

MED EDUCATION: CURRICULUM & INSTRUCTION

Program Review, July 2025



WILLIAM WOODS
UNIVERSITY

2024 Program Review (2019-2023)

MED - Curriculum and Instruction (MED)

Mission and Introduction

Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).
2. Discuss any changes in the focus of the program over the cycle of this review.

Narrative:

1. Program Overview and Institutional Context

The Master of Education in Curriculum and Instruction (M.Ed. CI) at William Woods University is designed to equip educators with advanced knowledge and skills in curriculum design, instructional strategies, and educational assessment. Housed within the School of Education, this program supports teachers and educational leaders in enhancing instructional effectiveness and student learning outcomes across diverse educational settings.

William Woods University, a private institution located in Fulton, Missouri, has a strong reputation for preparing educators through rigorous academic coursework, practical application, and leadership training. The M.Ed. in Curriculum and Instruction program aligns with the university's mission to promote student-centered learning, professional excellence, and service-oriented leadership. This program is fully online and is a part of Woods Global.

The program serves a diverse group of educators, including classroom teachers, instructional coaches, department chairs, and curriculum directors. With a focus on professional development, leadership, and evidence-based instructional practices, the program prepares graduates for career advancement in school systems, educational organizations, and policymaking roles. The flexible online format allows working professionals to complete their degree while maintaining their teaching or leadership responsibilities.

The M.Ed. in Curriculum and Instruction program at William Woods University continues to evolve to meet the challenges of modern education. Through curriculum enhancements, instructional innovations, and a commitment to student success, the program ensures that its graduates are well-prepared to lead and innovate in the field of curriculum and instruction.

2. Changes in Program Focus Over the Review Cycle

Over the past five years, the M.Ed. in Curriculum and Instruction program has undergone significant revisions to align with emerging trends in education, student needs, and institutional priorities. The program has strategically adapted in the following ways:

a. Curriculum Revisions to Reflect Educational Trends

- Courses have been updated to include advanced instructional technologies, data-driven decision-making, and culturally responsive teaching strategies.

- Increased emphasis on social-emotional learning (SEL), diversity, equity, and inclusion (DEI), and their integration into curriculum development.
- Greater focus on project-based learning and competency-based assessment strategies to meet the needs of diverse learners.

b. Enhancements to Online Learning and Instructional Delivery

- Expansion of interactive digital resources, including video-based case studies, virtual simulations, and AI-powered learning analytics.
- Faculty training in best practices for online instruction to improve student engagement and course accessibility.
- Strengthened Learning Management System (LMS) capabilities to facilitate collaboration and real-time feedback for students.

c. Increased Focus on Professional Certification and Career Readiness

- Program adjustments to better prepare educators for National Board Certification and other leadership credentials.
- New pathways for instructional leadership roles, emphasizing mentorship and instructional coaching.
- Expansion of partnerships with local school districts to provide real-world curriculum development experiences.

d. Expanded Research and Data-Driven Instruction

- Integration of action research projects within coursework to allow students to apply learning directly to their professional contexts.
- Stronger emphasis on educational research methods and evidence-based decision-making in curriculum planning.

Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle?
2. Why were these changes made?
3. Are any revisions planned?

Narrative:

1. Changes to the Mission Statement During This Cycle

Over the past five years, the Master of Education in Curriculum and Instruction (M.Ed. C&I) program at William Woods University has refined its mission to reflect the evolving landscape of education, the diverse career pathways of today's educators, and the growing integration of technology and leadership in instructional design. Recognizing that education now extends beyond traditional classroom settings, the program has expanded its focus to include corporate training, instructional leadership, digital learning innovation, and curriculum development in diverse educational environments.

This mission is continuously assessed and refined to ensure that program offerings remain aligned with emerging trends in education, workforce demands, and institutional priorities. The faculty is dedicated to providing transformative learning experiences that prepare students to lead and adapt in dynamic educational and training settings.

The Curriculum and Instruction program is committed to equity, inclusivity, and research-based instructional practices. Through an interdisciplinary and application-driven approach, we strive to develop reflective educators, innovative curriculum designers, and instructional leaders who:

- Foster high academic achievement among all learners, including those from diverse racial, cultural, linguistic, and socioeconomic backgrounds.

- Integrate technology, research, and data-driven decision-making to improve educational outcomes.
- Serve as leaders, advocates, and change agents in educational settings ranging from K-12 schools to higher education institutions and corporate training environments.
- Make informed decisions regarding curriculum development, assessment, and instructional design to meet the needs of a rapidly evolving educational landscape.

2. Rationale Behind These Changes

The decision to refine the mission statement was guided by several critical factors:

- **Expansion of Educational Roles Beyond the Classroom:**
- Graduates are increasingly securing roles in instructional coaching, curriculum leadership, corporate training, and e-learning development. The revised mission reflects this broader scope of opportunities.
- **Integration of Technology and Data-Driven Instruction:**
- The rise of artificial intelligence (AI), learning management systems (LMS), digital assessment tools, and adaptive learning technologies necessitated a curriculum that prepares students to effectively use and develop digital instructional materials.
- **Commitment to Inclusionary practices**
- The education field continues to emphasize the importance of culturally responsive teaching, inclusive curriculum design, and equitable learning opportunities for all students.
- **Alignment with Institutional and Accreditation Standards:**
- The mission now reflects William Woods University's strategic goals of preparing students for career readiness, leadership, and innovation.

3. Planned Revisions and Continuous Improvement

The M.Ed. in Curriculum and Instruction program remains committed to periodic evaluation and continuous improvement to ensure that its mission reflects the latest research, industry trends, and stakeholder expectations.

Changes have already been implemented in the program since the scope of this program evaluation ended. The program has been revised to reflect the industry-standard 30 credit hours for a master's in education degree, and has been overhauled to allow students to select from a series of concentrations depending on their areas of interest and intended career pathway. Here are those new concentrations that were developed during the 2023-2024 academic year, and officially launched in summer 2024:

- Teaching and Learning
- STEM Education
- Educational Technology
- Teacher Leader
- Self-selected Concentration

These concentrations also translate to the newly-revised Education Specialist in Curriculum Leadership degree program that will officially launch in summer 2025.

These changes will allow students to continue their educational journey and prepare for advanced positions in education.

As a matter of standard practice, the program manager and Executive Dean will continue to:

- Monitor industry trends and adjust program content accordingly.
- Engage in regular program assessments to ensure alignment with accreditation standards and workforce needs.
- Solicit ongoing feedback from alumni, employers, and educational leaders to refine program outcomes.

This approach ensures that the program remains relevant, rigorous, and responsive to the demands of today's educators and instructional leaders.

Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

Narrative:

The Master of Education in Curriculum and Instruction (M.Ed. C&I) program at William Woods University is deeply aligned with the institution's mission by fostering a student-centered, professions-oriented, and intellectually engaging learning environment. The program prepares educators to respond to cultural, demographic, and technological shifts in education while equipping them with the expertise to design, implement, and assess innovative curriculum strategies.

This alignment is evident in four key areas:

1. Student-Centered Learning Environment

- Institutional Mission Alignment: William Woods University promotes a student-centered learning environment, prioritizing accessibility, individualized instruction, and real-world application.
- Program Integration: The M.Ed. C&I program is designed to meet the needs of working professionals by offering a flexible, interactive, and application-driven curriculum. Through hands-on coursework, case studies, and collaborative projects, students gain practical, research-based skills that directly impact their instructional effectiveness.
- Example: The program's focus on instructional coaching and leadership roles ensures that graduates not only refine their teaching methodologies but also mentor and support other educators in their districts.

2. Commitment to Inclusion and Creativity

- Institutional Mission Alignment: William Woods University values inclusion and creativity, ensuring that education is accessible to diverse learners and that intellectual exploration is encouraged.
- Program Integration: The M.Ed. C&I program prepares educators to develop culturally responsive curriculum that address the diverse needs of students. Courses emphasize equity-focused instructional strategies, universal design for learning (UDL), and differentiated instruction, enabling educators to foster inclusive, engaging, and effective learning environments.
- Example: Graduates are trained to adapt curriculum design using emerging research and technology to meet the needs of students from diverse racial, linguistic, socioeconomic, and ability backgrounds.

3. Professions-Oriented Education

- Institutional Mission Alignment: William Woods University is dedicated to preparing learners for success in their professional fields.
- Program Integration: The M.Ed. C&I program explicitly trains educators for leadership roles, providing pathways for career advancement in K-12 schools, higher education, instructional design, and corporate training environments. The program supports National Board Certification preparation, professional development, and leadership training for those aiming to become:
 - Master Teachers
 - Instructional Coaches
 - Curriculum Directors
 - Department or Grade-Level Chairs
 - Corporate Trainers in Learning & Development
- Example: The program's emphasis on evidence-based instructional design and data-driven decision-making ensures that graduates are prepared for roles in both traditional and non-traditional educational settings.

4. Fostering Intellectual Inquiry and Lifelong Learning

- Institutional Mission Alignment: William Woods University fosters intellectual inquiry, encouraging students to engage in critical thinking and evidence-based decision-making.
- Program Integration: The M.Ed. C&I program challenges educators to explore advanced learning theories, assessment methodologies, and emerging trends in education. Coursework integrates research-driven instructional strategies, preparing graduates to contribute meaningfully to educational discourse and reform.
- Example: The program encourages students to engage in action research projects, applying theoretical knowledge to solve real-world challenges in curriculum development and instructional leadership.

Evidence:

- [MEd Curriculum and Instruction Revised Program](#)

Service to the University (Contribution to Campus Climate)

1. What programming and organizational support are offered by the program that benefits the greater student population?
2. Does the program support on-ground/OLC General Education Courses?
3. Highlight any cross listed courses with other programs
4. Highlight any interdisciplinary programming or activities
5. Identify student enrichment programming that could include volunteer opportunities, field trips, workshops... (does not have to be specific to the program, but is beneficial to students on campus)

Narrative:

The Master of Education in Curriculum and Instruction (M.Ed. C&I) program at William Woods University plays a vital role in enriching the academic environment and contributing to the broader student experience. Through interdisciplinary collaboration, program accessibility, and student engagement initiatives, the program actively supports the university's mission of student-centered learning, inclusion, and professional development.

1. Programming and Organizational Support Benefiting the Greater Student Population

The M.Ed. in Curriculum and Instruction program provides academic and professional development opportunities that extend beyond graduate students, benefiting undergraduates, faculty, and students from other disciplines. These contributions include:

- **Support for Multiple Educational Pathways**

- The M.Ed. program aligns with degree pathways from associate and undergraduate levels through doctoral studies, ensuring continuity and accessibility for students advancing their education.
- One of the most significant interdisciplinary connections is between Curriculum and Instruction and the Equestrian Studies graduate programs, where students develop instructional techniques applicable in equestrian education and leadership.

- **Resource Sharing**

- Faculty and students provide educational resources, teaching materials, and research findings, benefiting students and faculty in education, equestrian studies, business, and other departments.

2. Support for On-Ground/OLC General Education Courses

The M.Ed. in Curriculum and Instruction program actively supports both on-campus and online learning environments, ensuring high-quality general education offerings.

- Faculty contribute to the development and instruction of general education curricula, ensuring courses maintain rigor, relevance, and accessibility for all students.
- The online nature of the program provides value-added live virtual teaching and learning sessions, creating opportunities for on-campus and online students to engage with peers across the country and internationally.
- Interdisciplinary engagement: On-campus undergraduate education majors and on-ground equestrian students interact with online graduate students, creating a diverse, cross-disciplinary learning experience.

3. Cross-Listed Courses with Other Programs

The M.Ed. in Curriculum and Instruction program promotes collaborative, interdisciplinary learning through cross-listed courses that serve multiple programs:

- EDU 500: Current Issues in Education – Shared with the M.Ed. in Administration program, this course explores educational trends, challenges, and policy development.
- EDU 543: Teaching and Learning in the New Digital Landscape – Examines 21st-century learners, technology integration frameworks, and mobile learning applications. Students also develop skills to become Google Certified Educators (Level 1).
- EDU 590: Appraisal of Student Learning – A core course in multiple education-related programs, this course provides hands-on experience in assessment design, implementation, and data analysis.

These shared courses encourage collaboration among students from different educational tracks, enriching discussions and broadening perspectives.

4. Interdisciplinary Programming and Activities

The M.Ed. in Curriculum and Instruction program fosters interdisciplinary engagement by integrating coursework, research, and applied learning with other fields:

- Education and Equestrian Studies Collaboration

- Graduate students in Curriculum and Instruction engage with Equestrian Studies students, developing curricula for equestrian education programs.
- Building-Level and District-Level Leadership Programs
- Students pursuing school administration and educational leadership degrees collaborate in courses that emphasize strategic decision-making and instructional leadership.
- Key Interdisciplinary Courses:
 - EDU 500: Current Issues in Education – Addresses challenges in K-12, higher education, corporate training, and professional development settings.
 - EDU 572: Managerial Leadership – Prepares future principals and administrators for leadership roles by covering resource management, compliance, and instructional leadership.
 - EDU 573: Instructional Leadership – Focuses on curriculum leadership, program evaluation, and accreditation requirements for Missouri Department of Elementary and Secondary Education (DESE) standards.
 - EDU 580: Educational Technology – Helps educators develop technology integration plans, assess digital learning tools, and advocate for educational technology advancements.
 - EDU 590: Appraisal of Student Learning – Trains students in assessment design, formative and summative evaluation, and data-informed instructional planning.

These interdisciplinary connections allow students to expand their expertise, gain cross-disciplinary perspectives, and enhance their leadership skills in multiple educational settings.

5. Student Enrichment Programming

William Woods University offers a variety of student-centered programs that provide experiential learning, professional development, and community engagement opportunities. These initiatives contribute to a vibrant campus climate and support both undergraduate and graduate students:

- Employment and Volunteer Opportunities - Through the Office of Student Life, students participate in community service projects, mentorship programs, and educational outreach initiatives, fostering leadership and civic engagement.
- Woods Around the World Study Abroad Program - Through immersive international experiences, students explore global education systems, instructional methodologies, and curriculum innovations, expanding their professional and cultural awareness.
- LEAD Award Program - The William Woods LEAD Award Program incentivizes students to engage in cultural, intellectual, and global activities, encouraging participation in events outside the classroom that contribute to holistic learning.

Student Learning Outcomes Assessment and Curriculum

Program Student Learning Outcomes and Results

1. Describe how these Outcomes (Objectives) pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes. Include a 5-year picture of the student outcomes with corresponding data that reflect the success or struggles in assessment.

Narrative:

The Master of Education in Curriculum and Instruction (M.Ed. C&I) at William Woods University is designed to equip educators with the knowledge, skills, and leadership capabilities necessary to enhance student learning and instructional effectiveness. These program objectives align with national and state educational standards, ensuring that graduates are well-prepared for curriculum development, instructional leadership, and educational research roles.

Here are the program standards and connections to external organizations: The program objectives for the M.Ed. in Curriculum & Instruction have direct links to multiple entities that support professional growth in maximizing student learning including the following:

- National Board for Professional Teaching Standards (NBPTS) Five Core Propositions <https://www.nbpts.org/certification/five-core-propositions/> target="_blank" data-fr-linked="true" style="background: linear-gradient(rgb(0, 152, 247), rgb(0, 152, 247)) 0px 1em / 100% 1px no-repeat rgb(255, 255, 255); -webkit-user-select: auto; text-decoration-color: rgb(0, 152, 247) !important;"><https://www.nbpts.org/certification/five-core-propositions/>;;
- The International Society for Technology in Education (ISTE) Standards for Educators <https://iste.org/standards/educators/> target="_blank" data-fr-linked="true" style="background: linear-gradient(rgb(0, 152, 247), rgb(0, 152, 247)) 0px 1em / 100% 1px no-repeat rgb(255, 255, 255); -webkit-user-select: auto; text-decoration-color: rgb(0, 152, 247) !important;"><https://iste.org/standards/educators/>;;
- Missouri Leadership Development Standards (MLDS) <https://dese.mo.gov/media/pdf/oeq-ed-leaderstandards> target="_blank" data-fr-linked="true" style="background: linear-gradient(rgb(0, 152, 247), rgb(0, 152, 247)) 0px 1em / 100% 1px no-repeat rgb(255, 255, 255); -webkit-user-select: auto; text-decoration-color: rgb(0, 152, 247) !important;"><https://dese.mo.gov/media/pdf/oeq-ed-leaderstandards>

P1: Students will analyze the instructional needs of their learning environment with an emphasis on appropriate instructional strategies and the identification and integration of instructional technology to maximize student learning. (NBPTS 1, 2, 3, 4). (ISTE 1, 2, 4) (MLDS 2)

P2: Students will develop enhanced instructional activities, plans, and/or designs that effectively integrate digital tools and technologies that lead to instructional improvement. (NBPTS 1, 2, 3, 4) (ISTE 2, 5, 6, 7) (MLDS 2, 6)

P3: Students will analyze quantitative and qualitative data and apply research to identify and/or address issues of importance in their learning environment, the needs of their diverse community, and to the greater educational community. (NBPTS 1, 3, 4) (ISTE 2, 5, 6, 7) (MLDS 2, 3, 6)

P4: Students will create a plan for continued professional learning that includes the use of best practices in content delivery, the engagement of a learning community, and the usage of digital tools to stay current on effective instructional strategies and learning technologies. (NBPTS 4, 5) (ISTE 1, 3, 4, 7) (MLDS 1, 2, 6)

P5: Students will demonstrate an understanding that teachers and teacher leaders have the knowledge and ability to ensure the success of all students with integrity and in an ethical manner by promoting a positive school culture, providing an effective instructional program that applies best instructional practice to student learning, and designing a comprehensive professional development growth plan. (NBPTS 1, 4) (ISTE 1, 2, 3, 7) (MLDS 1, 2, 3, 4, 5, 6)

1. Alignment of Student Learning Outcomes with Program Mission

The student learning outcomes (SLOs) are directly tied to the program's mission, ensuring that graduates are equipped to design effective curricula, integrate technology, analyze data-driven instructional practices, and lead in diverse educational settings.

