C – Statement of Problem, Trait D – Methodology, Trait E – Results/ Findings	Research Report Rubric	Score of Effective or better on listed/	- Research Report (2018-2019: 100%)

curricula or programs of study in particular disciplines and/or for particular populations.			relevant/appropriate Traits	
Standard 4:				
Graduates of this program should be able to locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical educational problems in curriculum and instruction.	RIQ: Trait B – Research Question (RQ), Trait F – Writing Quality (WQ); Proposal & IRB: Trait B – RQ, Trait C – Literature Review, Trait D – Description of Study, Trait F – Procedures, Trait G – WQ; Terminal Project: Trait B - Abstract, Trait G - References, Trait H - WQ	RIP Rubric; Literature Review Rubric; Research Proposal and IRB Approval Rubric; Research Report Rubric;	Score of Effective or better on listed/ relevant/appropriate Traits	- RIP (2018: pass 88%; 12% with remediation 2019: pass 90.48%; 9.52% with remediation) - Literature Review (2018-2019: 100%) - Research Proposal & IRB Approval (2018-2019: 100%) - Research Report (2018-2019: 100%)
Standard 5:				
Graduates of this program should be able to plan and conduct action research using sound theory and appropriate research designs to investigate educational questions related to the improvement of curriculum and instruction.	Reflective Inquiry Project: Trait D – Data Collection & Analysis, Trait E – Results & Informed Action; Research Proposal and IRB: Trait H; Terminal Project: Trait E – Results/ findings,	RIP Rubric; Literature Review Rubric; Research Proposal and IRB Approval Rubric; Research Report Rubric	Score of Effective or better on listed/ relevant/appropriate Traits	- RIP (2018: pass 88%; 12% with remediation 2019: pass 90.48%; 9.52% with remediation) - Literature Review (2018-2019: 100%) - Research Proposal & IRB Approval (2018-2019: 100%) - Research Report (2018-2019: 100%)
Standard 6:				
Graduates of this program should be able to demonstrate professional leadership skills and continued professional growth in curriculum and instruction.	Collaborative Project: Trait A- Collaborators; Trait B- Purpose of project; Trait C- Level & involvement; Traits D &E - Results; Reflection	Collaborative Project Rubric	Score of Effective or better on listed/ relevant/appropriate Traits	Collaborative Project (2018: data not reported; 2019: 100%)

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: High Incidence & High Incidence Alternative Certification

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis
Standard 1: The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.	Evidence Based Instructional Portfolio—Traits A, C, & G	Rubric	Score of Effective or better	89%	Meets the required passing percentage for all assessments
	Transition Planning Assignment- Trait B & Trait C	Rubric	Score of Effective or better	100%	
	Field Experience Performance Evaluation – High-incidence: Trait D	Rubric	Score of Effective or better	99%	
	Praxis Exam– Section I- Development and Characteristics of learners	Praxis exam score report	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	89%	
	Test Administration and Evaluation Report—Trait G	Rubric	Score of Effective or better	100%	

Standard 2: The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.	Test Administration and Evaluation Report Evidenced-based instructional portfolio: High-incidence: Traits A, B, & C Field Experience Performance Evaluation – High-incidence: Trait B and I Functional Analysis and Behavior Plan – Trait E Praxis II – Section IV-Assessment	Rubric Rubric Rubric Rubric Praxis exam score report	Score of Effective or higher Score of Effective or higher Score of Effective or higher Score of Effective or higher At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	100% 89% 99% 100% 90%	Meets the required passing percentage for all assessments
Standard 3: The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.	Functional Analysis and Behavior Plan Test Administration and Evaluation Report Transition Planning Assignment—Trait A Field Experience Performance Evaluation —Trait B & C Praxis Exam – Section II-	Rubric Rubric Rubric	Score of Effective or Better Score of Effective or Better Score of Effective or Better Score of Effective or Better At or above the 25th percentile based on	94% 100% 100% 99% 98%	Meets the required passing percentage for all assessments

	Planning and the learning environment	Praxis exam score report	national norms or minimum composite score required for Kansas Praxis Exam		
	Evidence Based Instructional Portfolio—Trait F & Trait G	Rubric	Score of Effective or Better	89%	
	Family and Community Collaboration Project – Trait A	Rubric	Score of Effective or Better	94%	
Standard 4: The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions to promote learning and improve learner outcomes.	Evidenced-based instructional portfolio – High-incidence: Trait B, D, and E	Rubric	Score of Effective or better	89%	Meets the required passing percentage for all assessments
	Transition Planning Assignment	Rubric	Score of Effective or better	100%	
	Field Experience Performance Evaluation –High-incidence: Traits D and I	Rubric	Score of Effective or better	99%	
	Functional Analysis and Behavior Plan –Trait E	Rubric	Score of Effective or better	100%	
	Praxis II – Section III-Instruction	Praxis Score Report	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	100%	

Standard 5: The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.	Evidenced-based instructional portfolio – High-incidence: Traits A and D CI 796: Course Grade Transition Planning Field Experience Performance Evaluation – High-incidence: Traits E and I Praxis II – Section VI- Integrated constructed responses	Rubric Rubric Rubric Rubric Praxis score report	Score of Effective or better Score of Effective or better Score of Effective or better Score of Effective or better At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	89% 88% 100% 99% 89%	Meets the required passing percentage for all assessments
Standard 6: The special educator understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.	Field Experience Performance Evaluation – High-incidence: Trait F and I Evidenced-based instructional portfolio - High-incidence: Traits D and E	Rubric Rubric	Score of Effective or better Score of Effective or better	99% 89%	Meets the required passing percentage for all assessments

Standard 7: The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments(FBA) and develops Behavior Intervention Plans(BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.	Functional Analysis and Behavior Plan Field Experience Performance Evaluation – High-incidence: Trait G and I	Rubric Rubric	Score of Effective or better Score of Effective or better	100% 99%	No data available Meets the required passing percentage
Standard 8. Family and Community Engagement -The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.	Family/Service & Collaboration Project Evidenced-based instructional portfolio: High-incidence: Traits A, B, C Praxis II – Section V- Foundations and Professional Responsibilities Field Experience Performance Evaluation –-Trait D	Rubric Rubric Praxis score report Rubric	Score of Effective or better Score of Effective or better At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Score of Effective or better	94% 89% 95% 99%	Meets the required passing percentage for all assessments

Master of Education — Special Education — Low Incidence

Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievement)	Results Pass Rate	Analysis

Standard 1: Professional Learning & Ethical Practice The special educator of students with low incidence disabilities demonstrates understanding and use of philosophical, historical, legal, professionalism and ethical practices.	Transition Planning Assignment—Trait B & Trait C Evidence Based Instructional Portfolio—Trait G Field Experience Performance Evaluation –Trait D Praxis Exam—Section V-Foundations and Professional responsibility Test Administration and Evaluation Report—Trait G	Rubric Rubric Rubric Praxis Score Report Rubric	Score of Effective or better Score of Effective or better Score of Effective or better At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Score of Effective or better	100% 96% 91% 88% 100%	Meets the required passing percentage for all assessments
Standard 2: Learner Development and Individual Learning Differences The special educator of students with low incidence disabilities demonstrates understanding of how disabilities may impact development and learning and use of this knowledge to provide meaningful and challenging learning experiences	Evidence Based Instructional Portfolio Low-Incidence: Traits A Field Experience Performance Evaluation - -Traits A Functional Analysis and Behavior Plan – Trait E Praxis Exam—Section I-Development and Characteristics of Learners	Rubric Rubric Rubric Praxis Score Report	Score of Effective or better Score of Effective or better Score of Effective or better At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	96% 91% 100% 84%	Meets the required passing percentage for all assessments

