



---

WILLIAM WOODS  
UNIVERSITY

---

## **MED Curriculum and Instruction Program Review 2020-2021**

<b>MASTER OF EDUCATION: CURRICULUM AND INSTRUCTION</b>	<b>3</b>
PROGRAM PROFILE	3
INTERNSHIP & PLACEMENT	7
FACULTY & RESOURCES	16
ASSESSMENT PLANNING	29
ASSESSMENT DATA	31
EXTERNAL REVIEW	19
CONCLUSIONS AND RECOMMENDATIONS	30
ACADEMIC COUNCIL REVIEW	32
APPENDIX A: LIBRARY REPORT	37
APPENDIX B: VITAE	43
APPENDIX C: ADJUNCT QUALIFICATIONS	61
APPENDIX D: ANNUAL ASSESSMENT REPORTS	122

# Program Review 2020-2021

## Master of Education: Curriculum and Instruction

### 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)*

#### History

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 **Error! Hyperlink reference not valid.**

Adjunct professors are required to participate in the one annual training. PD topics included WWU program updates, WWU data review, certification and other DESE updates, field experience update, and VIA and Owl-net training. Participant feedback was very strong, scoring the majority of sessions in the very beneficial category.

The WWU Master of Education in Curriculum and Instruction is delivered primarily online. Three of the courses in the C&I program are common to the MED in Administration program, EDU500 Current Issues in Education, EDU585 School Law and EDU590 Appraisal of Student Learning. The common courses are available online and on-ground in the cohort model. In the past year, one course, EDU510 Advanced Learning Theories has been completely revised to align with program expectations. EDU500, EDU585 and EDU590 have also received major revisions. The capstone course, EDU586, and the foundational course, EDU 520, were revised by Drs. Hanrahan and Concannon. Only one cohort in the past year, Troy, has been comprised of totally C&I **Error! Hyperlink reference not valid.** The overall slight decline in curriculum and instruction students is not dramatic in that the decrease is marginal. However, maintenance or increased enrollment is expected due to the extended online offerings.

The one year retention rate is 80%.

The William Woods University website provides ample coverage of the MEd in curriculum and instruction:

[https://www.williamwoods.edu/academics/graduate/education\\_graduate/index.html](https://www.williamwoods.edu/academics/graduate/education_graduate/index.html)

[https://www.williamwoods.edu/catalog/graduate/degree\\_program\\_details.aspx?ADV\\_TREE\\_REQ\\_CDE=1MEDU](https://www.williamwoods.edu/catalog/graduate/degree_program_details.aspx?ADV_TREE_REQ_CDE=1MEDU)

[https://www.williamwoods.edu/academics/graduate/education\\_graduate/master\\_of\\_education\\_in\\_curriculum\\_and\\_instruction.html](https://www.williamwoods.edu/academics/graduate/education_graduate/master_of_education_in_curriculum_and_instruction.html)

#### 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.*

Mission, Vision and History

Roots of compassion, future of growth.

Highlights from the history of William Woods University

Our educational mission began more than 140 years ago in the aftermath of the Civil War, in the year 1870. The Christian Church of Missouri, as a work of compassion, founded a school for girls who had been orphaned by the conflict. The Female Orphan School of the Christian Church of Missouri, as it was called, eventually moved to Fulton, our present home, and grew to include other young women in addition to war orphans.

Finances were always a challenge for this labor of love. In 1900 the school was saved from insolvency by a successful Missouri entrepreneur named Dr. William Stone Woods. Together with his wife, Dr. Woods wrote a check that redeemed the school's entire debt. In gratitude, the University has borne his name ever since.

### Deeply held values

We became a college officially in 1914. Our focus for the next fifty years was on training teachers, a profession built on compassion and the personal commitment to help others grow — values that we have held onto since the beginning. You can still see these values, stronger than ever, at work among our faculty and students today. Our Education graduates continue to be outstanding teachers and leaders in the Missouri school system and beyond.

As we grew, we broadened our focus to encompass more of the liberal arts and other elements of higher education. Highlights along the way include the growth of an internationally recognized equestrian program, which offered the nation's first baccalaureate in equestrian science in 1972. We entered intercollegiate sports in 1974, with teams in basketball, softball, track, tennis and swimming.

### From College to University

1990 marked a significant milestone: the election of our first female president, Dr. Jahnae H. Barnett. Dr. Barnett's charter was to secure a 21st-century future for William Woods.

Within two years we began offering a wide variety of graduate-level degree programs, geared toward the working adult. We went coed. And we changed the name from William Woods College to William Woods University. With generous support from alumni, foundations and other benefactors, our campus, our programs, and our student body began to look like the William Woods University you see today.

Today, our undergraduates and graduates study on campus, off-campus and online. We have earned dozens of athletic titles. We have instituted fraternities to complement our sororities. We've expanded our campus and facilities to meet modern learning needs for technology, science, the arts, sports and student life. We've added an overseas study program called "Woods Around the World," as well as international service opportunities, to further our mission of broadening the minds of our students beyond classroom learning. Our innovative LEAD grant program, begun in 2000, brings the philosophy of extracurricular learning home, encouraging students to reach beyond their comfort zones and experience cultural, intellectual and other events they wouldn't otherwise encounter.

### The best of the past guides our future

Above all, every person at William Woods University remains committed to engage, personally, by name, with each and every one of our students, meeting their needs for learning and more, as much as our resources will allow.

Because we are, as always, committed to seeing them thrive well into the future.

Both statements are located here: [https://www.williamwoods.edu/about/mission\\_and\\_history/index.html](https://www.williamwoods.edu/about/mission_and_history/index.html)

### *Program Objectives for MEd Curriculum and Instruction*

The program objectives for MEd Curriculum and Instruction are aligned with the National Board Certification standards. "The National Board was established as the profession's vehicle for defining and recognizing accomplished teaching. National Board Standards are created by teachers, for teachers, as is National Board Certification, a voluntary process to certify teachers against those standards (National Board, 2020, <https://www.nbpts.org/mission-history/>)."

NBPTS.1 Teachers are committed to students and their learning.

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.

NBPTS.3 Teachers are responsible for managing and monitoring student learning.

NBPTS.4 Teachers think systematically about their practice and learn from experience.

NBPTS.5 Teachers are members of learning communities

## Student Demographics

### Student Demographic Reflection

*Include any additional demographic information used by the program here. Also provide a longitudinal review of program demographic data. What are the trends in the enrollment as well as retention/graduation data. What strategies has the program used in the past 5 years to maintain/improve these numbers?*

## Student Demographics

Total Enrollment 2016-2017: 77

Total Enrollment 2017-2018: 67

Total Enrollment 2018-2019: 72

Total Enrollment 2019-2020: 67

Total Enrollment as of Fall 2020: 42 (not a complete year)

Approximately 80% Female 20% Male enrollment in the program over the past 5 years

Range of Graduates/year: 45-57

Retention rate has steadily increased from 70 to 80 percent over the last five years.

Over 90% of students are in-service (practicing) Missouri teachers when entering the program. The remaining students could not be identified or have a Missouri substitute teaching certificate.

The number of enrolled students in this program has remained steady at approximately 70.

The company responsible for marketing online graduate programs is Elliance. Elliance has focused all their efforts in Missouri. As such, there is no question that the lack of a national and international market has an effect on overall enrollment numbers given the vast majority of students in this program are from Missouri.

The enrollment for the program fluctuates year to year from sixty to eighty students. The program is primarily offered in the online modality, however we have had some hybrid cohorts whereby some classes are offered online and some offered face to face, and one cohort took every course face to face (Troy cohort, 2019). The program enrollment is interesting in that the demographics of male to female strongly correlate to the undergraduate student population (significantly more female), and most students, over ninety percent, are from Missouri. The necessity for this program to be an online program given the on-ground locations available in Missouri is a question or conversely, why there are not more students outside of Missouri in this program? A robust online program for a small university like William Woods University should maintain more, ideally enough students to run each class three times a year (120 capacity). The program has room to *extensively grow outside of Missouri's borders*.

## Student Demographic Chart

William Woods University													
Assessment Data													
Program: Education Curriculum and Instruction													
Academic Year													
	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	Change	
<b>Declared Majors</b>	Incoming Students <sup>1</sup>												
(As of fall census)	141	84	48	59	73	77	67	66	72	67	42	-70.2%	
	Graduate Enrollment												
	1,426	1,301	1,206	1,125	1,025	1,171	1,103	1,282	1,367	1,280	1,232	-13.6%	
<b>Number of Cohorts</b>	26	20	15	15	23	28	23						
<b>Graduated Majors</b>	(9/1-8/30)												
	107	76	27	31	31	59	45	45	47	31			
Cohort Year													
<b>Graduation Rate:<sup>2</sup></b>	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18		
<b>Graduate College</b>	90.7%	94.2%	94.5%	88.1%	89.5%	91.1%	86.50%	81%	61.70%	80.60%	55%		
<b>Program</b>	90.8%	95.0%	91.4%	87.0%	100%	90.0%	92.10%	NA	100%	78.80%	66.70%		
<sup>1</sup> = students new to the program in the fall semester													
<sup>2</sup> = % of students graduating or obtaining a certificate from program within 3 years, students earning more than one degree are excluded from the analysis													

### 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 enrollment for the program fluctuates year to year from sixty to eighty students. The program is primarily offered in the online modality, however we have had some hybrid cohorts whereby some classes are offered online and some offered face to face, and one cohort took every course face to face (Troy cohort, 2019). The program enrollment is interesting in that the demographics of male to female strongly correlate to the undergraduate student population (significantly more female), and most students, over ninety percent, are from Missouri. The necessity for this program to be an online program given the on-ground locations available in Missouri is a question or conversely, why there are not more students outside of Missouri in this program? A robust online program for a small university like William Woods University should maintain more, ideally enough students to run each class three times a year (120 capacity). The program has room to *extensively grow outside of Missouri's borders*.

Graduation rates have been consistent with overall graduate graduation rates at William Woods University.

There have been multiple university wide strategic planning meetings, and documents created, to address recruitment and enrollment.

### 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.

### 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?

All graduate education students are advised by a single individual, Sarah Hamilton. This is Sarah's full time job, which is specific to advising graduate education students, MHA, and MAOL students. Sarah's recent departure has left an advising gap filled in the meantime by existing employees.

## 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.*

The internship, or action research capstone, is the last course in the MEd Curriculum and Instruction degree program. School districts, primarily across Missouri, serve as the internship location where students complete their action research project. The action research project, which leads to students completing the research required for their final thesis, occurs in the school district where they work.

The final paper from students' action research capstone is comprised of the following parts:

Action Research Paper (700 points) Outline for all students to follow: Students are expected to complete and submit a 40-45 page Action Research Paper. The final paper should include: Chapter One: Introduction (section 1/Chapter 1) Background of the study Statement of the Problem Purpose of the Study Significance of the Study Research Question Limitations Summary Chapter Two: Literature Review (section 2/Chapter 2) Literature Review (min 20 periodical/journal sources) Introduction 1-16 | EDU586 William Woods University Theoretical Background Relevant to Research Questions/Hypotheses Current Empirical Literature Relevant to Research Questions/Hypotheses Chapter Three: Research Design/Methodology (section 3/Chapter 3). Introduction of the Research Sample Description Rationale for the Sampling Methods used (example: Convenience sampling Variables: Is the data categorical or continuous? (Nominal, Ordinal, Interval, or Ratio Data?) The Role of the Researcher Instruments or Interview Question Protocol (example, surveys or test scores) Describe how the instrument is valid/reliable. Procedures for collecting data How did/will you obtain principal permission? Are you notifying parents of the data collection? Are you explaining to students your action research and justification for analyzing data? Are you giving students the opportunity not to participate? Is this voluntary Is the data collection within the normal scope of instruction? How long will it take to collect data? What will the participants need to do for you to collect data? How many data collection sessions will there be? Will participants' names be collected, why or why not? How will you maintain anonymity of the participants? After the data is collected, will the data set or transcripts be blinded to protect student anonymity? How long will the data be kept/stored after collection? After data analysis, who will be informed of the results? How will the data be handled after data collection? How will you keep data/information confidential? What biases, if any, can you identify prior to data analysis?' 1-17 | EDU586 William Woods University If qualitative (qual): describe transcription process. If quantitative (quant): identify data analysis program to be used (excel, SPSS). If quantitative: identify level of significance ( $p = 0.05$ ) for determining statistically significant differences. Data Analysis Procedure If quantitative: What type of data will you collect? Categorical or continuous data? What descriptive statistics will you calculate? Mean, median, mode, st dev, variance, range. What graphs will you create? Bar graph, histogram, line graph, pie chart What group comparisons or pre- post comparisons will be made? What inferential statistics will you utilize? Correlation, chi-squared, independent t-test, dependent t-test, regression, ANOVA If qualitative: Describe transcription and coding procedure. Describe how themes will emerge from the data. Describe cross case comparison procedure How will themes be supported by transcript narrative? Summary Chapter Four: Results 1-18 | EDU586 William Woods University Introduction Results (Organized to answer the research questions) Includes graphs and statistical tables. Summary Chapter Five: Summary, Discussion, Conclusions Introduction Summary of the Study Discussion of the Findings (Interpretation of Results) This is a reiteration of the literature review in light of your findings Implications for Practice Recommendations for Further Research References Appendix

**Internship Placements**

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

The current 2020 class is doing their internship in the following school districts.

Internship Location
Grain Valley R-V
East Prairie RII
Wentzville R-IV
Joplin Schools
Fulton 58
Winona RIII
Springfield RXII
Riverview Gardens
Mountain Grove RIII
Harrisonville RIX
Independence 30
Cameron RI
Smithville RII
Camdenton RIII
Glenwood RVIII
New Madrid Co RI
Mexico 59
Cape Girardeau 63

Raytown C2
Boundless - Ohio Health
Springfield RXII
Fulton 58
Monett RI
Rolla 31
Cape Girardeau 63
Park Hill
Fort Osage RI
Jackson RII
Glenwood RVIII
Steelville RIII
Parkway C2
Independence 30
Laplata RII
Waynesville RVI
Cameron RI
Glenwood RVIII
Waynesville RVI

## **Graduate Placement Data**

### **Employment in the Field**

Employment in the field is teaching in a K-12 Education setting. Since this program allows students to progress in their current field, most students enter already possessing an initial Missouri teaching certificate. Very few, approximately 5%, of individuals possess only a Missouri substitute teaching certificate.

## **Graduate Placement Data**

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

## **Graduate Placement Data**

Most students entering the curriculum and instruction degree program are already working in the field. Based on educator identification numbers, students are tracked to where they are currently employed and their certification area. Many students are teaching between grades K-6. Approximately 10 percent of students acquired multiple teaching certificates, primarily elementary and cross categorical disabilities. The demographic breakdown of current employment by certification area for students in the curriculum and instruction degree program are:

7.7% Art Education

41.0% Elementary Education

7.7% Unknown

2.6% Secondary Education

10.2% Middle Education

15.4% Early Childhood Education

10.2% Special Education

5.1% Substitute Certification

Over 90% of students in the Curriculum and Instruction program teach in Missouri. Other states include Ohio, Arkansas, and Illinois.

## Program Curriculum

### Current Curriculum Rotation

Three hours of technology electives from the following two courses:

Course #	Course Title	Semesters Offered
EDU 500	Current Issues In Education	F1, Sp1, Su1
EDU 520	Research Design	F1, S1
EDU 530	Improvement Of Instruction	F2, Sp2, Su2
EDU 540	Literacy Instruction	F1, S1, Su1
EDU 550	Curriculum Construction	F2, Sp2, Su2
EDU 585	School Law	F2, Sp2, Su2
EDU 590	Appraisal of Student Learning	F1, Sp1, Su1, F2, Sp2, Su2
EDU 586	Action Research Capstone	Fall, Spring, Summer 16-weeks
Course #	Course Title	Semesters Offered
EDU 580	Educational Technology	F2, Sp2, Su2
EDU 581	Integrating Technology into the Curriculum	F2, Sp2, Su2

Three hours of learning theories electives from the following two courses:

Course #	Course Title	Semesters Offered
EDU 510	Advanced Learning Theories	F1, Sp1, Su1
EDU 563	Applied Instructional Theories and Strategies Using Technology	F2, Sp2, Su2

### 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 more full than the other?*

The modality for this program has changed over time. Online, hybrid, and cohort modalities have been offered over the past five years. The initial Curriculum and Instruction major was offered via on ground. There are many remnants of this program modality and deliver insomuch that there are a couple courses that parallel educational leadership, such as

school law. Since moving the program entirely online, we now have the opportunity to merge more relevant courses into the major as it relates to 21<sup>st</sup> century learners, and exclude literacy instruction and school law.

There is a direct correlation between loss of students onground to a gain of students online. Onground cohorts, for the most part, no longer exist.

EDU 540OLC and EDU510OLC have not had significant gains since moving online over the past five years.

### **Curriculum: Revision**

*Explain any curricular revisions made since the 1st 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?*

There have been some significant curricular changes for two courses, EDU 520 and EDU 586. EDU 586 is the action research capstone course. The course was poorly constructed to ensure a positive online experience. There were ambiguous expectations and little curricular support. Have there been significant changes in the outcomes? Yes. The final thesis now requires students to perform action research in a meaningful, data-driven process. These changes were prompted by two instructors running the course, Dr. Hanrahan and Dr. Concannon. Both instructors jointly revised the EDU 586 course.

EDU 510 for a very long time was not actually on the course rotation as an elective course, Dr. Boyer updated the course for rigor and updated course content. It is now offered as an option instead of EDU 563.

### **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 (ie: increased class size/need for faculty overloads to teach additional sections, ect)? How often is the shared course offered? Has the rotation changed for shared classes?*

Shared curriculum:

EDU 585 - This course is also required for the MEd in Educational Leadership.

EDU 590 - This course is also required for the MEd in Educational Leadership, MEd in Teaching and Technology. and MEd in STEM Education.

EDU 586- This course is also required for the MEd in STEM Education.

EDU 563 - This course is also required for the MEd in Teaching and Technology.

EDU 580 - This course is also required for the MEd in Educational Leadership.

## Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

Course	Title	2015 Fall	2016 Spring	2016 Summer	2016 Fall	2017 Spring	2017 Summer	2017 Fall	2018 Spring	2018 Summer	2018 Fall	2019 Spring	2019 Summer	2019 Fall	2020 Spring	2020 Summer
EDU 500	Current Issues in Education	74/225	71/175	49/150	80/250	59/175	92/250	45/150	25/100	NA	29/200	29/250	46/175	22/200	16/75	25/75
EDU 500 OLC	Current Issues in Education	20/25	23/25	35/50	18/25	27/25	33/50	11/25	21/25	15/25	6/25	8/25	21/50	23/50	12/50	34/50
EDU 520	Research Design	50/125	87/250	74/175	49/150	80/225	66/175	106/250	49/150	25/100	101/325	27/200	36/125	49/325	N/A	N/A
EDU 520 OLC	Research Design	19/25	7/25	11/25	17/25	14/25	22/25	15/25	13/25	44/50	14/25	12/25	28/25	7/75	29/25	N/A
EDU 530	Improvement of Instruction	NA	5/25	25/25	NA	NA	NA	NA	NA	NA	NA	NA	N/A	NA	NA	N/A
EDU 530 OLC	Improvement of Instruction	16/25	28/50	8/25	26/25	31/50	20/25	16/26	14/25	6/25	23/25	16/25	7/25	11/50	7/50	12/25
EDU 540	Literacy Instruction	3/25	NA	NA	5/25	0/25	NA	NA	NA	NA	NA	NA	N/A	NA	5/50	N/A
EDU 540 OLC	Literacy Instruction	2/25	13/25	7/25	7/25	21/25	23/25	13/25	14/25	6/25	24/25	7/25	12/25	15/25	18/50	10/25
EDU 550	Curriculum Construction	4/25	6/50	NA	5/25	0/25	NA	NA	NA	NA	NA	NA	N/A	NA	NA	5/25
EDU 550 OLC	Curriculum Construction	10/25	16/25	9/25	15/25	17/25	24/25	15/25	18/25	9/25	18/25	13/25	8/25	16/25	19/50	N/A
EDU 585	Schools & Law	114/600	51/350	75/400	56/300	98/500	51/350	67/350	64/250	24/200	48/350	54/400	66/200	31/270	32/200	40/125
EDU 585 OLC	Schools & Law	NA	NA	2/25	9/50	5/25	13/25	7/25	8/25	2/25	NA	6/25	8/25	10/50	9/50	17/25
EDU 590	Appraisal of Student Learning	99/250	85/275	45/125	84/225	73/175	47/150	77/225	65/175	102/250	44/150	24/125	101/325	22/75	42/150	49/175
EDU 590 OLC	Appraisal of Student Learning	20/25	13/25	22/50	9/50	13/25	27/50	26/50	10/50	18/50	9/25	26/50	19/50	16/50	20/50	39/50
EDU 580	Educational Technology	75/200	57/300	105/500	51/350	68/350	67/300	90/500	53/350	51/200	65/400	28/250	35/150	48/355	22/200	18/78
EDU 580 OLC	Educational Technology	NA	4/25	NA	NA	NA	NA	NA	NA	15/25	NA	NA	N/A	NA	NA	11/25
EDU 581	Integrating Technology into the Curricu	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	N/A	NA	NA	N/A
EDU 581 OLC	Integrating Technology into the Curricu	NA	4/25	14/25	8/25	16/25	10/25	12/25	21/25	15/25	16/25	7/25	21/25	16/25	9/25	11/25
Learning Theories Elective - 3 credits																
EDU 510	Advanced Learning Theories	NA	5/25	0/25	NA	NA	NA	NA	NA	NA	NA	NA	5/25	NA	NA	N/A
EDU 510 OLC	Advanced Learning Theories	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	N/A	NA	NA	N/A
EDU 563	Applied Instructional Theories & strgs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	N/A	NA	NA	N/A
EDU 563 OLC	Applied Instructional Theories & strgs	25/25	26/25	30/50	21/25	21/25	5/25	18/25	18/25	14/25	4/25	20/50	17/25	18/24	7/49	N/A
Action Research Elective - 6 credits																
EDU 556	Action Research I	38/350	45/500	23/250	31/400	35/475	21/375	23/375	29/525	3/300	20/350	23/450	3/3	21/375	13/202	N/A
EDU 556 OLC	Action Research I	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	N/A	NA	NA	N/A
EDU 586	Action Research Capstone	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	N/A	NA	NA	N/A
EDU 586 OLC	Action Research Capstone	NA	NA	NA	NA	NA	1/25	7/25	11/25	12/25	1/25	5/25	10/10	15/25	8/25	6/25
EDU 596	Action Research II	67/500	8/150	14/300	5/150	15/300	8/350	12/225	5/75	0/100	7/125	6/125	6/6	1/100	8/150	8/50
EDU 596 OLC	Action Research II	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	N/A	NA	NA	N/A

## Program Checklist

Core requirements consist of:

Course #	Course Title	Hours
EDU 500	Current Issues In Education	3.00
EDU 520	Research Design	3.00
EDU 530	Improvement Of Instruction	3.00
EDU 540	Literacy Instruction	3.00
EDU 550	Curriculum Construction	3.00
EDU 585	School Law	3.00
EDU 590	Appraisal of Student Learning	3.00

EDU 586	Action Research Capstone	6.00
---------	--------------------------	------

Three hours of learning theories electives from the following two courses:

Course #	Course Title	Credit Hours
<a href="#">EDU 510</a>	Advanced Learning Theories	3.00
<a href="#">EDU 563</a>	Applied Instructional Theories and Strategies Using Technology	3.00

Three hours of technology electives from the following two courses:

Course #	Course Title	Credit Hours
<a href="#">EDU 580</a>	Educational Technology	3.00
<a href="#">EDU 581</a>	Integrating Technology into the Curriculum	3.00

## Course Descriptions

EDU 500 - Current Issues in Education - 3.00

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current issues that are faced by educators, trainers, and their learning institutions. The course will focus on a lively discourse and reflection related to contemporary topics and issues relevant to the specific student track. The course will serve as a platform for bridging the gap between goals, principles, theories, philosophies, and methodologies in the educational/training process and the realities of a variety of learning institutions (classrooms, schools, professional training, etc.). The goal of this process is to expand and enlighten the practitioner's outlook, thought processes, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with those issues.

EDU 520 - Research Design - 3.00

This course is designed for all emphasis majors in the M.Ed. It emphasizes knowledge of various issues and simple statistical procedures used in educational research and program evaluation. Equal emphasis is given to qualitative and quantitative techniques. Experimental, quasi-experimental and non-experimental designs will be used that include historical, naturalistic study and/or ethnography. Processes to determine and use basic statistical data through computations will also be introduced. May be repeated with different areas of focus (administration, curriculum and instruction, teaching and technology, athletic administration, STEM).

EDU 530 - Improvement of Instruction - 3.00

Students will utilize recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Students develop expert instructional skills and learn to diagnose and deliver the most appropriate instructional strategies for a variety of learning environments. Through a focus on the concepts of rigor and relevance, students will develop the ability to significantly enhance instructional opportunities for their learners. The students will design/enhance an instructional plan for implementation in her or his classroom, environment or program.

### EDU 540 - Literacy Instruction - 3.00

This course focuses on enabling teachers to implement a thoughtful, balanced approach to teaching reading and writing across the disciplines. Focus on current resources in the field of literacy will be an integral part of the teaching/learning experience. Public school classroom practice of these techniques is expected.

### EDU 585 - School Law - 3.00

This course is designed to provide prospective as well as practicing educational leaders, policymakers, and teachers with the legal knowledge that will enable them to conduct and operate school organizations effectively within the boundaries of constitutional, statutory, and case law. The course will focus on the law related to public education to create an equitable education for all students. Relevant constitutional, statutory and case law pertaining to various aspects of education and major legal issues and principles of law surrounding those aspects will be presented and discussed.

### EDU 590 - Appraisal Of Student Learning - 3.00

This course is designed to acquaint learners with the complex issues related to assessment and to provide first-hand experience in the development of high-quality assessments, including the incorporation of a variety of technology tools in the assessment process. The course will investigate the purposes and application of assessment the relationship between instructional outcomes and assessment the development and implementation process for various types of assessments the collection, analysis, and use of assessment data as well as various scoring and grading methodologies. Participants will investigate the uses and limitations formative assessment, summative assessment, and diagnostic assessment.

### EDU 586 - Action Research Capstone

Provides for the study of issues related to effective instructional practices, action research and student achievement improvement. The student will examine the literature of self-selected theoretical literature and their relevant pedagogical strategies for the purpose of designing an appropriate study and carrying out in a school classroom or any educational setting. The student will then write a report suitable for publication in an applied journal following APA style (American Psychological Association, 6th Ed.). Electronic portfolios will also be completed during this capstone course.

### EDU 580 - Educational Technology

This course is designed to help practicing educators understand the role of educational technology in today's learning environments with a focus on enabling them to become educational technology advocates. Participants will investigate the digital transformation in education and the impact this has on the classroom. You will learn to apply various learning frameworks as you analyze technology needs and innovations. You will develop a technology vision for your school and develop a process to plan and advocate for needed technology integration. A primary focus is upon guiding future administrators and teacher leaders in the process of understanding the changes needed to effectively utilize instructional technologies to build learning environments that focus on 21st century skills as well as providing guidance in utilizing technology to enhance professional practice and effectiveness.