• Connection to the Program Mission:

- The SLOs emphasize curriculum development, assessment, instructional leadership, and digital learning strategies, ensuring alignment with the program's goal of preparing instructional leaders and master teachers.
- Each outcome is aligned with recognized professional standards, including:
 - National Board for Professional Teaching Standards (NBPTS)
 - International Society for Technology in Education (ISTE)
 - Missouri Leadership Development Standards (MLDS)
 - Professional Standards for Educational Leaders (PSEL) for Ed.S. students
 - Missouri Superintendent Standards (MSS) for Ed.S. students

• Changes to Outcomes Over the Review Cycle:

- Over this five-year cycle, minor refinements have been made to incorporate emerging trends in education, particularly in digital learning, culturally responsive teaching, and data-driven decision-making.
- The expansion of technology-based learning standards (ISTE) required updates in course content and assessment measures.
- Increased focus on leadership, school improvement, and instructional coaching led to adjustments in the Ed.S. curriculum, aligning with the needs of district-level educational leaders.
- As aforementioned in previous sections, this program has since undergone a major revision that launched in summer 2024 based on market trends, student needs, and the educational community at large.

2. Five-Year Overview of Student Outcomes and Assessment Results

The student performance data from the past five years provides a comprehensive picture of the program's effectiveness in preparing graduates for leadership roles in curriculum and instruction. The following key performance indicators reflect student success and areas for improvement:

Overall Student Success Rates (Five-Year Average)

- Completion Rate: 72% of M.Ed. and Ed.S. students successfully completed their degree within the expected timeframe.
- Retention Rate: 86% of students persisted in the program from year to year.

Performance on Key Learning Outcomes

3. Program Adjustments Based on Assessment Findings

See attached supporting documentation with the full report of student performance. The program continuously refines its coursework, instructional methods, and student support strategies based on assessment data and feedback from students, alumni, and employers. Several changes have already been made beyond the scope of the program.

Key Adjustments Over the Review Cycle:

- Enhanced Focus on Digital Learning and Instructional Technology
- New modules on AI in education, data-driven instruction, and gamification added to curriculum.
- Expansion of coursework in digital assessment tools and adaptive learning platforms.
- Integration of More Practical, Hands-On Learning that can immediately be applied to students current employment situation.
- Increased use of case studies, simulations, and project-based learning to help students apply instructional theories in real-world contexts.
- Improved Support for National Board Certification Candidates
- Aligned coursework to better support certification preparation.
- Expanded Leadership Development for Curriculum Directors and Instructional Coaches
- Added coaching and mentoring modules to prepare graduates for district-level leadership roles.

4. Future Directions for Assessment and Program Improvement

While student learning outcomes remain strong, ongoing improvements will ensure the program remains responsive to changes in education and instructional leadership.

Planned Enhancements:

- Develop New Assessment Measures
- Introduce competency-based assessments to track skill mastery more effectively.
- Implement self-assessment tools for students to reflect on professional growth.
- Strengthen Data Collection and Reporting
- Increase use of survey data from alumni and employers to assess program impact.
- Enhance tracking of post-graduation employment and career advancements.
- Expand Partnerships for Real-World Application
- Build stronger connections with local school districts and corporate training programs.
- Provide more internship and practicum opportunities for hands-on experience.
- Continue Aligning with Emerging Educational Trends
- Stay updated on state and national educational policy changes to ensure curriculum remains relevant.
- Monitor developments in AI-driven instruction, equity-based curriculum design, and digital pedagogy.

Evidence:

- [MED - Curriculum and Instruction \(MED\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [MED Curriculum & Instruction 2022-2023](#)
- [MED Curriculum & Instruction Annual Assessment 21-22](#)
- [MED Curriculum and Instruction 2019-2020](#)
- [MED Curriculum and Instruction Annual Assessment 2020-2021](#)

Assessment Measures

1. Discuss the measures (rubric evaluation - tool used to gather information) you've selected or developed to measure for each Outcome (Objective).
2. Why were these measures chosen?
3. Were any measures or assessment instruments changed over the course of this cycle? Why or why not?
4. Note any action items related to assessment measures that will be changed moving forward due to the review of assessment data.

Narrative:

The Master of Education in Curriculum and Instruction (M.Ed. C&I) program at William Woods University employs a rigorous and systematic assessment process to evaluate student learning outcomes. These measures ensure that graduates are prepared for instructional leadership, curriculum development, and data-informed decision-making.

1. Assessment Measures Used for Student Learning Outcomes

A variety of direct and indirect assessment tools are used to evaluate student performance in alignment with program objectives.

- Direct Measures (Summative Assessments)
- Capstone Projects – Evaluate students' ability to design data-driven instructional plans, curriculum frameworks, and technology integration strategies.
- Lesson Plan Evaluations – Assess students' application of evidence-based instructional design, differentiation, and assessment methods.
- Action Research Projects – Require students to analyze quantitative and qualitative data, identifying key areas for instructional improvement.
- Professional Learning Plans – Assess students' ability to create sustainable professional development strategies for school-wide instructional growth.
- Case Studies and Simulations – Evaluate decision-making skills in curriculum leadership, instructional coaching, and assessment practices.
- Indirect Measures (Formative and Reflective Assessments)
- Self-Assessment and Reflection Papers – Encourage students to evaluate their growth, instructional decision-making, and leadership development.
- Exit Surveys and Alumni Feedback – Gather insights on program effectiveness, job placement rates, and professional readiness.

2. Rationale for Assessment Measures

The selected measures were chosen to provide a comprehensive evaluation of student competencies across multiple dimensions.

- Alignment with National and State Standards
- The assessments are designed to measure proficiency in NBPTS (National Board for Professional Teaching Standards), ISTE (International Society for Technology in Education), MLDS (Missouri Leadership Development Standards), and PSEL (Professional Standards for Educational Leaders).
- Focus on Practical Application

- Assignments emphasize real-world instructional challenges, ensuring students demonstrate competency in designing, implementing, and assessing curriculum strategies.
- Data-Driven Instruction and Leadership
- The action research projects and assessment analyses ensure that students can apply evidence-based decision-making in their instructional leadership roles.
- Support for Career Advancement
- Professional learning plans and leadership case studies prepare students for instructional coaching, administrative leadership, and curriculum director positions.

3. Changes to Assessment Instruments Over the Review Cycle

While the core summative assessment structure remained stable, refinements were made to better align with program goals and evolving educational trends.

- Updated Performance Benchmarks
 - The program adjusted its benchmark for success from 80% exceeding expectations to 80% meeting or exceeding expectations, creating a more realistic and actionable standard for student performance.
- Enhanced Use of Digital Tools
 - Coursework was modified to integrate digital assessment tools and data visualization software to enhance student analysis of assessment results.
- Greater Emphasis on Instructional Coaching and Leadership
 - New assessment components were added to measure students' ability to mentor peers, provide curriculum feedback, and lead professional development sessions.
- More Focus on Personalized Learning and Adaptive Instruction
 - Rubrics were revised to include criteria for student-centered instruction, adaptive technology use, and competency-based assessment strategies.

4. Future Action Items for Assessment Measures

As the program continues to evolve, several enhancements will be implemented to ensure that assessment measures remain valid, reliable, and aligned with current educational best practices.

- Implementation of Competency-Based Assessment Models
 - Moving forward, the program will introduce competency-based rubrics that allow students to demonstrate mastery at multiple levels of proficiency.
- Expansion of Embedded Field-Based Experiences
 - More opportunities will be integrated for students to engage in field-based assessment projects, collaborating with schools and districts to implement instructional strategies in real-world settings.
- Increased Use of Longitudinal Data Analysis
 - A structured approach to tracking student performance over multiple terms will be implemented, allowing faculty to identify trends, refine instructional strategies, and

continuously improve curriculum design.

- Greater Integration of Employer and Alumni Feedback
- Post-graduate assessment measures will be strengthened by incorporating regular employer and alumni feedback surveys, ensuring that the program remains responsive to workforce needs.

Evidence:

- [MED - Curriculum and Instruction \(MED\)_2024-2025 Curriculum and Assessment Findings_2024-2025](#)

Curriculum Map

1. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? (Upload Program Checklist)
2. Why or why not?
3. Explain how the program sequence of courses is designed and why it is laid out in that way? (scaffolding)

Narrative:

1. Key Course Changes and Degree Pathway Updates

For the duration of this cycle, no program changes occurred. However, the outcomes of this cycle have already directly led to significant program changes. In short, our internal self-evaluation from this cycle compelled us to enhance the program.

Just after the scope of this cycle, there have been significant changes based on the outcomes of the cycle. The program has undergone a comprehensive revision to align with student feedback, market demands, and evolving expectations in curriculum and instructional leadership

Major Changes to the M.Ed. C&I Program

- Program Credit Hour Reduction: The program has been streamlined to 30 credit hours to remain competitive and align with national trends in graduate education.
- Integration of Interdisciplinary Coursework: Courses from STEM Education, Educational Leadership, and Educational Technology have been incorporated to provide a broader skillset for educators.
- Curriculum Updates in 2024: Every course in the program was revised in Summer 2024 to reflect contemporary educational practices, digital learning integration, and instructional leadership competencies.
- New Course Rotation Schedule:
- Core courses, including EDU 500 (Current Issues in Education) and RSH 520 (Research Design), serve as foundational experiences for all students.
- Elective flexibility allows students to tailor their studies with courses such as EDU 543 (Teaching and Learning in the New Digital Landscape) and EDU 580 (Educational Technology).

- Capstone Experience (EDU 586 – Education Research Capstone) ensures students apply research-based methodologies to solve real-world instructional challenges.

Ed.S. in Curriculum Leadership Upcoming Updates

- The Education Specialist (Ed.S.) in Curriculum Leadership program is undergoing a similar revision, set to launch in Summer 2025.
- The redesign will align with the M.Ed. program changes, ensuring a clear pathway for students progressing to advanced curriculum leadership roles.

2. Rationale for Curriculum Revisions

The updates were made to ensure the program remains rigorous, relevant, and responsive to industry needs.

- **Student Feedback:** Students requested more flexibility in course selection, increased technology integration, and streamlined degree completion options.
- **Market and Employer Demand:**
 - There is a growing expectation that educators possess competency in STEM, digital learning strategies, and instructional leadership.
 - The revised program better prepares students for leadership roles such as curriculum coordinators, instructional coaches, and district-level administrators.
- **Transition to a 5-Week Online Graduate Schedule:**
 - To accommodate working professionals, the curriculum was redesigned for accelerated course delivery while maintaining depth and rigor.
- **Future Course Development and Revision Timeline:**
 - The program will follow an 18-month course review cycle, ensuring that each course remains up-to-date with emerging educational trends and best practices.
 - This structured revision plan will be managed by the Curriculum and Instruction Program Director.

3. Course Sequence and Scaffolding

The M.Ed. in Curriculum and Instruction program is designed to scaffold learning progressively, ensuring that students develop foundational knowledge before advancing to specialized and applied experiences.

- **Foundational Courses (First 9 Credit Hours)**
 - EDU 500 (Current Issues in Education): Introduces key trends, challenges, and policy developments affecting curriculum and instruction.
 - RSH 520 (Research Design): Provides students with quantitative and qualitative research skills essential for data-driven decision-making in education.
- **Specialization and Elective Courses (12 Credit Hours)**
 - Students select courses based on their chosen concentration:

- STEM Education
- Educational Technology
- Teacher Leadership
- Self-Designed Concentration
- Electives such as EDU 543 (Teaching and Learning in the New Digital Landscape) and EDU 590 (Appraisal of Student Learning) offer specialized training in instructional design and assessment strategies.
- Capstone Experience (Final 6 Credit Hours)
- EDU 586 (Education Research Capstone) serves as a culminating experience, requiring students to apply instructional theories, assessment methods, and research skills to real-world educational challenges.

Future Program Developments

- Development of Doctoral Programs:
 - William Woods University is in the process of designing both an Ed.D. and Ph.D. in Curriculum and Instruction, providing a clear advancement pathway for graduates of the M.Ed. and Ed.S. programs.
- Integration of Competency-Based Learning Models:
 - Future curriculum updates will incorporate competency-based assessments to allow students to demonstrate mastery of instructional leadership skills at their own pace.

Evidence:

- [EdS CL Curriculum Map](#)
- [MED CI Curriculum Map](#)

Concentrations

1. If the program has concentrations, please upload the concentration data.
2. Speak to the enrollment distribution of students within the concentrations and any impact on course rotation.
3. Include strategies or processes for retention and recruitment within the concentration.
4. Explain the value of each concentration and how they enhance the skills students need to be successful in the field.

Narrative:

The Master of Education in Curriculum and Instruction (M.Ed. C&I) program at William Woods University underwent a major revision in the 2024-2025 academic year, introducing concentrations for the first time. These concentrations were developed in response to internal program evaluation, student feedback, and workforce demands. By offering specialized tracks, the program provides greater flexibility, targeted skill development, and enhanced career preparation for educators and instructional leaders.

1. Overview of Concentrations

We conducted a self-assessment of our program based on the findings from this cycle, and have already implemented a series of changes to enhance the program. Beginning in the

2024-2025 academic year, the M.Ed. in Curriculum and Instruction offers five distinct concentrations:

- Teaching & Learning (ABCTE) – Designed for educators seeking to refine instructional techniques and implement evidence-based practices to enhance student learning outcomes.
- STEM Education – Focuses on science, technology, engineering, and mathematics (STEM) pedagogy, equipping educators with strategies to engage students in STEM learning.
- Educational Technology – Prepares educators to integrate digital tools, e-learning platforms, and technology-driven instructional design into teaching environments.
- Teacher Leader – Develops skills in instructional coaching, mentorship, and leadership, preparing educators to take on department chair, instructional coach, or curriculum coordinator roles.
- Self-Designed Concentration – Allows students to customize their coursework to align with individual career goals and specialized instructional interests.

2. Enrollment Distribution and Impact on Course Rotation

Since these concentrations were launched in the 2024-2025 academic year, enrollment trends are still emerging. However, early data suggests:

- Balanced Enrollment Across Teacher Leader and Teaching & Learning Concentrations – These tracks appeal to educators aiming for leadership roles within schools rather than transitioning into administrative or district-level positions.
- Self-Designed Concentration as a Flexible Option – Enrollment in this track is expected to increase over time, as it allows students to tailor their coursework to unique professional goals.

Impact on Course Rotation

- Courses that support multiple concentrations (e.g., EDU 500: Current Issues in Education, EDU 590: Appraisal of Student Learning, and EDU 586: Education Research Capstone) will be offered several terms to accommodate demand.
- Concentration-specific courses will follow a twice-per-year rotation, ensuring students can complete their specialization within a structured timeframe.

3. Retention and Recruitment Strategies for Concentrations

To support the success of students within these concentrations, the program has developed targeted recruitment and retention strategies.

Recruitment Strategies

- Enhanced Marketing and Outreach
- Updated program materials emphasize the practical application and career benefits of each concentration.
- Digital marketing campaigns highlight success stories of graduates pursuing specialized instructional careers.
- Information Sessions and Webinars
- Faculty-hosted events to introduce prospective students to the value of specialized training in curriculum and instruction.

Retention Strategies

- Program Advising and Mentorship
- Dedicated faculty advisors guide students in selecting the right concentration based on career goals and instructional interests.
- Peer mentoring networks connect students with alumni and industry professionals.
- Curriculum Flexibility and Personalized Learning Paths
- The self-designed concentration option ensures that students with unique career aspirations can tailor their coursework to align with their objectives.
- Elective course offerings allow for cross-concentration enrollment, giving students exposure to multiple instructional strategies and leadership frameworks.
- Graduate Student Engagement Initiatives
- Online discussion groups, virtual meetups, and professional networking events foster a collaborative learning environment.

4. Value of Each Concentration and Career Readiness

Each new concentration based on our internal evaluation provides targeted training in high-demand instructional areas, ensuring that graduates are prepared for specialized roles in education.

- Teaching & Learning (ABCTE)
- Strengthens instructional effectiveness for K-12 educators.
- Prepares students for National Board Certification and advanced pedagogical leadership roles.
- STEM Education
- Equips teachers with innovative STEM instructional techniques.
- Addresses the increasing need for STEM curriculum specialists and STEM instructional coaches.
- Educational Technology
- Develops expertise in blended learning, digital instruction, and instructional design.
- Prepares educators for roles in e-learning development, technology coaching, and online curriculum design.
- Teacher Leader
- Focuses on mentorship, instructional coaching, and leadership within schools.
- Ideal for educators pursuing department chair, instructional coach, or curriculum coordinator positions.
- Self-Designed Concentration
- Allows students to create a customized academic plan, combining elements of multiple instructional domains.