Standard 3: Assessment The special educator of students with low incidence disabilities demonstrates understanding and use of multiple and collaborative methods of formal and informal assessment in making educational decisions.	Functional Analysis and Behavior Plan Test Administration and Evaluation Report Transition Planning Assignment—Trait A Field Experience Performance Evaluation –-Trait B & C Evidence Based Instructional Portfolio—Trait F & Trait G Family and Community Collaboration Project – Trait A Praxis Exam—Section IV—Assessment	Rubric Rubric Rubric Rubric Rubric Rubric Rubric	Score of Effective or better Score of Effective or better Score of Effective or better Score of Effective or better Score of Effective or better Score of Effective or better At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	100% 100% 100% 91% 96% 94% 80%	Meets the required passing percentage for all assessments
Standard 4: Curricular Content Knowledge The special educator of students with low incidence disabilities demonstrates understanding and use of general and specialized curricula to individualize learning.	Evidence Based Instructional Portfolio: Trait C Functional Analysis and Behavior Plan –Trait E Transition Planning Assignment-Trait A, C, D & F Field Experience Performance	Rubric Rubric Rubric Rubric	Score of Effective or better Score of Effective or better Score of Effective or better Score of Effective or better	96% 100% 100% 91%	Meets the required passing percentage for all assessments

	Evaluation -Traits B & C Praxis Exam—Section III-Instruction	Praxis Score Report	At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	100%	
Standard 5: Instructional Planning & Strategies The special educator of students with low incidence disabilities demonstrates understanding and use of planning, selecting, adapting, accommodating, and implementing researched and evidence-based instructional strategies and technologies to promote learning.	Evidence Based Instructional Portfolio: Traits D-G Functional Analysis and Behavior Plan –Trait E Transition Planning Assignment-Trait D & F Field Experience Performance Evaluation –Traits B & C Praxis Exam—Sections II & III-Planning and the Learning Environment & Instruction	Rubric Rubric Rubric Rubric Praxis Score Report	Score of Effective or better Score of Effective or better Score of Effective or better Score of Effective or better At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam	96% 100% 100% 91% 96% & 100%	Meets the required passing percentage for all assessments
Standard 6: Learning Environments The special education teacher of students with low incidence disabilities demonstrates understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Transition Planning Assignment-Trait E Functional Analysis and Behavior Plan-Trait E Field Experience Performance Evaluation –Trait A Praxis Exam—Section II-Planning and the Learning Environment	Rubric Rubric Rubric Praxis Score report	Score of Effective or better Score of Effective or better Score of Effective or better At or above the 25th percentile based	100% 100% 91% 96%	Meets the required passing percentage for all assessments

			on national norms or minimum composite score required for Kansas Praxis Exam		
Standard 7: Collaboration The special educator of students with low incidence disabilities understands the roles and uses strategies of effective consultation, collaboration and communication with family members, professionals, teaching assistants, students, and community organization members.	Family and Community Collaboration Project Field Experience Performance Evaluation –Trait D Praxis Exam—Section VI-Integrated Constructed Response Course Grade: CI796 Transition Planning Assignment—Trait C	Rubric Rubric Praxis Score Report Rubric Rubric	Score of Effective or better Score of Effective or better At or above the 25th percentile based on national norms or minimum composite score required for Kansas Praxis Exam Score of Effective or better Score of Effective or better	94% 91% 80% 80% 100%	Meets the required passing percentage for all assessments

MEd, Special Education -ECU (Birth-3rd)

Please note: Standards for ECU Birth-3 were changed mid cycle. Assessments were changed beginning to mid school year 2017-2018 to reflect this realignment. Data collected in the 2016-2017 and 2017-2018 reports were collected, for the most part on the earlier assessments. Where possible, data was aligned to represent similar or renamed current assessments. KEEP replaced a different observation tool in 2018, so numbers reported are for 2018 and 2019 only.

Learning Outcomes (program Standards)	Assessment Type (e.g., portfolios, rubrics, exams)	Assessment Tool (e.g., grading scale, rubric)	Target/Criteria (desired program level achievemen	Results	Analysis
Standard 1: **Child Development and Learning**: Candidates prepared in early childhood unified degree programs are grounded in a child development knowledge base. They understand and value learner differences. They use their understanding of young children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each learner.	Praxis II Content data Praxis II content sub-score (*category I: Child Development and Learning*) KEEP Construct 1: *Learner and Learning*	Score Score Rubric	At or above 25th percentile At or above 25th percentile Overall effective or higer	NA NA 100%	Meets the required passing percentage for all assessments
Standard 2: Content Knowledge: Candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Praxis II content Sub Score: Content Knowledge V: *Content Pedagogy and Knowledge* Content Knowledge VI: *Knowledge of Teaching* Elementary Level Licensure Independent Case Study Project Integrated Adapted Unit	Score License (rubric) Rubric Rubric/Score	At or above 25th percentile No rubric score less than 2 (scale 1-4) No rubric score less than 3 (scale 1-4) 80% of total score, no rubric score less than 2	NA 100% 100% 100%	Meets the required passing percentage for all assessments

Standard 3: **Application of Content Knowledge**: Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	KEEP (Construct 2: *Content Knowledge*) Independent Case Study Project Integrated Adapted Unit	Observation/Rubric Rubric Rubric/Score	Overall rating of effective or higher No rubric score less than 3 (scale 1-4) 80% of total score, no rubric score less than 2	100% 100% 100%	Meets the required passing percentage for all assessments
Standard 4: Observing, Documenting, and Assessing to Support Young Leaners and Families: Candidates prepared in early childhood B-G3 degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of each and every learner.	Praxis II content Sub-score (*Category II: Observation, Documentation, and Assessment*) KEEP (*Construct 3: Instructional Practices*) Independent Case Study Project Integrated Adapted Unit	Score Observation/rubric Rubric Rubric/Score	At or above 25th percentile Overall rating effective or higher No rubric score less than 3 (scale 1-4) 80% of total score, no rubric score less than 2	NA 100% 100% 100%	Meets the required passing percentage for all assessments
Standard 5: **Planning for Instruction**: Candidates prepared in early childhood B-G3 degree programs use their knowledge of pre-academic/academic disciplines to design, implement and evaluate experiences that promote positive development and learning for every learner.	Independent Case Study Project Integrated Adapted Unit	Rubric Rubric/Score	No rubric score less than 3 (scale 1-4) 80% of total score, no rubric score less than 2	100% 100%	Meets the required passing percentage for all assessments