### EDU 581 - Integrating Technology into the Curriculum

Today's educators need to be able to consistently integrate technology into their curriculum to transform student learning and meet the goals of the 21st Century. The course helps educators focus on assessing effective technology tools and teaching methods in order to develop the ability to effectively incorporate technology into the curriculum of any discipline. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, and examine technology integration techniques using various application tools, Web 2.0 tools, Mobile Apps, and instructional software. Collaboration, productivity, academic application, and development of instructional materials using technology will have a significant focus throughout the course.

### EDU 510 - Advanced Learning Theories

This is an advanced learning and instructional theory, process, and structure course that introduces and reintroduces educators to the basic foundational theories, principles, and modern thought of human learning and cognition. This course will also provide for professional educative practice and application of these concepts for all learners in the academic community (birth to adult). This course also presents and compares contemporary theories of learning and addresses their application to learning.

There are multiple theoretical perspectives in this course that include: behaviorism, cognitive learning processes,

information processing, cognitive development, and social cognitive learning. These foundational concepts have been applied to more modern thought through the process and structure of instructional and learning practices in today's schools that have not yet been recognized as a theory per se. Modern theory, structures, and processes that will be investigated from current educational environments in this class will include such topics as: brain-based research, multiple intelligences, learning styles, cooperative learning, adult learning processes, and systems thinking.

Class learning methods will emphasize cooperative learning through collaborative inquiry teams as well as individual assignments to achieve individual and collective proficiency over stated learning outcomes. Application of these learning processes are focused not only on individual learner, but also as they apply to the role of an instructional leader in the position of a principal and/or curriculum leader role.

### EDU 563 - Applied Instructional Theories and Strategies Using Technology

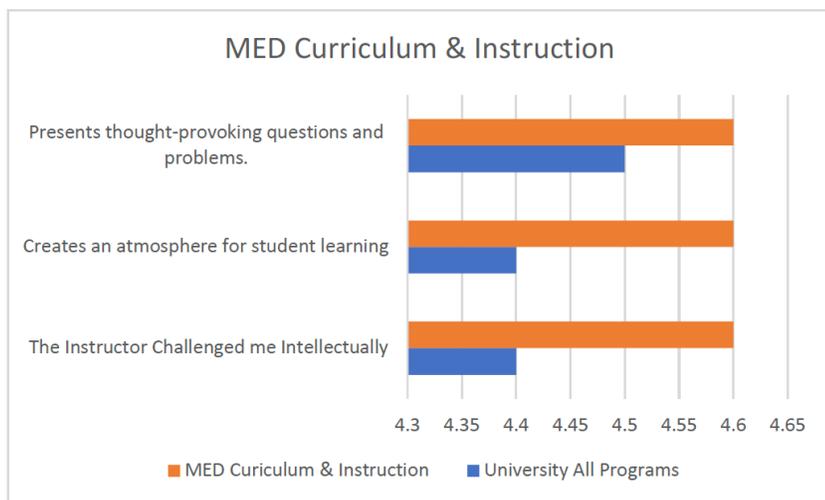
This course is designed to provide educators with strategies that can be applied to the learning environment. A key component of the course will be a focus on how to integrate technology into a variety of instructional strategies. Students will review recent research on effective instruction and explore instructional strategies that are designed to enhance instructional effectiveness. The course will review a number of research-based instructional elements that are related to improved instructional outcomes and students will learn to implement instructional strategies with technology to address each of these elements. Students will broaden their instructional skills and learn to deliver the most appropriate instructional strategies for specific circumstances.

### 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".*

### MED Curriculum & Instruction: Summary of Teaching Effectiveness

#### Course Evaluation Summary:



Sample:

N=521

63% Response Rate

This data is representative of courses listed on the program checklist. Data from online courses represented in the program begin Academic year 2019-2020 after EOC alignment was created. This data represents end of courses surveys from the 2017-2018 through 2019-2020 academic years.

### **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?*

Overall, faculty are doing a great job teaching the MED C & I coursework. There is a noticeable gap between overall average for the university, and the average for the C & I faculty.

I would contribute this to some recent hires, reviewing faculty qualifications, and re-credentialing instructors based upon proven teaching outcomes.

## **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 current space for the MEd C & I program is in a learning platform called Moodle. It transitioned to D2L (Brightspace) Jan, 2021.

#### **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.*

Recently, as of 2021, William Woods University upgraded their LMS from Moodle to Desire to Learn (D2L). Staffing, Institutional Technology, and budgetary considerations were involved in the transition of all coursework to D2L.

#### **Recommendations to Improve Resources**

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

There are aspects of D2L that the faculty and administration are unfamiliar with prior to the rollout of D2L. One feature I hope comes to fruition is the opportunity for instructors to implement synchronous office hours for students.

#### **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?*

Moodle/D2L/Owlnet

Going forward, the limitations are minimal as it relates to the teaching and learning platform.

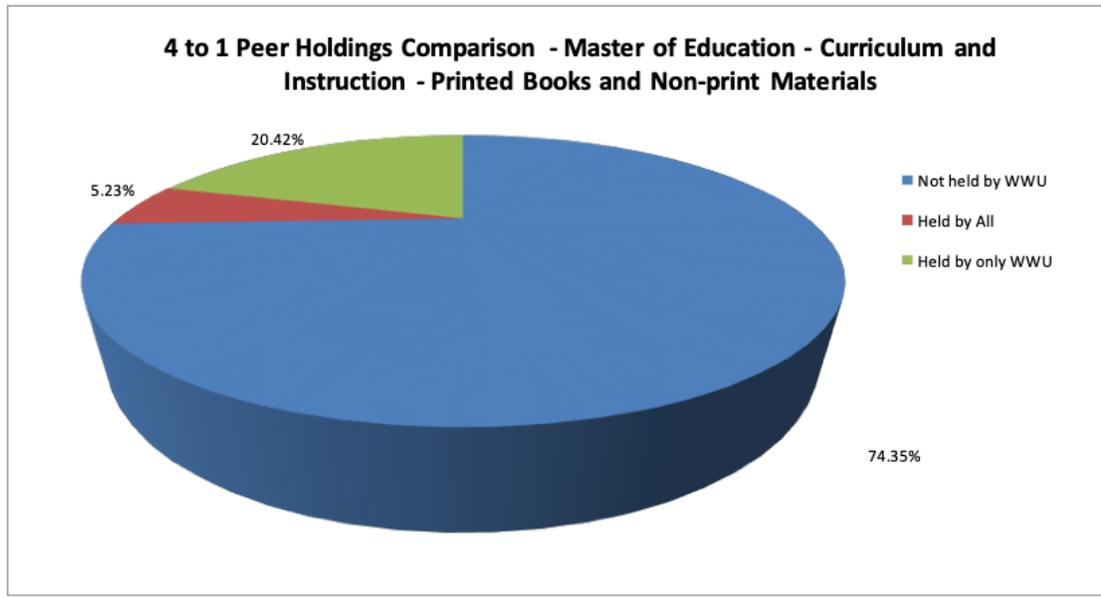
There is a need to invest in infrastructure and personnel to deliver continuous PD and program oversight. A continued commitment to data collection software, similar to via, is necessary.

## Library Resources:

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

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

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



## IV. Analysis

Curriculum and Instruction as a discipline taught at the graduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire education materials in both print and electronic form and books, journal articles and non-print materials are available through *Woods OneSearch*. Subscriptions to education databases, such as *Ebsco's Education Source*, *Educational Administration Abstracts*, *ERIC*, and *ProQuest's Dissertations and Theses Global*, have also been acquired and are available to all students, both traditional and online. *Education Law* is also available through *Westlaw Campus Pro* and *Lexis-Nexis*.

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 resources 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 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.

MEd\_Curriculum\_and\_Instruction\_Library\_Report\_2020.doc

## 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.

### Faculty Curriculum Vitae

#### Adjunct Faculty Curriculum Vitae

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

97% Part Time 3% Full Time

Faculty highlighted red are part-time; those highlighted in black are full-time.

Storm, Dustin, dustin.storm@williamwoods.edu, GRAD EDU, Saint Louis University, Ed.D., EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Brown, Paula, paula.brown@williamwoods.edu, GRAD EDU, University of Missouri - Columbia, Ed.D., EDU596 EDU597 EDU556 EDU557

Isaacson, Joshua, joshua.isaacson@williamwoods.edu, GRAD EDU, University of Missouri, Ed.D., EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Kurre, Eric, eric.kurre@williamwoods.edu, GRAD EDU/TLH, William Woods University, Ed.D., EDU500 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU580 EDU585 EDU590 EDU526 EDU508 EDU527 EDU503 EDU523

Martin, Courtney, courtney.martin@williamwoods.edu, GRAD EDU/TLH, Lindenwood University, Ed.D., EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU570

Winton, Terry, terry.winton@williamwoods.edu, GRAD EDU, Lindenwood University, Ed.D., EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590 EDU596 EDU597 EDU508 EDU527 EDU524 EDU528 EDU503 EDU523 EDU557 EDU570

Abeln, Robert, robert.abeln@williamwoods.edu, GRAD EDU/TLH, University of Missouri Columbia, Ed.D., EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU544 EDU544

Barger, Paul, Paul.Barger@williamwoods.edu, GRAD EDU, University of Missouri-Columbia, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524

Barwick Turner ,Martha ,martha.barwickturner@williamwoods.edu,GRAD EDU/TLH,Johns Hopkins University ,EDD,EDU520 EDU530 EDU590 EDU543 EDU563 EDU558 EDU561 EDU571 EDU581 EDU559

Beaulieu ,Heather ,heathermb71@yahoo.com,GRAD EDU,Baker University,EDD,EDU500 EDU525 EDU530 EDU540 EDU570 EDU590

Beckett ,Steven ,steven.beckett@williamwoods.edu,GRAD EDU,Lacrosse University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Belcher ,Walt

,Walter.Belcher@williamwoods.edu,GRAD EDU/TLH,Lindenwood University ,EdD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU597 EDU556 EDU557

Bell-Freeman ,Della ,Della.Bell@williamwoods.edu,GRAD EDU,St. Louis University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU597

Berger ,Chris ,chris.berger@williamwoods.edu,GRAD EDU,Saint Louis University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU521 EDU508

Biggs ,Bob ,bob.biggs@williamwoods.edu,GRAD EDU,University of Arkansas,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Brown ,Jane ,jane.brown@williamwoods.edu,GRAD EDU,Missouri Baptist University,EdD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU550 EDU585 EDU521

Christian ,Theresa ,theresa.christian@williamwoods.edu,GRAD EDU,University of Missouri - Columbia,EdD, EDU500 EDU510 EDU520 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU585 EDU590 EDU596 EDU597

Copple ,Bryan

,Bryan.Copple@williamwoods.edu,GRAD EDU,St. Louis University,EdD, EDU500 EDU510 EDU525 EDU525 EDU530 EDU535 EDU536 EDU550 EDU585 EDU590 EDU596 EDU526 EDU521 EDU508

Czerwonka ,Fred ,fred.czerwonka@williamwoods.edu,GRAD EDU,St. Louis University,EdD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Davis ,Jim ,jim.davis@williamwoods.edu,GRAD EDU/TLH,University of Missouri  
Columbia,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545  
EDU546 EDU550 EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU521

Dawson ,Pamela ,pamela.dawson@williamwoods.edu,PSY/EDU/TLH,William Woods  
University,EdD, EDU500 EDU520 EDU525 EDU530 EDU535 EDU540 EDU545 EDU546 EDU550 EDU580 EDU585  
EDU590 EDU597

Dial ,Mike ,mike.dial@williamwoods.edu,GRAD EDU,William Woods  
University,EDD,EDU500 EDU520 EDU525 EDU530 EDU540 EDU546 EDU550 EDU585 EDU590  
EDU597 EDU557 EDU537

Dill ,Julie ,julie.dill@williamwoods.edu,GRAD EDU,William Woods  
University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU570 EDU585 EDU590 EDU596 EDU597

Edgar ,Gabe ,Thomas.Edgar@williamwoods.edu,GRAD EDU,William Woods  
University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU570 EDU585 EDU590 EDU596 EDU597

Espinoza ,Amanda ,amanda.espinoza@williamwoods.edu,GRAD EDU/TLH,William Woods  
University,EDD,EDU500 EDU510 EDU520 EDU530 EDU545 EDU546 EDU550 EDU585 EDU590  
EDU596 EDU556

Fellhauer ,Jerrod ,jerrod.fellhauer@williamwoods.edu,GRAD EDU,William Woods  
University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU570 EDU585 EDU590 EDU596 EDU597

Findley ,Eric ,eric.findley@williamwoods.edu,GRAD EDU,Missouri Baptist  
University,EdD, EDU500 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU590 EDU526  
EDU508 EDU527 EDU570

Fisher ,Deanne ,deanne.fisher@williamwoods.edu,GRAD EDU,St. Louis  
University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU570 EDU590 EDU557

Fitch ,Mark ,mark.fitch@williamwoods.edu,GRAD EDU,Lindenwood University,EdD,  
EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU597 EDU570

Fraley ,Todd ,eric.fraley@williamwoods.edu,GRAD EDU,William Woods University,EdD,  
EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU597 EDU570

Fulton ,Monica ,monica.fulton@williamwoods.edu,GRAD EDU,Missouri Baptist  
University,EDD, EDU500 EDU520 EDU525 EDU530 EDU540 EDU546 EDU550 EDU585 EDU590 EDU597  
EDU557 EDU537

Gallagher ,Becky ,Becky.Gallagher@williamwoods.edu,GRAD EDU,Saint Louis  
University,EDD, EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570  
EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Gerla ,Aaron ,aaron.gerla@williamwoods.edu,GRAD EDU,Saint Louis  
University,EDD,EDU500 EDU520 EDU525 EDU530 EDU535 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590  
EDU597 EDU557 EDU537

Gilbreth ,Stephen ,stephen.gilbreth@williamwoods.edu,GRAD EDU,Saint Louis  
University,EDD,

Gilpin ,Barb ,Barbara.Gilpin@williamwoods.edu,GRAD EDU/TLH,William Woods  
University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU570 EDU585 EDU590 EDU596 EDU597 EDU557 EDU537 EDU538 EDU231

Greene ,Gary ,gary.greene@williamwoods.edu,GRAD EDU,Lindenwood  
University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU546  
EDU570 EDU585 EDU590 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524 EDU528 EDU503 EDU523

Guitard ,Gretchen ,gretchen.guitard@williamwoods.edu,GRAD EDU,University of  
Missouri,EDD,EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU550 EDU590 EDU596  
EDU597 EDU556 EDU557 EDU570

Halley ,Heath ,Heath.Halley@williamwoods.edu,GRAD EDU/TLH,Northwest Missouri State  
University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU560  
EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509  
EDU524 EDU528 EDU503 EDU523

Harrison ,Christy ,christy.harrison@williamwoods.edu,GRAD EDU,William Woods  
University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Hodge-Logan ,Sheila ,sheila.logan@williamwoods.edu,GRAD EDU/TLH,,EDD, EDU500  
EDU520 EDU525 EDU530 EDU540 EDU550 EDU585 EDU590 EDU597 EDU557 EDU331 EDU537 EDU250  
EDU211 EDU291 EDU201 EDU231 EDU292 EDU341 EDU393 EDU317 EDU318 EDU392 EDU551 EDU552 EDU553  
EDU554 EDU281 EDU301 EDU311 EDU314

Hoehn ,Dan ,dan.hoehn@williamwoods.edu,GRAD EDU,Missouri Baptist  
University,EdD,EDU500 EDU510 EDU520 EDU525 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU585  
EDU590 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524 EDU528 EDU503 EDU523

EDU570

Holland ,Joel ,Joel.Holland@williamwoods.edu,GRAD EDU,Saint Louis University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524 EDU528 EDU503 EDU523

Hollingshead ,David ,david.hollingshead@williamwoods.edu,GRAD EDU/TLH,St. Louis University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU543 EDU563 EDU558 EDU561 EDU571 EDU589 EDU581 EDU544 EDU559

Hunter ,Stephen ,stephen.hunter@williamwoods.edu,GRAD EDU,Maryville University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU521 EDU508 EDU527 EDU509 EDU524 EDU503 EDU523

Jennewein ,Jeff ,jeff.jennewein@williamwoods.edu,GRAD EDU,Missouri Baptist University,EDD, EDU500 EDU520 EDU525 EDU530 EDU540 EDU546 EDU550 EDU585 EDU590 EDU597 EDU557 EDU537

Jones ,Brandon ,brandon.jones@williamwoods.edu,GRAD EDU,William Woods University,EDD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Karr ,Meghan ,meghan.karr@williamwoods.edu,GRAD EDU,William Woods University,EDD,EDU500 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU550 EDU585 EDU590 EDU597 EDU557

Kloss ,Rae Anne ,raeanne.alpers@williamwoods.edu,GRAD EDU,St. Louis University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU580 EDU585 EDU590 EDU597 EDU570

Kuhlmann ,Doug ,douglas.kuhlmann@williamwoods.edu,GRAD EDU/TLH,Concordia University,EDD,EDU500 EDU526 EDU521 EDU508 EDU527 EDU524 EDU528 EDU503 EDU523

Lakin ,Brenda ,brenda.lakin@williamwoods.edu,GRAD EDU/TLH,Lindenwood University,EdD,EDU500 EDU525 EDU530 EDU535 EDU536 EDU590 EDU557

Lang ,Chad ,chad.lang@williamwoods.edu,GRAD EDU,University of Missouri Columbia,EDD,EDU500 EDU520 EDU525 EDU530 EDU540 EDU546 EDU550 EDU585 EDU590 EDU597 EDU526 EDU521 EDU527 EDU524 EDU522 EDU528 EDU523 EDU557 EDU537

Levy ,Jeff ,jeff.levy@williamwoods.edu,GRAD EDU,Oral Roberts University,EDD,EDU500 EDU510 EDU520 EDU530 EDU535 EDU536 EDU540 EDU570 EDU585 EDU590 EDU597 EDU598 EDU557 EDU570

Lewis, Tara, Tara.Lewis@williamwoods.edu, GRAD EDU, Saint Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Lewis, Bobbie, bobbie.lewis@williamwoods.edu, GRAD EDU, Missouri Baptist University, EDD, EDU500 EDU520 EDU525 EDU530 EDU585 EDU590 EDU556

Lindsey, Jeff, Jeffrey.Lindsey@williamwoods.edu, GRAD EDU, Saint Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Luttrell, Link, link.luttrell@williamwoods.edu, GRAD EDU, Saint Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Luttrell, Carrie, carrie.luttrell@williamwoods.edu, GRAD EDU, Saint Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

MacLaughlin, Brad, Brad.MacLaughlin@williamwoods.edu, GRAD EDU, William Woods University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597 EDU508 EDU528 EDU523 EDU556 EDU557

McClure, Jennifer, mcclurej@platteco.k12.mo.us, GRAD EDU, Northcentral University, EDD, EDU500 EDU525 EDU570 EDU580 EDU597 EDU570

McMillian, Ashley, ashley.mcmillian@williamwoods.edu, GRAD EDU, William Woods University, EDD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU597 EDU570

Means, Merri Beth, merri.means@williamwoods.edu, GRAD EDU, William Woods University, EDD, EDU500 EDU510 EDU520 EDU525 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590 EDU596 EDU597 EDU570

Mulford, Jonathan, Jonathan.Mulford@williamwoods.edu, GRAD EDU, St. Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU570 EDU590 EDU596 EDU597 EDU526 EDU508 EDU524 EDU523

Mulvey, Beth, bmulvey@gvr5.net, GRAD EDU, Saint Louis University, EDD, EDU525 EDU570 EDU570

Neal, Ryan, Ryan.Neal@williamwoods.edu, GRAD EDU, William Woods University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU508 EDU509 EDU524 EDU528 EDU503 EDU523

Noah ,Craig ,craig.noah@williamwoods.edu,GRAD EDU,St. Louis University  
2007,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU570 EDU585 EDU590 EDU596 EDU597

Patrick ,Scott

,Scott.Patrick@williamwoods.edu,GRAD EDU/TLH,University of Missouri,EDD, EDU500 EDU500 EDU510 EDU520  
EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596  
EDU597

Phillips ,Joshua ,joshua.phillips@williamwoods.edu,GRAD EDU,Lindenwood University,EDD,  
EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU597 EDU557 EDU570

Piper ,Mark ,mark.piper@williamwoods.edu,GRAD EDU,Lindenwood University,EDD,  
EDU500 EDU520 EDU525 EDU535 EDU536 EDU585 EDU590 EDU597 EDU557 EDU557 EDU570

Pragman ,J. Michael ,Michael.Pragman@williamwoods.edu,GRAD EDU,University of  
Kansas,EdD, EDU500 EDU510 EDU520 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570  
EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Rockwell ,Rena ,rena.rockwell@williamwoods.edu,GRAD EDU/TLH,William Woods  
University,EdD, EDU500 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU580 EDU591

Rossmiller ,Susan ,susan.rossmiller@williamwoods.edu,GRAD EDU/TLH,St. Louis  
University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557 EDU537 EDU553 EDU554

Rudolph ,Brian ,brian.rudolph@williamwoods.edu,GRAD EDU,Baker University,EDD,EDU500  
EDU520 EDU525 EDU530 EDU540 EDU546 EDU550 EDU585 EDU590 EDU597 EDU557 EDU537

Ryerson ,Joyce ,joyce.ryerson@williamwoods.edu,GRAD EDU,St. Louis University  
,EDD,EDU500 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU590 EDU557 EDU570

Saluri ,Kelly ,kelly.saluri@williamwoods.edu,GRAD EDU/TLH,Baker University,EDD,EDU500  
EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590  
EDU597 EDU557 EDU537

Sanders ,Karalin ,karalin.sanders@williamwoods.edu,GRAD EDU/TLH,Lindenwood University  
,EDD,EDU520 EDU530 EDU590 EDU543 EDU563 EDU558 EDU561 EDU571 EDU581 EDU559

Schowe ,Jill ,schowejm@gmail.com,GRAD EDU,Maryville  
University,EDD, EDU510 EDU520 EDU530 EDU540 EDU550 EDU560 EDU590

Schwarzer ,Shanna ,shanna.schwarzer@jcschools.us,GRAD EDU,William Woods  
University,EDD,EDU500 EDU520 EDU525 EDU570 EDU580 EDU570

Scott ,Nancy ,nancy.scott@williamwoods.edu,GRAD EDU,St. Louis  
University,EDD,EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU597

Seiler ,Stan ,stan.seiler@williamwoods.edu,GRAD EDU,St. Louis University,EdD,EDU500  
EDU510 EDU520 EDU525 EDU530 EDU535 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU560 EDU585  
EDU590 EDU596 EDU597 EDU556 EDU557 EDU557

Shelby ,Kelly ,kelly.shelby@williamwoods.edu,GRAD EDU,St. Louis  
University,EDD, EDU500 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU570 EDU585  
EDU590 EDU596 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524 EDU528 EDU523

Sigrist ,Robert  
,robert.sigrist@williamwoods.edu,GRAD EDU,University of Missouri Columbia,EDD,EDU500 EDU525 EDU535 EDU536  
EDU580 EDU585 EDU508 EDU524 EDU503 EDU557 EDU570

Smith ,Matt ,matt.smith@williamwoods.edu,GRAD EDU,William Woods  
University,EDD,EDU500 EDU520 EDU525 EDU570 EDU590 EDU526 EDU521 EDU527 EDU524 EDU528 EDU503  
EDU523 EDU570

Smith ,Todd ,todd.smith@williamwoods.edu,GRAD EDU/TLH,Missouri Baptist  
University,EDD,EDU500 EDU510 EDU520 EDU525 EDU525 EDU530 EDU535 EDU536 EDU550 EDU580 EDU590  
EDU596 EDU597 EDU526 EDU508 EDU527 EDU528 EDU523 EDU556 EDU557 EDU570

Smith ,Scott ,scott.smith@williamwoods.edu,GRAD EDU,St. Louis  
University,EdD, EDU500 EDU520 EDU525 EDU530 EDU535 EDU536 EDU570 EDU585 EDU590

Sooter ,Isaac ,isaac.sooter@williamwoods.edu,GRAD EDU,Lindenwood  
University,EDD,EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550  
EDU585 EDU590 EDU596 EDU597 EDU570 EDU565 EDU566 EDU567

Spurgin ,Armand ,Armand.Spurgin@williamwoods.edu,GRAD EDU,St. Louis  
University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU570  
EDU585 EDU590 EDU596 EDU597 EDU526 EDU527 EDU524

Steffan ,Stefanie ,stefaniesteffan@gmail.com,GRAD EDU,William Woods  
University,EDD,

Stivers, Judy, Judy.Stivers@williamwoods.edu, GRAD EDU/TLH, Saint Louis University, EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU553 EDU554

Stucker, Marcus, Marcus.Stucker@williamwoods.edu, GRAD EDU, University of Missouri - Columbia, EDD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Templeton, Zach, zachary.templeton@williamwoods.edu, GRAD EDU, Saint Louis University, EDD, EDU500 EDU525 EDU535 EDU536 EDU585 EDU590 EDU557 EDU570

Thomas, Sherri, Sherri.Thomas@williamwoods.edu, GRAD EDU/TLH, William Woods University, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Thomason, Michele, thomason.m1969@gmail.com, GRAD EDU, Northeastern University, EDD, EDU536 EDU585 EDU570

Tomlinson, Jaret, jaret.tomlinson@gmail.com, GRAD EDU, St. Louis University, EDD, EDU500 EDU525 EDU585

Trogdon, Leslie, leslie.trogdon@williamwoods.edu, GRAD EDU/TLH, William Woods University, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590 EDU556 EDU557

Turner, Emily, emily.turner@williamwoods.edu, GRAD EDU, EDD, EDU500 EDU520 EDU525 EDU530 EDU535 EDU540 EDU545 EDU550 EDU585 EDU590 EDU597 EDU557 EDU231

### **Faculty Curriculum Vitae**

*Attach current Vitae for all full time Faculty*

Charlotte\_Miller.pdf

Concannon\_CV.docx

Sheila\_Hodge\_Logan.pdf

### **Adjunct Faculty Curriculum Vitae**

*Attach current Vitae for all adjunct faculty in the program.*

MED\_EDU\_Adjunct\_Demographics.xlsx

### **How many staff are designated to support the program?**

5

### **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 faculty percentage of courses (and hours) taught by full-time and part-time instructors varies by semester. EDU 586 is intermittently taught by full time instructors.

On average, over 90% of the courses (and hours) are taught by part-time adjunct instructors.

**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?*

This program is primarily delivered by qualified and credentialed adjuncts. On occasion, a full-time faculty member will teach in the MEd C & I program.

Dr. Logan oversees the program and assigns adjuncts to the program who have the required qualifications.

**Recommendation on Personnel**

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

There is a need for a C and I online program manager. The program is now entirely online. Similar sized and smaller online programs have designated online program managers to navigate curriculum changes and to assist the Director of Online Programs and the Chair of Advanced Certifications. With the ongoing modality changes across multiple MEd and EdS programs, there is a need for ongoing personnel support to help navigate simple to complex issues, from course fees, rotations, objectives, curriculum alignment, course changes, and assessment.