- Supports career transitions into specialized areas of curriculum and instruction not covered by the predefined concentrations.

Evidence:

- [EdS CL Curriculum Map](#)
- [MED CI Curriculum Map](#)

Course Descriptions

1. Highlight any changes to course descriptions that have occurred over the _____ identified timeframe. (upload a pdf of the course descriptions)

Narrative:

The updates to course descriptions and program structure reflect a strategic approach to enhancing student learning, aligning coursework with workforce demands, and ensuring the long-term success of graduates. By maintaining rigorous academic standards while integrating modern instructional methodologies, the M.Ed. in Curriculum and Instruction continues to prepare educators, curriculum specialists, and instructional leaders for impactful careers in education.

Changes to Course Descriptions Over the Review Cycle

- Program-Wide Curriculum Revisions
- As part of the 2024 program redesign, all courses were reviewed to ensure alignment with industry expectations, instructional best practices, and emerging research in curriculum development.
- The inclusion of new concentrations—such as STEM Education, Educational Technology, and Teacher Leadership—necessitated refinements in course alignment, sequencing, and elective offerings.
- Enhanced Integration of Technology and Digital Learning
- Courses such as EDU 543 (Teaching and Learning in the New Digital Landscape) and EDU 558 (Digital Tools for Academic Programs) now place greater emphasis on AI-driven learning technologies, instructional design for online education, and data-driven instructional strategies.
- The Educational Technology concentration has reinforced the importance of blended learning frameworks, personalized learning environments, and digital literacy skill development.
- Emphasis on Research-Based Instructional Practices
- The capstone experience (EDU 586 – Educational Research Capstone) has been updated to incorporate action research, data interpretation, and applied field-based experiences, ensuring students graduate with practical expertise in curriculum analysis and assessment.
- RSH 520 (An Introduction to Statistical Research) now includes expanded coursework on data-driven decision-making, quantitative research methodologies, and the application of statistical procedures in educational settings.
- Course Refinements for Leadership and Instructional Coaching Pathways
- Courses such as EDU 572 (Managerial Leadership) and EDU 573 (Instructional Leadership) now include more targeted applications of instructional coaching, faculty

mentorship, and leadership decision-making frameworks.

- The Teacher Leadership concentration prepares educators for department chair, instructional coordinator, and school improvement roles.

Impact of Course Updates on Student Learning and Career Readiness

- Expanded Career Pathways
- The revised curriculum ensures students are better prepared for roles in instructional leadership, curriculum development, and educational technology integration.
- Graduates pursuing National Board Certification, instructional coaching credentials, or technology leadership positions will find the coursework aligned with industry standards and employer expectations.
- Improved Course Rotation and Scheduling
- High-demand courses are now offered multiple times per year, ensuring students can progress through their degree efficiently.
- The capstone experience remains a cornerstone of the program, requiring students to apply their learning to real-world instructional challenges.

Evidence:

- [MED CI Course Descriptions](#)

Curriculum Delivery

1. Does online enrollment impact enrollment in the campus enrollment?
2. If the program has an online component, explain how the program coordinates schedules and curriculum between the two modalities.

Narrative:

The fully online, asynchronous format of the M.Ed. and Ed.S. programs ensures maximum flexibility and accessibility, while the strategic course rotation model provides students with a seamless academic experience. By leveraging interdisciplinary course offerings, maintaining consistent availability of required courses, and incorporating optional live sessions, William Woods University continues to support high-quality graduate education in curriculum and instructional leadership.

1. Impact of Online Enrollment on Campus Enrollment

Since the M.Ed. and Ed.S. programs are exclusively online, there is no direct impact on campus-based enrollment. However, the online format has:

- Expanded access to students nationwide, including educators who would not have been able to enroll in a traditional on-campus program.
- Strengthened partnerships with school districts and educational organizations by offering flexible professional development pathways.
- Increased demand for select graduate courses, particularly those that overlap with other education programs or interdisciplinary fields such as STEM and educational technology.

2. Coordination of Scheduling and Curriculum for Online Delivery

To accommodate students entering the program at nine different start points throughout the year, a structured course offering map has been developed to ensure:

- Continuous Course Availability – Students can progress through their degree without delays, regardless of when they begin.
- Efficient Course Rotations – High-demand courses that are shared across multiple graduate education programs (e.g., EDU 500: Current Issues in Education and EDU 590: Appraisal of Student Learning) are offered multiple times per year.
- Strategic Use of Course Sharing Across Programs – Courses that align with STEM Education, Educational Leadership, and Instructional Technology concentrations are scheduled in coordination with other graduate education programs to optimize faculty resources and meet student demand.

Value-Added Engagement Opportunities

While the program remains asynchronous, faculty offer optional live virtual sessions that allow students to:

- Engage in real-time discussions on course content and emerging trends in curriculum and instruction.
- Participate in networking opportunities with peers, faculty, and educational leaders.
- Receive personalized support and mentoring on assignments, research projects, and professional development.

Participation in Assessment

1. Discuss faculty participation in program assessment
2. How involved are faculty and what is their responsibility for the assessment of the program.

Narrative:

Faculty members in the Master of Education in Curriculum and Instruction program are actively engaged in the development, implementation, and continuous improvement of program assessments.

1. Faculty Participation in Program Assessment

- Designing and Refining Assessment Measures
- Faculty collaborate to create and update rubrics, assignments, and evaluation tools to ensure alignment with program learning outcomes and accreditation standards.
- Course assessments are regularly reviewed to ensure they reflect current best practices in instructional leadership, curriculum development, and technology integration.
- Collecting and Analyzing Student Data
- Faculty members evaluate student performance on key assessments, including capstone projects, research studies, lesson plan analyses, and instructional design projects.
- Data trends are used to identify areas for program improvement and curriculum updates.
- Participating in Annual Program Reviews

- Faculty contribute to formal program assessment reports, providing insights on student achievement, course effectiveness, and instructional strategies.
- They engage in collaborative discussions during department meetings to analyze assessment results and propose curriculum enhancements.

2. Faculty Responsibilities in Program Assessment

Each faculty member plays a critical role in the assessment process based on their instructional responsibilities:

- **Course-Level Assessment Responsibilities**
- Faculty teaching assessed courses are responsible for ensuring that students complete required evaluations.
- They provide structured feedback and data analysis to measure student progress toward program learning objectives.
- **Program-Level Assessment Responsibilities**
- Faculty participate in program-wide assessment initiatives, including data collection for accreditation reports and curriculum audits.
- They engage in peer review of student assessments, ensuring consistency in grading and evaluation criteria.
- Faculty contribute to ongoing assessment research, identifying emerging trends in instructional effectiveness.

Action Items and Use of Results

1. Summarize or highlight action items taken as a result of program's assessment results.
2. How have the results driven improvement over the course of this cycle?

Narrative:

The systematic use of assessment data has resulted in tangible improvements in student learning, curriculum relevance, and overall program effectiveness. Moving forward, the program will continue to refine assessment measures, expand student support initiatives, and ensure ongoing alignment with educational leadership standards.

1. Summary of Action Items Taken Based on Assessment Results

Assessment findings for the Master of Education in Curriculum and Instruction (M.Ed. C&I) program led to several strategic improvements designed to enhance student learning outcomes, curriculum alignment, and program effectiveness. Key actions include:

- **Adjustment of Performance Benchmarks**
- The standard for meeting program expectations was refined from "80% exceeding expectations" to "80% meeting or exceeding expectations", ensuring a more realistic and achievable assessment threshold.
- **Curriculum Refinements and Course Updates**

- Course content was updated to reflect current best practices, technological advancements, and evolving educational standards.
- Faculty incorporated more hands-on applications and real-world case studies in key courses such as EDU 550 (Curriculum Construction) and EDU 586 (Educational Research Capstone).
- Enhanced Use of Data for Program Improvement
- Faculty increased the use of assessment analytics to identify trends and areas for instructional improvement.
- Assessment results were used to modify instructional strategies, refine assignments, and adjust grading rubrics.
- Expanded Support for Student Learning and Professional Development
- New faculty-led student mentoring initiatives were introduced to guide students in research, instructional coaching, and curriculum development.
- Optional live virtual sessions were added to provide additional guidance on complex topics in research and assessment.

2. How Assessment Results Have Driven Program Improvement

Assessment findings have been instrumental in shaping improvements over the course of the review cycle. Specific impacts include:

- Higher Student Success Rates
- 92%–98% of assessed students met or exceeded expectations in key learning outcomes related to curriculum development, instructional leadership, and data-driven decision-making.
- Improvements in student engagement and course satisfaction were noted in exit surveys and faculty evaluations.
- Stronger Alignment with National Standards
- Program assessments now better reflect NBPTS (National Board for Professional Teaching Standards) and ISTE (International Society for Technology in Education) requirements.
- Courses were revised to ensure greater alignment with Missouri Leadership Development Standards (MLDS).
- Improved Student Preparedness for Leadership Roles
- Adjustments in curriculum and assessment strategies have led to higher levels of student confidence in applying instructional leadership skills.
- Graduates have reported increased readiness for roles such as instructional coach, curriculum director, and district administrator.
- Streamlined Course Offerings and Scheduling
- Course rotation schedules were adjusted based on enrollment trends and demand for specific concentrations.
- A structured course revision cycle was implemented to ensure ongoing updates to course content and assessment tools.

Evidence:

- [MED - Curriculum and Instruction \(MED\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)
- [MED Curriculum Instruction assessment results](#)

General Education

1. • How does program coursework expand on the skills learned in General Education curriculum?

Narrative:

The Master of Education in Curriculum and Instruction program at William Woods University builds upon the foundational skills developed in General Education coursework, reinforcing critical thinking, research analysis, communication, and problem-solving—all essential competencies for instructional leaders and curriculum specialists.

1. Expansion of General Education Skills in Graduate Coursework

The program enhances skills gained in General Education courses by applying them to real-world educational challenges in the following ways:

- Critical Thinking and Problem-Solving
- General Education coursework fosters analytical reasoning and logical problem-solving, which are further refined in graduate courses such as EDU 550 (Curriculum Construction) and EDU 590 (Appraisal of Student Learning).
- Students apply evidence-based strategies to address curriculum design challenges, instructional assessment, and student learning outcomes.
- Advanced Research and Data Analysis
- General Education introduces basic research methodologies, while the M.Ed. program deepens this knowledge through courses such as RSH 520 (Research Design) and EDU 586 (Educational Research Capstone).
- Students engage in quantitative and qualitative research, conducting studies that directly impact curriculum development and instructional improvement.
- Effective Written and Oral Communication
- Strong communication skills, introduced in General Education writing and public speaking courses, are expanded in graduate-level coursework that requires professional writing, academic research, and leadership communication.
- Courses such as EDU 573 (Instructional Leadership) and EDU 572 (Managerial Leadership) require students to develop professional presentations, policy proposals, and instructional coaching materials.
- Technology Integration and Digital Literacy
- General Education coursework introduces students to foundational digital tools and media literacy.
- The M.Ed. program expands on these skills through courses such as EDU 543 (Teaching and Learning in the New Digital Landscape) and EDU 580 (Educational Technology), which prepare educators to integrate emerging technologies into instructional settings.

- Leadership and Ethical Decision-Making
- General Education courses emphasize civic engagement, ethics, and leadership principles, which are further developed in graduate coursework focusing on instructional leadership, policy implementation, and professional ethics.
- Courses such as EDU 572 (Managerial Leadership) and EDU 635 (Curriculum Leadership) train educators to apply ethical leadership practices in schools and educational organizations.

2. Preparing Graduates for Advanced Professional Roles

By building on the foundational skills gained in General Education coursework, the M.Ed. in Curriculum and Instruction program ensures that graduates are equipped for instructional leadership, curriculum design, and educational research roles. Students transition from broad academic competencies to specialized expertise, making them effective educators, decision-makers, and change agents in their schools and districts.

Faculty Qualifications, Activities and Scholarship

Faculty Specialization

1. Discuss the scholarship and research content of the faculty in the program, being sure what their specialization brings to the program.
2. Explain the core features of the program based on the current faculty.
3. How could the program be expanded (new courses, areas of specialization, etc.)?
4. How might additional instructional members allow the program to expand and/or change the focus of the program curriculum?

Narrative:

1. Scholarship and Research Content of the Faculty

The faculty in the Master of Education in Curriculum and Instruction program at William Woods University bring a diverse range of expertise that enhances the program's rigor, innovation, and relevance. Faculty members have made significant contributions in educational leadership, curriculum development, instructional technology, and student assessment, providing students with cutting-edge, research-based instruction.

Key Faculty Specializations and Contributions

Here are a few examples of areas of scholarship and areas of specialization for full-time faculty who serve or have served at William Woods, as well as some examples of adjunct faculty scholarship.

- Dr. Kyle Anderson – Specializing in postsecondary readiness, assessment, and curriculum development, Dr. Anderson has worked extensively in college and career preparation, dual credit program expansion, and instructional coaching. His background in social studies education and ACT/SAT readiness initiatives provides a strong foundation for research-based instructional methodologies.

- Dr. James P. Concannon – A leading expert in STEM education, curriculum research, and assessment, Dr. Concannon has authored numerous peer-reviewed publications on science education, inquiry-based learning, and self-efficacy in engineering and STEM disciplines. His work directly supports the STEM Education concentration in the M.Ed. program, ensuring students are equipped with current methodologies in science and math instruction .
- Dr. Sheila Hodge-Logan – With expertise in educational administration, special education, and curriculum leadership, Dr. Hodge-Logan focuses on program accreditation, student certification preparation, and leadership development. Her experience as an assistant superintendent and director of special services informs coursework in instructional leadership and special education curriculum .
- Dr. Timothy Hanrahan – Specializing in assessment, classroom management, and educational administration, Dr. Hanrahan contributes to the measurement and evaluation aspects of the program. His research in student-teacher relationships and faculty mentoring supports coursework in instructional leadership and faculty development.
- Dr. J. Michael Pragman – An expert in brain research and instructional strategy development, Dr. Pragman applies cognitive science principles to educational practices, ensuring that curriculum and instruction align with the latest research on how students learn best. His work in data-driven decision-making and assessment systems informs course content related to curriculum evaluation and instructional improvement.

2. Core Features of the Program Based on Faculty Expertise

The faculty's combined expertise has shaped several core features of the M.Ed. in Curriculum and Instruction program.

- Focus on Data-Driven Instruction and Assessment
- Courses such as EDU 590 (Appraisal of Student Learning) incorporate faculty expertise in educational assessment and data analysis, preparing students to evaluate and improve instructional effectiveness.
- Dr. Pragman's experience in data-driven decision-making has led to the integration of real-time student performance analysis into coursework.
- Emphasis on STEM and Technology Integration
- Dr. Concannon's research in STEM pedagogy and inquiry-based learning has strengthened the STEM Education concentration, providing students with research-backed strategies for science and math instruction.
- Courses such as EDU 564 (STEM: An Introduction) and EDU 580 (Educational Technology) reflect current trends in STEM education, digital learning, and instructional design.
- Leadership Development and School Administration
- Faculty with backgrounds in school leadership, superintendent roles, and instructional coaching have enhanced the program's focus on developing teacher leaders and curriculum specialists.
- Courses such as EDU 573 (Instructional Leadership) and EDU 635 (Curriculum Leadership) provide practical applications in school administration and curriculum development.
- Application of Research in Curriculum Design

- With faculty like Dr. Anderson specializing in postsecondary readiness and student assessment, students gain practical research experience in courses like EDU 586 (Educational Research Capstone).
- The capstone project requires students to apply evidence-based strategies to real-world instructional challenges, leveraging faculty expertise in quantitative and qualitative research methods.

3. Opportunities for Program Expansion

Building on the **strengths of current faculty**, several opportunities exist for **expanding the program's offerings**:

- New Areas of Specialization
- A Data-Driven Instruction and Assessment concentration could leverage Dr. Pragman's expertise in student learning analytics and formative assessment strategies.
- A Postsecondary and Career Readiness track could capitalize on Dr. Anderson's experience in college preparation, dual enrollment, and early college programming.
- Expanding the Educational Technology concentration to include Artificial Intelligence in Education would align with trends in adaptive learning platforms and AI-driven assessment tools.
- Interdisciplinary Opportunities
- Collaborating with other departments to offer joint programs or certificates in areas like business leadership (for educational administrators).
- Expanding partnerships with school districts and state education agencies to provide real-world practicum experiences.

4. Potential Impact of Additional Instructional Members

Hiring additional faculty could further enhance program offerings and instructional capacity:

- Expansion into Emerging Fields
- A faculty member specializing in AI and digital learning tools could strengthen the Educational Technology concentration.
- Adding an expert in school law and policy could enhance coursework in educational leadership and administration.
- Smaller Class Sizes and Increased Student Support
- More faculty would allow for smaller student-to-instructor ratios, increasing individualized mentorship opportunities.
- Additional instructional members could lead to more faculty-led research projects and increased student involvement in education-based studies.
- Development of Doctoral Programs
- The faculty's extensive research background supports the potential development of Ed.D. and Ph.D. programs in Curriculum and Instruction, providing advanced research training and leadership development for education professionals.

Evidence:

- [James Concannon resume](#)
- [Kyle S Anderson Resume](#)
- [Sheila Hodge Logan resume](#)

Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

Narrative:

Faculty awards and honors serve as a testament to the excellence and impact of the Master of Education in Curriculum and Instruction program at William Woods University. The faculty's recognition for their contributions in research, teaching, and service underscores their commitment to student success and academic leadership. These achievements elevate the program's reputation and provide students with unparalleled access to educators recognized at the institutional, state, and national levels.

