



Education Program Review 2019-2020

Program Profile _____	3
Internship & Placement _____	8
Faculty & Resources _____	26
Assessment Planning _____	34
Assessment Data _____	36
External Review _____	40
Conclusions and Recommendations _____	49
Academic Council Review _____	50
Appendix 1 _____	56

Program Review 2019-2020

Education Program

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

William Woods University, originally known as The Female Orphan School of the Christian Church of Missouri, was founded in 1870. William Woods became a college in 1914 and started training teachers shortly thereafter. William Woods College became William Woods University in 1992, and it started offering graduate degrees in Education shortly thereafter. The main campus is in Fulton, Missouri, which is midway between St. Louis, and Kansas City. William Woods does not have any branch or satellite campuses; however, graduate courses are taught in over eighty sites throughout Missouri, as well as through distance education. In the fall of 2017, total enrollment was 2,076, and enrollment in the various graduate education programs totaled 937. Education is a popular major among undergraduates, as there were 85 undergraduate Education majors in the fall of 2016. Demographically, undergraduate Education majors are fairly similar to their non-Education major counterparts. Education majors are slightly more likely to be female (86% vs. 72%) than their non-Education major counterparts. Eight percent of the population of undergraduate Education majors is non-white, while the corresponding figure for non-Education majors is 13 percent. The two groups are also relatively similar in terms of age, as the mean age of Education majors is 21.3, while the mean age of non-Education majors is 23.3. Graduate students enrolled in Education programs are very similar to graduate students in non-Education (Business) programs. Approximately 62 percent of Education students are female, whereas approximately 61 percent of non-Education students are female. Five percent of Education students are non-white, while seven percent of non-Education students are non-white. The mean age of Education students is 35.4, while the mean age of non-Education students is 34.5. More information on the university can be found on our website: <https://www.williamwoods.edu/>. Information on the undergraduate Education program can be found here: https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/index.html, while information on our graduate programs in Education can be found here: https://www.williamwoods.edu/academics/graduate/education_graduate/index.html.

As of 2019, the overall enrollment of undergraduate students in the School of Education has declined slightly. The number of students seeking an initial teacher certification in one of the following areas: elementary, middle, secondary, or K-12, has dropped to between 65 and 70 students, depending on the year/semester.

Current Enrollment, Fall 2019:

K-12 Physical Education:	10 Students
Special Education:	8 Students
Secondary Education:	9 Students
Middle School Education:	3 Students
Elementary Education:	28 Students
Art Education:	6 Students

While the elementary education major comprises the majority of undergraduate education students in the School of Education, there is only one male in this major. The School of Education generally has very few black/African American students. Currently, of the undergraduate students in the School of Education, three are black/ African American. Significant issues surround the overall undergraduate education numbers and demographics, with the need to increase both racial and gender diversity throughout and within the School of Education.

Program Mission

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The mission statement of the university is: An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Likewise, the vision statement of the program is: The vision of William Woods University is to be recognized as a progressive and growing leader in higher education, fiscally healthy, and achieving quality in all aspects of institutional life, while cultivating highly respected, innovative, unique programs. Both statements are located here:
https://www.williamwoods.edu/about/mission_and_history/index.html

The mission of undergraduate education programs at William Woods University is for students to be able to understand and demonstrate the nine Missouri Teaching Standards (<https://dese.mo.gov/educator-quality/educator-effectiveness/educator-standards/teacher-standards>). The School of Education tracks students' knowledge of and ability to demonstrate the nine Missouri Teaching standards throughout their four years as an undergraduate. William Woods University is long known for its professions-oriented philosophy, and paralleling this philosophical underpinning, the School of Education is prepared to ensure all students who receive an initial certification understand and can demonstrate the characteristics (nine MO teaching standards) encompassing career readiness as first year teachers.

Student Demographics

Student Demographic Template

Insert the Data in to the provided template and reattach the data to the review.

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Elementary Education	27	28	34	33	44
Middle School Education	5	6	1	4	4
Special Education	12	18	20	21	21
Secondary Art	7	8	8	7	10
Secondary Biology	1	1	2	4	4
Secondary English	5	2	3	1	4
Secondary Social Science	4	3	1	2	7
Secondary Speech Théâtre	3	3	4	4	2
Physical Education	3	2	14	26	27

Student Minor:

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Education	16	14	19	13	8

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
University		74%	77%	74.5%	74.5%
Elementary Education		83.3%	63.6%	50%	71.4%
Middle School Education		0	100%	50%	0
Special Education		0	100%	80%	100%
Secondary Art		100%	66.7%	100%	0%
Secondary Biology		0	0	0	0
Secondary English		100%	100%	0	100%
Secondary Social Science		50%	0	0	100%
Secondary Speech Théâtre		100%	100%	100%	0
Physical Education		0	50%	80%	71.4%

Student Demographic: Retention Rates**Additional Resources:**

Job_placement_rates_2015_2018.doc

Persistence_and_Graduation_Rates_2018_2019.doc

History_Education_Demographic_Data.xlsx
 Art_Art_Education_Program_Demographic_Data.pdf
 Biology_Education_Program_Demographic_Data.pdf
 Elem_Education_Program_Demographics.pdf
 English_Education_Program_Demographics.pdf
 Middle_School_Education_Program_Demographics.pdf
 Physical_Education_Program_Demographics.pdf
 Special_Education_Demographic_Data.pdf
 Speech_Theatre_Education_Program_Demographics.pdf
 History_Education_Demographic_Data.pdf

Reflection on Program Enrollment Data

Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? if so, specify the details of the plan.

The overall enrollment in the last two years has decreased. One could view this issue one of two ways: 1) Is this an issue specifically related to students leaving William Woods University; or 2) fewer number of freshmen entering the university. Reviewing the document, "persistence and graduation rates", one can conclude that once students are admitted into the Teacher Education Program (TEP), the retention and persistence increases dramatically. The total number of incoming freshmen from 2018 to 2019, with the exception of transfer students, dropped significantly. In effect, there is a twofold issue occurring in the School of Education: 1) A decrease in the overall number of freshmen; and 2) A small fraction of students in their freshmen or sophomore year transferring out of education or from the university. One particular concern is the decrease in the number of students interested in majoring in special education. William Woods University has invested in a full-time program manager, and currently two faculty members, who have special education certification to run the course extensive program. After fall of 2019, there will only be three students majoring in special education. If enrollment does not increase for this program, my recommendation would be to close the program given the number of unique courses this program must offer, the faculty resources to run these courses, and the fact that when the courses will run that the courses will not "make". In an effort to increase enrollment in special education, Dr. Emily Turner has consistently and persistently communicated with admissions and marketing to increase recruitment efforts. One of the major draws of our special education program is that 100% of students graduating have passed their content assessment and 100%, and over the past two years (since 2017-2018), 100% of our special education graduates were offered a teaching position.

To increase the overall undergraduate enrollment in the School of Education, Mr. Joe Davis has worked extensively with admissions to promote and organize an annual "Education Day". The Education Day is an opportunity for high school students to explore the unique opportunities as a teacher, to explore a career in education, and to earn a 500-dollar scholarship for attending Education Day.

An additional effort to increase undergraduate student enrollment has been an overhaul by the marketing department, providing new avenues on social media to recruit students to the university.

As of recent, increased conversations and collaborations between Fulton Public Schools and the School of Education have occurred. From these conversations, agreements have been formalized whereby our newly formed Educator's Rising student group will work directly with Fulton Public School's Educator Rising Group (FPS is in the process of creating an Educators Rising student group). In addition, FPS will allow our professors to present to their Educators Rising student group about the teaching profession, and recruit students from the community school district. Within these conversations, an underlying hope is to generate a "Grow Your Own" program. Though the plan has been discussed between FPS and William Woods University, generally such programs require a monetary stipend for students to complete their undergraduate degree in conjunction with teaching in the local school district for 4-5 years. Avenues to fund a "Grow Your Own" program have been discussed among the School of Education, Fulton Public Schools, and William Woods University grant writer. Possible avenues to fund such a program might be the Federal Teach Grant, or possibly the NSF grant titled Noyce. Nevertheless, these conversations and hopes are still in process and really nothing in terms of funding a "Grow Your Own" program has been resolved. Despite this, several ideas stemming from conversations with Fulton Public Schools do not specifically require a "Grow Your Own" program, and we are currently taking advantage of the increased collaborations with Fulton Public Schools to address overall recruitment into the university.

One very important and key aspect in addressing freshmen and sophomore retention is readdressing the undergraduate four-year plans, and advising. In 2018, the School of Education had a large influx of new professors, many who were unaware of the course sequence. New faculty, despite having limited knowledge of the undergraduate program, were expected to advise. Each new faculty member in the School of Education had an advising load. As an undergraduate team, more as an exercise for the faculty, collaborated to determine feasible four-year plans to use with advisees. This was proven to be very helpful for both faculty members and students.

Another key aspect to address retention of students in the School of Education was the initiation of "Required School Meetings" for undergraduate students. The mandatory school meetings are an opportunity for all students to understand the Teacher Education Program and Student Teaching requirements. Given the increase in transfer students who do not take EDU 250, Foundations of Education, this provides the School of Education a chance to communicate essential information to all students.

Additional Program Resources

If your program has any additional syllabi, handbooks, policies that would be beneficial to an external reviewer and the academic council, please upload here.

Undergrad_Meeting_Minutes_8.13.19.docx
 Education__Admissions_Meeting_Minutes.docx
 November_27__2018_Meeting_Minutes_1.docx
 August_12_2c_2019_Meeting_Minutes__1_.docx
 Education_Day_Flyer_proof__28003_29__1_.pdf
 Student_Teaching_Handbook_2019__updated_July_11__2019_1.docx
 Teacher_Education_Handbook__2019_Final.doc
 EDU_201_Multicultural_Education_2019.docx
 EDU_395__Fall_2019.doc
 EDU_291_Miller_Fall_2019.doc
 EDU_492_Educational_Seminar__Miller_Fall_2019.doc
 EDU_490__493__495__499_SUPERVISED_TEACHING_Spring_2019_Miller.docx

Advising

Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

Advising is a critical role to ensure students successfully complete their degree in four years. Advisors generally have from 5 to 15 advisees. To foster a community of knowledge and information for successful advising, and for student graduation success, the School of Education created and implemented the following:

- 1) Creation of four-year plans for new faculty advisors to understand the scope of courses, coursework, and sequence of coursework. The creation of four-year plans helped faculty in the School of Education understand the course sequence for various majors, and as an overall guideline to help advisors. All advisors attended the advising training provided by the Director of Advising.
- 2) Group advising for new faculty advisors who were initially unfamiliar with coursework and sequence of coursework. Group advising occurred just once, in the fall of 2018. The group advising model was initially successful for new faculty advisors; however, given the inability to have one-on-one conversations regarding future plans, courses, and student perceived obstacles, the group advising model was abandoned. Advising occurs during two weeks of the semester, one-on-one between students and advisors. During the advising sessions, students discuss future plans, student life activities, involvement with LEAD events, and coursework.
- 3) For many students in secondary education, K-12 Art, middle school education, and physical education, students have a primary advisor in the content area, and a secondary advisor within the School of Education. The secondary advisor ensures students are on track for entering the Teacher Education Program, and ensuring the appropriate education courses are taken.

Graduation success is monitored throughout the program whereby students:

- 4) Participate in an "Interview Day": Interview Day was initiated by Dr. Sheila Logan in 2018-2019, and will continue under the supervision of Dr. Charlotte Miller into the 2019-2020 school year. Interview Day is an opportunity for William Woods University undergraduate students to practice displaying their understanding of the nine Missouri Teaching Standards. Going forward, Dr. Charlotte Miller will be working with administrators from Fulton Public Schools to serve as interviewers.
- 5) Presentation of Action Research stemming from EDU 395, Practicum Two; and EDU 492 Education Seminar: Students in EDU 395 and 492 engage in an action research project. The Action Research project is presented both semesters (Fall and Spring). During the spring semester, the action research project is presented during Senior Showcase. The action research project is an opportunity for students to take an instructional issue of their interest, collect data, and make conclusions and implications for further classroom practice. The action research projects are offered as LEAD events in November and April/May.
- 6) Monitoring of student progress with respect to the Missouri Teaching Standards in EDU 291, EDU 395, and EDU 492. The nine Missouri Teaching Standards are measured and monitored by every student cross-sectional in EDU 291, EDU 395, and EDU 492.
- 7) Monitoring of student progress longitudinally and cross-sectional using the pre/post internal assessment. The internal assessment relates to Missouri Teaching Standards one through seven, and occurs as a performance assessment whereby students create a lesson plan specific their content area. The pre-assessment occurs upon student entrance into the Teacher Education Program, the post-assessment occurs upon student entrance into student teaching.
- 8) **Student teachers' perceptions** regarding their preparedness after their student teaching experience are measured aligning with the nine Missouri Teaching Standards.
- 9) Surveys data collected regarding **former students' perceptions** of their preparation one-year after graduation are obtained aligning with the nine Missouri Teaching Standards.
- 10) Survey data collected from **principals' perceptions** of our teacher preparedness one year after graduation aligning with the nine Missouri Teaching Standards.
- 11) Offering and requiring students to take the practice Missouri Content Assessment during "Student Performance Days".

Internship & Placement

Student Internship Demographics

Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

Our clinical partnerships are co-constructed based on the mission of the University and needs of the community and are aligned to the core concepts of the Missouri Teacher Standard. Our clinical educators demonstrate a positive impact on candidates' development and student learning and are given resources and relevant training in order to establish and maintain continuous improvement of the clinical experience. Our experiences provide teacher candidates with research based, hands on opportunities throughout their undergraduate careers that increase their effectiveness during their student teaching experience. William Woods University undergraduate program undergoes a very strict protocol and review for students as they progress through their clinical experiences. Clinical experiences are present throughout many courses, each serving a different purpose related to the Missouri Teacher Standards. Experiences occur in EDU 291 (30hrs), EDU 395 (45 hrs.), and EDU 490 (14 weeks). Smaller internships occur in EDU 441(10 hrs.) and EDU 422 (30 hrs.). It is our philosophy that by integrating as many hours in the field to in seat coursework will best prepare our students as future educators. In order to provide partner with our local schools, our clinical experience director utilizes Memorandum of Understanding documents (MOU's) based on feedback that is provided during conversations after student observation experiences and on recommendation from the University Supervisors and school administrators to create strong clinical experiences. The MOU is the guiding principles that determine the role of the student(s) in the classroom and the role of the supervising teacher. At the end of each semester, students and supervising teachers respond to a survey about the clinical field experience that provides quantitative data based on the Missouri Teaching Standards and Missouri Educator Evaluation Student (MEES) assessments. Through the Teacher Education and Student Teacher application process outlined in both the application and student teaching handbook, the clinical supervisor

identifies the best situational fit based on a pool of mentor teachers that must: a) have a minimum of 5 years teaching experience and b) have high evaluations as a practitioner. Once placements have been made, mentor teachers are expected, along with University Supervisors, to complete the MEES document and turn final results into the Clinical Supervisor. Training is provided to University Supervisors each year. The Chair of Field and Clinical Experiences provides both cooperating teachers, university supervisors, and students MEES training. Our Chair of Field and Clinical Experiences has been trained as a MEES trainer.

William Woods University prides itself on being able to provide a meaningful, personalized experience for its students, especially in the area of the clinical experience. We, as a professions-oriented institution, value this type of experience and try at every step to make the education experience relevant to the future job. By embedding multiple hours into multiple courses, which exceeds the state mandates, and linking coursework to these relevant tasks, our goal continues to be providing an experience that is unlike other Universities. In reviewing the data that has been presented, we pride ourselves on the collaboration with our partners in creating the MOU documents that are discussed and implemented with feedback from all stakeholders. By starting with this process, we are immediately engaging our stakeholders and working together to make the clinical experience much more meaningful to both parties.

To ensure we provide excellent clinical experiences for our students, each semester we hold meetings with our advisory board to ensure our partnerships provide our students with the tools and skills necessary to be successful in meeting and displaying characteristics that align with the nine Missouri Teaching Standards. Advisory board minutes are attached, along with a list of individuals comprising our advisory board.

Program_Review_Internship_Chart.docx

Internship Data Upload

If you did not use the above text box for the internship data, please upload your data here.

Copy_of_Demographic_data_Student_Teacher_Placement_F_2018.xlsx

April_30__2019__Meeting_Minutes_1.docx

October_2_2018_Meeting_Minutes.docx

ADVISORY_BOARD_FRAMEWORK__8_2017_.docx

2017_2018_Advisory_Board_Members__October_.docx

Book1.xlsx

MOU.pdf

EDU_Course_Rotation.xlsx

Internship Placements

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

The specific internship placements that we track are for students in EDU 291, practicum one, EDU 395, practicum two, and for students' student teaching experience. The specific placements are titled "book1" as evidence. Our placements follow the Missouri Standards for Professional Educators (MOSPE). The MOSPE Standards can be found at: <https://dese.mo.gov/sites/default/files/MoSPEStandards.pdf>

Each of our clinical student teaching placements requires a specific memorandum of understanding (MOU) with the school district. A sample MOU is attached.

Per our Education Course Rotation, uploaded as evidence, the EDU 291 course is offered in fall, EDU 395 in spring, and student teaching every fall and spring semesters.

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

Employment in the field would consist of graduates working in a K-12 setting, either in a private or public school. Employment as a graduate assistant or any individual day care would also be considered employment in the

field. A graduate assistant would be any individual seeking a Master's degree in the field, or related field (such as an English Education student seeking a master's in English). One could also consider employment in the field as any individual who works in an instructor type capacity providing educational type opportunities to the public (example, a conservation educator).

Graduate Placement Data

Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

YEAR			
2017		CLINTON SR. HIGH	Teachers
2017		SOUTHERN BOONE ELEM.	Teachers
2016		GRADUATE SCHOOL	
2015		FULTON SR. HIGH	Teachers
2015		HOLLENBECK MIDDLE	Teachers
2015		SOUTHERN BOONE PRIMARY	Teachers
2016		EUGENE FIELD ELEM.	Teachers
2017		ROLLA SR. HIGH	Teachers
2015		O'Fallon	Teachers
2017		FT. ZUMWALT EAST HIGH	Teachers
2015		NO	
2017		BLUE RIDGE ELEM.	Teachers
2016		COMMUNITY ELEM.	Teachers
2016		CEDAR RIDGE ELEMENTARY	Aides
2016		EUGENE FIELD ELEM.	Teachers
2017		MADISON HIGH	Teachers
2017		JEFFERSON CITY HIGH	Teachers
2015		GRADUATE SCHOOL	
2016		JEFFERSON INTERMEDIATE SCHOOL	Teachers
2016		MCINTIRE ELEM.	Teachers
2017		Holliday Elementary	Teachers
2017		ST. ELIZABETH ELEM.	Teachers
2016		SORRENTO SPRINGS ELEM.	Teachers
2016		EUGENE HIGH	Teachers
2017		MONROE CITY ELEM.	Teachers
2017		Holliday Elementary	Teachers
2017		SUMMERSVILLE HIGH	Teachers
2017		HAWTHORNE ELEM.	Teachers
2017		WEST ENGLEWOOD ELEM.	Teachers
2015		NEW BLOOMFIELD ELEM.	Teachers
2015		ROBERT DRUMMOND ELEM.	Teachers
2017		ALEXANDER DONIPHAN ELEM.	Teachers
2015		HAZELWOOD WEST HIGH	Teachers
2015		MEXICO MIDDLE	Teachers
2017		SOUTH CALLAWAY ELEM.	Teachers
2017		College Park Christial Preschool	
2015		MCINTIRE ELEM.	Teachers
2015		FULTON SR. HIGH	Teachers

2017	BEVIER ELEM.	Teachers
2016	THOMAS JEFFERSON MIDDLE	Teachers
2015	TRUMAN HIGH	Teachers
2016	ELDON UPPER ELEM.	Teachers
2017	EUGENE FIELD ELEM.	Teachers
2015	MOBERLY MIDDLE	Teachers
2015	NEW HAVEN ELEM.	Teachers
2016	St. Paul Lutheran	Teachers
2017	WINSTON HIGH	Teachers
2016	ALPHA HART LEWIS	Teachers
2017	SOUTHERN BOONE MIDDLE	Teachers
2015	WILDWOOD MIDDLE	Teachers
2015	JAMESTOWN C-I HIGH	Teachers
2016	New Bloomfield Elem.	Teachers
2016	MCMILLAN ELEM.	Teachers
2016	MCINTIRE ELEM.	Teachers
2015	Fatima ELEM.	Teachers
2016	HATTON-MCCREDIE ELEM.	Teachers
2015	Fort Riley, KS	Teachers
2016	NO	
2017	HALLSVILLE HIGH	Teachers
2015	FRONTIER SCHL OF EXCELLENCE-U	Teachers
2017	WELLSVILLE ELEM.	Teachers
2016	ROLLA SR. HIGH	Teachers
2018	Mexico Middle, 6th grade math	
2018	Bush, 3rd grade	
2018	K, McIntire Elementary	
2018	Para, Maraline, MO	
2018	Milan C-2 1st grade	
2018	Francis Howell	
2018	Callaway Hills	
2018	Corrections Officer at Missouri Dept of Corrections.	
2018	Graduate Assistant	
2018	Paraprofessional Callaway Hills, JCPS	
2018	Graduate Assistant	
2019	Fulton Middle School	
2019	New Bloomfield Elementary	
2019	Carrot Patch Child Care Center.	
2019	Camdenton Public Schools	
2019	Graduate school	
2019	Graduate school	
2019	Marshall Public Schools	
2019		
2019	4 Pioneer Trail Jefferson City Public Schools	
2019		
2019	Graduate School, University of Missouri	
2019	HS Special Ed JCHS JCPS	
2019		

2019		Jefferson City Public Schools	
2019		Moberly	
2019		HS Special Ed. JCHS JCPS	
2019		K-8 Special Ed North Callaway Schools	
2019		Jefferson City PS	
2019		Springfield PS	

Graduate Placement Data

Please upload your demographic data on program graduates.

Job_placement_rates_2015_2018.doc

Program Curriculum

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

The undergraduate course rotation is can be located at:

https://www.williamwoods.edu/current_students/registrar/rotation.aspx

The course rotation was also provided as evidence. The course rotation is persistently discussed with respect to course enrollment. The course rotation is also persistently discussed with respect to student needs and timing of the student teaching experience. Low enrolling courses (less than five students), are offered as tutorials. A tutorial is a situation where a student works one on one with a professor over the course of semester. The student is expected to complete the assignments and the required "seat time" as non-tutorial students to receive credit for the course. Frequently, tutorials are required for specific secondary methods courses where there are very few students in the major and needing the course at any one particular point in time. These courses would be ENG 418, HIS 418, and BIO 418. Tutorials are needed for our middle school courses EDU 311 and EDU 314. The need for tutorials is accounted for when considering a professor's overall teaching load, and many of these situations can be anticipated.

The average class size for upper level and lower-level courses varies; secondly, class size varies depending upon if the class is offered as a general education requirement. Generally, with our current course rotation, freshman and sophomore classes have 15-20 students; and upper-level courses range from 8-15 students depending on the semester. We advertise that our classes, on average, contain 13 students. However, there have been some concerns with low enrolling special education courses. The drop-in enrollment of students seeking special education teacher certification has some concern for offering courses including: EDU 258, Cross Categorical Disabilities; EDU 353, Teaching Remedial Mathematics; EDU 358 Teaching Cross Categorical Disabilities; EDU 460, Career/Vocational Education; and EDU 415, Conferencing and Consultation. The key concern with these classes is that they are already on a fairly infrequent course rotation:

EDU 358 Teaching Cross Categorical Disabilities; even years in spring

EDU 460, Career/Vocational Education; even years in fall

EDU 415, Conferencing and Consultation. odd years in spring

EDU 258, Cross Categorical Disabilities; odd years in fall

EDU 353, Teaching Remedial Mathematics; odd years fall

So, the key concern is that since the special education enrollment has dropped significantly in recent years, these particular courses, courses that are already on a very limited rotation, will "make". In effect, these courses this past year have been taught as tutorials, and this as a negative effect on professor's course "load" (load being 12 hours a semester).

Even more concerning and questionable is the action or inaction towards this issue in what used to be a very vibrant and highly sought special education degree program that currently has few majors to justify personalized staffing.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly fuller than the other?

The majority of the courses are offered as an on-ground modality only. A few courses are offered during the summer online. Summer online courses include: EDU 201 Multicultural Education, EDU 231 Exceptional Individual; EDU 250 Foundations of Education; EDU 261 Assessing Young Children; EDU 281 Early Childhood Principles; EDU 301 Family and Community Resources; EDU 311 Middle School Philosophy and Organization; EDU 313 Early Childhood Program Management; EDU 314 Middle School Curriculum and Instruction; EDU 392 Reading and Writing in the Content Area; and EDU 417 Practicum.

The rotations of undergraduate education online courses have limited if any effect to the on-ground enrollment because:

- 1) EDU 261, EDU 281, EDU 301, EDU 313, EDU 417 are only offered online. These courses are specific for early childhood add-on certification, and we do not have a designated on-ground professor offering these courses.

- 2) EDU 201, EDU 231, and EDU 250 courses are currently making in the on-ground modality both in the spring and the fall semesters.

- 3) EDU 311 and EDU 314 are not making for both the on-ground and the online modality (resulting in courses not making and being offered as tutorials during the semester)

- 4) EDU 392 for the on-ground modality is presently making since it is offered only in the spring semester.

In conclusion, the online option really isn't affecting the enrollment to a point where classes are not making for the on-ground modality.

The major concern centers around the courses that are offered just on-ground and are not presenting "making" in the on-ground modality, that being the special education specific courses.

Curriculum: Revision

Explain any curricular revisions made since the last Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

Curricular Change #1:

Curriculum revisions have occurred in the past year, since fall of 2018. The curriculum revisions tie to the assessment map. The program objectives for undergraduate students in the School of Education centers around the nine Missouri Teaching Standards. Though the program objectives have not changed in past years, assessing students in specific courses early, middle, and at the end of their program is relatively new. The Missouri Teaching Standards are currently being assessed in EDU 291, Practicum One; EDU 395, Practicum Two; and during the student teaching experience. Assessing these objectives early on (students' Sophomore year), near the middle (Junior year), and at the end (Senior year), helps the School of Education monitor student progress over time. Below is the tool we have cooperating teachers fill out regarding students' progress in practicum one and two, which is a new addition to the curriculum, it also provides programmatic assessment data. The tool provides descriptors based of the Missouri Education Evaluation System, which is a proprietary assessment:

See Front and Back

To be completed in EDU 291 & 395

By the Cooperating Teacher

Teacher Candidate Name: _____

Date: _____

To the evaluator: A teacher candidate may not possess the knowledge or skills to obtain the score of a "0, 1, 2, 3, or 4". In certain circumstances, particularly in early field and clinical experiences, it is common for students to receive low scores. This is expected given that students have not had as many opportunities or have the necessary abilities to demonstrate these expectations. Regardless, the goal of this evaluation is to show growth over time. Please fill out this evaluation keeping in mind that if there was not an opportunity for the teacher candidate to show mastery of a specific competency, this is acceptable.

0 = not observed; 1 = inconsistently observed; 2 = somewhat observed; 3= consistently observed; 4= exceeds expectations

Standard 1

_____ Provides students opportunities to process the content through discussion with others.

_____ Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.

_____ Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses.

Standard 2

_____ Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment.

_____ Uses knowledge of students to meet individual needs, including accommodations and modifications as needed.

_____ Designs and utilized a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs.

Standard 3

_____ Implements lessons and assessments exhibiting understanding of appropriate curriculum.

_____ Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards.

_____ Connects learning objectives to real world references to aid in student comprehension.

_____ Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language.

Standard 4

_____ Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning.

_____ Provides opportunities in which all students convey their ideas and/or solutions through product and/or process.

_____ Facilitates opportunities in which students analyze and discuss problems and possible solutions.

_____ Facilitates reciprocal high-order questioning.

_____ Uses various evidence-based instructional strategies to promote rigor and relevance.

Standard 5

_____ Monitors student behavior and intervenes as needed.

- _____ Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment.
- _____ Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment.
- _____ Displays a strong relationship and rapport with individual students that promotes a positive learning environment.
- _____ Comfortably uses the vocabulary and structure of the school's system for behavior.

Standard 6

- _____ Provides clear instructions through verbal and non-verbal cues.
- _____ Clearly and effectively models desired outcomes to enhance student comprehension.
- _____ Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery.
- _____ Models proper grammar consistently in written and verbal communication.

Standard 7

- _____ Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole.
- _____ Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.
- _____ Maintains student records consistently and in a confidential and ethical manner.

Standard 8

- _____ Reflects on the effectiveness of a lesson based on student learning and engagement.
- _____ Accepts and utilizes feedback through conferences with mentors to adjust and improve practice.
- _____ Monitors and adjusts professional conduct through self- assessment.
- _____ Fully engages in school and/or district professional develop to grow professionally.

Standard 9:

- _____ Participates in school-wide functions to enhance student learning.
- _____ Prepares for and fully engages in collaborate meetings to enhance student learning.
- _____ Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success.
- _____ Builds and seeks out positive, appropriate relationships with students, staff, and families.

Curricular Change #2:

Likewise, EDU 291 and EDU 395 underwent some significant curricular changes for teaching, assessing, and monitoring students' progress with respect to the Missouri Teaching Standards. While these courses in the past had a focus on the nine Missouri Teaching Standards, and though the text did not change, the EDU 291 and EDU 395 professors met several times to ensure there was vertical alignment within these two courses to ensure the nine program objectives were first introduced and later reinforced. Secondly, in EDU 395 we implemented a new activity called "Action Research". Action research is an older philosophy (from 1940s) documented in the literature as a method for students to critically consider teaching practices, assessment of teaching practices, and implications based on tangible student-based data. It is an opportunity for students to reflect on how a teacher can make a difference in student learning. The action research project pushes students to consider one Missouri Teaching Standard, to dive into that standard thinking about how that standard is translated into teaching and learning, implementing specific teaching practices, and reflecting on data

collected. When students actually think about how teaching and learning happens, and how they were successful or unsuccessful in accomplishing their purpose, a powerful learning opportunity and experience unfolds. The action research project occurs in the EDU 395 course:

EOC 395 – Education Practicum 2
MO Teaching Standard 7

CANDIDATES USE RESEARCH/EVIDENCE TOWARD TEACHING PROFESSION

Action Research Expectations

- (1) Statement of the problem – The focus of your action research is to assess your teaching effectiveness with respect to one or more of the Missouri Teaching Standards. For example, you may wish to determine how various types of student groupings, whether homogenous or heterogeneous groups, affect student performance, interests, attitudes, or on-task behaviors.
- (2) A description of the action research you intend to carry out –What procedures will you carry out to complete the action research project? Is the focus of the action research project directly aligned with the intended outcome? For example, will implementing incentives increase students' on-task behavior? Will implementing a constructivist, inquiry-based approach to teaching and learning increase students' interests in the subject matter? Based on your statement of the problem, provide the question that drives the research study.
- (3) Provide an annotated bibliography- An annotated bibliography consists of approximately ten peer-reviewed journal articles with the description of the study for each source. The annotated bibliography needs to begin with the source, provided in APA format, and then below the reference a summary of the findings as it relates to instructional practices. The annotated bibliography should come from peer-reviewed journal articles. Avoid on-line blogs, and on-line pages that does not contain data within the article.
- (4) A description of who will be participating in the action research project. What are the demographics of the classroom? Are there any particular characteristics of the classroom environment that may affect the outcomes of the action research project?
- (5) Provide the assessment or a description of the assessment you will be using to determine the effectiveness of your teaching intervention. What will the assessment be measuring? Will you be assessing students before and after the teaching intervention?
- (6) How will you ensure your teaching intervention actually made a difference compared to if a teaching intervention was not implemented? The teaching intervention needs to be referenced against a classroom where the specific teaching intervention was not implemented.
- (7) Identify the independent and dependent variables.
- (8) Provide a null hypothesis. A null hypothesis: There is no statistically significant difference in (dependent variable) between (independent variable).
- (9) Provide a description of how data is collected and analyzed. If it is a quantitative study, explain the statistic test used to determine if there was a significant difference from pre- to post-test.
- (10) Provide results, in tabular form, of the data collected. Provide graphs to represent the data visually.
- (11) Provide a conclusion. Do you accept or reject the null hypothesis?
- (12) Provide a discussion. In your mind, why was the null hypothesis accepted or rejected based on the data collected. Connect the discussion to the literature review.
- (13) Provide implications. Explain how the results of your study apply to you as a future educator. Based on your research, how will this impact your future teaching?

Score of 4 = candidates use appropriate research and appropriate evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. Data on student growth was collected, analyzed, and implications regarding student growth are specified.

Score of 3 = candidates use some research and some evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. Data on student growth was collected, analyzed, and implications regarding student growth are specified. However, a score of "3" indicates the candidate could have better identified the problem and better-connected findings on student growth and teaching implications to current research in the field.

Score of 2 = candidates use minimal research and minimal evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. Data on student growth was collected, analyzed, and implications regarding student growth are specified. However, a score of "2" indicates the candidate minimally related findings on student growth and teaching implications to current research in the field.

Score of 1 = candidates use no research and minimal evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. Data on student growth was collected, analyzed, and implications regarding student growth are specified. However, a score of "1" indicates the candidate did not relate findings on student growth and teaching implications to current research in the field.

Score of 0 = candidates use no research and no evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

Curricular Change #3:

A common conversation that occurred during the fall of 2018 revolved around the amount of time students were exposed to K-12 learning environments before their student teaching experience. Coupled with the fact that the School of Education hired new professors, and their desire to integrate coursework with student work in K-12 environments, a 30-hour practicum experience was implemented into EDU 422 course, Measurement and Assessment. Changes in EDU 422 centered around increasing students' exposure to standard seven, assessment of student learning. In this regard, a standard seven end of course assessment was created measuring students' progress on standard seven. The EOC was written by Dr. Emily Turner. A portion of the EOC, titled "Data Informed Unit Plan" is provided below:

EDU 422 Data-Informed Unit Plan and Field Experience

End of Course Assessment

Standard 7

In order for teacher candidates to demonstrate the ability to progress toward meeting Standard 7 of the Missouri Teacher Standards:

Standard #7 Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis

in EDU 422, students will design and implement a data-informed unit of instruction. Completion of this performance task should allow the teacher candidates to meet performance level 3 of the Standard 7 MEES criteria:

3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester.

- **Uses** multiple types of assessments to effectively **monitor** the progress of each student and the class as a whole.
- **Uses** formative assessment strategies to effectively **gather** data about student understanding and uses it to **plan** future instruction.
- **Maintains** student records consistently and in a confidential and ethical manner.

For this data-informed unit of instruction, the teacher candidate will:

- be placed in a field experience setting or partner with a K-12 student
- access pre-assessment benchmark data to determine areas of support (in field experience)
- determine the area of instructional focus and design a pre-assessment for the small group
- administer and score the pre-assessment to determine specific needs / instructional strategies
- design a minimum 6 lesson data-informed intervention unit using WWU SOE lesson template
- implement the data-informed unit
- progress monitor students through a teacher data management process
- support students in setting goals and progress monitoring throughout sessions
- maintain a time log of dates and times of sessions
- create a summary of the sessions using the data as the foundation of the reflection
- create a summary of the experience / partner classroom
- present data-informed unit plan and reflection to the class via poster presentation

Teacher Candidates will have a minimum of the second half of the course semester (8 weeks) to complete this performance assessment.

Curricular Change #4: There was modification to the secondary and middle school social science coursework required for the major. This was primarily a result of the closing of the history major. In effect, one history course was removed from the middle school social science certification area, and certain courses which were once elective options were later identified as requirements for the secondary social science major. The middle school major will no longer require one teaching history course; and the secondary social science major will no longer offer the American Revaluation, the Cold War, and teaching history.

Curricular Change #5: Course rotations for practicum one and practicum two (EDU 291 and EDU 395) were altered to ensure the courses would make once a year.

Curricular Change #6:

Multicultural Education

Changed EDU201 content quite a bit. This class will change every year given its sociocultural nature. Currently updating the book to the 9th version currently, which requires changes to the on ground and online course.

Curricular Change #7:

Classroom Management

The book by Ruby Payne In Spring 2019, given some of the controversy around her work.

Curricular Change #8:

Reading and Writing in the Content Area

The on-ground course will change to take on the text of the online course in Spring 2020.

Curricular Change #9:

Teaching Reading and Writing and Reading and Writing for the Student

Increased emphasis on writing to both courses and changed the assignments in Teaching Reading and Writing.

Curricular Change #10

We have worked hard to create more alignment to the Missouri Teacher Standards. This is especially true in EDU 250 where we use the MTSS as a framework for the entire class. By examining each standard, and connecting to other course objectives such as legal and historical perspectives, students are more prepared for success in the program and during their student teaching.

Curricular Change #11

We have begun incorporating Google Certified Educator training in EDU 211 and EDU 411. This change was the result of conversations with our WWU education advisory board and other local school partners who expressed the value of this particular certification (many schools itemize Google education suite of tools).

Curricular Change #12

We have updated the course text in EDU 211 to a fantastic book called Cybertraps for Educators which highlights the importance of ethical and secure use of technology for both teachers and students.

Curricular Change #13

We have worked to develop consistency throughout our program by implementing a standard lesson plan template and committing to shared language around ideas such as Blooms Taxonomy and evidenced based strategies (bulletin board in ab 301).

Curricular Changes #14

MAT 231

- Updated texts : Making Sense of Mathematics for Teaching Grades K-2 (Communicate the Context Behind High-Cognitive-Demand Tasks for Purposeful, Productive Learning), Making Sense of Mathematics for Teaching Grades 3-5 (How Mathematics Progresses Within and Across Grades), Making Sense of Mathematics for Teaching: Grades 6-8 (Unifying Topics for an Understanding of Functions, Statistics, and Probability). These texts allow the teacher candidates to see the breakdown of math concepts and skills within the K-2, 3-5, and 6-8 grade spans. This also allows the students to streamline their learning with the Missouri Learning Standards.
- Updated course sequence: As we build conceptual understanding of elementary math content, each area (number sense, geometry, measurement, etc.) has two days of course time. The first day is hands on, engaged math learning experiences with a focus on the learning progression to build on prior knowledge. The second day is a combination of student-led discussion and lesson demonstration with a preview of the coming chapter / content.

EDU 231

- Updated text: Special Education: Contemporary Perspectives for School Professionals 5th Edition. This text is a more practical text with classroom connections built into each chapter. This text covers the same areas of disability as the previous text; however, this is more updated and relevant to current teacher candidates. The initial chapters also break down IDEA, legislation, and key special education foundational information.
- Updated course activities to include more relevant classroom teacher learning including making parent flyers, Pecha Kucha presentations, deeper research on an area of disability, and accommodation / modification infographics.

EDU 422

- Updated texts: Assessment and Student Success in a Differentiated Classroom, and Developing Assessment-Capable Visible Learners Grades K-12. These textbooks are more relevant to the assessment work that a teacher will do in a classroom / school setting. The previous text was based in statistics and analysis that is beyond that of a typical classroom teacher. Additionally, these texts dive deeper into the assessment and differentiation practices that are critical for student success.

- EOC Added: This course added an EOC as the first for the School of Education. Students must complete field work and a small group intervention tracking student growth. This EOC also involves a final poster presentation as a culminating task to connect their course learning to their field experience to the Missouri Teacher Standard #7.
- Field Experience added: A 20-30-hour field experience was added to this course because the measurement and data practices of teachers are difficult to learn in a university classroom. Adding this experience has enriched the teaching experience and allowed teacher candidates to utilize data and assessment practices that have typically been a challenge to observe / practice in their student teaching experience.

EDU 351

- Updated text: Teaching Students with Language and Communication Disabilities. This course textbook was a stronger support for students as it integrated both language development concepts as well as instructional support resources. Additionally, this text breaks down language development and challenges as it relates to each specific area of disability that a classroom teacher would teach.
- Added research: Students in this class must now also do a small research project to dig deeper into language development and education topics. Students identify at least 5 sources to create an annotated bibliography followed by short research paper to connect to their program of study.

EDU 341

- Updated texts: Mathematical Mindsets : Unleashing Students' Potential Through Creative Math, Inspiring Messages, and Innovative Teaching, and Visible Learning from Mathematics, Grades K-12: What Works Best to Optimize Student Learning. These texts were more relevant to teacher practice as well. This course is about the teaching of math (less about content) and these two books are highly regarded by current math teachers in elementary classrooms. The first text referenced above builds a strong classroom community and practices to allow students to take risks and work in math activities with less anxiety. The second identifies specific strategies that research shows are most effective when teaching math.
- Added math "field experience": This course already had a partnership with Fulton Public Schools as WWU teacher candidates create a Math Fair event for FPS 4th graders. They came to the university to participate in a variety of math activities to reinforce grade level appropriate math skills they would soon need for the state assessment. I have also added another math fair event for kindergarten students; however, rather than have them visit the campus; we took the math fair to their classroom!

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (i.e.: increased class size/need for faculty overloads to teach additional sections, etc.? How often is the shared course offered? Has the rotation changed for shared classes?

There are several shared courses among various education certification areas and other majors offered at William Woods University. The education certification areas that maintain shared courses with other majors include: Elementary Education, Middle School Social Science education, Middle School Mathematics Education, Middle School Science Education, Middle School English Education, Secondary Biology Education, Secondary English Education, Secondary Social Science Education, K-12 Art, and K-12 Physical Education.

Elementary Education majors have a concentration requirement consisting of specified general education requirements to prepare them for certification exams (MOGEA and MOCA). Since elementary education concentration are also general education courses, these courses are offered quite frequently since all William Woods University students are required to take general education coursework. In this regard, there is little to no impact on extra course offerings or hiring of adjuncts. The elementary education coursework also requires two psychology courses, PSY 221 Educational Psychology, and PSY 226 Child and Adolescent Development. Elementary Education Concentration: BIO 105 Introduction to Biological Princ -N; BIO 106 Intro to Bio Lab; COM 101 Intro to Speech Communication -C; ENG 101 English Composition I - C; ENG 102 English Composition II -C; ENG 218 Introduction to Creative Writing -L; MAT 114 Elementary Statistics -M; SCI 130 Foundations of Science -N; SCI 131 Foundations of Science Lab.

Secondary Social Science majors are required to take 12 hours of world history, 12 hours of US history, 6 hours of political science, 3 hours of economics, 3 hours of geography, and 6 hours of behavioral science. Some of these categories contain elective options. Example courses a secondary social science major would take include:

HIS 418 Methods of Teaching; HIS 104 Modern US History: From Reconstruction to Superpower; PLS 105 Politics and Government -S; HIS 103 Early America and the United States: Colonization, Revolution, and Civil War; GEO 201 Regions & Nations of the World I -D; GEO 202 Regions & Nations of the World II -D; PSY 101 General Psychology I -S; PSY 102 General Psychology II -S; HIS 418 HIS Methods of Teaching; HIS 101 Dawn and Rebirth: A History of the World to 1500; HIS 102 Industry, Ideology, and War: A History of the World since 1500; HIS 338 The Atlantic World: Exploration, Colonization, and Globalization; HIS 353 World War II; PLS 110 American Legal System -S; HIS 332 Civil War; HIS 310 Daughters of Liberty, Suffragists, and Feminists: The Story of Women in America; PSY 221 Educational Psychology -S; PSY 226 Child and Adolescent Development -S; ECN 252 Microeconomics -S; and ECN 251 Macroeconomics -S

Middle School Social Science majors are required to take a 30-33 hour block of courses consisting of: Macroeconomics -S; Microeconomics -S; Teaching Social Studies in the Elementary/Middle Grades; Regions & Nations of the World I -D; Regions & Nations of the World II -D; Dawn and Rebirth: A History of the World to 1500; Industry, Ideology, and War: A History of the World since 1500; Early America and the United States: Colonization, Revolution, and Civil War; Modern US History: From Reconstruction to Superpower; Politics and Government -S; and Teaching History. Teaching History is a course that is currently being considered to be taken out of the major and certification requirements. Students are also required to take Educational Psychology -S and Adolescent Development -S.