**Financial Analysis of the Program****Cost Per Major**

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

**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.*

This is an area of known weakness within the university data collection process and is being resolved. The coding of part time faculty has been updated and faculty will now be coded based upon the courses taught instead of in a group as Graduate part time faculty. This additional layer of coding will allow for the university to track costs more effectively.

**Instructional Expenses**

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

Instructional expenses are fixed costs related to the online modality. There are no added costs for the C & I program beyond WWU staffing and the online platform.

**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.*

Staffing for the online C & I program.

## 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.

### Institutional Learning Outcomes:

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

**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.

**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.

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
NBPTS.1	Teachers are committed to students and their learning.
NBPTS.2	Teachers know the subjects they teach and how to teach those subjects to students.
NBPTS.3	Teachers are responsible for managing and monitoring student learning.
NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

### Program Assessment Matrix

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

Med Course	500	510	520	530	540	550	556	580	581	585	586	590	597
NBPTS.1 Teachers are committed to students and their learning.	I	R		R	A, M	R	R	R	R		R	M	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	I	R	R	R	R	A, M	R	R	R		R	M	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	I	R	R	R	R	A, M	R	R	R		R	M	R

NBPTS.4 Teachers think systematically about their practice and learn from experience.	I		R	A, M	R	R		R	R		A, M		M
NBPTS.5 Teachers are members of learning communities	I	R	M	R	R	R	R	R	M	R	A,M	R	R

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

Med Course	520	530	540	550	581	586	590	597
NBPTS.1 Teachers are committed to students and their learning.			Literacy Unit Project-90% of the students will receive a minimum of 80% on the paper.					
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.				Final Activity (Lesson Design)-90% of the students will receive a minimum of 80% on the paper.				
NBPTS.3 Teachers are responsible for managing and monitoring student learning.				Analysis of Curriculum-90% of the students will receive a minimum of 80% on the paper.				
NBPTS.4 Teachers think systematically		Lesson Plan Improvement-				Action Research		

about their practice and learn from experience.		90% of the students will receive a minimum of 80% on the paper.				Paper-90% of the students will receive a minimum of 80% on the paper.		
NBPTS.5 Teachers are members of learning communities						Action Research Paper-90% of the students will receive a minimum of 80% on the paper.		

## Assessment Data

### Annual Assessment Report 2019-2020

Via \_\_\_ 2019\_2020\_MED\_C\_and\_I\_Rubric\_Report\_01\_02\_2021\_094000.pdf  
 Via \_\_\_ 2019\_2020\_MED\_C\_and\_I\_Rubric\_Report\_01\_02\_2021\_094000.pdf  
 Via \_\_\_ C\_and\_I\_Standard\_Report\_Rubric\_Report\_01\_02\_2021\_111552.pdf  
 Via \_\_\_ C \_\_\_ I\_Rubric\_Report\_by\_Year\_Rubric\_Report\_01\_04\_2021\_150505.pdf  
 MED\_Curriculum \_\_\_ Instruction\_Annual\_Assessment\_2019\_2020.pdf

### Annual Assessment Report 2018-2019

med\_curriculum\_and\_instruction\_annual\_assessment\_2018\_2019.pdf

### Annual Assessment Report 2017-2018

Master\_of\_Education\_Curriculum \_\_\_ Instruction\_Annual\_Assessment\_2017\_2018.pdf

### Annual Assessment Report 2016-2017

med\_curriculum\_and\_instruction\_2016\_2017.pdf

### Annual Assessment Report 2015-2016

### 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.*

Obstacles that have caused issues with assessment:

1) Rubrics have changed over the past 5 years.

Benchmarks changed (exemplary was 80 percent or higher, it is now 90 percent or higher)

Descriptors changed (rubric criteria changed)

2) Moving from multiple rubrics for program analysis to a single rubric (Education Rubric, 2019 from several different rubrics)

3) Inter-rater reliability among evaluators has not been established.

4) Courses are primarily taught by adjuncts.

5) Shared courses with other programs such as Teaching and Technology, STEM Education, and Educational Leadership.

6) Time for programmatic assessment planning given myriad of changes in EdS and other MEd programs.

Since 2019, we have resolved these issues apart from interrater reliability. I believe we can confidently compare the 2019-2020 to the 2020-2021 school year.

In this comparison, using the Education Rubric 2019, we found that the overall number of students scoring exemplary for writing and mechanics has decreased. Conversely, we found more students scoring exemplary among standards two through five for critical thinking and content knowledge. This finding can be attributed to the revisions of EDU 586, the capstone project. The revision, the thesis, requires more writing, inquiry, and critical thinking. While eliciting opportunities for critical thinking evidenced by writing a more robust thesis is beneficial, this process better exposes deficiencies in writing and mechanics. Too, performing exemplary was redefined in 2019, and the overall recalibration of rubrics and scoring criteria have caused noticeable changes in student performance (a strict expectation for defining exemplary).

### **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.*

*Online Writing Rubric / Paper & Presentation 2017 / Education Rubric (2019)*

*Query Name:* C and I  
*Parameters Applied:* Submitter Demographics:  
Major: education curriculum and instruction

---

*Query Name:* C and I 16-17  
*Parameters Applied:* Submitter Demographics:  
Major: education curriculum and instruction  
Organization information:  
Date range: 01/01/2016-01/01/2017

---

*Query Name:* C and I 17-18  
*Parameters Applied:* Submitter Demographics:  
Major: education curriculum and instruction  
Organization information:  
Date range: 01/01/2017-01/01/2018

---

*Query Name:* C and I 18-19  
*Parameters Applied:* Submitter Demographics:  
Major: education curriculum and instruction  
Organization information:  
Date range: 01/01/2018-01/01/2019

---

*Query Name:* C and I 19-20  
*Parameters Applied:* Submitter Demographics:

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2019-01/01/2020*

---

---

*Query Name:*

*C and I 20-21*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2020-01/01/2021*

---

*Query Name:*

*C and I 20-21 copy*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

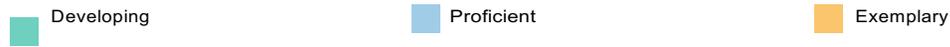
*Organization information:*

*Date range: 01/01/2020-01/01/2021*

---

*Online Writing Rubric*

*Group by: Element*  
*Element: Content / Analysis and Application / Style / Mechanics*  
*Performance Level: Developing / Proficient / Exemplary*  
*Standard: -*



*Content (Total Assessments: 1046)*



*Analysis and Application (Total Assessments: 1046)*

**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

---



**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

---



*Style (Total Assessments: 1046)*



*Mechanics (Total Assessments: 1046)*



C & I Rubric Report by Year Report

Generated by: James Concannon 01/04/2021

---

C and I 16-17

C and I 17-18



C and I 18-19



C and I 19-20



**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

C and I 20-21

C and I 20-21 copy

Element	Filter	Developing	Proficient	Exemplary	Mean	Stdev
Content	C and I	0.96% (5)	1.15% (6)	97.90% (512)	0.00	0
	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 17-18	2.23% (5)	0.89% (2)	96.88% (217)	0.00	0
	C and I 18-19	0.00% (0)	0.93% (2)	99.07% (212)	0.00	0
	C and I 19-20	0.00% (0)	2.35% (2)	97.65% (83)	0.00	0
	C and I 20-21	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 20-21 copy	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Analysis and Application	C and I	0.76% (4)	1.34% (7)	97.90% (512)	0.00	0
	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 17-18	1.34% (3)	2.23% (5)	96.43% (216)	0.00	0
	C and I 18-19	0.00% (0)	0.00% (0)	100.00% (214)	0.00	0
	C and I 19-20	1.18% (1)	2.35% (2)	96.47% (82)	0.00	0
	C and I 20-21	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 20-21 copy	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

	Style	C and I	0.57% (3)	1.15% (6)	98.28% (514)	0.00	0
--	-------	---------	-----------	-----------	--------------	------	---

**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 17-18	0.89% (2)	1.79% (4)	97.32% (218)	0.00	0
	C and I 18-19	0.00% (0)	0.00% (0)	100.00% (214)	0.00	0
	C and I 19-20	1.18% (1)	2.35% (2)	96.47% (82)	0.00	0
	C and I 20-21	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 20-21 copy	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Mechanics	C and I	0.57% (3)	0.57% (3)	98.85% (517)	0.00	0
	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 17-18	0.89% (2)	0.45% (1)	98.66% (221)	0.00	0
	C and I 18-19	0.47% (1)	0.47% (1)	99.07% (212)	0.00	0
	C and I 19-20	0.00% (0)	1.18% (1)	98.82% (84)	0.00	0
	C and I 20-21	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 20-21 copy	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

*Paper & Presentation 2017*

Group by:

*Element*

Element:

*Content / Analysis & Application / Mechanics / Presentation Style / Overall Presentation*

Performance Level:

*Developing / Proficient / Exemplary*

Standard:

-



*Content (Total Assessments: 46)*



*Analysis & Application (Total Assessments: 46)*



**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

---

C and I 16-17

C and I 18-18	100.00% (7)
C and I 18-19	100.00% (7)

## C & I Rubric Report by Year Report

Generated by: James Concannon 01/04/2021

---

C and I 19-20 100.00% (9)

C and I 20-21

C and I 20-21 copy

### Mechanics (Total Assessments: 46)

C and I 100.00% (23)

C and I 16-17

C and I 17-18 100.00% (7)

C and I 18-19 100.00% (7)

C and I 19-20 100.00% (9)

C and I 20-21

C and I 20-21 copy

### Presentation Style (Total Assessments: 46)

C and I 100.00% (23)

C and I 16-17

C and I 17-18 100.00% (7)

C and I 19-18 100.00% (7)

C and I 18-19 100.00% (7)

**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

C and I 20-21

C and I 20-21 copy

Overall Presentation (Total Assessments: 46)

C and I 100.00% (23)

C and I 16-17

C and I 17-18 100.00% (7)

C and I 18-19 100.00% (7)

C and I 19-20 100.00% (9)

C and I 20-21

C and I 20-21 copy

Element	Filter	Developing	Proficient	Exemplary	Mean	Stdev	
Content	C and I	0.00% (0)	0.00% (0)	100.00% (23)	0.00	0	
	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN	
	C and I 17-18	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0	
	C and I 18-19	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0	
C and I 20-18	100.00% (7)	C and I 19-20	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
C and I 18-19	100.00% (7)	C and I 20-21	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

		C and I 20-21 copy	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Analysis & Application		C and I	0.00% (0)	0.00% (0)	100.00% (23)	0.00	0
		C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
		C and I 17-18	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0
		C and I 18-19	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0
		C and I 19-20	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
		C and I 20-21	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
		C and I 20-21 copy	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Mechanics		C and I	0.00% (0)	0.00% (0)	100.00% (23)	0.00	0
		C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
		C and I 17-18	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0
		C and I 18-19	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0
		C and I 19-20	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
		C and I 20-21	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
		C and I 20-21 copy	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Presentation Style		C and I	0.00% (0)	0.00% (0)	100.00% (23)	0.00	0
		C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
		C and I 17-18	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0
		C and I 18-19	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0
C and I 10-18	100.00% (7)	C and I 19-20	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
C and I 18-19	100.00% (7)	C and I 20-21	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

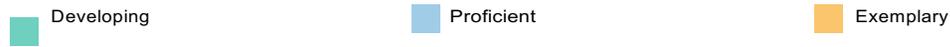
	C and I 20-21 copy	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
Overall Presentation	C and I	0.00% (0)	0.00% (0)	100.00% (23)	0.00	0
	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 17-18	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0
	C and I 18-19	0.00% (0)	0.00% (0)	100.00% (7)	0.00	0
	C and I 19-20	0.00% (0)	0.00% (0)	100.00% (9)	0.00	0
	C and I 20-21	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 20-21 copy	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

C and I 11-18 100.00% (7)

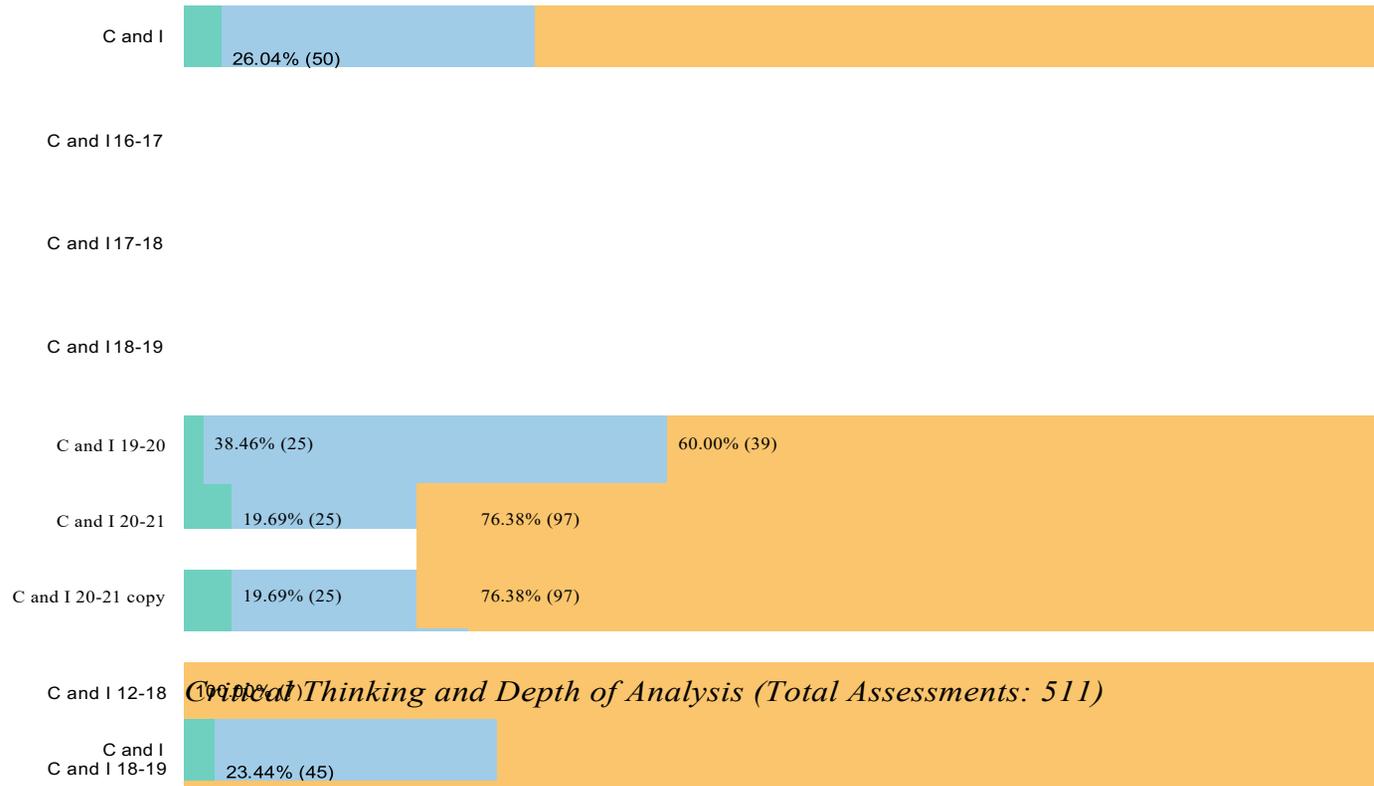
C and I 18-19 100.00% (7)

*Education Rubric (2019)*

Group by: *Element*  
 Element: *Content /Critical Thinking and Depth of Analysis /Clarity/Organization of Writing /Mechanics*  
 Performance Level: *Developing / Proficient /Exemplary*  
 Standard: *-*



*Content (Total Assessments: 511)*



*Critical Thinking and Depth of Analysis (Total Assessments: 511)*

**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021

---

C and I 16-17

C and I 17-18

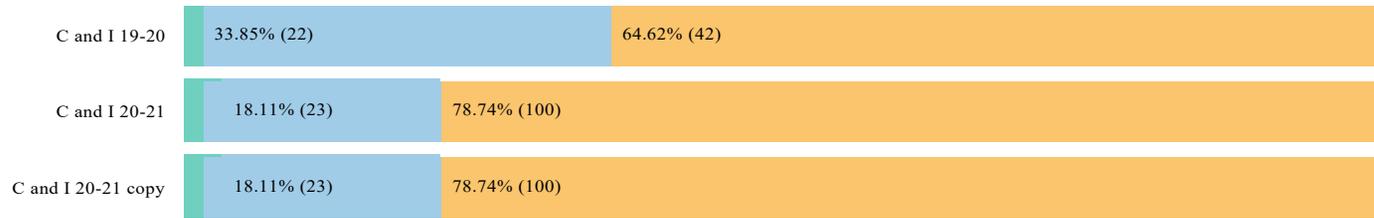
C and I 18-19

C and I 13-18 100.00% (7)

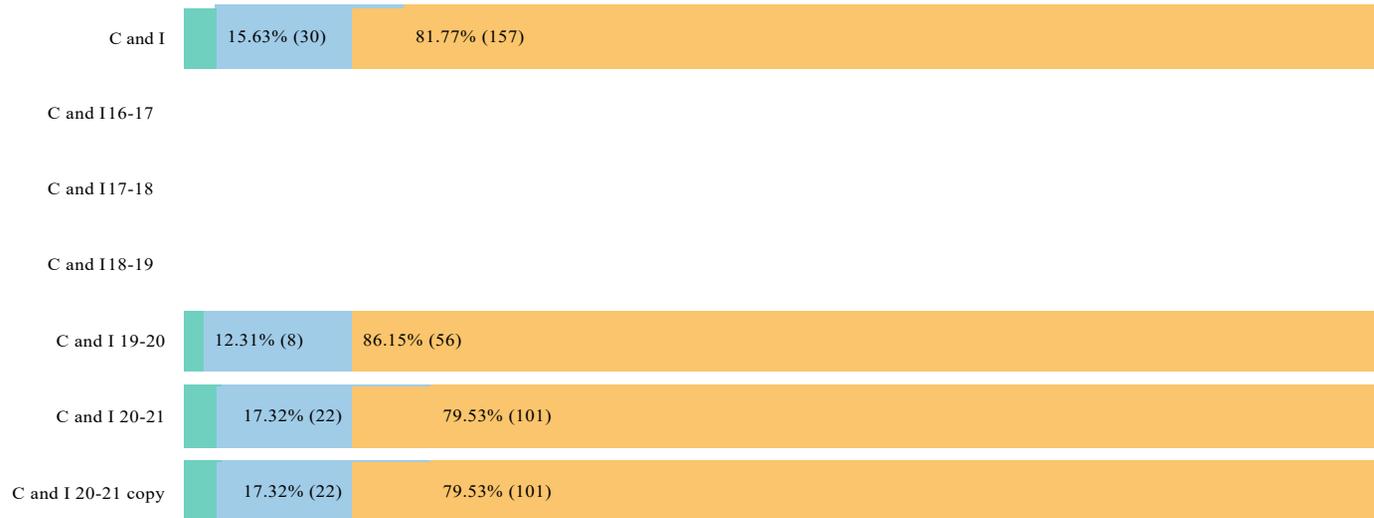
C and I 18-19 100.00% (7)

**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021



**Clarity/Organization of Writing (Total Assessments: 511)**



**Mechanics (Total Assessments: 511)**



**C & I Rubric Report by Year Report**

Generated by: James Concannon 01/04/2021



Element	Filter	Developing	Proficient	Exemplary	Mean	Stdev
Content	C and I	3.13% (6)	26.04% (50)	70.83% (136)	0.00	0
	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 17-18	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 18-19	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 19-20	1.54% (1)	38.46% (25)	60.00% (39)	0.00	0
	C and I 20-21	3.94% (5)	19.69% (25)	76.38% (97)	0.00	0
	C and I 20-21 copy	3.94% (5)	19.69% (25)	76.38% (97)	0.00	0
Critical Thinking and Depth of Analysis	C and I	2.60% (5)	23.44% (45)	73.96% (142)	0.00	0
	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 17-18	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 18-19	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 19-20	1.54% (1)	33.85% (22)	64.62% (42)	0.00	0
	C and I 20-21	3.15% (4)	18.11% (23)	78.74% (100)	0.00	0
	C and I 20-21 copy	3.15% (4)	18.11% (23)	78.74% (100)	0.00	0
Clarity of Organization Writing	C and I	2.60% (5)	15.63% (30)	81.77% (157)	0.00	0
	C and I 18-19	100.00% (7)				

**C and I Standard Report Report**

Generated by: James Concannon 01/02/2021

	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 17-18	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 18-19	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 19-20	1.54% (1)	12.31% (8)	86.15% (56)	0.00	0
	C and I 20-21	3.15% (4)	17.32% (22)	79.53% (101)	0.00	0
	C and I 20-21 copy	3.15% (4)	17.32% (22)	79.53% (101)	0.00	0
Mechanics	C and I	2.60% (5)	17.19% (33)	80.21% (154)	0.00	0
	C and I 16-17	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 17-18	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 18-19	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
	C and I 19-20	1.54% (1)	12.31% (8)	86.15% (56)	0.00	0
	C and I 20-21	3.15% (4)	19.69% (25)	77.17% (98)	0.00	0
	C and I 20-21 copy	3.15% (4)	19.69% (25)	77.17% (98)	0.00	0

*Education Rubric (2019)*

*Query Name:*

*NBTS.1 (2019-2021) 540*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2019-01/01/2021 / Groups: edu 540 - literacy instruction - 01 olc - 4a (grad- accel) 1617, edu 540 - literacy instruction - 01 olc - 2a (grad- accel) 1920, edu 540 - literacy instruction - 01 1028 - 3a (grad- accel) 1920, edu 540 - literacy instruction - 01 olc - 3a (grad- accel) 1920, edc 540 -*

*language acquisition and literacy - 01 olc - 3a (grad- accel) 1920, edc 540  
- language acquisition and literacy - 01 olc - 4a (grad- accel) 1920, edu 540 - literacy  
instruction - 01 olc - 4a (grad- accel) 1920, edu 540 - literacy instruction - 01 olc - 2 fall  
2021, edc 540 - language acquisition and literacy - 01 olc - 2 fall 2021, edu  
540 - literacy instruction - 01 olc - 3 spring 2021, edc 540 - language acquisition and literacy  
- 01 olc - 3 spring 2021*

---

*Query Name:*

*NBTS.1 (2019-2020) 540*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2019-01/01/2020 / Groups: edu 540 - literacy instruction - 01 olc - 4a  
(grad- accel) 1617, edu 540 - literacy  
instruction - 01 olc - 2a (grad- accel) 1920, edu 540 - literacy instruction - 01 1028 - 3a  
(grad- accel) 1920, edu 540 - literacy instruction - 01 olc - 3a (grad- accel) 1920, edc 540 -  
language acquisition and literacy - 01 olc - 3a (grad- accel) 1920, edc 540  
- language acquisition and literacy - 01 olc - 4a (grad- accel) 1920, edu 540 - literacy  
instruction - 01 olc - 4a (grad- accel) 1920, edu 540 - literacy instruction - 01 olc - 2 fall  
2021, edc 540 - language acquisition and literacy - 01 olc - 2 fall 2021, edu  
540 - literacy instruction - 01 olc - 3 spring 2021, edc 540 - language acquisition and literacy  
- 01 olc - 3 spring 2021*

---

*Query Name:*

*NBTS.1 (2020-2021) 540*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2020-01/01/2021 / Groups: edu 540 - literacy instruction - 01 olc - 4a  
(grad- accel) 1617, edu 540 - literacy  
instruction - 01 olc - 2a (grad- accel) 1920, edu 540 - literacy instruction - 01 1028 - 3a  
(grad- accel) 1920, edu 540 - literacy instruction - 01 olc - 3a (grad- accel) 1920, edc 540 -  
language acquisition and literacy - 01 olc - 3a (grad- accel) 1920, edc 540  
- language acquisition and literacy - 01 olc - 4a (grad- accel) 1920, edu 540 - literacy  
instruction - 01 olc - 4a (grad- accel) 1920, edu 540 - literacy instruction - 01 olc - 2 fall  
2021, edc 540 - language acquisition and literacy - 01 olc - 2 fall 2021, edu  
540 - literacy instruction - 01 olc - 3 spring 2021, edc 540 - language acquisition and literacy  
- 01 olc - 3 spring 2021*





*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2020-01/01/2021 / Groups: edu 550 - curriculum construction - 01 olc - 3 spring 2021, edu 550 - curriculum construction - 01 olc - 4a (grad- accel) 1819, edu 550 - curriculum construction - 01 olc - 2a (grad- accel) 1920, edu 550 - curriculum construction - 02 olc - 2a (grad- accel) 1920, edu 550 - curriculum construction - 01 olc - 3a (grad- accel) 1920, edu 550 - curriculum construction - 01 1028 - 4a (grad- accel) 1920, edu 550 - curriculum construction - 01 olc - 4a (grad- accel) 1920, edu 550 - curriculum construction - 01 olc - 2 fall 2021, edu 550 - curriculum construction - 01 olc - 3a (grad- accel) 1819*

*/Activities: Online EDU550 Analysis of Curriculum, Online EDU550 Analysis of Curriculum*

---

*Query Name:*

*NBTS.3 (2019-2021) 550*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2019-01/01/2021 / Groups: edu 550 - curriculum construction - 01 olc - 3 spring 2021, edu 550 - curriculum construction - 01 olc - 4a (grad- accel) 1819, edu 550 - curriculum construction - 01 olc - 2a (grad- accel) 1920, edu 550 - curriculum construction - 02 olc - 2a (grad- accel) 1920, edu 550 - curriculum construction - 01 olc - 3a (grad- accel) 1920, edu 550 - curriculum construction - 01 1028 - 4a (grad- accel) 1920, edu 550 - curriculum construction - 01 olc - 4a (grad- accel) 1920, edu 550 - curriculum construction - 01 olc - 2 fall 2021, edu 550 - curriculum construction - 01 olc - 3a (grad- accel) 1819*

*/Activities: Online EDU550 Final Activity, Online EDU550 Final Activity*

---

*EDU550 Final Activity, Online EDU550 Final Activity, Online EDU550 Final Activity,  
Online EDU550 Final Activity, Online EDU550 Final Activity, Online EDU550 Final  
Activity, Online EDU550 Final Activity*

---

*Query Name:*

*NBTS.3 (2019-2020) 550*



---

*EDU550 Final Activity, Online EDU550 Final Activity, Online EDU550 Final Activity,  
Online EDU550 Final Activity, Online EDU550 Final Activity, Online EDU550 Final  
Activity, Online EDU550 Final Activity*

---

*Query Name:*

*NBTS.4 (2019-2021) 530/586*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2019-01/01/2021 / Groups: edu 530 - improvement of instruction - 01 olc - 2a (grad- accel) 1718, edu 530 - improvement of instruction - 01 olc - 3a (grad- accel) 1718, edu 530 - improvement of instruction - 01 olc - 4a (grad- accel) 1718, edu 530 - improvement of instruction - 02 olc - 4a (grad- accel) 1718, edu 530 - improvement of instruction - 01 olc - 3a (grad- accel) 1819, edu 530 - improvement of instruction - 01 olc - 2a (grad- accel) 1819, edu 530 - improvement of instruction - 01 olc - 4a (grad- accel) 1819, edu 530 - improvement of instruction - 01 1028 - 2a (grad- accel) 1920, edu 530 - improvement of instruction - 01 olc - 2a (grad- accel) 1920, edu 530 - improvement of instruction - 01 olc - 3a (grad- accel) 1920, edu 530 - improvement of instruction - 02 olc - 4a (grad- accel) 1920, edu 530 - improvement of instruction - 01 olc - 2 fall 2021, edu 530 - improvement of instruction - 01 olc - 3 spring 2021, edu 586 - action research capstone - 01 olc - 3 spring 2021, edu 586 - action research capstone - 01 olc - 2 fall 2021, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1819*