Standard 6: Using Developmentally Effective Strategies: Candidates in early childhood B-G3 degree programs understand that teaching and learning with young learners is a complex enterprise, and its details vary depending on learner's ages, characteristics, and the settings within which teaching and learning occur. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect learners and families and positively influence each and every learner's development and learning.	Praxis II content sub score (*Category III: Developmentally Appropriate Practices*) KEEP (*Construct 1: Learner and Learning*) Independent Case Study Project Integrated Adapted Unit	Score Observation/Rubric Rubric Rubric/Score	At or above 25th percentile Overall rating of effective or higher No rubric score less than 3 (scale 1-4) 80% of total score, no rubric score less than 2	NA 100% 100% 100%		MEd in Counseling (2017, 2018, 2019) EdS in School Psychology
Standard 7: **Professional and Ethical Practice:** Candidates prepared in early childhood B-G-3 degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledge, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed decision-makers that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	KEEP (*Construct 4: Professional Responsibility*) Independent Case Study Project Integrated Adapted Unit	Observation/Rubric Rubric Rubric/Score	Overall rating of Effective or Higher No rubric score less than 3 (scale 1-4) 80% of total score, no rubric score less than 2	NA 100% 100%	Meets the required passing percentage for all assessments	Educational Leadership MEd EdD in Educational Leadership
Standard 8: Leadership and Collaboration: Candidates prepared in early childhood B-G3 degree programs understand that successful early childhood education depends upon collaborative partnerships. They know about, understand, and value the importance and complex characteristics of learners' families and communities and respect families as the primary decision-maker for their learners. They use this understanding to create respectful, reciprocal, and culturally sensitive relationships that support and empower families, and to involve all families in their learners' development and learning.	Praxis II Content sub-score data (*Content category IV: Professionalism, Family, and Community*) Course grades for CI 796: Families and Professional Collaboration	Score grades	At or above 25th percentile Effective: Course grade of B- or better	NA 100%	Meets the required passing percentage for all assessments	
1. minimum percent of candidates passing assessments (pass + pass with remediation) approved by the Unit Assessment Committee is 80%.						

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1.

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 CAEP knowledge standards. The learning outcomes vary by program and can be found in the tables above. 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. CAEP Knowledge standards (for education personnel programs 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 Applied Studies' Unit Assessment Committee and is the standard across all programs in the Professional Education Unit.

E. Assessment of Student Satisfaction

Program Satisfaction Survey Results: Percent Satisfied/Very Satisfied

	N	2016	N	2017	N	2018
University Undergraduate Level		80.7%		82.3%		80%
College of Applied Studies Undergraduate Level		85.7%		87.7%		85.5%
Elementary Education	100	90%	109	78.9%	107	78.5%
Secondary Education	74	70.3%	68	85.3%	61	78.7%
University Graduate Level		85.4%		82.9%		85%
College of Applied Studies Graduate Level		85.6%		86.6%		89.2%
MAT	28	82.1%	19	89.5%	12	91.7%
MEd in C & I	7	71.4%	12	75%	12	83.3%
Special Education	21	76.2%	21	85.7%	22	90.9%

Table 1 Student Learning Outcomes Comparison

BA in Education - TAP ECU (2019)

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±**
2019	19	Praxis II: Education of Young Children (5024)	67%	• WSU Mean score, 164 was above the cut off score of 160 • National pass rate not available • Kansas pass rate not available
2019	13	Praxis II: Principles of Learning & Teaching: Early Childhood (5621)	61%	• WSU Mean score, 162, was above the cut off score of 160 • National pass rate not available • Kansas pass rate not available
2019	28	Praxis II: Principles of Learning & Teaching: K-6 (5622)	96%	• WSU Mean score, 177, was above the cut off score of 160 • National pass rate not available • Kansas pass rate not available
2019	38	Praxis II: Special Education: Preschool/Early Childhood (5691)	95%	• WSU Mean score, 174, was above the cut off score of 159 • National pass rate not available • Kansas pass rate not available

BA in Education - ECU (2017, 2018, 2019)

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±
2017	90	Praxis II Principles of Learning and Teaching K-6	100%	WSU Mean score was 176.78, above the cut off score of 160 National pass rate not available Kansas pass rate not available
2018	93	Praxis II Principles of Learning and Teaching K-6	98.9%	WSU Mean score was 177.61, above the cut off score of 160 National pass rate not available Kansas pass rate not available
2019	56	Praxis II Principles of Learning and Teaching K-6	100%	WSU Mean score was 178.0, above the cut off score of 160 National pass rate not available Kansas pass rate not available
2017		Praxis II Content Exam	100%	WSU Mean score was 171.46, above the cut off score of 160 National pass rate not available Kansas pass rate not available
2018		Praxis II Content Exam	97.9%	WSU Mean score was 172.13 above the

				cut off score of 160 National pass rate not available Kansas pass rate not available
2019		Praxis II Content Exam	100%	WSU Mean score 174.5 was above the cut off score of 160 National pass rate not available Kansas pass rate not available

BA in Education - ECU (2017, 2018, 2019)

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±
2017	11	Education of Young Children #5024	81.82%	WSU Mean score, 172.55 was above the cut off score of 160 National pass rate not available Kansas pass rate not available
2018	12	Education of Young Children #5024	100%	WSU Mean score, 173.42 was above the cut off score of 160 National pass rate not available Kansas pass rate not available
2019	9	Education of Young Children #5024	88.89%	WSU Mean score 173 was above the cut off score of 160 National pass rate not available Kansas pass rate not available
2019	7	Special Education/Preschool Early Childhood #5691*	100%	WSU Mean score 175 was above the cut off score of 160 National pass rate not available Kansas pass rate not available
2017	6	Praxis II – PLT Early Childhood #5621	83.33%	WSU Mean score 166 was above the cut off score of 160 National pass rate not available Kansas pass rate not available
2018	3	Praxis II – PLT Early Childhood #5621	100%	WSU Mean score 176 was above the cut off score of 160 National pass rate not available Kansas pass rate not available
2019	7	Praxis II – PLT Early Childhood #5621	100%	WSU Mean score 1712was above the cut off score of 160 National pass rate not available Kansas pass rate not available
2017	7	Praxis II – PLT Elementary #5622	100 %	WSU Mean score 182 was above the cut off score of 160 National pass rate not available Kansas pass rate not available
2018	7	Praxis II – PLT Elementary #5622	100%	WSU Mean score 171 was above the cut off score of 160 National pass rate not available Kansas pass rate not available
2019	1	Praxis II – PLT Elementary #5622	100%	WSU Mean score 176 was above the cut off score of 160 National pass rate not available Kansas pass rate not available

- 2019 was the first year that the Praxis II- Special Education Early Childhood exam was required for licensure
- Candidates can take Either the Praxis II PLT for Early childhood OR the Praxis II PLT for Elementary

Middle Level English Language Arts (2017, 2018, 2019)

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±
2017	0	Middle School English Language Arts 5-9 (#5047)	n/a	n/a
2018	1	Middle School English Language Arts 5-9 (#5047)	100%	WSU mean score 173 is above the cut score 158. 100% of candidates scored above the 25th percentile in all five categories (reading; language use and vocabulary; writing, speaking, and listening; English language arts instruction; constructed response).
2019	1	Middle School English Language Arts 5-9 (#5047)	100%	WSU mean score 160 is above the cut score 158. 100% of candidates scored above the 25th percentile in all five categories (reading; language use and vocabulary; writing, speaking, and listening; English language arts instruction; constructed response).