Secondary English majors are required to take the following courses: ENG 418 Methods of Teaching; English Composition I -C; English Composition II -C; Introduction to Creative Writing -L; Young Adult Literature -L; Grammar and Syntax; History of the English Language; Composition for Prospective Teachers; Senior Seminar; Educational Psychology -S; Child and Adolescent Development -S. Additionally, students are required to take 3 hours of English Education Content Knowledge Electives, 3 hours of World Masterpieces Electives, 3 hours of English Literature Electives; and 3 hours of American Literature. Elective courses include: ENG 210 Introduction to Film Studies -L; ENG 222 Introduction to Rhetoric -L; ENG 280 Introduction to Literature -L; ENG 345 Grant Writing; ENG 201 World Masterpieces I -L; ENG 202 World Masterpieces II -L; ENG 205 English Literature I -L; ENG 206 English Literature II -L; ENG 238 American Literature I -L; and ENG 239 American Literature II -L.

Middle School English majors are required to take: Educational Psychology -S; Child and Adolescent Development -S; ENG 201 World Masterpieces I -L; ENG 202 World Masterpieces II -L; ENG 205 English Literature I -L; ENG 206 English Literature II -L; ENG 218 Introduction to Creative Writing -L; ENG 238 American Literature I -L; ENG 239 American Literature II -L; ENG 301 Grammar and Syntax; and ENG 412 Composition for Prospective Teachers.

Middle School Mathematics majors are required to take: Educational Psychology -S; Child and Adolescent Development -S; MAT 114 Elementary Statistics -M; MAT 118 College Algebra -M; MAT 124 Calculus I -M; MAT 214 Calculus II; MAT 231 Understanding Mathematics for Tchrs; MAT 314 Higher Geometry; and MAT 423 Theory of Numbers.

Middle School Science majors are required to take: Educational Psychology -S; Child and Adolescent Development -S; BIO 114 General Biology I -N; BIO 115 or BIO 116 Gen Bio I Lab; BIO 124 General Biology II -N; BIO 125 Gen Bio II Lab; BIO 209 Introduction To Environmental Science; CHM 114 General Chemistry I -N; CHM 115 or CHM 116 General Chemistry I Lab; CHM 124 General Chemistry II -N; CHM 125 General Chemistry II Lab; PHY 201 Physics I -N; PHY 202 or PHY 203 Physics I Lab; and SCI 230 Earth Science Lecture -N.

Secondary Biology Education majors take a combination of required and elective courses comprised of: General Biology I -N; Gen Bio I Lab; General Biology II -N; Gen Bio II Lab; Introduction To Environmental Science; Genetics; Genetics Lab; Physics I Lab; Physics I -N; The Scientific Enterprise -N; Earth Science Lecture -N; General Chemistry I -N; General Chemistry I Lab; Human Anatomy and Physiology I; Human Anatomy and Physiology I Lab; Comparative Vertebrate Anat/Phys; Comparative Vertebrate Anat/Phys La; General Chemistry II -N; General Chemistry II Lab; Microbiology w/lab; Human Anatomy and Physiology II w/lab; Ecology w/lab; Vertebrate Zoology w/lab; Tropical Ecology w/lab; an upper level biology elective; and BIO 418 Methods of Teaching.

In addition to PSY 221 and PSY 226, K-12 Art majors are must take: Painting I -A; Sculpture I; Printmaking I; Weaving & Fiber Arts I -A; Ceramics I -A; Teaching Art in Elementary School; Digital Art; and ART Methods of Teaching.

K-12 PE majors must take the most courses that are in another major (Exercise Science):

XS100	Personal Health	3.00	
EXS 103	Nutrition	3.00	
EXS 104	First Aid and CPR	2.00	

EXS 180	Introduction to Exercise Science	1.00				
EXS 205	Introduction to Anatomy -N	3.00				
EXS 220	Social Science in Sport	3.00				
EXS 302	Introduction to Exercise Physiology	3.00				
EXS 303	Prevention/Care Athletic Injuries	3.00				
EXS 304	Prevention and Care Lab	1.00				
EXS 314	Motor Learning and Development	3.00				
EXS 321	Kinesiology	3.00				
EXS 350	Adapted Physical Education	3.00				
EXS 401	Sports Psychology	3.00				
EXS 422	Measurement and Assessment	3.00				

PED 135 Team Sports	1.00				
PED 136 Individual and Dual Sports	1.00				
PED 137 Flexibility and Stretching	1.00				
PED 250 History and Philosophy of Teaching Physical Education and Movement Concepts	3.00				
PED 307 Methods of Teaching PE K-4	3.00				
PED 308 Creative Movement	3.00				
PED 418 Methods of P.E. (6-12)	3.00				
PSY 221 Educational Psychology -S	3.00				
PSY 226 Child and Adolescent Development -S	3.00				

How have crossed listed courses affected offerings and enrollment? The biggest concern that we have run into with cross listed courses or shared courses is low enrollment for courses specific to a single certification area. This would include HIS 418, ART 418, ENG 418, BIO 418 courses. Generally, these courses are required by secondary education majors. We attempted to consolidate these courses into a single course, without much success. In fact, this was attempted twice, once before the current Director entered, and also while the current Director entered the position.

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

PED_Course_Enrollment_Data_14_19.pdf

Art_Education_Course_Enrollment_14_19.pdf

Biology_Education_Course_Enrollments_14_19.pdf

Elem_Education_course_enrollment_14_19.pdf

English_Education_Course_Enrollments_14_19.pdf

Middle_Level_Course_Enrollment_14_19.pdf

PE_Course_Enrollment_14_19.pdf

Social_Science_Course_Enrollment_14_19.pdf

Speech_Theatre_Education_Course_Enrollments_14_19.pdf

SPED_Course_Enrollments_14_19.pdf

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

ART_ArtEducation.pdf

BIO_EDU.pdf

EED.pdf

ELE.pdf

EDS.pdf

ESP.pdf

EXS_PE.pdf

SSE.pdf

STE.pdf

Course Description

Upload program course descriptions from the most current Academic Catalog.

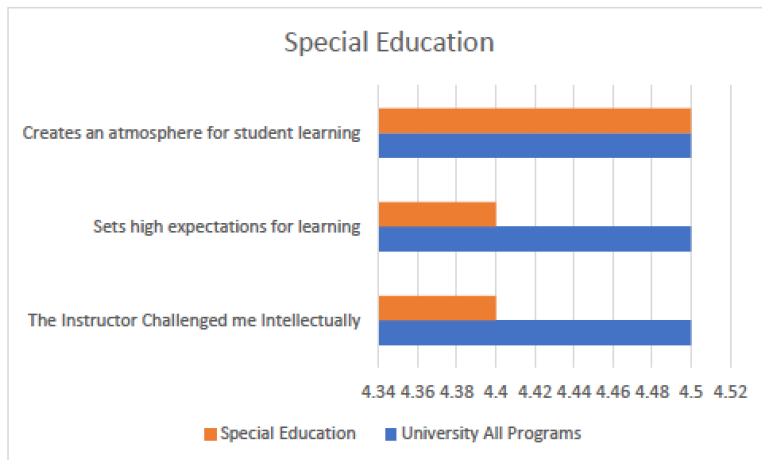
Education_Course_Descriptions.docx

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

Education: Special Education Summary of Teaching Effectiveness

Course Evaluation Summary:



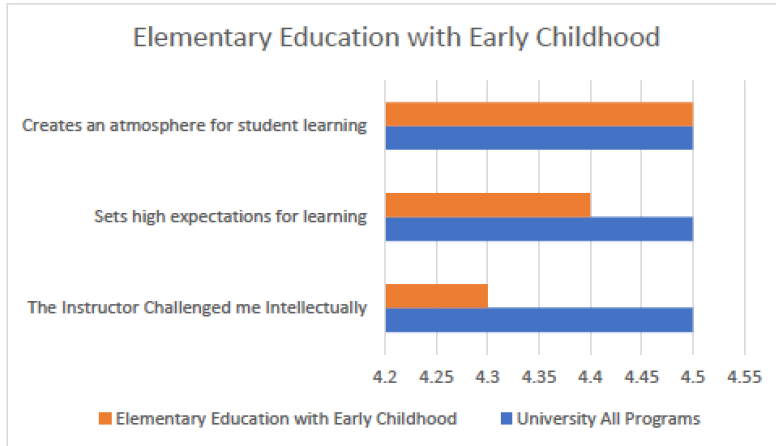
Sample:

N: 435

49% Response Rate

Education: Elementary Education with Early Childhood: Summary of Teaching Effectiveness

Course Evaluation Summary:



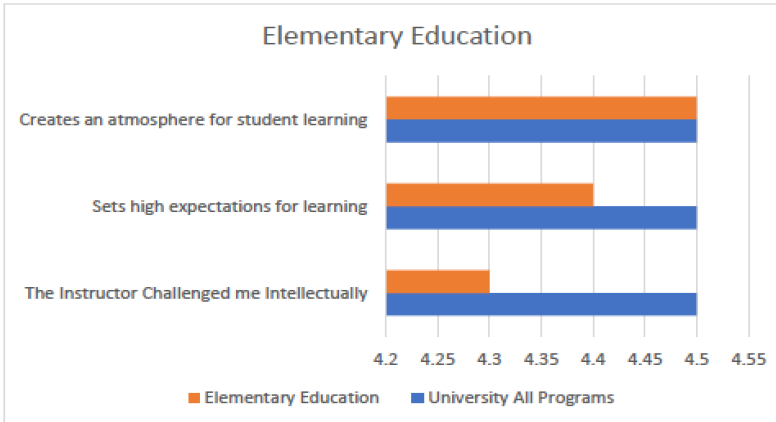
Sample:

N: 435

58% Response Rate

Education: Elementary Education: Summary of Teaching Effectiveness

Course Evaluation Summary:



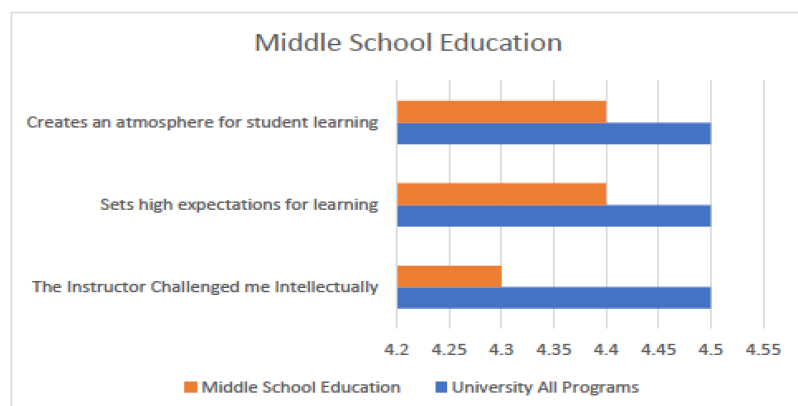
Sample:

N: 427

57% Response Rate

Education- Middle School: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

N=353

57% Response Rate

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

The data presented focuses on three very specific criteria: Creates an atmosphere for learning; sets high expectations for learning; and the instructor challenged me intellectually. The data presented shows a very minor portion of a very large scale from 1-5. Four represents good, and five represents excellent. The data compares all William Woods University students to students in specific education majors. To draw adequate comparisons between groups, one would have to assume that the scores are normally distributed, and that there is an adequate sample of education majors to compare to the WWU population. There would not be an adequate sample (at least n of 60) to make comparisons between a group of education students to the overall WWU undergraduate student population. Even if comparisons were possible, the difference between 4.5 and 4.3, or 4.5 and 4.4, are one or two tenths difference from the mean WWU scores. So, essentially if comparisons could be made without any type 1 or 2 error, students' perceptions of education coursework in terms of high expectations and challenged me intellectually are a bit (ever so slightly) better than excellent compared to other students' perceptions. It would be useful if the z scores, standard deviations, variances, and percentile ranks of the program were known to effectively determine how different the scores are from the mean WWU scores. How well the bell curve compares to other bell curves, and the area of overlap, or non-overlap, is important. To, the small n of education responses could potentially be skewed or bimodal causing a greater fluctuation. I think the important thing as a unit leader is to not make immediate reactions to data that fluctuates year to year; and data that visually shows a large mean difference but statistically doesn't. A 0.5 difference would likely be statistically significant, but then again that is a guess.

Nevertheless, looking across all programs, there are tenths of a difference as depicted in the graphs showing a slight decrease for mean scores for rigor and challenge.

In this regard, what are students' perceptions of challenging and rigor? What exactly does this mean to students? Does the perception of challenging translate to a very rigid, unaccommodating, teacher-centered, and penalizing learning environment? This would be quite challenging. Let's assume this is not the case, but we are not sure. We could probably find some middle ground with respect to the meaning.

Let's also make some other assumptions: 1) Education professors provide students opportunities for mastery (if students fail to master they will fail as a teacher); 2) Education courses prepare students for their career, which inherently should be a bit easier for students who have indicated a desire for that career, meaning they are seeking the right profession (an education course to a future elementary teacher is much easier than a statistics course with respect to relevance, application, and the abstract); 3) Only one education course is a general education requirement (in essence, the visual graphs actually show a comparison between non-gen eds and gen eds); 4) Education courses focus on skills, abilities, and performance expectations; 5) Education coursework is intended to find a fine balance between building confidence, support, and positive constructive feedback; 6) Education coursework is delivered with constructivist teaching and learning in mind to support the learning process, challenging students just above their zone of proximal development (a large gap between the objectives teachers put forth and students' base line abilities increases perceptions of challenge, and likewise disinterest); and 7) Education professors frequently use cooperative learning (not group work).

How the dynamic of how all students perceive challenge and rigor is worth investigating, and why education students feel slightly less challenged and perceive less rigor is worth investigating, if in fact student perceptions were the goal of the major. Too, how are students' perceptions influenced? Are there other more pressing issues, like ensuring our students know and display the Missouri Teaching Standards? Yes. Is data regarding students' performance with respect to the Missouri Teaching Standards a better indicator of teaching effectiveness compared to their perceptions? Likely. Why? Because that is our outcome regardless of their perceptions. Does this data regarding perceptions mean anything significant? It is interesting. Have there been conversations about rigor and challenge in department meetings? Yes, particularly fall of 2018 when every faculty member in the School of Education assumed a new role or were recently hired that year. Does the data presented show an accurate reflection of overall rigor of the current new faculty and their new roles? I'm not sure given the new faculty turnover, however, I do check all faculty evaluations every semester. My major concern is not rigor or challenge; rather, making student responsibilities clear, holding students' attention, and returning graded work back on time. Each faculty member creates their own goal based on their student feedback, and I am there to facilitate, coach, and guide faculty in reaching their goals.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built-in equipment and how they impact student learning. (If none, put N/A)

The majority of undergraduate education faculty hold classes on the third floor of the Academic Building (AB), which is centrally located on the Fulton campus (main campus). Undergraduate education courses are not offered at off-site locations. The facilities primarily used by undergraduate education faculty are located on the third floor of the Academic Building; however, some courses, specifically technology specific courses, are held on the second floor of the Academic Building (AB 206). The classroom located on the second floor of AB is equipped with high-speed internet, a smart board, iPad, a projector, and flexible seating for easy configuration of cooperative learning groups. The classroom is not specifically designated for the School of Education; however, the resources the room provides enables the undergraduate programs to offer courses for integrating technology into teaching and learning.

The majority of the remaining courses are offered on the third floor of AB. The third floor, specifically AB 301, contains flexible seating, a computer with a new desktop (recent update), a Smartboard, and multiple resources for successful implementation of methods of teaching courses. Several courses are taught in AB 301, including methods of teaching science, methods of teaching social studies, education of the exceptional child, multicultural education, measurement and assessment, classroom management, math for teachers, methods of teaching math, and several special education specific courses. The classroom is ideal in that it is designed similarly to a K-12 classroom, and as such it is referred to as the "model classroom". The model classroom is a conducive for creating cooperative learning opportunities for students, and ultimately carrying out the vision of our established conceptual framework for preparing educators.

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

The most recent upgrade, since 2018, was the install of a new computer in AB 301. The new computer allows faster streaming of video. William Woods University uses a series of computers called "clients". I am aware of three types of "clients": thin client, Wyse client, and zero client. The classroom had a thin client computer installed in the classroom. The thin client was not that useful when professors or students needed to show video clips, for example from YouTube. It is critical for our professors to be able to show video because one very important aspect of learning is viewing others teach. Often professors would show clips of classroom teachers doing a great job in their K-12 classroom, or teachers that were struggling in one way or another; for example, building relationships or classroom management. The IT department kindly changed out the thin client, which was having some significant issues streaming videos, with a Wyse client, which seems to have resolved the concern.

Recently, the air conditioning was replaced in AB 301, which was extremely helpful in maintaining a comfortable and conducive learning environment.

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

There are some needs associated with undergraduate education:

1) We recently had a large discussion regarding technology needs in AB 301 - specifically connectivity issues with the internet.

Students in several courses are asked to bring laptops or digital devices to class to engage in a flipped classroom model, use of OwlNet during class, use of applications such as Nearpod, google tools to offer the google certification, and other applications. The connection is slow. AB 206 has dedicated WIFI; however, given that the majority of education courses should be held in AB 301, the model classroom, having dedicated WIFI to serving that classroom would be advantageous for teaching and learning.

2) The Smartboard in AB301 is not reliable. Sometimes it works, sometimes it doesn't. The Smartboard is currently being used as a whiteboard, and the interactive functions are not being used. Interactive functions would consist of Smartnotebook, which provides the opportunity for annotations and greater interaction with the content. We would like to be able to show our future educators how to teach with a Smartboard, with is frequently found in K-12 classrooms, but we currently cannot address this need.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

The current technology resources we have available for students include: a) a cabinet of iPad that can be used for students (10-15); b) in the library there are several iPad (20-30) that can be checked out to students; c) the library has several camcorders.

We have had discussions regarding implementing a course fee into EDU 211, Educational Technology, where students essentially pay for a Chromebook that they can keep all four years of their degree program. Many K-12 districts have transitioned to using Chromebooks. As suggested by our Education Advisory Board, which consists of principals and teachers in surrounding districts, we were advised to offer Google certification. Ideally, either students pay for Chromebook, or we offer Chromebooks for student checkout, would be an ideal situation. Chromebooks, though they do not have the same capabilities as iPads, they have similar functionalities and are more relevant for what our future educators would be expected to use and implement in K-12 classrooms.

Library Resources:

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

Education as a discipline taught at the undergraduate and graduate levels requires both up-to-date materials, as well as materials with an historical perspective. A continued effort is made to acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to a comprehensive database, *Academic Search Complete*, which is available to all students, both traditional and online. The Library also subscribes to the following education-specific databases: *Education Week*, an independent national news organization focusing on pre-K-12 education policy; *Education Source*, covering all levels of education-from early childhood to higher education-as well as all educational specialties, such as multilingual education, health education and testing; *Educational Administration Abstracts*, including bibliographic records covering areas related to educational administration, including educational leadership, educational management, educational research, and other areas of key relevance to the discipline; *ERIC*, providing access to information from journals included in the *Current Index of Journals in Education* and *Resources in Education Index*. The database contains more than 1.3 million records and links to more than 323,000 full-text documents dating back to 1966.

In addition, the Library subscribes to Ebsco's Education e-book collection, featuring nearly 4,000 quality e-books supporting students and faculty in the education discipline. Titles range from introductory texts for undergraduate coursework to more complex and detailed works for advanced students and scholars. Also included are support materials for teachers and professionals working in K-12 and higher education classrooms, covering topics from curriculum building to student behavior and dynamics.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resource sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:

Faculty response to the adequacy of library resources provided to the program?

The library resources are adequate. Questions have come up regarding the need for more library staff with respect to the EdD now being offered online and possible enrollment in EdD online; however, as far as undergraduate needs the library resources are more than sufficient.

Library Report

Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.

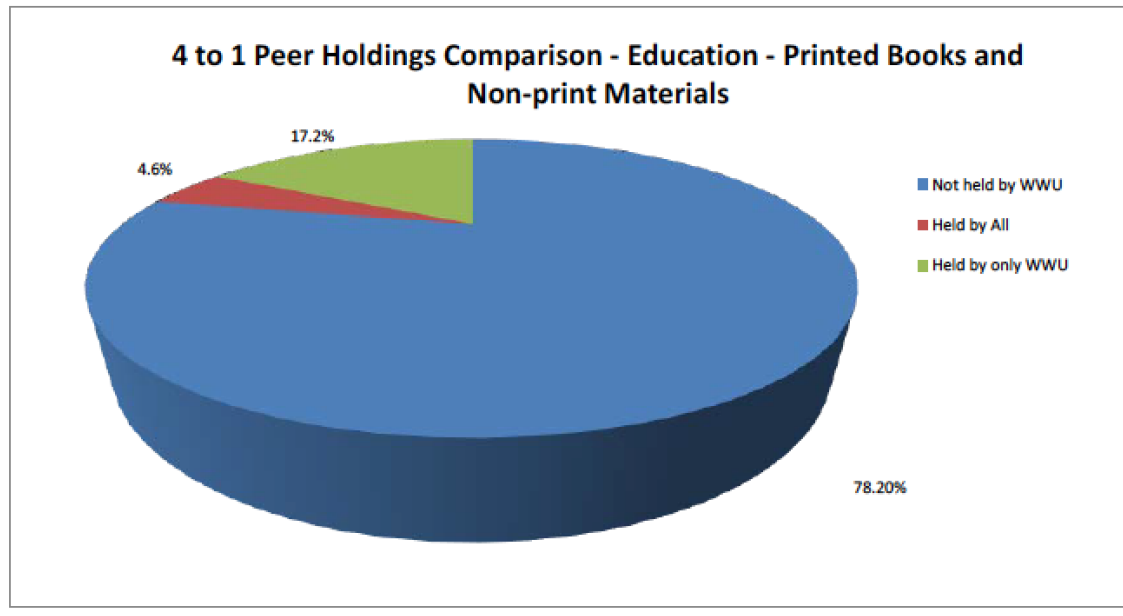
Education_2020.pdf

Elementary_Education_2020.pdf

Middle_School_Education_2020.pdf

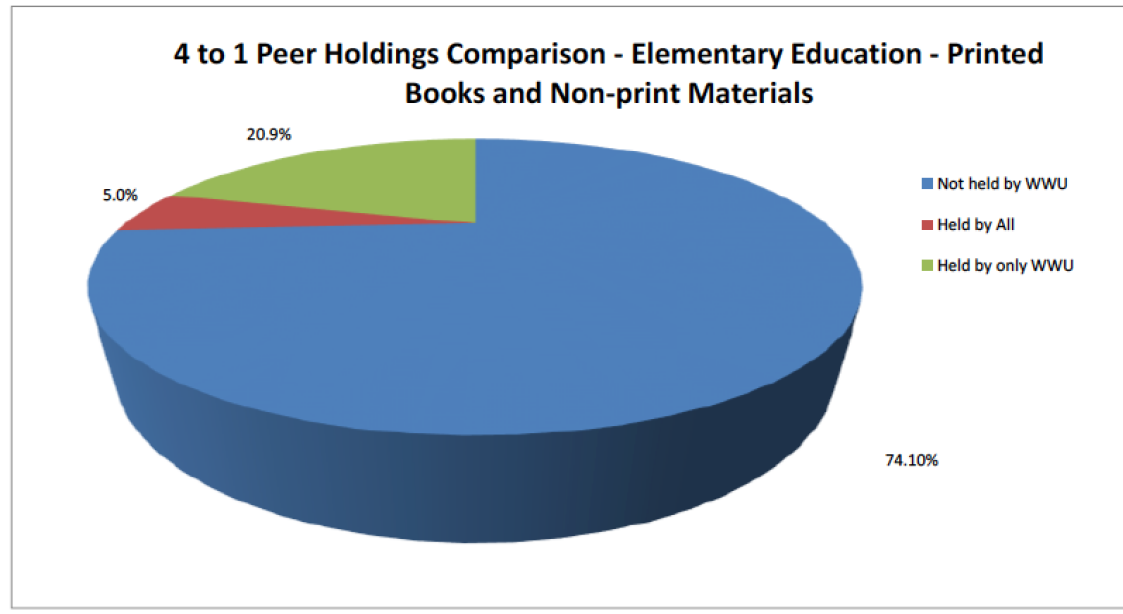
III. Comparison with Peer Institutions (4 to 1 comparison)

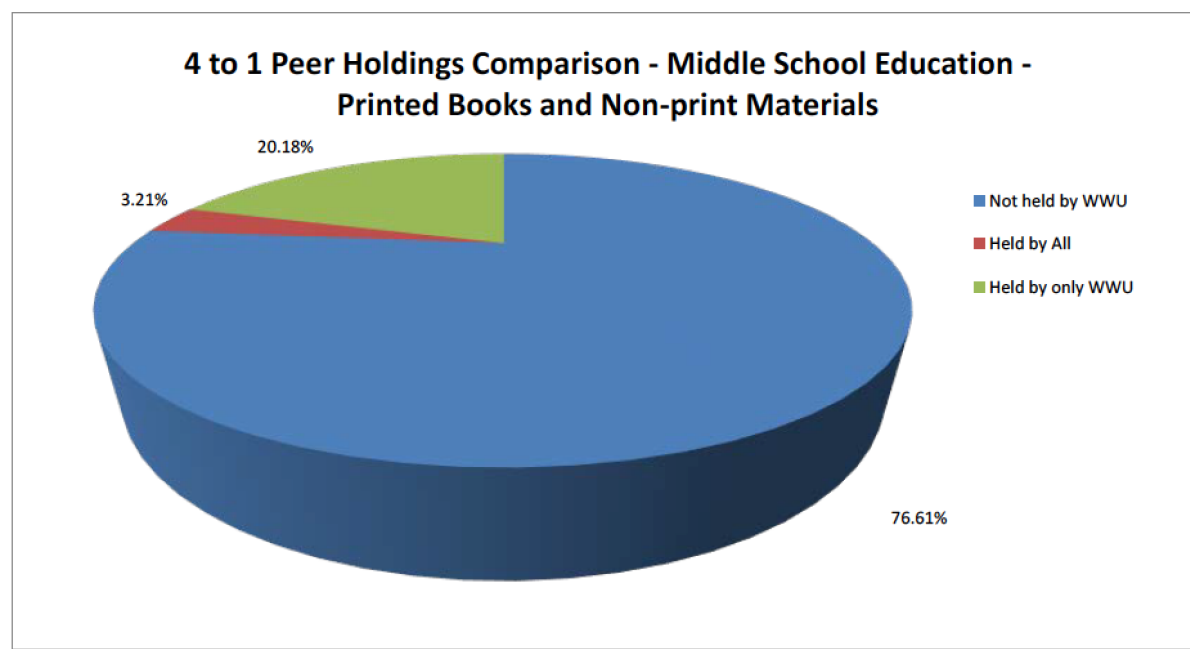
Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University





Faculty and Staff Resources

Faculty

1-list all full-time faculty in the program with highest degree, degree granting institution, years of full-time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

Core School of Education Faculty

(Name, Degree granting institution, highest degree, time at WWU, hrs. per semester)

Dr. Timothy Hanrahan, Walden University, PhD; WWU since 2013, 6 hrs. per semester

Dr. Sheila Logan, St. Louis University, EdD, WWU since 2017, 3 hrs. per semester

Mr. Joseph Davis, University of Missouri, ABD designation, WWU since 2016, 9 hrs. per semester

Dr. Rachel Turney, University of Missouri- St. Louis, EdD, WWU since 2018, 12 hrs. per semester

Dr. Emily Turner, Maryville University, EdD, WWU since 2018, 12 hrs. per semester

Dr. James Concannon, University of Missouri-Columbia, PhD, WWU since 2018, 6 hrs. per semester

Dr. Charlotte Miller, University of Missouri- Columbia, PhD, WWU since 2018, 3 hrs. per semester

Dr. Caroline Boyer-Ferhat, George Mason University, PhD, WWU since 2011

Dr. Julian Hertzog, University of Florida, PhD, WWU since 1976

Mr. Terry Martin, University of Missouri- Columbia, Master's Degree, retired in 2019

Adjuncts

Dr. Sue Serota, University of Missouri- Columbia, PhD, WWU adjunct, 3 hrs. in spring of 2019, no longer with WWU.

Ms. Pamela Speer, William Woods University, Master's Degree, WWU adjunct, teaching ECE courses since 2004 (teaches 5 ECE courses a year), currently working

Ms. Amanda Hanks, William Woods University, Specialist's Degree, William Woods University, Adjunct 2014-15, no longer with WWU.

Ms. Billie Bird-Adams, University of Missouri-Columbia, Master's Degree, Adjunct, no longer with WWU.

Dr. Arla Moore, St. Louis University, EdD, started in 2014 and is currently teaching PSY 226 and PSY 102

Faculty Curriculum Vitae

Attach current Vitae for all full time Faculty

Tim_Hanrahan.pdf
 Terry_Martin.pdf
 Julian_Hertzog.pdf
 Caroline_Boyer_Ferhat.pdf
 Charlotte_Miller.pdf
 Emily_Turner.pdf
 Joseph_Davis.pdf
 Rachael_Turney.pdf
 Sheila_Hodge_Logan.pdf
 Joe_Potter.pdf
 Concannon_CV.docx

Adjunct Faculty Curriculum Vitae

Attach current Vitae for all adjunct faculty in the program.

Amanda_Hanks.pdf
 Arla_Moore.pdf
 Billie_Bird_Adams.pdf
 Pam_Speer.pdf
 Susan_Serota.pdf

How many staff are designated to support the program?

1

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?

Yes (selected)

No

Staff

Are issues with staffing impacting student learning?

Yes

No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty.

Please include academic years Fall 2013 through Spring 2018

The undergraduate core education coursework consists of 22 courses in the fall and 20 courses in the spring that are offered. Of these 42 courses, one course is taught by an adjunct. Additionally, five early childhood courses a year are taught online by an adjunct. In this regard, 6 of 47 courses are taught by and adjunct. 87% of education courses are

taught by full-time faculty. This does not include the courses that are taught as needed as tutorials for a single student. These additional courses would be HIS 418, ENG 418, or THA 418. This also does not include PED coursework taught by Dr. Timothy Hanrahan.

Spring

EDU 201	Multicultural Education -D	Turney, Rachel
EDU 211	Educational Technology I	Davis, Joseph
EDU 231	Exceptional Child	Turner, Emily
EDU 250	Foundations of Education	Davis, Joseph
EDU 293	Pre-Student Teaching III	Staff
EDU 314	Middle School Curriculum & Instruct	Concannon, James
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	Staff
EDU 341	Teaching Mathematics	Turner, Emily
EDU 351	Language Development	Turner, Emily
EDU 358	Teaching Cross Categorical Disabilities	Logan, Sheila
EDU 392	Reading & Wrtn g in the Content Area	Turney, Rachel
EDU 395	Intermediate Clinical Experience	Concannon, James
EDU 411	Educational Technology II	Davis, Joseph
EDU 422	Measurement & Assessment in Eductn	Turner, Emily
EDU 441	Student Centered Reading & Writing	Turney, Rachel
EDU 453	Classroom Management	Turney, Rachel
EDU 490	Supervised Teaching (Elementary)	Miller, Charlotte
EDU 492	Educational Seminar	Miller, Charlotte
EDU 493	Supervised Teaching Special Education	Miller, Charlotte
EDU 495	Supervised Teaching (Middle Level)	Miller, Charlotte
EDU 499	Supervised Teaching (Secondary)	Miller, Charlotte

Fall

EDU 201	Multicultural Education -D	Turney, Rachel
EDU 211	Educational Technology I	Davis, Joseph
EDU 231	Exceptional Child	Turner, Emily
EDU 250	Foundations of Education	Davis, Joseph
EDU 258	Cross Categorical Disabilities	Logan, Sheila
EDU 291	Beginning Clinical Experience	Miller, Charlotte
EDU 293	Pre-Student Teaching III	Staff
EDU 311	Middle School Philosophy and Organi	Concannon, James
EDU 317	Teaching Language Arts & Children's Literature	Davis, Joseph
EDU 319	Teaching Science in the Elementary/Middle Grades	Concannon, James
EDU 353	Teaching Remedial Mathematics	Turner, Emily
EDU 393	Teaching Reading and Writing	Turney, Rachel
EDU 411	Educational Technology II	Davis, Joseph
EDU 422	Measurement & Assessment in Eductn	Turner, Emily
EDU 441	Student Centered Reading & Writing	Turney, Rachel

EDU 453	Classroom Management	Turney, Rachel
EDU 490	Supervised Teaching (Elementary)	Miller, Charlotte
EDU 492	Educational Seminar	Miller, Charlotte
EDU 493	Supervised Teaching Special Education	Miller, Charlotte
EDU 495	Supervised Teaching (Middle Level)	Miller, Charlotte
EDU 499	Supervised Teaching (Secondary)	Miller, Charlotte
ENG 418	Methods of Teaching	Staff
HIS 418	HIS Methods of Teaching	Staff
MAT 231	Understanding Mathematics for Tchrs	Turner, Emily
THA 418	THA Methods of Teaching	Staff

Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

The majority of the courses are taught by full-time faculty. We have two adjuncts that serve undergraduate students. These two part-time faculties are in the areas of early childhood education and social science education. The need for these two-faculty stem from the need of content specific instructors that hold adequate certifications in the field. A course load is teaching 12 credit hours a semester. Full-time faculty run 12 credit hours; or, in some cases, full-time faculty with additional administrative duties are granted course releases. Five early childhood courses are taught by an adjunct instructor, and methods of teaching social studies for elementary and middle school is taught by an adjunct instructor. These instructors have relevant degrees (advanced degrees), and maintain the credentials for teaching the course. The distribution of full-time to part-time faculty is not concerning regarding overall programmatic effectiveness.

How does this impact the curriculum? There is consistency in the curriculum given the high number of courses offered by full-time faculty. Conversations regarding curriculum alignment, end of course assessments, and other important concepts relating the Missouri Teaching Standards occur regularly with full-time faculty. This increases programmatic effectiveness for ensuring the undergraduate program goals are being met. The part-time faculty add to students' experiences in the program given their content area expertise. Overall, the distribution of full-time to part-faculty enhances programmatic delivery ensuring continuity and students' exposure to relevant content.

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

There are several staff who support the School of Education (SOE) (example, online support); however, a single staff member, Mrs. Knipp, who supports all aspects of the School of Education. Currently, as it is structured, the undergraduate programs are adequately supported by the university. Mrs. Knipp orchestrates processes extremely well and efficiently. As the SOE expands with respect to increasing locations and housing full-time faculty (specifically graduate areas), and online program growth, there are considerations regarding ancillary staffing needs (advising, library, online support, technology, etc.). However, these areas of possible growth are not directly related to undergraduate education.

Financial Analysis of the Program

Cost Per Major

This number is from the Academic Dean Report on Program Prioritization.

\$7874.06

Financial Analysis by Program

Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

WWU currently (as of 2019) has 1031 graduate education students and 61 undergraduate students. The undergraduate budget meets the needs of the undergraduate program so long as we don't need any new technology (such as iPad, Chromebook, Smartboard, or computers), that there are limited expenditures on student activities, professors' watch the number of copies they make, and there is limited need for instructional supplies. SOE graduate education programs are large, and our undergraduate program (though facing a slight decline in enrollment) have a fairly substantial number of students. Specific upgrades in the AB 301 classroom space are needed (Internet Speed, Smartboard repair, and Chromebooks). Secondly, our undergraduate professors need to know how to use Chromebooks since they are teaching students who will be teachers expected to implement use of Chromebooks in their classroom. The hope is that at the end of a fiscal year there is room in the budget to address these concerns, yet classes are currently in session and could use these specific upgrades now. However, investing in upgrades is a risk without knowing unexpected expenditures that take priority in supporting all of our students.

Instructional Expenses

Discussion of expenses related to instruction. i.e., Internship, clinical, practicums...

Our instructional expenses for the undergraduate program include:

Supplies (specific instructional supplies for professors), Meetings for the MEES training (cooperating teachers visit to be trained on campus), Meetings for the Advisory Board (professionals in the field come to visit on campus), Student Activities (Kappa Delta Pi and Educators Rising), Paying cooperating teachers for clinical student teaching experiences, copies, Culligan water, Mileage for supervision of student teachers, Student Performance Days (food), MACTE dues, and sometimes we spend a nominal amount on snacks for students in our lounge (but we have not been as of lately).

Major Costs: (1) Copies (oddly enough); 2) Stipends to cooperating teachers; 3) Supplies for instructional use; 4) Mileage; 5) Meetings

Non-Instructional Expenses

Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

We don't have really any non-instructional expenses. We do have line for non-instructional expenses; however, the expenditures last year were more instructional in nature.

Assessment Planning

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge?

The undergraduate education programs address the following university goals:

WWU 2016.1: Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery. Students must maintain an overall 2.75 GPA, 3.0 content GPA, and 3.0

professional GPA. Students must either have a composite ACT score of 20 or pass the Missouri General Education Assessment (MOGEA), for entrance into the Teacher Education Program. Students must pass the Missouri Content Assessment (MOCA), prior to applying for their student teaching experience.

WWU 2016.2: Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society. Students must have a disposition on file. The disposition assessment is an internal assessment with respect to student's ability to work effectively with K-12 children/students. The disposition assessment is obtained during two courses: EDU 291 and EDU 395 (education practicum one and education practicum two). Monitoring of dispositions provides opportunities for open discussions with students regarding how others practicing in the field perceive their ability to work with children.

WWU2016.3 and 2016.4: Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions; Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society. Coursework in undergraduate education is specifically designed for students to be able to make good decisions as future classroom teachers. The nine Missouri Teaching Standards align with qualities a teacher must possess to be individually successful in the classroom. Internal alignment of curriculum to Missouri Teaching Standards ensures our students are prepared for classroom instruction and continually grow in the profession. Our coursework has been approved by the Department of Elementary and Secondary Education (DESE) as viable routes to teacher certification in the State of Missouri.

Additional Information regarding WWU 2016.1

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

The mission of undergraduate programs is to be able to create a bridge between the 9 Missouri Teacher Standards and internal/external assessments that are being used by the Educator Preparation Program. This system is being designed to capture data on when students are being taught this information, how well they are progressing through the program in relation to the standards, and then compare that information to their exit assessments that are used for multiple reports from the state.

To evaluate evidence that our candidates display the ability to teach the Missouri Learning Standards and to follow the Missouri Teacher Standards, internal and external assessments are used to evaluate the teacher candidates at multiple transition points throughout their candidacy.

Internal Assessments: Scores from student performance days (students take the practice MOGEA or the practice MOCA), pre-lesson plan assessment for entrance into the Teacher Education Program (TEP); post lesson plan for entrance into student teaching; survey data from student teachers, survey data from cooperating teachers; survey data from teachers about the program after working one year; principal survey data on graduates working in the profession; data obtained from students' experiences in practicum one and practicum two (EDU 291 and EDU 395) as they align to both dispositions and the nine Missouri Teaching Standards (MTS).

External Assessments: Missouri General Education Assessment (MOGEA) data, Missouri Content Assessment (MOCA data); GPA (content, program, and overall), and composite ACT.

General Education Alignment to Program: Students must satisfactorily pass the Missouri General Education Assessment (MoGEA) before applying for admission to Education Program at WWU (or have at least a 20 composite ACT). Each section of this assessment aligns to General Education Coursework that students must complete. Each area has a cut score that is established by the University for these four areas. Correlational study of ACT scores and MoGEA scores has determined those with lower ACT scores score lower on the MoGEA. Based on this information, practice tests and MoGEA data are used to identify struggling students early, provide them support in these areas, and then track them more substantially through the program. This is a DESE requirement that assesses proficiency in skills learned in general education classes

Certification Alignment to Missouri Teaching Standards and university objectives: Each of the 12 certification routes offered by William Woods University have been approved by the Department of Elementary and Secondary Education

(DESE). In this process, DESE approves our coursework indicating that university courses (and majors) satisfactorily prepares graduates to teach in K-12 public school settings.

Institutional_Learning_Outcomes.docx

Program Outcomes

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

Data is continuously collected on students and graduates with respect to the Missouri Teaching Standards. There are nine Missouri Teaching Standards. The standards are located in the assessment tab under 2018-19 data. The standards were created by DESE along with collective stakeholders. We measure students' performances with respect to the nine Missouri Teaching Standards, which are our program objectives, in EDU 291, practicum 1, EDU 395, practicum 2, in EDU 492, which is student teaching, and again we are provided students' Missouri Teaching Standards scores from first-year teachers and principals. The data we collect come from multiple sources including university supervisors, cooperating teachers, self-evaluations, and principals.

Assessment Matrix

If your program already has a working document for the program matrix, please upload it here. No need to reproduce it in the text box.

Assessment Data

Annual Assessment Report 2018-2019

APR_and_Teacher_Standards.zip

DATA.zip

graphs.docx

English_Education_Annual_Assessment_2018_19.pdf

Biology_Education_Annual_Assessment_2018_19.pdf

Art_Education_Annual_Assessment_2018_19.pdf

Education__CORE_Annual_Assessment_2018_19.pdf

Annual Assessment Report 2017-2018

Art_BA_Annual_Assessment_2017_2018.pdf
 Biology_Education_Annual_Assessment_2017_2018.pdf
 E_Mints_Education_Annual_Assessment_17_18.pdf
 Elementary_Education_Annual_Assessment_17_18.pdf
 English_Education_Annual_Assessment_17_18.pdf
 Physical_Education_Sport_Rec.._Annual_Assessment_17_18.pdf
 Special_Education_Annual_Assessment_17_18.pdf
 Speech_theatre_Education_Annual_Assessment_17_18.pdf

Annual Assessment Report 2016-2017

art_education_annual_assessment_2016_2017.pdf
 biology_education_annual_assessment_2016_2017.pdf
 education_core_annual_assessment_2016_2017.pdf
 elementary_education_annual_assessment_2016_2017.pdf
 english_education_annual_assessment_2016_2017.pdf
 middle_school_education_annual_assesment_2016_2017.pdf
 special_education_annual_assessment_2016_2017.pdf
 speech_theatre_education_annual_assessment_2016_2017.pdf

Annual Assessment Report 2015-2016

Elem_Early_Childhood_Annual_Assessment_Report_2015_2016.pdf
 Elementary_Annual_Assessment_Report_2015_2016.pdf
 English_Education_Annual_Assessment_Report_2015_2016.pdf
 Middle_School_Education_Annual_Assessment_Report_2015_2016_.pdf
 Physical_Education_Annual_Assessment_Report.pdf
 Secondary_Education_Annual_Assessment_Report_2015_2016.pdf
 Special_Education_Annual_Assessment_Report_2015_2016.pdf
 Speech_Theatre_Education_Annual_Assessment_Report_2015_2016.pdf

Annual Assessment Report 2014-2015

Art_BA_Edu_Annual_Assessment_14_15.pdf
 Biology_Educaiton_Annual_Report_14_15.pdf
 Elem_Education_Annual_Assessment_14_15.pdf
 Middle_School_Education_Annual_Assessment_14_15.pdf
 PED_Annual_Assessment_14_15.pdf
 Secondary_Education_Annual_Assessment_14_15.pdf
 SPED_Annual_Assessment_14_15.pdf

Snapshot on Assessment (5-year)

Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

Appendix 1

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

Based on first-year teacher perceptions of their preparation from William Woods University, the perceptions are either increasing or remaining the same depending on the Missouri Teaching Standard. Many areas along the graph in figure one shows increases in students' perceptions. Overall, there were large increases. Large increases were found across several aspects surveyed. Areas where there is need for improvement in graduates' perceptions include: "I was prepared to implement instruction based on a student's IEP; I was prepared to modify instruction for gifted learners; I was prepared to modify instruction for English language learners; I was prepared to engage students in critical thinking; and I was prepared to manage a variety of discipline issues." Specific concerns relating to **standard two**. There have been some increases for standard 2 from one year to the next, such as there has been increases in graduates' perceptions about modifying instruction for gifted learners and English language learners; however, the overall score is still below 4 on a 5-point scale. The other standard of specific concern relates to **standard five**, whereby students felt their preparation to manage a variety of discipline issues could have been better.