Summary of Awards and Honors**Dr. Jim Concannon – Distinguished Teaching and Research Recognition**

- Louis D. Beaumont Dad's Association Distinguished Professor Award nominee. This prestigious award is student-nominated, recognizing faculty members who demonstrate exceptional dedication to teaching.
- Dr. Concannon's commitment to student-centered learning, STEM education, and curriculum research directly contributes to the high-quality instruction and mentorship within the program.
- Published Research in Peer-Reviewed Journals
- Dr. Concannon's scholarship includes research on knowledge-building curricula, administrator perceptions of evaluation, and secondary student engagement in scientific inquiry.
- His work informs course content in STEM education, curriculum design, and research methodologies, ensuring students receive evidence-based instruction and best practices

Dr. Sheila Hodge-Logan – Faculty Promotion and Tenure Recognition

- Promoted to Associate Professor of Special Education at William Woods University
- Dr. Hodge-Logan's promotion and tenure appointment recognize her contributions to special education curriculum, teacher preparation, and instructional leadership.
- Her expertise supports curriculum development in inclusive education, differentiated instruction, and compliance with state and federal education policies

Dr. Timothy Hanrahan – Leadership in Higher Education

- Appointed as Dean of the College of Education and Health Professions at Park University
- Recognized for his leadership in curriculum development and faculty mentoring, Dr. Hanrahan's appointment highlights his expertise in program administration and student success initiatives.

- His leadership role brings valuable insights into program management and accreditation standards, strengthening the Curriculum and Instruction and Educational Leadership programs

Dr. J. Michael Pragman – Excellence in Educational Leadership and Assessment

- Honored at the University of Missouri-Kansas City (UMKC) Staff Awards Ceremony
- Recognized for his exemplary contributions to educational assessment, program evaluation, and professional development.
- Dr. Pragman has been invited to present nationally and internationally on cognitive science and its applications in instructional design and serves as a national presenter on Brain-Based Learning and Instructional Strategies
- His expertise directly informs coursework in instructional leadership, curriculum design, and educational technology.

The Program Overall

- Strengthened Research and Teaching Excellence
- Faculty awards reinforce the program's commitment to high-impact teaching and evidence-based practices.
- Faculty research is directly integrated into coursework, ensuring students are engaging with the latest scholarship and methodologies.
- Expanded Professional Networks and Student Opportunities
- Recognized faculty members have national connections in curriculum development, school leadership, and instructional technology, providing students with valuable mentorship and networking opportunities.
- These faculty contributions enhance graduate research initiatives and partnerships with school districts and educational agencies.

Faculty Workload

1. Summarize the workload and responsibilities of faculty.
2. What actions are you taking to avoid faculty overload?
3. % of course load is taught by program faculty vs adjunct
4. % of courses covered by full time faculty
5. % of courses covered through faculty overload

Narrative:

Summary of Faculty Workload and Responsibilities

The faculty workload within the M.Ed. in Curriculum and Instruction program is carefully structured to ensure a balance between teaching, program oversight, research, and service. The primary faculty responsible for the program includes:

- Dr. Kyle Anderson (Program Manager, Assistant Professor) – Dr. Anderson teaches 6 credit hours per semester while also managing program evaluation and curriculum enhancements. His role includes overseeing program development, maintaining accreditation standards, and ensuring course alignment with best practices in education.
- Dr. James Concannon (Executive Dean of the School of Education) – Dr. Concannon provides leadership at the school level, ensuring program quality, overseeing faculty development, and contributing to research and strategic initiatives. His administrative oversight helps shape the long-term vision of the M.Ed. program.
- Dr. Sheila Logan (Former Program Manager, Associate Professor) – Dr. Logan played a key role in program oversight, faculty coordination, and curriculum development. She was also responsible for supporting field experience instructors and ensuring the effectiveness of advanced certification programs.

The M.Ed. in Curriculum and Instruction program relies heavily on adjunct faculty, with 97% of courses being taught by part-time faculty and only 3% being covered by full-time faculty. This structure ensures that the program remains flexible and responsive to student needs while maintaining instructional quality.

Strategies to Avoid Faculty Overload

To prevent faculty overload and maintain instructional effectiveness, the following strategies are implemented:

- Limiting Overload Assignments – Faculty overload is capped at 6 credit hours per term to prevent excessive workload burdens.
- Hiring Specialized Adjunct Faculty – To accommodate course demands, the program actively recruits adjunct instructors with expertise in curriculum design, instructional technology, and educational leadership.
- Strategic Course Scheduling – Course rotations are planned to ensure that faculty teaching loads are distributed evenly throughout the academic year.

These measures help maintain a sustainable faculty workload while ensuring students receive high-quality instruction.

Faculty Teaching Distribution

- Percentage of Courses Taught by Program Faculty: 3%
- Percentage of Courses Taught by Adjunct Faculty: 97%
- Percentage of Courses Covered by Full-Time Faculty: 3%
- Percentage of Courses Covered Through Faculty Overload: 3%

The reliance on adjunct faculty allows for specialization in key areas while maintaining flexibility in course offerings. However, as the program continues to grow, additional full-time faculty may be required to support curriculum expansion and faculty research initiatives.

Future Actions

Efforts to balance faculty workload while maintaining program excellence will continue through:

- Recruiting additional full-time faculty to support core courses.
- Expanding adjunct faculty pools with experts in high-demand areas.

- Regularly reviewing course scheduling and faculty assignments to optimize teaching loads.

Program Data: Student Experience

Enrollment and Recruitment

1. What are the trends with enrollment in this program over the course of the review cycle?
2. How does this compare to institutional trends or similar programs on campus?
3. Describe recruitment efforts or goals such as increased enrollment or diversity.
4. Have these initiatives been successful?

Narrative:

1. Enrollment Trends Over the Review Cycle

Over the past five years, the M.Ed. in Curriculum and Instruction program at William Woods University has experienced fluctuations in enrollment, reflecting broader trends in graduate education. The university's total graduate enrollment decreased between the 2021-2022 and 2022-2023 academic years, suggesting a potential impact on the M.Ed. program. However, newly implemented program enhancements and strategic recruitment efforts are expected to stabilize and increase enrollment moving forward.

Key enrollment trends include:

- A decline in overall graduate enrollment at the university, following national trends in graduate program participation.
- A shift toward online learning preferences, impacting the way prospective students choose graduate programs.
- Increasing interest in specialized concentrations, such as STEM Education and Educational Technology, indicating a demand for more targeted professional development opportunities.

2. Comparison to Institutional Trends and Similar Programs

While the M.Ed. program has seen enrollment challenges, William Woods University has experienced significant increases in undergraduate enrollment, with Fall 2022 marking a 40% rise in new students compared to the previous year. These undergraduate enrollment increases could serve as a pipeline for graduate program growth, particularly for students pursuing advanced degrees in education.

Similar programs across the university have also faced enrollment shifts, with certain education-related degrees maintaining steady participation due to:

- Strategic partnerships with school districts, increasing the number of educators seeking advanced credentials.
- Flexible online delivery formats, making graduate programs more accessible for working professionals.

3. Recruitment Efforts and Goals

To address enrollment challenges and attract a diverse and well-qualified student body, the M.Ed. in Curriculum and Instruction program has implemented targeted recruitment initiatives, including:

- Expanded Digital Marketing and Outreach
- Utilizing social media campaigns, university website enhancements, and targeted email marketing to reach prospective educators, instructional leaders, and administrators.
- Highlighting the flexibility and career advancement benefits of the program's fully online, asynchronous format.
- Strengthened Partnerships with School Districts
- Collaborating with regional school districts to provide professional development pathways that encourage district-sponsored enrollment in the M.Ed. program.
- Expanding employer tuition assistance agreements with partner schools and educational organizations.
- Introduction of Specialized Concentrations
- The launch of five new concentrations in 2024-2025 (Teaching & Learning, STEM Education, Educational Technology, Teacher Leader, and Self-Designed) has increased program appeal.
- STEM and Educational Technology concentrations have been particularly successful in attracting applicants seeking 21st-century instructional skills.
- Alumni and Employer Engagement
- Leveraging the success stories of program graduates to showcase the program's impact on career progression and instructional leadership.
- Encouraging alumni referrals and district-wide cohort enrollments.

4. Success of Recruitment Initiatives

- Increased Interest in Concentrations – Enrollment inquiries related to STEM and Educational Technology tracks have risen, demonstrating a shift toward demand-driven specialization.
- Higher Engagement from School District Partnerships – More school districts are promoting the M.Ed. as a pathway for teacher leadership and curriculum development.
- Steady Retention of Online Learners – The flexibility of the fully online format has helped maintain enrollment levels by accommodating the schedules of full-time educators.

Evidence:

- [MED C & I Program Activity Data](#)

Retention

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. What strategies are program faculty using to raise retention rates within the program?

Narrative:

The retention strategies implemented in the M.Ed. in Curriculum and Instruction program have successfully contributed to maintaining an 80% retention rate, even amid broader institutional enrollment challenges. Continued faculty engagement, curriculum updates, and student support initiatives will further strengthen retention and student success moving forward.

Over the course of the review cycle, program retention has remained relatively stable, reflecting the effectiveness of student engagement strategies, curriculum alignment, and flexible course delivery. However, enrollment declines at the institutional level have had some impact on student persistence, necessitating ongoing efforts to enhance student support and engagement.

2. Strategies to Enhance Retention Rates

To sustain and improve retention rates, faculty have implemented targeted initiatives that support student success:

- Curriculum Revisions for Relevance and Rigor
- The capstone course, EDU 586 (Educational Research Capstone), and foundational research course, RSH 520 (Research Design), have been restructured to provide more guided support for students conducting action research projects.
- Flexible Course Delivery to Support Working Professionals
- The program is delivered 100% online, allowing students to balance coursework with professional responsibilities.
- Courses are offered in a five-week format, making it easier for students to progress efficiently through the program while maintaining engagement.
- Proactive Student Support Services
- Personalized academic advising helps students navigate their course schedules and resolve academic challenges.
- Faculty provide individualized mentorship and professional guidance, ensuring students stay motivated and engaged.
- Optional live virtual sessions offer students the opportunity to connect with faculty and peers, fostering a sense of community and academic support.
- Faculty Engagement and Outreach
- Faculty members proactively monitor student progress and reach out to students who may be struggling to offer support and resources.
- The program emphasizes faculty-student mentorship, ensuring that students receive guidance on career pathways, research projects, and instructional strategies.

Evidence:

- [MEd CI Program Activity Report](#)

Curriculum/Course Retention and Success

1. Describe enrollment trends in the courses within the program. (upload course enrollment spreadsheet)
2. Reflect on the success of the students within the courses over the designated time frame.
 - Highlight some completion or withdrawal and failure rates in the core courses.
 - Were these in line with expectations? (we will need to provide this data)
3. For programs with dual modalities, reflect on the success of students within the courses over the designated time frame.
 - Highlight some completion or withdrawal and failure rates in the core courses.
 - Were these in line with expectations? (we will need to provide this data)

Narrative:

The retention strategies implemented in the M.Ed. in Curriculum and Instruction program have successfully contributed to maintaining an 80% retention rate, even amid broader institutional enrollment challenges. Continued faculty engagement, curriculum updates, and student support initiatives will further strengthen retention and student success moving forward.

Over the course of the review cycle, program retention has remained relatively stable, reflecting the effectiveness of student engagement strategies, curriculum alignment, and flexible course delivery. However, enrollment declines at the institutional level have had some impact on student persistence, necessitating ongoing efforts to enhance student support and engagement.

2. Strategies to Enhance Retention Rates

To sustain and improve retention rates, faculty have implemented targeted initiatives that support student success:

- Curriculum Revisions for Relevance and Rigor
- The capstone course, EDU 586 (Educational Research Capstone), and foundational research course, RSH 520 (Research Design), have been restructured to provide more guided support for students conducting action research projects.
- Flexible Course Delivery to Support Working Professionals
- The program is delivered 100% online, allowing students to balance coursework with professional responsibilities.
- Courses are offered in a five-week format, making it easier for students to progress efficiently through the program while maintaining engagement.
- Proactive Student Support Services
- Personalized academic advising helps students navigate their course schedules and resolve academic challenges.
- Faculty provide individualized mentorship and professional guidance, ensuring students stay motivated and engaged.
- Optional live virtual sessions offer students the opportunity to connect with faculty and peers, fostering a sense of community and academic support.
- Faculty Engagement and Outreach

- Faculty members proactively monitor student progress and reach out to students who may be struggling to offer support and resources.
- The program emphasizes faculty-student mentorship, ensuring that students receive guidance on career pathways, research projects, and instructional strategies.

Curriculum/Course Retention and Success

Enrollment and course retention trends within the M.Ed. in Curriculum and Instruction program reflect strong student engagement in foundational courses and growing interest in specialized concentrations. Faculty interventions—including curriculum adjustments, targeted student support, and flexible delivery models—have contributed to high course completion rates and steady program retention. Moving forward, continued assessment of student success data and enrollment trends will ensure that the program remains responsive to student needs and workforce demands.

1. Enrollment Trends in the Courses Within the Program

Enrollment trends within the M.Ed. in Curriculum and Instruction program have reflected institutional enrollment patterns and shifting student interests. The enrollment data from 2019 to 2024 highlights several key observations:

- **Steady Enrollment in Core Courses** – Foundational courses such as EDU 500 (Current Issues in Education) and RSH 520 (Research Design) have maintained consistent enrollment, as these are required courses taken early in the program.
- **Growth in STEM and Educational Technology Courses** – Enrollment in STEM-related courses such as EDU 564 (STEM: An Introduction) and EDU 565 (STEM Engineering Design) has increased, reflecting higher demand for STEM-based instruction and digital learning strategies.
- **Fluctuations in Advanced Courses** – Courses like EDU 586 (Educational Research Capstone) show some variability in enrollment, aligning with shifts in overall program retention and graduation patterns.

These trends suggest that core and foundational courses remain stable, while interest in specialized courses fluctuates based on student demand and market trends.

2. Success of Students Within Courses Over the Designated Time Frame

Student success metrics—including **completion rates, withdrawal rates, and failure rates**—offer insights into **course effectiveness and student engagement**.

Completion Rates

- Completion rates for core courses (EDU 500, EDU 590, RSH 520) remain high, with an average pass rate exceeding 85%.
- Specialized courses, such as STEM and Educational Technology electives, show slightly lower completion rates, possibly due to students adjusting to technical and project-based coursework.

Withdrawal and Failure Rates

- Courses with the highest withdrawal rates include EDU 586 (Educational Research Capstone) and EDU 590 (Appraisal of Student Learning), with a withdrawal rate of approximately 10%. This may be due to the rigorous research and assessment expectations in these courses.

- Failure rates remain low across most courses, with the majority of students meeting or exceeding performance benchmarks.

Alignment with Expectations

- Overall, course performance aligns with institutional benchmarks, with high retention in foundational courses and slightly more variability in advanced coursework.
- Faculty interventions, such as mentorship programs and academic support services, have helped improve success rates in research-intensive and assessment-focused courses.

3. Consideration of Dual Modalities

The M.Ed. in Curriculum and Instruction is currently delivered in a 100% online format with the valued added component. While the program previously operated with dual modalities, all courses are now asynchronous with optional live sessions.

- The program retains the capability to pivot to a hybrid or in-person model based on market demand and institutional needs.
- Faculty have experience in delivering high-quality instruction across multiple learning formats, ensuring adaptability should future shifts be necessary.

Evidence:

- [MED Curriculum and Instruction Enrollment](#)

Completion

1. How many students are graduating from the program?

Have the completion rates been in line with expectations?

2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle. (programs will need to do annual exit surveys to capture this data)

Narrative:

The completion rates and student outcomes indicate that the M.Ed. in Curriculum and Instruction program is successfully preparing graduates for leadership roles in education. Retention strategies, faculty support, and curriculum enhancements have contributed to stable graduation trends, with ongoing adjustments aimed at improving the student experience and professional development opportunities.

1. Graduation and Completion Rates

The Master of Education (M.Ed.) in Curriculum and Instruction program at William Woods University has maintained consistent completion rates, though fluctuations in overall enrollment have impacted the total number of graduates each year.

- Completion Rates Over the Review Cycle
- 2021-2022: 14 graduates
- 2022-2023: Data not fully available, though trends indicate a comparable graduation rate to the previous year.

- Over the past five years, the program has seen an average completion rate exceeding 75%, aligning with institutional expectations.

- Comparison to Expectations

- The graduation rate aligns with institutional goals and reflects the success of student support initiatives, flexible course scheduling, and faculty engagement strategies.

- Retention rates of 80% indicate that the majority of students continue beyond their first year, ultimately leading to stable graduation outcomes.

2. Findings from Exit Surveys and Alumni Feedback

While formalized alumni tracking remains limited, feedback gathered from exit surveys and anecdotal reports provides valuable insight into program strengths and areas for improvement.

Positive Findings

- High Satisfaction with Faculty Engagement

- Graduates consistently praise the accessibility and support of faculty, citing strong mentorship and responsiveness as key factors in their success.

- Flexibility and Online Format as Strengths

- Many students noted that the fully asynchronous delivery model allowed them to balance coursework with professional responsibilities.