*Query Name:*

*NBTS.4 (2019-2020) 530/586*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2019-01/01/2020 / Groups: edu 530 - improvement of instruction - 01 olc - 2a (grad- accel) 1718, edu 530 - improvement of instruction - 01 olc - 3a (grad- accel) 1718, edu 530 - improvement of instruction - 01 olc - 4a (grad- accel) 1718, edu 530 - improvement of instruction - 02 olc - 4a (grad- accel) 1718, edu 530 - improvement of instruction - 01 olc - 3a (grad- accel) 1819, edu 530 - improvement of instruction - 01 olc - 2a (grad- accel) 1819, edu 530 - improvement of*

---

*instruction*

- 01 olc - 4a (grad- accel) 1819, edu 530 - improvement of instruction - 01 1028 - 2a (grad- accel) 1920, edu 530 - improvement of instruction - 01 olc - 2a (grad- accel) 1920, edu 530 - improvement of instruction - 01 olc - 3a (grad- accel) 1920, edu 530 - improvement of instruction - 02 olc - 4a (grad- accel) 1920, edu 530 - improvement of instruction - 01 olc - 2 fall 2021, edu 530 - improvement of instruction - 01 olc - 3 spring 2021, edu 586 - action research capstone - 01 olc - 3 spring 2021, edu 586 - action research capstone - 01 olc - 2 fall 2021, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1819

---

Query Name:

NBTS.4 (2020-2021) 530/586

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2020-01/01/2021 / Groups: edu 530 - improvement of instruction - 01 olc - 2a (grad- accel) 1718, edu 530 - improvement of instruction - 01 olc - 3a (grad- accel) 1718, edu 530 - improvement of instruction - 01 olc - 4a (grad- accel) 1718, edu 530 - improvement of instruction - 02 olc - 4a (grad- accel) 1718, edu 530 - improvement of instruction - 01 olc - 3a (grad- accel) 1819, edu 530 - improvement of instruction - 01 olc - 2a (grad- accel) 1819, edu 530 - improvement of instruction - 01 olc - 4a (grad- accel) 1819, edu 530 - improvement of instruction - 01 1028 - 2a (grad- accel) 1920, edu 530 - improvement of instruction - 01 olc - 2a (grad- accel) 1920, edu 530 - improvement of instruction - 01 olc - 3a (grad- accel) 1920, edu 530 - improvement of instruction - 02 olc - 4a (grad- accel) 1920, edu 530 - improvement of instruction - 01 olc - 2 fall 2021, edu 530 - improvement of instruction - 01 olc - 3 spring 2021, edu 586 - action research capstone - 01 olc - 3 spring 2021, edu 586 - action research capstone - 01 olc - 2 fall 2021, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1819*

*Query Name:*

*NBTS.5 (2019-2021)*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2019-01/01/2021 / Groups: edu 586 - action research capstone - 01 olc - 3 spring 2021, edu 586 - action research capstone - 01 olc - 2 fall 2021, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 3a*

**C and I Standard Report Report**

Generated by: James Concannon 01/02/2021

---

*(grad- accel) 1819, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1718*

---

*Query Name:*

*NBTS.5 (2019-2020)*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2019-01/01/2020 / Groups: edu 586 - action research capstone - 01 olc - 3 spring 2021, edu 586 - action research capstone - 01 olc - 2 fall 2021, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1718*

---

*Query Name:*

*NBTS.5 (2020-2021)*

*Parameters Applied:*

*Submitter Demographics:*

*Major: education curriculum and instruction*

*Organization information:*

*Date range: 01/01/2020-01/01/2021 / Groups: edu 586 - action research capstone - 01 olc - 3 spring 2021, edu 586 - action research capstone - 01 olc - 2 fall 2021, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1920, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 3a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 2a (grad- accel) 1819, edu 586 - action research capstone - 01 olc - 4a (grad- accel) 1718*

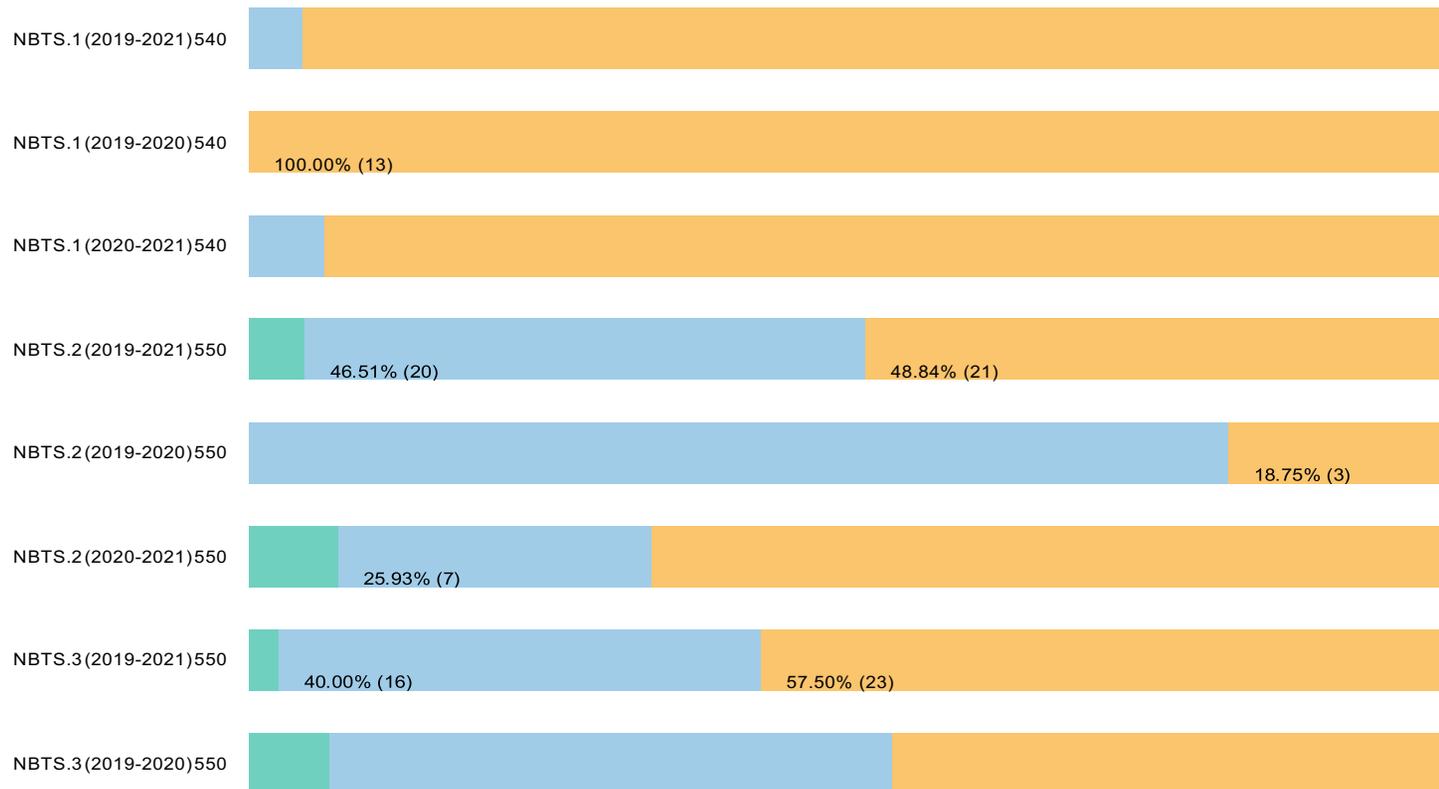
---

Education Rubric (2019)

Group by: Element  
Element: Content /Critical Thinking and Depth of Analysis /Clarity/Organization of Writing /Mechanics  
Performance Level: Developing / Proficient /Exemplary  
Standard: -



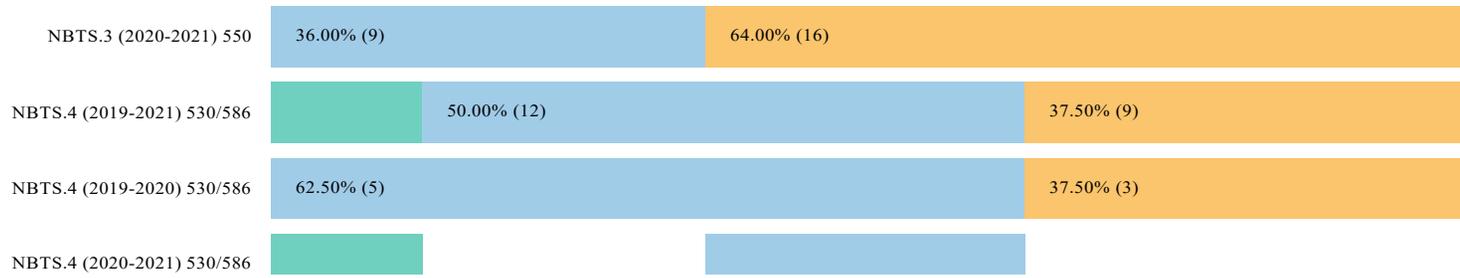
Content (Total Assessments: 352)



**C and I Standard Report Report**

Generated by: James Concannon 01/02/2021

---

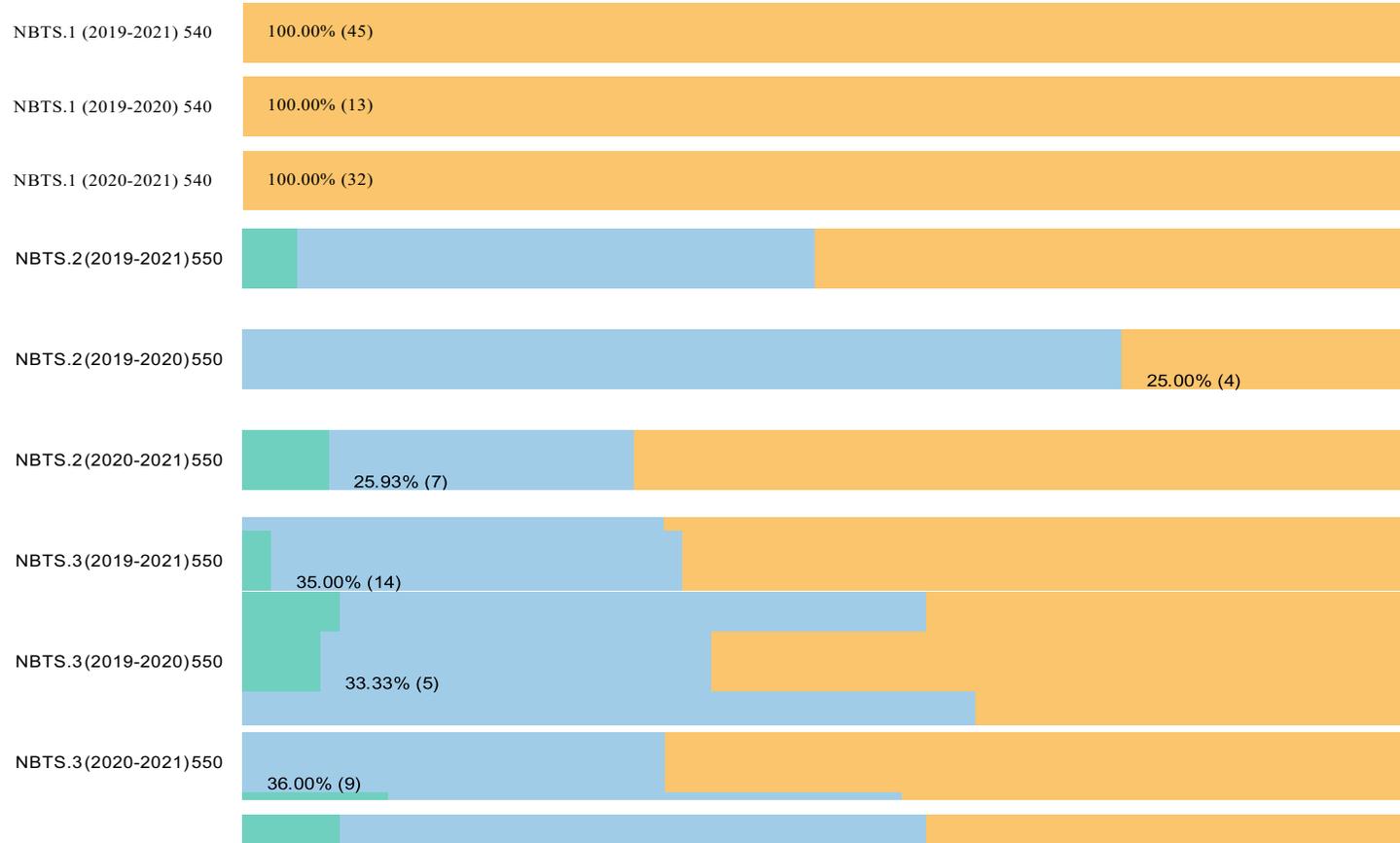


**C and I Standard Report Report**

Generated by: James Concannon 01/02/2021

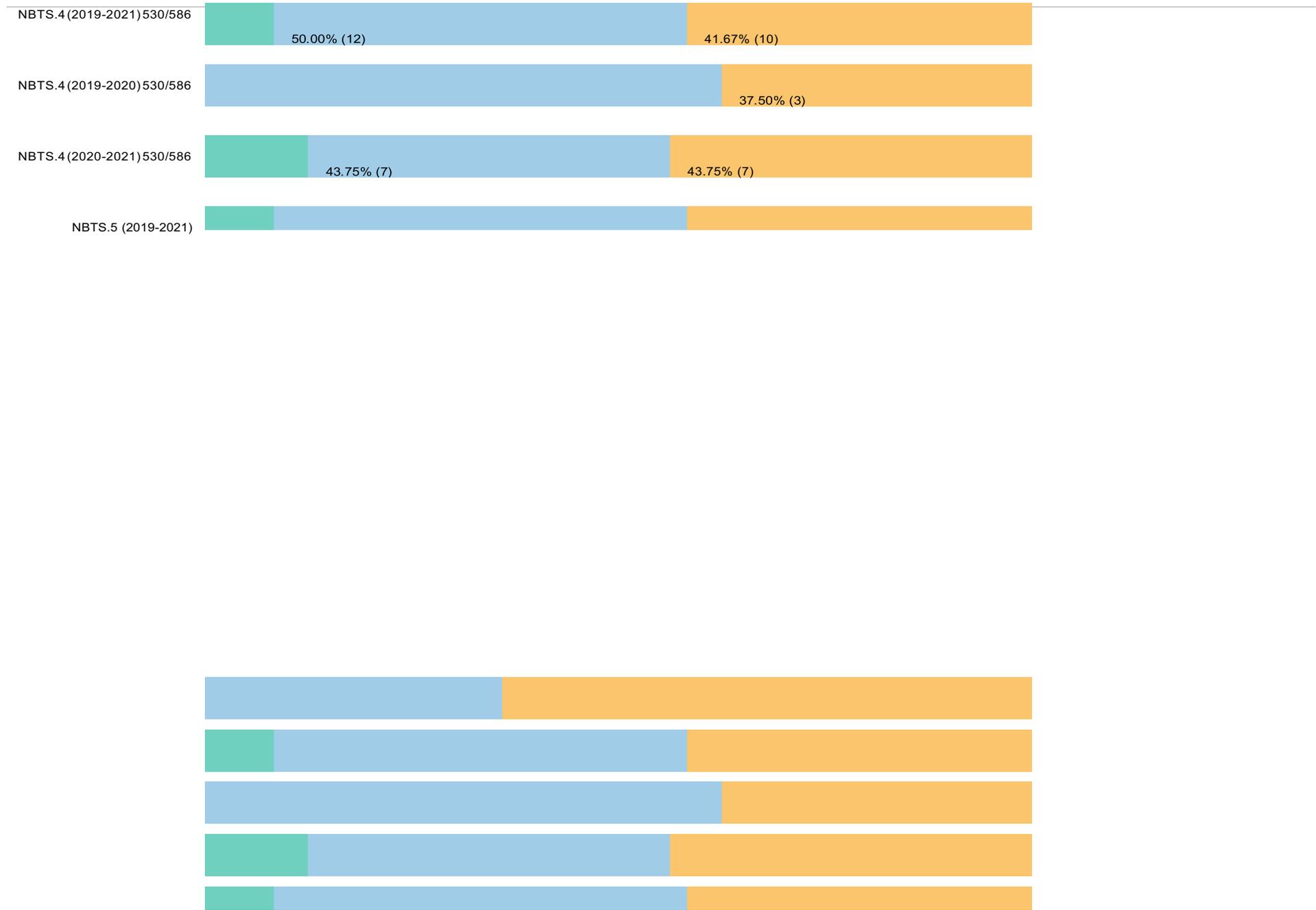


**Critical Thinking and Depth of Analysis (Total Assessments: 352)**



**C and I Standard Report Report**

Generated by: James Concannon 01/02/2021

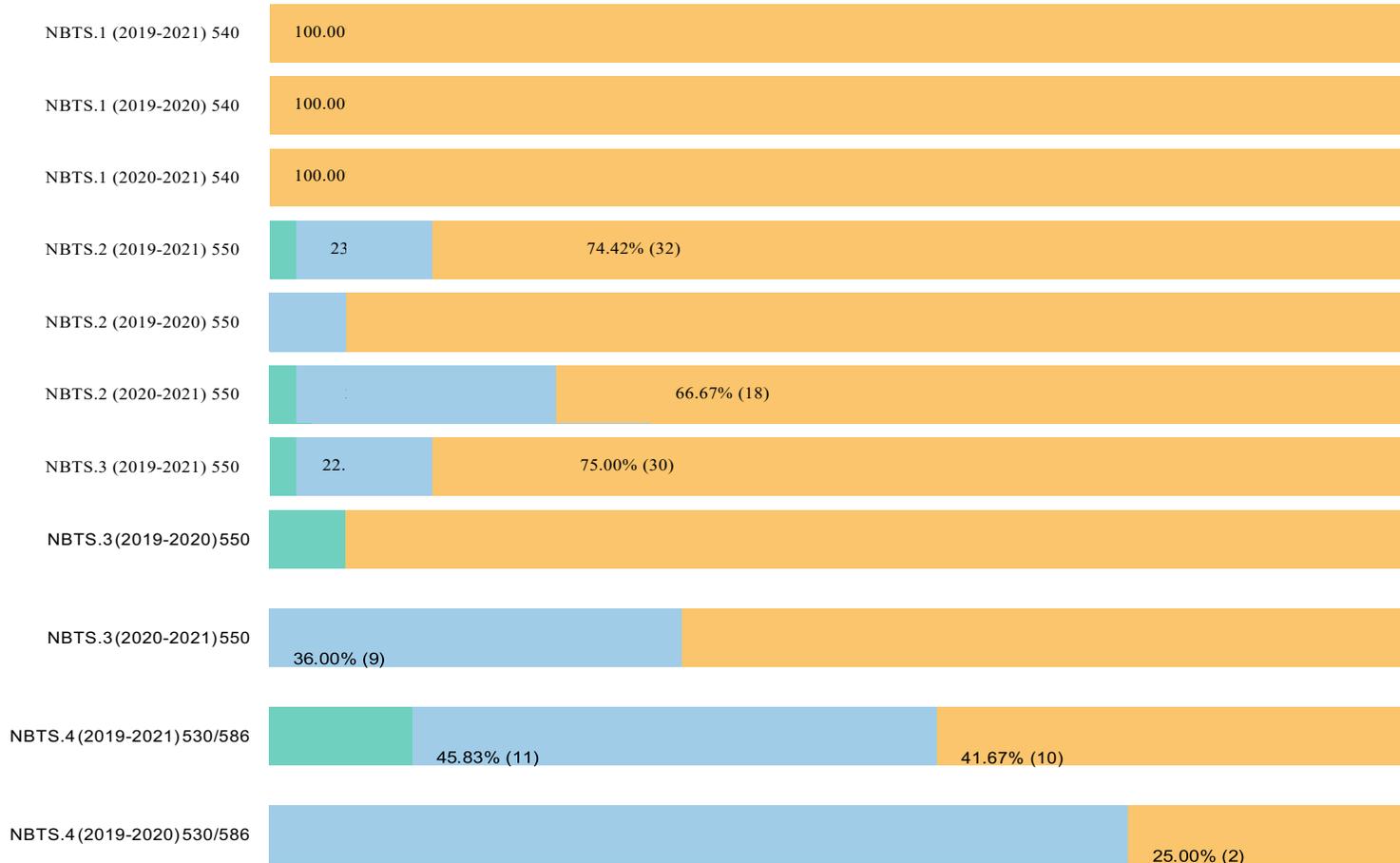


**C and I Standard Report Report**

Generated by: James Concannon 01/02/2021

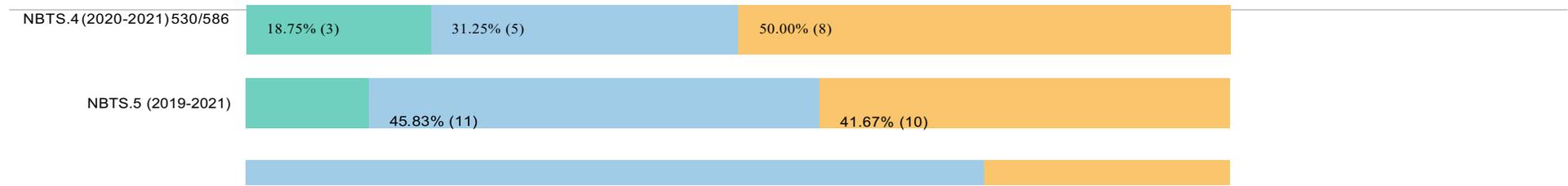


*Clarity/Organization of Writing (Total Assessments: 352)*



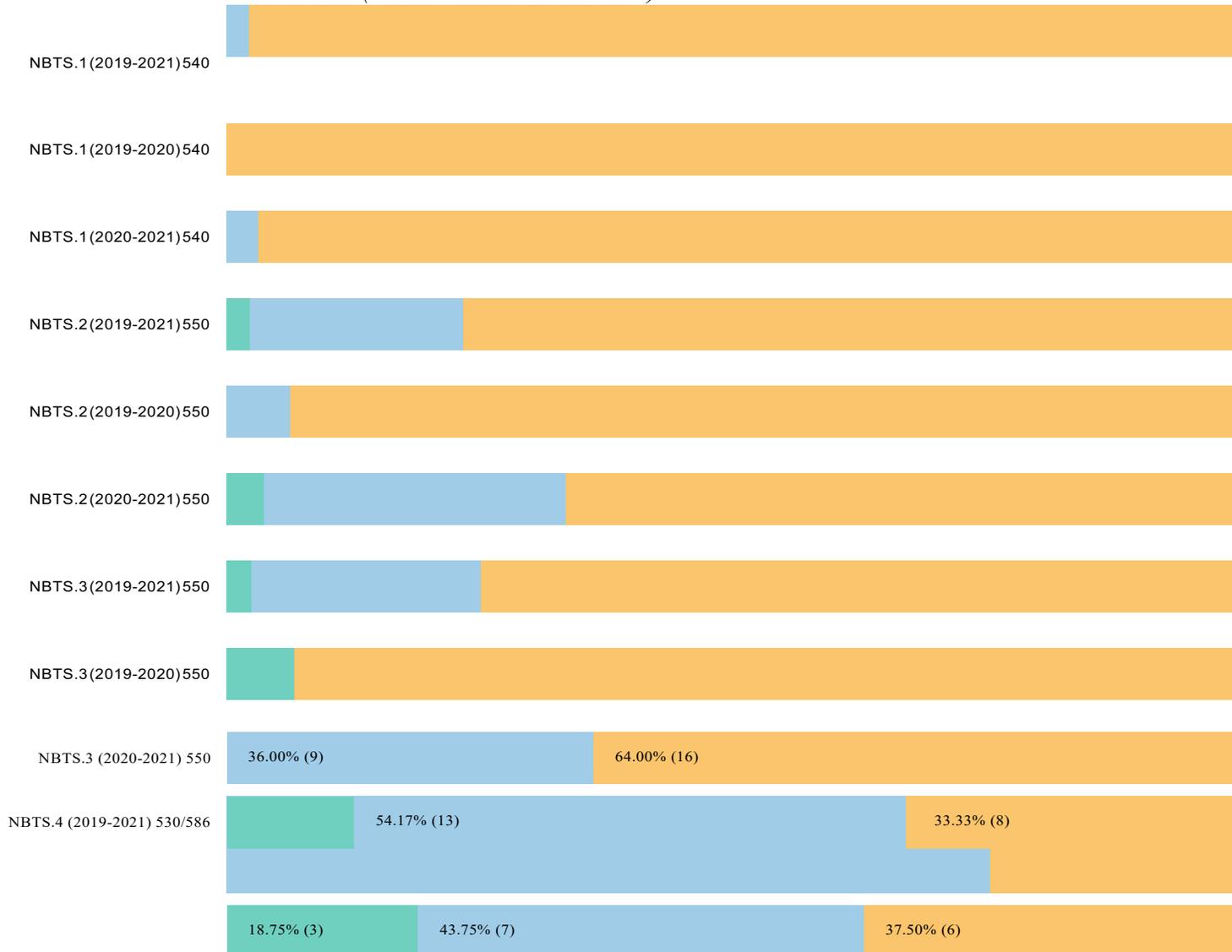
**C and I Standard Report Report**

Generated by: James Concannon 01/02/2021





*Mechanics (Total Assessments: 352)*





NBTS.5 (2020-2021)



Element	Filter	Developing	Proficient	Exemplary	Mean	Stdev
Content	NBTS.1 (2019-2021) 540	0.00% (0)	4.44% (2)	95.56% (43)	0.00	0
	NBTS.1 (2019-2020) 540	0.00% (0)	0.00% (0)	100.00% (13)	0.00	0
	NBTS.1 (2020-2021) 540	0.00% (0)	6.25% (2)	93.75% (30)	0.00	0
	NBTS.2 (2019-2021) 550	4.65% (2)	46.51% (20)	48.84% (21)	0.00	0
	NBTS.2 (2019-2020) 550	0.00% (0)	81.25% (13)	18.75% (3)	0.00	0
	NBTS.2 (2020-2021) 550	7.41% (2)	25.93% (7)	66.67% (18)	0.00	0
	NBTS.3 (2019-2021) 550	2.50% (1)	40.00% (16)	57.50% (23)	0.00	0
	NBTS.3 (2019-2020) 550	6.67% (1)	46.67% (7)	46.67% (7)	0.00	0
	NBTS.3 (2020-2021) 550	0.00% (0)	36.00% (9)	64.00% (16)	0.00	0
	NBTS.4 (2019-2021) 530/586	12.50% (3)	50.00% (12)	37.50% (9)	0.00	0
	NBTS.4 (2019-2020) 530/586	0.00% (0)	62.50% (5)	37.50% (3)	0.00	0