Information from the pre-post assessment (figure 2) shows increases on each standard for all education students. Students entering their student teaching phase have a better grasp and understanding of seven Missouri Teaching Standards as it relates to lesson planning compared to their entrance into the Teacher Education Program. The greatest increase from pre-assessment to post-assessment was seen with standard four, critical thinking. There was a marked increase from pre-assessment to post-assessment in students' knowledge of implementing a variety of instructional strategies and to model critical thinking and problem solving. For the pre-assessment and post-assessment, standard one, engaging students in the content, was much higher compared to other standards. Standards five and seven, though there were increases from pre-assessment to post-assessment, showed less gain than other standards. **Standard five** relates to managing classrooms, and **standard seven** relates to assessment and evaluation of students.

Three different student populations received the MEES end-of-course assessment. The MEES measures all nine Missouri Teaching Standards from cooperating teachers in the field. The sample of students that obtains MEES scores include practicum one students, practicum two students, and student teachers. Overall, student teachers have much higher MEES scores compared to practicum two students (who are generally juniors), and practicum two students have higher MEES scores than practicum one students (sophomores). In figure three, one should notice some interesting trends from practicum one, practicum two, to student teaching. The trend is distinctly shows consistent dips in scores is **standard seven**, assessment and evaluation of student learning, from practicum one through student teaching.

Looking at graph four, which is a comparison of principals' perceptions of WWU graduates' teaching effectiveness across the nine Missouri Teaching Standards, one can see that in 2018 there is a marked increase except for standard seven, standard eight, and standard nine. Standard eight and standard nine show decreases from prior years; however, the biggest fall in scores related to **standard seven**, assessment and evaluation of student learning.

Cooperating teachers evaluate student teachers using the MEES Protocol along the nine Missouri Teaching Standards (figure six). Three cycles of data from 2017 to 2019 were collected. Though in 2019, the overall MEES scores were lower than prior semesters, the overall fluctuation is less concerning than the trend line showing a consistent dip for standard two from semester to semester. The reason why the overall decline is less startling is because the sample size is relatively small. A single student's low MEES score has a dramatic impact in the mean score for the sample. In this regard, standard two, where there is a consistent dip from semester to semester, is noted. **Standard two** specifically concerns students' ability to teach with respect to students with IEPs, differentiated instruction, gifted learners, and English language learners.

Student teachers' perceptions are relatively positive (figure seven), again with a slight increase or decrease from semester to semester. The trend shows a dip each semester for **standard two**, which again relates to students' perceptions of their ability to differentiate instruction, address gifted learners, learners with IEPs, and English language learners.

The disposition scores as determined by students' cooperating teachers in practicum one and practicum two are not concerning. Overall, on a 27-point system, dispositions are relatively high for all education majors (figure eight). Disposition scores are bit higher for practicum two compared to practicum one, which is expected. Disposition scores essentially represent students' willingness and attitude to grow as a teacher. The Missouri General Education Assessment is used as a gateway assessment into the teacher education program. The MOGEA, as displayed in figure nine, is a good indicator for students meeting Missouri Teaching Standard one, content knowledge. Looking across the various groups in figure nine, the overall scores for each section is over 200, which is approximately the cut pass score (each content area has slightly different cut scores). Students that are currently in the teacher education program (TEP) score higher than recent graduates for most areas assessed (of course there are fluctuations among groups). The writing and social science/science subtests score a bit lower than the mathematics and reading subsections (figure ten). The writing subsections appears to be a low scoring section across all majors (figure ten). Secondary, middle, and recent special education certification areas appear to have much higher math subsections compared to other majors. Physical education majors have a slightly lower science and social science sub score compared to other certification areas. Synonymously, when comparing overall GPA by certification area, middle and secondary majors have the best GPAs, and physical education students have a lower overall GPA (figure eleven). When examining composite ACT across the certification areas (figure twelve), secondary and middle school education certification areas show a marked increase compared to other certification areas. When examining disposition scores, elementary education students show the lowest disposition compared to physical education, elementary education, SPED, middle and secondary education students (figure thirteen).

When examining student teachers' MEES scores by indicator for the 2018-2019 school year, one can see that elementary education has the lowest MEES scores across the board (figure fourteen). The MEES scores for elementary education are lowest for **standard five** and **standard seven**. Again, standard five represents classroom organization and management (and dealing with a variety of discipline issues) and standard seven is specific to assessment and evaluation. MEES scores for special education, physical education, and secondary speech and theatre are in the 3.0-4.0 range, which is acceptable. When looking at figure fifteen, one can again see that elementary education has the lowest MEES scores. The lowest scores are **standard two**, **standard five**, and **standard seven**.

Another good indicator for standard one, content knowledge, is students' Missouri content assessment scores (MOCA scores). The MOCA scores are the certification scores required by the Department of Elementary and Secondary Education for certification. Generally, few students in one given semester or year take a single MOCA exam, and only after several years of data collection can an adequate sample of $n > 5$ be collected for analysis. The pass score for the MOCA is 220. The average MOCA score by section is provided in figure sixteen. Elementary certification candidates take four sections of the MOCA (English, math, science, and social studies). As one can see, elementary math, special education, and elementary social studies are relatively high MOCA averages over the past three years.

External Review

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Well, done. Includes origination information, dates of name changes and run downs of popular majors. In the fall of 2017 total university enrollment was 2,076, with 937 in graduate Education and 85 in undergraduate Education. Extensive demographic data is included. The data provided indicates a generalized similarity between majors and educational levels. Additional information provided indicated a drop in undergraduate education majors enrolled, likely due to a parallel drop of undergraduate education majors at most Missouri institutions during this time frame.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Response: 3

Comments: The mission statement provided is noticeably clear and includes statements highlighting both the university wide and undergraduate education programs. Additional clarity is provided with the supplied weblinks. The undergraduate education program statement also highlights the attentiveness to the preparation of education students training in and demonstration of the Missouri Teaching Standards.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Response: 3

Comments: Information presented indicates a strong likelihood that retention rates, as related to a persistence toward graduation once admitted to the professional education programs, are strong. Incoming freshmen at the university dropped between 2018 and 2019, yet transfer students in education is a fractionalized portion of that overall transfer rate as students approach junior status. The university has determined that it would like to improve the enrolled number of special education students and has directed both human and fiscal resources toward the perceived need in this area. Since instruction is measurably strong, with high content assessment pass rates, along with strong employment prospects, they speculate that these resources are well placed.

1.4 Program has clearly defined strategies for retention and graduation rates of students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify

your rating in the below section.

Response: 3

Comments: Documentation is provided to show that particular faculty are designated to assist with retention and graduation rates. Particular strategies are highlighted. Among them, an annual "Education Day" for visiting high school students with the offering of a \$500 scholarship for attendance. Social media efforts have been redesigned by the university marketing department to assist in increasing enrollment. Additionally, a directed effort has been made to increase collaborative efforts with the Fulton Public Schools.

1.5 Program advising loads are appropriately delegated throughout the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Response: 2

Comments: Advising took on more importance during the time frame of this report. A large influx of new professors was described, and the methods used to reduce the advising learning curve were described. The collaborative effort that led to four-year advising plans was detailed. Implementation of "Required School Meetings" was implemented to provide for the communication of essential information regarding Teacher Education Program and Student Teaching Requirements to all students.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

Response: 3

Comments: The information provided indicates that strong attempts are made to ensure that students can complete their degree in four years. Each advisor has a relatively small number of students to serve, increasing that chance for successful advising to occur. Each advisor attended training to improve skill sets in this area. Group advising was described but was used only temporarily due to a lack of individualization for each student. The need for one-on-one conversations regarding future plans, courses, and student perceived obstacles was deemed to be of greater importance than the group advising model.

1.7 Comprehensive accounting of graduates in internship placements.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Significant data is provided to indicate the tracking of students throughout the internship protocol. The university is able to provide a balanced training regarding placement site demographics as desired by the Missouri Department of Elementary and Secondary Education. A variety of internship opportunities are provided and required for a student to complete a program successfully. The university utilizes a Memorandum of Understanding to ensure that internship site institutions and personnel are clearly informed relative to training needs. These MOU documents are adapted as ongoing feedback is received.

1.8 Provides detailed description of possible employment positions for graduated students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

Response: 3

Comments: Students are highly informed about the types of opportunities for employment that exist post-graduation. This occurs primarily as a part of the advising process, along with various other dialogs with faculty.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: The university provided a statement that over 96% of graduates are employed or in graduate school within a short time after graduating. Comprehensive post graduate information, as to where employed and or attending graduate school, was also provided. The greatest percentage of graduates were employed by educational institutions.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: The course rotation was provided as evidence of effort to reduce tutorial/independent study courses. The course rotation is also discussed between the faculty and administration with respect to student advising needs and the scheduling of the student teaching experience. Low enrolling courses (less than five students), are offered as tutorials. The need for tutorials is considered when assigning professor's overall teaching load. Since the student's schedules have been detailed so extensively, tutorials can and have been anticipated and efficiently reduced.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Report materials indicate significant consideration of courses to be offered, rotation and predicted demand for courses. This is especially reflective of the flexibility shown for methods courses offered to lower enrollment majors. There is no negative evidence to indicate that a schedule that is lean and efficient has created a negative impact on the students overall training and performance on required assessments.

2.3 Course offerings appear appropriate for the needs of the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: The related schedule materials presented shows an efficient system that appears to work to the benefit of the education students. One significant advantage for a program of this size would be the ability to adjust to meet individual student needs in a rapid fashion. An advantage to both student and institution.

2.4 Issues involving curriculum clearly explained. *Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Response: 3

Comments: The issue of potential for low enrollment, tutorial courses have been dealt with effectively. Additionally, when a tutorial is offered, evidence is provided indicating all assignments and seat time requirements have been designed into the experience appropriately. A concern arises when there is an unexpected drop in enrollment within a major. Mentioned specifically was special education teacher certification, or other areas where the course rotation is already designed to present courses on a more infrequent basis.

2.5 Detailed discussion on curriculum changes based on assessment. *Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Response: 3

Comments: Significant evidence was provided detailing fourteen specific curricular changes that involve a broad range of perfections sought. Changes were made utilizing both traditional forms of data-based assessment and through divisional initiatives based organized faculty discussion. Changes ranged from those made to meet Missouri Teaching Standards, to changing textbooks assigned in particular classes.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: The data presented focuses on three criteria: 1) Creates an atmosphere for learning, 2) sets high expectations for learning and 3) the instructor challenged me intellectually. The data for the major areas, in general, compared most favorably to the general student population at the university relative to Criteria 1. The results for the remaining criteria were lower, but not in a statistically significant fashion. The response indicates an awareness of a potential need create a response regardless for the remaining criteria.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Course descriptions were well-written, clear, and informative. Beyond the language of the course description, levels of rigor were easily identified by course number paralleling the university Curriculum Committee identification.

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

Response: 3

Comments: Report documents indicate the presence of modern technology resources, such as iPads and camcorders that are available to students. Air conditioning was recently upgraded in the classroom space.

3.2 Summarizes the physical space available to the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: General description of undergraduate classes are held in the Academic Building on the main campus. Flexible seating and high-speed internet are available in the classroom (AB 206) that is utilized for education classes primarily. The third-floor classroom (AB 301) is ideally used as a “model classroom” as the design is similar to a K-12 classroom.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 1

Comments: Documentation indicates that internet connectivity and speed could be improved. It is suggested that having dedicated Wi-Fi for particular classrooms would be advantageous to both teacher and student.

Documentation also states that the Smartboard in AB301 is does not work reliably. The Smartboard is currently being used most often as a whiteboard, and the interactive functions are not being used at all. Interactive functions would consist of Smart notebook, which provides the opportunity for annotations and greater interaction with instructional content. The report indicates that the faculty would like to be able to show our future educators how to teach with a Smartboard, with is frequently found in K-12 classrooms. They cannot address this need at this time.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Effort is made to acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through the Woods OneSearch portal. Report documents indicate that the Library subscribes to a comprehensive database, Academic Search Complete, which is available to all students, both traditional and online. Additional education-specific databases of interest to undergraduate and graduate students are subscribed to. The undergraduate resources are viewed as more than adequate.

3.5 Faculty qualifications and specific competencies are fully and accurately described.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Faculty vitae are included for full-time and part-time instructors. Faculty meet the required level of education earned and appropriate subject matter training to teach the classes to which they are assigned.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 2

Comments: The report documents indicate a potential need for more library staff with responsibilities related to the EdD face to face program and newer online EdD program. It is indicated that, overall, provisions related to the Library, including both undergraduate and graduate programs is adequate.

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: The Instructional resources described are of a sufficient depth and breadth to service adequately the needs of education students at all levels. Certain materials unavailable on site are acquired via interlibrary loan with some resources available via courier.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Submitted documentation states that the education program has support staff to assist. Survey information indicates that the education program is adequately staffed and that there is no negative impact on student learning related to staffing. The School of Education indicates a potential need for ancillary staffing in growth areas that are not directly related to undergraduate education.

The cost per major is shown as \$7,874.06. The undergraduate budget is viewed as meeting the needs of the undergraduate program, absent any new technology needs. Education expenditures listed appear to be typical to those at other programs at other institutions with teacher preparation programs.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: The report document indicates the WWU goal (2016.1) of Major Field Competence. Stating that students will demonstrate excellence in an academic or professional discipline and engage in the process of academic discovery. Various education program benchmarks relative to GPA and required assessments were indicated.

Additionally, WWU goal (2016.2) of Ethics. It is stated that students will exhibit values and behaviors that address self-respect and respect for others that will enable success and participation in the larger society. As a measurable aspect, students must have a disposition on file.

WWU goal (2016.3) of Self-Liberation, stating that students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions, along with (2016.4) Lifelong Education, stating that students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society. The program utilizes the nine Missouri Teaching Standards to assess decision making and classroom preparation related to these university goals.

4.2 Includes program learning outcomes and assessment, which are clearly explained.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: The program utilizes both internal and external assessments to measure student competence and instructional effectiveness.

Internal Assessments used are as follows:

- Scores from student performance days (students take the practice MOGEA or the practice MOCA), pre-lesson plan assessment for entrance into the Teacher Education Program (TEP)
- Post lesson plan for entrance into student teaching
- Survey data from student teachers, survey data from cooperating teachers
- Survey data from teachers about the program after working one year
- Principal survey data on graduates working in the profession;
- Data obtained from students' experiences in practicum one and practicum two (EDU 291 and EDU 395) as they align to both dispositions and the nine Missouri Teaching Standards (MTS).

External Assessments used are as follows:

- Missouri General Education Assessment (MOGEA) data
- Missouri Content Assessment (MOCA data)
- GPA (content, program, and overall)
- Composite ACT data

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: The report documents state that students must maintain an overall 2.75 GPA, 3.0 content GPA, and 3.0 professional GPA. Students must either have a composite ACT score of 20 or pass the Missouri General Education Assessment (MoGEA), for entrance into the Teacher Education Program. Passage of the Missouri Content Assessment (MCA) must occur prior to applying for the student teaching experience.

Each section of the MoGEA aligns to WWU General Education Coursework that students must complete. Each area has a cut score that is established by the University for each of four assessed areas.

A correlational study of ACT scores and MoGEA scores among student in the education program has determined those students with lower ACT scores score lower on the MoGEA. Based on this information, practice tests and MoGEA data are used to identify struggling students early. Allowing faculty to provide them support in areas of weakness. Additionally, allowing more substantive tracking through the program.

4.4 The student learning objectives are appropriate for the specific discipline.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Student learning objectives are related directly to the assessment measures directed to be followed by the Missouri Department of Elementary and Secondary Education (Mo DESE) for each area that a teaching certificate can be earned.

4.5 Includes a longitudinal view of assessment for each program learning outcome.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Five years of assessment data was included for analysis. The assessment data was of a comprehensive long-term nature. Substantive analysis was observed within the reporting documents. The information could be easily used to create programmatic plans of action. Of note, is reported trend information related to the MEES end-of-course assessment.

4.6 Discussion on the assessment process over the 5-year span.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

Response: 3

Comments: Highly detailed commentary was provided relative to assessment activities over the past 5 years. Much of the assessment activity is dedicated to meeting MO DESE standards for continued education program approval. The MO DESE began the new process of program approval in 2017, so most current Mo DESE assessment protocols have been in place for a shorter amount of time. Therefore, a pure longitudinal perspective utilizing the new approval standards is in process.

External Reviewer Summary Statements

• What do you see as strengths for the program's?

The most compelling aspect that should be listed as a program strength would be the people involved in executing the program, including the administration, faculty and staff associated with the program. The documentation prepared for this report was very extensive, clearly written and very organized. I conducted zoom meetings with each of the administrative and faculty constituencies to the report in early April of this year. These meetings confirmed the high degree of teamwork involved in executing this program at William Woods University.

• **Does the program have components that distinguish it from other programs?**

This program maintains an approval status with the Missouri Department of Elementary and Secondary Education (MoDESE) to provide students training toward becoming certificated teachers in the State of Missouri. The program information indicates high success pass rates on required MoDESE assessments. The personnel at William Woods assists to a high degree with placement of program graduates and tracks those placements very accurately. Those in charge of the program do a great job of meeting both the needs of the University and of the MoDESE.

• **What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?**

From the documentation submitted, the program did a commendable job of absorbing a large group of new faculty a few years ago. Also, it appears that consideration should be given to a more expansive upgrade to technology utilized instructionally. Specifically, this would include reducing the limitations inherent in having an inconsistent Wi-Fi signal that could be improved for use by both students and instructors.

There were indicators in the analyzed documents that would lead to an additional consideration of particular upgrades to the physical technology that students should be trained on and that faculty could also provide instruction with.

Though these point are discussed in this section, the faculty works very hard to reduce these limitations and will continue to do so if circumstances limit the ability to make substantive improvements over the short term.

• **Should the program be expanded, maintained at its current size, reduced, or eliminated?**

It makes great sense to devote resources to teacher education programs. The current job placement environment indicates a demand for teachers in many areas. The documentation expressed that a belief exists that the Special Education program at William Woods could be expanded successfully. That expansion would rest primarily on an expending of resources that are primarily faculty based.

• **Any additional thoughts, comments, or recommendations pertaining to the program?**

The recommendations that could be expressed are described in the preceding summary sections. Though not extensive in number, those recommendations do entail a cost that could be of a somewhat limiting fiscal nature. Solving these situations, of course, is a more pleasant experience when the teamwork that was expressed in our discussions is present.

The scope of documentation provided was exceptional and provided a platform for successful analysis. Those personnel responsible for this are to be commended for a job well done.

Conclusions and Recommendations

Program Response to the External Review Report

Response

Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

The School of Education is very happy with the outcome of the review, and agrees with most if not all aspects the reviewer pointed out. The assessment of all certification programs is occurring in EDU 291, EDU 395, and EDU 492. The SOE has plans to take assessment of the programs to the next level by implementing more common and meaningful assessments in the program. While assessment is not an area of concern, the process of refining and advancing assessment procedures and actions is a continual process.

An area that all Educator Preparation Programs struggle with in Missouri is preparing students to work with ELL students. This is specifically standard 2 of the Missouri Teaching Standards. We continuously consider ELL aspects to integrate into relevant coursework, and at this moment take a more peripheral approach to ensuring students acquire the necessary skills and knowledge to work with ELL students. Specific EOCs that are vertically aligned in the program are our next steps beyond the currently implemented assessments.

Our APRs for undergraduate programs are great, well above 90%, and the vast majority of graduates are working in the profession or are in graduate school.

The concerns pointed out in the review are budget related. Budgets are difficult to discuss right now, and while we could easily spend 100 thousand dollars on upgrading classrooms, staffing, etc. etc., that doesn't always directly correlate to a better teaching and learning experience. The one concern I would say is that K-12 classrooms are equipped with different technologies than what we have at WWU. For technology upgrades and implementation, there are fixed hardware and software costs, and there is the cost of time for faculty to learn and gain confidence in utilizing new technologies. Any movement towards expanding classroom technology would need to be a grassroots initiative owned by the faculty.

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

- Assessment of undergraduate education is a strength- however we will continue to modify assessment as it relates to national accreditation standards.

- The continuous improvement cycle drives the SOE. Ongoing conversations about vertical alignment of program objectives drives curricular change, and is implemented, and reassessed. While many program objectives took a slight dip as evidenced by student performance and feedback in fall of 2018, the program scores bounced back quickly.

APR (DESE evaluation) for every program is high, and we are in good standing with the State of Missouri.

Evaluation of student performance from a variety of sources is a strength through triangulation of data which provides a reliable picture of program performance. This ensures timely responses to programmatic concerns.

I was happy with the results of our external program review. I believe the reviewer was thorough and honest in his analysis of our program. I agree with the strengths that were identified and have already begun discussions regarding ways to better assess our program as we look towards a national accreditation process in the future. As the reviewer notes, the School of Education's greatest asset are the employees/faculty who work hard to deliver quality learning experiences for our students. Our program has faced a lot of turnover in recent years and we are focused on building a dedicated, long-term team to execute our school's mission.

Program Identified Challenges

Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

There are challenges within the SOE's control, and some are not. While some concerns by the reviewer pointed to resources, we continue to do a good job preparing students for teaching with what we have available. At some point in time, when the budget allows, we need to consider specific technology for preparing students to be teachers.

Another concern, as it relates to aspects outside of the SOE, is our Title 2 reporting requirement that specifically whereby the SOE articulates how we are addressing the national need for science and math teachers, and special education teachers. Articulating a recruitment plan based on what I have asked for and what I have received is a concern. Too, if we are to ever seek national accreditation, the SOE will need to articulate how we are recruiting for and retaining a diverse student body.

Action Plan

What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

We will move forward with program improvement in the areas that the SOE can control, that being internal assessments, program delivery, and a focus on teaching to the Missouri Teaching Standards. We will push forward as if we could apply for national accreditation in the areas that we can control.

Academic Council Review

Recommendation of Academic Council

After thorough review of the provided program report and external review, it is the recommendation of the Academic Council:

Accept Report as submitted, no further action. (selected)

Accept Report with recommended changes

Revisions requested and resubmit the report

Program did not meet minimum standards and is placed on an improvement plan.

Program Strengths

The program has made great strides to improve data management and making decisions based on data. The faculty are committed to the success of the program and students ensuring to provide a positive educational environment. The diversity in teacher interest also is a benefit to the students in the program. An additional positive to the program is the development of the Assessment process. The faculty are all in on the process and working to collect meaningful data. The program has increased the student scores and can show the work that they have done.

Program Weaknesses

There has been a lot of turnover in the program and currently a vacant faculty position. Enrollment is a struggle across the board, but there are some programs in education that need to be watched carefully as to the enrollment to determine viability of the specific programs. Additional struggles deal with technology and the access to updated technology in the Model Classroom. The Classroom needs to be updated to reflect current standards in the traditional classroom. Additional technology for in class activities and exploration is also an issue as at times the technology desired is not available due to the lack of access on campus systems.

Recommendations

Academic Council recognizes the work that the program as done in recent years and appreciates the commitment of the School Director and faculty. The faculty need to continue on with what they are doing as it is making the program stronger. Continue to review viability of current programs and consider any new options that would be beneficial to the student population of new educators.

3=Exemplary

2=Adequate

1=Needs Improvement 0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (~300 words)	3
Comments: The history of the program was detailed and laid out efficiently. Used links to the website and program information to supplement.		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	3
Comments:		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	3
Comments: The program is extensive and covers multiple areas of study, so the way they broke down the student demographic data was helpful and made it easier to digest		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	3
Comments: The program articulated their efforts in retention and degree completion in detail.		
1.5	Program advising loads are appropriately delegated throughout the program	3
Comments:		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	3
Comments: The program has a solid approach to advising. Each education major has a plan to follow to lay out a successful path through the degree.		
1.7	Comprehensive accounting of graduates in internship placements	3
Comments:		
1.8	Provides detailed description of possible employment positions for graduated students.	3
Comments: Limited in what is obtained, but there is data on the locations of graduates if they stay within the state of Missouri.		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	3
Comments:		

Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	3
Comments:		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	3
Comments: Discussion on the rotation on some courses of concern was beneficial and shows that the program thinks critically about how to provide the courses in the most effective manner for the students.		
2.3	Course offerings appear appropriate for the needs of the program.	2
Comments:		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	3
Comments: Extremely detailed and thorough on each curricular modification.		
2.5	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	3
Comments:		
2.6	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	2
Comments:		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	3
Comments:		
3.2	Summarizes the physical space available to the program	2
Comments:		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	3
Comments: Provides rationale for technology needs in the classroom environment and how they impact student learning		

3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
Comments:		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
Comments:		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	3
Comments:		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	2
Comments:		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	3
Comments:		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	3
Comments:		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	3
Comments: The program provides a detailed and thorough analysis of student learning within the timeline of the program.		
4.4	The student learning objectives are appropriate for the specific discipline.	3
Comments: While the objectives are set by the state, the program does a solid job with integrating them into the structure and producing results		
4.5	Includes a longitudinal view of assessment for each program learning outcome	3

Comments: The data is very detailed.		
4.6	Discussion on the assessment process over the 5-year span.	3
Comments: The assessment has come a long way in the past 5 years and the data is there to back up claims.		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	2
Comments:		
5.2	Response to the external review is complete and detailed	2
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	3
Comments: See the AC summary in the report.		
6.2	Challenges of the program are discussed.	3
Comments: See the AC summary in the report.		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	3
Comments: See the AC summary in the report.		

Noted strengths of the program:

The program has made great strides to improve data management and making decisions based on data. The faculty are committed to the success of the program and students ensuring to provide a positive educational environment. The diversity in teacher interest also is a benefit to the students in the program. An additional positive to the program is the development of the Assessment process. The faculty are all in on the process and working to collect meaningful data. The program has increased the student scores and can show the work that they have done.

Noted challenges of the program:

There has been a lot of turnover in the program and currently a vacant faculty position. Enrollment is a struggle across the board, but there are some programs in education that need to be watched carefully as to the enrollment to determine viability of the specific programs. Additional struggles deal with technology and the access to updated technology in the Model Classroom. The Classroom needs to be updated to reflect current standards in the traditional classroom.

Additional technology for in class activities and exploration is also an issue as at times the technology desired is not available due to the lack of access on campus systems.

Recommendations moving forward:

Academic Council recognizes the work that the program as done in recent years and appreciates the commitment of the School Director and faculty. The faculty need to continue on with what they are doing as it is making the program stronger. Continue to review viability of current programs and consider any new options that would be beneficial to the student population of new educators.

Appendix

Student Demographics: Majors Total

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Elementary Education	27	28	34	33	44
Middle School Education	5	6	1	4	4
Special Education	12	18	20	21	21
Secondary Art	7	8	8	7	10
Secondary Biology	1	1	2	4	4
Secondary English	5	2	3	1	4
Secondary Social Science	4	3	1	2	7
Secondary Speech Théâtre	3	3	4	4	2
Physical Education	3	2	14	26	27

Student Demographic: Minor

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Education	16	14	19	13	8

Student Demographics: Retention Rates

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
University		74%	77%	74.5%	74.5%
Elementary Education		83.3%	63.6%	50%	71.4%
Middle School Education		0	100%	50%	0
Special Education		0	100%	80%	100%
Secondary Art		100%	66.7%	100%	0%
Secondary Biology		0	0	0	0
Secondary English		100%	100%	0	100%
Secondary Social Science		50%	0	0	100%
Secondary Speech Théâtre		100%	100%	100%	0
Physical Education		0	50%	80%	71.4%



2.7.19

Re: Job Placement and Graduate School Placement Rates for Undergraduates

Between the years of 2015 and 2018, William Woods University graduated 62 students with some level of teacher certification. Of the 62, 60 were identified as being employed or in graduate school. The employment or graduate school placement for William Woods University's undergraduate students is 96.7%.



2.6.19

Re: Retention and Graduation Rates

During the 2018-2019 academic year, the undergraduate program consisted of 38 elementary education majors. In that time frame, 8 students either changed their major to one that does not lead to certification, or entirely withdrew from the university. The overall retention of students seeking elementary certification from freshman to senior year was 79%. Seven of the eight students who left a certification track were not previously admitted into the Teacher Education Program. The average ACT score for those seven individuals who left a certification track was 15.33 compared to the overall ACT average of 20.6. Also, in the 2018-2019 school year, one elementary education student who was previously admitted into the teacher education program withdrew from the university. In 2018-2019, seven students graduated the elementary education certification track. All graduates were previously admitted into the Teacher Education Program. In 2018-2019, 13 elementary education students were classified as a member of the Teacher Education Program. In effect, 43% of the persisting elementary education majors are members of the Teacher Education Program. The rate of persistence for elementary education majors admitted into the Teacher Education Program was 92.85%.

In 2018-2019, the K-12 Art certification program contained seven total majors. Two of the seven students during the school year were members of the Teacher Education Program. There was no attrition among students ranging from freshman to seniors. No K-12 Art certification students left their major, with 100% persistence. The average ACT score for K-12 art is 26.25. One student in K-12 Art graduated. In effect, the rate of persistence for students who were admitted into the Teacher Education was 100%.

Overall, in 2018-2019 seven students sought some area of middle school certification. Two students in middle level education changed majors or withdrew from the university. These two students were not previously admitted into the Teacher Education Program. The average ACT for these two students was 20. One student in the major was previously admitted into the Teacher Education Program but withdrew from the major. No students in middle school education graduated in 2018-2019. The rate of persistence for middle school education majors admitted into the Teacher Education program was 66.7%. The overall persistence of



freshmen to seniors majoring in middle school education was 57.14%. The average ACT for students who persisting was 29.

In 2018-2019, 14 students majored in secondary education. Of the 14, six were members of the teacher education program. Two students who were not members of the teacher education program left the major or withdrew from the university. The persistence among freshmen to seniors majoring in secondary education was 85.71%. No students who were admitted into the Teacher Education Program changed majors or withdrew from the university. Five students graduated. The rate of persistence once students are admitted into the teacher education program was 100%.

In 2018-2019, 15 students majored in special education. Of the 15, eight were members of the Teacher Education Program. Two students who were not previously admitted into the Teacher Education Program changed majors or withdrew from the university. The average ACT for those changing majors or withdrawing was 17. All eight students who were previously admitted into the Teacher Education Program persisted. In effect, the rate of persistence for students once admitted into the Teacher Education Program was 100%. The overall persistence for freshman to seniors was 86.67%. In 2018-2019, three students graduated with a degree in special education. The average ACT for students persisting in special education was 21.8.

In 2018-2019, 10 students majored in physical education. Of these 10, four were members of the Teacher Education Program. One student who was not previously admitted into the Teacher Education Program changed majors or withdrew from the university. All four members of the Teacher Education Program persisted. In effect, the rate of persistence once students were admitted into the Teacher Education Program was 100%. The overall rate of persistence for freshman to seniors was 90%. In 2018-2019, two students graduated. The average ACT for students persisting in physical education was 20.

William Woods University										
Assessment Data										
Program: History Education										
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Declared Majors (as of Oct. 15)	Incoming Freshman	2	2	1	1	1	0	0	1	1
	Transfers	0	0	0	0	0	0	0	1	0
	Total	6	5	5	4	7	2	1	3	4
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001	973	956	937
Graduated Majors		0	0	0	0	2	0	NA	0	
Retention Rate: IPEDS definition ¹										
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	
Program		0/1	NA	1/1	1/1	1/1	0/0	NA	50%	
Graduation Rate: IPEDS definition ²		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%
Program		0/0	0/0	1/2	0/0	0/2	0/1	1/2		0
Graduation Rate: Transfer Students ³										
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.10%
Program		NA	NA	3/3	1/1	0/0	NA	NA		0
¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester										
² = % of the full-time, first-time cohort that graduate within 6 years										
³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree										

William Woods University											
Assessment Data											
Program: Art & Art Education											
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	
Declared Majors (as of Oct. 15)	Incoming Freshman	6	2	2	1	4	1	1	4	3	
	Transfers	0	1	1	2	0	0	2	0	0	
	Total	13	13	12	9	10	7	8	8	7	
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934	
Declared Minors		28	26	28	23	18	17	20	16		
Concentrations											
	Photography	1	1	1	0	3	0	2	2	3	
	Studio Art	8	8	9	7	6	3	2	2	1	
	Commerical Art	1	1	0	0	0	0	0	0	0	
	Art Education	0	0	0	0	3	8	5	4	6	
Graduated Majors		2	0	4	1	6	3	2	2		
Graduated Minors		0	0	0	2	4	6	6	6		
Retention Rate: IPEDS definition ¹											
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%		
Program		0/0	1/1	3/4	1/1	0/4	1/1	66.7	100		
Graduation Rate: IPEDS definition ²		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.5	
Program		0	50	50	0	80	100	66.7		66.7	
Graduation Rate: Transfer Students ³											
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.1%	
Program		50	0/0	100	100	100	50	0		100	
¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester											
² = % of the full-time, first-time cohort that graduate within 6 years											
³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree											

William Woods University										
Assessment Data										
Program: Biology Education										
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Declared Majors (as of Oct. 15)	Incoming Freshman	0	2	2	0	1	0	0	0	0
	Transfers	1	1	1	0	0	0	0	0	0
	Total	3	4	6	4	4	4	2	1	1
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934
Graduated Majors		0	0	0	1	0	1	0	0	
Retention Rate: IPEDS definition¹										
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	
Program		0/1	2/2	0/0	1/1	0/1	0	0	0	
Graduation Rate: IPEDS definition²		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%
Program		0/0	0/0	0/0	0/0	0/0	0/1			0
Graduation Rate: Transfer Students³										
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.10%
Program		0/0	0/0	0/0	0/0	0/0	0/0	0/1		0
¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester										
² = % of the full-time, first-time cohort that graduate within 6 years										
³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree										

William Woods University										
Assessment Data										
Program: Elementary Education										
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Declared Maj	Incoming Freshmen	12	12	10	7	7	4	9	8	5
	Transfers	3	6	6	2	3	2	1	3	1
	Total	59	53	50	45	44	33	34	28	27
	Undergraduate	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934
Concentrations										
	Art	5	5	5	5	4	2	1	1	1
	Math	8	10	7	7	9	3	4	0	
	Social Studies	70	66	54	44	26	20	17	0	2
	Early Childhood	0	1	0	0	0	1	0	1	
	English	6	2	0	2	0	0	1	0	
	Physical Education	0	0	0	0	0	0	0	0	
	Science	2	2	2	1	6	2	1	0	
	Speech & Therapies	0	0	0	0	0	1	1	0	
	Theatre	1	1	0	1	1	4	4	0	
	English Education	0	1	2	0	5	2	0	0	
Graduated Majors			12	11	9	12	3	9	9	5
Retention Rate: IPEDS definition ¹										
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	
Program		3/6	9/13	14/15	7/7	5/7	2/4	63.6	83.3	
Graduation Rate: IPEDS definition ²		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%
Program		3/7	6/14	6/13	6/11	4/10	5/15	4/13		50%
Graduation Rate: Transfer Students ³										
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.1%
Program		3/4	3/5	2/2	2/4	3/6	7/8	3/4		75%
¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester										
² = % of the full-time, first-time cohort that graduate within 6 years										
³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree										

William Woods University
Assessment Data

Program: English Education

	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Declared Maj Incoming Fre	1	0	0	0	2	0	1	1	2
Transfers	0	0	0	0	1	0	1	0	0
Total	7	3	3	2	4	1	3	2	5
Undergradua	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934
Graduated Majors	3	0	1	1	1	0	0	0	
Retention Rate: IPEDS definition¹									
University	66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	
Program	1/1	0/0	0/0	0/0	2/2	0/0	100	100	
Graduation Rate: IPEDS defi									
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
University	52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%
Program	0/1	0/1	0/1	1/1	0/0	1/2	1/1		0
Graduation Rate: Transfer Students³									
University	71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.10%
Program	0/0	1/1	0/0	0/0	1/1	NA	NA		0

¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester

² = % of the full-time, first-time cohort that graduate within 6 years

³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

[illegible]

William Woods University										
Assessment Data										
Program: Physical Education										
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Declared Major:	Incoming Freshmen	6	3	5	2	7	5	0	0	0
	Transfers	3	4	1	4	1	2	0	0	0
	Total	32	31	33	29	27	26	14	2	3
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934
Graduated Majors		2	3	6	6	4	4	2	1	
Retention Rate: IPEDS definition ¹										
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	
Program		3/3	5/5	3/3	2/2	5/7	4/5	50	0	
Graduation Rate: IPEDS definition ²		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%
Program		1/2	1/2	2/2	2/3	0/2	7/10	6/6		
Graduation Rate: Transfer Students ³										
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.10%
Program		1/1	1/2	2/2	1/4	4/10	1/2	2/2		
¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester										
² = % of the full-time, first-time cohort that graduate within 6 years										
³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree										
¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester										
² = % of the full-time, first-time cohort that graduate within 6 years										
³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree										

William Woods University										
Assessment Data										
Program: Special Education										
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Declared Major	Incoming Freshman	2	2	1	7	3	5	3	1	0
	Transfers	2	1	1	0	1	0	0	2	0
	Total	13	16	19	25	21	21	20	18	12
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934
Graduated Majors		1	1	2	5	3	3	5	4	
Retention Rate: IPEDS definition ¹										
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	
Program		5/5	1/2	5/5	7/8	3/3	4/5	100	0	
Graduation Rate: IPEDS definition ²		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%
Program		0/0	1/3	0/1	2/3	1/2	1/6	1/2		60%
Graduation Rate: Transfer Students ³										
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.10%
Program		1/1	1/2	0/0	1/2	0/1	NA	2/2		100%
¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester										
² = % of the full-time, first-time cohort that graduate within 6 years										
³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree										

William Woods University
Assessment Data

Program: Speech Theatre Education

	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Declared Maj Incoming Fre	1	1	1	0	0	1	0	1	0
Transfers	0	0	0	0	0	1	0	0	0
Total	2	4	3	2	2	4	4	3	3
Undergradua	1,179	1,079	1,009	1,006	1,006	1,001	973	956	934

Graduated Majors	0	0	0	0	1	0	2	0
-------------------------	---	---	---	---	---	---	---	---

Retention Rate: IPEDS definition¹

University	66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%
Program	1/1	1/2	0/0	0/0	0/0	1/1	100	100

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Graduation Rate: IPEDS defi									
University	52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%
Program	0/0	0/0	0/0	0/1	0/0	NA	1/1		100%

Graduation Rate: Transfer Students³

University	71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.10%
Program	0/0	0/0	0/0	0/0	0/0	1/1	0/0		0

¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester

² = % of the full-time, first-time cohort that graduate within 6 years

³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree



Meeting Minutes: Undergraduate School of Education

Date: 8/13/19

Time: 1:00 PM

Location: AB 301

Attendees: Joe Davis-facilitator, Rachel Turney, Emily Turner, Charlotte Miller, Jim Concannon, Sheila Logan, Tim Hanrahan

Agenda Items/Discussion

Undergraduate Meetings – 4th Tuesday/monthly at 12:30 in AB 301 - Meetings will include time for ST and TEP application review/approvals and also to discuss and check in on EDU students.

EDU Faculty will utilize the bulletin boards in AB 301 to present instructional strategies.

Group Student Meetings – A “welcome back” meeting for undergrads is being planned for early September in the Library Auditorium. This meeting will be required for all declared EDU majors and anyone interested in EDU. Informational meetings will be offered every fall and spring. Students will sign in for attendance and advisors will follow-up with students who do not attend.

Education Day – September 19 – high school students will be invited for a campus tour, discussion panel and lunch in Tucker at noon. Students who attend this event and enroll at WWU are eligible for a \$500 scholarship. Joe will finalize event information with Kathy on Friday and the event will be posted on the WWU website. EDU classes are invited to attend the panel discussion.

Faculty discussed the lesson plan template, Missouri Learning Standards vs Missouri Teaching Standards. Lesson planning is introduced in EDU 250 and reinforced in EDU 291. Charlotte has a jump drive available with video examples. Faculty further discussed evidence based practice, assessment, reinforcement, common definitions/vocabulary, formative & summative, Bloom's Taxonomy and Kagan strategies. Provide any lesson plan template feedback to Charlotte.

Chair of Undergraduate Education (Joe) will handle concerns with scheduling, advising and daily issues. Joe will also meet with prospective EDU students. Any course substitutions will be finalized by Jim.

Jim presented feedback from cooperating teachers, students and principals. Blind data shows a dip in student perceptions to critically think. Students also need more IEP training. Mock IEP meetings and forms would be helpful as 80% of IEP students are in a regular classroom.

The revised Student Teaching Handbook has been approved by the Legal Department. Faculty discussed MEES cut score (42) and assigning letter grades. Faculty agreed more clarity with this is needed before it can be implemented.

****Next Undergraduate Meeting: 9/24/19 at 12:30 in AB 301 – Standard 5/Classroom Management****



Meeting Minutes: School of Education & Admissions

Date: August 7, 2019

Time: 1:00 PM

Location: AB 305

Attendees: Jim Concannon, Bonnie Carr, Marvin Yancey, Doug Doss, Theresa McClellen, Donnell Sutherland, Emily Horstman, Marilyn Wellborn-Green, Lucas Woodman, Charlotte Miller, Stan Mantle, Sheila Logan, Tom Frankman, Jessica Brush, Sarah Hamilton, John Long, Kathy Groves

Agenda Items/Discussion

EdD Specifics and Updates – John Long

No certifications.

EdD faculty moved to Parkade in July. John, Tom, Leslie and Kristie Lorenz (starting 8/12/19).

Continuing search for Online EDD Program Manager.

EdD beginning online January 2020. Additional resources and support for this program is dependent on EdD online enrollment.

Potential concerns with EdD online:

- Harder for cohorts to make due to online option being offered.
- Students get busy and want to go in and out of cohort model and take online courses instead. Important to be clear with students up-front that they cannot drop in and out of a cohort. Cohorts must have 5 students to make. Any deviations or exceptions to this need to be approved by John Long.
- 5 year time limit remains (upon completion of comprehensive exam).
- Dissertation Chairs needed with program growth.