- Career Readiness and Professional Growth

- Alumni report feeling well-prepared for leadership roles, with many advancing to curriculum director, instructional coach, or district leadership positions.

Areas for Improvement

- Desire for Increased Networking and Professional Development

- Some students expressed interest in more structured networking opportunities with alumni and professionals in the field.

- Capstone Course Challenges

- EDU 586 (Educational Research Capstone) was identified as a demanding course, with some students suggesting additional preparatory resources to assist in research design and implementation.

Course Evaluation Data

1. What were some positive and negative feedback received from students who completed the courses?

2. Highlight any trends or insights that came from course evaluations over the course of the cycle. (data will have to be available)

Narrative:

The course evaluation data confirms that the M.Ed. in Curriculum and Instruction program provides a high-quality learning experience, particularly in faculty engagement, curriculum design, and specialized concentrations. Moving forward, increasing interactive opportunities

and expanding support for research-intensive courses will further enhance student satisfaction and success.

1. Student Feedback from Course Evaluations

Student feedback from course evaluations conducted between Fall 2019 and Spring 2024 provides valuable insights into the strengths of the program and areas for improvement.

Positive Feedback

- High Ratings for Instructor Engagement and Expertise
- Across all concentrations, instructors received consistently high marks for subject knowledge, enthusiasm, and student support.
- Average instructor rating: 4.5 – 4.7 out of 5 across all courses.
- Clarity and Consistency in Course Expectations
- Students reported that course expectations were clearly defined, allowing them to navigate coursework effectively.
- The highest-rated aspect was “The instructor presented critical thinking questions and problems that are real-world relatable,” scoring 4.6 – 4.7 out of 5.
- Strong Performance in STEM and Educational Technology Concentrations
- Students in STEM Education and Educational Technology concentrations rated their courses among the highest in the program.
- STEM Education Concentration: 4.55 – 5.0 out of 5 in key areas such as course structure, instructor feedback, and real-world application.
- Educational Technology Concentration: 4.62 – 5.0 out of 5, particularly praising hands-on applications of technology in education.

Constructive Feedback and Areas for Improvement

- Desire for More Interactive and Live Learning Opportunities
- While the program is fully online, students expressed interest in additional live discussion opportunities, networking events, and real-time collaboration with instructors.
- "Teachers practicing what we are being taught. Points get taken off based off the rubric, but the rubric is not always clear. Assignments are not always organized in the best way. I turn in the last part of my research paper a week before it is due and hope to have feedback to complete and turn in on time. Classes are not set up very well to try and work ahead either. Having shorter courses is nice, but organization of information and assignments within the course could be better."
- "I'm not sure what the thought process was when shortening the weeks and I'm sure the process was researched and debated. In my opinion, 5 weeks is not enough time to complete a class to the highest ability. The 8 weeks set up to me was the perfect amount of time."

Challenges in Research-Intensive Courses

- EDU 586 (Educational Research Capstone) and RSH 520 (An Introduction to Statistical Research) were identified as challenging courses due to the complexity of research design and data analysis.

- Some students suggested more structured guidance and additional resources to help them complete capstone projects.

2. Trends and Insights from Course Evaluations

The evaluation data highlights several key trends:

- Consistently High Instructor Ratings
- Across all concentrations, faculty expertise, enthusiasm, and student engagement were highly rated.
- Improvement in Course Structure and Content
- Courses that underwent curriculum revisions, such as EDU 500 (Current Issues in Education) and EDU 590 (Appraisal of Student Learning), received higher ratings following updates.
- Stronger Satisfaction in Concentration-Specific Courses
- Courses within STEM and Educational Technology concentrations received higher student satisfaction scores, indicating that students value specialized coursework that aligns with current industry trends.
- Need for Additional Support in Research and Capstone Courses
- Courses involving quantitative analysis and research methodology have slightly lower satisfaction scores, suggesting a need for enhanced student support and resource availability.

Evidence:

- [MED Curriculum and Instruction](#)

Student Advising

1. Describe the advising process for your program?
2. What strategies and structures are in place to facilitate a successful advising period?
3. What is the optimal ratio of advisees to adviser for the program?
4. Explain any other processes to increase the effectiveness of the current advising procedure.

Narrative:

The advising structure within the M.Ed. in Curriculum and Instruction program is designed to provide personalized, flexible, and proactive support to students.

Through effective communication, collaboration with faculty, and continuous program improvement, advising ensures that students remain on track for graduation and achieve their professional goals.

Our current Academic Advisor is incredible. He supports students from their admission to the university, through the scheduling process developing a master schedule no matter when the student enters the program, and then works with them individually to ensure they register for the courses they need to take in the sequence that they need to take them.

1. Advising Process for the Program

The advising process includes:

- **Initial Advising Session:** Upon admission, students meet with the Academic Advisor to review degree requirements, discuss their concentration selection, and establish an academic plan.
- **Course Scheduling and Master Plan Development:** Students receive a personalized degree plan, ensuring that all courses are taken in the appropriate sequence and that they remain on track for graduation.
- **Ongoing Advising Support:** The advisor is available for continuous check-ins via email, virtual meetings, or phone calls to assist with course registration, schedule adjustments, and academic concerns.
- **Capstone and Graduation Advising:** In the final year of study, students receive guidance on completing the capstone project (EDU 586) and preparing for graduation requirements.

2. Strategies and Structures for a Successful Advising Period

To facilitate an effective advising experience, the program has implemented the following strategies:

- **Flexible Advising Appointments:** The advisor is available in person and virtually to accommodate the diverse schedules of working professionals.
- **Proactive Outreach and Support:** Students receive regular check-ins and reminders about registration deadlines, upcoming courses, and academic progress.
- **Collaboration with Faculty:** The Academic Advisor works closely with program faculty to stay informed about curriculum changes, course offerings, and student needs.
- **Integration with Student Support Services:** The advisor connects students with academic resources, career services, and financial aid guidance to ensure holistic support.

3. Optimal Ratio of Advisees to Adviser for the Program

The optimal advising ratio for the M.Ed. in Curriculum and Instruction program is approximately 1:50, ensuring that each student receives personalized and timely support. Currently, the program maintains a manageable advising load, allowing the advisor to provide individualized attention while ensuring students' progress efficiently through their degree.

4. Enhancing the Effectiveness of the Advising Process

To improve advising effectiveness, the program has implemented the following processes:

- **Advisor Participation in Program Planning:**
 - The Academic Advisor is included in conversations about course offerings, degree modifications, and schedule adjustments, ensuring that student advising remains aligned with curriculum changes.
 - The advisor provides early warnings about potential low-enrollment courses, allowing for strategic planning to prevent cancellations that could delay student graduation.
- **Early Intervention for At-Risk Students:**
 - Students struggling with coursework receive individualized intervention plans, including tutoring referrals, academic support, and faculty mentoring.

- The advisor works proactively to identify students who may need additional guidance or schedule adjustments.

- **Streamlined Registration Process:**

- Automated registration reminders and course planning tools ensure students are aware of course availability and deadlines.

- The program is exploring the use of advising technology to enhance tracking and scheduling efficiency.

Student Awards and Achievements

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

Narrative:

The M.Ed. in Curriculum and Instruction program at William Woods University is proud to highlight the professional achievements, leadership appointments, and external recognitions earned by its graduate students during this review cycle. These accomplishments demonstrate the program's success in preparing students for advanced roles in curriculum leadership, instructional coaching, and educational administration across diverse educational settings.

Professional Advancement and Leadership Roles

- Loretta Bouse was promoted to Process Coordinator and Psych Examiner and now serves as Assistant Principal at Trojan Intermediate School, showcasing the program's strength in developing school leaders prepared for administrative roles.

- Jason Noland serves as Assistant Principal at Hannibal High School and additionally holds leadership as the Off-Campus Coordinator, A+ Coordinator, and Dean of Students. His diverse administrative responsibilities reflect the program's alignment with educational leadership career pathways.

- Neda Oren advanced to the role of Instructional Coach at Frontier School of Innovation Middle in Kansas City, where she previously served as Secondary Social Studies Curriculum Coordinator. Her progression demonstrates strong curriculum leadership and instructional coaching expertise gained through the program.

- Sara Capra at Park Hill School District holds multiple instructional and leadership roles including AP Capstone Coordinator, AVID Program Leader, and Scholarship Coordinator, influencing both curriculum and student academic pathways.

Curriculum Development and Instructional Excellence

- Aubrielle Paskon has served as a curriculum writer for the Independence School District (ISD) since her first year of teaching. She has authored curriculum across multiple grade levels and content areas, including first through third-grade subjects and fifth-grade math. Aubrielle also exemplifies leadership in teacher development by mentoring high school cadet teaching students, UCM junior interns, and student teachers—a testament to the program's emphasis on mentorship and instructional leadership.

- Sheila Powers has been recognized for her work as the Primary School PBIS Tier I Coach, leading positive behavior interventions and supports (PBIS) at the building level. Her role

highlights a growing need for curriculum leaders who integrate behavioral support systems into instructional planning.

State-Level Contributions and Educational Impact

- Laura Janovec made notable contributions at the state level through her collaboration with the Missouri Department of Elementary and Secondary Education (DESE). She participated in assessment writing, review, and analysis for the 4th and 6th Grade English Language Arts (ELA) MAP assessments. Laura's selection for this work reflects the high caliber of curriculum expertise she developed in the program. Additionally, she is an eMINTS graduate and a National Writing Project Teacher Consultant, underscoring her commitment to educational technology integration and literacy leadership.
- Miranda Moore has demonstrated the transferability of skills gained in the M.Ed. program by serving as a Supervisor for the Missouri Children's Division in Alternative Care and Investigation. Her role reflects the program's ability to prepare graduates for leadership in child welfare and educational policy sectors.

Clubs and Co-Curricular

1. Does your program support any clubs and co-curricular activities that contribute to positive student experiences?
2. How does this contribute to the program?
3. To the campus experience of students?

Narrative:

1. Does the Program Support Any Clubs and Co-Curricular Activities That Contribute to Positive Student Experiences?

While the M.Ed. in Curriculum and Instruction is a fully online program designed for working educators, it does offer opportunities for professional networking, leadership development, and engagement in the broader educational community.

- Professional Learning Communities (PLCs) – Students have access to online PLCs and discussion forums that allow them to collaborate on curriculum development, share teaching strategies, and engage in professional dialogue.

2. How Does This Contribute to the Program?

Although the program does not have formal student clubs, the integration of co-curricular engagement opportunities enhances the program in several ways:

- Strengthens Professional Networks – By fostering virtual learning communities and networking sessions, students develop connections with peers, faculty, and industry leaders, leading to career growth opportunities.
- Enhances Student Learning – Webinars, discussion forums, and guest speakers provide students with current industry insights and best practices, complementing their coursework.
- Encourages Lifelong Learning – Engaging in professional development activities beyond the classroom ensures that students remain informed about emerging educational trends.

3. How Does This Contribute to the Campus Experience of Students?

Since the M.Ed. in Curriculum and Instruction program is fully online, students do not participate in traditional on-campus activities. However, the program is structured to provide meaningful virtual experiences that enhance student engagement:

- Graduate students interact with undergraduate education majors through shared courses, particularly undergraduates enrolled in early graduate coursework.
- Online student services, such as academic advising, career services, and professional development resources, ensure that graduate students receive the same level of support as on-campus students.
- Opportunities for collaboration with other William Woods University education programs, particularly those in STEM education, educational leadership, and instructional coaching, provide an interdisciplinary learning environment.

Program Analysis

SWOT Analysis

1. Strengths, Weaknesses, Opportunities, and Threats.

Narrative:

Strengths

- **Comprehensive and Evolving Curriculum** – The program is continuously updated to reflect emerging trends in curriculum design, instructional leadership, and educational technology. Revisions to key courses such as EDU 500, EDU 590, and EDU 586 ensure alignment with national standards and student needs .
- **Fully Online and Flexible Delivery** – The asynchronous format accommodates working educators, allowing for nine different start points throughout the year, which enhances accessibility and student retention.
- **Faculty Expertise and Leadership** – Faculty members, including Dr. Jim Concannon, Dr. Kyle Anderson, and Dr. J. Michael Pragman, bring expertise in STEM education, educational research, and instructional leadership, providing students with high-quality instruction and mentorship .
- **Strong Program Reputation and Accreditation** – The program is aligned with NBPTS (National Board for Professional Teaching Standards) and ISTE (International Society for Technology in Education) standards, reinforcing its credibility among education professionals and school districts.
- **Specialized Concentrations** – New STEM, Educational Technology, and Teacher Leadership concentrations allow students to customize their learning experience based on their career goals.

Weaknesses

- **Heavy Reliance on Adjunct Faculty** – With 97% of courses taught by adjuncts, the program lacks a consistent faculty presence, which may impact mentorship opportunities and long-term student-faculty engagement .
- **Limited National Recognition** – While strong regionally, the program has not yet established a national footprint, limiting its ability to attract out-of-state students.

- Challenges in Research-Intensive Courses – Student feedback suggests that capstone courses such as EDU 586 (Educational Research Capstone) and RSH 520 (An Introduction to Statistical Research) require additional support resources.
- Advising and Enrollment Management – Some students have reported confusion in course sequencing and scheduling, highlighting the need for enhanced academic advising strategies.

Opportunities

- Expansion of Digital Marketing and Online Presence – Enhancing the program’s digital marketing strategy through SEO, social media, and targeted email campaigns can increase national visibility and attract more students.
- Leveraging School District Partnerships – Strengthening relationships with Missouri school districts and nationwide educational organizations can lead to increased cohort enrollments and potential tuition assistance partnerships.
- Professional Development and Certification Offerings – Developing micro-credentials, continuing education units (CEUs), and graduate certificates in STEM Education, Instructional Technology, and Curriculum Leadership can provide additional enrollment streams.
- Interdisciplinary Collaboration – Creating joint programs with business, psychology, or healthcare leadership programs could attract students interested in cross-sector educational leadership roles.
- Enhanced Student Support Services – Implementing structured academic support for research-intensive courses, virtual office hours, and additional faculty mentoring can improve student success rates in high-stakes courses.

Threats

- Increasing Competition from Other Online Programs – Many institutions, including large state universities and private online education providers, offer competing programs with lower tuition rates or more aggressive marketing strategies.
- Shifting State and Federal Education Policies – Changes in teacher certification requirements, funding for graduate education, and public school district budgets could impact enrollment numbers.
- Economic Uncertainty and Tuition Costs – Financial constraints among educators and reduced district tuition reimbursement programs may affect student affordability and enrollment trends.
- Technological Advancements in Education – The rapid evolution of AI and instructional technology demands continuous curriculum updates, requiring additional faculty training and resource investment.

Campus Facility and Resources

1. Provide an analysis on how adequate the spaces that are most used by the program on campus (laboratories, office space, classrooms/LMS, etc.).
2. Please discuss any updates or modifications to the facility or resources available to the program that have impacted student learning.

3. Recommendations to Improve Facilities and Resources

Narrative:

1. Adequacy of Spaces Used by the Program

Although the M.Ed. in Curriculum and Instruction program is fully online, William Woods University ensures that faculty, students, and instructional resources are adequately supported to maintain a high-quality learning experience.

- Learning Management System (LMS) – Brightspace
- The program relies on Brightspace as its primary LMS, which supports course management, discussions, and assessments.
- Faculty and students report overall satisfaction with the system, though periodic assessments of LMS effectiveness are conducted to ensure it remains aligned with evolving instructional needs.
- The university has also integrated Watermark for student learning assessment tracking, making it easier for faculty to align student outcomes with program objectives .
- Library and Digital Resources
- The university library provides extensive digital archives, e-books, and access to specialized educational journals, ensuring M.Ed. students have robust research resources.
- Online study areas and virtual research consultations are available to students needing additional academic support.
- Faculty Office Spaces and Virtual Collaboration
- Most faculty work remotely, using home offices and virtual collaboration tools such as Zoom and FaceTime.
- Regular faculty meetings and program planning discussions occur online, ensuring smooth operations and curriculum coordination.

2. Updates or Modifications Impacting Student Learning

- Technology Upgrades in Online Learning Resources
- Faculty and students have received additional training and support for utilizing Brightspace LMS and Watermark analytics to track student learning outcomes more effectively .
- Improved Assessment and Feedback Mechanisms
- The integration of Watermark’s assessment tools allows for better tracking of student progress, making program improvements more data-driven.
- Enhancements in student advising and degree tracking systems ensure that students remain on track for timely program completion.

3. Recommendations to Improve Facilities and Resources

- Ongoing LMS and Assessment Tool Enhancements
- Periodic reviews of Brightspace LMS features and student feedback will help ensure optimal usability and effectiveness.

- Further faculty training in data-driven assessment methods using Watermark and LMS analytics would improve curriculum adjustments and student learning support.
- Strengthening Virtual Student Support Services
- Expanding online academic support, career counseling, and faculty-student mentorship opportunities would enhance student engagement.
- Additional virtual networking events or professional development webinars could provide students with more opportunities for collaboration and career advancement.
- Potential for Hybrid or Blended Learning Options
- While the program remains fully online, the university is prepared to pivot to hybrid or in-person instruction if market demand shifts.
- Facilities for live-streamed workshops or optional on-campus experiences could be explored as a way to further engage students.

Library Report

* Upload the Library report provided by the University Library

1. Please describe the usage of library resources.
2. How do faculty and students feel the library meets the program's needs?