Secondary English Language Arts (2017, 2018, 2019)

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±
2017	15	English Language Arts 6-12 (#5038)	100%	WSU mean score 180 is above the cut score 162. At least 93% of candidates scored above the 25th percentile in all three categories (reading; language use and vocabulary; and writing, speaking, and listening).
2018	11	English Language Arts 6-12 (#5038)	91.67%	WSU mean score 173 is above the cut score 162. At least 75% of candidates scored above the 25th percentile in all three categories (reading; language use and vocabulary; and writing, speaking, and listening).
2019	13	English Language Arts 6-12 (#5038)	100%	WSU mean score 179 is above the cut score 162. At least 75% of candidates scored above the 25th percentile in all three categories (reading; language use and vocabulary; and writing, speaking, and listening).

Mathematics Education (2017, 2018, 2019)

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±
2016 2017 2018	34	PRAXIS II Mathematics 5-8	100%	WSU mean score, 175.4 was above the cut score 157. National pass rate not available Kansas pass rate not available
2016 2017 2018 2019	32	Praxis II– Mathematics 6-12	87.5%	WSU mean score, 170 was above the cut score 152. National pass rate not available Kansas pass rate not available

B.A. in Middle Level Education – Science (5-8) (2017, 2018, 2019)

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±
2017	4	Praxis II– Principles of Learning and Teaching (PLT) Grades 5-9 (5623)	100%	WSU mean score, 181 was above the cut score 160. National pass rate not available Kansas pass rate not available
2018	4	Praxis II– Principles of Learning and Teaching (PLT) Grades 5-9 (5623)	100%	WSU mean score, 179 was above the cut score 160. National pass rate not available Kansas pass rate not available
2019	1	Praxis II– Principles of Learning and Teaching (PLT) Grades 5-9 (5623)	100%	WSU mean score, 169 was above the cut score 160. National pass rate not available Kansas pass rate not available
2017	4	Praxis II– Middle School Science (5440)	100%	WSU mean score, 164 was above the cut score 150. National pass rate not available Kansas pass rate not available
2018	4	Praxis II– Middle School Science (5440)	100%	WSU mean score, 169 was above the cut score 150. National pass rate not available Kansas pass rate not available
2019	4	Praxis II– Middle School Science (5440)	75% (3/4)	WSU mean score, 162 was above the cut score 150. National pass rate not available Kansas pass rate not available

B.A. in Secondary Level Education – Biology (6-12) (2017, 2018, 2019)

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±
2017	0	Praxis II– Principles of Learning and Teaching	n/a	n/a

		(PLT) Grades 7-12 (5624)		
2018	0	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	n/a	n/a
2019	2	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	100%	WSU mean score, 185 was above the cut score 160. National pass rate not available Kansas pass rate not available
2017	0	Praxis II– Biology (5235)	n/a	n/a
2018	0	Praxis II– Biology (5235)	n/a	n/a
2019	3	Praxis II– Biology (5235)	100%	WSU mean score, 169 was above the cut score 150. National pass rate not available Kansas pass rate not available

B.A. in Secondary Level Education – Chemistry (6-12) (2017, 2018, 2019)

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±
2017	0	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	n/a	n/a
2018	4	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	100%	WSU mean score, 175 was above the cut score 160. National pass rate not available Kansas pass rate not available
2019	0	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	n/a	n/a
2017	0	Praxis II– Chemistry (5245)	n/a	n/a
2018	4	Praxis II– Chemistry (5245)	100%	WSU mean score, 169 was above the cut score 152. National pass rate not available Kansas pass rate not available
2019	0	Praxis II– Chemistry (5245)	n/a	n/a

B.A. in Secondary Level Education – Earth and Space Sciences (6-12) (2017, 2018, 2019)

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±
2017	2	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	100%	WSU mean score, 173 was above the cut score 160. National pass rate not available Kansas pass rate not available
2018	3	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	67% (2/3)	WSU mean score, 165 was above the cut score 160. National pass rate not available Kansas pass rate not available
2019	1	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	100%	WSU mean score, 173 was above the cut score 160. National pass rate not available Kansas pass rate not available
2017	2	Praxis II– Earth and Space Sciences (5571)	100%	WSU mean score, 159 was above the cut score 150. National pass rate not available Kansas pass rate not available
2018	4	Praxis II– Earth and Space Sciences (5571)	75% (3/4)	WSU mean score, 157 was above the cut score 150. National pass rate not available Kansas pass rate not available
2019	1	Praxis II– Earth and Space Sciences (5571)	100%	WSU mean score, 162 was above the cut score 150. National pass rate not available Kansas pass rate not available

B.A. in Secondary Level Education – Physics (6-12) (2017, 2018, 2019)

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±
2017	2	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	100%	WSU mean score, 184 was above the cut score 160. National pass rate not available Kansas pass rate not available
2018	1	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	100%	WSU mean score, 181 was above the cut score 160. National pass rate not available Kansas pass rate not available
2019	1	Praxis II– Principles of Learning and Teaching (PLT) Grades 7-12 (5624)	100%	WSU mean score, 162 was above the cut score 160. National pass rate not available Kansas pass rate not available
2017	2	Praxis II– Physics (5265)	100%	WSU mean score, 163 was above the cut score 141. National pass rate not available Kansas pass rate not available
2018	1	Praxis II– Physics (5265)	100%	WSU mean score, 146 was above the cut score 141. National pass rate not available Kansas pass rate not available
2019	1	Praxis II– Physics (5265)	0% (0/1)	WSU mean score, 138 was NOT above the cut score 141. Only ONE candidate took the exam. National pass rate not available Kansas pass rate not available

Middle Level History/Government (2017, 2018, 2019)

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±
2017	0	Middle School Social Studies: Content Knowledge (#5089)	n/a	n/a
2018	1	Middle School Social Studies: Content Knowledge (#5089)	100%	WSU mean score 181 is above the cut score 155. 100% of candidates scored above the 25th percentile in all five categories (US History, World History, Govt, Geography, Economics, Short Content Essays.
2019	0	Middle School Social Studies: Content Knowledge (#5089)	n/a	n/a

Secondary History/Government (2017, 2018, 2019)

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±
2017	9	Social Studies: Content Knowledge (#5081)	100%	WSU mean score 180 is above the cut score 158. At least 88% of candidates scored above the 25th percentile in all five categories (US History, World History, Govt, Geography, Economics, Beh. Sci.
2018	4	Social Studies: Content Knowledge (#5081)	75%	WSU mean score 165.5 is above the cut score 158. 50% of candidates scored above the 25th percentile in all five categories (US History, World History, Govt, Geography, Economics, Beh. Sci.
2019	11	Social Studies: Content Knowledge (#5081)	100%	WSU mean score 172 is above the cut score 158. At least 90% of candidates scored above the 25th percentile in all five categories (US History, World History, Govt, Geography, Economics, Beh. Sci.