John piloted EDU 781 with the Columbia cohort, 2 hour-16 week, face-to-face and Go-To Meeting format. John will keep the videos created for the pilot updated and available for fall courses. EDU 781 will go to 8 weeks online starting May 2021.

Dissertation Phase of the EdD – Tom Frankman

EDU 710 is the first course and the dissertation phase is a 3-year span.

The dissertation Handbook is in the process of revision (adding support materials). It will be available in 2-3 weeks.

Tom assigns all dissertation chairs. Students accumulate journals, scholarly books, build bibliography, collect 50-80 articles to build up to the dissertation phase. Currently 23 people chairing dissertations.

5-year deadline is approaching, 3 students are not enrolled in the program ongoing. 7 students appealed and were given 1 more year (August, 2020).

Students that want to come back later to finish cannot. This is due to financial aid and there are no more courses for them to take.

Masters in Admin and C&I Changes and Applicable Certifications – Sheila Logan

Master of Education in Reading Instruction (MED/RI)

Julie Schaefer, Program Manager

- Online cohort program to start January 2020
- Purposefully designed to develop skills to serve as reading/literacy specialist, literacy coaches and interventionists.
- Anticipated DESE approval for the Special Reading Certificate.
- Certification also requires MO teacher certification and 2 years teaching experience.

Master of Education in Administration

- Designed to prepare students for the initial building administration certification (could also be special education director certification).
- Certification requires the earned degree (MED or EDS) GPA of 3.0 or higher and a passing score on the Content (DESE/Pearson) Assessment.

Educational Specialist in Administration

- Designed to prepare students for the superintendent certification
- Certification requires the earned degree (EDS), GPA of 3.0 or higher, and a passing score on the Content (DESE/Pearson) Assessment

Anticipated DESE Certification Changes, August 2020

- Building level administration (elementary/secondary) to become School Leadership K-12
- Program alignment to the MLDS, PSEL, and NELP
- Experience requirement of 3 years

Curriculum Revisions

Master of Education in School Administration on –ground cohort (July-September) to begin January 2020

- Updating resources and curriculum
- Aligning to standards and expectations
- Focusing courses on Administration/Leadership (new names and numbers)
- Embedding field experience activity in courses

Educational Specialist in Curriculum and Instruction-online (September-December) to begin Summer 2020

- Updating resources and curriculum
- Aligning to standards and expectations
- Focusing courses on Curriculum and Instruction (new names and numbers)

Other

- Onground instruction in MED/EDS
- Adjunct instructor hires
- Adjunct Instructor PD
- Reporting of absences

Field and Clinical Experience Expectations – Charlotte Miller

Field experience hours to courses will be more standard.

300 clinical hours – secondary administration, elementary administration, SPED.

MOU's with every district.

Onsite supervisors must have 5 years of administrative experience, EDS degree.

No more than 10 hours in any activity.

No logging hours prior to the field experience course.

Concerns, Advising Issues/Late Registrations/Students not registered/Students not admitted

5 WWU Regional Program Coordinators – meet on campus X2, GoTo meetings and PD meetings. Out in the field observing cohorts (5:00 – 9:00).

Adjunct training

Adjuncts report absences to Jim and report how they are making up the missed courses.

Online resources/practice tests available on the DESE website.

Kathy announced HLC location visits this fall, late October. (Share sites with Sheila)

Direct advising questions to Sarah Hamilton.

Contracts/class lists include students who are registered only.



Meeting Minutes: School of Education Meeting

Date: November 27, 2018

Time: 12:30 – 2:00

Location: AB 301

Attendees: James Concannon, Joseph Davis, John Long, Tom Frankman, Sheila Logan, Charlotte Miller, Emily Turner, Rachel Turney, Rachel Utrecht, Jill Mahoney, Tim Hanrahan, Leslie Trogon

Absent: Erlene Dudley

Agenda Items/Discussion

Reminders:

- 12/3/18 MEES Training @ 9:00 (Charlotte has invited Gina to campus) for University Supervisors.
- 12/4/18 Action Research Poster Presentations/LEAD Event (Miller & Concannon) 4:00 – 5:00 @ Aldridge
- 12/11/18 Grades Due
- 12/12/18 Faculty Assessment Training
- 12/12/18 Catalog changes due to Registrar. Sheila & Emily will review/rewrite EDU 351 course description and syllabi.
- 12/21/18 Faculty Contract ends

There will be no Faculty Assembly meeting in December.

The FEC Christmas celebration will follow the Faculty Assessment Training.

- 1/7/19 Spring Semester classes begin. REMEMBER to upload your class syllabi to the share drive.
- 1/29/19 Education Day/LEAD Event 8:30 – 12:30 with Panel Discussion at 11:00 @ Aldridge (Admissions, Campus Tour and Lunch in Tucker included). Event information is on the WWU website and handouts are available.

Rotation Block for Courses – Handout

Faculty reviewed rotation blocks for courses offered every other semester and courses offered every semester. 4-year plans and checklists provided for each education certification area. The general education checklist is available on the share drive. Faculty discussed difficulty areas related to the rotation block (i.e. transfer students, small class sizes, dual enrollment/AAT agreements).

Goal for spring advising – encourage all students to make their 4-year plans. Students are allowed to change from the catalog they came in on.

MoCA Data – Handouts

Jim reviewed handouts detailing MoCA data beginning Fall 2017 – Spring 2018. Passing MoCA score is 220.

Doctoral Program Discussion

John reminded the goal of the program is to prepare/train leaders (Principals/Superintendents) for central office positions. This program does not prepare researchers or statisticians.

90% student work/8% chair/2% committee members

Students in our program have different needs. It is the chairs role to “guide” students and ask for assistance if needed. It is our ethical obligation to graduate students from the program.

Next Meeting: January 22, 2018 @ 12:30 – 2:00 in AB 301.



Meeting Minutes: School of Education Meeting

Date: August 12, 2019

Time: 12:30 PM – 2:00 PM

Location: AB 301

Attendees: Jim Concannon/Facilitator, Tom Frankman, Leslie Trogdon, John Long, Sheila Logan, Charlotte Miller, Rachel Turney, Emily Turner, Jill Mahoney, Erlene Dudley, Joe Davis, Jill Utrecht, Lisa Nieuwenhuizen, Kristee Lorenz, Tim Hanrahan

Agenda Items/Discussion

Individual Accomplishments and Goals – Round Robin activity. Faculty discussed their SMART goals in small groups and submitted personal goals to Jim for review.

Looking Ahead –

- EdD Online format to begin January/2020. Tom and John moved to Parkade site in July. Welcome, Kristee Lorenz to the team! Hiring search continues for the Online Program Manager position which John is heading up. Additional positions dependent on enrollment (permission to hire for every 23 students) and revenue stream.
- Sheila is currently heading up the Masters in Administration rewrite. Masters and C&I will be separate.
- Charlotte and Ellen Ogier (RPC) are rewriting clinical and field experience courses. Realigning matrices, renaming and renumbering courses to roll out in January. Combined K-12 administration certification pending DESE approval.
- EDS and C&I is undergoing a partial rewrite. C&I to transition to online format.
- Ashley Brown is the WWU Marketing contact. New EDU undergraduate marketing initiative is coming out soon.
- Joe, Charlotte, Dr. Sapp, Dr. Cowherd and Dr. Crane with Fulton Public Schools are collaborating on a “Grow Your Own” initiative. Brandon, grant writing, is also involved. Fulton Public Schools is interested in meeting/interviewing WWU students in EDU 492 as a first step to potentially hiring for their district.
- Erlene reminded faculty that the first School of EDU Newsletter rolled out over the summer. The next edition will be in October and she will be soliciting for items to include in that edition.
- Erlene announced that the Library is now reporting to the Academic Dean.
- Erlene also announced changes/redesign to the EMC Room (multi-media table, 42’ screen, phone). Peer tutoring will temporarily be held in the EMC Room as well.

Parking Lot Items

- Attendance in OwlNet is mandatory.
- Check rosters.
- Grades in OwlNet – enter all grades for every student/individual assignments.

- Budget – budget numbers are not available yet for the School of EDU. Jim will determine purchase approvals on a case-by-case basis.
- PD requests – be sure to build MPEA and MACTE conference dates into your syllabus and go ahead and request days now.
- Faculty Absence Form - be sure to fill out the faculty absence form for missed class time. Tim will follow-up on faculty covering missed class times alternatively by remote and students in seat and by faculty providing coverage for other faculty absences.
- Uploading Undergraduate Syllabi – the new template is available and all course syllabi need to be uploaded to the share drive. (Jim will send the template to Rachel Utrecht).
- Class observations for individuals not on a 3 year contract – please send Jim dates for him to observe your classes. Observation tools are the same from the pilot tool. 3 step process: pre-conference, observe, post conference.
- Importance of being in class (not cancelling class) and providing meaningful instruction. Cancelling class including for PD should not exceed 2 weeks (6-MWF / 4-T/R).
- Faculty Evaluation Process is in VIA now and open all year. Folder (Faculty Resources/Handbook) is on the share drive. Tim will continue trainings X2 monthly. Helpful to go in X1 monthly and make updates as you go, be clear and concise.
- Keys – several EDU faculty have moved offices. Let Cheryl know if you need any keys and turn in any keys you no longer need.

**School of Education Meetings are the 3rd Thursday/Monthly 12:30 – 2:00 in AB 301.

Next Meeting: September 19, 2019

12:30 – 2:00

AB 301

EDUCATION DAY

AT WILLIAM WOODS UNIVERSITY

January 29, 2019

8:30 a.m. – 12:30 p.m.

Join us for Education Day with your family, friends, or a high school interest group to discover how you will flourish as an Education major at William Woods University! During Education Day, students will meet with professors from our Education department, tour campus, and experience student life by eating lunch in Tucker Dining Hall.

Participants will receive a \$500 scholarship!

For more details and to register, visit

williamwoods.edu/EduDay

Questions? Contact Haley Streed at 573.592.1618 or haley.streed@williamwoods.edu or Joe Davis at 573.592.1138 or joseph.davis@williamwoods.edu



WILLIAM WOODS
UNIVERSITY

**Fulfill Your Dream,
Make a Difference**



WILLIAM WOODS
UNIVERSITY

Student Teaching
Handbook



Contact Information

William Woods University
One University Avenue
Fulton, Missouri 65251
573-592-4348

Chair of Field & Clinical Experiences
Dr. Charlotte Miller
charlotte.miller@williamwoods.edu
573-592-1697
(Fax) 573-592-1621

Chair of Undergraduate Education
Mr. Joseph Davis
joseph.davis@williamwoods.edu
573-592-1138

Director, School of Education
Dr. James Concannon
james.concannon@williamwoods.edu
573-592-1645

Note: Handbook is subject to change given ongoing DESE changes and/or recommendations.

Articulated and Shared Conceptual Framework

The William Woods University Professional Education Unit has been refining its Conceptual Framework during the last decade. The basis for the current conceptual framework explicated in this document was developed in 1999. Members of the Professional Education Unit who participated at that time were Education faculty and Secondary Area Academic Faculty.

Forming the foundation of the Unit's framework for the William Woods University learning community is the William Woods University mission statement: ***An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.***

Building upon this mission statement, the School of Education refined the 1999 Conceptual Framework during Fall 2004 by expanding explanations of the unit's guiding principles. The precursor document was developed during the 2000-2001 academic year. During both processes, the Unit's faculty (that included general education faculty, program methods faculty, and graduate faculty) provided guidance and input for its content and approval of the final forms. In preparation for this accreditation visit, both the undergraduate and graduate Education faculty reviewed the "Conceptual Framework" and the "Addendum to the units Conceptual Framework: Learning in the William Woods University Graduate Programs in Education

When completed and approved by the faculty, the 2001 document and its 2004 revision, and its 2011 update were disseminated to both undergraduate program teacher education stakeholders and graduate program principalship and superintendency certification stakeholders through the university website, new student and instructor orientation materials, professional development workshops for faculty, and student bulletins and handbooks.

The mission of William Woods University and the Education Unit's Conceptual Framework are articulated and shared regularly among the professional education community and its stakeholders. ISLLC and/or MoSPE standards are articulated and aligned in the syllabus with each student learning objective in each graduate course.

The student demonstrates an understanding of these standards (and of the DESE administrative certification competencies) by being required to develop a program professional portfolio, selecting artifacts, and writing reflections on the artifacts, research articles and/or field experiences aligned to each standard.

In addition, the conceptual framework is consistently articulated in the instruction of each course through suggested class session activities contained in the course syllabus that suggest the use of varied individual and group learning activities, such as group consensus-building activity, teamwork, problem-solving, culminating group projects/presentations, reaction papers, role play simulations, and writing reflection papers on current issues and/or research.

General Policies

This section contains university policies regarding placement for student teaching assignments, responsibilities of the student teacher, and roles for the cooperating teacher, and other general information.

Liability Insurance

All student teachers are required to carry liability insurance when they work with the cooperating teachers in completing the student teaching. Failure to have liability insurance is considered to be in violation of the requirement of the Educator Preparation unit of the Department of Elementary and Secondary Education. All student teachers must provide proof of insurance prior to student teaching. Students may purchase liability insurance offered by MSTA or MNEA as student members of these organizations or insurance is available through most homeowner policies. All liability insurance matters will be handled by the Chair of Field & Clinical Experiences, who will serve as the institution representative to the professional organizations on behalf of the Division.

Family Care Safety Registry Background Check and Substitute Certificate

Student teachers must obtain a substitute certificate and have an updated background check prior to being placed in their student teaching experience. A copy of the substitute certificate and FBI Criminal Background Check must be submitted to the Chair of Field & Clinical Experiences.

Placement for Student Teaching Assignments

The student teaching assignment must be in the grade level and/or specialty area of certification. Each student teacher is to be placed under the direct supervision of a certified teacher who has completed a minimum of three years of teaching experience and/or is recommended by their building administrator. The certification credentials of the cooperating teacher must be consistent with that of the student teacher's endeavors.

Placement Sites: Clinical partnerships exist with area school districts. Our priority is to place students in our partner districts. This allows William Woods instructors to serve as university supervisors for our teacher candidates. Consideration will be given for placement up to a 75 mile radius of the Fulton campus, if quality mentor teacher is obtained and university professor is available for supervision. Students may request to do their student teaching elsewhere in Missouri by writing a letter to the Chair of Field & Clinical Experiences and submitting this with their application.

Schools, in all cases sign a Memorandum of Understanding (MOU) that is tailored to each situation based on the collaboration among student, school district, and university, identifying the strengths and needs of schools as well as the "best situational fit" for the teacher candidate. A review of the experiences of the partner schools and quality of mentors is conducted annually.

Approved sites are selected from schools that are state approved and regionally accredited. Placement in private schools is limited to those that hold the highest accreditation available in the Association of Private Education.

Selection of Cooperating Teacher: The selection of a cooperating teacher is the mutual responsibility of district administrators (superintendents and principals) and the William Woods School of Education. The following criteria are viewed as minimum requirements in the selection of a cooperating teacher:

1. The cooperating teacher must hold a master's degree or above or be highly recommended by the building principal. The cooperating teacher must be teaching in the area of certification.
2. The cooperating teacher should have clearly demonstrated to his/her district administrators the ability to be an effective teacher and an effective classroom manager. He/she must have completed a minimum of three years' experience and/or be highly recommended by the building principal.
3. The cooperating teacher should be a willing participant in the student teaching experience. In addition, the cooperating teacher should demonstrate a positive attitude towards his/her present teaching position and the teaching profession in general.

School Calendar: The student teaching experience consists of 14 weeks in the classroom with supervision provided by the classroom cooperating teacher and the William Woods University supervising faculty member. A co-teaching model is recommended by William Woods University and will be explained, modeled and supported by university supervisors. Supervised teaching assignments are made in surrounding areas within the 50 mile proximity to WWU so that the WWU faculty member may conduct site visits during the 14 weeks.

Once student teaching has begun, the student teacher is required to conform to the schedule, attendance standards, and other policies of the assigned school.

Attendance: The student teaching experience lasts 14 weeks. This may include school district holidays and days to attend seminars, in-service and activities planned in the school calendar. Any student missing more than three days because of illness or approved interviews will be expected to make it up during alternative schedule (finals week). Student teachers in the spring semester can use one of the three excused days to attend the Missouri Job Opportunities in Education (MOJOE) job fair in early April.

Student teachers are responsible for notifying the cooperating teacher and the building principal if he/she is unable to attend because of illness. In addition, they must inform the university supervisor of their absence in school. If conditions permit, the student teacher must submit plans for the cooperating teacher in advance of the scheduled absence.

Stipend for Cooperating Teachers: A stipend of \$200.00 will be paid to a cooperating teacher who has a student teacher for a minimum of twelve weeks.

Educational Seminar (EDU 492)

This three-credit course includes final preparation for student teaching, and support for student teachers throughout the supervised teaching assignment. The seminar meets prior to the student teaching semester in the evenings throughout the semester and after the student teaching is completed.

Coursework and assignments include applications of teaching methods and strategies, assessment, differentiation, resume development and interviewing skills, analysis of student teaching situations, and reflections of the student teaching experience. Other pertinent information relating to becoming a successful first-year teacher and mentoring are also presented in the seminar.

Student teachers will be expected to complete various assignments that complement the student teaching experience. Students are expected to participate in Senior Showcase.

Seminar Attendance: Sessions of Education Seminar (EDU 492) include completion of several required assignments and discussion of school-related issues related to teaching standards. Attendance is expected and critical for this seminar. Missed classes will affect the student's grade as it directly relates to your student teaching experience.

Educational Technology (EDU 411/3 Credits)

If you are seeking google certification, during student teaching, you will concurrently enroll in EDU 411: Educational Technology II.

University Supervision/ Evaluation

Evaluation is a continuous process where the major aim is to help the teacher candidate become increasingly perceptive, reflective, and analytical in evaluating themselves. On-going formative assessment will take place on a daily basis with the cooperating teacher providing guidance and feedback regarding the student's performance. Formal evaluation of the teacher candidate in their student teaching experience will utilize the Missouri Educator's Evaluation System (MEES). This document is available on the DESE Teacher Preparation page:

<https://dese.mo.gov/educator-quality/educator-preparation/mees-training>

University faculty members designated by the Chair of Field & Clinical Experiences in consultation with the Director of the School of Education will visit/observe the student teacher a minimum of four times throughout the student teaching experience. When circumstances dictate, however, the university supervisors will plan to visit more than the minimum number of times specified. Although university supervisors may inform the student teacher in advance of the visit, notification of intent is not a requirement. During an

observation visit, a copy of the student teacher's lesson plans (Appendix B) should be presented to the university supervisor. At the conclusion of the visit, the university supervisor will submit a signed copy of the evaluation results to the student teacher to be shared with the cooperating teacher.

Summative evaluation will take place during the last two weeks of the student teaching experience for one-certification student teachers. The cooperating teacher and the university supervisor will each complete the MEES evaluation form. The copy of the summative evaluation should be submitted to the Chair of Field & Clinical Experiences.

Certification

Formal application for teacher certification will be made on-line through the Missouri Department of Elementary and Secondary Education. Certification requirements consist of maintaining an overall 2.75 GPA with a 3.0 or higher GPA in professional education courses. Additionally, students must pass DESE specific exams. As of August, 2019, students must earn a summative MEES score of 42 or higher for certification. If the student teacher expects to later become certified to teach in another state, he/she needs to become informed about requirements in that state.

Final Grade

A grade of A, B, C, D or F will be assigned for the student teaching experience. A grade of a C or better is required for successful completion of student teaching, and required for teacher certification.

Final grade appeals should follow the academic policy specifying grade appeals:
https://www.williamwoods.edu/catalog/policy_detail.aspx?id=305

The grade appeal policy outlines that "Students who believe a grade has been assigned in error or who wish to have the grade reviewed must first submit their concerns in writing to the instructor within 20 days of the end of the course. The instructor shall then have 15 days in which to reply in writing." In this regard, students need to contact the university student teaching supervisor if they wish to appeal their grade. The university student teaching supervisor will consult with the cooperating teacher regarding the students' performance. The university supervisor will contact the student within 15 days in writing regarding the decision to either change or not change MEES summative evaluation scores to accurately reflect the student's performance, and if a grade change will or will not be submitted.

Student Teaching Objectives

Student teaching is the final clinical experience in the education program. The major objectives are detailed below. As part of the Student Teaching Portfolio, teacher candidates will upload specific artifacts through VIA highlighting their understanding of these objectives.

The teacher candidate:

1. Identifies low engagement and responds with strategies to increase engagement. Uses a variety of skillful questioning strategies to promote active participation and depth of student response; Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.
2. Designs and utilizes a blend of whole-class, group, and/or individual instruction; Uses strategies linked to the different needs and attributes of students for differentiation in teacher presentation and student response; Recognizes student needs in the moment and adjusts teacher presentation and/or student groupings to address variations in student learning.
3. Delivers lessons and assessments that illustrate a high degree of understanding of the intended learning objectives; Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons; makes adjustments during the lesson while still following district curriculum.
4. Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem; Facilitates a student-centered lesson in which students discover for themselves the desired knowledge and/or skills, rather than relying on teacher-provided information; Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences; Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media.
5. Candidate proactively intercepts student misbehavior or distraction; Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning; Seeks feedback from students on his or her teaching, strategies, classroom, etc.
6. Adjusts conversation skills to support individual student understanding; Encourages students to develop effective speech qualities including volume, tone, and inflection; Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.
7. Analyzes trend data to respond instructionally resulting in a positive impact on student learning; Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole; Supports students in creating and articulating progress toward goals; Uses formative assessment strategies to adjust mid-lesson instruction; Provides evidence of how the lesson

Commented [MC1]:

format, instructional techniques, etc. were designed using previously gathered assessment data.

8. Uses techniques or strategies introduced in district/school professional development in their classroom; The candidate is committed to the learning of the entire school, not just his or her own growth; Actively participates in a professional organization to improve practice. Identifies areas of weakness and seeks out opportunities to strengthen e.g. webinars, books, PD opportunities, professors, etc.
9. Volunteers to be a member of a school-wide committee; Collaborates with parents, colleagues. And/or community members for the benefit of students; Actively participates in school or district events to build a broad network of collaboration.

Professionalism

During this final clinical experience, student teachers are seen as teachers and are expected to display mature, professional behavior in this experience. Become familiar with the specific expectations of your host school and adhere to those policies. The student teacher is to dress in accordance with the standards and policies of the assigned school. He/she is expected to be well-groomed and professional in appearance.

Missouri Professional Teacher Standards address professionalism specifically in:

Standard 6 Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6 Effective Communication)

Standard 8 – Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard 9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Expectations

- Review the teacher candidate formative and summative assessment (MEES) and strive to meet the highest standard.
- Demonstrate professionalism in how you speak, dress, act, and deal with confidential information.
- Maintain a friendly but professional relationship with the students. Avoid relating as a peer or friend with the students. Note the school's policy on social media and relating to the students.

- Continually reflect on your practice. Utilize your mentor teacher, colleagues and enlist their feedback. Conference with them on planning, management and differentiation. Remember, they are there to support your experience. *Be a learner!*
- Make this experience a high priority so that you are actively engaged and well prepared. Consider your time management and commitments so that you maintain the best instructional experience for your students.

Guidelines for Social Media Use – Review and comply with the technology usage policy for your host school. Especially review their guidelines and expectation for use of social media.

FERPA - or the **Family Education Rights and Privacy Act** assures the confidentiality of student records and protects the private educational records from unauthorized parties. Any information that personally identifies the individual must be kept confidential and under this provision, third parties have very limited access to the records. The FERPA allows students and parents access to educational records. Educational records include files, documents and other material maintained by the educational institution that is directly related to the student. A student's grades or written comments about their performance in class are examples of educational records that must be released to the child and his or her parents. Review the district policy on FERPA and follow their guidelines to insure compliance.

Expectations of the Chair of Clinical & Field Experiences

The Chair of Clinical & Field Experiences provides a vital and continuing link between the elementary and secondary schools and William Woods University by enhancing and encouraging communications and collegiality. He/she has the added responsibilities of orienting the cooperating teacher and coaching and evaluating the student teacher.

The general responsibilities of the Chair of Clinical & Field Experiences are to:

Acquaint the cooperating schools with the philosophy, objectives, organization and the content of the teacher preparation program.

Orient teacher education students to the philosophy, the objectives and the organization of the school(s) to which they are assigned and to the community environment.

Assist the School of Education in planning, implementing and evaluating all aspects of the program of professional experience.

Evaluate the student teacher's participation in the clinical experiences, and conferring with cooperating teachers about that evaluation.

Maintain high performance expectations for teacher education students.

Expectations of the University Supervisor:

Submit written evaluations of the student teacher's performance including a final evaluation with a grade recommendation.

Examine lesson plans and provide feedback.

Visit and evaluate the student teacher a minimum of four times during the clinical experience.

Assist the student teacher in self-reflection and goal setting for professional growth.

Maintain open communication and positive personal relationships with the student teacher, cooperating teacher, the building principal and the Chair of Clinical & Field Experiences.

Observe the total classroom dynamics and teaching style of the cooperating teacher, and to get a sense of the personalities of the pupils.

Assignments and Requirements for Student Teachers

Requirements expected of all student teachers appear below. Failure to meet all requirements will jeopardize the successful completion of the student teaching assignment. Upon accepting placement, the student teacher also accepts responsibility for placement requirements. The university supervisor and/or the cooperating teacher may require additional work.

Problems or Concerns

Cooperating teachers are encouraged to contact the Chair of Clinical & Field Experiences if they are unable to resolve a difficulty with the student teacher. If possible, contact should be made before a problem becomes too serious.

If a student teacher feels that a situation is becoming uncomfortable and could lead to a poor experience, he/she should first discuss these concerns with the cooperating teacher and university supervisor. The Clinical Experiences Coordinator has the immediate jurisdiction in all situations, which involve university policies and procedures.

Students who are dropped from student teaching for whatever reasons may be reassigned to an additional semester of student teaching or whatever timeframe is deemed appropriate, or may be referred to the Teacher Education Committee for further consideration and action.

Substituting

William Woods University requires 14 weeks of student teaching before a student is recommended for certification. Because of this requirement, plus concern for liability, WWU has established a policy that student teachers may be used as substitutes ONLY when approved by the Clinical Experiences Coordinator. The student teacher must have a current Missouri Substitute Certificate.

The School of Education is aware that some districts have existing policies covering the use of student teachers as substitutes, and it is willing to work with districts under such policies.

Lesson Plans

Effective teaching doesn't just happen; it requires proactive planning by teachers to make informed, goal-oriented, interactive decisions about students and instruction. Consequently, written lesson plans are to be developed for each topic/unit taught. A suggested lesson format that can serve as an organizational guideline for each plan is in Appendix B. **It is expected that this template be used for each university supervisor observation.**

Member Roles Throughout the Student Teaching Semester

Role of the Cooperating Teacher

- Help the teacher candidate feel comfortable and welcome
- Review school policies and procedures
- Encourage teacher candidate to get involved in school activities
- Share materials and ideas
- Assist the candidate in developing standards-based lessons
- Observe and provide constructive feedback
- Know and implement the co-teaching strategies
- Mentor and guide the teacher candidate
- Model effective teaching strategies and professional behavior
- Be flexible; allow the teacher candidate to try new ideas
- Communicate expectations
- Be understanding and patient
- Maintain consistency and accountability
- Communicate growth and concerns with university supervisor

Role of the University Supervisor

- Provide a systematic and consistent presence during the student teaching experience
- Provide program information to the cooperating teacher and teacher candidate
- Observe and provide feedback on a regular basis
- Be an advocate for the teacher candidate
- Help the team build good communication and facilitate positive interactions
- Schedule three-way conferences at the beginning and end of the experience

- Be knowledgeable in and supportive of the use of co-teaching strategies
- Set clear expectations; be honest about a student's performance
- Address any significant challenges that arise (e.g., personality related conflicts, intern performance concerns, intern absenteeism, etc.)
- Act as a confidant for both the cooperating teacher and teacher candidate
- Communicate any concern with the Chair of Clinical & Field Experiences

Role of the Teacher Candidate

- Come ready to learn; be enthusiastic and show initiative
- Introduce yourself to team members and school personnel
- Ask questions and discuss professional issues
- Share ideas and work cooperatively; be flexible
- Help with all classroom responsibilities (e.g. record keeping; grading, etc.)
- Know your content and be a continuous learner
- Plan engaging, standards-based lessons
- Know and implement co-teaching strategies
- Accept feedback and put suggestions for improvement into practice
- Be proactive in initiating communication with your triad members
- Demonstrate respectful behavior
- Be a reflective practitioner, consider keeping a reflective journal
- Be patient with yourself and your cooperating teacher
- Be a sponge; learn all you can from everyone in the building

Co-Teaching Model

William Woods University School of Education is committed to creating a quality-learning environment for cooperating teachers, teacher candidates, and public/private school students. The co-teaching model supports both groups through providing two teachers who plan, instruct, problem-solve, and make decisions. This benefits the teacher candidates, cooperating teachers, and public/private school students in the following ways:

- Reduction in student-to-teacher ratio
- Enhanced ability to meet student needs in large and diverse classrooms
- Full use of the experience and expertise of the cooperating teacher
- Consistent classroom management
- Greater student participation and engagement
- Increased instructional options for all students
- Enhanced professional support and development for cooperating teachers and teacher candidates
- Stronger relationships between candidates and cooperating teachers
- Enhanced teacher communication and collaboration skills

In co-teaching both the cooperating teacher and teacher candidate create a schedule for sharing and transitioning to and from a lead teacher role. Even though both teachers are involved in all aspects of teaching, the cooperating teacher begins by leading in planning, instruction and assessment. From the start, the teacher candidate begins sharing ideas, thoughts and opinions on all components of teaching, such as curriculum standards, lesson objectives, materials and differentiation strategies. And even at the beginning, candidates are instructing the class for some activities. (Academy for Co-Teaching and Collaboration, 2014). Resources found in Appendices D and E.

Appendix A

Missouri Teacher Standards

Standard #1 Content Knowledge, Including Perspectives Aligned With Appropriate Instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Quality Indicator 1: Content knowledge and academic language

Quality Indicator 2: Engaging students in subject matter

Quality Indicator 3: Disciplinary research and inquiry methodologies

Quality Indicator 4: Interdisciplinary instruction

Quality Indicator 5: Diverse social and cultural perspectives

Standard #2 Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Quality Indicator 2: Student goals

Quality Indicator 3: Theory of learning

Quality Indicator 4: Meeting the needs of every student

Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs

Quality Indicator 6: Language, culture, family and knowledge of community

Standard #3 Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Develop lessons for diverse learners

Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies

Standard #4 Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative, small group and independent learning

Standard #5 Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom management, motivation, and engagement

Quality Indicator 2: Managing time, space, transitions and activities

Quality Indicator 3: Classroom, school and community culture

Standard #6 Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in speaking, writing and other media

Quality Indicator 4: Technology and media communication tools

Standard #7 Student Assessment Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable student to grow and develop.

Quality Indicator 1: Effective use of Assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis process

Standard #8 Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Quality Indicator 2: Collaborating to meet the needs of students

Quality Indicator 3: Cooperative partnerships in support of student learning

Appendix B

Lesson Plan Template

Standards/ Indicators <i>(Missouri and national standards, quality indicators, and skills addressed by this lesson)</i>
Learning Objectives/Goals (measurable) <i>(The lesson's objectives and learning outcomes appropriate for meeting the student needs)</i>
Essential Questions <i>(Consider Higher Order Questions and DOK, encouraging critical thinking, and scaffolding questions to develop concepts)</i>
Assessment tools used throughout lesson <i>(Formative – for learning and summative – of learning)</i>
Lesson Structure <i>(Outline of your lesson)</i>

Instructional Strategies <i>(Research-based strategies used in the lesson)</i>
Learning Activities <i>(Guided Practice Activities; consider a variety of learning styles and DOK levels)</i>
Resources/Materials
Use of Technology
Differentiation Considerations <i>(Meeting the needs of all learners including accommodations and modifications)</i>
Classroom Management <i>(Routines and procedures that create engaging learning environment)</i>
Closure of the Lesson

<i>(Summary, connecting to objective, checking for understanding)</i>
Teacher Reflection <i>(Following the lesson)</i>

Appendix C

Host Teacher Suggestions for Welcoming Your Teacher Candidate

Arrange to meet with your teacher candidate before the official start of the experience.

Introduce the teacher candidate to other faculty members, support personnel and administrators.

Tour the school (e.g. staff work areas, the lounge, adult restrooms, etc.).

Post the candidate’s name on the classroom door.

Send a note to families to let them know you will have a teacher candidate co-teaching with you.

Provide a desk (preferably not a student-sized desk) or designate a work area for the teacher candidate with supplies and copies of necessary manuals and textbooks.

Provide pictures of the class or individual students to help the teacher candidate learn names more quickly.

Review the faculty handbook with the teacher candidate.

Share “bits of information” that matter (e.g. “There is a peanut-free table in the cafeteria” or “Staff members never park in Lot A”).

Explain staff activities or special events.

Discuss classroom rules, procedures, and expectations.

Assemble a binder with useful information, including class lists, daily schedules, classroom rules, discipline referral forms etc.).

Start a file with your favorite tried-and-true activities and good teaching ideas. Encourage your candidate to add to it throughout the experience.

Leave an inspirational quote or article on the candidate's desk.

Make gestures of kindness – no matter how small, they have a positive impact!

Appendix D

Co-Teaching Strategies and Examples

These strategies are not hierarchical-they can be used in any order and/or combined to best meet the needs of the students in the classroom.

STRATEGY	DEFINITION/EXAMPLE
One Teach, One Observe	<p>Definition: One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a focus for observation.</p> <p>Example: One teacher observes students to determine how well they understand directions while the others leads instruction.</p>
One Teach, One Assist	<p>Definition: This strategy is an extension of One Teach, One Observe, One teacher has primary instructional responsibility, while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Example: While one teacher has the instructional lead, the teaching assisting is a “voice” for the students when they don’t understand or are experiencing difficulties.</p>
Station Teaching	<p>Definition: The co-teaching pair divides the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the two teacher-led stations.</p>

	<p>Example: One teacher leads a station where the students play a money math game, while the other teacher runs a mock store where the students purchase items and make change.</p>
Parallel Teaching	<p>Definition: Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy. The greatest benefit to this approach is reduction of the student-to-teacher ratio.</p> <p>Example: Both teachers lead a question and answer discussion on specific current events and the impact they have on our economy.</p>
Supplemental Teaching	<p>Definition: This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.</p> <p>Example: One teacher works with students who need a concept remaining students.</p>
Alternative or Differentiated Teaching	<p>Definition: Alternative teaching strategies provide students with different approaches to learning the same information. The learning outcome for all students; however, the instructional methodology is different.</p> <p>Example: One teacher leads a group in predicting the plot of a story by looking at the book cover and illustrations; the other teacher leads a group in predicting the plot by pulling specific items and/or story clues from a bag.</p>
Team Teaching	<p>Definition: Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student perspective, there is no clearly defined leader as both teachers share the instruction, freely interject information, assist students and answer questions.</p>

	Example: Both teachers share the reading of a story/text so that students are hearing two voices.
Source: Adapted from Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. Focus on Exceptional Children. 28(3). 1-12.	

Copyright 2014 St. Cloud State University. All rights reserved. Reprinted from Mentoring Teacher Candidates Through Co-Teaching: Collaboration That Makes a Difference by the Academy for Co-Teaching and Collaboration. St. Cloud, MN: St. Cloud State University. www.stcloudstate.edu. Reproduction authorized only for the institution, local school site or nonprofit organization that has purchased this book.

Appendix E

Creating a Positive Co-Teaching Environment for Teacher Candidates and Cooperating Teachers

Move...

- from isolated teachers and students to integrated teachers and students.
- from doing it alone to “let’s do it together.”
- from “yours” or “mine” to “our” student.

Share ownership for planning, teaching and assessing.

Recognize and appreciate the expertise each one brings to the partnership.

Show mutual respect.

Set high expectations for students, self and team.

Reflect – individually and as a team.

Share expectations for student behavior.

Share vision/goals for student achievement.

Commit to planning time and the “team”.

Demonstrate positive communication skills.

Sharing Responsibility - From Solo to Lead

In co-teaching, communication is the foundation for sharing classroom responsibilities, including planning, instruction and assessment. In each of these areas, sometimes the

cooperating teacher takes the lead, sometimes the teacher candidate takes the lead and sometimes leadership is shared. Regardless of who is leading, both the teacher candidate and cooperating teacher are expected to identify ways to modify instruction and assessment to meet student needs. Teacher candidates are expected to contribute ideas and engage with students from the very first day. At the beginning of the student teaching experience, the cooperating teacher leads with the teacher candidate contributing. As the experience progresses, the teacher candidate takes over the leadership role, which also includes directing other adults in the classroom, such as paraprofessionals, special education, ELL teachers and Title I teachers.

When Co-Planning, the Pair Will

- Decide What Content to Teach
- Determine What Co-Teaching Strategies to Use
- Discuss Who Will Lead Different Parts of the Lesson
- Identify How to Assess Student Learning
- Share Materials and Resources

When Co-Instructing, the Pair Will

- Share Leadership in the Classroom
- Work With All Students
- Use a Variety of Co-Teaching Approaches
- View Each Other as Equal Partners
- Manage the Classroom Together
- Make Changes as Needed During a Lesson

When Co-Assessing, the Pair Will

- Share the Workload of Daily Grading
- Provide Summative and Formative Assessment of Students
- Determine Grades Jointly

The student teacher will complete an evaluation of the student teaching experience(s) that highlights activities and feelings about the experience to be used by the William Woods University Division for reviewing the student teaching program. The cooperating teachers will also complete an evaluation of the student teacher and the student teaching supervising experience to be used by the Division for program review purposes.



**William Woods University
Cooperating Teacher Information**

**Cooperating teachers will submit this form & the W9 form to William Woods via the university supervisor or mail to Division of Education, William Woods University, AB 304, One University Avenue, Fulton, MO 65251.*

Cooperating Teacher's Name _____ Phone # _____

Email Address _____

Mailing Address _____

Social Security Number: (Necessary for stipend payment):

Highest Degree Held: _____

Certification: _____

Current Position: _____

Years of Teaching Experience: _____

Notable Professional Development (3 years): _____

Cooperating School Name _____

School Address _____

School Fax # _____

Name of School Principal _____

Telephone Contact: _____

Email Contact: _____

I hereby agree to supervise _____ (Name of Student Teacher)
in their student teaching field experience for their degree program beginning today
____/____/____ until program ends on ____/____/____. I understand that the field
experience is designed to provide the above named student with a variety of experiences
pertaining to the student teaching program. I am willing to work with this student and the
William Woods University supervisor in developing and providing an appropriate set of
experiences. I also agree to participate in the review and assessment of the student's
performance in the field experience and to provide feedback for instructional and
evaluative purposes.

Signature of Cooperating Teacher: _____

Date: _____

**Request for Taxpayer
Identification Number and Certification**

Print or type See Specific instructions on page 2.	Name (as shown on your income tax return)	
	Business name, if different from above	
	Check appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership	
	<input type="checkbox"/> Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶	
	<input type="checkbox"/> Other (see instructions) ▶	
	Address (number, street, and apt. or suite no.)	Requester's name and address
City, state, and ZIP code		
List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number

Employer identification number

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued).
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

**Sign
Here**

Signature of
U.S. person ▶

Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued).
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident.
- A partnership, corporation, company, or association organized in the United States or under the laws of the United States.
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations 301.7701-7).

Special rules for partnerships. Partnerships conducting a trade or business in the United States are generally required to pay a withholding tax on any foreign partner's share of such business. Further, in certain cases where a partnership has not been received, a partnership is required to pay a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of such income.

The person who gives Form W-9 to the partnership for the purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership is conducting a trade or business in the United States in the following cases:

- The U.S. owner of a disregarded entity and



Student Teacher Student Agreement

This form is to be completed, signed and submitted to your Student Teacher Director at the beginning of your Student Teaching Assignment.

I understand that I am participating in a Field Experience sponsored by William Woods University. I recognize that the Field Experience is subject to the rules, regulations and policies of the University and the cooperating school district, as well as any others deemed appropriate by the University and/or Field Supervisors.

I understand that during the Student Teaching experience, I will be representing William Woods University and that I will do nothing that would adversely affect its image. I agree that if my behavior is deemed improper or detrimental to the cooperating school system or William Woods University, I will be withdrawn from the Student Teaching Field Experience and accept a grade of failing (F).

I understand that failure to abide by the policies and procedures of the Student Teacher Field Experience program will result in termination with a grade of (F). I further agree that I will:

- ✚ Avoid becoming involved in ideological disputes.
- ✚ Maintain the confidentiality of records and internal matters at all times.
- ✚ Not be in possession or use any item that is considered a controlled substance (except under the direction of a physician), alcohol, or firearm while on the cooperating school or University property during my Student Teacher Field Experience.
- ✚ Dress professionally for Student Teaching Field Experience activities.

I HAVE READ AND UNDERSTAND THIS AGREEMENT. THE NATURE, SCOPE, AND POLICIES OF THE STUDENT TEACHER PROGRAM HAVE BEEN EXPLAINED TO ME AND I AGREE TO ABIDE BY THEM.

Signature

Student ID Number

Date



The Teacher Education Handbook/Student Teaching Handbook contains information about the curriculum, policies and requirements of the William Woods University Teacher Education Unit and its teacher certification process. Policies of the university and of the Missouri Department of Elementary and Secondary Education (DESE) provide the basis for much of the handbook information thus, information is subject to change.

In order to ensure that all students are aware of the handbook information, the College of Education is requiring that all students sign and date this acknowledgement form.

Student Signature: _____

Date: _____

WILLIAM WOODS UNIVERSITY

School of Education

Teacher Education Handbook



HANDBOOK IS SUBJECT TO CHANGE GIVEN NEW DESE REQUIREMENTS

About This Document

This document contains information on the curriculum, policies and requirements of the William Woods University School of Education and its teacher certification process. Policies of the University and of the Missouri Department of Elementary and Secondary Education (DESE) provide the basis for much of the information herein. Thus, information is subject to change. The material in this document is available on the Education webpage of the University website. This handbook is intended to provide essential information concerning the Teacher Education Program and Student Teaching Program, as well as related policies and procedures. This Handbook is meant to serve as a guide and reference tool for all Education majors, faculty members, and University personnel.

Please direct any questions about this document to Dr. James Concannon, Director of Education at: james.concannon@williamwoods.edu

Conceptual Framework That Is Knowledge-Based

The written framing documents upon which the School of Education carries out its responsibilities are the University's Mission Statement, the Department's Conceptual Framework, Missouri Standards for Teacher Education Programs for beginning teacher and administrator preparation, utilizing the Missouri Teacher Standards and the embedded Interstate School Leader Licensing Consortium standards for administrative certification programs. The most updated version was approved on September 28, 2012. Information on this approval can be found on the Missouri Department of Elementary and Secondary Education (DESE) website at <https://dese.mo.gov/educator-quality/educator-preparation/mo-standards-preparation-educators>.