NBTS.4 (2020-2021) 530/586	18.75% (3)	43.75% (7)	37.50% (6)	0.00	0
-------------------------------	------------	------------	------------	------	---

	NBTS.5 (2019-2021)	12.50% (3)	50.00% (12)	37.50% (9)	0.00	0
	NBTS.5 (2019-2020)	0.00% (0)	62.50% (5)	37.50% (3)	0.00	0
	NBTS.5 (2020-2021)	18.75% (3)	43.75% (7)	37.50% (6)	0.00	0
Critical Thinking and Depth of Analysis	NBTS.1 (2019-2021) 540	0.00% (0)	0.00% (0)	100.00% (45)	0.00	0
	NBTS.1 (2019-2020) 540	0.00% (0)	0.00% (0)	100.00% (13)	0.00	0
	NBTS.1 (2020-2021) 540	0.00% (0)	0.00% (0)	100.00% (32)	0.00	0
	NBTS.2 (2019-2021) 550	4.65% (2)	44.19% (19)	51.16% (22)	0.00	0
	NBTS.2 (2019-2020) 550	0.00% (0)	75.00% (12)	25.00% (4)	0.00	0
	NBTS.2 (2020-2021) 550	7.41% (2)	25.93% (7)	66.67% (18)	0.00	0
	NBTS.3 (2019-2021) 550	2.50% (1)	35.00% (14)	62.50% (25)	0.00	0
	NBTS.3 (2019-2020) 550	6.67% (1)	33.33% (5)	60.00% (9)	0.00	0
	NBTS.3 (2020-2021) 550	0.00% (0)	36.00% (9)	64.00% (16)	0.00	0
	NBTS.4 (2019-2021) 530/586	8.33% (2)	50.00% (12)	41.67% (10)	0.00	0
	NBTS.4 (2019-2020) 530/586	0.00% (0)	62.50% (5)	37.50% (3)	0.00	0
	NBTS.4 (2020-2021) 530/586	12.50% (2)	43.75% (7)	43.75% (7)	0.00	0

	NBTS.5 (2019-2021)	8.33% (2)	50.00% (12)	41.67% (10)	0.00	0
	NBTS.5 (2019-2020)	0.00% (0)	62.50% (5)	37.50% (3)	0.00	0
	NBTS.5 (2020-2021)	12.50% (2)	43.75% (7)	43.75% (7)	0.00	0
Clarity/Organization of Writing	NBTS.1 (2019-2021) 540	0.00% (0)	0.00% (0)	100.00% (45)	0.00	0
	NBTS.1 (2019-2020) 540	0.00% (0)	0.00% (0)	100.00% (13)	0.00	0
	NBTS.1 (2020-2021) 540	0.00% (0)	0.00% (0)	100.00% (32)	0.00	0
	NBTS.2 (2019-2021) 550	2.33% (1)	23.26% (10)	74.42% (32)	0.00	0
	NBTS.2 (2019-2020) 550	0.00% (0)	12.50% (2)	87.50% (14)	0.00	0
	NBTS.2 (2020-2021) 550	3.70% (1)	29.63% (8)	66.67% (18)	0.00	0
	NBTS.3 (2019-2021) 550	2.50% (1)	22.50% (9)	75.00% (30)	0.00	0
	NBTS.3 (2019-2020) 550	6.67% (1)	0.00% (0)	93.33% (14)	0.00	0
	NBTS.3 (2020-2021) 550	0.00% (0)	36.00% (9)	64.00% (16)	0.00	0
	NBTS.4 (2019-2021) 530/586	12.50% (3)	45.83% (11)	41.67% (10)	0.00	0
	NBTS.4 (2019-2020) 530/586	0.00% (0)	75.00% (6)	25.00% (2)	0.00	0
	NBTS.4 (2020-2021) 530/586	18.75% (3)	31.25% (5)	50.00% (8)	0.00	0

	NBTS.5 (2019-2021)	12.50% (3)	45.83% (11)	41.67% (10)	0.00	0
	NBTS.5 (2019-2020)	0.00% (0)	75.00% (6)	25.00% (2)	0.00	0
	NBTS.5 (2020-2021)	18.75% (3)	31.25% (5)	50.00% (8)	0.00	0
Mechanics	NBTS.1 (2019-2021) 540	0.00% (0)	2.22% (1)	97.78% (44)	0.00	0
	NBTS.1 (2019-2020) 540	0.00% (0)	0.00% (0)	100.00% (13)	0.00	0
	NBTS.1 (2020-2021) 540	0.00% (0)	3.13% (1)	96.88% (31)	0.00	0
	NBTS.2 (2019-2021) 550	2.33% (1)	20.93% (9)	76.74% (33)	0.00	0
	NBTS.2 (2019-2020) 550	0.00% (0)	6.25% (1)	93.75% (15)	0.00	0
	NBTS.2 (2020-2021) 550	3.70% (1)	29.63% (8)	66.67% (18)	0.00	0
	NBTS.3 (2019-2021) 550	2.50% (1)	22.50% (9)	75.00% (30)	0.00	0
	NBTS.3 (2019-2020) 550	6.67% (1)	0.00% (0)	93.33% (14)	0.00	0
	NBTS.3 (2020-2021) 550	0.00% (0)	36.00% (9)	64.00% (16)	0.00	0
	NBTS.4 (2019-2021) 530/586	12.50% (3)	54.17% (13)	33.33% (8)	0.00	0
	NBTS.4 (2019-2020) 530/586	0.00% (0)	75.00% (6)	25.00% (2)	0.00	0
	NBTS.4 (2020-2021) 530/586	18.75% (3)	43.75% (7)	37.50% (6)	0.00	0

NBTS.5 (2019-2021)	12.50% (3)	54.17% (13)	33.33% (8)	0.00	0
NBTS.5 (2019-2020)	0.00% (0)	75.00% (6)	25.00% (2)	0.00	0
NBTS.5 (2020-2021)	18.75% (3)	43.75% (7)	37.50% (6)	0.00	0

## 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?*

Faculty teaching in the C & I program are involved in the assessment process as the assessors. Are all faculty involved in this process, I do not believe all faculty are involved in the assessment process; rather, just faculty specific to the program. The assessment process is led by the Chair of MEd, EdS, and Advanced certifications. Data is entered into via by instructors. Via (Watermark) is set up in each course by a staff member for faculty to access (whether that be in D2L or Moodle). In addition to meeting program benchmarks, specific courses and major assignments are reviewed by program data and end-of-course evaluations. Program data is divided by course and analyzed using the Education Rubric (2019) by year. Programmatic changes are initiated by faculty, and completed within a scheduled timeline.

We need to consider comprehensive review and revision of course curriculum during the 2021-2022 academic year. At a minimum, EDU590 and EDU500 need to be revisited for cohort and online. For EDU590, there is no further need for EDU590 to address the MPEA performance assessment. EDU 500 needs to be aligned to a new text for Fall 1 in both modalities. EDU500 should be a minor revision for both modalities. I'll arrange for these revisions in coming weeks.

As far as course assignment, I think it is important to know that since January 2020, only two FT professors have taught EDU586 Capstone. Also, only three different instructors have taught EDU520. It is vital these two courses tightly aligned with consistent instructors. I recommend having a training session during the summer 2021 adjunct training to specifically train adjunct instructors, then revise the credentialing list to include only those who have participated in the training.

School Leadership now has its own Action Research course, effective January 2020, EDU 568. The revised EDU520, then would not need to be aligned with MLDS.

## 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.*

#### **Rating 3-Exemplary**

The history of the program is succinct and provides relevant information to understand the program, its structure, goals, foundation, and major components. The websites presented allow the reader to delve into more detail if necessary.

However, there are issues with the hyperlinks:

- The in-text links seem to have no URL associated with them
- The last link of the ones listed at the bottom is broken (gives a "Page Not Found" error).

As per the guidelines of the prompt, the statement is exemplary, but the links do need to be addressed.

#### **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.

### Rating 1-Needs Improvement

The information provided in response to the prompt does an excellent job at presenting the history of the University, its commitment to the Liberal Arts, and the continued development of quality programs with an initial emphasis on Education and later expanding into other fields while providing students a holistic experience. It also presents relevant milestones in this history and allows the reader to understand how William Woods has shaped itself into the institution it is today. However, the prompt focuses on the purpose and mission of the program and a reflection on how it connects to the University. The philosophy/purpose of the program is summarized by a short paragraph and the list of the National Board for Professional Teaching Standards (NBPTS). While the connections between these and the changes in William Woods over time are implicit, I found no discussion, from the perspective of the program, that shows how these are interconnected. I believe the purpose of the prompt is to foster reflection as to how the program connects to the bigger picture of William Woods while allowing it to grow as the University continues to evolve. I recommend the following approach to address this issue and make this a more reflective tool for program growth:

- Conclude the historical synopsis of William Woods with a list of the main values/goals of the university that align with the program (not all the aspects presented in the synopsis apply to the program, eg. the Equine Science baccalaureate).
- The NBPTS standards are important and connected very specifically to the goals of the Education Program at large but are only part of the picture. My interaction with the different stakeholders in the program suggests there are many more aspects that the program has that are not discussed here and connect to the different university goals presented in the program some of the more salient ones based on my brief exposure to the program and the team are:
  - The mechanism by which the programs align instructor expertise with content allows them to offer students the opportunity to connect theory and practice through the eyes of experience.
  - The dynamics between the coordination team and the instructional team, provide a strong mechanism to keep ideas fresh and current.
  - The push to have the Action Research Capstone (EDUC 586) have a more rigorous and clear assessment, coupled with the idea to have a more meaningful connection across other courses that build the foundation for this ensures educators going through the program continue to be leaders in the field as has been the tradition for William Woods.
- Reflect on the connections in the context of the future growth of the program (additional interstate or international connections? Partnerships?)

### 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.

### Rating 1-Needs Improvement

This section is connected to the following components of the Program Profile (tab 1)

- Student demographic reflection
- Student demographic chart
- Concentrations
- Program demographic data
- Reflection on program enrollment data

I would like to state that I am not sure the structure of the tab allows for a smooth transition from data to reflection. It would be more helpful for the writers and reviewers to analyze and present data first and then summarize and reflect on it. I was also intrigued by the report designer's perspective on the differences between student demographic chart and

program demographic data. I found that the files uploaded (MED\_C\_I\_Demographic\_Data.pdf and MED\_C\_I\_enrollment\_data.pdf) are the same two files in each section. The data presented I find appropriate for either section and thus agree with the choice to upload them here. However, it seems redundant to do this. Given that the Program Demographic data has a prompt it might be useful to add a short descriptive prompt to the student demographic chart section to clarify the difference (if any).

That said, the data presented addresses the data requirements of the prompt. However, it is presented in a manner that is not consistent with the reflection. For example, the summary chart presents a change in total students of -70.2%. This number is calculated by comparing the 10/11 academic year (141 students) to the 20/21 academic year (42 students - an incomplete year as per the reflection) for a program reduction of 70.2%. I would consider presenting the data in a different manner, possibly grouping data to better support the reflection and conclusions. Furthermore, understanding the program demographics can be an important tool for recruitment and retention. In the report, the program demographic data summary is limited to self-identified gender. Moreover, the faculty data provided under Tab 3 and my brief experience with the different stakeholders suggested the program serves a very specific population of individuals that usually have full-time jobs. This may allow the team to collect more detailed information as to the structure. It would help provide a better sense of the community that is being served while allowing the team to find populations that are underrepresented and could be a target for recruitment. Some ideas for relevant data collection and analysis for table modification would be:

- Group information so that analysis at a program level is separated from the analysis of the program within the college (for example graduation percentages and total enrollment trends).
- Consider calculating 3-5 running averages rather than summarizing a 10-year program change. Running averages for 3 years (arbitrarily chosen by me) that exclude 2020/21 provide give a running average that is consistent with the average of 70 students presented in the student demographic reflection.
- Consider expanding demographic information to better assist recruitment by including additional intersectional variables (age, self-identified race/ethnicity, etc.).
- Consider including information that relates to current employment and qualifications to better identify target recruitment populations.

I don't think the file MED\_C\_I\_enrollment\_data.pdf, which breaks down enrollment by course and semester belongs in this section. I think it belongs in the other location where it is uploaded, under "Internship and Placement" (Tab 2) in the "Curriculum Enrollment" section. I would suggest removing it from Tab 1.

#### **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.*

##### **Rating 1-Needs Improvement**

Retention rates are directly related to good resources and strong advising, I think the program has to clarify the steps it needs to take to provide the necessary resources (see my responses to 3.6 and 3.7 below) as well as to quickly develop an advising system (see 1.5 below).

The only aspect of recruitment that is mentioned in the evaluation is that online requirement is done via a third party (Elliance) that seems to focus primarily on Missouri. While the evaluation addresses this issue, there are no clear strategies provided. A few things that should be considered:

- Gather relevant demographic data that allows the team to better construct a profile of the students that are inclined to take the program. This will allow better targeting and assist in the development of partnerships. This could assist both Elliance as well as other partners.
- Take advantage of a large and diverse community of adjuncts and students to expose the program and its success (via the success of their students) via social media.
- Review major international programs in education and reconsider the objectives of the course to allow for flexibility and adaptation based on this. International Baccalaureate Schools, which also exist in the US, are low-hanging fruit.

**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.*

**Rating 2-Adequate**

The advising in the program was handled by a single person who specialized in the task. This suggests that students had the best possible support when it came to planning and accessing resources for their academic program. While the information provided in the evaluation is *adequate* to inform the readers, this scenario is *exemplary* when it comes to student support.

Given how important advising can be in retention, it would have been nice to have an outline of the way advising was implemented, as this would serve as a guideline to develop a faculty-centered advising system should a replacement not be found. Aspects that could be considered include:

- Mechanisms to track students
- Expectations for advisor and advisees in terms of contact frequency
- Record-keeping dynamics and data collection and follow-up of struggling students
- Support mechanisms in place

If the person is available in some way or another, you might want to consider asking for this information.

**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.*

**Rating 1-Needs Improvement**

See response to 1.5 above

**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.*

**Rating 1-Needs Improvement,**

- I am not sure the summary of the Action Research Paper rubric addresses the prompt "Student Internship Demographics"
- Given the nature of the program, internships are very different from those of undergraduate students. However, the raw data provided in the table submitted could be synthesized to provide a better tool for analysis and potentially serve to aid in recruitment efforts. (organizing it by regions for example).
- If the number of interns at each location was included, it would also help identify significant partnerships over time.

**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.*

**Rating 2-Adequate**

Almost all students in the program have full-time jobs thus this description, as stated, is not relevant to the program.

**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.*

**Rating 2-Adequate**

Almost all students in the program have full-time jobs thus no better information can be provided that would be reasonably accessible.

**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.*

**Rating 3-Exemplary**

The course rotation described and the syllabi reviewed suggest the course rotation is coherent with the goals of the program. Moreover, the rotation is such that courses can build upon each other to attain the program objectives. In addition to this, the syllabi reviewed showed how the different courses in the program are interconnected in relation to the goals and objectives.

That said, the tables seem to contain more information than is relevant to the course. I would consider putting them in as appendices in the syllabus and highlighting the course number that is part of the syllabus. This would allow you to use the same structure across courses (the syllabi I reviewed has very different versions of the tables which were located in different places).

**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.*

**Rating 1-Needs Improvement**

There are four sections under Tab 2 (Internship and Placement) in the Program Curriculum section that refer to this theme:

- Curriculum: Rotation
- Curriculum: Delivery Mode
- Curriculum Revision
- Curriculum: Shared Curriculum

There are also three uploaded files that provide support for this section.

- Curriculum Enrollment (compiled externally)
- Program Checklist (from the Academic Catalog)
- Course Descriptions (from the Academic Catalog)

However, while the data presented is descriptive of the course offerings and the rotation, there is little reflection on the rotation. For example, the prompt in the section "Curriculum: Rotation" requires a reflection on enrollment. I would suggest a longitudinal analysis of the enrollment data organized in a manner that allows for easy comparison across courses and can be connected to assessment. Furthermore, I believe this can be related to graduation rates and demand for courses based on the analysis of these variables. Moreover, some data is duplicated between uploaded files and submitted text.

### **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.*

#### **Rating 1-Needs Improvement**

I believe this section is referring to a reflective analysis of the information submitted under Tab 2 in the "Program Curriculum Section" under "Curriculum: Review" second. I think the prompt requires an additional reflection on enrollment. Superficial trend analysis of the data submitted in the MED\_C\_I\_enrollment\_data.pdf file suggests that the course offerings are appropriate to the program needs. However, the report does not make a strong case for this. I believe this could be improved by adding the following to that section:

- Taking the raw data in MED\_C\_I\_enrollment\_data.pdf and organizing it in a manner that allows a trend analysis over time of each course
- Compare the interconnectedness of the courses in the program (as detailed in the objectives tables found in the syllabi) to the trends from the data.

### **2.4 Discussion on curriculum changes based on assessment are clearly explained and 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.*

#### **Rating 2-Adequate**

This is an interesting situation because the assessment reports presented under Assessment Data (Tab 5) are formatted differently depending on whether they are pre or post the changes discussed. Given the lack of comparable assessment data, the explanation is as clear and complete as possible. Moreover, the assessment of criterion across courses suggests further work is needed in order to ensure reliable assessment occurs across courses in each of the different program objectives. However, the data collected using Via (and used in the last two reports) provides a solid foundation for this to be developed in the next program review.

### **2.5 Discussion on curriculum changes based on assessment are detailed and 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.*

#### **Rating 2-Adequate**

I have rated this as Adequate based on my opinion on the available data (see 2.4 above).

### **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.*

#### **Rating 3-Exemplary**

There is a clear difference in the Teaching effectiveness across the program and the average within the institution. The reflection is consistent with this observation. I have rated this as exemplary based on the evaluation results presented, though the reflection could have added additional information to support the perceived reasons to help keep track and inform future reviews.

**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.*

**Rating 3-Exemplary**

All course descriptions from the catalog have as much relevant detail and rigour, as is possible for a catalog entry to have, regarding their goals and objectives.

**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.*

**Rating 2-Adequate**

Considering the recent change in LMS from Moodle to D2L, it would be have been interesting to know if there were any technical considerations for the shift that would help inform future reviews or simply serve as a record of decision-making.

**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.*

**Rating 2-Adequate**

When it comes to the section on physical facilities, requirements are different when compared to brick-and-mortar setups. The structure of the evaluation should be reframed to consider the necessary resources for online/hybrid settings. I believe the information provided, in the light of the recent change from Moodle to Brightspace, is adequate for the purpose of the review.

I recommend that the team considers providing details of the different considerations that triggered the decision for the switch to serve as a record for reflection in future evaluations. This would also help identify categories that may inform data collection for future analysis on the success of this initiative.

**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.*

**Rating 2-Adequate**

Given my responses to 3.1and 3.2, this section becomes redundant in the External Evaluation tab for this program review.

**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.*

**Rating 3-Exemplary**

An extensive summary of the resources available to students that the impact on their learning is provided. It provides good insight as to the resources available to students directly from William Woods or thought partnerships with other institutions.

### **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.*

#### **Rating 3-Exemplary**

Relevant data is collected and summarized on an excel sheet in a manner that the leadership team has all the necessary information to make decisions based on faculty qualifications (MED\_EDU\_Adjunct\_Demographics.xls). A record is kept of qualifications as well as additional professional development to ensure faculty have the necessary credentials and experience to provide high-quality instruction in the courses they are assigned to.

The only problem with the relevant sections of Tab 3, under Faculty and Staff Resources, is that it seems a red-text text file was pasted into the Faculty text box and the resulting format has a very poor presentation which makes reading the data quite difficult. Nevertheless, I have chosen to rate this as exemplary based on the data submitted in the excel file submitted, this is further supported by my interactions with the adjunct faculty and the leadership team.

### **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.*

#### **Rating 2-Adequate**

This is a criterion that I chose to rate as adequate because the recommendation to have a person dedicated to the smooth running of the online system is a necessity that needs to be addressed. However this requirement, while intuitively essential to learning, is hard to connect to learning data. These systems require specialized knowledge, experience, and the ability to respond quickly to issues and difficulties that arise when using technology. Considering the size of the leadership team and my recommendations regarding recruitment, I would consider adding the coordination of social media to the responsibilities of this person (this is connected to my recommendations on recruitment).

### **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.*

#### **Rating 2-Adequate**

I have rated this as Adequate because of the following reasons:

- Based on the criteria for 3.1, 3.2, and 3.3 above, the switch to a different LMS makes any prior deficiencies something that cannot be addressed until the impact of the switch is assessed. The recommendation to invest in personnel and PD to help with the new software is a natural consequence of the switch.
- There are no identified weaknesses in the library resources
- The recommendation made under "Recommendations for Personnel" focuses on the personnel responsible for management (see my response to 3.6 above). In this case to facilitate the modifications and transitions that exist in all online settings. These would cause an impact on student learning indirectly and are thus hard to quantify.

### **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.*

### **Rating 2-Adequate**

From the evaluation, it seems that in-depth analysis for the current period under review needed to be addressed by overall institutional data collection mechanisms and should be ready for the next review period.

#### **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.*

### **Rating 2-Adequate**

University-wide learning outcomes are clearly stated, as well as the program objectives, and a clear and direct connection is established. However, I am inclined to believe that two other objectives are connected to the NBPTS (hopefully I get the numbering protocol correct):

WWU2016.3: Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions

Relates, in my opinion, to NBPTS.4 and NBPTS.5

and

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.

Can arguably be related to NBPTS.5

#### **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.*

### **Rating 3-Exemplary**

Provides detail as to the assessment across courses as well as an outline on how cross-course assessment of these objectives is managed the Program Assessment Matrix. This is exemplified by the rubric of the Action Research Project (though I think this is presented in the wrong section).

#### **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.*

### **Rating 3-Exemplary**

The evaluation has clearly identified major gaps in student learning and is working to address these. This is corroborated by the assessment data from Via and reflected upon in the course sequence.

#### **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.*

### **Rating 3-Exemplary**

The program aligns its objectives with the National Board for Professional Teaching Standards (NBPTS) and the Missouri Department of Elementary and Secondary Education (DESE) you cannot have more specific standards for the discipline. That said, only the former is addressed in the evaluation. The latter I found in the sample syllabi shared with me.

#### **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.*

### **Rating 3-Exemplary**

This is clearly outlined in the assessment matrix and present in the syllabi shared with me.

#### **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.*

### **Rating 3-Exemplary**

The evaluation clearly describes the assessment, its limitations, and the results over the past 5 years. It also identifies and discusses issues with the current assessment structure. It details the steps taken to address some of these issues as well as future steps for the 2021-2022 academic year. While currently focused on a few courses, these plans provide a strong foundation for improvement, growth and development of the program.

### **External Reviewer Summary Statements**

#### **• What do you see as strength's for the program's?**

The program strengths that I see them are the following:

- A Program Curriculum that aligns nicely with relevant professional standards in the field. This is exemplified by the course sequence and curriculum mapping presented in the syllabi (it would be nice to have a section to upload this summary to demonstrate course alignment).
- A robust assessment mechanism using Via that relates course assessment to program goals and objectives.
- A vibrant community of instructors that brings fresh, real-life experiences to the table. These instructors teach students many of which are not unlike themselves. In fact, more than one story that was shared related recruitment of instructors from the program itself. Many successful online programs do this.
- A dedicated leadership team that is committed to the success of their students and is dynamic enough to make quick decisions (though probably slightly undermanned in terms of implementation).

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

First of all, this is a question that can be answered yes/no. The answer is yes.

I will now answer the question I think you may be asking: What components distinguish the program from others? (in a positive sense of course). This is a harder question because “distinguish” as in “makes unique”, is a tough claim to

make. I will list the characteristics that I think put the program among the higher quality programs in the field, as far as my experience goes.

The characteristic that is most salient to me in terms of what I have experienced with most other programs is the rigor expected in the culminating capstone experience. While this is still a work in progress, the fact that the leadership and instructional teams are vying to make this a cross-cutting project in the curriculum is outstanding. Coherence in a curriculum is evidence of high-quality instruction.

In addition to this, the use of instructors that have current and recent real-life experience and applications of the material taught provides a program that students will find applicable and useful immediately. Any dynamics that allow these instructors to share their thoughts with the leadership team should be maintained and encouraged.

The use of a centralized system of assessment, using Via, that connects program goals to course assessment. This allows the leadership team the possibility of excellent data to make curricular decisions. Of course, this data is as good as the data that is input into Via and getting quality data is still a work in progress

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

More than areas of concern, the evaluation suggests areas of improvement, especially when it comes to the growth and development of the program. I think the structure of the evaluation process has not allowed the team to take full advantage of this in terms of future program growth and development. The review to have the available data summarized in a manner that allows:

- A clear picture of the different components that would allow program growth and development by identifying the current dynamics to identify areas of growth.
- A clear perspective of program growth over time that leads to informed decision making
- Addresses the unique needs of a fully online (optionally mixed delivery) program.

Some ideas that come to mind based on my interaction with different stakeholders, as well as the review of materials that are not considered in this evaluation (they are not required), suggest some areas for growth and improvement.

- Simplification in the assessment of assignments across courses, much in the same line and in greater depth to the reformulation of the Action Research Capstone.
- Consider having a uniform syllabus structure to highlight program coherence while maintaining course individuality. This will make future evaluations and transitions easier.
- By limiting recruitment to a single outside partner, the program is limiting its potential for growth. The current COVID pandemic has provided an excellent substrate for growth in online instruction both across states and internationally. Looking for more partnerships would be great.
- In addition to this, program leaders should encourage coordinated efforts on part of community members (instructors, students, partners, etc) to take active roles in social media. I know MU Ohio requires students to carry out projects/assignments that engaged their communities and encouraged them on social media.
- Many successful online programs engage their alumni across social media, highlighting their success across various fields. My impression of the William Woods community suggests that this is quite possible.

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

Being a quality online program with a vibrant community, there is potential for growth if appropriate steps are taken in terms of exposing the program and its virtues to the appropriate audience. So yes, there is strong potential for growth, with proper marketing and exposure.

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

I find that this is a program that is addressing past shortcomings by taking advantage of the strengths from the past while building more rigorous foundations for future growth that is currently limited by resources. I think a good use of proper recruitment tools aimed to increase the size based on a good analysis of the population it seeks to serve while extending recruitment, is the best way to get these resources.

I am not sure that the program has taken interest in Quality Matters as a rubric/reference for program structure (the syllabi suggest there has been no such interest). If resources are available it should be considered.

Regarding the report itself, it needs to be checked for consistency in formatting and legibility (or else my browser is messed up).

## 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 reviewer identified some specific challenges related to course rotation, course enrollment, advising, and the overall mission of the program. It is without a doubt that the course rotation for the MEd C and I coursework needs to be reviewed with regards to course enrollment trends. While the task of reviewing course rotations based on enrollment trends is a fairly easy task, and one that has been done, it never hurts to review this again. The last course rotation review for the MEd C and I program was performed approximately a year ago. The difficulty with the rotation, and an oversight possibly with the data presented to the reviewer was that there are multiple shared courses by students in other programs other than just MEd C and I students. There are several shared courses with Teaching and Technology, STEM Education, and Educational Leadership students. The rotations are not based specifically on MEd C and I enrollment, rather, total enrollment from all program. I would agree that the rotations for the courses that are not shared by other programs need to be reconsidered.