MEd in Special Education- High Incidence & High Incidence Alternative Certification* (2017, 2018, 2019)

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±
2017	18	Special Education: Core Knowledge Mild to Moderate Applications #5543	100%	WSU mean score, 173.78 was above the cut score 155. National pass rate not available Kansas pass rate not available
2018	13	Special Education: Core Knowledge Mild to Moderate Applications #5543	100%	WSU mean score, 171.15 was above the cut score 155. National pass rate not available Kansas pass rate not available
2019	9	Special Education: Core Knowledge Mild to Moderate Applications #5543	100%	WSU mean score, 174.8 was above the cut score 155. National pass rate 171.16 Kansas pass rate not available

*At the time of reporting, there were no students in the alternative certification (pilot program) that had taken the Praxis exam

MEd in Special Education- Low Incidence (2017, 2018, 2019)

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±
2017	9	Special Education: Core Knowledge Severe to Profound #5545	100%	WSU mean score, 174.78 was above the cut score 155. National pass rate not available

				Kansas pass rate not available
2018	7	Special Education: Core Knowledge Severe to Profound #5545	100%	WSU mean score, 180.14 was above the cut score 155. National pass rate not available Kansas pass rate not available
2019	9	Special Education: Core Knowledge Severe to Profound #5545	100%	WSU mean score, 182 was above the cut score 155. National pass rate not available Kansas pass rate not available

Med in Special Education – ECU (2017,2018,2019)

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±
2017	0	Education of Young Children #5024	0	n/a
2018	0	Education of Young Children #5024	0	n/a
2019	0	Education of Young Children #5024	0	n/a
2019	0	Special Education/Preschool Early Childhood #5691*	0	n/a

- 2019 was the first year that the Praxis II- Special Education Early Childhood exam was required for licensure

Med in Special Education – ECU (2017,2018,2019)

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±
2017	0	Education of Young Children #5024	0	n/a
2018	0	Education of Young Children #5024	Not reported	
2019	0	Education of Young Children #5024	Not reported	n/a
2019	0	Special Education/Preschool Early Childhood #5691*	Not reported	n/a

- 2019 was the first year that the Praxis II- Special Education Early Childhood exam was required for licensure
- **Data on graduate Praxis takers was not received. It is the assumption that due to low numbers this means no ECU graduates took this exam this year or they are being reported under another program.**

As can be seen from the learning outcomes in tables above, 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. The TAP program received their first Praxis data in 2019. They are making curricular changes to address areas of concern in the ECU program.

Overall, majors in SOE degree programs are satisfied with their program. All graduate programs have steadily increased with regard to student satisfaction scores; however, the mean satisfactions scores for the LID program have been consistency lower than the college and university means. Recent programmatic changes have been made which should positively impact future scores. Two graduate programs exceeded university means in 2018. Undergraduate programs saw a slight decrease in student satisfaction rates. Adjustments have been made to address this issue and we expect to see improvements in both elementary and secondary education programs.

3. Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), 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 3d) to illustrate student satisfaction with the program and perceptions of program value.

Degree programs offered in the School of Education are rigorous and of high quality. Students are generally very satisfied with the programs. They perform well on program and national assessments and go on to pursue successful careers in their professions.

F. General Education

1. Does your program support the university General Education program? ☐ Yes ☒ No

   If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 2 General Education Outcomes

Course	Results	Assessment Type	General Education Outcomes			
			Have acquired knowledge in the arts, humanities, and natural and social sciences	Think critically and independently	Write and speak effectively	Employ analytical reasoning and problem-solving techniques
Math 242: Calculus I	*2015: 96% passed* *2016: 87% passed* *2017: 96% passed*			*x*		*x*

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/

2. Use Table 4 to further explain which goals of the *WSU General Education Program* are assessed in undergraduate programs (optional for graduate programs) and the results.

The data provided in the table below are aggregated from the most recent undergraduate exit survey and represent the percentage of respondents who agree or strongly agree with the statements on the surveys.

Exit survey results for Education BA Students (N=176)

Competency Area	Percent reported 4 to high by program completers
Competent in content of major	94.9%
Competent in oral & written communication	93.8%
Competent in numerical literacy	73.9%
Competent in critical thinking	93.8%
Competent in teamwork	91.5%
Competent in library skills	76.1%
Competent in diversity & globalization	89.2%

G. Concurrent Enrollment

1. Does the program offer concurrent enrollment courses? ☒ Yes ☐ No

If yes, 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.
If no, skip to next question.

Table 1: 2016-2019 Enrollment in Concurrent CI 270 classes

Year	Number enrolled
2015-2016	37
2016-2017	38
2017-2018	39
2018-2019	50

Table 1: 2016-2019 Enrollment in Concurrent CI 320 classes

Year	Number enrolled
2015-2016	0
2016-2017	0
2017-2018	0
2018-2019	0

Table 1: 2016-2019 Enrollment in Concurrent CESP 334 classes

Year	Number enrolled
2015-2016	0
2016-2017	0
2017-2018	0
2018-2019	0

The department offers 8 hours of college credit through the KSDE approved Teacher/Training pathway through concurrent enrollment credit. Concurrent enrollment credit is for CI 270 Introduction to the Education Profession (only 270 was offed during the current review period). CI 320 Introduction to Diversity: Exceptionalities, and CESP 334 Introduction to Diversity: Human Growth & Development are now being offered as well (those materials are included here for ease of future reporting). Currently, the teacher/training pathway is being offered in USD 259 Wichita Public Schools in 5 of the high schools – Northwest HS, North HS, West HS, Southeast HS, East HS; USD 260 Derby School District at both high schools; USD 266 Maize School District at both high schools; USD 261 Haysville Public Schools at Campus High School; and USD 265 Goddard School district in both high schools. In Fall 2020 we will offer at least 3 concurrent enrollment sections of CI 320 and CESP 334, and 8 sections of CI 270.

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 must submit a transcript and resume and are vetted through the School of Education Department Chair. Before providing instruction have participated in training – including reviewing the resources and outcome expectations, course delivery, and alignment of instruction. The Department Chair acts as a resource to assist with curricular questions, syllabus creation, and securing texts. Each of the teachers meet 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 School of Education to assure course delivery and alignment.

The Department of School of Education in the College of Applied Studies at Wichita State University offers concurrent enrollment credit for CI 270 Introduction to the Education Profession, CI 320 Introduction to Diversity: Exceptionalities, and CESP 334 Introduction to Diversity: Human Growth & Development. Major Topics and course objectives are identical to on-campus versions of the same course and students are evaluated the same way. Major topics and student outcomes are listed below for all three classes.

CI 270:

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

1. techniques for collecting evidence of knowledge, skills, performance, and dispositions of a future teacher
2. analysis of a classroom teacher's role;
3. choices and decisions teachers make daily as they plan, instruct, and evaluate;
4. personal suitability for the teaching profession;
5. understanding schooling in America;
6. utilizing children's development;
7. relating diversity to education;
8. meeting needs of English Language Learners (ELL);
9. social influences and legal issues;

10. technology integration;
11. contextual factors and their implications.

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

1. observe and interpret interactions between students and educators, to become aware of how learning occurs;
2. collect evidence to support the knowledge gained about teaching, learning, and assessment;
3. 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;
4. demonstrate having appropriate dispositions for becoming a teacher;
5. show evidence toward gaining knowledge about standards in education for both content and pedagogy;
6. identify tools of inquiry during classroom observations;
7. describe and analyze the governance of schools;
8. identify technologies used in teaching;
9. practice observation and interpretation skills;
10. keep a reflective journal of observations.

CI 320: Introduction to Diversity: Exceptionalities
This course surveys the strengths and needs of learners with exceptional needs, including those with physical, sensory and cognitive disabilities and those who exhibit gifts and talents. The effects of cultural differences and human developments on individuals with exceptional needs are explored. Current educational policy, practices and services are reviewed.