William Woods University Mission Statement

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

The Teacher Education Unit of William Woods University believes that all students deserve to have effective, caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, our Unit believes both theory and applications should be the basis for our curriculum and that each educator should be assessed throughout the program, using a defined set of performance standards. Since we believe learning is a lifelong process, the focal point of our shared vision is that of the professional educator as a "reflective practitioner" (Schön, 1984), who has the knowledge, skills, and dispositions needed to effectively facilitate the learning and development of learners of all ages. At William Woods University, reflective practice is the lens through which best practice is viewed and we encourage our program completers to continue with professional development throughout their careers. The School of Education at William Woods University is a

community comprised of candidates, graduates, faculty members, staff, and administrators, as well as our school and community partners in Missouri. Professional education candidates and graduates are those persons who are enrolled in or have graduated from initial (undergraduate) or advanced (graduate) professional education programs in education. Professional education faculty and staff, from all colleges in the university, are those who teach courses taken by candidates in professional education programs. They provide advising, mentoring, and supervision of clinical and field experiences. Our partners include those in schools and community agencies in which our candidates observe and practice their developing skills under professional supervision and mentoring. Additional information about the beliefs and frameworks of the unit can be found at

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/related_resources_education/frameworks.html#Frameworks

Policies

This section contains information on University policies pertinent to students in Teacher Education. Students should check with their academic advisor or with the Director of Education if they have any questions about these policies or the information in this section. Students should read and acknowledge that they understand the policies dictated in this document. Please check with your advisor if you have not signed an acknowledgement form. These forms are available in the Education Department main office. Students should refer to the transition points in this section frequently throughout their program of study to monitor their progress toward graduation and teacher certification.

The following personnel can assist you on your journey. Please do not hesitate to contact them if you are unclear about the policies stated in this manual:

Name	Title	Email Address
Dr. James Concannon	Director of Education	james.concannonu@williamwoods.edu
Dr. Sheila Logan	Chair of the Graduate Master and Specialist Programs	sheila.logan@williamwoods.edu
Mr. Joe Davis	Chair of the Undergraduate Education Program	joseph.davis@williamwoods.edu
Dr. Charlotte Miller	Chair of Field and Clinical Experiences	charlotte.miller@williamwoods.edu
Dr. Rachel Turney	Assistant Professor of Education	rachel.turney@williamwoods.edu
Dr. Emily Turner	Assistant Professor of Education	emily.turner@williamwoods.edu

Teacher Education Program

The Teacher Education Program (TEP) consists of multiple transition points that students must meet in order to gain certification. Each student has an advisor who is available to answer questions and provide guidance, but students are ultimately responsible for making acceptable progress with their transition points. The transition points consist of three different levels that are guided by assessments and must meet the specific requirements at each level in order to continue in the program.

Entry Level Admittance to the TEP

Admission to the University does not guarantee admission to the Teacher Education Program. Teacher candidates must formally apply to be admitted to the Teacher Education Program. Students may apply to the TEP when they met the criteria listed below. Applications to the TEP can be found outside the Department of Education Main Office or online at

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/docs/teacher_ed_application.pdf

To be eligible for admission to the TEP, students must have completed/attained the following:

1. A total of 40 completed hours; 28 hours of general education coursework, with the following coursework recommended:
 - a. English Composition 1 and 2 (6 hours)
 - b. Math (3 hours)
 - c. History (6 hours)
 - d. Science (7 hours, including lab science)
 - e. Social Science (3 hours)
 - f. Critical Thinking (3 hours)
2. An overall grade point average of 2.75
3. A grade point average in both content coursework and professional education coursework of 3.0.
4. Completion of EDU 291 with a grade of C or higher
5. Declaration of major with the university registrar.
6. Official transcripts from all higher education institutions attended on file with the university.
7. ACT scores on file.
8. Completion of the Disposition Assessment
9. ACT Score of 20 or higher. *Students with an ACT score below 20 may appeal with a qualifying score on the MoGEA.*
10. During the TEP application process, students are asked to indicate whether or not they are pursuing the MED in 5 program.

Admittance and Transfer Students

Teacher candidates should apply for the TEP by the end of their sophomore year. The faculty members of the School of Education will review applications relating to their qualifications for admittance. Applicants will be notified of their status, which will be one of the following:

1. Approval, which indicates the teacher candidate has been formally admitted to the Teacher Education Program.
2. Provisional Approval, which indicates the teacher candidate, may enroll in upper level courses IF a plan for completing all requirements has been established.
3. Denial of Approval, which indicates deficiencies in the application that must be addressed before approval can be granted

Teacher candidates will be notified in writing of their status within 4-6 weeks of their application by the department, which will detail their status at that time. Any exceptions to these guidelines require written approval from the Director of Education. Transfer students who have previously had course equivalences for EDU 250 and 291 and fulfill the above TEP admission requirements should apply to the program immediately and turn in proof of testing scores. Scores will be cross checked with the testing company to ensure validity of the self-reported scores.

Admittance to the Student Teaching Program (STP)

Upon completion of all coursework in the teacher candidates' program, students must complete the Student Teaching Practicum for their designated program. The details for this experience can be found at the following website:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/related_resources_education/student_teaching.html#StudentTeaching

A formal application process is used to gain admittance to the STP. Applications can be found outside the main office for the Department of Education or at the following website:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/docs/student_teaching_application.pdf

All applications MUST be received by the Office of Education by the deadline assigned for the year. Applications received after the deadline may not be considered for review.

To be eligible for admission to the STP, students must have completed/attained the following:

1. All coursework needed for the TEP and general education, with the exception of the practicum and educational seminar course.
2. An overall GPA of 2.75.
3. A 3.0 GPA in both content coursework and professional education coursework, as defined by the student's degree plan.

4. Passage of the teacher candidates' Missouri Content Assessment (MoCA).
*Preliminary passing scores may be used to satisfy this requirement, but must be verified for authenticity by the Director of Education.
5. Completed meeting with the Director of Education and Post-Test assessment has been taken.

The following items are not requirements for the STP application process, but must be completed prior to student teaching begins. Please note that a student's inability to obtain the following items may render them ineligible to participate in the Student Teaching Program. Please direct any questions about this to the Director of Clinical Experiences.

1. A background check completed in compliance with state law.
2. A substitute teaching certificate.
3. Proof of Liability Insurance.

Teacher candidates should apply for the Student Teaching Program one semester prior to their anticipated experience. The faculty members of the department will review applications relating to their qualifications for admittance. Two statuses are possible when applications are received:

1. Approval, which indicates the teacher candidate has been formally admitted to the program.
2. Denial of Approval, which indicates deficiencies in the application that must be addressed before approval can be granted.

Teacher candidates will be notified in writing of their status within 4-6 weeks of their application by the department, which will detail their status at that time. Any exceptions to these guidelines require written approval of the Director of Education. Please note that it may take additional time to complete the placement of a teacher candidate. Any inquiries should be made to the Director of Clinical Experiences.

Students may request placement for their assignment but this must be done in a 75-mile radius of the University, using the following address: 1 University Ave., Fulton, MO, 65251. Mapquest will be used to verify that the school selected falls within this range. Students who would like to request placement outside of this area may do so in writing but placement will only occur with approval of the Director of Field and Clinical Experiences and a majority vote from the Teacher Education Faculty. Students must produce a reason that they could not get the same experience at a school within the 75-mile radius.

Program Completion

Completion of the student teaching experience and the educational seminar course completes the coursework for the candidate. In order to be recommended for certification, the following criteria must be completed:

1. Have achieved a grade of A or B in student teaching.
2. Have completed all courses required for the degree and teacher certification in compliance with the Certification Matrix
3. Have completed all state required assessments.
4. Have an overall GPA of 2.75
5. Have a content GPA and Professional Education GPA of 3.0
6. Have no grade below a C in any Education course
7. Have completed the Pre/Post MTS assessment for the University
8. Have a completed background check
9. Obtain passing MEES scores (42) and have MEES forms on file
10. Completed exit surveys.

The Department of Elementary and Secondary Education (DESE) will determine final recommendation for certification in the State of Missouri. The University Registrar will verify the completion of the previously mentioned criteria and then recommend the candidate for certification. Applications for certification can be found on the DESE website at the following location: <https://dese.mo.gov/educator-quality/certification>

Assessments

During a teacher candidate's experience, they will be required to complete a total of five to six assessments:

- 1) Disposition Assessments
- 2) Missouri Content Assessment
- 3) Missouri Educator Evaluation Systems Assessments (summative passing scores of 42 required for certification)
- 4) Pre- lesson plan assessment (entrance into the Teacher Education Program)
- 5) Post- lesson plan assessment (entrance into student teaching)
- 6) Google Educator Certification (optional)
- 7) Missouri General Education Assessment (*Beginning August 1st, 2019 students applying to the WWU TEP must have a score of 20 or above on the American College Testing exam (ACT). However, Students with an ACT score below 20 may appeal with a qualifying score on the MoGEA*)

The next section of the Handbook contains a brief description of these assessments, information about how to sign up for the exams, as well as opportunities for financial aid and assistance in studying for the exams. Three assessments are used as part of the Missouri Educator Gateway Assessments (MEGA) programs that were designed by the State of Missouri to evaluate both dispositions of educators and their knowledge of

content prior to student teaching. These assessments were created by Pearson and can be accessed here: http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html

Missouri General Education Assessment (MoGEA)

“This assessment includes four subtests: Reading Comprehension and Interpretation, Mathematics, Science and Social Studies, and Writing. **Examinees must pass all four subtests**”

(http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO066_TestPage.html, 2017)

Information about the types of questions, validity, and reliability can also be found at the above website. Teacher candidates are urged to prepare for this exam and complete the 28 hours of general education coursework that is recommended to help with the information that is present on this exam. The Wise Owls program was created for this purpose. Its focus is to not only help students master the content, but to provide test taking strategies in order to be successful. Please contact joseph.davis@williamwoods.edu for information regarding this extremely helpful program that is free of charge to ALL students.

Students that are receiving financial aid or cannot afford the assessment can apply to receive a voucher that is good for 50 dollars to pay for the first attempt. Applications can be found in the Department of Education Main Office, on the William Woods website, or through your advisor.

Each institution has established cut scores. It is important to understand that each institution is different and while the scores that you received at one institution may be acceptable, they will not count if below the scores established by William Woods University. Students must have the following scores to be accepted into the TEP:

Reading Comprehension and Interpretation	202
Mathematics	200
Science and Social Science	204
Writing	193

*These scores are set on a yearly basis and are subject to change. More information can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/related_resources_education/MEGA_tests.html#MEGA

Missouri Content Assessments (MoCA)

The Missouri Content Assessments are designed to measure content knowledge specific to the teacher candidates' route to certification. The passing cut score has been established by the Department of Elementary and Secondary Education (DESE) at 220. ALL teacher candidates must pass their specific content assessment in order to apply for

the Student Teacher Program. Information about each individual test can be found at the following web address: http://www.mo.nesinc.com/PageView.aspx?f=GEN_Tests.html

Students that are receiving financial aid or cannot afford the assessment can apply to receive a voucher that is good for 100 dollars for Elementary and Special Education candidates and 75 dollars for all other K-12 and Secondary programs to help pay for the first attempt. Applications can be found in the Department of Education Main Office or through your advisor. The Wise Owls program was created for the purpose of helping students to prepare for their exam. Its focus is to not only help students master the content, but to provide test-taking strategies in order to be successful. Please contact Amanda.Hanks@williamwoods.edu for information regarding this extremely helpful program that is free of charge to ALL students.

The University is committed to helping students track their progress in relation to the knowledge they have gained throughout their experience in the program as well as in relation to the MEGA assessments. In the Spring semester of every academic year, students are required during Student Performance Review days to take a practice test in preparation for the assessment they should be taking. The score sheets are collected and discussed with their advisor during their Spring advising session.

William Woods University Pre/Post MTS Assessment

Prior to admission to the TEP and Student Teaching Program, the Education Faculty developed an assessment to measure a student's knowledge in applying the Missouri Teacher Standards (MTS) to real life lesson planning. The purpose of this Pre/Post assessment is to not only help students understand and apply the knowledge of these components, but to provide an evaluation of the program itself.

Students prior to admission must complete the 2-hour assessment, free of charge. The assignment is designed to have students use pre designed prompts to create a lesson plan. There is no passing score for this assessment and it is used for FORMATIVE feedback only. Students will be asked to sign up for this assessment during the interview with the Director of Education after an application to the program has been received. Please feel free at any time to ask your advisor or the Director of Education to help understand any of the guidelines for these assessments.

Missouri Educator Evaluation System (MEES)

MEES is an assessment that is utilized in EDU 291, EDU 395, and during student teaching. Students will become familiar with the MEES in EDU 291 and EDU 395 from evaluations determined by their practicum site cooperating teacher. Later, in student teaching, the cooperating teacher and the university supervisor will evaluate the student teacher at least twice using the MEES evaluation. The MEES evaluation will be conducted at mid-term and near the end of the student's student teaching experience.

Students must have a final summative score of 42 or higher (combined score from university supervisor and cooperating teacher) to be recommended for certification.

Google Certified Educator Training

Become a [Google Certified Educator](#) and learn to how to incorporate the latest technology into your classroom.

Google Certified Educator Training

Schools around the world are utilizing Google's [G Suite for Education](#). In fact, over 80 million students and teachers use Google's Education tools. One recent [U.S Department of Education](#) report highlights the rapidly increasing integration of technology into American classrooms and calls for more rigorous training in educator preparation programs.

Google Certified teachers integrate technology into their teaching using strategies and tools that:

- Simplify classroom management*
- Help teachers connect and communicate with students, parents, and colleagues*
- Create new ways to assess student learning and provide high-quality feedback*
- Facilitate and inspire student learning and creativity*
- Increase efficiency and save time*
- Support professional growth and leadership*

Pre-service teachers in the William Woods University Educator Preparation Program will have the opportunity to become Google Certified Educators with support from faculty dedicated to digital pedagogy and blended learning. In addition, students will have opportunities to implement practical digital skills in clinical coursework, building on frameworks, such as:

- The SAMR Model for Technology Integration*
- International Society for Technology in Education (ISTE) Standards*

To learn more about Google Educator Certification, visit:

<https://teachercenter.withgoogle.com/certification>



Programs

This section contains information on University majors leading to teacher certification, plus the concentration in Early Childhood Education that leads to add on certification. Major requirements are subject to change. Students who remain full-time students at William Woods for each fall and spring semester during their program of study may continue to follow the major requirements they initially declared. If questions arise, students should consult with their advisor or the Director of Education to see if the Missouri Department of Elementary and Secondary Education (DESE) has changed any certification requirements in their major. Such changes by DESE would not affect graduation requirements, but could affect a student's ability to obtain certification from DESE.

Education Majors Offered at William Woods University

William Woods University graduation requirements and additional requirements of the WWU Teacher Education Program combine to meet Missouri teacher certification requirements in several disciplines. Students planning to teach in another state should check with that state's department of education about its teacher certification requirements.

Missouri teacher certification area (grade levels)	Corresponding WWU Bachelor of Science Degree Program
Elementary Education (1 st – 6 th)	Elementary Education major
Middle School (5 th – 9 th) Language Arts Social Science Mathematics Science	Middle Level Education major with concentration in specific area
Special Education Mild/Moderate: Cross-Categorical (K—12 th)	Special Education major
Art (K—12 th)	Art major with concentration in Art Education
Biology (9 th – 12 th)	Biology Education major
English (9 th – 12 th)	English Education major
Physical Education (K-12 th)	Exercise Science major with concentration in Physical Education
Social Science (9 th – 12 th)	Social Science Education major
Speech/Theater (9 th – 12 th)	Speech and Theater Education major
Educational Studies	Bachelor of Science degree, with focus in paraprofessional work, without obtaining teacher certification.

Students that are interested in Early Childhood Education can take the prescribed concentration of 12 hours. This concentration will be listed on the teacher candidates' transcript at graduation, but DOES NOT lead to initial certification.

**Elementary Education major
(Bachelor of Science degree)**

Teacher candidates that are interested in Elementary Education are required to complete coursework specific to the Department of Elementary and Secondary Education (DESE) matrix. The specific matrix, 4 year traditional and 2 year transfer student sequence, and approval letter that allows the University to offer this program can be found at the following web address:

<https://dese.mo.gov/educator-quality/educator-preparation/directory-approved-prof-ed-programs>

The specific University checklist, as well as other information regarding this program, can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/elementary_education/index.html

**Middle Level Education major
(Bachelor of Science degree)**

Teacher candidates that are interested in Middle Level Education, with concentrations in English/Language Arts, Science, Mathematics, and Social Science are required to complete coursework specific to the Department of Elementary and Secondary Education (DESE) matrix. The specific matrix, 4 year traditional and 2 year transfer student sequence, and approval letter that allows the University to offer this program can be found at the following web address:

<https://dese.mo.gov/educator-quality/educator-preparation/directory-approved-prof-ed-programs>

The specific University checklist, as well as other information regarding this program, can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/bachelors_middle_level_edu.html

**Special Education major
(Bachelor of Science degree)**

Teacher candidates that are interested in Special Education: Mild/Moderate Cross Categorical K-12 are required to complete coursework specific to the Department of Elementary and Secondary Education (DESE) matrix. The specific matrix, 4 year traditional and 2 year transfer student sequence, and approval letter that allows the University to offer this program can be found at the following web address:

<https://dese.mo.gov/educator-quality/educator-preparation/directory-approved-prof-ed-programs>

The specific University checklist, as well as other information regarding this program, can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/bachelors_in_special_ed.html

K-12 and Secondary (9-12) Certification Majors

Teacher candidates that are interested in K-12 Education, which encompasses Art and Physical Education, and High School (9-12), which encompasses Biology, English, Speech and Theatre, and Social Science are required to complete coursework specific to the Department of Elementary and Secondary Education (DESE) matrix. The specific matrix, 4 year traditional and 2 year transfer student sequence, and approval letter that allows the University to offer this program can be found at the following web address: <https://dese.mo.gov/educator-quality/educator-preparation/directory-approved-prof-ed-programs>

The specific University checklist, as well as other information regarding this program, can be found at the following web address:

http://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/secondary_education/index.html

General Education Recommendations:

The University strives to assist teacher candidates in preparation for understanding and applying content knowledge that is relevant to their field. Because of this, the following General Education courses are recommended to not only help students acquire the knowledge necessary to the teaching profession, but to help them become well-rounded educators:

General Education Requirement	Course Recommended
Communication	ENG 101 and 102, COM 101
Natural Science	BIO 105/106 or SCI 130/131 and SCI 205
Mathematics	MAT 114 Elementary Statistics
Historical Perspective	HIS 101 or 102 and HIS 103 or 104
Meaning	ENG 218 Introduction to Creative Writing
Critical Thinking	PHL 107 Critical Thinking
Cultural Diversity	GEO 201 or 202 Regions and Nations
Social Science	LGS 105 Politics and Government

*Certain degree programs require certain courses as part of the degree plan. Please see your advisor for specific coursework.

Courses That Contain Clinical Experiences:

It is imperative that students get as much hands on experience as possible as an undergraduate student does so that they can apply the knowledge that they have gained immediately and receive immediate feedback to how students respond. Because this is a

major point of emphasis within our program, it is important to see how much real life experience students receive in the field.

Course Number	Course Name
EDU 201	Multicultural Education
EDU 291	Beginning Clinical Experience
EDU 293	Pre-Student Teaching II
EDU 353	Teaching Remedial Mathematics
EDU 395	Intermediate Clinical Experience
EDU 417	Practicum (Early Childhood)
EDU 490	Supervised Teaching (Elementary)
EDU 493	Supervised Teaching (Special Education)
EDU 495	Supervised Teaching (Middle Level)
EDU 499	Supervised Teaching (Secondary)
	Methods courses
ART 418	Methods of Teaching Art
BIO 418	Methods of Teaching Science
EDU 211	Educational Technology
EDU 258	Cross Categorical Disabilities
EDU 317/318/319	Methods of Teaching Children's Literature, Science, and Social Science
EDU 392	Teaching Reading and Writing in the Content Area
EDU 441	Student Centered Reading and Writing
HIS 418	Methods of Teaching Social Science
HIS 418	Methods of Teaching Social Science
ENG 418	Methods of Teaching English
EDU 341	Teaching Mathematics
MAT 418	Methods of Teaching Math
PED 352	Instructional Techniques in Health K-12
PED 418	Methods of Teaching Physical Education
THA 418	Methods of Teaching Speech/Theatre

EDU201
Multicultural Education

Fall, 2019
Syllabus



University Mission:

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Faculty Name: Dr. Rachel Turney
Contact Information: Rachel.Turney@williamwoods.edu
Office Location: AB308
Office Hours: M,W,F 10am-2pm

Course Details

Course Description:

This course addresses various aspects of multiculturalism and cultural diversity such as culture, race, ethnicity, gender, class, religion, language, age, and exceptionality. By examining these micro-cultures, students will understand and use this knowledge to meet individual student needs and address cultural differences effectively in the classroom. Concepts and strategies for teaching different cultural, racial, and ethnic groups, including English language learners, are included. **THIS IS A SERVICE LEARNING CLASS.**

Course Prerequisites: None

Required Textbooks/Materials:

older text version available for use in library

Human Diversity in Education 9th Edition.

Kenneth H. Cushner; Averil McClelland; Phillip Safford

Program and Course Objectives:

At the end of this course, students will be able to:

1. Analyze the various elements of culture, race, class, ethnicity, gender, class, religion, language, and exceptionality as to how they affect an individual's identity, values, and worldview.
2. Analyze those same elements in #1 in terms of how institutions, organizations, and society in general view and value them.
3. Analyze his/her cultural frame of reference and develop a multicultural perspective.
4. Develop multicultural curriculum and school practices using a variety of teaching strategies such as developing quality interpersonal relationships, promoting positive self-esteem, conflict resolution, goal empowerment, critical thinking, cooperative learning, etc.
5. Identify various strategies and materials for teaching students of different ethnic groups.
6. Utilize an analysis approach to stimulate thinking and formulate individual and group responses to problem-solve cases involving cultural diversity issues, multicultural content, and interpersonal competence/skills.
7. Identify various strategies and materials for teaching students of different ethnic groups.

All content, projects, and assessments are designed to develop student:

- Ability to teach to college- and career-ready standards
- Content knowledge
- Pedagogical content knowledge
- Pedagogical skills
- Integration of technology with instruction

Assessment Procedures Program:

Teaching Diverse Learners Strategies: Research and present a variety of strategies that are used in teaching English Language Learners (ELL) and one other ethnic/racial/cultural group of your own choice. The ethnicity/racial/cultural group cannot be one that you identify with or belong to. For the two diverse learner groups, describe and explain how each teaching strategy can be used to help those students learn.

Service-Learning Project: Complete **ten** hours in WWU sponsored Service Learning Project. See description below for more details and expectations.

Due Week 9.

Service-Learning Reflection Paper: Three-page paper reflecting on service learning experience. See rubric and address each criterion of the rubric.

Due **Week 9**.

Attendance Policy:

WWU Policy: *"Programs of instruction at William Woods University require regular attendance and active student participation in classes, laboratories, and applied instruction. In support of this, all classes will have an attendance policy, as described by the faculty member in the course syllabus. Students attending University-sanctioned events are not to be counted as unexcused; however, students are expected to notify instructors in advance and make up all work within the time period specified by the instructor. For all absences, it is the student's responsibility to meet with the instructor and make up any work missed."*

Attendance to this class is expected. The point structure reflects this. Please make up all missed work. Excused absences are only for medical emergencies backed up by a doctor note which clarifies that you could not attend class. Excused states not just that you went to the doctor or nurse, but that your illness prohibited you from coming to class. Excused absence also applies to university sponsored events, but only if proper notification is given to the professor by the student. Proper notification should come in the form of an email 24-48 hours before the absence.

Class Conduct and Participation Expectations:

Please follow MEES guidelines at all times.

Policy on Late work:

Work must be turned in as assigned. Late work will result in loss of point(s). You must stay up to date on the live schedule and check your email daily.

Your professionalism in this matter will be considered.

Technology Requirements:

A personal computer that can be accessed during class time is required.

Usage and expectation of student use of Owlnet/VIA:

Check email daily for updates to Owlnet.

VIA: All students are provided an account with the assessment program Via. This is not a course management program, but one that is used to assess key assignments for programs. Students access to Via is provided upon admission to the university. **The username is the full WWU email FMLast@ows.williamwoods.edu with the password being the student ID number without the WWU!, only the digits of the student ID.** If students cannot login, they can reset the password by using their WWU email (full) on the Password reset page (www.vialivetext.com). The best way for students to access Via is through their course portal (Moodle/Owlnet) as most of the activities are linked to the course gradebook.

Student Support

Academic Success Center

The Academic Success Center (ASC) is William Woods' central location for academic support housed in the EMC room of Dulany Library. Students looking for help adjusting to the rigor of college, resolving issues related to course work or even to discuss online academic success and strategies can contact the Academic Success Center by emailing ASC@williamwoods.edu

Academic tutoring available in the ASC. Hours will be posted but day and evening hours are available based on need. Students can work with a staff member or with a student for tutoring assistance. Tutors are available for math, writing, and science with various other areas based on need. Peer tutors are available for both on-campus and online students who need assistance.

Academic Advising

The office for Academic Advising is housed on the first floor of the Academic Building in room 103. Academic advisors work with students who need assistance with major/minor selection and course registration. The office for Academic Advising works with faculty academic advisers and is available as another option for students needing assistance and can be contacted by emailing katie.belenchia@williamwoods.edu.

The Office of Disability Services

William Woods maintains the Office of Disability Services to support students who wish to disclose a disability. The Director of the Office of Disability Services is ready to work with students who choose to disclose a disability to develop a series of accommodations to help students succeed in their coursework. Students interested in disclosing a disability and asking for accommodations should email ada@williamwoods.edu

SmartThinking Online Tutoring

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers.

Please contact the Academic Success Center at kathy.neal@williamwoods.edu if you need additional assistance.

Hoonuit

All students at WWU have access to this online tutorial program. Hoonuit is a digital tutorial website with more than 1,500 hours of on line professional development and learning resources. This program will assist you in learning how to use different software programs.

Hoonuit is accessed through OwlNet. Once logged into OwlNet, the link is on the far right in the green section under courses. The log in is your email user name and password. If you have questions on how to use the system you can contact kathy.neal@williamwoods.edu for assistance.

Assignments and Grading

Grading Philosophy:

Course operates on 100 points. To receive an A in this course you must attend most course meetings, complete assigned readings and assignments, and actively participate in class.

Grading scale:

90% - 100% A
80% - 89% B
70% - 79% C
60% - 69% D
Below 60% F

Course Assignment Details:

40: daily participation points
15: weekly written reflections (including Critical Incident Papers)
9: Projects (3@3) Presentation of Teaching Strategy, Cultural Norms Project, Hot Topics
6: Textbook POP QUIZ
10: Service Learning Hours

5: Service Learning Paper
5: Teaching Diverse Learners Strategies Paper
10: Final

University Policies

Academic Integrity Policy

- William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Details of the Academic Integrity Policy can be found at the following link: [Academic Integrity/Honesty](#)

Student Outcomes Assessment Policy: [2019-2020 Policy](#)

Additional Academic Policies can be found at: [2019-2020 Academic Catalog](#)

Academic Credit Hour Definition: The University has adopted the following United States Department of Education definition of a credit hour:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:
(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time

Service Learning Statement: (Only required if it is a service-learning course).

Academic service-learning is a teaching methodology that utilizes community service to help students gain a deeper understanding of course content, acquire new knowledge and engage in civic activity. This course includes an academic service-learning component, which corresponds to the course objectives and goals. As part of the academic service-learning experience in this course you will participate in a project that uses the knowledge you have gained from the course to meet needs identified in the community. **This course requires extra time outside of the classroom.**

Important Dates:

- Last day to add a class –August 23, 4:30 PM.
- Labor Day, No Class – September 2
- Fall Holiday, No Classes October 14-15
- Last day to drop a 16-week course or withdraw from the university – October 25, 4:30 PM
- Advising for Seniors/ Juniors/ Honors October 28-Nov 1
- Advising for Sophomores/Freshmen November 4-8
- Thanksgiving Break No Class November 27-29
- Senior Showcase – November 26
- Finals Week – December 2-6

Course Schedule:

<http://bit.do/WWU201>

It is the responsibility of the student to check the live schedule before each class meeting. Please check email daily for any important schedule changes and additions.

EDU 395
Education Practicum II

Fall, 2019
Syllabus



University Mission:

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Faculty Name: Dr. James P. Concannon
Contact Information: james.concannon@williamwoods.edu
Office Location: AB 304
Office Hours: 9:00-11:00 MTWRF

Course Description: Teacher candidates observe and participate in various ways in an assigned classroom for a minimum of 45 hours .

They become familiar with lesson planning, differentiation strategies, assessment techniques, and the analysis of demographic information. Teacher candidates work with students throughout this experience and plan and execute a lesson with the direction of the cooperating teacher. This lesson is delivered to the whole class, a small group, or an individual student. They then reflect on student learning as a result of this lesson.

Course Prerequisites: Students **must** have previously taken EDU 250 and EDU 291

- ❖ Students **must** be admitted to the Teacher Education Program
- ❖ Students **must** have an overall 2.75 GPA; 3.0 Education GPA and 3.0 Content GPA
- ❖ Students **must** have professional liability insurance before working in classrooms. Joining SMSTA or SNEA will provide you with this insurance. You **must** provide proof of insurance prior to participating in practicum to Dr. James Concannon.
<http://www.msta.org/join/>
- ❖ Students **must provide** a recent copy (within the past month) of the Family Care Safety Registry report: <http://health.mo.gov/safety/fcsr/>

Required Textbooks/Materials: Guillaume, Andrea M. (2016) *K-12 Classroom Teaching: A primer for new professionals*, 5th edition. New York: Pearson.

VIA: All students are provided an account with the assessment program Via. This is not a course management program, but one that is used to assess key assignments for programs. Students access to Via is provided upon admission to the university. **The username is the full WWU email FMLast@ows.williamwoods.edu with the password being the student ID number without the WWU!, only the digits of the student ID.** If students cannot login, they can reset the password by using their WWU email (full) on the Password reset page (www.vialivetext.com). The best way for students to access Via is through their course portal (Moodle/Owlnet) as most of the activities are linked to the course gradebook.

Course Objectives:

Practicum II is designed for students to observe K-12 classroom teachers and students.

In practicum II, students are required to teach classroom students in their assigned K-12 classroom. Each practicum II student will be evaluated by his or her mentor teacher and by the course instructor. Practicum II students are evaluated on their ability to engage their classroom students, manage their students, transitions, managing time and space, their own professional dress; and most importantly, their pedagogical content knowledge. In this course, practicum II students also demonstrate their ability to perform action research.

Evaluation by the practicum II student occurs in two areas. First, students are required to evaluate the effectiveness of their action research. Second, students are required to evaluate classroom students' work throughout the practicum experience. The course instructor evaluates practicum students' action research poster, and their cooperating teachers evaluate their teaching experience on a form that will go into their permanent program file.

Practicum II students are required to write about how their perceptions of teaching changed from the beginning to the end of the course. Students are asked to explain some challenges they faced during the course and how to better approach similar challenges in the future. Students also draw conclusions and insight about their own action research.

Program Objectives:

Standard #1 Content knowledge and perspectives aligned with appropriate instruction. The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Standard #2 Understanding and Encouraging Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard #3 Implementing the Curriculum

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

Standard #4 Teaching for critical thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

Standard #5 Creating a positive classroom learning environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard #6 Utilizing Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

Standard #8 Professional Practice

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Important Dates

Classes Begin Aug 19

Labor Day, no classes September 2

Last day to withdraw from Fall 2019 course w/ refund September 13

Mid-Term grades posted October 13

Last day to withdraw from Fall 2019 classes October 25

Advising for Seniors/Juniors/Honors October 28 - November 1

Advising for Sophomores/Freshman November 4 - 8

Thanksgiving break, no classes November 27 - 29

Final exams December 2 - 6

Classes end December 6

Assessment Procedures Program:

Pt Value	Assignment
10	Return Practicum 2 request
10	Quiz Chapter 1: The Nature of Teaching
10	Quiz Chapter 2: Developing Your Stance Toward Education
10	Quiz Chapter 3: Students and Families-Teambuilding
20	Student MSTA, FCSR Due
10	Quiz Chapter 4: Providing Inclusive and Responsive Instruction
10	Letter to the Practicum Teacher Due
10	Quiz Chapter 5: Planning for Instruction
10	Quiz Chapter 6: Advice on Instruction
10	Quiz Chapter 7: Instruction Models and Strategies
10	Quiz Chapter 8: Student Assessment
10	Quiz Chapter 9: Managing the Learning Environment
10	Quiz Chapter 10: Classroom Discipline- Encouraging Appropriate Behavior
20	Observation Guide 1
20	Observation Guide 2
20	Observation Guide 3
40	Action Research Proposal
30	Teaching Reflection
100	Action Research Poster
27	Practicum Disposition
36	Practicum MTA Eval
45	Practicum Hours

Student Support:The Academic Success Center

The Academic Success Center (ASC) is William Woods' central location for academic and scheduling support. Students looking for help adjusting graduation plans, resolving issues related to course work or even to discuss online academic success and strategies can contact the Academic Success Center by emailing ASC@williamwoods.edu

Academic tutoring available in the ASC Monday-Thursday 8:00 AM- 8:00 PM and Friday's from 8:00 AM-noon. Students can work with two staff members or with a student for tutoring assistance. Tutors are available for math, writing, and science with various other areas based on need. Peer tutors are available for both on-campus and online students who need assistance.

The Office of Disability Services

William Woods maintains the Office of Disability Services to support students who wish to disclose a disability. The Director of the Office of Disability Services is ready to work with students who choose to disclose a disability to develop a series of accommodations to help students succeed in their coursework. Students interested in disclosing a disability and asking for accommodations should email ada@williamwoods.edu

- **SmartThinking Online Tutoring**

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers.

Please contact the Academic Advising Office at kathy.neal@williamwoods.edu if you need additional assistance.

- **Atomic learning**

All students at WWU have access to this online tutorial program. Atomic Learning is a digital tutorial website with more than 1,500 hours of on line professional development and learning resources. This program will assist you in learning how to use different software programs.

Atomic Learning is accessed through OwlNet. Once logged into OwlNet, the Atomic Learning link is on the far right in the grey section under courses. The log in is your email user name and password. If you have questions on how to use the system you can contact ASC@williamwoods.edu for assistance.

Returning Graded Assignments: Grades will be returned promptly within 7 days.

Grading scale:

A, 90-100%
 B, 80-89.9%
 C, 70-79.9%
 D, 60-69.9%
 F, below 60%

Attendance Policy: Attendance is required. Excessive attendance (3 or more) could result in a 10% final grade reduction.

Policy on Late work: Late work is accepted up to two weeks after the due date with a 20% grade reduction.

Student Support

Academic Success Center

The Academic Success Center (ASC) is William Woods' central location for academic support housed in the EMC room of Dulany Library. Students looking for help adjusting [to the rigor of college](#), resolving issues related to course work or even to discuss online academic success and strategies can contact the Academic Success Center by emailing ASC@williamwoods.edu

Academic tutoring available in the ASC. Hours will be posted but day and evening hours are available based on need. Students can work with a staff member or with a student for tutoring assistance. Tutors are available for math, writing, and science with various other areas based on need. Peer tutors are available for both on-campus and online students who need assistance.

Academic Advising

The office for Academic Advising is housed on the first floor of the Academic Building in room 103. Academic advisors work with students who need assistance with major/minor selection and course registration. The office for Academic Advising works with faculty academic advisers and is available as another option for students needing assistance and can be contacted by emailing katie.belenchia@williamwoods.edu.

The Office of Disability Services

William Woods maintains the Office of Disability Services to support students who wish to disclose a disability. The Director of the Office of Disability Services is ready to work with students who choose to disclose a disability to develop a series of accommodations to help students succeed in their coursework. Students interested in disclosing a disability and asking for accommodations should email ada@williamwoods.edu

SmartThinking Online Tutoring

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions."

Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers.

Please contact the Academic Success Center at kathy.neal@williamwoods.edu if you need additional assistance.

Hoonuit

All students at WWU have access to this online tutorial program. Hoonuit is a digital tutorial website with more than 1,500 hours of on line professional development and learning resources. This program will assist you in learning how to use different software programs.

Hoonuit is accessed through OwlNet. Once logged into OwlNet, the link is on the far right in the green section under courses. The log in is your email user name and password. If you have questions on how to use the system you can contact kathy.neal@williamwoods.edu for assistance.

University Policies

Academic Integrity Policy

- William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Details of the Academic Integrity Policy can be found at the following link: [Academic Integrity/Honesty](#)

Student Outcomes Assessment Policy: [2019-2020 Policy](#)

Additional Academic Policies can be found at: [2019-2020 Academic Catalog](#)

Academic Credit Hour Definition: The University has adopted the following United States Department of Education definition of a credit hour:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time

Service Learning Statement: (Only required if it is a service-learning course). Academic service-learning is a teaching methodology that utilizes community service to help students gain a deeper understanding of course content, acquire new knowledge and engage in civic activity. This course includes an academic service-learning component, which corresponds to the course objectives and goals. As part of the academic service-learning experience in this course you will

participate in a project that uses the knowledge you have gained from the course to meet needs identified in the community. **This course may require extra time outside of the classroom.**

Course Schedule or Calendar:

Date	Course Topic	Pts.	Assignment (time required)
Aug 20	Introductions; Review of the Syllabus; Review Teaching Expectations		
Aug 22	Action Research: What is the purpose?; Planning your teaching intervention	10	Return Practicum 2 request
Aug 27	Chapter One: Legal Aspects		
Aug 29	Chapter Two: Developing Your Stance Toward Education and How Students Learn	10	Quiz Chapter 1
Sept 3	Chapter Three: Students and Families: Teambuilding	10 20	Quiz Chapter 2 MSTA and Background Check Due
Sept 5	Null Hypothesis; Literature Review; Selecting Participants	10	Quiz Chapter 3
Sept 10	Types of Data; Data Collection Procedure	10	Letter to Practicum Teacher Due
Sept 12	Skew and Kurtosis; Descriptive Statistics		
Sept 17	Chapter Four: Providing Inclusive and Responsive Instruction		
Sept 19	Chapter Five: Planning for Instruction	10	Quiz Chapter 4
Sept 24	Chapter Six: Advice on Instruction: Come on In	10	Quiz Chapter 5
Sept 26	Graphic Representation of Data	10	Quiz Chapter 6
Oct 1	Class Discussion: Observations in Practicum	20	Observation Guide One
Oct 3	Chapter Seven: Instructional Models and Strategies		
Oct 8	Chapter Eight: Student Assessment	10	Quiz Chapter 7
Oct 10	Variance and Standard Deviation	10	Quiz Chapter 8
Oct 15	FALL HOLIDAY		
Oct 17	Correlations	20	Observation Guide 2
Oct 22	NO CLASS		
Oct 24	Chi-squared: Analysis of Categorical Variables		
Oct 29	Independent t-test	20	Observation Guide 3
Oct 31	Matched Pairs t-test		
Nov 5	In Class: Action Research Analysis		Bring Action Research Data to Class
Nov 7	Chapter Nine: Managing the Learning Environment	30	Teaching Reflection Due
Nov 12	Chapter Ten: Classroom Discipline	10	Quiz Chapter 9
Nov 14	Discussion: Implications to your action research project	10	Quiz Chapter 10
Nov 19	In class poster presentation	100	Action Research Poster Due in class
Nov 21	Research LEAD event poster presentations		Action Research Poster Due for LEAD event
Final Dec 2-6		45 36 27	Practicum Hours Due Practicum MTA Eval Due Practicum Disposition Due

Course Assignment Details:**Practicum Site Expectations**

A practicum teacher's primary responsibilities are: a) adapt to the assigned placement, b) engage in continuous personal and professional growth, and c) contribute to the educational achievement of the students in the assigned classroom(s). The role is that of a learner and co-teacher who must demonstrate flexibility and adaptation and become a contributing member of a team. The student teacher is expected to maximize opportunities for professional growth.

Practicum teachers are expected to exhibit professional behavior at all times, representing William Woods University and the Teacher Education Program.

Appearance, language usage, mannerisms, and interactions help to establish a professional demeanor and assist in building credibility with students, colleagues, school administrators, and parents. Unless the school has designated days for all faculty and staff to dress in certain ways, jeans, sweatshirts, and casual attire are unacceptable. The William Woods Teacher Education Program determines dress and grooming standards. Specific dress codes of the cooperating school will be honored.

In the event of illness, or other special circumstance which necessitates absence, the cooperating teacher and your William Woods professor must be notified as soon as possible. In the case of absence, it is the practicum teacher's responsibility to ensure that all necessary plans and materials are made available on-site so that instruction is not disrupted. Leaving school during lunch or planning periods or free time within the school day is not permitted. Student teachers should seek ways to help the students and school during the entire time of the assignment.

Practicum teachers are to attend faculty and staff meetings, PTA/PTO meetings, school board meetings, parent-teacher activities, and other school events as recommended by the cooperating teacher, taking advantage of as many of these meetings and events as possible.

School students are to address student teachers Mr., Ms., Mrs., Dr. at all times, unless specific practice at a cooperating school dictates differently for all faculty and staff within the school.

Practicum teachers are always to use personal and confidential information only in professional circumstances. FERPA guidelines must be adhered to. In no way can

teachers or student teachers release grades, personal information (including phone numbers, SSN, birthdates, or addresses) to any individual. Grades cannot be emailed to students or parents. Students cannot grade other students' work for a grade.

By law, practicum teachers are required to notify the cooperating teacher and the college supervisor of concerns regarding suspected child abuse.

In addition to lesson planning and material preparation, practicum teachers are advised to set aside time each evening to reflect on the events of the day; think about what was successful and why; think of alternative ways to respond or to do things, and review teaching activities and responsibilities for the following day.

Practicum teachers should ask for tasks to perform that will help the school. They should not sit back and wait to be told what to do, nor appear bored or as if they have nothing to do. Student teachers should study the way the cooperating teacher manages the classroom and handles daily routines and ask questions and volunteer to assist as soon as possible.

Practicum Site Hours

The expectation for your practicum experience is to prepare you for your student teaching experience. A minimum of 45 hours is required in the field. This does not include driving time. The entire 45 hours has to occur in the classroom. You are required to teach, co-teach, do small group instruction, or work directly one-on-one with students for a minimum of 30 hours. A total of 30 hours of your practicum 2 experience must be "active" hours where you are exhibiting a teaching type role. The remaining 15 hours of your practicum experience is where you will shadow the cooperating teacher, observe, actively participate in lesson preparation with the cooperating teacher, faculty meetings, or other school/district meetings.

You are expected to take an active role as soon as possible. Initially, this may consist of taking attendance, moving around the room answering student questions, and being actively involved with unit and lesson planning.

Criminal Background Check

If you have a criminal background, you need to make an appointment and talk with me. Anyone who has been convicted of any crime other than speeding and parking tickets needs to talk with me asap. A criminal background will not necessarily keep you from participating in practicum 2; however, the department must consider the nature of the crime and the length of time since the crime was committed,

You are required to provide the school an updated Family Care Safety Registry result sheet. You are also required to provide the William Woods professor an updated Family Care Safety Registry result sheet.