The program mission was not articulated well. The program mission is best articulated by our website:

#### **Educational excellence, practical experience**

You may have a specific career goal in business or education that requires a Master's degree. Or you may be looking to broaden your horizons through an Associate's or Bachelor's degree. Or you may be a working professional who has already earned some college credit and wants to complete your degree. You can achieve these goals in an affordable, accredited, supportive online learning environment through a William Woods University online degree.

Whichever path you seek, you can expect to be both challenged and supported, through practical coursework taught by engaging faculty. Our professional experience is matched by a down-to-earth commitment to involve you deeply in your learning experience; foster networking and collaboration with your peers, and support you throughout your academic journey and beyond.

Advising, in addition to overall student recruitment were concerns. It is very difficult for a single advisor to provide individualized advice when his or her case load is well over 700 students. In this regard, past advising of graduate students (five years) was reactive more than proactive, and since Sarah's departure has been held together by a small number of very dedicated staff members. Advising is a critical component of the overall student experience, so with that it is important that the new graduate advisor who is replacing Sarah Hamilton to commit to working with each student so each student's needs are being met.

I do believe that for a graduate advisor to make a meaningful connection with working adults he or she needs to be willing to work late hours between 4pm and 10pm, and in that time period be willing to meet via zoom with each student.

The MEd C and I internship experience was ranked as needing improvement. My response to this is that students in the program are full-time teachers. The curriculum is intertwined with their role as full-time teachers. While the goals and mission of the program is to further their craft where they are currently employed, the curriculum does not place students with teachers that have proven track records of teaching effectiveness, much like a student teaching experience. This is impossible given that our students are teaching at the exact same time as other teachers, unless of course the curriculum as revised to demand very little with respect to an "internship" experience. I firmly believe that the curriculum provides students opportunities to better their skills in all areas relating to the program goals in their own classroom. To this, I respectfully disagree with the reviewer.

### **Program Identified Strengths**

*Discuss strengths of the program as they impact student learning.*

The overall strengths that were identified include the program's objectives, the assessment for meeting those objectives, and the continuous review of curriculum based on data-driven decisions. The overall strengths are reflected by three years of work to ensure that we are making action plans based on data collected in via. I do believe the past three years the School of Education has had to focus on these aspects of quality and quality assurances that were absent three years ago. I appreciate the reviewer taking time to listen to the changes that have been made to address rigor in the program, and our desire to prepare students to be successful as teacher researchers in their field. The curriculum has been reviewed on a number of occasions; however, it is important that we continue to consider our program's mission as it relates to today's K12 schools and research on best practices. It was noted that the library resources are exemplary.

I believe that what has been accomplished in the past three years could not have been possible without a positive and solid working relationship among those in the School of Education, and the Director of Online Programs.

### **Program Identified Challenges**

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

The overall challenges of the program at this point in time relates to advising, navigating changes in certain courses that are shared with other programs, determining course rotations with hopes that enrollment of the program increases to allow for more start dates, and overall enrollment. We will work closely with the new graduate advisor, we will review course rotations, and we will seek opportunities to have conversations with admissions for how the School of Education can assist in increasing enrollment in the MEd C and I program.

### **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 work closely with the new graduate advisor, we will review course rotations, and we will seek opportunities to have conversations with admissions for how the School of Education can assist in increasing enrollment in the MEd C and I program. The changes in the curriculum show our overall desire to increase rigor in the program, and we will continue to review curriculum to ensure that our courses prepare students for the EdS in Curriculum Leadership.

## Academic Council Review

3=Exemplary

2=Adequate

1=Needs Improvement

0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	2
Comments: The history of the program should be specific to the program and not the university. This information was provided in url links but not the description.		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	1
Comments: The program mission also should be focused on the program and not the overall mission of the college. Program objectives have a place, but it is not in the mission discussion. This program clearly connects to the bigger picture of the university, but that is not clear with this narration.		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	1
Comments: Data provided to show the retention and graduation percentages. For the graduate programs, retention data is not the measuring point. But the program did not mention how they are going to work on retention. There is not a plan for supporting and retaining students that was seen.		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	1
Comments: As mentioned in 1.3, the program needs to look at retention strategies and approaches to supporting current students. What are the resources and what needs to you have?		
1.5	Program advising loads are appropriately delegated throughout the program	2
Comments: The current academic advisor for the Education graduate programs is very good and he works well with the students.		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	2
Comments:		
1.7	Comprehensive accounting of graduates in internship placements	2
Comments: Masters. Programs as a rule do not have internships, but some programs do require "supervision". This is an area of the report that needs revision to fit the terminology of the program.		

1.8	Provides detailed description of possible employment positions for graduated students.	3
Comments: the program can provide employment data for all registered students.		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	2
Comments: the program provides the necessary data as it relates to employment, but we don't know if they are promoted or change positions due to the completion of the degree.		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2
Comments: Rotations are clear and followed regularly –		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments:		
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	2
Comments: this is a work in progress for the program with the alterations of program assessment and usage in Via.		
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)	3
Comments:		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments: for the purpose of this program the physical equipment is the learning management system – Moodle and BrightSpace		

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.	2
Comments: Considering the modality of the program, this is also related to BrightSpace and the available technology to do the work that you need to do successfully?		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	3
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	3
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.	2
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.	2
Comments:		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	3
Comments: The program instituted new assessment strategies 2 years ago		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	3
Comments:		

4.4	The student learning objectives are appropriate for the specific discipline.	3
Comments:		
4.5	Includes a longitudinal view of assessment for each program learning outcome	3
Comments: Program is making positive progress on the assessment of the program.		
4.6	Discussion on the assessment process over the 5 year span.	3
Comments:		
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.	3
Comments:		
5.2	Response to the external review is complete and detailed	3
Comments: The program noted and provided revised comments reflected in their response to the external reviewers evaluation.		
Conclusion		
6.1	Strengths of the program are discussed	3
Comments: Noted Below		
6.2	Challenges of the program are discussed.	3
Comments: Noted Below		
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:		

Noted strengths of the program:

- The program has a diverse faculty teaching the courses and they can provide a wealth of personal experience to what they are teaching.

- Program has potential of high enrollment as evidence by the enrollment data.
- Program faculty and administrators have worked at curricular revisions and created a much stronger program for today's student.
- Student perceptions on Rigor and Faculty teaching is higher than the university average.

Noted challenges of the program:

- Curriculum Instruction is a more generic degree for education, but that does not mean that the faculty and program cannot find niche markets to propose the program.
- The program needs stronger data collection, but that is on the way.
- Current enrollment downturn for the program is a noted challenge.
- Majority of the faculty are part time adjunct faculty, and while this is also a strength, it can be a challenge due to inconsistency of expectation and presentation of the material.
- The program is currently struggling with the transition and void of the on-ground cohort option. Many students prefer the face-to-face interaction, and they don't want to the online model, and it is believed that the loss of the cohort model could be a contributing factor to the downturn in enrollment.

Recommendations moving forward:

- Work on simplification of the assessment process. This is a work in progress and assignments are being streamlined so that the program is pulling detailed and usable data that assist in seeing the bigger picture of student work.
- The program is looking to replace a full-time faculty position that could work in both the undergraduate and the graduate programs, helping with consistency and aligning programs with the overall intentionality of the university.
- Work on a strategic marketing plan to move the program beyond the boundaries of the state of Missouri. As this program is not "certification" based, it can travel easier outside the state lines, and this should be explored.

Noted that the reviewer would like attention put to the formatting and alignment of the report document overall to work better with graduate programs.

## Appendix A: Library Report

### William Woods University - Dulany Library

#### COLLECTION ANALYSIS

September 2020

In Support of the Following Academic Program: Master of Education - Curriculum and Instruction

I. **MOBIUS Holdings** (Subject Search):

Academic achievement – 5,325 catalog entries

Curriculum planning – 4,255 catalog entries

School law – 2,754 catalog entries

Curriculum-based assessment – 145 catalog entries

Instruction – 128,631 catalog entries

Effective teaching – 2,313 catalog entries

Research design- 4,178 catalog entries

Teacher effectiveness – 785 catalog entries

Teacher participation in curriculum planning – 125 catalog entries

II. **William Woods University Holdings:**

**Ebooks:**

Academic achievement – 236 catalog entries

Curriculum planning – 200 catalog entries

School law – 41 catalog entries

Curriculum-based assessment – 8 catalog entries

Instruction – 378 catalog entries

Effective teaching – 208 catalog entries

Research design- 20 catalog entries

Teacher effectiveness – 70 catalog entries

Teacher participation in curriculum planning – 8 catalog entries

**Journals (Print and full-text):**

Teaching & instruction – 272 titles

Curriculum planning & development – 21 titles

Education law – 21 titles

Academic testing – 16 titles

Literacy & literacy education – 6 titles

### **Streaming Video**

Academic achievement – 13 catalog entries

Curriculum planning – 3 catalog entries

School law – 9 catalog entries

Curriculum-based assessment – 0 catalog entries

Instruction – 177 catalog entries

Effective teaching – 145 catalog entries

Research design- 0 catalog entries

Teacher effectiveness – 0 catalog entries

Teacher participation in curriculum planning – 0 catalog entries

### **Printed Books, DVDs**

#### By Publication Date

Subject	Totals	1850-1899	1910-1919	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	Other
<b><u>Theory &amp; Practice of Education Totals</u></b>	1312	1	2	3	4	20	79	89	81	425	373	121	109	0	5
Child Study, General	21	0	0	1	0	0	0	2	0	10	3	4	1		0
Communication in Education	5	0	0	0	0	0	0	0	0	0	3	0	2		0
Computer Assisted Instruction	80	0	0	0	0	0	0	1	5	30	28	7	9		0
Educational Psychology	136	0	0	0	0	0	2	2	9	54	43	9	16		1
Educational Research	80	0	0	1	0	2	9	7	11	23	19	5	3		0

Subject	Totals	1850-1899	1910-1919	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	Other
General Works	40	0	2	0	0	0	1	2	0	21	13	1	0		0
Group Work	36	0	0	0	0	0	0	0	1	23	9	0	3		0
Measurement, Testing, Psychological Development	10	0	0	0	0	0	1	1	0	4	2	1	1		0
Methods of Study	6	0	0	0	0	0	0	1	3	1	1	0	0		0
Other Instructional Systems, Alternative Schools	55	0	0	0	0	0	1	3	4	16	17	11	3		0
Teaching Aids & Devices	4	0	0	0	0	0	0	0	1	1	0	1	1		0
Teaching, Principles & Practice, Pedagogy - General	246	0	0	0	0	2	16	28	15	69	68	31	17		0
Theory & Practice of Education	422	0	0	0	0	0	6	16	20	136	152	43	47		2
Value, Aims, Relations of Education	7	0	0	0	0	0	0	0	1	3	1	0	2		0

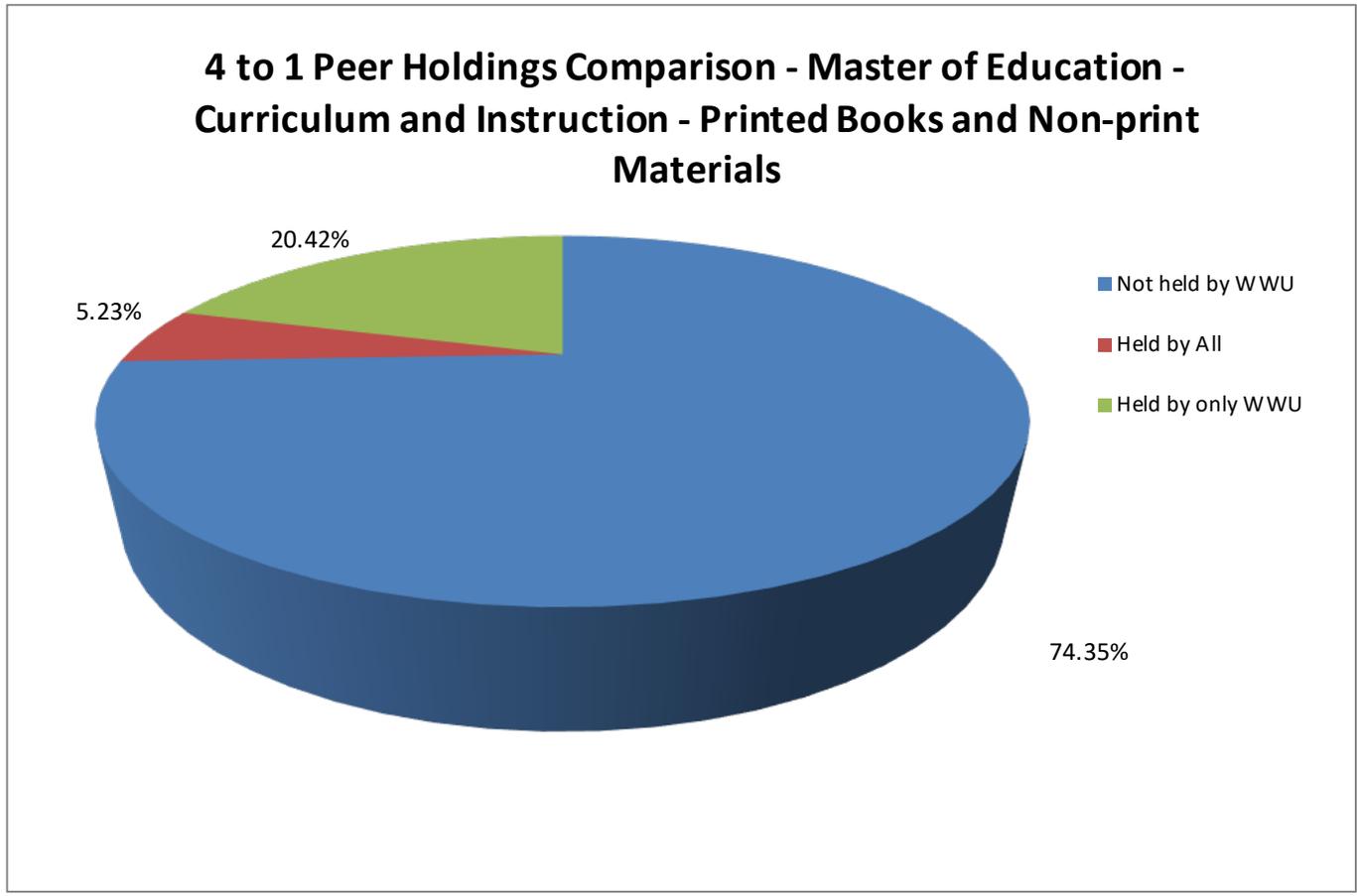
By Material Type

Subject	Totals	Books	Journals/Magazines	Videos
<b><u>Theory &amp; Practice of Education Totals</u></b>	1312	1098	185	28
Child Study, General	21	17	2	2
Communication in Education	5	4	0	1
Computer Assisted Instruction	80	57	23	0

<b>Subject</b>	<b>Totals</b>	<b>Books</b>	<b>Journals/Magazines</b>	<b>Videos</b>
Educational Psychology	136	119	14	3
Educational Research	80	58	21	1
General Works	40	31	9	0
Group Work	36	35	1	0
Measurement, Testing, Psychical Development	10	9	1	0
Methods of Study	6	1	5	0
Other Instructional Systems, Alternative Schools	55	49	5	1
Teaching Aids & Devices	4	3	1	0
Teaching, Principles & Practice, Pedagogy - Gener	246	226	15	5
Theory & Practice of Education	422	342	65	14
Value, Aims, Relations of Education	7	6	0	1

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

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



#### IV. Analysis

Curriculum and Instruction as a discipline taught at the graduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire education materials in both print and electronic form and books, journal articles and non-print materials are available through *Woods OneSearch*. Subscriptions to education databases, such as Ebsco's Education Source, Educational Administration Abstracts, ERIC, and ProQuest's Dissertations and Theses Global, have also been acquired and are available to all students, both traditional and online. Education Law is also available through Westlaw Campus Pro and Lexis-Nexis.

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 resources 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.

## Charlotte M. Miller

1309 Saddle Bag Ct. Columbia, Missouri 65201

Cell (417)-499-0502

[chmill020@gmail.com](mailto:chmill020@gmail.com)

---

### EDUCATION

**2017 PhD Educational Leadership**

**Department of Educational Leadership & Policy Analysis College of Education, University of Missouri**

Dissertation: "The Middlescence Principal: Professional Growth In Times of Increased Accountability"

**2001 EdS, Educational Leadership Northwest Missouri State University** Certification: Superintendent

**1985 MA, Education Administration Truman State University** Certification: Elementary Principal K-8

**1976 BSE, Elementary Education Truman State University** Certification: Elementary Teacher K-8

### ADDITIONAL EDUCATION EXPERIENCE

New Superintendents' Academy

Missouri Department of Elementary and Secondary Education September 2007 - July 2008

Colorado Reading First Training Institute

Colorado Department of Elementary and Secondary Education July 2003 - June 2004

Technology Leadership Academy

Missouri Department of Elementary and Secondary Education September 2001 -May 2002

Advanced Leadership Academy

Missouri Department of Elementary and Secondary Education July 1999- June 2001

Leadership: An Evolving Vision Harvard Graduate School of Education  
July 6- 16, 1993

The Leadership Academy Satellite Academy Program

Missouri Department of Elementary and Secondary Education July 1992 - July 1993

## UNIVERSITY EXPERIENCE

### **2016 - 2018 Teaching and Intern Supervisor**

Truman State University MAE University of Missouri

### **New Principal Mentor**

University of Missouri/ DESE

### **2015 - 2017 Instructor**

Teaching Fellows College of Education University of Missouri

- *LTC 8780 Managing Classrooms for Learning*
- *LTC 89 I 5 Classroom Research -Learning, Teaching, and Curriculum*

### **2015 - 2017 Head Liaison**

Teaching Fellows College of Education University of Missouri

- *Mentor teacher leaders and teaching fellows*
- *Support other liaisons in Central Missouri as they work with their teaching fellows specific to their classwork and research*
- *Support teaching fellows with management and classroom research*
- *Direct observations and feedback to teaching fellows supporting their first year in teaching*

### **2015 - 2016 Certification Officer**

College of Education University of Missouri

- *Verified and processed DESE certification for teachers, principals, and superintendents*
- *Assisted students seeking out of state certification*
- *Analyzed program and course curriculum to meet state requirements for certification*

### **2014 - 2015 Seminar Leader for Teacher Interns**

University of Missouri College of Education Columbia, Missouri

- *Supported students in their 16 Week internship*

- *Communicated with cooperating teachers and the students*
- *MOGEA and Missouri Evaluation support for students*

## **2013 - 2014 Teaching and Research Assistant**

University of Missouri College of Education Columbia,  
Missouri

- *Teaching assistant for senior-level course for teacher candidates*
- *Research assistant/or Education Leadership & Policy Analysis*

## **2005 - 2007 Adjunct Instructor**

College of Education

Northwest Missouri State University

- *Implemented a Master's degree program in teacher leadership in partnership with NWMSU within the Joplin School District*
- *Courses taught in the area of teacher leadership and school improvement*

# **ADMINISTRATIVE/ TEACHING EXPERIENCE**

## **2013 - 2018 Principal Substitute**

Columbia Public Schools Columbia, Missouri

- *Long-term principal substitute*
- *Mentor principal for support and intervention in identified schools*

## **2007 - 2013 Superintendent (Retired, July 2013)**

School District Ashland, Missouri

Southern Boone

- *Responsible for the leadership as well as the fiscal management, human resources and policy of the district*
- *Led the community, staff and students through a Comprehensive School Improvement Process*
- *District recognized for Distinction in Performance, 12 yrs.*
- *Successful passage of two bond issues and tax levies. For construction and expansion of district facilities*
- *Implemented Professional Learning Communities Model within the district*
- *Partnered with the eMINTS National Center to develop the IMPACT program (Implementing Methods & Practices Across the Curriculum with Technology), a three-year technology integration/ teacher-training program*

## **2004 - 2007 Assistant Superintendent, Teaching, Learning, & Accountability**

Joplin School District Joplin, Missouri

- *Responsible for areas of teaching, learning, and accountability*
- *Coordinated federal and state programs*
- *Coordinated communications which included publications and content of district web site and TV*

station (JET- 14)

- *Provided professional development for teachers and building administrators including new teacher induction and mentoring*
- *collaborated with the local chamber of commerce to implement community tutoring program (TREK) and teacher recognition awards*
- *Implemented iTEK program, a three year technology integration program throughout the entire school district in partnership with eMINTS National Center*
- *Successful passage of bond issue for building expansion within the school district*

*Recognition:*

- *District recognized for Distinction in Performance*
- *Received Commissioner's Award/or Outstanding Professional Development*
- *Received publication's award from MOSPRA*

## **2002 - 2004      Elementary Principal, Fort Logan Elementary** Sheridan School District, Sheridan, Colorado

- *Implemented programs to meet the needs of English Language Learners (ELL)*
- *Coordinated reading task force and Reading First Program*
- *Implemented a Professional Learning Community within the district schools*
- *Coordinated curriculum and training efforts between the two elementary schools in the district*
- *Established a coaching model for embedded staff development*
- *Implemented Title VII grant to provide services for ELL population*
- *Established Parent Reading Connection*

*Recognition:*

- *Fort Logan Elementary recognized for attaining the greatest gains in the state of Colorado on the CSAP, state assessment*
- *Recognized as the most outstanding Reading First School in the State of Colorado*

## **1999 - 2002      Elementary Principal, Ray Miller Elementary** Kirksville, Missouri

- *Implemented a Professional Learning Community within the school*
- *Developed a school portfolio as part of a national pilot project through the U.S. Department of Education*
- *Developed several parent involvement activities including a Parent Reading Connection to assist struggling readers*
- *Organized and supported building study groups in the areas of literacy, technology integration, and writing*
- *Established six eMINTS classrooms to enhance technology integration*

## **1994 - 1999      Elementary Principal, Macon Elementary**

Macon, Missouri

- *Developed K-2 literacy study groups*
- *Implemented and expanded the Reading Recovery/ Early Literacy Program*
- *Implemented an enrichment model summer school program*
- *Implemented a center-based Early Childhood Special Education program including grant application, budget management, purchase of equipment, and lease of facility*

- *Coordinated federal and state programs for the district Title I, II, IV, VI, PAT, Gifted Education, Migrant, Homeless, ELA*
- *Successfully awarded 24 incentive grants for Macon Elementary*

## **1991 - 1993 Director of Special Programs**

Knox County School District Edina, Missouri

- *Coordinated federal and state programs for the district including Title I, II, IV, VI, PAT, Gifted Education, Special Education, Early Childhood Special Education*
- *Successfully awarded several incentive grants*

## **1976 -1993 Elementary teaching experience grades 3 -6, Mathematics grade 7**

### **TRAINING EXPERTISE**

Leadership development and mentoring New teacher support

Literacy

Co-Teaching Model - Trainer Data Teams

Strategic Planning

Professional Learning Communities and School Improvement

### **PROFESSIONAL DEVELOPMENT, TRAINING, & CONSULTATION**

#### **2014 -Present Principal and teacher support and mentoring**

Columbia Public Schools, Columbia, Missouri

- 2011 Strategic Planning**  
Southern Boone Chamber of Commerce, Ashland, Missouri
- 2009 - 2012 New Superintendent Mentor Program - mentor**
- 2006 "Instructional Leadership and Use of Reading Data"**  
Southwest Center for Educational Excellence, Webb City, Missouri
- 2006 - 07 "Principal Leadership Supporting Literacy in the Elementary School"**  
SW Regional Professional Development Center, Springfield, Missouri
- 2002 "Improving Schools and Literacy Development"**  
Sheridan School District, Sheridan, Colorado
- 1997 "Reading Literacy in Schools" - International Reading Association**  
Conference, San Antonio, Texas 2006

## **MEMBERSHIPS**

Missouri Association of Colleges of Teacher Education Missouri  
Association of School Administrators

MU Partnership for Educational Renewal, Governing Board 2007 - 2013 Missouri  
Association School Administrators, Executive Board 2010 - 2013 Missouri School  
Boards Association 2004 - 2013

American Association of School Administrators 2004 – 2013

VITA

## James P. Concannon

2019

---

### GENERAL INFORMATION

#### Academic Record

2005-2008 *Ph.D. Learning, Teaching, and Curriculum- Science Education*, University of Missouri- Columbia (MU), Columbia MO.  
Dissertation Title: *A Cross-Sectional Study of Engineering Self-Efficacy*.  
Committee: Dr. Lloyd Barrow, Dr. John Alspaugh, Dr. Judy Wall, Dr. Mark Volkmann, Dr. Sandi Abell

2005-2007 *Ph.D. Minor in College Science Teaching- Science Education*, University of Missouri- Columbia (MU), Columbia MO.

1999-2001 *M.Ed. in Curriculum and Instruction- Science Education*, University of Missouri- Columbia (MU), Columbia MO. Advisor: Dr. Lloyd Barrow

1995-1999 *B.S. in Biochemistry*, University of Missouri- Columbia (MU), Columbia MO. Advisor: Dr. Judy Wall

### ADMINISTRATIVE EXPERIENCE

Director of Education, William Woods University, 2018- present

Oversight of Master's, Specialist, Education Doctorate, Undergraduate, and Dissertation portions of the program. Responsible for accreditation, growth, and quality of all programs; maintained state-level APR and federal-level Title 2 assessment guidelines; faculty evaluation; budget; and quality programing of cohorts across Missouri.

Chair of the Education Department, Westminster College, 2014-2018

In charge of the: department budget; hired and evaluated adjuncts; scheduled courses; actively participated in classroom observations and providing performance feedback; maintained assessment records; created an annual report regarding each professor's performance in the Education Department; maintained annual college-level reports; continuously met with prospective and transfer students; maintained state-level APR and federal-level Title 2 assessment guidelines; resolved personnel matters; maintained membership and attendance to the Missouri Association of Colleges for Teacher Education; attended Missouri Technical Advisory Committee meetings; attended field and clinical supervisor meetings; in charge of curriculum realignment; participated in validation and bias review committees for state teacher preparation examinations; made department handbook changes to reflect state requirements.

Director of the Westminster STEM Academy, Westminster College, 2014-2018

Maintained a budget; hired 12 STEM Academy faculty; scheduled the STEM Academy; sought funds to support the academy; created and carried out communication plans with families; oversaw dining, housing, and RA training.

Coordinator of Field Placement and Certification, 2015-2018

Communicated departmental updates concerning certification requirements for the State of Missouri; in charge of placement for field and clinical experiences; maintained student records for entrance into the teacher education program, student teaching, and certification.