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

1. Universal Design for Learning
2. Culturally Diverse schools
3. Understanding the Response to Intervention strategies in relation to English Language learners
4. Families & Partnerships w/schools
5. Classroom management for the diverse learner, including English Language learners, Students with disabilities, and students identified as gifted/talented.
6. Understanding various disability categories, including students with mild/moderate disabilities, students with moderate/severe disabilities.
7. History of special education in the U.S. including the history of misdiagnosis of students from culturally diverse background and English Language learners. Understanding language bias in special education testing.

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

1. Demonstrate knowledge of diversity, including exceptionalities.
2. Identify and discuss the cultural, social, and legal trends related to the child and adolescent development and the impact on curricular planning for schools.
3. Investigate and debate the biases and demonstrate openness and objectivity toward issues,

theories, and orientations in understanding children and adolescents.
4. Describe key terms and concepts relating to diversity, exceptionalities, and culturally responsive teaching.
5. Identify teaching/learning issues for diverse student populations.
6. Describe the characteristics of, service delivery models for, and identification/assessment procedures related to students with sensory impairments, physical disabilities and other health impairments, cognitive exceptionalities, emotional/behavioral disorders and severe and multiple disabilities.
7. Examine and interpret educational policy and practice through critically reflective oral, written, and visual communication.

CESP 334. Introduction to Diversity: Human Growth and Development.
This course is targeted toward individuals seeking to gain a deeper understanding of child development.

The major topics covered in the course for on-campus as well as local high school classes include:
1. In-depth study of the interrelatedness of physical, cognitive, social and emotional aspects of development
2. Comprehensive overview of the theories, methods and content of human development.
3. Basic theoretical and research issues
4. Development from an interdisciplinary perspective
5. Applying this understanding to the real world.
6. Child development as a phenomenon that occurs within a cultural context influenced by family, gender, culture, language, ability, socioeconomics, diversity, and society.

The course outcomes for all sections offered on-campus and in the local high schools are:
1. Articulate theories of growth, development, and learning in all children and demonstrate awareness of these theories as they impact children throughout their lifespan
    a. Identify the major milestones of development and apply them to the participant in his or her case study
    b. Identify developmental processes from the perspective of the major theories of development; apply the theories to his or her case study participant
2. Explain the inter-relatedness of developmental areas and milestones: physical/motor, social/emotional, language/cognitive, adaptive/living skills, and how development influences learning and well-being
3. Learn what to observe for to identify typical and therefore atypical patterns of child development in students. Identify the risk-factors for and the characteristics of potential developmental delays and disabilities
4. Explain the impact of early experiences- including the spectrum of child and family diversity- on healthy development and learning
5. Explain the relationship between biology, maturation, environment, and culture in terms of their impact on typical and atypical growth, development, and learning
6. Recognize biases, demonstrate openness toward issues, theories, and orientations in human development
7. Critically evaluate classic and current research on multiple aspects of child development and be able to apply this knowledge of research within the classroom

H. Credit Hours Definition

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18? ☒ Yes ☐ No

If no, provide explanation.

I. Overall Assessment

1. Define the overall quality of the academic program based on the above information 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).

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 go through a comprehensive review by the Kansas State Department of Education. The programs in the department will be reviewed again by the Kansas State Department of Education (KSDE) in fall of 2023. The Professional Education Unit was successfully reviewed by the Council for Accreditation of Educator Preparation (CAEP) in fall 2017.

Part 4: Student Need and Employer Demand

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

	Employment of Majors*							
	N	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS** Current year only.
2017-18								
BA Education	307	$33,072	80%	60%	20%	20%	4.2%	
MAT	13	$38,000	83.3%	100%	0%	0%	n/a	
MEd C&I	11	$40,095	100%	81.8%	18.2%	0%	n/a	
MEd SPED	21	$42,613	100%	90.5%	9.5%	0%	n/a	
2018-19								
BA Education	143	$40,153	93.9%	97%	3%	0%	4.5%	
MAT	20	$40,250	100%	88.9%	11.1%	0%	n/a	
MEd C&I	14	$47,453	100%	100%	0%	0%	n/a	
MEd SPED	7	$46,453	94.1%	100%	0%	0%	n/a	

* 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)

A. 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. Also address students enrollment, degree production and employment outcomes for diverse students.

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 2020 and 2028. 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 with higher salaries 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 physics), ESOL and special education.

Careers as Secondary Educators and Instructional Coordinators are expected to increase 4% and 6% respectively, which is as fast as average, whereas elementary education and special education jobs will grow at a slower than average rate of 3%.

For the non-licensure graduate programs, 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), 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.

Elementary Education program information taken from tables 11-15 showed a slight decrease in the number of applicants from 2016 to 2018 (221 to 189) and the number of candidates admitted during that period decreased as well (from 209 to 182). However, when looking at the census day numbers, these data look different. In 2018 on census day elementary education had 91 students compared to 93 in 2016. As of census day, there were only 2 fewer candidates in the elementary education program in 2018 than in 2016.

In middle secondary education, the number of applicants increased from 111 to 250 from 2016 to 2018 and the number of candidates admitted during that period increased from 59 to 159. As of census day, there were 100 more candidates in the middle secondary program in 2018 than in 2016.

Enrollment in the MAT showed an increase in the number of applicants for the program from 2016 to 2018 from 32 to 50. The number of candidates admitted on census day during that period increased from 25 to 46.

The M.Ed. in Special Education demonstrated increased enrollment. There was an increase in applicants and admitted students from 2016 to 2018. In 2016, there were 31 applicants and 20 admitted students on census day and in 2018 there were 45 applicants and 36 admitted on census day. The faculty in the MEd in Special Education moved the program to fully online with revised curriculum effective Summer 2017 and enrollments have increased as a result.

The M.Ed. in LID demonstrated decreased enrollment. There was a decrease in applicants and admitted students from 2016 to 2018. In 2016, there were 38 applicants and 30 admitted students on census day and in 2018 there were 31 applicants and 21 admitted on census day. The faculty in the MEd in LID have recently made curricular changes and expect enrollments to increase as a result.

% Under-represented Minorities on Census Day: SOE

Year	WSU Freshmen & Soph %	Elementary Freshmen & Soph	Secondary % Freshmen & Soph	WSU Junior & Senior %	Elementary Junior & Senior %	Secondary Junior & Senior %
2014	19.3	15.3	18.1	15.7	14.8	11.7
2015	19.2	12.9	16.9	15.9	15.1	10.4
2016	20.0	23.7	11.3	16.6	13.5	14.9
2017	21.3	20.3	15.9	17.8	16.7	19.4

% Under-represented Minorities at Graduation: SOE

Year	WSU Masters %	MAT %	MEd in C & I	MEd in Special Ed %
2014	9.9	15.8	9.8	5.5
2015	10.2	13.5	6.1	6.1
2016	10.7	7.0	9.1	8.6
2017	12.2	21.4	16.2	8.9

% Under-represented Minorities at Graduation: SOE

Year	Master's degree WSU %	Master's degree MAT %	Master's degree C & I %	Master's degree SPED %	Bachelor's degree WSU %	Bachelor's degree Elementary %	Bachelor's degree Secondary %
2015	8.6	10.7	11.1	9.1	14.4	14	14
2016	9.9	20	50	10	15.2	13.7	8.5
2017	9.7	4.8	0	5.3	14.1	13.2	13.1
2018	10.7	33.3	11.1	5.4	16.6	12.7	15.5

The School of Education is dedicated to increasing diversity and representation of under-represented minorities in all of its programs. We have striven to create an inviting environment for students of color. We have an active diversity committee within our college and have sought to reach out to diverse students through the office of diversity and inclusion and by making presentations to students at Wichita State and in the Wichita public schools to introduce students to our career paths. As a result, we have begun to see increases in for minority enrollment and graduation rates. Improvement has been noted in graduate programs, although there was a decrease in student body diversity in the Special Education program after the move to online which would be worth examining. Mirroring national trends, undergraduate teaching programs still lag university means with regard to the diversity of the student body.