PRACTICUM 2 REQUESTS

• GENERAL INFORMATION

Name: _____ Phone _____

Ethnicity (optional): _____

Major (circle all that apply): Early Childhood Elementary ELE and Early Childhood
 Middle School Secondary Physical Education
 Special Education

For Middle and Secondary: What are your concentration areas? _____

• PRACTICUM 1 INFORMATION

Which school were you **placed** for Practicum 1? _____

Cooperating teacher's name _____

Grade level _____

• PRACTICUM 2 REQUEST INFORMATION

Given a choice, what grade level would you like your Practicum 2 experience to be in?
 (Should be different than Practicum 1)

Do you have in mind a specific teacher you would like to do your Practicum 2 experience to be with? If yes, who?

Please rank four of the following schools as the site for your Practicum 2 experience.

Auxvasse Ele/MS	Fulton HS
Fulton Middle	MO School for the Deaf
Bartley	South Calloway
Bush	North Calloway
McIntire	Mexico
St. Peter Elementary and Middle School (Fulton)	Columbia
Jefferson City	Auxvasse
Hatton-McCredie	New Bloomfield

Other _____

Do you have transportation to do your Practicum experience outside of Fulton (circle one)?

Letter to the Practicum Teacher

Once you find out who your practicum teacher is, you are required to write him/her a letter. The letter should have all parts as seen below. After you type your letter, you will need to e-mail it to your cooperating teacher and carbon copy (CC) me on the email.

Return Address	Your Name Address City, S.C. Zip Code
Date	[Insert Date]
Practicum Teacher's Address	Insert Name Address Line 1 City, State, Zip code
Salutation	Dear Mr./Ms. [Insert Last Name]:
Introduce yourself: your name, address and school to identify that you are a constituent	My name is [Insert Your Name] and I reside at [Insert Your Address] in [Insert Your City], [Insert Your State]. I am a student at [Insert Your School].
Why are you writing?	I am writing you to thank you for allowing me to do my practicum experience in your classroom. This semester I have three days that would work real well for the experience: Mondays, Tuesdays, and Fridays. If you don't mind e-mailing me at (<u>insert email</u>), we can set a time for when I can stop by your school so I can introduce myself. Also, at that time, we can discuss the practicum experience. I look forward to being an active participant in your classroom, by helping you in any way as needed, and to eventually teach a few lessons myself!
Ask for a response	I appreciate your help and ask that you e-mail me a day and time for me to stop by.
Thank you for his/her time	Thank you for your time and considering my request.
	Sincerely,
Closing with your name	[Insert Your Name]

Teaching Reflection

Lesson Reflection Components

What were the standards that guided the lesson?

What was the objective of the lesson?

What were some purposeful connections that were made that aligned to student assignments?

What teaching strategies did you select? Direct-instruction, inquiry, problem-based, project-based, cooperative, guided practice, differentiation, graphic organizers, technology integration, small group, whole class, individualized, models, demonstrations, critical thinking, reflection, discussion, etc.

What was the purpose for selecting specific teaching strategies? Did the lesson require thought of ELL students; are there students who learn better visually, verbally, kinesthetic, tactile; are there students that require accommodations; what modifications were considered? Are there students with IEPs that had to be considered during planning of the lesson?

What were some essential questions throughout the lesson that directed your lesson? Were these essential questions useful in motivating students, creating opportunities for critical thinking, or help guide subsequent activities?

How were curriculum materials incorporated into the lesson? Did you provide materials for the students to use to help guide the lesson? What additional materials did you provide students? What was the point in providing these materials: to create discussion, to provide additional practice, to foster group work, for critical thinking and reflection, or maybe to differentiate?

What assessments did you implement throughout instruction? What formative and summative assessments did you use? What content and/or processes knowledge were you assessing? Do you think the assessment matched the objectives of the lesson? Did you provide assessment modifications for students requiring modifications? If so, what were these modifications? Were there opportunities to differentiate assessment? If so, how was assessment differentiated?

Did your students meet your expectations for the lesson? How do you know?

How did you keep students engaged in the lesson?

Were there classroom management concerns? What were some techniques and strategies you utilized to keep students on track with the objectives of the lesson?

What are some aspects of the lesson that you thought were really good? What are some aspects that you believe you would do differently the next time you teach a similar lesson?

What, in your opinion, went really well while you were teaching? What were some things you were happy about? What do you believe are some of your strengths as a teacher?

Time Sheet

NAME _____

PRACTICUM II TIME SHEET

45 HOURS REQUIRED

[illegible]

Observation Guide(s)

Your Name _____ Practicum Teacher's Name _____

Number of Students _____ Male _____ Female _____

Provide a chronological description of the lesson events:

5 min –

15 min –

30 min –

45 min -

Address these questions on a separate document, typed, 12 pt font.

Address the following questions: 1) Was the purpose/objectives of the lesson made clear to the students; 2) In what way did the teacher incorporate cooperative learning strategies, multiple intelligences, differentiated instruction, guided practice, or independent practice; 3) How did the teacher engage students and keep the students engaged; 4) How was assessment used during instruction (formative, summative, diagnostic); 5) Where there transitions in the class activities, if so, were the transitions time consuming, or were they with little disruption; 6) In general, what was the teacher's attitude and the students' attitudes?

Action Research Proposal

Focus: What is the question you want to investigate? Why is it important?

Example: My research question is: Is a student-student partnership discussion of class readings more effective than a teacher review, lecture, or group work experience relating to class readings?

This question is important because it directly relates to teaching effectiveness and learning strategies. If student partnerships are more effective than the alternative options, then I need to use more of these types of learning events in my classes.

Data Collection: In what setting will the data be collected? How many participants will there be? What is the grade level of the participants? What data be collected and reviewed? Why are these sources appropriate?

Example: In an effort to study this question, the following data will be collected: student written responses to the materials read, teacher generated anecdotal records, student interviews or surveys, observational logs focusing on specified behaviors in class, grades of performance based assessments. These sources will also be appropriate for all three approaches: student partnerships, small groups, and teacher reviews/lectures. By collecting the same type of data from all three approaches, I will be able to draw more accurate conclusions about the effectiveness of the teaching methodologies.

Data Analysis Procedure: Based on the type of data that will be collected, how will the data be analyzed? What descriptive statistics will be generated? What inferential statistics will be calculated to determine if there were statistical differences? What graphs will be created to help display the data?

Expected Results: Hypothesis and why you expect this/these results?

Example: My hypothesis is that student partnerships will be more effective than small groups or teacher reviews/lectures of course reading materials. My hypothesis is based on observations in past and current classes. Also, Vygotsky's notion of learning through language, Frank Smith's concept of classrooms as learning communities, and M.A.K. Halliday's perceptions of learning as a social event all support the importance of the active and direct engagement of students via discussion. In a partnership, the students will be able to assume a much more active role in the discussion than they would in a group or whole class setting. Kagan's work with collaborative learning would also support partnerships or group work as being much more effective than teacher directed approaches.

Literature Review: Use Education Full-Text and ERIC database

Possible Research Connections: Other research possibilities that might "grow" from this study. Other research possibilities that may be connected to this study could include: student partnerships and performance in middle and high schools; communication strategies; and grouping strategies and learning events.

Dear Cooperating Teacher,

Disposition Evaluation

As part of the evaluation process at William Woods University, we kindly ask you take a moment to fill out the survey regarding your EDU 291 (practicum 1) or EDU 395 (practicum 2) student's disposition.

Disposition Evaluation Questions derive from AMLE, 2012; Cook, Falkner, Howell, 2016; NCATE, 2010; NMSA, 2006; NMSA, 2010; Usher et. Al, 2003)

To the left of each statement, please designate following numbers:

- 1) The Statement ***Does Not*** Describe the Pre-service Teacher's Disposition
- 2) The Statement ***Somewhat*** Describes the Pre-service Teacher's Disposition
- 3) The Statement ***Describes*** the Pre-service Teacher's Disposition

Disposition Evaluation Statements derive from AMLE, 2012; Cook, Falkner, Howell, 2016; NCATE, 2010; NMSA, 2006; NMSA, 2010; Usher et. Al, 2003)

_____ (1) The preservice teacher displays professional behaviors.

_____ (2) The preservice demonstrates behaviors indicating that he or she believes all students can succeed.

_____ (3) The preservice teacher identifies positively with others.

_____ (4) The preservice teacher respects diversity and individual differences.

_____ (5) The preservice teacher demonstrates a commitment to students' development.

_____ (6) The preservice teacher builds and maintains relationships.

_____ (7) The preservice teacher creates a climate that promotes fairness and equity.

_____ (8) There is trust and mutual respect between the preservice teacher and students.

_____ (9) The preservice teacher makes a positive contribution to the classroom environment.

TOTAL SCORE = _____ / 27

Please provide comments
regarding your evaluation:

MTS Evaluation

To be completed in EDU 291 & 395
By the Cooperating Teacher

Teacher Candidate Name: _____

Date: _____

To the evaluator: A teacher candidate may not possess the knowledge or skills to obtain the score of a “0, 1, 2, 3, or 4”. In certain circumstances, particularly in early field and clinical experiences, it is common for students to receive low scores. This is expected given that students have not had as many opportunities or have the necessary abilities to demonstrate these expectations. Regardless, the goal of this evaluation is to show growth over time. Please fill out this evaluation keeping in mind that if there was not an opportunity for the teacher candidate to show mastery of a specific competency, this is acceptable.

In EDU 492, all indicators must be observed either through direct observation or by artifacts.

0 = not observed; 1 = inconsistently observed; 2 = somewhat observed; 3 = consistently observed; 4 = exceeds expectations

Standard 1

_____ Provides students opportunities to process the content through discussion with others.

_____ Uses accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning.

_____ Uses a variety of evidence-based instructional strategies to teach academic content, vocabulary, and terminology to enhance student engagement and responses.

Standard 2

_____ Designs and implements a lesson that intentionally varies one or more of the following with purpose: content, process, product and/or environment.

_____ Uses knowledge of students to meet individual needs, including accommodations and modifications as needed.

_____ Designs and utilized a variety of evidence-based instructional strategies and/or adapted assessment tools to meet student needs.

Standard 3

- _____ Implements lessons and assessments exhibiting understanding of appropriate curriculum.
- _____ Implements and/or utilizes embedded formative assessment opportunities and learning activities closely aligned to chosen district, state, and/or national standards.
- _____ Connects learning objectives to real world references to aid in student comprehension.
- _____ Clearly conveys objectives so that the majority of students are able to articulate the objective of the lesson in student friendly language.

Standard 4

- _____ Facilitates opportunities in which majority of students actively engage in self-monitoring, self-reflection, and/or self-directed learning.
- _____ Provides opportunities in which all students convey their ideas and/or solutions through product and/or process.
- _____ Facilitates opportunities in which students analyze and discuss problems and possible solutions.
- _____ Facilitates reciprocal high-order questioning.
- _____ Uses various evidence-based instructional strategies to promote rigor and relevance.

Standard 5

- _____ Monitors student behavior and intervenes as needed.
- _____ Utilizes varied management and/or organizational strategies to minimize disruptions to the learning environment.
- _____ Plans, communicates, and implements developmentally appropriate expectations to maintain a safe learning environment.
- _____ Displays a strong relationship and rapport with individual students that promotes a positive learning environment.
- _____ Comfortably uses the vocabulary and structure of the school's system for behavior.

Standard 6

- _____ Provides clear instructions through verbal and non-verbal cues.
- _____ Clearly and effectively models desired outcomes to enhance student comprehension.
- _____ Models effective speech qualities including volume, tone, and inflection which positively impact lesson delivery.
- _____ Models proper grammar consistently in written and verbal communication.

Standard 7

- _____ Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole.
- _____ Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.
- _____ Maintains student records consistently and in a confidential and ethical manner.

Standard 8

- _____ Reflects on the effectiveness of a lesson based on student learning and engagement.
- _____ Accepts and utilizes feedback through conferences with mentors to adjust and improve practice.
- _____ Monitors and adjusts professional conduct through self- assessment.
- _____ Fully engages in school and/or district professional development to grow professionally.

Standard 9:

- _____ Participates in school-wide functions to enhance student learning.
- _____ Prepares for and fully engages in collaborative meetings to enhance student learning.
- _____ Purposefully engages in positive, effective, and ongoing communication with students, staff, and families to support student success.
- _____ Builds and seeks out positive, appropriate relationships with students, staff, and families.

Action Research Presentation

Description: Your action research project will be displayed on a trifold. The presentation will be presented at the end of the semester at a LEAD event.

Parts of the action research trifold.

1) Title: Front and Center

2) Name: Under Title

Question: What is the title of your research presentation?

3) Research Question

Question: What is your research question?

4) Literature Review

Question: What does your literature review tell you about your topic? Are your references reputable? For example, are they from websites (not reputable) or journal articles (reputable)?

5) Null Hypothesis

Question: What is your null hypothesis?

6) Participants

Question: Who are your participants, what are their ages, what class or classes was the data collected from? (remember, in the presentation you should not identify students or the school).

7) Data Collection Procedure

Question: What kind of data was collected (Categorical, Nominal, Ratio); when was data collected; how was the data collected (for example, did you use a survey); can you provide a blank survey?

8) Graphic Representation

Question: How will you display your aggregate data? Will you use a bar graph, histogram, pie graph? What will the data show? What data will be displayed?

9) Descriptive Statistics

Question: What descriptive statistics will you calculate? Mean, variance, standard deviation, frequency?

10) Inferential Statistics

Question: What statistical test will you use to determine if your teaching intervention made a significant impact? Chi-squared analysis, independent t-test, dependent t-test, correlation? Please describe the statistic and why the statistic was most appropriate for the analysis.

11) Results

Question: Based on your inferential statistics, do you accept or reject the null hypothesis?

12) Discussion

Question: How does the results of the study agree or disagree with your literature review? Are the results of your study in agreement with past studies, why or why not?

13) Implications

Question: What do the results of the study mean to you as a teacher? Was the teaching intervention successful at addressing the identified problem? What is your reflection of the teaching experience? What more, in your opinion, needs to be addressed?



EDU 291
Beginning Clinical Experience
Fall, 2019
MW(F) 8:00-8:50

Syllabus

University Mission:

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Instructor Information:	Dr. Charlotte Miller
Office Hours:	MW 8:50-11:50 TR 1:00-3:00 F By appointment
Office Location:	AB 98
Telephone:	573-592-1697 (WW) 417-499-0502 (Cell)

Course Description:

Teacher candidates observe and participate in an assigned classroom for a minimum of 30 hours. They observe and become familiar with the classroom organization and management, curriculum, and the school's instructional program. They work with students in various groupings and observe and implement differentiation strategies.

Course Prerequisites: none

Required Textbooks/Materials: Guillaume, Andrea M. K-12 Classroom Teaching. (5th ed.) New Jersey: Merrill Prentice Hall Publishing Co., 2012.

Course Objectives:

This course draws heavily from the Nine Missouri Teacher Standards. It is important that each student has an understanding of these standards. The following link will allow access to the Missouri Teacher Standards on the DESE website:

<https://dese.mo.gov/sites/default/files/TeacherStandards.pdf>

At the end of this course, students will be able to do the following:

1. Demonstrate an understanding of what constitutes interdisciplinary instruction. (MoSPE/MIPEC 1A4)
2. Recognize the need to set short and long term goals, organize, implement, and self-reflect. (MoSPE/MIPEC 2A2)
3. Demonstrate a basic understanding of differentiated instruction and short and long term instructional planning to meet student needs. (MoSPE/3A3)
4. Demonstrate the importance of using instructional resources to enhance student learning. (MoSPE/MIPEC 4A2)
5. Demonstrate a basic understanding of multiple strategies for effective student engagement. (MoSPE/MIPEC 4A3)
6. Recognize principles of classroom management, motivation, and engagement. (MoSPE/MIPEC 5A1)
7. Identify the implications of effective management of time, space, transitions, and activities. (MoSPE/MIPEC 5A2)
8. Demonstrate effective verbal and nonverbal communication techniques. (MoSPE/MIPEC 6A1)
9. Recognize the need to be sensitive to student differences in communication. (MoSPE/MIPEC 6A2)
10. Reflect on how effective teachers facilitate learner expression in speaking, writing, listening, and other media. (MoSPE/MIPEC 6A3)
11. Recognize the importance of maintaining confidentiality of student records and communicating student progress to students, families, colleagues, and administrators. (MoSPE/MIPEC 7A5)
12. Articulate understanding of the importance of reflective practice and continual professional growth. (MoSPE/MIPEC 8A1)

13. Articulate the importance of regular participation in professional learning opportunities. (MoSPE/MIPEC 8A2)
14. Recognize ethical practices and the influence of district policies and school procedures on professional practice. (MoSPE/MIPEC 8A3)
15. Identify strategies for fostering appropriate relationships with peers and school personnel. (MoSPE/MIPEC 9A1)
16. Recognize the availability of basic services in the school and community to support students and their learning. (MoSPE/MIPEC 9A2)
17. Recognize the importance of developing relationships with students, families, and communities in support of student learning. (MoSPE/MIPEC 9A3)

These objectives meet the Program Objectives for Special Education:

4CC.3 Selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of the students.

5CC.6 Creating learning environments that allow individuals to retain and appreciate their own and each other's' respective language and cultural heritage.

5CC.7 Strategies used by diverse populations to cope with a legacy of former and continuing racism and the ways specific cultures are negatively stereotyped.

7CC.4 Strategies for using technology to enhance the teaching and learning environment.

7CC.7 Making changes in instruction in response to assessment data.

Technology Requirements:

Usage and expectation of student use of Owlnet/VIA: (all General Education courses must put an assignment on VIA for assessment of the General Education objectives. This assignment must use the current General Education Rubric).

VIA: All students are provided an account with the assessment program VIA. This is not a course management program, but one that is used to assess key assignments for programs. Students access to VIA is provided upon admission to the university. **The username is the full WWU email FMLast@ows.williamwoods.edu with the password being the student ID number without the WWU!, only the digits of the student ID.** If students cannot login, they can reset the password by using their WWU email (full) on the Password reset page (www.vialivetext.com). The best way for students to access Via is through their course portal (Moodle/Owlnet) as most of the activities are linked to the course gradebook.

Student Support:

Academic Success Center

The Academic Success Center (ASC) is William Woods' central location for academic support housed in the EMC room of Dulany Library. Students looking for help adjusting [to the rigor of college](#), resolving issues related to course work or even to discuss online academic success and strategies can contact the Academic Success Center by emailing ASC@williamwoods.edu

Academic tutoring available in the ASC. Hours will be posted but day and evening hours are available based on need. Students can work with a staff member or with a student for tutoring assistance. Tutors are available for math, writing, and science with various other areas based on need. Peer tutors are available for both on-campus and online students who need assistance. Success Center by emailing ASC@williamwoods.edu

Academic tutoring available in the ASC. Hours will be posted but day and evening hours are available based on need. Students can work with a staff member or with a student for tutoring assistance. Tutors are available for math, writing, and science with various other areas based on need. Peer tutors are available for both on-campus and online students who need assistance.

Academic Advising

The office for Academic Advising is housed on the first floor of the Academic Building in room 103. Academic advisors work with students who need assistance with major/minor selection and course registration. The office for Academic Advising works with faculty academic advisers and is available as another option for students needing assistance and can be contacted by emailing katie.belenchia@williamwoods.edu.

The Office of Disability Services

William Woods maintains the Office of Disability Services to support students who wish to disclose a disability. The Director of the Office of Disability Services is ready to work with students who choose to disclose a disability to develop a series of accommodations to help students succeed in their coursework. Students interested in disclosing a disability and asking for accommodations should email ada@williamwoods.edu

SmartThinking Online Tutoring

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions."

Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers.

Please contact the Academic Success Center at kathy.neal@williamwoods.edu if you need additional assistance.

Hoonuit

All students at WWU have access to this online tutorial program. Hoonuit is a digital tutorial website with more than 1,500 hours of on line professional development and learning resources. This program will assist you in learning how to use different software programs.

Hoonuit is accessed through Owlnet. Once logged into Owlnet, the link is on the far right in the green section under courses. The log in is your email user name and password. If you have questions on how to use the system you can contact kathy.neal@williamwoods.edu for assistance.

Assignments & Grading:

Grading Scale: 90 and above	A
80-89	B
70-79	C
60-69	D
59 and below	F

Policy on Late Work: Late work will result in point deductions. Additional in-class assignments and activities may be introduced throughout the semester. No participation points will be given for absences.

Attendance Policy: This class will be built on readings, in-class discussions, collaborative group work, and personal reflections. Attendance is critical. Please treat this class as an important part of your professional experience by notifying me of necessary absences and taking responsibility for completing all required assignments. In addition, this course fulfills one of the 2 clinical experiences required for certification. Students are expected to observe/participate in an assigned classroom for 30 hours. Students will earn a discussion/participation grade during each class sessions which may not be made up.

Class Conduct and Participation Expectations: It is important that you are a regular and active participant. Expectations are that you come to class prepared and ready to engage and participate in the learning. Professional behavior in the areas of dress, attendance, confidentiality, and teacher-student relationships are expected. In your clinical experience, please adhere to the school's dress code.

Assessment Criterion

Grading Criterion	Points possible	Points
Class Attendance & Participation	20	
Missouri Teaching Standards Deconstruction	10	
Routines, Procedures, Expectations Assignment	15	
Standards/Learning Objectives/Goals: Missouri Learning Standards	15	
Essential Questioning/ Higher Order Thinking	20	
Student Engagement: Instructional Strategies/ Learning Activities	20	
Opportunities to Respond Data and Analysis	20	
Differentiation: Meeting the Needs of All Learners - Summary	20	
Assessment for Learning – Examples of Formative and Summative	20	
Lesson Plan using Model Template and Teaching Demonstration	30	
Unit Plan - Final	50	
Reflection 1: Routines, Procedures, Expectations	15	
Reflection 2: Managing Student Behavior	15	
Reflection 3: Student Engagement – Opportunities to Respond	10	
Reflection 4: Assessment for Learning	10	
Reflection 5: Differentiation	10	
Reflection Journal	50	
Clinical Log & Final Clinical Experience Reflection	50	
Total points possible	400	

University Policies:

Academic Integrity Policy

- William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Details of the Academic Integrity Policy can be found at the following link: [Academic Integrity/Honesty](#)

Student Outcomes Assessment Policy: [2019-2020 Policy](#)

Additional Academic Policies can be found at: [2019-2020 Academic Catalog](#)

Academic Credit Hour Definition: The University has adopted the following United States Department of Education definition of a credit hour:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time

ADA Guidelines

- Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or ada@williamwoods.edu. The office is on the first floor of the Academic Building. .

Important Dates:

- Last day to add a class –August 23, 4:30 PM.
- Labor Day, No Class – September 2
- Fall Holiday, No Classes October 14-15
- Last day to drop a 16-week course or withdraw from the university – October 25, 4:30 PM
- Advising for Seniors/ Juniors/ Honors October 28-Nov 1
- Advising for Sophomores/Freshmen November 4-8
- Thanksgiving Break No Class November 27-29
- Senior Showcase – November 26
- Finals Week – December 2-6

Course Content/ Tentative Schedule:

Week	Topics	Preparation	Assignment
1	<ul style="list-style-type: none"> ✓ Introduction/Expectation ✓ Missouri Teacher Standards ✓ Traits of an Inspiring Teacher ✓ Dispositions of a Teacher ✓ Personal Stance Toward Education ✓ Reflective Practice 	Chapter 1 – Nature of Teaching	Family Care Registry – Submit background check
2	<ul style="list-style-type: none"> ✓ Classroom Organization/Environment ✓ Managing Time, Transitions ✓ Effective Management ✓ Routines, Procedures, Expectations 	Read Chapter 9 Sharing – List of transitions	Management Assignment: Routines, Procedures, Expectations Field Experience Assignment
3	<ul style="list-style-type: none"> ✓ Encouraging Good Behavior ✓ Discouraging Poor Behavior ✓ Active Supervision ✓ Opportunities to Respond 	Read Chapter 10	Pick up Field Experience Reflection #1
4	<ul style="list-style-type: none"> ✓ Lesson Planning – Overview ✓ Missouri Learning Standards ✓ Learning Goals & Objectives 	Read Chapter 5 Bring copy of MO Learning Standards	Reflection #2 Deconstruct 2 Missouri Learning Standards
5	<ul style="list-style-type: none"> ✓ Essential Questions ✓ Higher Order Questioning Techniques ✓ Critical Thinking 		Essential Questioning/ Critical Thinking Assignment
6	<ul style="list-style-type: none"> ✓ Student Engagement ✓ Instructional Strategies/Learning Activities ✓ Instructional Models 	Read review 6 & 7	Engagement Strategies/ Learning Activities Assignment

7	<ul style="list-style-type: none"> ✓ Student Engagement ✓ Opportunities to Respond 		<p>Opportunities to Respond Data Collection/Analysis</p> <p>Reflection # 3</p>
8	<ul style="list-style-type: none"> ✓ Inclusive and Responsive Instruction ✓ Diversity/Differentiation 	Read Chapter 4	Differentiation Assignment
9	<ul style="list-style-type: none"> ✓ Assessing Student Learning ✓ Analysis of Student Work 	Read Chapter 8	Examples of Formative and Summative Assessments
10	<ul style="list-style-type: none"> ✓ Lesson Planning 	Review Model Template	Lesson Plan
11	<ul style="list-style-type: none"> ✓ Unit Planning 		Unit Plan
12	<ul style="list-style-type: none"> ✓ Collaboration ✓ Professional Learning Communities 		
13	<ul style="list-style-type: none"> ✓ Classroom Research - Overview ✓ Developing Question 		
14	<ul style="list-style-type: none"> ✓ Classroom Research ✓ Literature Review 		
15	<ul style="list-style-type: none"> ✓ Professional Ethics Professional Growth 	Read Chapter 11	<p>Clinical Logs Due</p> <p>Evaluation by Cooperating Teacher</p> <p>Disposition Reflection</p>
16	<ul style="list-style-type: none"> ✓ Final Exam 		Final Reflection Belief Philosophy



**EDU 492 Educational Seminar
Fall, 2019
Monday 5:00-7:00**

Syllabus

University Mission:

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Instructor Information:	Charlotte Miller, PhD
Office Hours:	MW 9:00-12:00 TR 1:00-3:00 F By appointment
Office Location:	AB 98
Telephone:	573-592-1697 (WW) 417-499-0502

Course Description:

Teaching competence is strengthened through multiple means, including the examination of and reflection upon the students' experiences during their supervised teaching placement. This is a writing intensive course that includes a community profile paper, reflection pieces and a culminating portfolio that documents performance standards. Class meetings occur before, during and after the student teaching experience.

Course Prerequisites: EDU 395

Corequisite: EDU 490 or EDU 493 or EDU 495 or EDU 499.

Required Textbooks/Materials:

Wong, Harry & Rosemary. *The First Days of School*. 5th edition. Harry Wong Publications, 2009. ISBN: 978-0-9764233-1-7

Kagan, Dr. Spencer, Miguel Kagan & Laurie Kagan. 59 Kagan Structures. Kagan Publishing, 2016. ISBN : 978-1-933445-33-5

William Woods Student Teaching Handbook

Optional Text:

Hendricks, Cher. *Improving Schools Through Action Research: A Reflective Approach*. 4th Edition. Pearson Education, Inc., 2017. ISBN13: 978-0-13-402932-0

Course Objectives:

DEGREE/MAJOR REQUIREMENTS:

This is a capstone course that is required for all students majoring in education and desiring certification in their respective specialty areas and is taken concurrently with their supervised teaching experience in the public or private school setting.

This course draws heavily from the Nine Missouri Teacher Standards. It is important that each student has an understanding of these standards. The following link will allow access to the Missouri Teacher Standards on the DESE website: <https://dese.mo.gov/sites/default/files/TeacherStandards.pdf>

At the end of this course, students will be able to do the following:

1. Transition from student to student teacher and be able to address needs and concerns, think and **reflect** independently. (WWU Conceptual Framework Section 1)
2. Discuss and problem-solve the many challenges and issues facing student teachers and student teaching using case studies and ethical dilemmas in a group setting. (WWU Conceptual Framework Section 2; Section 3; Section 4)
3. Develop the ability to reflect on the many facets of teaching such as knowledge of students, unit and lesson planning, teaching strategies, assessment, classroom management, the school environment, and the larger community through written course assignments and maintaining a student teaching **reflection** journal. (WWU Conceptual Framework Section 1; Section 2; Section 5)
4. Research and describe the profile of the community in which they are student teaching. (WWU Conceptual Framework Section 5)

5. Participate in a number of professional development activities in his/her area of certification. (WWU Conceptual Framework Section 5)
6. Participate in a number of collegial activities during the student teaching experience.
7. Identify and apply the MoSPE standards by completing artifacts in the Student Portfolio. (WWU Conceptual Framework Section 6)
8. Develop a Professional Development Profile following student teaching experience.
9. Discuss and apply current theories and methods in education.
10. Modify instruction/assessment to meet needs of students.

Technology Requirements:

Usage and expectation of student use of OwlNet/VIA: (all General Education courses must put an assignment on VIA for assessment of the General Education objectives. This assignment must use the current General Education Rubric).

VIA: All students are provided an account with the assessment program VIA. This is not a course management program, but one that is used to assess key assignments for programs. Students access to VIA is provided upon admission to the university. **The username is the full WWU email FMLast@ows.williamwoods.edu with the password being the student ID number without the WWU!, only the digits of the student ID.** If students cannot login, they can reset the password by using their WWU email (full) on the Password reset page (www.vialivetext.com). The best way for students to access Via is through their course portal (Moodle/OwlNet) as most of the activities are linked to the course gradebook.

Student Support:

Academic Success Center

The Academic Success Center (ASC) is William Woods' central location for academic support housed in the EMC room of Dulany Library. Students looking for help adjusting [to the rigor of college](#), resolving issues related to course work or even to discuss online academic success and strategies can contact the Academic Success Center by emailing ASC@williamwoods.edu

Academic tutoring available in the ASC. Hours will be posted but day and evening hours are available based on need. Students can work with a staff member or with a student for tutoring assistance. Tutors are available for math, writing, and science with various other areas based on need. Peer tutors are available for both on-campus and online students who need assistance.

Academic Advising

The office for Academic Advising is housed on the first floor of the Academic Building in room 103. Academic advisors work with students who need assistance with major/minor selection and course registration. The office for Academic Advising works with faculty academic advisers and is available as another option for students needing assistance and can be contacted by emailing katie.belenchia@williamwoods.edu.

The Office of Disability Services

William Woods maintains the Office of Disability Services to support students who wish to disclose a disability. The Director of the Office of Disability Services is ready to work with students who choose to disclose a disability to develop a series of accommodations to help students succeed in their coursework. Students interested in disclosing a disability and asking for accommodations should email ada@williamwoods.edu

SmartThinking Online Tutoring

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers.

Please contact the Academic Success Center at kathy.neal@williamwoods.edu if you need additional assistance.

Hoonuit

All students at WWU have access to this online tutorial program. Hoonuit is a digital tutorial website with more than 1,500 hours of on line professional development and learning resources. This program will assist you in learning how to use different software programs.

Hoonuit is accessed through OwlNet. Once logged into OwlNet, the link is on the far right in the green section under courses. The log in is your email user name and password. If you have questions on how to use the system you can contact kathy.neal@williamwoods.edu for assistance.

Assignments & Grading:

Grading Scale: 90 and above	A
80-89	B
70-79	C
60-69	D
59 and below	F

Policy on Late Work: Late work will result in point deductions. Additional in-class assignments and activities may be introduced throughout the semester.

Attendance Policy: Sessions of Education Seminar (EDU 492) include completion of several required assignments and discussion of school-related issues such as dealing with views of classroom management.

Attendance is expected and critical for this seminar. Missed classes will affect the student's grade as it directly relates to your student teaching experience.

Educational Technology (EDU 411/3 Credits)

If you are seeking specific technology certification, during student teaching, you will concurrently enroll in EDU 411: Educational Technology II will prepare you for Google Certification.

Class Conduct and Participation Expectations: It is important that you are a regular and active participant. Expectations are that you come to class prepared and ready to engage and participate in the learning. Professional behavior in the areas of dress, attendance, confidentiality, and teacher-student relationships are expected. In your clinical experience, please adhere to the school's dress code.

Assessment Criterion

Grading Criterion	Points possible	Points
Class Attendance & Participation	20	
Reflective Journal	20	
Effective Class Management – Routines, Expectation, Procedures	20	
Student Engagement/ Critical Thinking – Class strategy	20	
Opportunities to Respond Data Collection and Analysis	20	
Action Research: Developing a Question Based on Pre-Assessment	10	
Action Research: Literature Review	20	
Action Research: Methodology (Plan of Action)	20	
Action Research: Data Collection, Analysis & Interpretation	20	
Portfolio Artifact #1 - Student Engagement Strategies	25	
Portfolio Artifact #2 – Differentiated Instruction	25	
Portfolio Artifact # 3 – Backward Design Lesson Planning	25	
Portfolio Artifact #4 – Effective Lesson Planning – Critical Thinking	25	
Portfolio Artifact #5 – Effective Classroom Management	25	
Portfolio Artifact #6 - Accommodations and Modifications	25	
Portfolio Artifact #7 - Action Research Paper	30	
Portfolio Artifact #8 - Professional Development Plan	25	
Portfolio Artifact #9 – Collaboration Reflection	25	
Reflection #1: Formative Evaluation #1 Self Reflection	20	
Reflection #2: Formative Evaluation #2 Self Reflection	20	
Reflection #3: Formative Evaluation #3 Self Reflection	20	
Reflection #4: Summative Evaluation – Self Reflection	20	
Teacher Self-Ratings on the Personal Profile		
Final – Action Research Project: Poster Display Presentation	30	
Total points possible	500	

Academic Integrity Policy

- William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Details of the Academic Integrity Policy can be found at the following link: [Academic Integrity/Honesty](#)

Student Outcomes Assessment Policy: [2019-2020 Policy](#)

Additional Academic Policies can be found at: [2019-2020 Academic Catalog](#)

Academic Credit Hour Definition: The University has adopted the following United States Department of Education definition of a credit hour:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time

ADA Guidelines

- Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or ada@williamwoods.edu. The office is on the first floor of the Academic Building.

Important Dates:

- Last day to add a class –August 23, 4:30 PM.
- Labor Day, No Class – September 2
- Fall Holiday, No Classes October 14-15
- Last day to drop a 16-week course or withdraw from the university – October 25, 4:30 PM
- Advising for Seniors/ Juniors/ Honors October 28-Nov 1
- Advising for Sophomores/Freshmen November 4-8
- Thanksgiving Break No Class November 27-29
- Senior Showcase – November 26
- Finals Week – December 2-6

Course Content/ Tentative Schedule:

Week	Topics	Preparation	Assignment
1 8.6.19 Pre-session 9:00-11:00	Theme: Course Overview <ul style="list-style-type: none"> ✓ Introduction/ Expectation ✓ Syllabus Overview ✓ Student Teaching Handbook Theme: Instructional Overview <ul style="list-style-type: none"> ✓ Teaching Standards ✓ School Demographics ✓ MEES Rubric 		
2-3 8.7.19 Pre-session 9:00-12:00 AM	Student Teaching Overview <ul style="list-style-type: none"> ✓ MEES Training ✓ Lunch Meeting with Mentor 	Review MEES rubric	
4 8.26.19	Theme: Effective Classroom Management <ul style="list-style-type: none"> ✓ Routines, Procedures, Expectations Theme: Lesson Planning <ul style="list-style-type: none"> ✓ Effective Lesson Planning ✓ Learning Standards 	Review Lesson Plan Template and Detailed Plan Become family with MO Learning Standards in your field	
9.2.19	Labor Day – No class		
5 9.9.19	Theme: Course Requirements <ul style="list-style-type: none"> ✓ Student Portfolio Theme: Classroom Research <ul style="list-style-type: none"> ✓ Overview ✓ Research Question ✓ Review of Literature Theme: Classroom Management <ul style="list-style-type: none"> ✓ Routines, Procedures, Expectations follow up discussion ✓ Encouraging Appropriate Behaviors ✓ Discouraging Inappropriate Behaviors ✓ Effective Transitions 		Artifact 5

6 9.16.19	Theme: Student Engagement <ul style="list-style-type: none"> ✓ Student Engagement/ Teaching Strategies ✓ Opportunities to Respond Theme: Action Research <ul style="list-style-type: none"> ✓ Methodology 		
7 9.23.19	Theme: Student Engagement <ul style="list-style-type: none"> ✓ Student Engagement/ Teaching Strategies- Kagan ✓ Discussion of OTR Theme: Action Research <ul style="list-style-type: none"> ✓ Methodology ✓ Data Collection 		
9.30.19	Work Session No on-site class <ul style="list-style-type: none"> ✓ Complete Review of Literature ✓ Complete Methodology 		
8 10.7.09	Theme: Differentiation <ul style="list-style-type: none"> ✓ Meeting the needs of all learners ✓ Unit Planning Theme: Action Research <ul style="list-style-type: none"> ✓ Data Collection ✓ Use of Data ✓ Understanding Student Work Samples 		
10.14.19	Work Session No on-site class <ul style="list-style-type: none"> ✓ Classroom Research (plan of action and data collection) 		
9 10.21.19	Theme: Inquiry and Critical Thinking Theme: Action Research <ul style="list-style-type: none"> ✓ Data Collection, Analysis, Interpretation ✓ Data Decision Making 		

10	Theme: Action Research <ul style="list-style-type: none"> ✓ Summary – Pulling it all together ✓ Reflection on Research Theme: Career Preparation <ul style="list-style-type: none"> ✓ Resume Building ✓ Job Search Interviewing Skills 		
11.4.19	Work Session No on-site class <ul style="list-style-type: none"> ✓ Preparation for Action Research Poster Presentation ✓ Portfolio Artifacts 		
11 11.11.19	Theme: Professional Growth <ul style="list-style-type: none"> ✓ Professional Learning Communities ✓ Profession Profile ✓ Professional Development Plan ✓ Professional Ethics 	Wong – Read Unit E	
12 11.25.19	Theme: Action Research <ul style="list-style-type: none"> ✓ Final Preparation ✓ Sharing of Research ✓ Sharing of Reflective Journal 		
13 12.3.19	Final <ul style="list-style-type: none"> ✓ Action Research – Poster Presentation ✓ Celebration 		

EDU 490 Supervised Teaching in Elementary Education

EDU 493 Supervised Teaching in Special Education

EDU 495 Supervised Teaching in Middle Level Education

EDU 499 Supervised Teaching in Secondary Education

Spring 2019

Syllabus



University Mission:

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.

Faculty Names/ University Supervisors:

Dr. Terry Martin	terry.martin@williamwoods.edu
Dr. Charlotte Miller	charlotte.miller@williamwoods.edu
Dr. Joe Potter	joe.potter@williamwoods.edu
Dr. Emily Turner	emily.turner@williamwoods.edu
Mr. Joe Davis	joseph.davis@williamwoods.edu
Dr. Sheila Logan	sheila.logan@williamwoods.edu

Course Description:

Student teachers will participate in a clinical experience under the direct supervision of a certified instructor (cooperating teacher), giving them an opportunity to apply theory and approaches in a classroom setting. Placement is a joint effort of the Director of Student Teaching and the designated administrative personnel of the cooperating school. University supervisors will supervise the student teachers in their assigned placements throughout the 14 week semester long field experience. Student teachers will complete the 4 Tasks of the MoPTA, grow in their teaching skills as noted on the MEES Evaluations, and create Professional Development Profiles during this course.

REQUIRED TEXTS:

1. *Student Teaching Handbook* (furnished by the Division of Education)
2. Wong, Harry & Rosemary. *The First Days of School*. 4th edition. Harry Wong Publications, 2009. ISBN: 978-0-9764233-1-7

Course Objectives:

DEGREE/MAJOR REQUIREMENTS:

This is a capstone course that is required for all students majoring in education and desiring certification in their respective specialty areas and is taken concurrently with their supervised teaching experience in the public or private school setting.

This course draws heavily from the Nine Missouri Teacher Standards. It is important that each student has an understanding of these standards. The following link will allow access to the Missouri Teacher Standards on the DESE website: <https://dese.mo.gov/sites/default/files/TeacherStandards.pdf>

At the end of this course, students will be able to do the following:

1. Cope with the transition from student to student teacher and be able to address needs and concerns, think and **reflect** independently. (WWU Conceptual Framework Section 1)
2. Discuss and problem-solve the many challenges and issues facing student teachers and student teaching using case studies and ethical dilemmas in a group setting. (WWU Conceptual Framework Section 2; Section 3; Section 4)
3. Develop the ability to reflect on the many facets of teaching such as knowledge of students, unit and lesson planning, teaching strategies, assessment, classroom management, the school environment, and the larger community through written course assignments and maintaining a student teaching **reflection** journal. (WWU Conceptual Framework Section 1; Section 2; Section 5)
4. Research and describe the profile of the community in which they are student teaching. (WWU Conceptual Framework Section 5)
5. Participate in a number of professional development activities in his/her area of certification. (WWU Conceptual Framework Section 5)
6. Participate in a number of collegial activities during the student teaching experience.
7. Identify and apply the MoSPE standards by completing artifacts in the Student Portfolio. (WWU Conceptual Framework Section 6)

8. Develop a Professional Development Profile following student teaching experience.
9. Discuss and apply current theories and methods in education.
10. Modify instruction/assessment to meet needs of students.

Technology Requirements:

Course Management System: Owlnet will be used in this course.

VIA: All students are provided an account with the assessment program Via. This is not a course management program, but one that is used to assess key assignments for programs. Students access to VIA is provided upon admission to the university. **The username is the full WWU email FMLast@ows.williamwoods.edu with the password being the student ID number without the WWU!, only the digits of the student ID.** If students cannot login, they can reset the password by using their WWU email (full) on the Password reset page (www.vialivetext.com). The best way for students to access Via is through their course portal (Moodle/Owlnet) as most of the activities are linked to the course gradebook.

DEGREE/MAJOR OBJECTIVES:

This course meets all nine Missouri Standards for Professional Educators (MoSPE) and is designed to provide all students majoring in education and desiring certification in their respective specialty areas a semester-long clinical experience in the public or private school setting.

Standard #1 Content Knowledge and Perspectives Aligned With Appropriate Instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Quality Indicator 1: Content knowledge and academic language

Quality Indicator 2: Engaging students in subject matter

Quality Indicator 3: Disciplinary research and inquiry methodologies

Quality Indicator 4: Interdisciplinary instruction

Quality Indicator 5: Diverse social and cultural perspectives

Standard #2 Understanding and Encouraging Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Quality Indicator 2: Student goals

Quality Indicator 3: Theory of learning

Quality Indicator 4: Meeting the needs of every student

Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs

Quality Indicator 6: Language, culture, family and knowledge of community

Standard #3 Implementing the Curriculum

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Develop lessons for diverse learners

Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies

Standard #4 Teaching for Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative learning

Standard #5 Creating a Positive Classroom Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom management, motivation, and engagement

Quality Indicator 2: Managing time, space, transitions and activities

Quality Indicator 3: Classroom, school and community culture

Standard #6 Utilizing Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in speaking, writing and other media

Quality Indicator 4: Technology and media communication tools

Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable student to grow and develop.