## ***ACADEMIC APPOINTMENTS***

<b><u>Date</u></b>	<b><u>Location</u></b>	<b><u>Title</u></b>
2018-	William Woods University	Director of Education Associate Professor of STEM Education
2014-2018	Westminster College, Fulton, MO	Chair of Education Associate Professor of Science Education
2010-2014	Westminster College	Assistant Professor of Science Education
2008-2010	Westminster College	Visiting Assistant Professor of Education
2008		University of Missouri-Columbia Research Assistant, Data Analyst Science Education
2007-2008	Westminster College	Instructor- Environmental Science
2007-2008	University of Missouri-Columbia	Freshmen Chemistry Advisor
2005-2008	University of Missouri- Columbia	Student Teacher Supervisor (2 sem) Doctoral Student: Science Education Biology (non-majors; 3 sem) TA Physics (non-majors; 1 sem) TA
2004-2005	Columbia College- Chicago, IL	Chemistry (non-majors) Instructor
2004-2005		Chicago Archdioceses Chemistry and Physics High School Chicago, Illinois Teacher, Grades 9/12
	St. Francis de Sales	Football and Wrestling Coach; Advisor
2002-2004	State Fair Community College Sedalia, Missouri	Chemistry (non-majors) Instructor
2001-2004	Warsaw High School Warsaw, Missouri	Physics and Biology Teacher: Grades 9/12, Track Coach
2000-2001	University of Missouri- Columbia	Microbiology Research Assistant

1999-2001	University of Missouri- Columbia	Microbiology (majors) Teaching Assistant
1996-1998	Morgan Country School Board Versailles, Missouri	Substitute Teacher Grades K-8
1996-1998	University of Missouri- Columbia	Biochemistry Research Intern
1997	Howard Hughes Research Foundation	Biochemistry Research Intern

## ***COURSES TAUGHT*** (ave. student evaluations > 4.5/5.0)

Elementary and Middle School Science Methods	Secondary Science Methods
Survey of the History of Science	Lifesavers of Killers: The Story of Drugs
Secondary School Teaching	Biodiversity
Foundations of Education	Introduction to Geology
Introduction to Environmental Science	Introduction to Physics
Introduction to Geography	Education Practicum II
Introduction to Teaching	Freshman Seminar
Student Teaching Supervision	Introduction to Chemistry
Introduction to Biology	Microbiology
Middle School Philosophy and Organization	Dissertation Seminar (Graduate Course)
Middle School Curriculum and Instruction	Action Research (Graduate Course)

## ***STUDENT DISSERTATIONS***

Schwarzer, S.R. Support or Self-Efficacy: Which One Has the Most Effect on Teachers' Abilities to Reach Outcome Expectations with Integrating Technology in the Classroom? Spring 2019 Graduate

## ***SCHOLARLY ACTIVITY***

### ***Authored Books and Book Chapters***

Brown, P.L., & Concannon, J.P. (2019). **Evidenced-Based Science Activities in Grades 3-5**. New York, NY: Routledge.

Brown, P.L., & Concannon, J.P. (2018). *Inquiry-based science activities in grades 6-12*. New York, NY: Routledge.

Concannon, J.P., Brown, P.L., & Pajera, E.M. (2010). Section 4: Physics Activities. In Lifting, I., *Tried and True: Time-Tested Activities for Middle School* (Chapter 30). Arlington, VA: NSTA Press.

Concannon, J.P., & Barrow, L. (2010). *Undergraduate engineering students' self-efficacy beliefs*. Germany: VDM Verlag.

### **Peer-Reviewed Journal Articles**

- Concannon, J.P., Brown, P.L., Lederman, N.G., & Lederman, J.S. (2019, in review). Investigating the development of secondary student' views about scientific inquiry,
- Brown, P.L., & Concannon, J.P. (2019, in review). Exploring the Relationship between Ability Grouping and Science Vocabulary Learning. *Science Education International*
- Concannon, J.P. & Brown, P.L. (2019). Students' Investigations of Torque. *Science Activities: Classroom Projects and Curriculum Ideas*, 55, 89-103.
- Concannon, J.P., Serota, S., Fitzpatrick, M. & Brown, P.L. (2018). How interest, self-efficacy, and self-regulation impacted six undergraduate pre-engineering students' persistence. *European Journal of Engineering Education*, DOI: 10.1080/03043797.2017.1422695
- Concannon, J.P., & Brown, P.L. (2017). Windmills by design: Purposeful curriculum design to meet Next Generation Science Standards in a 9-12 physics classroom. *Science Activities: Classroom Projects and Curriculum Ideas*, 54(1), 1-7.
- Brown, P.L., Concannon, J.P., Marx, D., Donaldson, C., & Black, A. (2016). An examination of middle school students' STEM self-efficacy with relation to interest and perceptions of STEM. *Journal of STEM Education*, 17(3), 42-53.
- Brown, P.L., & Concannon, J.P. (2016). Students' perceptions of vocabulary knowledge and learning in a middle school science classroom. *International Journal of Science Education*, 38(3), 391-408.
- Brown, P.L. & Concannon, J.P. (2016). Students use of the PSOE model to understand weather and climate. *Science Activities: Classroom Projects and Curriculum Ideas*, 53, 87-91.
- Brown, P.L., Concannon, J.P., Hansert, B., Frederick, R., & Frerichs, G. (2015). Students' investigations in temperature and pressure. *Science Activities: Classroom Projects and Curriculum Ideas*, 52(1), 9-14.
- Concannon, J.P., Aulgur, L. & Langton, J. (2014). Contextual factors and the achievement gap: Does anyone have the recipe for education equity in the US? *Journal of Social Science for Policy Implications*, 2(1), 1-13.
- Brown, P.L. & Concannon, J.P. (2014). Investigating student perceptions of vocabulary and learning in middle school science. *Advances in Social Sciences Research Journal*, 1, 196-206.
- Bartley, N., Concannon, J.P. & Brown, P.L. (2014). Elementary Students' Investigations in Natural Selection. *Science Activities: Classroom Projects and Curriculum Ideas*, 51, 44-51.
- Bartley, E., Brown, P.L., Concannon, J.P. & Stumpe, L. (2013). What's there to debate about nuclear energy? Promoting multidimensional science literacy by implementing STS strategies. *Science Activities: Classroom Projects and Curriculum Ideas*, 50(2), 41-48.
- Concannon, J.P., Brown, P.L., Stumpe, L. & Bartley, E. (2013). Crushing soda cans: A novel approach for students to explore energy. *Science Scope*, 36(9), 45-50.
- Concannon, J.P., Brown, P.L. & Brown, E. (2013). Prospective teachers' perceptions of science theories: An action research study. *Creative Education*, 4(1), 82-88
- Concannon, J. P., & Barrow, L. (2012). A reanalysis of engineering majors' self-efficacy beliefs. *Journal of Science Education and Technology*, 21(6), 742-753.
- Wissehr, C., Concannon, J.P., & Barrow, L. (2012). Looking back at the Sputnik Era and its impact on science education. *School Science and Mathematics*, 111(7), 368-375.
- Haslag, A., & Concannon, J.P. (2012). Reflecting on students' misconceptions about light: Using research to guide assessment and instruction. *Science Scope*, 35(6), 74-79.
- Concannon, J.P. (2012). Gravity is easy to understand, right? The difference between calculating and comprehending. *Science Activities: Classroom Projects and Curriculum Ideas*, 49(1), 14-22.
- Concannon, J.P. (2011). How thin is foil? Applying density to find the thickness of aluminum foil. *Science Activities: Classroom*

Projects and Curriculum Ideas, 48(3), 81-84.

- Concannon, J.P., & Aulgur, L. (2011). An interdisciplinary theme: Topographic maps and plate tectonics. *Science Activities: Classroom Projects and Curriculum Ideas*, 48(2), 49-56.
- Concannon, J.P., & Barrow, L. (2010). Men's and women's intentions to persist in undergraduate engineering degree programs. *Journal of Science Education and Technology*, 19(2), 133-145.
- Concannon, J.P., Siegel, M., Freyermuth, S., & Halverson, K. (2010). College students' preconceptions of stem cells, stem cell research, and cloning. *Journal of Science Education and Technology*, 19(2), 177-186.
- Concannon, J.P., & Buzzetta, M. (2010). Students conceptualizing transcription and translation from a cellular perspective. *Science Activities: Classroom Projects and Curriculum Ideas*, 47(3), 83-88.
- Concannon, J.P., & Barrow, L. (2009). A cross-sectional study of engineering students' self-efficacy by gender, ethnicity, year, and transfer status. *Journal of Science Education and Technology*, 18(2), 163-172.
- Concannon, J.P., Brown, P.L., & Brandt, T. (2009). Are you teaching your students about stem cells? *Science Activities: Classroom Projects and Curriculum Ideas*, 46(2), 33-37.
- Concannon, J.P., & Brown, P.L. (2008). Transforming osmosis science labs to address national science education standards for inquiry. *Science Activities: Classroom Projects and Curriculum Ideas*, 32 (2), 23-26.
- Concannon, J., Brown, P.L., & Pareja, E. (2007). Making the "Connection": Addressing students' misconceptions of circuits. *Science Scope*, 31(3), 10-14.

### **Other contributions**

- Contributor to "Response: Don't Steal the Aha' From Science Instruction" by Larry Ferlazzo, Education Week Teacher, July 14, 2019.
- Contributor to "Response: Ways to Use Tech in Science Class" by Larry Ferlazzo, Education Week Teacher, May 31, 2019.

### **Conference Presentations**

- Brown, P.L. & Concannon, J.P. (2019). Inquiry-based science activities in grades 6-12: Meeting the NGSS. National Conference for the National Science Teachers of America (NSTA), St. Louis, MO.
- Brown, P.L., & Concannon, J.P. (2019). Exploring the relationship between ability grouping and science vocabulary learning. Refereed Proceedings of the 2019 annual conference of the National Association Research Science Teaching, Baltimore, MD.
- Girard, A., Hanrahan, T., & Concannon, J.P. (2018). Teachers' self-efficacy beliefs about delivering effective questions in instructional settings. Annual Critical Questions in Education Conference, Kansas City, MO.
- Concannon, J.P., Brown, P.L., Lederman, N., & Lederman, J. (2018). Ninth/Tenth versus Eleventh/Twelfth Graders' Views about Scientific Inquiry. Refereed Proceedings of the 2018 annual conference of the National Association Research Science Teaching, Atlanta, GA.
- Lederman, J., Lederman, N., Bartels, S., Jimenez, J, (Concannon, J. as Noted Contributor). (2018). International collaborative investigation of high school students' understandings of scientific inquiry- a follow up study. Refereed Proceedings of the 2018 annual conference of the National Association Research Science Teaching, Atlanta, GA.
- Concannon, J.P. & Brown, P.L. (2018). Authentic investigations of torque. Annual Missouri Department of Elementary and Secondary Education Interface Conference, Osage Beach, MO.
- Concannon, J.P. & Brown, P.L. (2017). Inquiry-based activities for teaching Bernoulli's Principle and engineering design. Annual Missouri Department of Elementary and Secondary Education Interface Conference, Osage Beach, MO.
- Concannon, J.P. & Serota, S. (2016). Relationships among career interests, self-efficacy, self-regulation, and occupational outcomes on persistence in undergraduate engineering: A Qualitative case study. Refereed Proceedings of the 2016 Mid-Western Educational Research Association (MWERA), Evanston, Illinois.
- Brown, P.L. & Concannon, J.P. (2016). Exploring essential practices in 7-12 science. Annual Missouri Department of Elementary and Secondary Education Interface Conference, Osage Beach, MO.

- Brown, P.L. & Concannon, J.P. (2015). An exploratory study of students' perceptions of vocabulary knowledge and learning in a middle school science classroom. Refereed Proceedings of the 2015 American Educational Research Association (AERA), Chicago, Illinois.
- Brown, P.L. & Concannon, J.P. (2015). Investigating students' development of self-efficacy with vocabulary in science. Refereed Proceedings of the 2015 Mid-Western Educational Research Association (MWERA), Evanston, Illinois.
- Concannon, J.P., Fitzpatrick, M. & Brown, P.L. (2015). Crosscutting concepts, engineering practices, and Bernoulli's principle. Annual Mid-Western Regional Conference of the National Science Teachers Association, Kansas City, Missouri.
- Concannon, J.P., Brown, P., Fitzpatrick, M. & Hansert, B. (2015). Let's explore Gay-Lussac's law. Annual Mid-Western Regional Conference of the National Science Teachers Association, Kansas City, Missouri.
- Brown, P.L. & Concannon, J.P. (2015). Investigating the development of middle school students' STEM beliefs. Refereed Proceedings of the 2015 Mid-Western Educational Research Association (MWERA), Evanston, Illinois.
- Concannon, J.P., Aulgur, L. & Serota, S. (2014). It's now the Golden Anniversary of the Elementary and Secondary Education Act, and now it's time to reflect and ask: Can government funds predict high school students' advanced and proficient state assessment scores? Annual Critical Questions in Education Conference, Louisville, KY.
- Brown, P.L. & Concannon, J.P. (2014). Improving learning using demos: Going beyond teacher-led to promote learner-centered. Annual Science Teachers of Missouri Conference, St. Louis, MO.
- Brown, P.L. & Concannon, J.P. (2014). Middle school science vocabulary demands. Annual Missouri Department of Elementary and Secondary Education Interface Conference, Osage Beach, MO.
- Aulgur, L., Concannon, J.P., Serota, S. & Crowson, C. (2013). Critically evaluating pre-service teacher performance: What are we giving up? Annual Critical Questions in Education Conference, San Antonio, TX.
- Haslag, A. & Concannon, J.P. (2013). Blogfolios: A twist on the traditional portfolio. Annual Midwest Education Technology Conference (METC), St. Louis, MO.
- Brown, P.L. & Concannon, J.P. (2012). Investigating the vocabulary demands of the textbook and student learning in middle school science. Refereed Proceedings of the 2012 Mid-Western Educational Research Association (MWERA), Evanston, Illinois.
- Concannon, J.P. (2012). The difference between students understanding gravity and getting the correct answer. Annual National Conference of the National Science Teachers Association, Indianapolis, Indiana.
- Brown, P.L. & Concannon, J.P. (2012). Investigating prospective teachers' knowledge of scientific theories and the nature of science. Refereed Proceedings of the 2012 Mid-Western Educational Research Association (MWERA), Evanston, Illinois.
- Bittle, L. & Concannon, J.P. (2010). Students inquiring about the ideal gas law. Annual Mid-Western Regional Conference of the National Science Teachers Association, Kansas City, Missouri.
- Concannon, J.P. (2010). Conceptualizing gravity: It's more than  $F=m(9.8m/s^2)$ . Annual Mid-Western Regional Conference of the National Science Teachers Association, Kansas City, Missouri.
- Miller, T. & Concannon, J.P. (2010). Students learning through the rhythm of science. Annual Mid-Western Regional Conference of the National Science Teachers Association, Kansas City, Missouri.
- Ryck, C. & Concannon, J.P. (2010). Magnets and metals: Is there always an attraction? Annual Mid-Western Regional Conference of the National Science Teachers Association, Kansas City, Missouri.
- Concannon, J.P., Siegel, M., Halverson, K. & Freyermuth, S. (2009). College students' conceptions of stem cells, stem cell research, and cloning. Refereed Proceedings of the 2009 annual conference of the National Association Research Science Teaching, Garden Grove, CA.
- Brown, P.L. & Concannon, J.P. (2009). Exploring ecology and population biology. Annual State Conference of the Missouri Department of Secondary Education (Interface). Osage Beach, MO.
- Concannon, J.P. & Barrow, L. (2008). A cross-sectional study of engineering self-efficacy. Refereed Proceedings of the 2008 annual

meeting of the American Society of Engineering Education and Exposition, 24 June 2008 (CD-ROM; AC 2008-148). Pittsburg, PA.

- Concannon, J.P. (2008). An empirically based social-cognitive model: Ideas for practice. Annual National Conference of the Association for Science Teacher Education, St. Louis, MO.
- Concannon, J.P. & Brown, P.L. (2008). Inquiring across a semi-permeable membrane: How to reconstruct a verification-type osmosis lab to address the national science education standards for inquiry. Annual National Conference of the National Association of Biology Teachers, Memphis, TN.
- Concannon, J.P. & Brown, P.L. (2008). What's your "Current" understanding? Annual National Conference of the National Science Teachers Association, Boston, MA.
- Wissehr, C., Concannon, J.P. & Barrow, L. (2008). The legacy of Sputnik. Annual National Conference of the National Science Teachers Association, Boston, MA.
- Freyermuth, S.K., Siegel, M.A., Concannon, J.P. & Clark, C. (2008). Stem cells: Science and society. Invited presentation at the annual meeting of Science Teachers of Missouri, Jefferson City, MO.
- Wissehr, C., Concannon, J.P. & Barrow, L. (2007). Effects of the launching of Sputnik on science education in the United States: Preparing for the golden anniversary of Sputnik I launch. Refereed Proceedings of the 2007 annual conference of the National Association Research Science Teaching, 16 April 2007, (CD-ROM), New Orleans, LA.
- Brown, P.L. & Concannon, J.P. (2007). How to teach metabolism using inquiry activities . Annual National Conference of the National Science Teachers Association, St. Louis, MO.
- Concannon, J.P. & Hanuscin, D. (2007). Prior to assessing prior knowledge...Using research to inform assessment. Annual National Conference of the National Science Teachers Association, St. Louis, MO.
- Concannon, J.P., Brown, P.L. & Pareja, E. (2007). Making the "Connection": Students' misconceptions of circuits. Annual Western Regional Conference of the National Science Teachers Association, Denver, CO.
- Concannon, J.P. & Brown, P.L. (2006). Applying secondary science experience to non-majors in general biology laboratory. Annual Mid-Western Regional Conference of the National Science Teachers Association, Omaha, NE.

## **SERVICE**

### **Service to the College/University**

- Participated in Woods 101 mini-advising, William Woods University, continued service.
- Presented LEAD event, "Education Action Research", William Woods University, Spring 2019.
- Presented LEAD event, "Critical Questions in Education", William Woods University, 2018.
- Reviewer and Scorer, Building Administrator Performance Assessment, William Woods University, 2018-continued
- Participated in Adjunct Faculty training, William Woods University, 2018
- Continuously participate in "Meet you Major" and "Discovery Day" for incoming prospective freshmen, William Woods University, 2018-continued.
- Comprehensive Exam Proctor, William Woods University, 2018
- Volunteer Tutor, "WiseOwls", William Woods University, 2018-continued
- Served on a "Leadership Panel", Dr. Zach Templeton's EdD course, William Woods University, 2018
- Presented LEAD event, "School of Education Action Research Poster Presentations", William Woods University, Fall 2018.
- Served on the "Academic Honesty Board", William Woods University, 2018
- Presented at "Think like a College Student", William Woods University, 2018

Participated in freshman advising, "WOODS 101", William Woods University, 2018

Paper Reviewer and Judge, Undergraduate Scholars Forum, Westminster College, Fulton, MO 2018

Member of the Faculty Personnel Committee, Westminster College, Fulton, MO, 2014-15, 2017-18

Member of the Faculty Executive Committee, Westminster College, 2011-2013; 2014-2016

Chair of the Faculty Personnel Committee, Westminster College, Fulton, MO 2017-2018

Participated as PI, Robert Noyce Scholarship Grant application, National Science Foundation, 2016, 2017

Participated as Co-PI, S-STEM Grant application, National Science Foundation, 2017

STEAM Major task force, 2016

Social Science Representative to the Symposium on Democracy, 2012-2013; 2015-2016

Vice Marshall of the College, Westminster College, 2015-2018

Social Sciences Representative for Welcome to Westminster Day, 2015, 2017

Participated in SOAR (Freshman Advising), Westminster College, 2014

Member of the Teaching, Learning, and Curriculum Committee, Westminster College,  
2010, 2011, 2012; ex officio 2016-ongoing

Secretary for the Teaching, Learning, and Curriculum Committee, Westminster College, 2011-2012

Member of the Teacher Education Advisory Council, Westminster College, 2008-2012; 2015-ongoing

Chair of the Ethics in Research Committee, Westminster College, 2009-2010

Member if the Ethics in Research Committee, Westminster College, 2012-2013

Interviewer for Westminster College Scholarship Competition, 2013; 2016

Proctor for the Collegiate Learning Assessment (CLA), Westminster College, 2009, 2010, 2013

Member of the General Education Curriculum Task Force, Westminster College, 2010-2011

Member of the Chemistry Search Committee, Headed by Dr. Glen Frerichs, 2012

Member of Physical Education Search Committee, Headed by Dr. Therese Miller, 2011-2012-2013

Facilitator for the Symposium on Democracy, Westminster College, 2008

Member of the Graduate Studies Task Force, 2017-2018

### **Service to Students and Student Organizations**

Undergraduate Advisor (11 advisees), William Woods University, 2018

Undergraduate Advisor ( $\approx$  20 advisees), Westminster College, 2009-2018

Faculty Sponsor for the Education Association, Westminster College, 2009-2013

Beta Theta Pi Academic Advisor, Westminster College

Associated College of the Midwest Urban Education Faculty Advisor, Westminster College, 2012-2013

Student Athletic Advisory Council- Women's Soccer Team, Westminster College, 2009- 2010

Student Athletic Advisory Council- Men's Baseball, Westminster College, 2010-2015

Greek Strategic Planning Committee, Westminster College, 2010-2011

Faculty Sponsor, Undergraduate Scholars Forum, Westminster College 2010-2018.

Greek Week Judge, Westminster College, 2010

Homecoming Royalty Judge, Westminster College, 2009, 2010, 2011

### **Service to the Profession**

Chemistry Content Advisory Committee, Framework Review, Pearson, 2019

Board member for the Missouri Association of Colleges for Teacher Education, 2018-2019.

Member of the Missouri Technical Advisory Committee, Department of Elementary and Secondary Education, 2016- ongoing.

Member of the Missouri Advisory Council of Certification for Educators, Department of Elementary and Secondary Education, Missouri, 2018-continued.

Proposal Reviewer for the 2018 Mid-Western Education Research Association conference.

Elected on the Missouri Association of Colleges for Teacher Education (MACTE) Advocacy Ad-hoc committee, 2018-2019.

Consulting Editor, *Science Activities: Classroom Projects and Curriculum Ideas*, 2015-2018

Proposal Reviewer for the 2013 National Association for Research in Science Teaching Annual Conference, 2013

Manuscript Peer Reviewer for *School Science and Mathematics; British Journal of Education, Society & Behavioural Science; Science Activities: Classroom Projects and Curriculum Ideas; Mid-Western Educational Researcher; Social Psychology Education: An International Journal; Journal of Engineering Education; Journal of Educational Media, Memory and Society; and Current Issues in Education; Journal of STEM Teacher Education; European Journal of STEM Education; Science Education*

Judge for the University of Missouri (MU) Research and Creative Activities Forum (RCAF), March 17, 2012

### **Service: Other**

Contributor to EdWeek Column, Routledge, Classroom Q&A, 2018

Invited Speaker, Kappa Delta Pi, 2017 initiation

Invited Speaker, Kappa Delta Pi, 2016 initiation

Parent Volunteer, Columbia Public Schools, 2009-ongoing

Invited Speaker on Education Policies and Politics, Callaway County Democrat Club, 2015

Invited Speaker, University of Missouri NSTA Chapter, 2007

Substitute Instructor, Introduction to the Ph.D. Program, University of Missouri, 2007

Large Lecture Exam Proctor, University of Missouri, 2005-2006

Screening International Teaching Assistants, University of Missouri, 2006

Substitute Instructor, Biology Laboratory for Majors, University of Missouri, 2006

Judge for Pre-service Teacher Presentations in Science Methods Course, MU, 2006, 07

Large Lecture Exam Proctor, Biology Department, Westminster College, 2007

Invited Guest Speaker to the University of Missouri Secondary Science Methods Course, 2007

## ***CERTIFICATIONS / LICENSURES***

Missouri Teaching Certificate: Unified Science (9-12), 2001

Institutional Review Board Certification, University of Missouri-Columbia, 2005

Certification in Basic Training in Animal Care and Use, University of Missouri-Columbia, 2006

Family Educational Rights and Privacy Act Training, University of Missouri-Columbia, 2007

## ***MEMBERSHIPS / AFFILIATIONS***

Missouri Association of Colleges of Teacher Education [MACTE]

Mid-Western Education Research Association [MWERA]

Association for Science Teacher Education [ASTE]

American Society for Engineering Education [ASEE]

National Association for Research in Science Teaching [NARST]

American Educational Research Association [AERA]

National Science Teachers Association [NSTA]

Science Teachers of Missouri [STOM]

Alpha Chi Sigma- Professional Chemistry Fraternity [AXE]

Missouri State Teachers Association [MSTA]

Skulls of Seven, Westminster College

## ***AWARDS / HONORS/RECOGNITIONS***

Nominated for the 2018 Campus Leadership Award, Westminster College, 2018

Bushman Research Award, Westminster College, 2017

Alpha Chi, Influential Professor Award, Westminster College, 2017

Travis Traylor Award for Professional Development, Westminster College, Fall 2015

Alpha Chi, Influential Professor Award, Westminster College, 2015

Recipient of the Winney Foundation Research Grant, Westminster College, 2014-2015.

Westminster STEM Academy award from Pat Jones, wife of the late Edward (Ted) Jones, \$325,000.00

*Science Publishing Group* identified my article "Prospective teachers' perceptions of science theories: An action research study" as a "high impact article."

*Science*, published by AAAS, *picked* [A Reanalysis of Engineering Majors' Self-Efficacy Beliefs](#) as Best Article of 2012.