Narrative:

1. Usage of Library Resources

The M.Ed. in Curriculum and Instruction program at William Woods University is fully online, making digital resources essential for student learning and research. Faculty and students rely heavily on virtual library services, including e-books, databases, and research consultation services, though there are substantial physical holdings, as well, that students can access as they choose.

The library has a robust collection of physical holdings available for students. There are over 3200 individual education-focused physical resources accessible by students.

Primary Library Resources Used:
Digital Collections and Online Databases

Students frequently access ERIC (Education Resources Information Center), JSTOR, and ProQuest Education Journals, which provide peer-reviewed research articles and educational reports.

Open-access repositories, such as DOAJ (Directory of Open Access Journals) and OER (Open Educational Resources) platforms, are integrated into course materials.

Interlibrary Loan Services - The interlibrary loan system allows students to request articles and books not available in the university's digital collection. This service is particularly valuable for students conducting research in specialized areas of curriculum design and instructional leadership.

Library Instructional Support - The university offers workshops on research strategies, citation management, and database navigation, equipping students with the skills to effectively access and analyze academic literature.

Faculty and librarians collaborate to ensure that students in research-intensive courses, such as EDU 586 (Educational Research Capstone), receive personalized support.

Education-Specific Databases and E-Books - The university library provides extensive digital access to subject-specific resources, ensuring that students and faculty can engage with the latest research in curriculum development, educational technology, and assessment strategies.

There are over 1400 eBooks available to our students, as well available either on-campus or online, and also almost 2300 journals available that have an educational focus. 307 ebooks in the Library of Congress Subclasses of LA, LB, and LC were accessed in the past 12 months. Some titles related to Curriculum & Instruction accessed include:

- *Common Core State Standards: Background and Issues*
- *Make It Stick: The Science of Successful Learning*
- *Curriculum Windows: What Curriculum Theorists of the 2000s Can Teach Us About Schools and Society Today*
- *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*
- *Growth Mindset: A Practical Guide*
- *Instructional Leadership and Effective Teaching and Learning*
- *Case Studies in Elementary and Secondary Curriculum*
- *Challenging Standards: Navigating Conflict and Building Capacity in the Era of the Common Core*
- *Critical Theorizations of Education*
- *Critical Thinking: Theories, Methods, and Challenges*
- *Kindergarten Readiness*
- *Leading and Managing a Differentiated Classroom*
- *Learning From Autistic Teachers: How to Be a Neurodiversity-Inclusive School*
- *Let's Stop Calling It an Achievement Gap: How Public Education in the United States Maintains Disparate Educational Experiences for Students of Color*
- *Qualities of Effective Teachers*
- *Race Conscious Pedagogy: Disrupting Racism at Majority White Schools*
- *The Impact of Classroom Practices: Teacher Educators' Reflections on Culturally Relevant Teachers*
- *Why Are We Still Doing That?: Positive Alternatives to Problematic Teaching Practices*

2. Faculty and Student Feedback on Library Resources

- Accessibility and Remote Access
- Faculty and students appreciate the ease of access to digital library resources, which allows them to conduct research from any location.
- Supportive Research Assistance
- The library staff actively supports student research, with many students noting that one-on-one research consultations were extremely helpful in refining thesis topics and literature reviews.

Areas for Improvement

- Specialized Resource Gaps
- Some students and faculty have noted a lack of access to niche education journals related to STEM curriculum design and emerging instructional technologies.
- Awareness of Services

- Some students are unaware of interlibrary loan options or the availability of library research consultations, suggesting a need for better communication of available services.
- Enhanced Digital Tools for Research and Writing
- Faculty have suggested expanding access to data analysis software, plagiarism detection tools, and advanced citation management systems to further support graduate research.

3. Conclusion and Recommendations

While the library meets the core needs of the M.Ed. in Curriculum and Instruction program, the following enhancements would further improve student and faculty experiences:

1. Expand Specialized Collections

- Invest in additional journal subscriptions focused on curriculum leadership, instructional technology, and assessment-driven instruction.

2. Increase Awareness of Library Services

- Develop targeted communication strategies, such as email campaigns, video tutorials, and live webinars, to inform online students about interlibrary loan services, one-on-one research assistance, and new digital resources.

3. Enhance Access to Research Tools

- Provide institutional access to qualitative and quantitative data analysis software to support students in research-intensive courses.

4. Regularly Assess Library Resource Effectiveness

- Conduct annual faculty and student surveys to identify evolving research needs and resource gaps.

Evidence:

- [Library Collection Analysis -- MEd C&I 2025](#)

Cost Analysis

1. What was the annual budget for the program for the past 5 years?
2. How was the budget spent? (breakdown of budget expenses)

Narrative:

1. Annual Budget for the Past Five Years

The specific annual budget figures for the M.Ed. in Curriculum and Instruction program at William Woods University are not publicly available. However, financial records indicate that budget allocations have remained consistent over the past five years, with slight adjustments to support technology upgrades, faculty compensation, and student support services.

2. Breakdown of Budget Expenses

The program's financial resources are allocated across several key areas:

- Faculty Salaries and Benefits
- 97% of courses are taught by adjunct faculty, meaning a significant portion of the budget is allocated to adjunct instructor compensation.
- 3% of courses are covered by full-time faculty, who also engage in program evaluation, curriculum updates, and student mentoring.
- Technology and Learning Management System (LMS) Costs
- Funding supports the maintenance and upgrades of Brightspace (LMS) and the integration of Watermark for student learning assessment tracking.
- Investment in faculty training for online course delivery ensures that instructors are equipped to use digital tools effectively.
- Curriculum Development and Assessment
- Course updates and new program offerings (e.g., STEM Education, Educational Technology, and Teacher Leadership concentrations) require ongoing faculty collaboration and instructional material enhancements.
- Funds are also allocated to assessment tools that track student learning outcomes and program effectiveness.
- Student Support Services
- Advising and enrollment management services ensure that students receive academic guidance, career counseling, and timely course registration support.
- Financial aid and scholarship resources assist students with tuition and textbook expenses, particularly through Open Educational Resources (OER) initiatives.
- Marketing and Recruitment
- Resources are dedicated to digital marketing campaigns, program outreach, and partnerships with school districts to increase enrollment.
- Faculty and program leadership actively participate in education conferences and professional networks to attract prospective students.
- Operational Costs and Institutional Fees
- Budget allocations also support administrative costs, office supplies, and virtual faculty meetings.

Specialty Accreditation

Does the program hold specialty accreditation?

If yes, please include the name of the accrediting body and upload the most recent accreditation letter.

(description of the data points – describe the accreditation cycle– identify any points of concern noted on the most recent accreditation)

Narrative:

Does the Program Hold Specialty Accreditation?

The M.Ed. in Curriculum and Instruction program at William Woods University is accredited by the Higher Learning Commission (HLC), which serves as the university's regional accrediting body. However, the program does not hold a specialized accreditation from an education-specific organizations.

Accreditation Cycle and Compliance

- Institutional Accreditation: William Woods University maintains accreditation through the Higher Learning Commission (HLC).
- Cycle of Review: HLC accreditation requires regular institutional reviews to ensure compliance with academic quality and effectiveness standards.
- Program-Specific Accreditation: The School of Education aligns its curriculum with national teaching and leadership standards, though the program itself does not require separate specialty accreditation to operate.

Considerations and Future Accreditation Opportunities

While the program currently meets institutional accreditation standards, the university may explore options for CAEP accreditation or state-specific endorsements to further enhance its credibility and recognition among school districts and educational organizations

Industry and Program Trends

Analysis of the Discipline

1. Provide context for the status of the discipline today.
2. What are some emerging trends in this discipline across the country?
3. What is happening in the industries related to this discipline?

Narrative:

1. Current Status of the Discipline

The field of Curriculum and Instruction is undergoing significant transformation, driven by technological advancements, policy changes, and evolving pedagogical theories. The demand for flexible, student-centered learning models has grown, prompting educators to adopt innovative instructional strategies that accommodate diverse learners.

Key trends shaping the field today include:

- Personalized Learning Models – Schools and districts are prioritizing adaptive learning strategies to meet the unique needs of students, often incorporating competency-based education and mastery learning frameworks.
- Technology-Driven Instruction – Digital tools, AI-powered learning platforms, and virtual simulations are increasingly integrated into K-12 and higher education curricula, creating new

opportunities for interactive and experiential learning.

- Data-Driven Decision Making – Educators are using learning analytics and assessment data to drive curriculum decisions, improve instructional methods, and support student success.
- Globalization of Education – The increased accessibility of online programs and open educational resources (OER) has broadened educational reach, fostering cross-cultural curriculum design and international collaboration.

2. Emerging Trends Across the Country

Several key trends are shaping the future of Curriculum and Instruction in the U.S.:

- Integration of Artificial Intelligence in Education (AI-Ed)
- AI-powered tutoring, personalized learning assistants, and automated assessment tools are enhancing instruction and student engagement.
- Machine learning is helping educators track student progress and provide tailored interventions.
- Expansion of Online and Hybrid Learning Models
- Graduate programs and professional development courses are increasingly offered in fully online or hybrid formats, allowing educators to continue their education while working.
- Virtual reality (VR) and augmented reality (AR) tools are enhancing remote learning experiences.
- Competency-Based and Project-Based Learning
- Schools are shifting from seat-time-based progressions to competency-based models, where students advance upon demonstrating mastery.
- Project-based learning (PBL) approaches are being used to foster critical thinking, collaboration, and problem-solving skills.
- Increased Focus on Teacher Leadership
- States and districts are expanding instructional coaching roles, teacher leadership programs, and curriculum specialist positions to empower educators in shaping instructional decisions.
- Graduate programs, such as the Teacher Leader concentration in the M.Ed. in Curriculum and Instruction program, align with this national shift .

3. Developments in Related Industries

The Curriculum and Instruction discipline is influenced by several related industries, including Educational Technology (EdTech), Teacher Professional Development, and Educational Policy Reform.

- Educational Technology (EdTech) Innovations
- The rapid growth of learning management systems (LMS), AI-based assessment tools, and adaptive learning platforms has changed how curriculum is developed and delivered.
- Schools and universities are investing in immersive technologies (VR/AR), game-based learning, and digital literacy programs to enhance instructional methods.

- Professional Development and Teacher Certification
- Continuous professional development is increasingly mandatory for educators, with states requiring ongoing training in digital literacy, instructional coaching, and culturally responsive teaching.
- Micro-credentialing and graduate certificate programs are gaining traction as alternative pathways for teacher leadership roles.
- Policy and Education Reform
- State and federal policies are emphasizing evidence-based instructional practices, requiring curriculum designers to align coursework with updated teaching standards and accountability measures.
- Policy shifts toward STEM education, career and technical education (CTE), and early literacy initiatives are influencing curriculum frameworks.

Comparison to Similar Programs at Peer Institutions

1. Identify and discuss how similar programs compare to your program in terms of size, curriculum and any relevant attributes.

Narrative:

Comparison to Similar Programs at Peer Institutions

The Master of Education (M.Ed.) in Curriculum and Instruction at William Woods University (WWU) is designed to provide advanced skills in curriculum development, instructional leadership, and instructional technology. When compared to similar programs at peer institutions, it aligns with national trends in graduate education for educators while maintaining its own unique characteristics.

1. Program Size

- William Woods University: The program maintains a small, personalized learning environment, ensuring close faculty-student interaction and individualized support.
- Peer Institutions:
- Larger universities (e.g., University of Missouri, University of Kansas) offer larger-scale programs, typically enrolling hundreds of students annually, providing access to broader research opportunities and institutional partnerships.
- Mid-sized and private institutions (e.g., Webster University, Baker University) maintain smaller class sizes, similar to WWU, focusing on student-centered instruction and personalized mentorship.

2. Curriculum Comparison

- William Woods University:
- The curriculum emphasizes practical application with coursework covering:
- Educational Trends and Policy
- Assessment and Data-Driven Instruction

- Advanced Learning Theories and Educative Design
- Instructional Coaching and Leadership
- Specialized concentrations in STEM Education, Educational Technology, and Teacher Leadership set it apart from more generalized programs.
- Peer Institutions:
 - Most programs include core courses in curriculum theory, instructional leadership, research methods, and assessment strategies.
 - Some universities, like Western Governors University, emphasize competency-based education, allowing students to advance based on demonstrated mastery.
 - Others, like Rockhurst University, focus on faith-based or service-oriented approaches to curriculum leadership.

3. Program Length and Delivery

- William Woods University:
 - Fully online, asynchronous format with nine flexible start dates per year.
 - 30-credit-hour program designed for working educators, typically completed in 12-18 months.
- Peer Institutions:
 - Most programs range from 30 to 45 credit hours, with 1 to 3-year completion timelines.
 - Hybrid, fully online, and on-campus options are available at universities such as University of Central Missouri and Baker University.
 - Some institutions offer cohort models where students progress through coursework together, fostering collaborative learning environments.

4. Distinctive Attributes

- William Woods University:
 - Offers career-focused specializations tailored to modern instructional roles.
 - Strong emphasis on real-world application and practical leadership skills for educators transitioning into administrative or instructional coaching positions.
 - Fully online model allows working professionals to advance their education without disrupting their careers.
- Peer Institutions:
 - Some institutions emphasize research and dissertation work, while WWU prioritizes applied coursework and professional skill-building.
 - Larger universities have dedicated research centers, providing more opportunities for academic research, whereas WWU focuses on direct application in the classroom and school settings.

Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees?
2. Highlight any trends or insights that came from exit surveys over the course of the cycle.

Narrative:

1. Positive and Negative Feedback from Students

Positive Feedback:

- Faculty Engagement and Expertise
- Students consistently praised faculty for their responsiveness, expertise, and mentorship.
- Ratings for faculty engagement ranged between 4.5 and 4.8 out of 5, with students particularly valuing the ability of instructors to connect theory to practice .
- Flexibility and Accessibility of Online Learning
- Students appreciated the asynchronous format, which allowed them to balance coursework with professional responsibilities.
- The availability of digital resources and structured course pacing were also frequently cited as strengths.
- Practical Application of Coursework
- Graduates reported that assignments were highly applicable to real-world instructional challenges.
- Capstone and research projects provided hands-on experience, allowing students to implement curriculum changes and assessment strategies in their classrooms.
- Preparation for Leadership Roles
- Many students felt the program prepared them well for positions such as instructional coach, curriculum specialist, or department chair.
- Coursework focused on instructional leadership and curriculum auditing was particularly praised for its direct applicability to district-level positions.

Negative Feedback:

- Course Rotation and Scheduling Concerns
- Some students experienced delays in course availability, making it difficult to maintain their preferred graduation timeline.
- A recurring suggestion was to offer core courses more frequently or provide alternative pathways for required courses.
- Initial Challenges with LMS Navigation
- While most students adapted well to Brightspace LMS, some initially found the platform difficult to navigate, particularly when accessing assessments and discussion boards.
- More structured LMS training was suggested to improve the onboarding experience.

- Limited Networking Opportunities for Online Students
- While students valued the flexibility of online coursework, many expressed a desire for more networking and professional collaboration opportunities.
- Suggestions included virtual discussion groups, faculty-led forums, and alumni mentoring programs to foster a greater sense of community.
- Demand for More Coverage of Emerging Educational Trends
- Some students felt that certain areas, such as AI in education, adaptive learning technologies, and advanced data analytics, should be covered in greater depth.
- A recommendation was made to integrate more cutting-edge instructional technology into existing courses or offer elective modules on emerging trends.

2. Trends and Insights from Exit Surveys Over the Cycle

Consistent Strengths:

- Faculty engagement and program flexibility were the most frequently praised aspects of the program.
- Graduates increasingly valued practical coursework, particularly in areas related to curriculum design, assessment strategies, and instructional coaching.

Shifts Over Time:

- Improved Perception of Online Learning
- In early surveys, students expressed concerns about the effectiveness of online learning compared to in-person instruction. However, by the end of the cycle, satisfaction with online course delivery had improved significantly, reflecting enhancements in instructional design and faculty training .
- Increasing Demand for More Specialized Content
- Students have become more vocal about the need for coursework focused on AI-driven instruction, data literacy, and digital equity.
- The STEM and Educational Technology concentrations were highly rated, indicating a growing interest in technology-enhanced teaching methods .

Recurring Challenges:

- Course scheduling remained a challenge, with students requesting more predictable course rotations to ensure timely graduation.
- A need for expanded professional networking opportunities, particularly for online students, was highlighted in multiple surveys.

3. Recommendations for Future Improvements

- Optimize Course Scheduling and Rotation

- Adjust the rotation of required courses to ensure that students can complete the program within their intended timeline.
- Enhance LMS Training and Digital Learning Support
- Offer pre-course LMS orientation sessions to help new students navigate the online learning environment efficiently.
- Expand Virtual Networking Opportunities
- Develop online professional communities, faculty-led discussion groups, and alumni mentorship programs to strengthen student engagement.
- Integrate More Emerging Trends into the Curriculum
- Incorporate AI-driven instruction, adaptive learning, and digital assessment tools into the existing coursework.
- Continue Collecting Student Feedback and Making Data-Driven Adjustments
- Maintain regular student surveys and program reviews to ensure ongoing curriculum relevance and instructional effectiveness.

Graduate/Alumni Feedback on the Program

1. What were some positive and negative feedback received from alumni?
2. Highlight any trends or insights that came from alumni feedback over the course of the cycle.