Quality Indicator 1: Effective use of Assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis process

Standard #8 Professional Practice

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Standard #9 Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Quality Indicator 1: Roles, responsibilities, and collegial activities

Quality Indicator 2: Collaborating with historical, cultural, political and social context to meet the needs of students

Quality Indicator 3: Cooperative partnerships in support of student learning

DEGREE/MAJOR REQUIREMENTS:

This course is a major requirement for all education majors in early childhood, elementary, secondary, and special education, and is generally taken at the end of the senior year of the teacher preparation program at William Woods University. A semester-long supervised student teaching experience comprising a total of 12 credits (14 weeks) in the specialty area of certification is required for the B.S. degree in Elementary Education, Elementary Education with Early Childhood Education, Secondary Education, and Special Education. EDU 492 Education seminar course is also taken concurrently with the Supervised Student Teaching experience. Student teachers will complete a student portfolio which includes artifacts from all 9 Missouri Teaching Standards. These tasks are included in their student portfolio and will support their growth as shown on the Missouri Educators Evaluation System (MEES). In addition they will include a Professional Growth Profile during this course in conjunction with EDU 492 Education Seminar. The supervised teaching experience is a requirement of the clinical experiences component for teacher certification of the Department of Elementary and Secondary (DESE) of Missouri.

ASSESSMENT PROCEDURES:

Evaluation is a continuous process where the major aim is to help the teacher candidate become increasingly perceptive, reflective, and analytical in evaluating themselves. On-going formative assessment will take place on a daily basis with the cooperating teacher providing guidance and feedback regarding the student's performance. Formal evaluation of the teacher candidate in their student teaching experience will utilize the Missouri Educator's Evaluation System (MEES). This document is available on the DESE Teacher Preparation page.

[https://dese.mo.gov/sites/default/files/MEES-Teacher-Candidate Assessment-Rubric.docx](https://dese.mo.gov/sites/default/files/MEES-Teacher-Candidate%20Assessment-Rubric.docx)

Lesson Plans

Effective teaching doesn't just happen; it requires proactive planning by teachers to make informed, goal-oriented, interactive decisions about students and instruction. Consequently, written lesson plans are to be developed for each topic/unit taught. A template for lesson planning is available as a resource in EDU 492. **It is expected that this template be used for each university supervisor observation.**

The student teachers will be assessed on their:

1. participation in a supervised experience in which they work directly with students.
2. planning, implementing and evaluating a variety of teaching strategies including, but not limited to class discussion using questioning techniques, cooperative learning, independent learning, performance/presentation, discovery/inquiry, lecture/demonstration.
3. demonstration of his/her skill in the use of instructional technology.
4. adapting lesson plans for diverse learners: academic abilities, learning styles, cultural differences, and gender issues.
5. constructing, implementing and analyzing various types of assessments, both formal and informal, for different reasons: diagnostic, formative, summative, and comparative.
6. researching a community profile for the school district in which he/she is assigned.
7. developing and evaluating a classroom management plan.
8. participating in professional development opportunities within and outside the school district in which he/she is assigned.
9. maintaining and reflecting on daily/weekly student teaching reflection journals.
10. compiling a professional teaching portfolio documenting the MoSTEP standards which also includes a student teaching video.
11. demonstration of a sense of professionalism in following the established policies and procedures of the assigned cooperating school in which the field experience takes place.

STUDENT TEACHING GRADES

The final grade assigned is the responsibility of the University Supervisor with consideration for the recommended final grade given by the Cooperating Teacher/s and Building Principal (Representative). A grade of A, B, C, D or F will be assigned. A grade of a C or better is required for student teaching. A student receiving a lower grade will be expected to repeat the entire student teaching experience.

The grading system used will be based on the following rubric: A=Outstanding; B=Proficient; C=Developing; D=Emerging; and F=Unsatisfactory.

Final grade appeals should be sent to the Chair of Field & Clinical Experiences.

ATTENDANCE POLICY

The student teaching experience lasts for a minimum of 14 weeks. Holidays and days to attend seminars, in-service and school activities planned in the school calendar will be allowed. **Any student teacher missing more than three (3) days because of illness or approved interviews will be expected to make it up during alternative schedule (finals week).**

In the event of an illness that renders impossible the student teacher's attendance, **the student teacher is responsible for notifying the cooperating teacher and the building principal.** If conditions permit, the student teacher must submit plans for the cooperating teacher in advance of the scheduled absence. Advance approval by the supervisor is required for any absence other than illness or emergency.

Any student teacher that is not considered to be dependable and punctual will be required to meet with the student teaching supervisor and the Education Department Chairperson for possible suspension of the student teaching duties.

ACADEMIC CREDIT STATEMENT

This 9 credit hour course, combined with EDU492, Education Seminar (3 hrs), are the capstone courses for teacher certification. This practicum course requires 14 weeks of student teaching along with planning, grading, professional meetings, etc. It is taken in combination with EDU 492, Education Seminar, which provides the class time and written assignments that compliment the student teaching semester.

ADA Guidelines

- Students who choose to disclose a disability are responsible for notifying the University of their disability on a timely basis. Questions about disability services should be directed to the University's coordinator for disability services. Contact information is 573-592-1194 or ada@williamwoods.edu. The office is on the first floor of the Academic Building.

Academic Integrity Policy

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Details of the Academic Integrity Policy can be found at the following web address:

https://www.williamwoods.edu/catalogs/1617/undergraduate/policy_detail.aspx?Policies_id=51

Student Outcomes Assessment Policy: [2016-2017 Academic Catalog Policy](#)

Additional Academic Policies can be found at: [2016-2017 Academic Catalog Policy](#)

Student Support:

The Academic Success Center

The Academic Success Center (ASC) is William Woods' central location for academic and scheduling support housed on the first floor of the Academic Building, room 103. Students looking for help adjusting graduation plans, resolving issues related to course work or even to discuss online academic success and strategies can contact the Academic Success Center by emailing ASC@williamwoods.edu

Academic tutoring available in the ASC Monday-Thursday 8:00 AM- 8:00 PM and Friday's from 8:00 AM-noon. Students can work with a staff member or with a student for tutoring assistance. Tutors are available for math, writing, and science with various other areas based on need. Peer tutors are available for both on-campus and online students who need assistance.

The Office of Disability Services

William Woods maintains the Office of Disability Services to support students who wish to disclose a disability. The Director of the Office of Disability Services is ready to work with students who choose to disclose a disability to develop a series of accommodations to help students succeed in their coursework. Students interested in disclosing a disability and asking for accommodations should email ada@williamwoods.edu

SmartThinking Online Tutoring

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question and they email you back the answers.

Please contact the Academic Advising Office at kathy.neal@williamwoods.edu if you need additional assistance.

Atomic learning

All students at WWU have access to this online tutorial program. Atomic Learning is a digital tutorial website with more than 1,500 hours of on line professional development and learning resources. This program will assist you in learning how to use different software programs.

Conceptual Framework of WWU Division of Education:

The conceptual framework (CF) of the William Woods University Division of Education rests on the premise that both the theory/knowledge and the application/performance of education must be equally addressed. In addition, we believe that gaining experience and skills in becoming reflective practitioners is of primary importance to our students and a value-added component to a William Woods Graduate.

1. **Learner-centered teaching and learning:** The William Woods University professional Education Unit emphasizes developing reflective educators and administrators to work with the whole student. We believe that pre-service students improve their academic performance, and that of their students, through learner-centered coursework and learning experiences that are delivered in educational settings that require reflection on those experiences. While acknowledging its debt to history and pedagogy, the unit anchors its beliefs in current research and theory.
2. **Blending Theory and Practice:** Our curriculum emphasized theoretical and philosophical backgrounds for various instructional and administrative approaches. Current knowledge in neuroscience, behavioral science, and cognitive science highlights the physiology of the brain and how it influences and is influenced by the psychological, emotional, and social aspects of the learning environment. Thus, our coursework emphasizes both why the teachers uses various approaches as well as when and how to implement these approaches. We provide

opportunities for all students to practice what they have learned, assess their performance, reflect on their practice, and develop efficacious personal philosophies and approaches.

3. Utilizing Appropriate Technology and Decision-Making: Our belief is that with knowledge of how people learn, relevant subject matter, and appropriate pedagogical and technological tools, graduates will become teachers and administrators—leaders—who will demonstrate the abilities to make curricular, instructional, and assessment decisions appropriate for diverse learners. Teaching models might include, but will not be limited to the use of strategies involving the multiple intelligences, the use of strategies focused on ethical decision-making, and emotional intelligence.
4. Teaching as an Ethical Act: Our curriculum recognizes that teaching is an ethical act. Because of recent evidence regarding the lack of core societal values among young people in today's schools, we feel that it is imperative to include ethical decision making in our curriculum. Faculty members should model ethical decision-making in their relationships with students and demonstrate respect, efficacy, and reflection.
5. Lifelong Learning and the Multicultural Perspective: We place great emphasis on the importance of individuals as lifelong learners. Underlying our program is the belief that all students should have equal access to a quality education provided by effective teachers and administrator practitioners who expect students of all cultures and abilities to be successful.
6. Teaching Standards: Lastly, all student learning will be aligned with current national, state, and agency educational standards to insure quality and rigor throughout each program in the professional education unit.

Important Dates:

- Last day to add a class –January 11, 4:30 PM.
- MLK Day, No Class – January 21
- Last day to drop a class during refund period – February 4, 4:30 PM
- **Student Performance Review, February 19-20 – NO CLASSES**
- Mid – Semester Break (Spring Break) No Class March 4-8
- Last day to withdraw from the university – March 18, 4:30 PM
- Senior Showcase – April 16
- Finals Week – April 22-26

Tentative Schedule:

Student Teachers begin their assignments when the teacher to whom they have been assigned report following the school's winter break. Student teachers attend every day, all day, during the 14 week period.

School District	Location	Grade Configuration	Specific Schools	Free/Reduced %	Demographic Information	Partnership History
Fulton						
New Bloomfield						
N. Callaway						
Southern Boone						
Jefferson City						
Hallsville						
Columbia 93	Columbia		23 Elementary Building 3 MS, 3 HS			
Mexico						
S. Callaway						
Montgomery City						
Community R 6	Ladonia	K-12				

Demographic Data
Student Teacher Placement Fall 2018

	Building	Enrollment	Free/Reduced %	White	Black	Hispanic	Other	ELL	IEP
Columbia	Blue Ridge Elem	415	83%	32%	37%	21%	10%	26%	12%
Jefferson City	Callaway Hills Elem	258	100%*	77%	8%	3%	12%	<1%	13%
Jefferson City	Jefferson City HS	1723	49%	67%	18%	7%	8%	2%	10%
Fulton	Fulton HS	664	40.1	82%	9%	2%	7%	<1%	8%
Fulton	McIntire Elementary	387	61%	81%	8%	4%	7%	1%	13%
South Callaway	South Callaway MS	186	49%	96%			4%		10%
Mexico	Hawthorne Elem	444	100*%	70%	6%	15%	8%	12%	4%
New Bloomfield	NB Elementary	337	46%	95%			5%	0	8%
	NB High School	343	37%	97%	1%		2%	0	9%

*School-Wide



Meeting Minutes: WWU Advisory Board Spring Meeting

Date: April 30, 2019

Time: 5:00 PM

Location: AB 301

Attendees: Casey Echelmeier, Connie Epperson, TJ Quick, Holly Broadway, Sheila Logan, Emily Turner, Charlotte Miller, Jim Concannon, Joe Davis (Facilitator)

Welcome & Introductions – Joe Davis

Group Activity

Agenda Items/Discussion

Program Updates – Joe

Teacher Education Program Criteria – TEP Handbook

Passing MoGEA scores no longer needed to apply to the TEP if applicant has a 20 or higher on the ACT.

SPED majors only required to take the SPED MoCA now (ELEM MoCA is no longer required).

Unified Science is no longer a certification option.

Graduate Program Update: New programming beginning January 2020 – Masters in Ed Reading Construction (Online).

New graduate assessment (Sheila) scoring rubric, cutscores, exam same state-wide.

EDD program continues to grow.

Activity / Technology

EDU 211 and EDU 411 - 2 technology courses offered at WWU.

Group 1 Responses/**Group 2 Responses**

Technology Tools used in Schools	Skills Related to Digital Pedagogy
Google Apps SWIVELS 1-1 Chromebooks I Pads SMARTboards Document Cameras Interactive TVs Go Guardian/BARK	Tripe E Framework Enhance/Extend/Engage Interactive/not just a prjector How it is used... Understanding the data using Blended Learning Quality Use

Light Speed Spheros Chrome Books Classroom Sets JC 1to1 Interactive Panels Go Guardian Schoolology Eduastic (live feed) Monitor Progress Google Apps	1.2 Student Engagement Use tech for discussion Management with tech Tech – Engagment and Communication
Specific Tranings/Certifications	
Google Certification/Proficient Intentionality-SAMR-EEE Framework Google Certification eMINTS – MODULES training Instructional Coaches and working with them	

Student Teaching/Clinical Experiences – Charlotte Miller

EDU 291 Beginning Clinical = 30 hours

EDU 395 Intermediate = 45 hours

EDU 492 Student Teaching

Students need relevant, hands-on experience during their field experiences. Advisory Board/Cooperating Teachers outlined the following needs:

1. Need consistent scheduling with students. Classroom teachers need a guaranteed student schedule in order to provide hands-on tasks.
2. Need for students to initiate, engage and want to participate.
3. Need to know what the expectations are (observe or teach a lesson).
4. Need to all be on the same page.

The group concluded that it would be beneficial for Charlotte to provide information/in-services to host schools moving forward.

Next Advisory Board Meeting: Fall 2019



Meeting Minutes: WWU Advisory Board

Date: October 2, 2018

Time: 5:00 PM

Location: AB 301

Attendees: Sarah Wisdom, Amanda Beshears, Haley Schafer, Casey Echelmeier, Adrianna Koty, Connie Epperson, Melissa Speer, Joe Lauchstaedt, Susie Register, Katie Spear, Scott Salmons, Kristina Contrades, Darin Ford, Brandy Clark, Sheila Logan, Charlotte Miller, Joe Davis, Jim Concannon

Welcome, Introductions & Celebrations

Group Activity: Breakout groups - implement 1 change in every school

Agenda Items/Discussion

Group 1: Effective Partnership

- **How can we strengthen our partnership?**
Develop individualized MOU's with each partnering school
- **How can we establish mutual expectations for candidates?**
- **How can we maintain coherence across clinical and academic components of teacher preparation? (Connecting Theory and Practice)**

Group 2: Strengthening Clinical Experiences – Shared Responsibility (Mentors = Cooperating Teachers)

- **How might we strengthen our clinical experiences for students?**
Experience in a variety of buildings (urban/rural) (SES) (Timing)
Rotation through full 1st, 5th grades, full grade span, establish a relationship
Experience at the beginning of the year
- **How can the University stay current on trends and issues in schools?**
Current technology: eMINTS vs. Google/1:1 devices/Instructional Technology
PLC – ELA skills, running records, dyslexia mandate expectations

Research qualities of the specific district. Political points of public education.

Be prepared for the classroom management needs, goals and look fors.

- **How do we recruit and insure quality of mentors? Criteria for selection of mentors, mentor training, support and participation in Action Research, feedback and evaluation of teacher candidates.**

Selection needs to be strongly guided by the building administrator.

Honest feedback.

Need to have student teachers “interview” with building administrator prior to beginning-supported by group.

ADVISORY BOARD / FRAMEWORK OF PROGRAM

Rationale:

A teacher education advisory board will serve as an external and internal body to oversee the overall teacher preparation program at William Woods University in providing advice and collaboratively working to improve all aspects of teacher preparation and provide professional assistance and development for the cooperating school districts.

Goals:

- a. To maintain the educator's awareness of the complexity of issues, tasks, and changes and new developments emerging in the educator preparation program in the areas of curriculum, clinical experiences, professional development, assessment, and certification.
- b. To maintain close, reciprocal, and ongoing relationships by collaborating with education instructors and practitioners, field/clinical instructors (supervisors), administrators involved in the preparation of teacher candidates so they may contribute to the continual evaluation and improvement of the educator preparation program.
- c. To provide a mechanism where the university may provide support and professional development of educators in the participating school districts.
- d. To help achieve and maintain accreditation of the educator preparation program by the Department of Elementary and Secondary Education.

Structure:

- a. A core advisory board comprised of officers and members representing the university and the participating school districts.
- b. Special committees comprised of members in the areas of curriculum, clinical experiences, professional development, assessment, certification, etc.

Officers:

Officers of the core advisory board will comprise the Chair of the Education Department, the Administrative Assistant, the Clinical Experiences Coordinator, faculty members in the Education Department (one from each of these areas: Elementary/Early Childhood, Middle Level Education, Special Education, and Secondary), and two representatives from each participating school district.

Special committees will be made up of 2-4 voluntary members drawn from the core advisory board.

Meetings:

Two meetings per academic year.

**ADVISORY BOARD
2017-2018**

1. Gary Bonsall	Principal, South Callaway Middle School	Gary.bonsall@sc.k12.mo.us
2. Connie Epperson	Principal, Bartley Elementary	cepperson@fulton58.org
3. Erica Hogan	Assistant Principal, Fulton Middle School	ehogan@fulton58.org
4. Melissa Speer	Teacher, McIntire Elementary	mspeer@fulton58.org
5. Holly Broadway	Assistant Principal, Bush Elementary	hbroadway@fulton58.org
6. Julie Bower	Process Coordinator, Fulton Public Schools	jbower@fulton58.org
7. Haley Schafer	Teacher, Mexico Public Schools	hschafer@mexico.k12.mo.us
8. Brandy Clark	Principal, Southern Boone Primary	bclark@ashland.k12.mo.us
9. T.J. Quick	PE, Bartley Elementary	tquick@fulton58.org
10. Amanda Beshears	Teacher, Montgomery City Elementary	abeshears@mc-wildcats.org
11. Dr. Cindy Wibberg	Director of Special Services, Cole County R-V	Cindy.wibberg@coler5.us
12. Barb Martin	Principal, North School Elementary	Barb.martin@jcschools.us
13. Shonna Bexten	Board Certified Behavior Analyst, Jefferson City Public Schools	Shonna.bexten@jcschools.us
14. Katie Spear	Board Certified Behavior Analyst, Jefferson City Public Schools	Kathleen.spear@jcschools.us
15. Susie Register	Special Education Teacher, Jefferson City Public Schools	Susie.register@jcschools.us
16. Sarah Wisdom	Superintendent, New Bloomfield Public Schools	S.wisdom@nb.k12.mo.us
17. Laura Anderson		ljanderson@owls.williamwoods.edu

Updated 10/5/2017

Attending

Responded-willing to participate, cannot attend meeting on the 10th

August 2017

EDU 291: Practicum One Placements

Major: Elementary		
City	School	Teacher
Columbia	Shepherd Elem	Nicole Johnson
Fulton	Bartley - 2nd	Kayla Garwood
Fulton	Bush Elem 1st	Lacy Waters
Jeff City	North	Cathy Carter
Mexico, MO	Mex. Middle	Bridget Bingham
Harrisburg, MO	R VII elementary	Molly Butenmiller
Fulton	Bartley 4th	Nikki Warren
Fulton	Fulton MS	Liz Barker
Fulton, MO	Bush Elem	Tina Jackson
Fulton, MO	Bush Elem	Lisa Clines
Fulton	Bush Elem - 1st	Jamie Henneke
Fulton, MO	Bartley Elementary	Shannon Lloyd
Fulton	Bush - 2nd	Lisa Clines
Fulton, MO	Bartley Elementary	Ms. Warren
Fulton	Bartley - 3rd	Lesley Arnold
Fulton, MO	McIntire Elementar	Mrs. Brunk
Fulton	Barley - 4th	Sharon Wright
Fulton, MO	Bartley Ele 3rd grade	Leslie Arnold

K-12 Art

Fulton, MO	Fulton HS	Megan Davis
Fulton, MO	McIntire Elementary	Beck Diekamp
Fulton, MO	McIntire Elementary	Ms. Diekamp

Middle School 5-9

Fulton, MO	Fulton Middle	Elizabeth Barker
Fulton, MO	Fulton Middle	Bethany Beebe

Secondary 9-12

Fulton, MO	Fulton HS	Mrs. Louis
Fulton, MO	Fulton Middle	Hapner

Special Education

Fulton, MO	Bartley Ele	Shannon Lloyd
Fulton, MO	High School	Justin Gilmore

Physical Education

Fulton	Bartley - PE	TJ Quick
Jefferson City	JCHS	Kyle Lasley
Fulton, MO	Fulton Middle School	Ashley Windmiller

EDU 395 Placements

Major: Elementary		
City	School	Teacher
New Bloomfield	NB Eleemntary	K Porter
Fulton, MO	McIntire Ele	Melissa Milus
Fulton, MO	McIntire Ele	George Sharp
Fulton, MO	McIntire Ele	Becky Barton
Fulton, MO	Bush Ele	Heidi Ebersole
Fulton, MO	Bush Ele	Deb Hunter

K-12 Art

Fulton, MO	Fulton HS	Megan Davis
------------	-----------	-------------

Middle School 5-9

Mokane, MO	S. Callaway MS	Larissa Davis
New Bloomfield, MO	MS/HS	Tim Gilmore

Secondary 9-12

Columbia, MO	Battle	Olivia Daller
--------------	--------	---------------

Special Education

Fulton, MO	Bartley Ele	Shannon Lloyd
Fulton, MO	High School	Justin Gilmore
Mokane, MO	South Callaway HS	Jeanna Slizewski
Fulton, MO	Bartley Ele	Shannon Lloyd
Mokane, MO	South Callaway HS	Jeanna Slizewski
Fulton, MO	Bartley Ele	Shannon Lloyd

Physical Education

Fulton, MO	Bartley Ele	TJ Quick
------------	-------------	----------

Student Teaching

Major: Elementary		
City	School	Teacher
Hallsville Primary Gr 1	Hallsville Primary	Sarah Browning
New Bloomfield	Elemenatary	Beck, Penny
Columbia	Blue Ridge Elemenatary 2nd grade	Talbot, Emily
Jefferson City	Callaway Hills	Henderson, Jonie
Mexico	Hawthorne ELE	Dubbert, Amanda
Columbia, MO	Shepard Elementary	Jessica Cummings
Troy, MO	Troy Elementary	Kristine Molitor
Jefferson City, MO	North Elementary	Cheryl Stoner

K-12 Art

Mokane	South Callawy HS	Stephanie Turner
--------	------------------	------------------

Middle School 5-9

Blair Oaks	Blair Oaks Middle	Justin Buschjost
------------	-------------------	------------------

Secondary 9-12

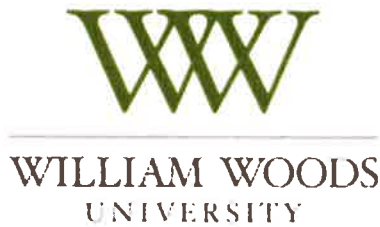
Jefferson City	High School	Johnson, Jackie
New Bloomfield	High School	Pohlman, Diana
Fulton	High School	Diemler, Rachel
Mexico, MO	Mexico High School	Sara Given
Columbia, MO	Battle High School	Katie Cox

Special Education

N. Callaway	NCHS	Katie Cundall
Fulton	Fulton Middle	Angie Raebel
Fulton	Bush Elementary	Jennifer Salmons
Fulton	McIntire Elementary	Stinson, Laura
Fulton, Mo	Fulton High School	Taylor Oestreich
Jefferson City	Jeff City HS	Christina DuBois
Auxvasse, MO	Hatton-Mcredie	Marina Wimmer

Physical Education

Fulton	Fulton Middle	Megan Youse
Columbia	Battle HS	Liz Adcock
Fulton	McIntire Elementary	Dooley-Wilder, Laura
Mokane	South Callaway Middle	Burns, Daniel



Division of Education
Memorandum of Understanding
Student Teaching

Assignment, Place, Duration

Fulton Public Schools agrees to host the following student teacher for the culminating clinical experience beginning August 2019 and ending December 2019:

Student Teacher:	Kailey Morris
Certification Area:	Physical Education
Cooperating Teacher:	Megan Youse
Building:	Fulton Middle School

Requirements of Student Teachers

The student teacher will be required to complete the following activities during his/her clinical experience which reflect understanding of application of the MoSPE Standards :

1. Utilize knowledge of Child/adolescent growth to plan effective learning activities.
2. Apply behaviorist, developmental and social psychology theories and principles of learning.
3. Teach students who have varying learning styles, achievement levels, and special physical, emotional and learning needs.
4. Practice skills in long-range and short-range planning.
5. Apply cognitive, affective and psychomotor teaching strategies.
6. Formulate and conduct classroom management strategies based on research-based models of classroom management.
7. Develop interpersonal and group-process skills, including a broad range of communication strategies.
8. Prepare diagnostic, formative and summative evaluation procedures and provide opportunities for performance –based evaluation.
9. Practice problem solving and decision making skills while developing creative and critical thinking skills.
10. Seek to prepare students to be socially and economically knowledgeable.
11. Work collaboratively with parents in the best interest of the child.
12. Maintain a high standard of professionalism.
13. Enhance instruction and student learning through the use of technology.

Student teachers will be required to meet these objectives, along with the MoSPE Standards, by submitting their artifacts in developing their Student Teaching Portfolio.

Requirements of Cooperating Teachers

In order to host a student teacher, the cooperating teacher should be at the performance level of a professional teacher who has demonstrated growth in teaching, content knowledge, and skills (MEES). The cooperating teacher should demonstrate continued growth in meeting new experiences and expectations of the classroom, school, district, and community. The cooperating teacher should continue to advance student growth and achievement. The cooperating teacher should have at least 3 years of experience and have a master's degree or the recommendation of the building principal to host a student teacher.

Cooperating teachers agree to complete formative evaluation forms intermittently and a summative evaluation form at the end of the clinical experience. Cooperating teachers agree to critique the student teacher frequently.

Missouri Standards for the Preparation of Educators

Clinically based educator preparation creates varied and extensive opportunities for pre-student teachers to connect what they learn with the challenge of using this knowledge and skills, while under the expert tutelage of skilled clinical educators (MoSPE Standards). Student teachers blend practitioner knowledge with academic knowledge as they learn by doing. They refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning. A close partnership must exist between educator preparation providers and school districts to better serve prospective educators and the students they teach.

William Woods University strives to make this a valuable experience for both the student teachers and the cooperating teachers, as well as the students, by providing a teacher candidate to work with the cooperating teacher and the students in the classroom. In addition, the student teacher benefits by having the opportunity to observe and practice quality teaching skills.

Security Assurances

William Woods University requires all student teachers to complete a fingerprint/ background check and highly recommends that the student teacher obtain a substitute teacher certificate.

Supervision of Pre-Student Teachers

Student teachers will be monitored by the appointed university supervisor. University supervisors will observe student teachers at least 4 times during the student teaching experience and then meet with the student teacher to critique the observed lessons. Cooperating teachers are invited to be a part of the meeting between the university supervisor and the student teachers. The university supervisor will also meet with the cooperating teacher individually, if desired.

Change of Assignment and Termination

Both William Woods University and the school district may change or terminate the assignment. It will be the responsibility of the party who wishes to make the change to notify the other party to discuss reasons for the change or termination. The person to notify at William Woods University is:

Charlotte M. Miller, Ph.D. William Woods University

Assistant Professor and Chair of Field and Clinical Experiences

charlotte.miller@williamwoods.edu

573-592-1697 (work)

417-499-0502 (cell)

Orientation for Student Teachers and Cooperating Teachers

Student teachers will complete an orientation prior to the beginning of the student teaching experience and will continue to meet and study/discuss pertinent educational topics throughout the semester.

Cooperating teachers will choose whether to have a face-to-face orientation with the university supervisor or to be emailed instructions, forms and the William Woods University Student Teacher Handbook.

Non-Discriminatory Statement

William Woods University does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities.

Signatures of Representative Parties

 William Woods University Representative

 School District Representative

Course #	Course Title	Fall Semester - In-Seat	Spring Semester - In-Seat	Summer - In-Seat	Intercession	Fall Semester - Online	Spring Semester - Online	Summer - Online	Takes Effect
EDU 201	Multicultural Education -D	Every Year	Every Year					1st 8 weeks	
EDU 211	Educational Technology I	Every Year	Every Year						
EDU 231	Exceptional Child	Every Year	Every Year					2nd 8 weeks	
EDU 250	Foundations of Education	Every Year	Every Year					2nd 8 weeks	
EDU 258	Cross Categorical Disabilities	Odd Years							
EDU 261	Assessing Young Children						1st 8 weeks		
EDU 281	Early Childhood Principles					1st 8 weeks			
EDU 291	Beginning Clinical Experience	Every Year							Fall 2019
EDU 293	Pre-Student Teaching III	Every Year	Every Year						
EDU 300	Independent Study	As Needed	As Needed						
EDU 301	Family and Community Resources					2nd 8 weeks			
EDU 311	Middle School Philosophy and Organizational	Every Year						1st 8 weeks	
EDU 313	Early Childhood Program Management						2nd 8 weeks		
EDU 314	Middle School Curriculum & Instruction		Every Year					2nd 8 weeks	
EDU 317	Teaching Language Arts & Children's Literature	Every Year							
EDU 318	Teaching Social Studies in the Elementary/Middle Grades		Every Year						
EDU 319	Teaching Science in the Elementary/Middle Grades	Every Year							
EDU 341	Teaching Mathematics		Every Year						
EDU 351	Language Development		Every Year						
EDU 353	Teaching Remedial Mathematics	Odd Years							
EDU 358	Teaching Cross Categorical Disabilities		Even Years						
EDU 392	Reading & Writing in the Content Area		Every Year					1st 8 weeks	
EDU 393	Teaching Reading and Writing	Every Year							
EDU 395	Intermediate Clinical Experience		Every Year						Fall 2019
EDU 400	Advanced Project	As Needed	As Needed						
EDU 411	Educational Technology II	Every Year	Every Year						
EDU 415	Conferencing and Consultation		Odd Years						
EDU 417	Practicum					1st 8 weeks			
EDU 420	Measurement and Evaluation	Even Years							
EDU 422	Measurement & Assessment in Education	Every Year	Every Year						Fall 2019
EDU 441	Student Centered Reading & Writing	Every Year	Every Year						Fall 2019
EDU 453	Classroom Management	Every Year	Every Year						Fall 2019
EDU 460	Career/Vocational Education	Even Years							
EDU 490	Supervised Teaching (Elementary)	Every Year	Every Year						
EDU 492	Educational Seminar	Every Year	Every Year						
EDU 493	Supervised Teaching Special Education	Every Year	Every Year						
EDU 495	Supervised Teaching (Middle Level)	Every Year	Every Year						
EDU 499	Supervised Teaching (Secondary)	Every Year	Every Year						



2.7.19

Re: Job Placement and Graduate School Placement Rates for Undergraduates

Between the years of 2015 and 2018, William Woods University graduated 62 students with some level of teacher certification. Of the 62, 60 were identified as being employed or in graduate school. The employment or graduate school placement for William Woods University's undergraduate students is 96.7%.



2.7.19

Re: Job Placement and Graduate School Placement Rates for Undergraduates

Between the years of 2015 and 2018, William Woods University graduated 62 students with some level of teacher certification. Of the 62, 60 were identified as being employed or in graduate school. The employment or graduate school placement for William Woods University's undergraduate students is 96.7%.

Course	Title	2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		2018	2018-2019	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
EXS 100	Personal Health	22/30	9/30	NA	18/30	6/24	NA	14/30	8/30	/	30/30	12/30	/	20/30	16/30
EXS 103	Nutrition	NA	24/24	NA	NA	22/24	NA	NA	NA	/	20/24	23/24	/	22/24	17/24
EXS 104	First Aid and CPR	40/48	47/48	NA	42/48	26/48	NA	33/48	11/32	/	32/32	28/32	/	23/32	30/32
EXS 180	Introduction to Exercise Science	/	/	/	/	/	/	/	/	/	30/30	12/30	/	32/60	14/30
	Introduction to Anatomy & Physiology	21/24	18/25	NA	22/24	24/24	NA	23/24	23/25	/	25/24	25/25	/	24/25	22/24
EXS 205	Social Science in Sport	/	/	/	/	/	/	25/24	/	/	24/24	/	/	26/26	/
EXS 220	Social Science in Sport	/	/	4/25	/	/	4/25	/	/	1/25	/	/	2/25	/	/
EXS 302	Introduction to Exercise Physiology	/	/	/	/	/	/	/	/	/	/	/	/	N/A	/
	Prevention & Care of Athletic Injuries	2/2	/	/	/	/	/	/	/	/	/	9/25	/	N/A	22/25
EXS 303/304	Motor Learning & Development	/	/	/	/	/	/	/	/	/	9/25	/	/	21/25	/
EXS 321	Kinesiology	13/25	9/25	NA	10/25	10/25	NA	17/25	14/25	/	12/25	9/25	/	15/25	18/25
EXS 350	Adapted Physical Education	5/20	/	/	/	/	/	/	/	/	/	11/20	/	N/A	21/20
	Sport Psychology	20/32	/	/	17/32	/	/	17/32	10/32	/	/	/	/	N/A	22/32
EXS 401	Measurement & Evaluation	10/25	NA	NA	7/25	NA	NA	6/25	8/25	/	/	7/25	/	N/A	18/25
EDU 201	Multicultural Education	15/20	20/25	5/25	/	6/25	6/25	12/25	4/25	/	/	4/25	/	/	14/25
	Multicultural Education	11/25	9/25	/	9/26	17/25	/	16/25	9/25	/	11/25	8/25	5/25	15/25	/
EDU 211	Educational Technology	16/18	17/18	/	11/18	12/18	/	18/18	9/18	/	10/18	10/18	/	13/18	11/18
EDU 231	Exceptional Child	17/25	10/25	/	7/25	11/25	/	24/25	15/25	/	5/25	19/25	/	12/25	14/25
EDU 231OLC	Exceptional Child	8/20	14/25	4/25	/	13/25	10/25	6/25	6/25	/	/	8/25	/	/	/
EDU 250	Foundations of Education	18/25	10/25	/	18/25	15/25	/	17/25	10/25	/	22/25	12/25	/	29/30	8/25
EDU 291	Beginning Clinical Experience	17/25	9/25	/	16/25	9/25	/	6/25	8/25	/	13/25	8/25	/	7/25	12/25
	Reading & Writing in the Content Area	/	/	/	4/25	/	/	7/25	/	/	10/25	5/25	/	/	14/25
EDU 392	Reading & Writing in the Content Area	20/20	15/25	6/25	/	10/25	/	5/25	16/25	/	/	/	/	2/25	/
EDU 392OLC	Intermediate Clinical Experience	/	/	/	/	/	/	/	/	/	/	/	/	6/25	9/25
EDU 453	Classroom Management	23/50	12/25	/	13/25	5/25	/	13/25	3/25	/	5/25	6/25	/	12/25	5/25
EDU 492	Educational Seminar	9/25	12/50	/	7/25	11/25	/	13/25	11/25	/	6/25	5/25	5/25	10/25	9/25
EDU 499	Supervised Teaching (Secondary)	5/12	3/12	/	3/18	3/6	/	4/18	2/12	/	1/6	/	/	5/9	3/18
PED 135	Team Sports	6/20	/	/	6/20	/	/	/	14/25	/	/	7/20	/	N/A	11/20
PED 136	Individual & Dual Sports	NA	11/20	NA	NA	19/20	NA	NA	4/20	N/A	/	8/20	/	N/A	6/20
PED 137	Flexibility & Stretching	NA	11/20	NA	NA	18/20	NA	NA	13/20	N/A	/	13/20	/	N/A	14/20
PED 250	History & Philosophy of Teaching PE and Movement	/	8/20	/	1/1	9/20	/	/	/	/	/	8/25	/	N/A	/
	Methods of PE (k-4)	NA	1/20	NA	10/20	NA	NA	NA	NA	N/A	/	N/A	/	1/1	1/1
PED 307	Creative Movement	NA	12/24	NA	NA	16/24	NA	NA	NA	N/A	/	N/A	/	N/A	15/25
PED 308	Methods of teaching PE (6-12)	8/20	/	/	/	/	/	9/20	/	/	/	/	/	3/20	/
PED 418	Educational Psy	20/25	13/26	/	21/25	17/25	/	19/25	19/25	/	9/25	25/25	/	14/25	13/25
PSY 221	Child and Adolescent Psy	/	/	/	/	/	/	/	/	/	23/25	/	/	18/25	/
PSY 226	Child and Adolescent Psy	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25
PSY 226 OLC	Child and Adolescent Psy	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25
Electives															
EHP 201 (PEI)	weight control and Outdoor Activities	NA	18/18	NA	NA	18/18	NA	NA	13/18	N/A	N/A	17/18	/	N/A	9/18
PED 108	Outdoor Activities	14/15	NA	NA	14/15	NA	NA	8/15	NA	N/A	7/15	N/A	/	9/15	/
PED 113	Fitness	10/20	NA	NA	9/20	NA	NA	6/20	NA	N/A	10/20	N/A	/	7/20	/
PED 142	Beginning Golf	4/16	NA	NA	6/16	NA	NA	8/16	NA	N/A	N/A	N/A	/	N/A	/

Course		2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		2018	2018-2019	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
ART 105	Basic Desgn	18/20	/	8/10	7/10	20/20	/	17/20	12/20	/	38/40	9/20	10/25	20/20	8/20
ART 105 M	Basic Desgn	29/40	/	/	18/20	/	/	18/20	/	/	/	/	/	/	/
ART 105 OLC	Basic Desgn	18/20	25/25	/	25/25	25/25	12/15	24/25	25/25	/	23/25	25/25	/	22/25	24/25
ART 105 H	Basic Desgn	/	25/25	/	/	/	/	/	/	/	/	/	/	/	/
ART 110	Drawing 1	22/22	21/22	/	/	14/22	/	/	21/22	/	/	16/22	/	/	9/22
ART 115	Color/Light	20/20	20/20	/	/	12/20	/	/	19/20	/	/	11/20	/	/	20/20
ART 210	Portfolio Dvpm	/	/	/	6/25	/	/	12/25	/	/	2/25	/	/	16/25	/
ART 230	Survvy West Art 1	/	/	/	10/25	/	/	8/25	/	/	7/25	/	/	20/25	/
ART 231	Survvy West Art 2	19/25	4/25	/	/	13/25	/	/	12/25	/	/	10/25	10/25	/	7/25
ART 231 H	Survvy West Art	/	3/25	/	/	/	/	/	/	/	/	/	/	/	/
ART 470	Senior Prctm.	10/15	8/15	/	/	17/18	/	/	7/18	/	/	9/18	/	/	3/18
ART 206	Painting I	15/22	/	/	9/22	/	/	10/22	/	/	8/22	/	/	9/22	/
ART 208	Sculpture I	/	/	/	10/13	/	/	4/13	/	/	7/13	/	/	7/13	/
ART 212	Printmaking I	10/20	/	/	12/20	/	/	7/20	/	/	5/20	/	/	10/20	/
ART 215	Weaving/Fibr art	/	12/15	/	/	/	/	/	4/15	/	/	/	/	1/1	9/15
ART 222	Ceramics	17/18	16/18	/	9/18	14/18	/	9/18	7/18	/	5/18	11/18	/	8/18	9/18
ART 282	Teach Art Elemnt	/	/	/	/	/	/	NA	0/1	/	/	1/1	/	/	/
ART 346	Digital Art (276)	/	10/14	/	/	9/14	/	/	11/14	/	/	9/14	/	/	9/14
ART 418	Mthds teaching	/	/	/	/	25/25	/	/	1/25	/	/	1/25	/	/	/
ART 418 OLC	Mthds teaching	1/20	/	/	/	/	/	/	/	/	1/25	/	/	/	/
EDU 201	Multicultural Education	15/20	20/25	5/25	NA	6/25	6/25	12/25	4/25	/	/	4/25	/	/	14/25
EDU 201 OLC	Multicultural Education	11/25	9/25	/	9/26	17/25	/	16/25	9/25	/	11/25	8/25	5/25	15/25	/
EDU 211	Educational Technology	16/18	17/18	/	11/18	12/18	/	18/18	9/18	/	10/18	10/18	/	13/18	11/18
EDU 231	Exceptional Child	17/25	10/25	/	7/25	11/25	/	24/25	15/25	/	5/25	19/25	/	12/25	14/25
EDU 231 OLC	Exceptional Child	8/20	14/25	4/25	/	13/25	10/25	6/25	6/25	/	/	8/25	/	/	/
EDU 250	Foundations of Education	18/25	10/25	/	18/25	15/25	/	17/25	10/25	/	22/25	12/25	/	29/30	8/25
EDU 291	Beginning Clinical Experience	17/25	9/25	/	16/25	9/25	/	6/25	8/25	/	13/25	8/25	/	7/25	12/25
EDU 392	Reading & Writing in the Content Area	/	/	/	4/25	/	/	7/25	/	/	10/25	5/25	/	/	14/25
EDU 392 OLC	Reading & Writing in the Content Area	20/20	15/25	6/25	/	10/25	/	5/25	16/25	/	/	/	/	2/25	/
EDU 395	Intermediate Clinical Experience	/	/	/	/	/	/	/	/	/	/	/	/	6/25	9/25
EDU 422	Measurement and Assessment in Edu	9/25	NA	/	/	15/25	/	6/25	2/25	/	5/25	2/25	/	7/25	7/25
EDU 441	Student Centered Reading & Wrring	22/50	3/25	/	6/25	7/25	/	8/25	9/25	/	5/25	5/25	/	10/25	9/25
EDU 453	Classroom Management	23/50	12/25	/	13/25	5/25	/	13/25	3/25	/	5/25	6/25	/	12/25	5/25
EDU 492	Educational Seminar	9/25	12/50	/	7/25	11/25	/	13/25	11/25	/	6/25	5/25	5/25	10/25	9/25
EDU 499	Supervised Teaching (Secondary)	5/12	3/12	/	3/18	3/6	/	4/18	2/12	/	1/6	/	/	5/9	3/18
PSY 221	Educational Psy	20/25	13/26	/	21/25	17/25	/	19/25	19/25	/	9/25	25/25	/	14/25	13/25
PSY 226	Child and Adolescent Psy	/	/	/	/	/	/	/	/	/	23/25	/	/	18/25	/
PSY 226 OLC	Child and Adolescent Psy	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25