Part 5: Program Service

Analyze the service the Program/certificate provides to the ***discipline, other programs at the University, and beyond****. Complete for each program if appropriate.* ***Data tables 1, 2, 3 and 5a, b and c 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) can be used to partially address this section.*** *(Refer to instructions in the WSU Program Review document for more information on completing this section).*

A. Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.

SOE student credit hour production has increased 4.1% from our last triennial report from 11,936 to 12,425 overall. More impressive is that although the number of faculty FTE has decreased slightly, credit hour production of SOE faculty has increased 1.5% from 182.1 to 184.8.

B. Provide a brief assessment of the service the Program/certificate provides to other university programs.

Several undergraduate courses are provided for 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). Our course offerings also appeal to non-degree students who wish to engage in professional development or fulfill CEU requirements.

C. Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.

SOE faculty provide a significant amount of service to the department, college, and university. They serve on numerous department and college committees essential for their effective functioning. College Committees include Faculty Personnel Committee, ILTPC, Advanced Programs Committee, Curriculum Committee, Technology Committee, and Unit Assessment Committee. Many faculty members serve as Graduate Coordinators/Program Chairs for their respective degree programs. Department faculty members represent the college on the Faculty Senate and on other university committees. Several faculty members serve on editorial boards for journals and serve as peer reviewers for journals and conferences.

Part 6: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template.

A. Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.

Table 1 demonstrates how the SOE vision aligns with the goals of the college, and university.

Table 1.

WSU Strategic Goal	College/Department Strategic Goal	School of Education Vision
Goal 1: Guarantee an applied learning or research experience for every student by each academic program.	The College of Applied Studies will continue to provide applied learning field experiences for every student and will continue to monitor such experiences to ensure high quality and relevance to student needs. The CAS will continue to expand student contributions to research in their field by realigning and maximizing resources to reflect current research and accreditation standards.	Provide advanced educational experiences that incorporate student-driven applied learning and research experience…
Goal 4: Accelerate the discovery, creation and transfer of new knowledge	Focus college initiatives to promote entrepreneurship, innovation and the creation of new knowledge that has relevance and value to the field. Position the college to serve as a resource to partners/professions in the implementation of new knowledge and the transfer of technology.	Serve as a resource for the community of Wichita, as well as other communities in which our students reside, to assist in the dissemination and implementation of new knowledge and skills related to the field of Education.
Goal 5: Empower students to create a campus culture and experience that meets their changing needs	Provide services and programs that expand the breadth and depth of experiences offered to our students. Create online versions of courses/programs.	Provide advanced educational experiences that meet the specific needs of our students.

Recruitment Efforts & Investment:
The SOE Department has undergone a great deal of change since the last GEM report. The Dean and Associate Dean continued to challenge programs to design and/or implement a new vision and to consider making changes that would increase enrollment and eliminate barriers to admission. The SOE department's GEM goals included:

Goal #1: **Increase enrollment by 20% within the next three years.**
Action:

- Develop a plan to market our programs within the Wichita area, as well as at the state and national level.

Assessment Methods & Schedule: Monitor program enrollments each semester.

Goal #2: **Increase student satisfaction and effective learning environments**
Action:

- Develop and implement ways to maintain a sense of belonging and community among students within the School of Education.

Assessment Methods & Schedule: Assess levels of student satisfaction and effective learning environments using student exit survey data annually.

***Goal #3*: Based on identified needs of local districts, develop and enroll students in professional learning and/or market-based tuition courses.**

Rationale/Purpose: As a department, it is our vision to be recognized as a resource for the community of Wichita, as well as other communities in which our students reside, to assist in the dissemination and implementation of new knowledge and skills related to the field of education. To do this, we plan to design professional learning courses that will meet the specific, unique learning needs identified by districts in the area. We believe that by offering these professional learning courses, we will increase our recognition as a resource for the community.

Actions:

- Identify needs-- Elicit professional learning needs by surveying educators and education administrators.
- Develop and market professional development courses to districts in the greater Wichita area and beyond.

Assessment Methods & Schedule: Progress towards meeting this goal will be assessed through analysis of documents, survey results, and student enrollment in courses.

B. Discuss how graduate assistantships are being used to advance the GEM goals.

Graduate Assistants are crucial to the implementation of strategic plan goals and graduate enrollment management goal plans; however, the SOE receives little funding for graduate assistantships. We would like to be able to increase this number and use assistantships as marketing tools, especially to recruit and retain diverse applicants and those with financial need.

C. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.

Graduate enrollments and satisfaction rates have seen an increase, with the exception of the MEd in LID. Continuous monitoring has led to significant curricular changes including moving Special Education to an online format, and change the credit hours and focus of the LID program.

D. Summarize how the GEM plan is being updated going forward based on the findings above.

Due to inconsistent leadership within the SOE, a thorough assessment of GEM goals has not been completed. It was the plan of the current Interim Department Chair to have all graduate programs update their GEM plans, however, the COVID-19 pandemic led to a shift in priorities. The new Department Chair begins her duties in June 2020; and she will have an opportunity to lead the School of Education through the strategic planning process.

Part 7: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your college's enrollment goals.

A. Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.

In accordance with University and college initiatives outlined in the campus Strategic Enrollment Management Plan, all programs (including the M.Ed in LID and M.Ed in Special Education) have been asked to develop strategic enrollment growth plans. The university has supported this initiative through the creation of Recruitment and Retention Fellows. As a department, we are dedicated to program improvement, innovative service delivery models, and responsive programming. Several changes have been made and are in progress that will likely improve enrollment.

The department, as a whole, has made recruitment and retention a priority. We have several initiatives in place to address the decline in enrollment. These include: (1) a Recruitment Fellow and a Retention Fellow whose primary roles are to assist with recruitment and retention, (2) program revisions to better align with student and school district needs-these include new program creation that provides for a paraprofessional to teacher pathway in an abbreviated timeline while not having to resign from his/her job to complete the traditional student teaching semester, and (3) expansion of the MAT-ECU residency program to include PreK-6 students given that new K-6 Unified standards are been released by the Kansas State Department of Education (KSDE).

In the summer of 2018, in response to the new KSDE pilot license for high incidence special education, we launched the MEd in Special Education alternative certification program track. This program track offers a pathway to teaching for students who have a degree outside the field of

education. In addition, in response to stated needs of the local school district, USD259, in fall of 2019, our high and low incidence programs were delivered face-to-face through a cohort model. These additional sections were taught on the USD 259 campus by adjunct instructors who are also employed by the school district. Program oversight, supervision and training of adjunct instructors, and student advising will be the responsibility of the program liaison, who is a WSU special education tenure-track faculty member.

Across programs, as part of our department's recruitment and retention plan, we have included a strategic initiative for increasing the number of underrepresented students in all programs. By engaging in outreach activities and using resources available at the university and college level, we anticipate seeing growth in these areas over the next few years.

B. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Strengths

The strength of the department's undergraduate program continues to be the faculty and the department's commitment to applied learning opportunities for students. Department faculty continue to be committed to ensuring that the candidates become strong classroom teachers able to engage P-12 students and 21st century challenges and opportunities such as that encountered during the COVID-19 pandemic. The current curricular model ensures that candidates have a variety of field experiences which begin in their first semester in the program and occurring in every semester through the teaching internship - final semester in the program. 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 LID as an avenue to deepen their understanding of teaching and learning.

Threats

The major threat to the programs in the department continues to be a political landscape that continues to marginalize individuals who would consider public school teaching thus making it a much less attractive profession. Media portrayals of teaching as a low-paid, undesirable profession also inhibit our ability to recruit and retain diverse students.

Weaknesses

The department's overreliance on 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 their 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.

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 remote learning and the development of a Ph.D. program.

Part 8: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Complete the table.

Table 3 Changes made based on Previous Recommendations

Recommendation	Activity	Outcome
The assessment rubrics for learning outcomes are quite comprehensive, but some of the measures for courses taken outside the college are grade based. This may a straightforward and adequate measure, but it might be worth considering if there were another metric available.	Program faculty considered the adequacy of all outcomes assessments.	Assessments are updated annually through the KSDE reporting process.
The alumni and employer surveys are quite comprehensive and largely positive. The department might consider looking at the lower scores (say under 75%) to see if there is any pattern or weakness that might be addressed with curricular or other modifications. Perhaps this is already done. If so, a few short sentences capturing these reflections on the lower scores would be appropriate.	Satisfaction scores are examined annually by program faculty and at Program Advisory Committee meetings each spring.	Ongoing monitoring has resulted in improved satisfaction scores in many programs. This will be an ongoing assessment activity.
It might be helpful to provide a bit more detail regarding how the department plans to advance its goals for 2017-2020.	All programs added to the development of department goals	The current KBOR plan includes more detail regarding it's past and forward-facing goals.
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	Department and college personnel committees met to update annual review and T&P policies and procedures in accordance with UNISCOPE	All faculty are evaluated using the UNISCOPE model, the new policies are reflected in this document. In addition, all prospective candidates are informed of the UNISCOPE model during their on-campus interviews.
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan and graduate enrollment management plans.	Update SEM & GEM plans and incorporate campus strategic enrollment initiatives.	The current program review contains GEM goals that are tied to SEM initiatives; however, the department is encouraged to undergo a formal assessment and update to the existing plans.

Part 9: Program Goals from Last Review

Report on the Program's/certificate'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).

Complete the table.

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome	Status
	1. Ensure high-quality learning experiences for undergraduate and graduate students in Wichita State University College of Education and within each Department.	Satisfaction and exit survey data & focus groups.	Updated curricula based on alumni and employer survey feedback Shared program reports with advisory council members to seek input about what they are seeing in the field that we may want to consider addressing in programs.	Ongoing
	2. Actively recruit students to increase the number of highly qualified candidates/students.	Program and unit demographic, enrollment, and retention data	Ensured advisor accessibility via e-mail, phone, and face-to-face visits to help students design plans of study and comprehend program and licensure requirements. Attended undergraduate town hall meetings to meet with prospective students to share information about graduate programs. Seized opportunities to build relationships with school districts. Engaged in continuous course improvement to keep content relevant and applicable for students. Made updates to website to ensure correct information about program requirements is shared. Participated in WSU Junior Days, area school visits from middle and high school students, and Klose Scholarship competition, the latter which has seen an increase in participants.	Ongoing

			Program faculty phones and/or personally emails potential students who have been admitted to WSU but not yet enrolled, including names of students shared by the Office of Admissions and College of Applied Studies Advising office. Since most advising and course interactions occur during students' "junior" and "senior" years, Dr. Bergman has taught the First-Year Seminar course "Superheroes Go to School" to increase contact and build relationships with first-year/freshman students. Three science education students currently on track to complete their program and graduate May 2021 all participated in Dr. Bergman's First-Year Seminar course. Dr. Rife, Dr. Granada, and Dr. Stone have also created FYS courses.	
	3. Strengthen recruitment and retention efforts to attract candidates/students from underrepresented populations.	Program and unit demographic, enrollment, and retention data	Adding new student orientation to help students feel more connected to the college and campus and to make program expectations clearer. Can be virtual or in person on campus. Attended campus professional events (e.g., USD 259 new teacher orientation, ESSDACK Career Expo, and KSDE Conference) Manned booths at the on-campus events such as CAS Welcome Back Bash Attended the elementary town hall meeting to introduce/advertise the MEd LID program to the elementary interns. Institute specific supports for students of color early in the program. Maintain program as exclusive	Ongoing

			urban education preparation. Connect with teacher preparation clubs in the WPS high schools, as recruitment for program, introduction to teacher education.	
	4. Utilize program and unit data to identify and remove potential problems or barriers and create solutions to promote enrollment and retention (e.g., admission, recruitment, enrollment, retention, graduation rates, and enrollment from underrepresented groups).	Program and unit demographic, enrollment, and retention data	Reduced credit hours for program tracks Updated course checklists and other marketing materials as needed to reflect current course offerings by semester. Opened additional sections of courses to allow students more flexibility and smaller class sizes Recommend further professional development during Accreditation Steering Committee meetings for faculty to interpret data reports.	Ongoing
	5. Offer flexible, non-traditional educational opportunities to attract a wider audience of candidates/students (e.g., enrollment in professional master's degree programs, Badge Programs, short courses, high school students, returning adults, different geographic regions, professional re-licensure courses, distance learning opportunities, and coordination across undergraduate and graduate programs in regard to course deliver).	Surveys and focus groups with stakeholders	ECU Graduate program going online. This will be official in Fall 2020. USD 259 partnership to deliver courses in person at the AMAC building. Some recent changes—moving to 8 week courses start in the fall 2020. ABA Certificate program option-6 credits can count towards degree requirements for high and low incidence.	Ongoing

Part 10: Forward-facing Goals

Identify goal(s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)** and should be tied to the university and college strategic plans.

Complete the table.

Table 4 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
Engage in purposeful recruitment of potential candidates in conjunction with WSU, CAS, and School of Education recruitment/retention efforts.	Yes - concrete	Yes – enrollment numbers	Yes – resources exist	Yes, faculty expertise and enthusiasm in place	No
Create PhD program in Education	Yes - concrete	Yes – completed/not completed	Yes – courses exist for interdisciplinary program	Unsure – dependent upon GA resources for attracting students	No
Ensure high-quality learning experiences for undergraduate and graduate students in Wichita State University School of Education.	Yes - concrete	Yes satisfaction rates on exit, alumni, and employer surveys	Yes	Yes, through ongoing program evaluation	No
Offer flexible, non-traditional educational opportunities to attract a wider audience of candidates/students (e.g., enrollment in professional master's degree programs, Badge Programs, short courses, high school students, returning adults, different geographic regions, professional re-licensure courses, distance learning opportunities, and coordination across undergraduate and graduate programs in regard to course deliver).	Yes - concrete	Yes – completed/not completed	Yes	Yes, faculty expertise in place	No
Strengthen efforts to attract candidates from underrepresented populations..	Yes	Yes – completed/not completed	Yes – connections in place	Yes – faculty are willing	Yes, Fall 2020

Provide any additional narrative covering areas not yet addressed.