Narrative:

Graduate/Alumni Feedback on the Master of Education in Curriculum and Instruction Program

1. Positive and Negative Feedback from Alumni

Positive Feedback:

- Career Preparation and Advancement
- Alumni frequently highlighted the program's effectiveness in preparing them for leadership roles, including positions as curriculum directors, instructional coaches, and district-level administrators.
- Some graduates have gone on to earn superintendent roles and state-wide leadership positions .
- Practical and Applied Learning
- The real-world application of coursework was a major point of praise. Many alumni reported that the program's emphasis on curriculum design, assessment, and instructional leadership directly benefited their day-to-day professional responsibilities.
- Flexibility for Working Educators
- The fully online format was frequently cited as a key factor in alumni choosing William Woods University. Graduates emphasized that the asynchronous structure allowed them to balance coursework with their teaching and administrative roles.
- Strong Faculty Support and Mentorship

- Many alumni appreciated the accessibility and support of faculty, noting that instructors were highly engaged in student success and provided valuable mentorship during and after the program.

Negative Feedback:

- Limited Alumni Networking and Professional Connections
- Alumni expressed a desire for stronger connections with their peers and more robust alumni networking opportunities.
- Some suggested the creation of an alumni association or regular networking events to maintain professional relationships after graduation.
- Gaps in Coverage of Emerging Educational Trends
- While the program was well-regarded for foundational knowledge and instructional leadership, some alumni felt there was limited content on emerging technologies such as artificial intelligence (AI) in education, gamification, and advanced instructional analytics.
- Lack of Post-Graduate Career Support
- Several alumni indicated they would have benefited from more structured career services, including job placement assistance, professional certification guidance, and continuing education opportunities.
- Inconsistencies in Course Rigor
- Some graduates noted that certain courses felt more challenging and engaging than others, suggesting a need for greater consistency in academic expectations across the program.

2. Trends and Insights from Alumni Feedback Over the Review Cycle

Continued Career Impact

- Alumni consistently reported that the M.Ed. in Curriculum and Instruction degree opened new career pathways, leading to promotions, leadership opportunities, and expanded professional responsibilities.
- Several alumni have assumed high-ranking positions in school districts, including superintendents, assistant superintendents, and directors of curriculum.

Growing Acceptance of Online Learning

- Early feedback from graduates showed some skepticism regarding online learning, but over time, satisfaction with the program's online delivery improved.
- Alumni cited enhanced instructional design and increased faculty engagement as key reasons for the shift in perception.

Ongoing Demand for Expanded Professional Development and Networking

- Throughout the review cycle, alumni expressed a strong interest in more networking opportunities, alumni mentorship programs, and ongoing professional development sessions.

Evolving Content Needs

- Graduates emphasized the importance of integrating more content on instructional technology, AI-driven learning tools, and emerging educational research into the curriculum.

- Interest in specialized credentials or micro-certifications has grown, particularly in educational leadership and digital learning strategies.

3. Recommendations for Program Improvement Based on Alumni Feedback

1. Expand Alumni Engagement Initiatives

- Develop a formal alumni network or advisory board to strengthen connections between graduates and the university.
- Host virtual or in-person alumni panels, networking events, and workshops to maintain engagement.

2. Integrate More Emerging Educational Trends into the Curriculum

- Incorporate AI in education, gamification, and digital assessment strategies into course content.
- Offer elective courses or certifications in educational technology and instructional analytics.

3. Enhance Career Services for Graduates

- Provide job placement assistance, resume-building workshops, and professional development resources.
- Develop partnerships with school districts and education agencies to connect graduates with employment opportunities.

4. Ensure Consistency in Course Rigor and Content

- Conduct regular curriculum reviews to maintain academic consistency and engagement across all courses.

5. Establish Continuous Alumni Feedback Mechanisms

- Implement annual alumni surveys to track program effectiveness and evolving needs.

Recommendations from Previous Program Reviews

1. Summarize recommendations from previous PRs, describe how those recommendations were applied throughout this cycle.

Narrative:

In the 2020-2021 program review for the Master of Education in Curriculum and Instruction (M.Ed. C&I) at William Woods University, several recommendations were made to enhance program quality and student outcomes. The following summarizes these recommendations and the actions taken during the current review cycle:

1. Curriculum Revisions

Recommendation: Update and revise key courses to align with program expectations and current educational standards.

Implementation: Significant revisions were made to courses such as EDU 510: Advanced Learning Theories, EDU 500: Current Issues in Education, EDU 585: School Law, and EDU 590: Appraisal of Student Learning. These updates aimed to enhance course content relevance and rigor.

2. Advising and Enrollment Strategies

Recommendation: Address challenges related to advising, course rotations, and overall enrollment to improve student retention and program growth.

Implementation: Collaborative efforts were initiated with the new graduate advisor to streamline advising processes. Course rotations were reviewed to better accommodate student needs, and discussions with the admissions department were pursued to develop strategies for increasing program enrollment.

3. Assessment and Data Utilization

Recommendation: Enhance the assessment process to ensure the collection of detailed and usable data that provides insights into student performance and program effectiveness.

Implementation: The program made positive progress in assessment practices, focusing on longitudinal analysis of student learning outcomes and utilizing data to inform curriculum improvements.

4. Faculty Development

Recommendation: Consider hiring a full-time faculty member to support both undergraduate and graduate programs, ensuring consistency and alignment with the university's mission.

Implementation: The program recognized the need for additional faculty support and explored opportunities to recruit qualified educators to enhance program delivery and student support.

5. Strategic Marketing

Recommendation: Develop a strategic marketing plan to expand the program's reach beyond Missouri, leveraging its non-certification-based structure to attract a broader audience.

Implementation: Efforts were made to explore marketing strategies aimed at promoting the program to a wider demographic, highlighting its flexibility and relevance to educators nationwide.

These actions reflect the program's commitment to continuous improvement and alignment with both academic standards and student needs. Ongoing evaluation and adaptation remain central to maintaining the program's excellence and relevance in the field of education.

Industry Relevance and Employment

1. How do your student learning outcomes align with industry needs?

Narrative:

1. Responsive Curriculum Design

- **STUDENT LEARNING OUTCOME:** Students design curricula that respond to cultural, demographic, and technological shifts by applying advanced learning theories and data-driven instructional strategies.
- **Industry Need:**
- Schools require curriculum specialists who can develop culturally responsive and adaptable curricula.
- With the rise of AI-driven instruction and competency-based learning, educators must be able to integrate personalized learning pathways into their curriculum.

2. Assessment and Data Utilization

- **STUDENT LEARNING OUTCOME:** Students evaluate and improve curriculum effectiveness using assessment data, research-based instructional strategies, and formative and summative assessments.
- **Industry Need:**
- School districts increasingly rely on data analytics to track student progress, differentiate instruction, and improve outcomes.
- Curriculum leaders and instructional coaches must interpret assessment results to inform school-wide learning initiatives.

3. Leadership and Collaboration

- **STUDENT LEARNING OUTCOME:** Students develop leadership skills essential for roles such as instructional coaches, curriculum directors, and department chairs.
- **Industry Need:**

- Schools and districts need leaders who can mentor teachers, oversee curriculum development, and lead professional learning communities.
- Instructional leadership positions are among the fastest-growing education careers, as districts seek teacher leaders who can facilitate evidence-based instructional practices.

4. Professional Certification and Advancement

- **STUDENT LEARNING OUTCOME:** Students are prepared for advanced professional certifications, such as National Board Certification and curriculum specialist credentials.
- **Industry Need:**
 - Many leadership roles in curriculum and instruction require or strongly prefer additional certifications beyond a master's degree.
 - State education agencies and school districts often provide salary incentives for National Board Certification and advanced professional learning credentials.

5. Technological Competence

- **STUDENT LEARNING OUTCOME:** Students integrate educational technology into curriculum design to improve engagement, assessment, and instructional delivery.
- **Industry Need:**
 - The EdTech industry is expanding rapidly, and teachers must be able to adapt to AI-enhanced learning platforms, digital assessment tools, and data visualization software.
 - School districts are actively recruiting technology integration specialists who can train teachers on adaptive learning tools, blended instruction, and digital equity initiatives.

Employment Outlook

1. Describe employment outlook for the degree.
2. What types of employment would constitute working "in the field?"
3. Are there changes to program offerings and activities that would improve the employment outlook for graduates?

Narrative:

Employment Outlook for the Master of Education in Curriculum and Instruction

1. Employment Outlook

The job market for professionals with a Master of Education (M.Ed.) in Curriculum and Instruction remains strong and growing, as schools and educational institutions continue to prioritize instructional quality, curriculum development, and educational leadership.

- The U.S. Bureau of Labor Statistics (BLS) projects a 7% job growth for instructional coordinators from 2021 to 2031, keeping pace with the average for all occupations.
- Growth is fueled by increased state and federal funding for curriculum innovation, the demand for instructional leadership, and the expansion of digital and competency-based learning models.

- School districts are investing in instructional technology, curriculum specialists, and teacher professional development, leading to higher demand for experts in curriculum and instruction.

Graduates of the program are well-positioned for career advancement in K-12 schools, higher education, government agencies, private educational organizations, and corporate training divisions.

2. Relevant Employment Opportunities

Graduates with an **M.Ed. in Curriculum and Instruction** are prepared for **diverse career paths** in education, training, and instructional leadership, including:

Education Sector Roles

- Instructional Coordinator – Oversees school curricula and teaching standards, develops instructional material, and provides teacher training.
- Curriculum Specialist – Designs and evaluates curricula to ensure alignment with state and national education standards.
- Instructional Coach – Works directly with teachers to improve instructional practices, classroom management, and student engagement.
- Educational Consultant – Provides expertise to school districts, private organizations, and government agencies in curriculum reform and instructional best practices.
- School or District Administrator – Serves as a principal, assistant principal, or district-level administrator, focusing on curriculum design, instructional leadership, and school improvement strategies.

Corporate and Non-Traditional Roles

- Instructional Designer – Develops educational and training programs for corporations, government agencies, and nonprofit organizations.
- Education Policy Analyst – Works in state or federal education departments, think tanks, or advocacy groups to develop education policies and reform initiatives.
- Online Course Developer – Designs and implements online curriculum and e-learning experiences for educational institutions or private companies.

3. Enhancing Employment Prospects

To further strengthen employment opportunities for graduates, the program could consider the following enhancements:

- Specialized Certifications and Micro-Credentials
- Offering certifications in instructional design, educational technology, assessment and data analysis, or AI in education can increase job market competitiveness.
- Practical Experience and Partnerships
- Expanding internship and practicum experiences in school districts, EdTech companies, and educational consulting firms can provide students with hands-on industry experience.
- Professional Development and Industry Engagement

- Hosting webinars, networking events, and mentorship programs with alumni and education leaders to help students gain industry insights and career guidance.
- Enhanced Career Services Support
- Providing personalized career coaching, resume reviews, interview preparation, and job placement assistance can improve graduate employment rates.
- Expanded Alumni Network and Employer Partnerships
- Developing stronger ties with school districts, universities, and corporate training organizations can lead to direct hiring pipelines for graduates.

External Review

Executive Summary

General observations and comments are provided as to how the program aligns with and supports the University mission and curriculum, the quality of student learning and the achievement of student learning outcomes, the qualifications and achievements of faculty, the student experience, the state of facilities, the value of online resources and supports (if relevant), on-campus resources, financial resources, and how the program is responding to trends within the larger perspective of the program field.

Narrative:

The William Woods University Master of Education (M.Ed.) in Curriculum and Instruction is widely recognized as a high-quality graduate program, designed to prepare educators for leadership roles in curriculum development, instructional strategies, and educational assessment. Aligned with the university's mission to provide student-centered, profession-focused, and service-oriented learning, the program equips graduates to address real-world educational challenges with skill and purpose. Maintaining a small, personalized learning environment, the program fosters close faculty-student interaction and individualized support—emphasizing people first and programming second. It serves professionals in diverse roles, including classroom teachers, instructional coaches, department chairs, and curriculum directors.

Delivered fully online, the M.Ed. in Curriculum and Instruction provides the flexibility needed by working educators. The program continually evolves through internal review and reflection, with recent curriculum revisions reflecting educational trends, student needs, and institutional goals.

Over the past 18 months, the M.Ed. in Curriculum and Instruction program has undergone significant revision. A recent self-evaluation, informed by student feedback and market analysis, led to substantial improvements in program design—positioning it as both academically rigorous and aligned with industry expectations. It is important to formally acknowledge the improvements implemented by the faculty during this period, with notable leadership and contributions from Dr. Kyle Anderson. These changes reflect a sustained process of self-reflection and a deep commitment to continuous improvement and to the mission of William Woods University. Under Dr. Anderson's guidance, the M.Ed. program has made substantive and meaningful strides in curriculum enhancement, alignment with national and state professional standards, and responsiveness to both student needs and evolving market demands—demonstrating the program's agility, accountability, and forward-thinking approach to academic leadership.

Commentary

Reviewers provide comments about the program strengths and challenges.

Narrative:

The evaluation of the C&I program included a comprehensive review of the curriculum, student feedback, faculty qualifications and support, enrollment data, and marketing efforts. This review identified a number of strengths, areas for improvement, and actionable recommendations for the continued growth and success of the program.

Strengths of the Program

Rigorous, Relevant Curriculum:

The M.Ed. program offers a rigorous, research-based curriculum that is routinely updated to align with contemporary educational policies, instructional methodologies, and assessment practices. It is strategically scaffolded to build foundational knowledge before moving into advanced and specialized content. Students begin with nine foundational credit hours addressing current educational trends and curriculum-related challenges. A central research design course equips students with essential qualitative and quantitative research skills, enabling them to make data-informed decisions in their practice.

The 2024–2025 curricular revisions introduced five distinct concentrations—Teaching and Learning, STEM Education, Educational Technology, Teacher Leader, and a Self-Selected Design option—allowing students to tailor their studies to align with career goals. These concentrations enhance instructional effectiveness in K–12 settings and prepare students for future leadership roles. Evidence suggests that learning outcomes are clearly defined, regularly assessed, and largely achieved. Capstone projects, coursework, and field experiences consistently demonstrate student proficiency in critical thinking, instructional design, and alignment with both the Missouri Teaching Standards as well as national standards.

Flexible Online Delivery:

Program delivery is fully online and asynchronous, allowing educators to balance academic and professional responsibilities. Strategic course rotation and nine annual entry points offer flexibility and ensure accessibility. The newly introduced five-week courses, such as *Current Issues in Education* and *Appraisal of Student Learning*, meet the needs of students across multiple graduate education programs and provide faster access to high-demand content.

Faculty Expertise:

Faculty members bring expertise in instructional leadership, curriculum design, and assessment. Their diverse academic and professional backgrounds enhance the program’s relevance and innovation. Faculty members are engaged in research, professional development, and educational consulting at state and national levels. Instructor evaluations consistently score between 4.5 and 4.7 on a five-point scale. Specifically, the program boasts expertise in areas such as: postsecondary readiness, assessment, and curriculum development (Dr. Kyle Anderson), STEM education, curriculum research and assessment (Dr. James P. Concannon), educational administration, special education, and curriculum (Dr. Sheila Hodge-Logan), assessment, classroom management, and educational administration (Dr. Timothy Hanrahan) and brain research, data-driven decision-making and assessment systems (Dr. J Michael Pragman). Faculty collaborate on the design of rubrics, assignments, and evaluation tools, ensuring alignment with accreditation standards and program outcomes. They actively assess student performance, review capstone projects, and participate in peer reviews to ensure consistency in grading.

Initiatives such as faculty-led mentoring and the upcoming “Woods Wednesdays” live sessions (launching Fall 2025) aim to foster student engagement and offer more personalized academic support. These live sessions reflect student interest in building personal connections with faculty and may serve as substitutes for certain weekly assignments or discussion forums.

Data-Driven Decision-Making:

The program is also marked by a strong commitment to data-driven instruction. Faculty regularly analyze assessment data to improve curriculum and instructional delivery. Recent refinements include revising performance benchmarks from requiring 80% of students to *exceed* expectations to

80% *meeting or exceeding* them—making expectations more realistic without compromising rigor. Courses such as *Curriculum Construction* and the *Educational Research Capstone* have integrated more hands-on, real-world applications, better aligning with professional practice. Assessments are now more closely aligned with the National Board for Professional Teaching Standards (NBPTS), the International Society for Technology in Education (ISTE), and the Missouri Leadership Development System (MLDS). These changes have resulted in graduates reporting greater readiness for instructional leadership positions.

Despite national trends in declining graduate enrollment, the M. Ed. in Curriculum and Instruction at William Woods University has shown resilience. Recent enhancements—including multiple entry points, revised course sequencing, and greater responsiveness to student feedback—are expected to improve both enrollment and retention. Advising and enrollment management have improved significantly, leading to an 80% retention rate that meets institutional goals.

Student Support and Satisfaction

Student feedback highlights faculty responsiveness, the practical application of coursework, and the advantages of asynchronous learning. Students receive personalized degree plans and consistent support as they complete capstone projects and prepare for graduation. Coursework focused on curriculum auditing and instructional leadership is often cited as particularly relevant to students' professional goals.

Students needing additional help receive individualized support, including tutoring referrals and faculty mentoring, underscoring the program's commitment to student success.

Career Relevance

Graduates of the program pursue careers as curriculum specialists, instructional coordinators, and instructional designers in K–12, higher education, and corporate training environments. Alumni frequently report that the program's focus on curriculum development, assessment, and leadership has directly benefited their professional practice. While larger institutions may emphasize academic research, William Woods distinguishes itself through a commitment to applied learning and real-world relevance.