Course		2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		Summer 201	2018-2019	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring		Fall	Spring
BIO 114	Gen Bio I	54/60	/	/	29/30	/	/	39/80	/	/	46/80	/	/	70/80	1/1
BIO 115	Gen Bio I Lab	54/60	/	/	51/60	/	/	39/60	/	/	46/60	/	/	70/80	1/1
BIO 124	Gen Bio II	/	31/40	/	/	29/40	/	NA	26/40	/	/	18/40	/	/	47/80
BIO 125	Gen Bio II Lab	/	11/20	/	/	29/40	/	NA	26/40	/	/	28/40	/	/	47/80
BIO 209	Environmental Sci	25/30	/	7/10	16/30	/	/	20/30	/	/	14/30	/	/	18/30	/
BIO 209 OLC	Environmental Sci	18/20	24/25	/	11/25	23/25	/	13/25	17/25	/	10/25	19/25	/	9/25	16/25
BIO 231	Genetics	/	/	/	29/30	/	/	23/40	/	/	20/40	/	/	26/40	/
BIO 231 H	Genetics	/	/	/	/	/	/	NA	/	/	/	/	/	/	/
BIO 232	Genetics Lab	/	/	/	29/30	/	/	33/40	/	/	20/20	/	/	26/40	/
BIO 232 H	Genetics Lab	/	/	/	/	/	/	NA	/	/	/	/	/	/	/
PHY 201	Physics I	20/20	/	/	29/30	/	/	25/30	/	/	11/30	/	/	17/30	/
PHY 202	Physics I Lab	20/20	/	/	29/30	/	/	25/30	/	/	11/30	/	/	17/30	/
SCI 205	Scientific Enterprise	18/20	20/20	/	26/30	27/30	/	12/30	24/30	/	18/30	16/30	/	/	23/30
SCI 205 OLC	Scientific Enterprise	/	12/25	17/25	/	/	/	NA	12/25	15/25	/	8/25	/	/	13/25
SCI 230	Earth Science	23/30	18/30	/	21/30	20/30	/	11/30	25/30	/	16/30	16/30	/	/	/
CHM 114	Gen Chem I	38/60	/	/	49/70	/	/	34/60	/	/	39/80	/	/	54/80	/
CHM 115	Gen Chem I Lab	38/60	/	/	49/60	/	/	34/60	/	/	39/60	/	/	54/60	/
BIO 313	Human Anatomy and Physiology I	14/16	/	/	/	/	/	28/30	/	/	/	/	/	11/30	/
BIO 314 L	Human Anatomy and Physiology I	14/16	/	/	/	/	/	28/32	/	/	/	/	/	11/16	/
BIO 317	Comparative Vertebrate Anatomy and Pysiology	/	/	/	/	16/16	/	/	/	/	/	13/16	/	/	/
BIO 318 L	Comparative Vertebrate Anatomy and Pysiology	/	/	/	/	16/16	/	/	/	/	/	13/16	/	/	/
EDU 201	Multicultural Education	15/20	20/25	5/25	/	6/25	6/25	12/25	4/25	/	/	4/25	/	/	14/25
EDU 201 OLC	Multicultural Education	11/25	9/25	/	9/26	17/25	/	16/25	9/25	/	11/25	8/25	5/25	15/25	/
EDU 211	Educational Technology	16/18	17/18	/	11/18	12/18	/	18/18	9/18	/	10/18	10/18	/	13/18	11/18
EDU 231	Exceptional Child	17/25	10/25	/	7/25	11/25	/	24/25	15/25	/	5/25	19/25	/	12/25	14/25
EDU 231OLC	Exceptional Child	8/20	14/25	4/25	/	13/25	10/25	6/25	6/25	/	/	8/25	/	/	/
EDU 250	Foundations of Education	18/25	10/25	/	18/25	15/25	/	17/25	10/25	/	22/25	12/25	/	29/30	8/25
EDU 291	Beginning Clinical Experience	17/25	9/25	/	16/25	9/25	/	6/25	8/25	/	13/25	8/25	/	7/25	12/25
EDU 392	Reading & Writing in the Content Area	/	/	/	4/25	/	/	7/25	/	/	10/25	5/25	/	/	14/25
EDU 392OLC	Reading & Writing in the Content Area	20/20	15/25	6/25	/	10/25	/	5/25	16/25	/	/	/	/	2/25	/
EDU 395	Intermediate Clinical Experience	/	/	/	/	/	/	/	/	/	/	/	/	6/25	9/25
EDU 422	Measurement and Assessment in Edu	9/25	/	/	/	15/25	/	6/25	2/25	/	5/25	2/25	/	7/25	7/25
EDU 441	Student Centered Reading & Wrring	22/50	3/25	/	6/25	7/25	/	8/25	9/25	/	5/25	5/25	/	10/25	9/25
EDU 453	Classroom Management	23/50	12/25	/	13/25	5/25	/	13/25	3/25	/	5/25	6/25	/	12/25	5/25
EDU 492	Educational Seminar	9/25	12/50	/	7/25	11/25	/	13/25	11/25	/	6/25	5/25	5/25	10/25	9/25
EDU 499	Supervised Teaching (Secondary)	5/12	3/12	/	3/18	3/6	/	4/18	2/12	/	1/6	/	/	5/9	3/18
BIO 418	Mthds of Teach	/	/	/	0/25	0/25	/	2/25	/	/	/	/	/	/	/
PSY 221	Educational Psy	20/25	13/26	/	21/25	17/25	/	19/25	19/25	/	9/25	25/25	/	14/25	13/25
PSY 226	Child and Adolescent Psy	/	/	/	/	/	/	/	/	/	23/25	/	/	18/25	/
PSY 226 OLC	Child and Adolescent Psy	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25

Course	Title	2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		2018	2018-2019	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
EDU 201 OLC	Multicultural Ed	15/20	20/25	5/25	/	6/25	6/25	12/25	4/25	/	/	4/25	5/25	/	/
EDU 201	Multicultural Ed	11/25	9/25	/	9/26	17/25	/	16/25	9/25	/	11/25	8/25	/	15/25	14/25
EDU 211	Education Technology I	16/18	17/18	/	11/18	12/18	/	18/18	9/18	/	10/18	10/18	/	13/18	11/18
EDU 231	Exception/I Chld	17/25	10/25	/	7/25	11/25	/	24/25	15/25	/	5/25	19/25	/	12/25	14/25
EDU 231 OLC	Exception/I Chld	8/20	14/25	4/25	/	13/25	10/25	6/25	6/25	/	/	8/25	9/25	/	/
EDU 250	Foundations	18/25	10/25	/	18/25	15/25	/	17/25	10/25	/	22/25	12/25	/	29/30	8/25
EDU 291	Beginning Clinical Experience	17/25	9/25	/	16/25	9/25	/	6/25	8/25	/	13/25	8/25	/	7/25	12/25
EDU 291 OLC	Pre-Student Teaching I	/	/	/	/	/	/	/	/	/	/	/	/	/	/
EDU 317	Teaching Language Arts & Children	10/25	10/25	/	7/25	8/25	/	7/25	4/25	/	5/25	8/25	/	8/25	/
EDU 318	Teaching Social Studies in the Elem	8/25	6/25	1/25	7/25	12/25	/	2/25	10/25	/	/	8/25	/	/	11/25
EDU 319	Teaching Science in the Elem/Middle	/	/	/	/	/	/	/	/	/	5/25	/	/	9/25	/
EDU 341	Teaching Math	2/3	24/26	/	/	11/25	/	/	5/25	/	1/1	15/25	/	/	13/25
ENG 351	Language Development	/	14/20	/	/	/	/	/	7/20	/	/	/	/	/	10/20
EDU 392	Reading in Content Area	/	/	/	4/25	/	/	7/25	/	/	10/25	5/25	/	/	14/25
EDU 392 OLC	Reading in Content Area	20/20	15/25	6/25	/	10/25	/	5/25	16/25	/	/	/	5/25	2/25	/
EDU 393	Teaching Reading and Writing	15/20	13/25	/	8/25	5/25	/	5/25	6/25	/	6/25	3/25	/	8/25	/
EDU 395	Intermediate Clinical Experience	/	/	/	/	/	/	/	/	/	/	/	/	6/25	9/25
EDU 422	Measurement & Assessment	9/25	/	/	/	15/25	/	6/25	2/25	/	5/25	2/25	/	7/25	7/25
EDU 441	Student Centered Reading and Writing	22/50	3/25	/	6/25	7/25	/	8/25	9/25	/	5/25	5/25	/	10/25	9/25
EDU 453	Classroom Management	23/50	12/25	/	13/25	5/25	/	13/25	3/25	/	5/25	6/25	/	12/25	5/25
EDU 490	Supervised Teaching (Elem)	1/10	8/30	/	3/20	7/20	/	7/40	5/21	/	2/10	3/10	/	4/13	1/10
EDU 492	Education/I Semi/r	9/25	12/50	/	7/25	11/25	/	13/25	11/25	/	6/25	5/25	/	10/25	9/25
MAT 231	Understanding Math for Teachers	26/30	/	/	16/30	/	/	12/30	1/1	/	7/30	/	/	10/30	/
PED 352	Instructional Techniques in Health K-12	9/20	/	/	13/25	1/25	/	10/25	/	/	14/25	/	/	9/25	/
PSY 221	Education/I Psychology	20/25	13/26	/	21/25	17/25	/	19/25	19/25	/	9/25	25/25	/	14/25	/
PSY 226	Child and Adolescent Psychology	/	/	/	/	/	/	/	/	/	23/25	/	/	18/25	/
PSY 226 OLC	Child and Adolescent Psychology	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25
		Childhood Certification													
EDU 261	Assessing Young Children	/	2/2	/	6/25	0/25	/	6/25	/	/	/	2/25	/	/	/
EDU 261 OLC	Assessing Young Children	/	/	/	/	/	/	/	/	/	/	/	/	/	5/25
EDU 281	Early Childhood Principles	/	2/2	/	4/25	/	/	3/25	/	/	5/25	/	/	/	/
EDU 281 OLC	Early Childhood Principles	/	/	/	/	/	/	/	/	/	/	/	/	/	/
EDU 301	Family & Community Resources	8/25	/	/	1/1	5/25	/	/	9/25	/	/	/	/	/	/
EDU 301 OLC	Family & Community Resources	/	/	/	/	/	/	/	/	/	/	/	/	3/25	/
EDU 313	Early Childhood Program Management	1/1	8/25	/	/	3/25	/	/	3/25	/	/	/	/	/	/
EDU 313 OLC	Early Childhood Program Management	/	/	/	/	/	/	/	/	/	/	/	/	/	5/25
EDU 417	Practicum	2/25	/	/	4/25	/	/	5/25	/	/	2/25	/	/	/	/
EDU 417 OLC	Practicum														
BIO 105	Introduction to Biological Principles	48/60	41/60	/	27/60	22/60	/	50/60	19/30	/	39/60	42/60	/	26/30	24/30
BIO 106	Intro to Bio Lab	48/60	41/60	/	27/50	22/60	/	50/60	19/30	/	39/60	42/60	/	26/30	24/30
COM 101	Intro to Speech Communication	72/80	65/80	NA	79/100	50/80	NA	64/80	37/60	N/A	70/80	48/60	/	71/80	37/40
COM 101 OLC	Intro to Speech Communication	16/20	18/25	9/25	13/25	17/25	9/25	22/25	14/25	9/25	16/25	21/25	7/20	23/25	23/25
ENG 101	English Composition I	89/108	28/60	/	88/88	24/40	/	100/100	25/40	/	97/120	27/40	/	99/110	20/20
ENG 101 OLC	English Composition I	3/25	8/25	2/25	6/22	4/25	/	6/25	6/25	/	2/25	2/25	/	8/25	6/25
ENG 102	English Composition II	60/66	80/100	/	23/25	75/80	/	43/60	79/100	/	67/80	88/100	/	52/60	72/80
ENG 102 OLC	English Composition II	18/25	20/25	9/25	30/40	16/25	12/25	/	13/25	10/25	12/25	11/25	8/25	6/25	18/25
ENG 218	Introduction to Creative Writing	/	20/20	/	/	12/20	/	/	19/20	/	/	18/20	/	/	19/20
MAT 114	Elementary Statistics	50/60	16/30	/	38/60	37/60	/	31/50	45/50	/	45/50	44/50	/	47/50	49/50
MAT 114 OLC	Elementary Statistics	/	/	/	11/25	/	/	25/25	21/25	/	18/25	13/25	/	17/25	18/25
SCI 130	Foundations of Science	13/20	16/20	/	19/30	18/30	/	15/30	21/30	/	17/20	18/20	13/25	20/21	14/20
SCI 131	Foundation of Science Lab	13/20	16/20	/	19/30	18/30	/	15/30	21/30	/	17/20	18/20	13/25	20/30	14/30
HIS 103	Early America and the United States	50/54	25/27	/	26/27	27/27	/	45/54	26/27	/	26/27	27/27	/	25/27	26/27
HIS 103 OLC	Early America and the United States	/	24/25	20/20	23/26	24/27	14/25	23/25	9/25	14/25	17/25	26/27	20/25	23/25	23/25
HIS 104	Modern US History: From Reconstruction	26/27	37/54	/	18/27	40/54	/	12/27	27/27	/	27/27	27/27	/	27/27	27/27
HIS 104 OLC	Modern US History: From Reconstruction	15/25	25/25	14/25	28/30	21/25	24/25	20/25	25/25	13/25	25/27	25/25	26/25	22/25	24/26
HIS 101	Dawn and Rebirth	27/27	23/27	/	25/27	25/27	/	23/27	25/27	8/25	27/27	27/27	10/20	26/28	/
HIS 102	Industry, Ideology, and War	22/27	24/27	/	10/27	14/27	/	26/27	15/27	/	27/27	20/27	/	/	26/27

Course	Title	2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		2018	2018-2019	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
ENG 101	English Composition I	89/108	28/60	/	88/88	24/40	/	100/100	25/40	/	97/120	27/40	/	99/110	20/20
ENG 101 OLC	English Composition I	3/25	8/25	2/25	6/22	4/25	/	6/25	6/25	/	2/25	2/25	/	8/25	6/25
ENG 102	English Composition II	60/66	80/100	/	23/25	75/80	/	43/60	79/100	/	67/80	88/100	/	52/60	72/80
ENG 102 OLC	English Composition II	18/25	20/25	9/25	30/40	16/25	12/25	/	13/25	10/25	12/25	11/25	8/25	6/25	18/25
ENG 218	Inro Creative Writing	/	20/20	/	/	12/20	/	/	19/20	/	/	18/20	/	/	19/20
ENG 226	Young Adult Literature	/	/	/	23/25	/	/	18/25	/	/	12/25	/	/	/	/
ENG 301	Grammar and Syntax	/	/	/	/	17/20	/	/	/	/	/	6/20	/	/	/
ENG 301 OLC	Grammar and Syntax	/	/	/	/	11/25	6/25	21/25	18/25	20/25	15/25	16/25	22/25	13/25	21/25
ENG 319	History of English Lang	8/20	/	/	/	/	/	9/25	/	/	/	/	/	5/20	1/1
ENG 412	Comp for Prospec Tchrs	/	/	/	/	/	/	/	/	/	2/2	/	/	/	/
ENG 440	Senior Semi/r	1/10	/	/	2/10	0/10	/	2/10	/	/	3/10	/	/	2/10	/
ENG 440 H	Senior Semi/r	/	/	/	0/10	0/10	/	/	/	/	/	/	/	/	/
		Knowledge Electives													
ENG 201	World masterpeices I	/	/	/	/	15/25	/	/	/	/	/	6/25	/	/	/
ENG 202	World masterpeices II	/	/	/	7/25	/	/	/	/	/	8/25	/	/	/	/
ENG 205	English Literature I	/	/	/	14/25	/	/	/	/	/	11/25	/	/	/	/
ENG 206	English Literature II	/	20/20	/	/	/	/	/	10/20	/	/	/	/	/	/
ENG 238	American Literature I	22/23	/	/	/	/	/	13/25	/	/	/	/	/	7/25	/
ENG 239	American Literature II	15/20	21/25	/	13/25	12/20	/	/	/	/	/	4/20	/	/	/
ENG 239 OLC	American Literature II	15/20	21/25	/	13/25	19/25	/	9/25	23/28	/	/	14/25	/	25/25	23/25
ENG 210	Introduction to Film Studies	/	25/25	/	/	25/25	/	/	22/25	/	/	24/25	/	/	25/25
ENG 222	Intro to Rhetoric	/	24/25	/	25/25	25/25	/	25/25	25/25	/	25/25	21/25	/	/	15/25
ENG 280	Intro to Literature	25/25	/	/	22/25	/	/	25/25	/	/	13/25	/	/	11/25	/
ENG 280 OLC	Intro to Literature	/	/	/	/	/	/	/	/	/	/	/	/	/	/
ENG 345	Grant Writing													/	/
EDU 201	Multicultural Education	15/20	20/25	5/25	/	6/25	6/25	12/25	4/25	/	/	4/25	/	/	14/25
EDU 201 OLC	Multicultural Education	11/25	9/25	/	9/26	17/25	/	16/25	9/25	/	11/25	8/25	5/25	15/25	/
EDU 211	Educatio/I Technology	16/18	17/18	/	11/18	12/18	/	18/18	9/18	/	10/18	10/18	/	13/18	11/18
EDU 231	Exceptio/I Child	17/25	10/25	/	7/25	11/25	/	24/25	15/25	/	5/25	19/25	/	12/25	14/25
EDU 231OLC	Exceptio/I Child	8/20	14/25	4/25	/	13/25	10/25	6/25	6/25	/	/	8/25	/	/	/
EDU 250	Foundations of Education	18/25	10/25	/	18/25	15/25	/	17/25	10/25	/	22/25	12/25	/	29/30	8/25
EDU 291	Beginning Clinical Experience	17/25	9/25	/	16/25	9/25	/	6/25	8/25	/	13/25	8/25	/	7/25	12/25
EDU 392	Reading & Writing in the Content Area	/	/	/	4/25	/	/	7/25	/	/	10/25	5/25	/	/	14/25
EDU 392OLC	Reading & Writing in the Content Area	20/20	15/25	6/25	/	10/25	/	5/25	16/25	/	/	/	/	2/25	/
EDU 395	Intermediate Clinical Experience	/	/	/	/	/	/	/	/	/	/	/	/	6/25	9/25
EDU 422	Measurement and Assessment in Edu	9/25	/	/	/	15/25	/	6/25	2/25	/	5/25	2/25	/	7/25	7/25
EDU 441	Student Centered Reading & Wrring	22/50	3/25	/	6/25	7/25	/	8/25	9/25	/	5/25	5/25	/	10/25	9/25
EDU 453	Classroom Ma/gement	23/50	12/25	/	13/25	5/25	/	13/25	3/25	/	5/25	6/25	/	12/25	5/25
EDU 492	Educatio/I Semi/r	9/25	12/50	/	7/25	11/25	/	13/25	11/25	/	6/25	5/25	5/25	10/25	9/25
EDU 499	Supervised Teaching (Secondary)	5/12	3/12	/	3/18	3/6	/	4/18	2/12	/	1/6	/	/	5/9	3/18
BIO 418	Mthds of Teach	/	/	/	0/25	0/25	/	2/25	/	/	/	/	/	/	/
PSY 221	Educatio/I Psy	20/25	13/26	/	21/25	17/25	/	19/25	19/25	/	9/25	25/25	/	14/25	13/25
PSY 226	Child and Adolescent Psy	/	/	/	/	/	/	/	/	/	23/25	/	/	18/25	/
PSY 226 OLC	Child and Adolescent Psy	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25

[illegible]

Course	Title	2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		2018	2018-2019	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
EXS 100	Personal Health	22/30	9/30	NA	18/30	6/24	NA	14/30	8/30	/	30/30	12/30	/	20/30	16/30
EXS 103	Nutrition	NA	24/24	NA	NA	22/24	NA	NA	NA	/	20/24	23/24	/	22/24	17/24
EXS 104	First Aid and CPR	40/48	47/48	NA	42/48	26/48	NA	33/48	11/32	/	32/32	28/32	/	23/32	30/32
EXS 180	Introduction to Exercise Science	/	/	/	/	/	/	/	/	/	30/30	12/30	/	32/60	14/30
EXS 205	Introduction to Anatomy & Physiology	21/24	18/25	NA	22/24	24/24	NA	23/24	23/25	/	25/24	25/25	/	24/25	22/24
EXS 220	Social Science in Sport	/	/	/	/	/	/	25/24	/	/	24/24	/	/	26/26	/
EXS 220 OLC	Social Science in Sport	/	/	4/25	/	/	4/25	/	/	1/25	/	/	2/25	/	/
EXS 302	Introduction to Exercise Physiology	/	/	/	/	/	/	/	/	/	/	/	/	N/A	/
EXS 303/304	Prevention & Care of Athletic Injuries	2/2	/	/	/	/	/	/	/	/	/	9/25	/	N/A	22/25
EXS 314	Motor Learning & Development	/	/	/	/	/	/	/	/	/	9/25	/	/	21/25	/
EXS 321	Kinesiology	13/25	9/25	NA	10/25	10/25	NA	17/25	14/25	/	12/25	9/25	/	15/25	18/25
EXS 350	Adapted Physical Education	5/20	/	/	/	/	/	/	/	/	/	11/20	/	N/A	21/20
EXS 401	Sport Psychology	20/32	/	/	17/32	/	/	17/32	10/32	/	/	/	/	N/A	22/32
EXS 422	Measurement & Evaluation	10/25	NA	NA	7/25	NA	NA	6/25	8/25	/	/	7/25	/	N/A	18/25
													/		
													/		
EDU 201	Multicultural Education	15/20	20/25	5/25	/	6/25	6/25	12/25	4/25	/	/	4/25	/	/	14/25
EDU 201 OLC	Multicultural Education	11/25	9/25	/	9/26	17/25	/	16/25	9/25	/	11/25	8/25	5/25	15/25	/
EDU 211	Educational Technology	16/18	17/18	/	11/18	12/18	/	18/18	9/18	/	10/18	10/18	/	13/18	11/18
EDU 231	Exceptional Child	17/25	10/25	/	7/25	11/25	/	24/25	15/25	/	5/25	19/25	/	12/25	14/25
EDU 231 OLC	Exceptional Child	8/20	14/25	4/25	/	13/25	10/25	6/25	6/25	/	/	8/25	/	/	/
EDU 250	Foundations of Education	18/25	10/25	/	18/25	15/25	/	17/25	10/25	/	22/25	12/25	/	29/30	8/25
EDU 291	Beginning Clinical Experience	17/25	9/25	/	16/25	9/25	/	6/25	8/25	/	13/25	8/25	/	7/25	12/25
EDU 392	Reading & Writing in the Content Area	/	/	/	4/25	/	/	7/25	/	/	10/25	5/25	/	/	14/25
EDU 392 OLC	Reading & Writing in the Content Area	20/20	15/25	6/25	/	10/25	/	5/25	16/25	/	/	/	/	2/25	/
EDU 395	Intermediate Clinical Experience	/	/	/	/	/	/	/	/	/	/	/	/	6/25	9/25
EDU 453	Classroom Management	23/50	12/25	/	13/25	5/25	/	13/25	3/25	/	5/25	6/25	/	12/25	5/25
EDU 492	Educational Seminar	9/25	12/50	/	7/25	11/25	/	13/25	11/25	/	6/25	5/25	5/25	10/25	9/25
EDU 499	Supervised Teaching (Secondary)	5/12	3/12	/	3/18	3/6	/	4/18	2/12	/	1/6	/	/	5/9	3/18
PED 135	Team Sports	6/20	/	/	6/20	/	/	14/25	/	/	7/20	/	/	N/A	11/20
PED 136	Individual & Dual Sports	NA	11/20	NA	NA	19/20	NA	NA	4/20	N/A	/	8/20	/	N/A	6/20
PED 137	Flexibility & Stretching	NA	11/20	NA	NA	18/20	NA	NA	13/20	N/A	/	13/20	/	N/A	14/20
PED 250	History & Philosophy of Teaching PE and Movement	/	8/20	/	1/1	9/20	/	/	/	/	/	8/25	/	N/A	/
PED 307	Methods of PE (K-4)	NA	1/20	NA	10/20	NA	NA	NA	NA	N/A	/	N/A	/	1/1	1/1
PED 308	Creative Movement	NA	12/24	NA	NA	16/24	NA	NA	NA	N/A	/	N/A	/	N/A	15/25
PED 418	Methods of teaching PE (6-12)	8/20	/	/	/	/	/	9/20	/	/	/	/	/	3/20	/
PSY 221	Educational Psy	20/25	13/26	/	21/25	17/25	/	19/25	19/25	/	9/25	25/25	/	14/25	13/25
PSY 226	Child and Adolescent Psy	/	/	/	/	/	/	/	/	/	23/25	/	/	18/25	/
PSY 226 OLC	Child and Adolescent Psy	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25

		2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		2018	2018-2019	
Course	Title	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
		World History Content Knowledge -12 credits													
HIS 101	Dawn and Rebirth	27/27	23/27	/	25/27	25/27	/	23/27	25/27	8/25	27/27	27/27	10/27	26/28	/
HIS 102	Industry, Ideology, and War	22/27	24/27	/	10/27	14/27	/	26/27	15/27	/	27/27	20/27	/	/	26/27
HIS 338	The Atlantic World: Exploration and Settlement	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 341	Cold War	/	/	/	/	/	/	/	/	/	/	/	/	/	/
HIS 353	World War II	/	/	/	/	/	/	/	/	/	24/25	/	/	24/25	/
		Political Science Content Knowledge - 6 credits													
PLS 105 (LGS)	Politics & Government	29/30	/	/	22/30	/	/	/	/	/	/	/	/	14/30	/
PLS 105 (LGS)	Politics & Government	6/20	20/25	/	9/25	22/25	8/25	/	/	/	/	/	/	/	10/25
HIS 310	Daughters of Liberty, Suffrage and Reform	/	/	/	/	/	/	/	17/25	/	/	/	/	/	/
HIS 316	Built Environment in America	/	/	/	/	/	/	/	/	/	/	/	/	/	/
PLS 110	American Legal Systems	18/30	/	/	13/30	/	/	16/20	/	/	/	/	/	4/30	/
PLS 110 OLC	American Legal Systems	7/25	16/25	14/25	8/25	12/25	/	/	8/25	3/25	/	13/25	/	/	8/25
PLS 213 OLC	Critical Thinking about Politics	/	/	/	/	13/25	12/25	/	15/25	12/25	/	12/25	14/25	/	/
PLS 304	American Political Theory	/	/	/	6/25	/	/	/	/	/	15/25	/	/	/	/
		Economics Content Knowledge - 3 credits													
ECN 251	Macroeconomics	19/30	/	/	38/60	13/30	/	51/60	18/30	/	21/30	15/30	/	23/30	22/30
ECN 251 OLC	Macroeconomics	/	18/25	27/50	/	19/25	12/25	/	16/25	23/25	/	24/25	11/25	13/25	18/25
ECN 252	Microeconomics	9/25	25/25	/	/	30/50	/	5/25	25/25	/	17/25	17/25	/	14/25	23/25
ECN 252 OLC	Microeconomics	19/25	/	6/25	15/25	/	11/25	22/25	/	17/25	24/25	/	15/25	20/25	20/25
		Geography Content Knowledge - 3 credits													
GEO 201	Regions & Nations I	18/30	/	/	/	/	/	7/30	/	/	11/30	/	/	10/30	/
GEO 201 OLC	Regions & Nations I	/	/	/	25/25	/	/	25/25	/	/	14/25	/	/	15/25	/
GEO 202	Regions & Nations II	/	8/25	/	15/30	15/25	/	/	13/25	/	/	11/25	/	/	/
GEO 202 OLC	Regions & Nations II	/	/	9/25	/	/	/	/	/	/	/	/	/	/	/
		Behavioral Science Content Knowledge - 6 Credits													
PSY 101	General Psychology I	24/25	7/25	/	/	/	/	34/50	/	/	38/50	/	/	36/50	/
PSY 101 OLC	General Psychology I	/	17/25	/	/	13/25	/	/	8/25	/	/	11/25	/	/	9/25
PSY 102	General Psychology II	8/25	25/25	10/10	9/10	23/25	/	/	22/25	/	/	48/75	8/25	/	18/25
PSY 102 H	General Psychology II	8/25	/	/	/	/	/	3/25	15/25	/	/	/	/	/	/
PSY 102 OLC	General Psychology II	4/20	/	/	/	22/25	/	13/25	/	/	9/25	/	/	11/25	/
		US History Content Knowledge - 12 credits													
HIS 103	Early America and the United States	50/54	25/27	/	26/27	27/27	/	45/54	26/27	/	26/27	27/27	/	25/27	26/27
HIS 103 OLC	Early America and the United States	/	24/25	20/20	23/26	24/27	14/25	23/25	9/25	14/25	17/25	26/27	20/25	23/25	23/25
HIS 104	Modern US History: From Reconstruction to the Present	26/27	37/54	/	18/27	40/54	/	12/27	27/27	/	27/27	27/27	/	27/27	27/27
HIS 104 OLC	Modern US History: From Reconstruction to the Present	15/25	25/25	14/25	28/30	21/25	24/25	20/25	25/25	13/25	25/27	25/25	26/25	22/25	24/26
HIS 314	Teaching History	/	/	/	/	/	/	/	/	/	/	15/25	/	/	/
		Required Professional Education Courses - 50 credits													
EDU 201	Multicultural Education	15/20	20/25	5/25	/	6/25	6/25	12/25	4/25	/	/	4/25	/	/	14/25
EDU 201 OLC	Multicultural Education	11/25	9/25	/	9/26	17/25	/	16/25	9/25	/	11/25	8/25	5/25	15/25	/
EDU 211	Education/Technology	16/18	17/18	/	11/18	12/18	/	18/18	9/18	/	10/18	10/18	/	13/18	11/18
EDU 231	Exceptional Child	17/25	10/25	/	7/25	11/25	/	24/25	15/25	/	5/25	19/25	/	12/25	14/25
EDU 231OLC	Exceptional Child	8/20	14/25	4/25	/	13/25	10/25	6/25	6/25	/	/	8/25	/	/	/
EDU 250	Foundations of Education	18/25	10/25	/	18/25	15/25	/	17/25	10/25	/	22/25	12/25	/	29/30	8/25
EDU 291	Beginning Clinical Experience	17/25	9/25	/	16/25	9/25	/	6/25	8/25	/	13/25	8/25	/	7/25	12/25
EDU 392	Reading & Writing in the Content Area	/	/	/	4/25	/	/	7/25	/	/	10/25	5/25	/	/	14/25
EDU 392OLC	Reading & Writing in the Content Area	20/20	15/25	6/25	/	10/25	/	5/25	16/25	/	/	/	/	2/25	/
EDU 395	Intermediate Clinical Experience	/	/	/	/	/	/	/	/	/	/	/	/	6/25	9/25
EDU 422	Measurement and Assessment in Education	9/25	/	/	/	15/25	/	6/25	2/25	/	5/25	2/25	/	7/25	7/25
EDU 441	Student Centered Reading & Writing	22/50	3/25	/	6/25	7/25	/	8/25	9/25	/	5/25	5/25	/	10/25	9/25
EDU 453	Classroom Management	23/50	12/25	/	13/25	5/25	/	13/25	3/25	/	5/25	6/25	/	12/25	5/25
EDU 492	Education/Internship	9/25	12/50	/	7/25	11/25	/	13/25	11/25	/	6/25	5/25	5/25	10/25	9/25
EDU 499	Supervised Teaching (Secondary)	5/12	3/12	/	3/18	3/6	/	4/18	2/12	/	1/6	/	/	5/9	3/18
BIO 418	Methods of Teaching	/	/	/	0/25	0/25	/	2/25	/	/	/	/	/	/	/
PSY 221	Education/Developmental Psychology	20/25	13/26	/	21/25	17/25	/	19/25	19/25	/	9/25	25/25	/	14/25	13/25
PSY 226	Child and Adolescent Psychology	/	/	/	/	/	/	/	/	/	23/25	/	/	18/25	/
PSY 226 OLC	Child and Adolescent Psychology	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25
HIS 418	Methods of Teaching History	2/10	/	/	/	/	/	/	/	/	/	/	/	/	1/10

Course	Title	2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		2017	2018-2019	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
COM 101	Intro to Speech	72/80	33/60	/	79/100	50/80	/	64/80	48/80	/	70/80	48/60	7/20	71/80	37/40
COM 101 OLC	Intro to Speech	16/20	18/25	/	/	7/25	8/25	22/25	14/25	9/25	16/25	20/25	/	23/25	23/25
COM 105	Voice and Diction	/	17/20	/	/	17/20	/	/	19/20	/	/	16/20	/	/	19/20
COM 190	Intro to Mass Media	/	20/20	/	/	/	/	/	18/20	/	/	16/20	/	/	15/20
COM 209	Argumentation and Debate	20/20	/	/	8/20	/	/	9/20	/	/	16/20	/	/	7/20	/
COM 320	Communication Theory	/	9/20	/	/	16/20	/	/	14/20	/	/	7/20	/	/	13/20
COM 330	Communication Law	15/20	/	/	19/20	/	/	14/20	/	/	16/20	1/1	/	10/20	/
THA 110	Intro to Theater	9/25	/	/	8/25	/	/	5/25	/	/	9/25	/	/	6/25	/
THA 234	Stagecraft	/	/	/	6/20	/	/	/	/	/	6/20	/	/	/	/
THA 255	Acting I: Basic Skills	11/20	/	/	8/20	/	/	9/20	/	/	/	/	/	13/20	/
THA 331	Lighting for the Stage and Set	/	/	/	/	7/20	/	/	/	/	/	5/20	/	/	/
THA 362	Theater History I	6/20	/	/	/	1/1	/	4/20	/	/	/	/	/	4/20	/
THA 470	Directing	5/20	/	/	/	/	/	9/20	/	/	/	/	/	4/20	/
Speech/Theatre/Mass Communications Electives - 9 credits															
COM 110	Beginning Media Writing	/	21/20	/	/	8/20	/	/	6/20	/	/	11/20	/	/	12/20
COM 150	Survey of Production Techniques	17/20	/	/	20/20	/	/	14/20	/	/	17/20	/	/	7/20	/
COM 200	Introductory Projects	/	/	/	12/20	/	/	/	/	/	/	/	/	/	/
COM 207	Radio Broadcasting	9/20	13/20	/	7/20	6/20	/	2/9	3/20	/	4/20	5/20	/	/	2/20
COM 203	Interpersonal Communications	/	12/5	/	/	11/20	/	/	9/20	/	/	8/20	/	/	/
COM 213	Gender Communications	20/20	/	/	18/20	/	/	11/20	/	/	10/20	/	/	12/20	/
COM 220	Logic and Persuasion	1/15	14/15	/	14/15	19/20	/	12/20	18/20	/	14/20	19/20	/	8/20	/
COM 220 OLC	Logic and Persuasion	14/20	25/25	/	23/25	24/25	/	11/25	19/25	/	17/25	14/25	/	14/25	25/25
COM 251	Oral Interpretation of Literature	/	1/20	/	/	/	/	/	/	/	/	/	/	/	/
COM 316	Small Group Leadership	/	/	/	/	/	/	8/20	/	/	18/20	/	/	12/20	/
COM 335	Public Affairs Reporting	9/20	/	/	/	/	/	6/20	1/1	/	/	/	/	3/20	/
COM 373	Announcing and Reporting I	/	3/15	/	/	/	/	/	9/15	/	/	/	/	5/15	/
COM 383	Announcing and Reporting II	/	/	/	/	/	/	/	/	/	/	/	/	/	/
COM 390	COM Internship I	/	/	/	/	/	/	1/1	/	/	/	/	/	3/3	/
COM 400	Advanced Projects	/	/	/	/	/	/	/	/	/	/	/	/	/	7/20
COM 449	Advanced Digital Video/Film Production	/	8/20	/	/	/	/	/	/	/	/	/	/	/	/
COM 451	COM Internship II	1/1	/	2/2	1/1	2/2	/	3/3	2/3	/	/	/	/	/	3/3
COM 452	COM Internship III	2/2	1/1	1/1	1/1	/	/	/	1/1	/	/	/	/	/	1/1
COM 499	Senior Seminar	/	8/20	/	/	10/20	/	/	13/20	/	/	8/20	/	/	6/20
ENG 414	Shakespeare	/	17/20	/	/	/	/	/	11/20	/	/	/	/	/	6/20
THA 210	Dance Movement	7/15	6/15	/	7/15	9/15	/	2/10	4/15	/	11/15	8/15	/	/	/
THA 211	Dance Movement II	/	1/8	/	3/8	/	/	/	1/8	/	1/8	/	/	/	/
THA 231	Makeup for Stage and Film	16/15	/	/	/	/	/	11/15	/	/	/	/	/	5/15	/
THA 232	Stage/Set Management	/	/	/	/	/	/	/	6/20	/	/	/	/	/	2/20
THA 354	Acting II: Scene Study	/	/	/	/	4/15	/	/	/	/	/	7/15	/	/	/
THA 363	Theatre History II	/	1/25	/	/	1/1	/	/	6/20	/	/	/	/	/	/
THA 454	Acting III: Period Style	/	/	/	/	/	/	/	/	/	/	3/14	/	/	/
Required Professional Education Courses - 53 credits															
EDU 201	Multicultural Education	15/20	20/25	5/25	/	6/25	6/25	12/25	4/25	/	/	4/25	/	/	14/25
EDU 201 OLC	Multicultural Education	11/25	9/25	/	9/26	17/25	/	16/25	9/25	/	11/25	8/25	5/25	15/25	/
EDU 211	Education/Technology	16/18	17/18	/	11/18	12/18	/	18/18	9/18	/	10/18	10/18	/	13/18	11/18
EDU 231	Exception/Child	17/25	10/25	/	7/25	11/25	/	24/25	15/25	/	5/25	19/25	/	12/25	14/25
EDU 231 OLC	Exception/Child	8/20	14/25	4/25	/	13/25	10/25	6/25	6/25	/	/	8/25	/	/	/
EDU 250	Foundations of Education	18/25	10/25	/	18/25	15/25	/	17/25	10/25	/	22/25	12/25	/	29/30	8/25
EDU 291	Beginning Clinical Experience	17/25	9/25	/	16/25	9/25	/	6/25	8/25	/	13/25	8/25	/	7/25	12/25
EDU 392	Reading & Writing in the Content Area	/	/	/	4/25	/	/	7/25	/	/	10/25	5/25	/	/	14/25
EDU 392 OLC	Reading & Writing in the Content Area	20/20	15/25	6/25	/	10/25	/	5/25	16/25	/	/	/	/	2/25	/
EDU 395	Intermediate Clinical Experience	/	/	/	/	/	/	/	/	/	/	/	/	6/25	9/25
EDU 422	Measurement and Assessment in Education	9/25	/	/	/	15/25	/	6/25	2/25	/	5/25	2/25	/	7/25	7/25
EDU 441	Student Centered Reading & Writing	22/50	3/25	/	6/25	7/25	/	8/25	9/25	/	5/25	5/25	/	10/25	9/25
EDU 453	Classroom Management	23/50	12/25	/	13/25	5/25	/	13/25	3/25	/	5/25	6/25	/	12/25	5/25
EDU 492	Education/Supervised Teaching (Secondary)	9/25	12/50	/	7/25	11/25	/	13/25	11/25	/	6/25	5/25	5/25	10/25	9/25
EDU 499	Supervised Teaching (Secondary)	5/12	3/12	/	3/18	3/6	/	4/18	2/12	/	1/6	/	/	5/9	3/18
THA 418	Methods of Teaching	1/20	/	/	/	/	/	/	/	/	/	/	/	/	/
PSY 221	Education/Child Psychology	20/25	13/26	/	21/25	17/25	/	19/25	19/25	/	9/25	25/25	/	14/25	13/25
PSY 226	Child and Adolescent Psychology	/	/	/	/	/	/	/	/	/	23/25	/	/	18/25	/
PSY 226 OLC	Child and Adolescent Psychology	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25

Course	Title	2014-2015		2015	2015-2016		2016	2016-2017		2017	2017-2018		2018	2018-2019	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
EDU 201 OLC	Multicultural Education	15/20	10/25	5/25	/	6/25	6/25	12/25	4/25	/	/	4/25	5/25	/	/
EDU 201	Multicultural Education	11/25	9/25	/	8/25	17/25	/	16/50	9/25	/	11/25	8/25	/	15/25	14/25
EDU 211	Educational technology I	16/18	17/18	/	11/18	12/18	/	18/18	9/18	/	10/18	10/18	/	13/18	11/18
EDU 231	Exceptional Child	8/20	5/25	/	7/25	11/25	/	24/25	15/25	/	5/25	19/25	/	12/25	14/25
EDU 231 OLC	Exceptional Child	17/25	14/25	4/25	9/25	13/25	10/25	6/25	6/25	/	/	8/25	9/25	/	/
EDU 250	Foundations	18/25	10/25	/	18/25	15/25	/	17/25	10/25	/	22/25	12/25	/	29/30	8/25
EDU 258	Cross Categorical Disabilities	/	/	/	11/25	/	/	/	/	/	13/25	/	/	/	/
EDU 291	Beginning Clinical Experience	17/25	9/25	/	16/25	9/25	/	6/25	8/25	/	13/25	8/25	/	7/25	12/25
EDU 291 OLC	Beginning Clinical Experience	/	/	/	/	/	/	/	/	/	/	/	/	/	/
EDU 317	Teaching Language Arts & Children's Literature	10/25	10/25	/	7/25	8/25	/	7/25	4/25	/	5/25	8/25	/	8/25	/
	Teaching Social Studies in the Elementary/Middle Grades	8/25	6/25	1/25	7/25	12/25	/	2/25	10/25	/	/	8/25	/	/	11/25
EDU 319	Teaching Science in the Elem/Middle Grades	/	/	/	/	/	/	/	/	/	4/25	15/25	/	9/25	/
EDU 341	Teaching Math	2/3	24/26	/	/	11/25	/	/	5/25	/	1/1	15/25	/	/	13/25
EDU 351	Language Development	1/1	13/20	/	/	/	/	/	7/20	/	/	/	/	/	10/20
EDU 353	Teaching Remedial Math	/	/	/	11/25	/	/	/	/	/	8/25	/	/	/	/
EDU 358	Teaching Cross Categorical Disabilities	/	/	/	/	/	/	/	/	/	/	9/25	/	/	/
	Reading & Writing in the Content Area	20/20	15/25	6/25	12/25	10/25	/	5/25	16/25	/	/	/	5/25	2/25	/
EDU 392	Reading & Writing in the Content Area	/	/	/	4/25	/	/	7/25	/	/	10/25	5/25	/	/	14/25
EDU 393	Teaching Reading and Writing	15/25	13/25	/	8/25	5/25	/	5/25	6/25	/	6/25	4/25	/	8/25	/
EDU 395	Intermediate Clinical Experience	/	/	/	/	/	/	/	/	/	4/25	13/25	/	6/25	9/25
EDU 415	Conferencing & Consultation	/	14/25	/	/	/	/	/	6/25	/	/	/	/	/	5/25
EDU 420	Measurement and Evaluation	9/20	/	/	/	/	/	8/20	/	/	/	/	/	8/25	/
EDU 441	Student Centered Reading & Writing	14/25	3/25	/	6/25	7/25	/	8/25	9/25	/	5/25	5/25	/	10/25	9/25
	Classroom Management	23/50	12/25	/	13/25	5/25	/	13/25	3/25	/	5/25	6/25	/	12/25	5/25
EDU 460	Career/Vocational Edu	7/25	/	/	/	/	/	8/25	/	/	/	/	/	8/25	/
EDU 492	Educational Seminar	9/25	12/50	/	8/50	11/25	/	13/25	11/25	/	6/25	5/25	/	10/25	9/25
EDU 493	Supervised Teaching Special Education	2/7	1/7	/	2/7	1/7	/	2/7	3/7	/	2/7	2/7	/	1/1	3/
MAT 231	Math for Elem teachers	26/30	/	/	16/30	/	/	12/30	1/1	/	7/30	/	/	10/30	/
PED 352	Instructional Tech in Hlth (K-12)	9/20	/	/	13/25	1/25	/	10/25	/	/	14/25	/	/	9/25	/
PSY 221	Educational Psy	20/25	13/26	/	21/25	17/25	/	19/25	19/25	/	9/25	25/25	/	14/25	13/25
PSY 226	Child and Adolescent Psy	/	/	/	/	/	/	/	/	/	23/25	/	/	18/25	/
PSY 226 OLC	Child and Adolescent Psy	/	/	/	/	/	/	/	18/25	/	21/25	22/25	13/25	25/25	22/25