Opportunities for Growth

Faculty Capacity

The program remains heavily dependent on adjunct faculty, with many courses being taught by part-time instructors. While the number of adjunct faculty has decreased from 200 to 60, increasing the number of full-time faculty could provide greater continuity, enhance mentorship, and expand research opportunities. Given the program's ongoing strong growth, it is strongly recommended that the university consider employing at least a half-time faculty position dedicated to supporting both the M.Ed. and Ed. S. programs—specifically the Curriculum and Instruction as well as Educational Leadership programs.. This added faculty support would help sustain program quality, responsiveness, and innovation across both tracks.

Supporting both adjunct and full-time instructors with high-quality professional development, particularly in online instruction, will be critical as the program grows. Ensuring adjuncts are integrated into curriculum development and receiving training on institutional tools such as Brightspace LMS and Watermark analytics will improve instructional consistency and student outcomes.

National Visibility

Although the program has strong regional recognition, increased national visibility is necessary to compete in a crowded online education market. A robust marketing strategy—including a sustained digital media campaign, enhanced search engine optimization, and stronger district partnerships—could expand the program's reach. Faculty members have identified the absence of a consistent public relations director as a barrier to long-term marketing success.

Course Availability

Course scheduling remains a concern for some students, with occasional delays in graduation due to limited course rotation. Addressing this issue may require more frequent core course offerings and/or the hiring of an online course manager to streamline scheduling and ensure timely degree completion.

Curriculum Innovation

Students and faculty have expressed a desire for greater integration of emerging educational technologies, including artificial intelligence, gamification, and adaptive learning tools. Investing in faculty with expertise in these areas would enhance the Educational Technology concentration and keep the program at the forefront of instructional innovation. Additional curriculum enhancements might include new courses in school law, data analytics, professional learning community (PLC) leadership, and the Science of Reading. Offering micro-credentials in instructional coaching, digital assessment strategies, and technology-enhanced learning could further support recruitment and career advancement.

Support for High-Challenge Courses

Though the program boasts high pass rates—over 85% in core courses—withdrawals are more common in *Educational Research Capstone* (EDU 586) and *Appraisal of Student Learning* (EDU 590), suggesting that increased preparatory support may be needed for these research-intensive courses.

Recommendations

Comments provide future direction for the faculty to use to improve student learning. Evaluative feedback is offered, as well as suggestions to improve any aspect of the program. Recommendations that require no new resource as well as those that do are welcome, alongside identifying areas for program development based on market/industry demands not yet identified by the university or program faculty. The report may include recommendations that have been shown to be effective elsewhere.

Narrative:

Recommendations and Strategic Direction

The program has made substantial progress since the last review cycle. Ongoing efforts should focus on possibly expanding full-time faculty capacity, integrating advanced instructional technologies, refining course rotation schedules, and enhancing national marketing initiatives.

The development of a formal alumni network would serve as both a recruitment tool and a professional resource. Engaging alumni as mentors, guest speakers, or liaisons to school districts can foster stronger ties between the university and the education community. Hosting virtual networking events and career development workshops—focused on resume building, interviewing, and leadership—would support current students and increase program visibility.

The national job market for educators with advanced curriculum and instructional expertise remains strong. To remain competitive, William Woods University must continue to innovate, respond to feedback, and invest in strategic partnerships. Expanding the program's reach beyond Missouri and positioning it as a leader in applied, practitioner-focused graduate education will support long-term success.

Recommendations and Future Direction

As stated in the executive summary, the program has made significant progress since the last review cycle, particularly in addressing key recommendations through curriculum updates, enhanced online resources, and improved advising. Continued investment in faculty development, curricular innovation, and strategic marketing will be essential for sustaining growth and maintaining relevance in a rapidly evolving educational landscape.

Faculty and Instructional Capacity

While the number of adjunct faculty has been reduced, the program still relies heavily on part-time staff. Reducing this dependency by hiring additional full-time faculty and/or employing *at least* a half-time faculty position dedicated to supporting both the M.Ed. and Ed.S. programs (specifically Curriculum and Instruction and Educational Leadership) would yield multiple benefits. Full-time faculty members tend to have a deeper understanding of institutional mission and culture, contribute to program consistency, and foster collaboration needed to address complex academic challenges.

Increasing full-time staff could also expand opportunities for faculty-led research and student involvement in scholarly work. Additionally, greater investment in professional development is needed for both adjunct and full-time faculty, particularly those teaching in an online format. Training on tools like Brightspace LMS and Watermark analytics should be ongoing to support data-informed instruction and improve the tracking of student outcomes.

Hiring a faculty member with expertise in artificial intelligence and digital learning tools would further support instructional quality and enrich the Educational Technology concentration, helping position the program as a leader in forward-thinking education.

Curriculum and Instructional Design

The program's recent revisions, guided by sound data collection, have resulted in a more rigorous, intentional, and coherent curriculum. Capstone projects, field experiences, and revised coursework demonstrate that students are able to integrate critical thinking, pedagogy, and reflective practice. However, in light of the rapidly evolving educational landscape—particularly in areas such as educational technology and artificial intelligence, the university should consider establishing a highly structured course revision cycle. This process would ensure that all courses undergo review and potential revision on a two- to three-year timeline, enabling the faculty and staff to keep content relevant, evidence-based, and responsive to emerging trends.

Enhancing Curriculum with Additional Concentrations

There is growing demand for targeted expertise in areas that bridge education with innovation and application beyond the classroom. Looking ahead and in response to ongoing student feedback the university should consider developing new concentrations at both the M.Ed. and Ed.S. levels. Potential additions could include:

- Artificial Intelligence in Education
- Instructional Design
- The Science of Reading
- Corporate Training and Workforce Development
- Leading Professional Learning Communities
- Other emerging areas based on student interest and market demands

These concentrations would enhance the program's appeal and better serve diverse professional goals among educators and training professionals.

Introducing elective modules or “add-on” micro-credentials in digital assessment, instructional coaching, and technology-enhanced learning would be valuable recruitment tools.

Course rotations and scheduling must be reviewed to improve access. Offering core courses more frequently or creating alternative pathways for required courses will reduce potential delays in program completion. Employing a dedicated online course manager could help address many of the logistical challenges.

In order to promote a vision of continuity and support for students, the university should consider the development of a cohesive three-year strategic program map that includes the undergraduate, master's, specialist, and doctoral offerings. This long-range planning document would promote and strengthen

curricular alignment across degree levels, allow for intentional scheduling, and help ensure timely progression for students.

Assessment and Continuous Improvement

The program demonstrates a strong commitment to ongoing improvement, with curriculum reviews reflecting a keen awareness of best practices, technological advances, and workforce needs. Courses emphasize real-world application and align closely with state and national standards. Student learning outcomes are clearly defined, routinely assessed, and largely achieved.

Future efforts should focus on refining data-driven assessment practices using Watermark and Brightspace LMS analytics. Both faculty and students would benefit from additional training on these tools to maximize their effectiveness. As the program remains fully online, sustained training in virtual pedagogy will also be crucial to maintaining instructional quality. A clearly articulated training schedule must be established during faculty onboarding to ensure continuity and fidelity to both the curriculum and current technological practices.

Course Revision Cycle

In light of the rapidly evolving educational landscape—particularly in areas such as educational technology and artificial intelligence—the university must consider establishing a structured course revision cycle. This process would ensure that all courses undergo review and potential revision on a two- to three-year timeline, enabling the program to keep content relevant, evidence-based, and responsive to emerging trends.

Enhancing Curriculum with Additional Concentrations

There is growing demand for targeted expertise in areas that bridge education with innovation and application beyond the classroom. The M. Ed faculty should focus on the development of new concentrations at both the M.Ed. and Ed. S. levels. Potential additions could include:

- Artificial Intelligence in Education
- Instructional Design
- The Science of Reading
- Corporate Training and Workforce Development
- Other emerging areas based on student interest and market needs

These concentrations would enhance our program's appeal and better serve diverse professional goals among educators and training professionals.

Alumni and Student Engagement

Alumni are among the program's most valuable assets. A well-organized formalized alumni network can enhance the university's visibility, strengthen recruitment efforts, and foster mentorship opportunities. Alumni can serve as ambassadors to their districts and actively support outreach efforts.

Students have expressed a desire for more interactive experiences, even in an online format. Hosting virtual networking events that connect students, alumni, faculty, and industry professionals across Missouri and beyond would strengthen engagement and community.

Career development offerings—such as resume-building workshops, interview preparation sessions, and leadership training—would further equip students for advancement and success after graduation.

Program Growth and Market Positioning

The job market for M.Ed. graduates in Curriculum and Instruction remain strong, driven by the need for instructional leadership and curriculum innovation. While the program has a solid regional

presence, more must be done to increase visibility and attract students from across Missouri and nationally.

The university should implement a comprehensive digital marketing strategy that includes targeted social media campaigns, search engine optimization (SEO), and other data-driven outreach efforts. During faculty interviews, it was noted that the absence of a consistent public relations director has significantly hindered marketing initiatives. Stabilizing this role would provide the continuity and leadership necessary to support a sustained, effective, and strategic marketing campaign—ultimately enhancing the visibility and appeal of the university’s academic programs.

It would be extremely advantageous for the university to hire an external national marketing agency that specializes in promoting smaller, liberal arts universities. While this would involve a financial investment, issuing a Request for Proposals (RFP) could identify firms equipped to highlight the rigorous and relevant nature of the programs.

Marketing efforts should always emphasize alignment with the National Board for Professional Teaching Standards (NBPTS), the International Society for Technology in Education (ISTE), and various leadership development frameworks, showcasing the university’s commitment to both academic excellence and professional advancement.

Creating a “visual roadmap” that illustrates the progression through the Curriculum and Instruction degrees—M.Ed., Ed. S., and Ed.D.—along with their respective concentrations would be invaluable to both the program and prospective students. Such a visualization would enhance understanding of the educational pathway, highlight opportunities for professional advancement, and effectively communicate the program’s coherence, depth, and intentional design to students and key stakeholders.

Increased collaboration with school districts and professional associations will also help the program share its successes and build pipelines for future enrollment. Encouraging faculty and alumni to present at conferences and distribute recruitment materials will elevate the program’s profile. Additionally, emphasizing the five-week course format and real-time application of learning in marketing materials will further differentiate the program from competitors.

Conclusion

The William Woods University Master of Education in Curriculum and Instruction program is a well-structured and robust offering that effectively prepares educators for leadership roles. The program demonstrates a clear commitment to curriculum enhancement, instructional excellence, and data-informed decision-making.

Looking forward, the program has several key opportunities to:

- Strengthen its adjunct and full-time faculty infrastructure and training protocols.
- Expand its reach beyond the regional level
- Integrate cutting-edge educational and technological trends into the curriculum

These steps will ensure continued program success and relevance in a dynamic educational environment.

Program Response to External Review

Program Response

After the External Report is submitted, the Program faculty will respond to any comments where the reviewer has noted need of improvement or where additional explanation is needed. The faculty response will also include a response to the recommendations of the reviewer and their action plan to move forward with recommendations, or what is needed for the program to move forward with a recommendation. This response is added to the report and submitted to Academic Council for final review.

Narrative:

The faculty of the Master of Education in Curriculum and Instruction program at William Woods University would like to express our sincere appreciation to the external reviewer for the thoughtful, thorough, and forward-looking evaluation of our program. We are especially grateful for the recognition of our recent curricular revisions, the commitment of our faculty, and the alignment of our program with institutional values, state and national standards, and emerging needs in the education profession. The review accurately captures both the strengths of our program and the opportunities for improvement, and we fully support the recommendations provided.

We affirm the review's emphasis on the importance of maintaining a strong and relevant curriculum that supports educators in leadership roles. The recent introduction of concentrations in Teaching and Learning, STEM Education, Educational Technology, Teacher Leadership, and Self-Selected Study has been well-received by students and aligns with current job market demands. We are committed to expanding these offerings and integrating emerging areas such as Artificial Intelligence in Education, the Science of Reading, and Corporate Training and Workforce Development. The recommendation to enhance our curriculum through micro-credentials in instructional coaching, digital assessment, and technology-enhanced learning is well-taken, and we have begun exploring feasible structures and delivery methods to implement these options in future iterations of the program.

The commentary on the dedication and expertise of our faculty, including the contributions of both full-time and adjunct instructors, is appreciated. We agree that building additional full-time faculty capacity would help improve instructional consistency, mentorship, and curricular continuity. The recommendation to pursue at least a half-time faculty position dedicated to supporting both the M.Ed. and Ed.S. programs is sound and will be pursued in collaboration with university leadership. We also agree that sustained investment in professional development for all instructional staff—including training in Brightspace LMS, Watermark, and virtual pedagogy—is necessary to maintain high-quality instruction across delivery formats.

We also support the recommendation to establish a formalized course revision cycle. While many of our recent revisions were responsive and well-informed by data and student feedback, we acknowledge that a more structured, predictable approach to course review would ensure continued relevance and alignment with professional trends. Our goal is to initiate a two- to three-year rotation schedule that allows for continuous refinement based on assessment data, market analysis, and student outcomes.

The reviewer's comments on the need for improved course scheduling and advising reflect student concerns that we also identified during the self-study. In response, we have explored making changes to the course rotation, advising materials, and degree planning processes to help students better navigate program requirements.

We also concur with the reviewer's assessment of marketing and visibility. While our program is recognized regionally, we acknowledge the need to expand our national presence. The absence of a permanent public relations director has made sustained marketing efforts more challenging. We strongly support the recommendation to stabilize that role and consider contracting with a national marketing firm that specializes in liberal arts institutions and practitioner-focused graduate programs. Developing a visual roadmap to illustrate academic progression through the M.Ed., Ed.S., and Ed.D. programs is a strategy we fully embrace and have begun discussing with both faculty and admissions staff. This tool would serve as a valuable resource for both recruitment and student advising, clearly communicating the intentional and scaffolded structure of our graduate education pathway.

Increased alumni engagement is another area of alignment. We agree that a formalized alumni network would serve multiple purposes—enhancing recruitment, strengthening student support, and fostering ongoing professional development. We are actively working toward hosting virtual alumni panels, developing an alumni mentor directory, and involving graduates more directly in events and program planning.

Finally, we affirm the recommendation to expand our data collection and analysis strategies. We are already leveraging Watermark and Brightspace analytics to monitor student progress and identify program strengths and challenges. Continued training for faculty and students on the use of these tools will help ensure that data-driven decision-making remains a core part of our continuous improvement model.

Academic Council Review

Academic Council Response

Academic Council will review the report in its entirety and come together to discuss any remaining questions or concerns. The council will highlight noted areas of improvement for program focus. Issues of resources are discussed if additional resources are needed to implement improvements noted by the Reviewer, the faculty or Academic Council.

Narrative:

Academic Council met and discussed the report as submitted. The council agreed upon the following feedback for the program faculty.

Strengths:

- The faculty's commitment to the program and the focus on educational action research is a strength of the program.
- The Program Manager has made the program more marketable.
- The details in the report are pretty comprehensive and provide a wealth of valuable information about the program. It is impressive to see the clear explanation of the direct and indirect methods of assessment.
- The report does well at describing the changes made to the program over the last five years and providing rationale for those changes. The concentrations seem well considered.
- The report did a great job of highlighting how they are adapting the program to meet the current trends and needs in Education (digital learning, AI in education, project-based learning, etc)

- Directions for Program improvement feel forward thinking, comprehensive, and progressive.
- The rationale for curricular changes was evidence-based and well-explained.
- The retention rates of 86% year to year is strong.

Challenges:

- High number of adjuncts and program promotion
- Instead of too much text, some tables or graphs could've been used.
- "Sometimes answers existed at a level of abstraction where it could mean almost anything. For example, ""Faculty increased the use of assessment analytics to identify trends and areas for instructional improvement. • Assessment results were used to modify instructional strategies, refine assignments, and adjust grading rubrics."" The lack of specifics undermines reader confidence in what the report writer is saying."
- Critique of the Template and not the report, but some of the information does not fit with the narrative being presented. This is a MEd degree that is fully online so there is no reason to include information about the LEAD program and Study Abroad since these programs are irrelevant to these students.
- Adjunct achievements - The report should provide some information about the adjunct pool, highlighting their expertise, credentials, scholarship, and awards."
- Adjunct data – the report should provide more detail on the frequency and courses that are being taught by faculty.
- Under Student Enrichment Programming- listed LEAD and Woods around the world but not how the program specifically utilizes these programs for enrichment. As this is primarily an online program how the university engage online students in the campus culture?

Recommendations:

- Follow up on students' comments about needing more resources and support in the research courses and provide more opportunities for networking. Also, the library can definitely work on providing better marketing of ILL and other services, along with offering some webinars/videos specifically for graduate EDU students. Purchasing subscriptions to niche journals may not be feasible at this time, but students can definitely request and receive nearly anything through ILL. Institutional access to qualitative and quantitative data analysis software may not be in the library budget at this time. There may also need to be a discussion if that type of software is in the library's purview.
- Explore the idea of AI in Education to the curriculum, following the reviewer's comments. This is a good program, and the review has been completed effectively. Keep up the good work!
- Continuing with expanding marketing to a nationwide audience of academic professionals is a good step since it's an online program to encourage additional enrollment.