The Dean's Outstanding Junior Faculty Award, Social Science, Westminster College, 2011

Recognized in Westminster College's 2009-2010 *Loyalty* publication for co-authoring and co-presenting with Westminster undergraduate students in peer-reviewed publications and national conferences

Who's Who Among America's Teachers, 2004; Who's Who in America, 2010; Who's Who Among Colligate Faculty, 2010; Who's Who in Academia, 2011; Who's Who in the World, 2012, 2017, 2018; Who's Who in Curriculum and Education, 2017

Kappa Kappa Gamma Professor of the Month (October), Westminster College, 2009

University of Missouri Graduate School Professional Presentation Travel Fellowship, 2008

Sodienye Bendbow Memorial Scholarship Fund, MU, 2007

The National Dean's List, 2007

Eunice Drake Vandiver Scholarship Fund in Education, MU, 2006

Chancellor's List, MU, 2006

Theo W.H. Irion Scholarship Fund, MU, 2005

"Best Practices" Publication Award, Chicago Archdioceses, 2005

University of Missouri Dean's List, MU, 1995-1999



## Appendix C: Adjunct Qualifications

Last Name	First Name	Pr i m a r y R e g i o	Program	Position	Institution	Highest Degree Earned	Workplace	Hire Date	Qualification Courses
Tutt	Betsy	C	EDU/COM/ ENG/HUM/ GRAD EDU/TLH		University of Missouri	PhD	William Woods University	10/11/1999	EDU500; EDU500; EDU510; EDU512; EDU515; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU555; EDU570; EDU575; EDU585; EDU590; EDU593; EDU594; EDU596; EDU597; EDU201; EDU392; COM101; ENG099; ENG101; ENG102; HUM212
Hanks-Lenzini	Amanda	C	EDU/TLH	Adjunct Instructor	William Woods University	EDS	William Woods University	8/1/2014	EDU500; EDU510; EDU520; EDU530; EDU540; EDU550; EDU590; EDU211; EDU231; EDU411
Adams	David	KC	GRAD EDU	Assistant Superintendent	Pittsburg State University	EDS	Blue Springs Public Schools	6/8/2005	EDU500; EDU510; EDU520; EDU525; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU573 ; EDU569; EDU572; EDU568

Ault	Leatha	S W	GRAD EDU	Retired Administrator- Supt. & Prin.	Southwest Missouri State University	EDS	Missouri State University	10/27/2003	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU556; EDU557 ; EDU557 ; EDU657 ; EDU573 ; EDU569; EDU572; EDU568
Barger	Paul	N W	GRAD EDU	Superintendent	University of Missouri- Columbia	EDD	Brookfield R- III School District	11/6/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU690; EDU640; EDU527; EDU600; EDU509; EDU524; EDU620; EDU528; EDU697; EDU503; EDU523; EDU610; EDU650; EDU680; EDU720; EDU720; EDU780; EDU673; EDU653
Beaulieu	Heather	C	GRAD EDU		Baker University	EDD	Jefferson City Public Schools	8/19/2019	EDU500; EDU525; EDU530; EDU540; EDU550; EDU570; EDU590; EDU635; EDU603; EDU570; EDU673; EDU569

Beckett	Steven	KC	GRAD EDU	Superintendent	Lacrosse University	EDD	Appleton City R-II School District	1/5/2005	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU696; EDU680; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Bell	Brian	SW	GRAD EDU	Middle School Principal	Southwest Missouri State	EDS	Seymore Public Schools	8/28/2002	EDU500; EDU510; EDU520; EDU525; EDU525; EDU530; EDU535; EDU536; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU570; EDU570; EDU573 ; EDU569; EDU572; EDU568
Bell-Freeman	Della	SW	GRAD EDU	Assistant Superintendent	St. Louis University	EdD		9/18/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU597; EDU610; EDU605; EDU645; EDU655; EDU603; EDU730; EDU750; BMT508; EDU673

Berger	Chris	SW	GRAD EDU	Asst. Superintendent	Saint Louis University	EDD	Waynesville RVI	5/17/2006	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU690; EDU640; EDU527; EDU600; EDU509; EDU524; EDU620; EDU528; EDU697; EDU503; EDU660; EDU523; EDU610; EDU650; EDU680; EDU720; EDU673; EDU653
Biggs	Bob	SW	GRAD EDU	Retired - Superintendent	University of Arkansas	EDD		6/9/1999	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU601; EDU697; EDU610; EDU650; EDU680; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Borden	Lisa	NE	GRAD EDU	Superintendent	Liberty	EDS	6602634886	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU535; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU597; EDU557 ; EDU573 ; EDU569; EDU572; EDU568

Bottoms	Tracy	C	GRAD EDU	Superintendent	William Woods University	EDD	Monroe City School District	4/30/2018	EDU500; EDU520; EDU525; EDU535; EDU536; EDU585; EDU590; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU650; EDU557 ; EDU657 ; EDU680; EDU570; EDU730; EDU750; EDU760; EDU710; EDU780; EDU710 ; EDU730; EDU750; EDU760; EDU780; EDU673; EDU653; EDU569; EDU572; EDU568
Brown	Paula	C	GRAD EDU	Middle School Principal	University of Missouri - Columbia	Ed.D.	Retired - Camdenton School District	9/15/2016	EDU596; EDU597; EDU697; EDU556; EDU557 ; EDU657 ; EDU696
Bruner	Zach	C	GRAD EDU	Superintendent	William Woods University	EDD		8/24/2020	EDU500; EDU585; EDU590; EDU640; EDU600; EDU605; EDU680; EDU673; EDU569
Bryant	Steve	OZ	GRAD EDU	Missouri Career Pathways	Southwest Missouri State University	EDS	DESE	8/24/2015	EDU500; EDU525; EDU535; EDU536; EDU570; EDU585; EDU590; EDU526; EDU521; EDU508; EDU527; EDU528; EDU503; EDU523
Campbell	Kim	SE	GRAD EDU	Superintendent	Southeast Missouri State University	EDS	Southland C-9 School	5/3/2006	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU550; EDU570; EDU585; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU569; EDU572; EDU568

Campbell	Bryan	SW	GRAD EDU	Principal	Missouri State University	EDS	4176576001	8/19/2019	EDU530; EDU535; EDU545; EDU570; EDU580; EDU570; EDU543; EDU581; EDU573 ; EDU572
Cantwell	Sandra	SW	GRAD EDU	Director of Student Services	William Woods University	MED	Joplin Schools	10/14/2019	EDU500; EDU525; EDU536; EDU570; EDU585; EDU537; EDU538 ; EDU570; EDU569
Chance	Matt	NE	GRAD EDU	Athletic Director	William Woods University	EDS	Bowling Green R-1 Schools	7/11/2007	EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523
Chowning	Ryan	OZ	GRAD EDU	Middle School Principal	Missouri State University	EDS	Mtn. View-Birch Tree R-3 School District	8/19/2019	EDU500; EDU520; EDU525; EDU536; EDU570; EDU590; EDU570; EDU573 ; EDU569; EDU572; EDU568
Christian	Theresa	KC	GRAD EDU	Assistant Superintendent	University of Missouri - Columbia	EdD	El Dorado Springs R-II Schools		EDU500; EDU510; EDU520; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU585; EDU590; EDU596; EDU597; EDU690; EDU640; EDU620; EDU697; EDU610; EDU605; EDU696; EDU645; EDU655; EDU603; EDU680; EDU570; EDU730; EDU750; EDU710; EDU673; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU681; EDU691

Claxton	Kathy	OZ	GRAD EDU	Principal -retired	South Missouri State University	EdS	Hartville Schools - retired	1/10/2001	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU573 ; EDU569; EDU572; EDU568
Cleveland	Patricia	KC	GRAD EDU	Retired 2005 Superintendent	Southwest Missouri State University	EdS	Retired-Calhoun R-VIII School District	11/12/2003	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU573 ; EDU569; EDU569; EDU572; EDU568
Copple	Bryan	NW	GRAD EDU	Superintendent	St. Louis University	EdD	Gallatin Public Schools	4/10/2013	EDU500; EDU510; EDU525; EDU525; EDU530; EDU535; EDU536; EDU550; EDU585; EDU590; EDU596; EDU526; EDU521; EDU508; EDU640; EDU527; EDU600; EDU524; EDU528; EDU503; EDU523; EDU610; EDU650; EDU605; EDU655; EDU603; EDU680; EDU570; EDU673; EDU653; EDU569; EDU572
Covey	Jeremy	KC	GRAD EDU	Principal	William Woods University	EDS	Montgomery County R-2	8/25/2010	EDU500; EDU525; EDU570; EDU590; EDU569

Cox	Toni	NW	GRAD EDU	Elementary Principal	William Woods University	EDS	Gallatin R-V School District	2/10/2010	EDU500; EDU510; EDU510; EDU525; EDU525; EDU525; EDU530; EDU530; EDU535; EDU535; EDU536; EDU536; EDU540; EDU540; EDU545; EDU545; EDU546; EDU546; EDU550; EDU550; EDU560; EDU560; EDU570; EDU590; EDU590; EDU596; EDU597; EDU597; EDU557 ; EDU557 ; ; EDU570
Czerwonka	Fred	S T L	GRAD EDU	Assistant Superintendent	St. Louis University	EdD	Caruthersville School District	3/16/2004	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU680; EDU730; EDU740; EDU750; EDU760; EDU790 ; EDU710; EDU780; EDU710 ; EDU730; EDU740 ; EDU750; EDU760; EDU780; EDU790; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Dial	Mike	KC	GRAD EDU	High School Administrator	William Woods University	EDD	NKC School Dist. Oak Park High School	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU540; EDU546; EDU550; EDU585; EDU590; EDU597; EDU690; EDU620; EDU557 ; EDU657 ; EDU537; EDU673

Dill	Julie	C	GRAD EDU	Assistant Superintendent	William Woods University	EDD	Camdenton R-III School District	12/12/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU601; EDU697; EDU610; EDU650; EDU605; EDU696; EDU730; EDU750; EDU760; EDU710; EDU710 ; EDU730; EDU750; EDU760; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Doll	Devin	KC	GRAD EDU	School Administrator	KU	EDD	Platte County Schools	8/24/2020	EDU500; EDU570; EDU590; EDU600; EDU620; EDU570; EDU673; EDU653; EDU569
Dowis	Cindy	NE	GRAD EDU	Director of Special Education	University of Missouri Columbia	PhD	Retired	8/4/1999	EDU500; EDU510; EDU520; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU590; EDU596; EDU597; EDU690; EDU640; EDU620; EDU610; EDU673
Dunham	Sarah	C	GRAD EDU	Elementary Principal	Lindenwood University	EDS	Marceline R-V School District	4/21/2005	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU557

Dunham, Jr.	John	C	GRAD EDU	Superintendent	Lindenwood University	EDS	Macon County R-IV	3/26/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523
Edgar	Gabe	NE	GRAD EDU	Superintendent	William Woods University	Edd	St. Joseph School District	1/4/2006	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU696; EDU680; EDU730; EDU750; EDU710; EDU740 ; EDU760; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Fellhauer	Jerrod	KC	GRAD EDU	Principal	William Woods University	EDD	Lee's Summit School District	11/29/2006	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU573 ; EDU569; EDU572; EDU568

Fick	Stacy	C	GRAD EDU	Principal	University of Missouri - Columbia	EDS	Jefferson City Public Schools	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU550; EDU585; EDU590; EDU596; EDU597; EDU557 ; EDU573 ; EDU569; EDU572; EDU568
Figg	David	KC	GRAD EDU	Superintendent	Lindenwood University	EDS	Lafayette Co. C-1	3/1/2019	EDU500; EDU525; EDU570; EDU570; EDU569
Findley	Eric	C	GRAD EDU	Principal	Missouri Baptist University	EdD	Warsaw R-IX		EDU500; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU590; EDU526; EDU508; EDU640; EDU527; EDU620; EDU605; EDU570; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Fisher	Deanne	C	GRAD EDU	Principal	St. Louis University	EdD	Jefferson City Public Schools	1/23/2013	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU590; EDU690; EDU557 ; EDU657 ; EDU605; EDU655; EDU573 ; EDU569; EDU572; EDU568; EDU691

Fitch	Mark	S W	GRAD EDU	Superintendent	Lindenwood University	EdD	Westview C-6 School District		EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU585; EDU590; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU696; EDU680; EDU570; EDU730; EDU750; EDU710; EDU720; EDU740 ; EDU760; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU681; EDU691
Flanagan	Larry	S T L	GRAD EDU	Superintendent- retired	Universit y Missouri - Columbi a	EDS	Elsberry R-2 School District	5/17/2006	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU573 ; EDU569; EDU572; EDU568
Fowler	Candace	C	GRAD EDU	Principal	University of Missouri - Columbia	EDS	Russell Boulevard Elementary	10/30/2002	EDU500; EDU510; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU393; EDU453; EDU392; EDU441

Fraleay	Todd	C	GRAD EDU	Principal	William Woods University	EdD	6608266441	6/27/2016	; EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU585; EDU590; EDU597; EDU690; EDU640; EDU610; EDU680; EDU570; EDU730; EDU750; EDU760; EDU710; EDU710 ; EDU730; EDU750; EDU760; EDU673; EDU573 ; EDU569; EDU572; EDU568
Frederickson	Matthew	NE	GRAD EDU	Superintendent	University of Missouri Columbia	PhD	Bowling Green R-1	10/14/2019	EDU500; EDU525; EDU550; EDU590; EDU690; EDU600; EDU620; EDU697; EDU673; EDU653; EDU569; EDU674; EDU691
Friga	Adam	SE	GRAD EDU	Superintendent	William Woods University	EDD	Oran R-III	1/1/2020	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU580; EDU585; EDU590; EDU596; EDU690; EDU640; EDU600; EDU620; EDU630; EDU610; EDU556; EDU557 ; EDU635; EDU625; EDU680; EDU570; EDU730; EDU750; EDU760; EDU710; EDU710 ; EDU710 ; EDU730; EDU750; EDU760; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568

Fulton	Monica	OZ	GRAD EDU	Principal	Missouri Baptist University	EDD		10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU540; EDU546; EDU550; EDU585; EDU590; EDU597; EDU697; EDU557 ; EDU657 ; EDU696; EDU537; EDU559; EDU573 ; EDU569; EDU572; EDU568; EDU568; EDU696
Gallagher	Becky	KC	GRAD EDU	Assistant Superintendent of School Improvement	Saint Louis University	EDD	Pleasant Hill R-III School District	11/28/2007	EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU556; EDU557 ; EDU657 ; EDU673; EDU653
Garner	Kevin	OZ	GRAD EDU	Assistant Executive Director	Southwest Baptist University	EDS	MO High School Activities Association	4/13/2011	EDU525; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU569
Gerla	Aaron	SW	GRAD EDU	Superintendent	Saint Louis University	EDD	Ash Grove School District	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU535; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU557 ; EDU537; EDU680; EDU673; EDU653

Golden	Ron	SE	GRAD EDU	Faculty Member	William Woods University	EDS	Portageville School District	4/19/2006	EDU500; EDU525; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523
Gould	Anneliese	KC	GRAD EDU	Elementary School Principal	University of Missouri - Kansas City	EdS	Excelsior Springs School District		EDU500; EDU525; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU585; EDU570
Green	Kenneth	S T L	GRAD EDU	Sales Rep - Retired AD	Northeast Missouri State Univ.	EDS	Daktronics	11/17/2004	EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523
Green	Carol	C	GRAD EDU	Retired	University of Missouri - Columbia	EDS	Retired	9/11/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597

Greene	Gary	S W	GRAD EDU	Middle School Principal	Lindenwood University	Edd	Mansfield School District	6/3/2009	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU546; EDU570; EDU585; EDU590; EDU526; EDU521; EDU508; EDU640; EDU527; EDU509; EDU524; EDU620; EDU528; EDU503; EDU523; EDU573 ; EDU569; EDU572; EDU568
Guitard	Gretchen	C	GRAD EDU	Superintendent	University of Missouri	EDD	Jamestown C- 1 School District	1/9/2017	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU550; EDU590; EDU596; EDU597; EDU600; EDU620; EDU697; EDU556; EDU557 ; EDU657 ; EDU605; EDU635; EDU696; EDU603; EDU570; EDU730; EDU750; EDU710; EDU750; EDU673; EDU573 ; EDU569; EDU572; EDU568; EDU674
Hagood	Bradley	OZ	GRAD EDU	Superintendent	William Woods University	EDS	Doniphan R-1 School District	3/12/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU573 ; EDU569; EDU572; EDU568

Harrison	Christy	KC	GRAD EDU	Assistant Superintendent	William Woods University	EDD	Kansas City MO Public Schools	3/25/2009	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU580; EDU585; EDU590; EDU596; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU556; EDU557 ; EDU657 ; EDU680; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Harvey	Mark	NE	GRAD EDU	High School Principal	William Woods University	EDS	6602774415	3/1/2019	EDU500; EDU525; EDU570; EDU570; EDU569
Hauck	Rob	OZ	GRAD EDU	Assistant Principal	William Woods University	EDS	5734580120	1/7/2019	EDU500; EDU525; EDU580; EDU585; EDU590; EDU570
Hauser	Tom	NE	GRAD EDU	Regional Operations Manager	Truman State University	EDS	EdisonLearning (works from home)	9/26/2001	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU527; EDU524; EDU528; EDU523; EDU556; EDU557 ; EDU573 ; EDU569; EDU572; EDU568

Hesse	Kerry	C	GRAD EDU	Assistant Principal	University of Missouri - Columbia	EDS	Columbia Public Schools	11/5/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU573 ; EDU569; EDU572; EDU568
Hesse	Connie	C	GRAD EDU		University of Missouri	EDS	Retired	6/18/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU557 ; EDU573 ; EDU569; EDU572; EDU568
Hill	Toni	SE	GRAD EDU	Superintendent	Southeast Missouri State University	EDS	Bloomfield R- XIV School District	8/22/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU573 ; EDU569; EDU572; EDU568

Hoehn	Dan	KC	GRAD EDU	Superintendent	Missouri Baptist University	EdD			EDU500; EDU510; EDU520; EDU525; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU597; EDU526; EDU521; EDU508; EDU690; EDU640; EDU527; EDU600; EDU509; EDU524; EDU528; EDU697; EDU503; EDU523; EDU650; EDU696; EDU680; EDU570; EDU720; EDU730; EDU740; EDU750; EDU760; EDU781; EDU790 ; EDU710; EDU780; EDU710 ; EDU720; EDU730; EDU740 ; EDU750; EDU760; EDU780; EDU781; EDU790; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Hoffmann	Bill	SE	GRAD EDU	High School Principal	Southeast Missouri State University	EdS	North Pemiscot Co. RI	5/21/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU573 ; EDU569; EDU572; EDU568

Holcomb	Chris	KC	GRAD EDU	Assistant Principal	William Woods University	EDS	Savannah High School	8/25/2009	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU508; EDU527; EDU524; EDU523; EDU573 ; EDU569; EDU572; EDU568
Holderbaum	Mark	SW	GRAD EDU		Missouri State University	EDS		8/21/2017	EDU525; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU544; EDU569
Holland	Joel	S T L	GRAD EDU	Superintendent	Saint Louis University	EdD	Windsor C-1 School District	1/5/2005	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU690; EDU640; EDU527; EDU600; EDU509; EDU524; EDU620; EDU528; EDU697; EDU503; EDU523; EDU610; EDU650; EDU680; EDU720; EDU740; EDU710 ; EDU740 ; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568

Hon	Chris	SE	GRAD EDU	Superintendent	Southeast Missouri State University	EdS	Poplar Bluff School District	4/16/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597;
Huddleston	Edward	KC	GRAD EDU	Professor	University of Missouri - Columbia	EDD	Graceland University	8/19/2019	EDU525; EDU570; EDU570; EDU585; ; EDU640; EDU600; EDU620; EDU650; EDU680; EDU653; EDU569
Hueller	Daniel	SW	GRAD EDU	Principal	Missouri State University	EdS	Seneca School District		EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU596; EDU597; EDU526; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU570; EDU573 ; EDU569; EDU572; EDU568
Isaacson	Joshua	S T L	GRAD EDU	Assistant Superintendent	University of Missouri	Ed.D.	6365861000	1/1/1900	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU570; EDU585; EDU590; EDU596; EDU597; EDU600; EDU697; EDU610; EDU650; EDU696; EDU680; EDU653; EDU573 ; EDU569; EDU572; EDU568

Jennewein	Jeff	C	GRAD EDU	Assistant Principal	Missouri Baptist University	EDD	Capital City High School	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU540; EDU546; EDU550; EDU585; EDU590; EDU596; EDU597; EDU597; EDU557 ; EDU537; EDU680; EDU653; EDU573 ; EDU569; EDU568
Jones	Brandon	SE	GRAD EDU	Assistant Superintendent	William Woods University	EDD	Kennett Public Schools	4/5/2006	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU570; EDU585; EDU590; EDU596; EDU597; EDU640; EDU620; EDU610; EDU680; EDU750; EDU760; EDU710 ; EDU730; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Karr	Meghan	NE	GRAD EDU	Assistant Superintendent	William Woods University	EDD	Hannibal Public Schools	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU550; EDU585; EDU590; EDU597; EDU690; EDU640; EDU620; EDU557 ; EDU680; EDU573 ; EDU569; EDU572; EDU568; EDU681; EDU691

Killian	Frank	SE	GRAD EDU	Superintendent	William Woods University	EDS	Richland R-1	11/7/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU573 ; EDU569; EDU572; EDU568
Kinsey	Charles	SE	GRAD EDU	Ag Ed Instructor	William Woods University	EDS	Dexter Public Schools	8/19/2019	EDU500; EDU525; EDU570; EDU585; EDU570; EDU569; EDU569
Kruse	Scott	SE	GRAD EDU	Principal Middle School	Southeast Missouri State	EDS	T.S Hill Middle School	5/21/2008	EDU500; EDU525; EDU535; EDU536; EDU545; EDU546; EDU570; EDU580; EDU585; EDU590; EDU597; EDU521; EDU522; EDU523; EDU557 ; EDU570; EDU573 ; EDU569; EDU572
Kruse	Kyle	S T L	GRAD EDU	Superintendent	University of the Cumberlands	EDD	St. Clair R-XIII School District	1/30/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU590; EDU596; EDU597; ; EDU640; EDU600; EDU620; EDU650; EDU680; EDU653; EDU573 ; EDU569; EDU572; EDU568

Levy	Jeff	S T L	GRAD EDU	Superintendent	Oral Roberts University	EDD	North County School Dist	4/30/2018	EDU500; EDU510; EDU520; EDU530; EDU535; EDU536; EDU540; EDU570; EDU585; EDU590; EDU597; EDU598; EDU690; EDU640; EDU600; EDU620; EDU697; EDU650; EDU557 ; EDU657 ; EDU605; EDU635; EDU696; EDU603; EDU680; EDU570; EDU730; EDU750; EDU790 ; EDU710; EDU740 ; EDU760; EDU780; EDU781; EDU673; EDU653; EDU572; EDU568; EDU674; EDU681; EDU691
Lewis	Tara	NE	GRAD EDU	Superintendent	Saint Louis University	EDD	Ralls County R-II	1/5/2004	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU680; EDU673; EDU653
Lewis	Bobbie	OZ	GRAD EDU	Adjunct Professor	Missouri Baptist University	EDD	Lindenwood University	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU585; EDU590; EDU640; EDU620; EDU650; EDU556; EDU680; EDU730; EDU740; EDU760; EDU790 ; EDU710; EDU710 ; EDU730; EDU740 ; EDU760; EDU781; EDU673; EDU653; EDU574; EDU569; EDU568; EDU681

Luttrell	Link	S T L	GRAD EDU	Assistant Superintendent	Saint Louis University	EDD	Festus R-VI School District	4/29/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU556; EDU557 ; EDU657 ; EDU696; EDU680; EDU730; EDU760; EDU710 ; EDU750; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Luttrell	Carrie	S T L	GRAD EDU	Elementary Principal	Saint Louis University	EDD	Retired	11/7/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU556; EDU557 ; EDU657 ; EDU750; EDU760; EDU710; EDU730; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568

MacLaughlin	Brad	KC	GRAD EDU	Retired Superintendent	William Woods University	EDD	K12 Perform	11/17/2010	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU570; EDU585; EDU590; EDU596; EDU597; EDU508; EDU690; EDU640; EDU600; EDU620; EDU528; EDU697; EDU523; EDU650; EDU556; EDU557 ; EDU657 ; EDU645; EDU655; EDU680; EDU740; EDU750; EDU710; EDU780; EDU740 ; EDU780; EDU673; EDU653; EDU573 ; EDU572; EDU568
Majerus	Timothy	C	GRAD EDU	Elementary Principal	University of Missouri - Columbia	EDD	Columbia Public Schools	8/24/2020	EDU500; EDU570; EDU580; EDU590; EDU610; EDU570; EDU720; EDU790 ; EDU720; EDU790; EDU573 ; EDU569; EDU572; EDU568; EDU610
Marquis	Laura	SE	GRAD EDU	Assistant Superintendent	William Woods University	EDS	5735469700	3/1/2019	EDU525; EDU570; EDU580; EDU590; EDU570; EDU569
Martie	Jason	NE	GRAD EDU	Principal	William Woods University	EDS	6607736611	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU535; EDU535; EDU536; EDU545; EDU546; EDU550; EDU580; EDU585; EDU590; EDU596; EDU597; EDU556; EDU557 ; EDU570; EDU573 ; EDU569; EDU572; EDU568

McCaul	Alex	S T L	GRAD EDU	Superintendent	William Woods University	EDS		3/5/2018	EDU525; EDU535; EDU536; EDU570; EDU585; EDU598; EDU528; EDU569; EDU572
McMillian	Ashley	SE	GRAD EDU	Superintendent	William Woods University	EDD	573-792-3113		EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU585; EDU590; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU680; EDU570; EDU730; EDU750; EDU710; EDU720; EDU740 ; EDU760; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Means	Merri Beth	KC	GRAD EDU	Principal	William Woods University	EDD	Park Hill School District		EDU500; EDU510; EDU520; EDU525; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU596; EDU597; EDU690; EDU570; EDU730; EDU750; EDU760; EDU710; EDU760; EDU673; EDU573 ; EDU569; EDU572; EDU568
Miller	Gavin	SE	GRAD EDU	Assistant Superintendent	WWU	EDS	5736141000	8/22/2018	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU585; EDU590; EDU570

Miller	Charlotte	C	GRAD EDU	Clinical Experiences Coordinator	University of Missouri Columbia	PhD	William Woods University	7/1/2018	EDU500; EDU510; EDU530; EDU540; EDU585; EDU590; EDU596; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU650; EDU556; EDU557 ; EDU657 ; EDU605; EDU635; EDU696; EDU645; EDU655; EDU603; EDU553; EDU554; EDU653; EDU573 ; EDU691
Morgan	Debbie	SE	GRAD EDU	Acting Elementary Principal	William Woods University	EDS	Cooter R-IV Schools	11/15/2006	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU573 ; EDU569; EDU572; EDU568
Mulvey	Beth	KC	GRAD EDU	Assistant Superintendent	Saint Louis University	EDD	Grain Valley Schools	8/19/2019	EDU525; EDU570; EDU690; EDU640; EDU600; EDU635; EDU603; EDU570; EDU653; EDU569; EDU691
Naas	Charles	KC	GRAD EDU	Superintendent	William Woods University	EDS	Northeast Vernon County R-1	8/19/2019	EDU500; EDU525; EDU585; EDU569

Neal	Ryan	C	GRAD EDU	Assistant Superintendent	William Woods University	EDD	Camdenton R-III School District	1/11/2012	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU508; EDU690; EDU640; EDU600; EDU509; EDU524; EDU620; EDU528; EDU503; EDU523; EDU610; EDU605; EDU696; EDU645; EDU655; EDU603; EDU680; EDU673; EDU573 ; EDU569; EDU572; EDU568
Noah	Craig	NE	GRAD EDU	Superintendent	St. Louis University 2007	EDD	La Plata R-II	10/30/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU605; EDU696; EDU645; EDU655; EDU603; EDU680; EDU730; EDU750; EDU710; EDU760; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568

Pannier	Darryl	SE	GRAD EDU	Superintendent	University of Missouri - Columbia	EDS	Nell Holcomb R-IV School District	3/25/2009	EDU500; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU556; EDU557 ; EDU573 ; EDU569; EDU572; EDU568
Payne	Rich	SE	GRAD EDU	Director- Career Center	Southeast Missouri State	EdS	Cape Girardeau Public Schools	7/28/1999	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523
Perkins	William	NE	GRAD EDU	Superintendent	William Woods University	EdS	Atlanta C-3 School District	7/6/2005	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; ; EDU573 ; EDU569; EDU572; EDU568

Phillips	Joshua	C	GRAD EDU	Superintendent	Lindenwood University	EDD	5733635909	6/25/2018	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU585; EDU590; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU557 ; EDU657 ; EDU657 ; EDU680; EDU570; EDU730; EDU750; EDU710; EDU760; EDU673; EDU653
Piper	Mark	OZ	GRAD EDU	Superintendent	Lindenwood University	EDD	Hartville R-II School District		;EDU500; EDU520; EDU525; EDU535; EDU536; EDU585; EDU590; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU650; EDU557 ; EDU557 ; EDU657 ; EDU657 ; EDU680; EDU570; EDU673; EDU653
Powell	Darin	NE	GRAD EDU	Assistant Superintendent	William Woods University	EdS	Hannibal Public School District #60	1/5/2005	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523

Pragman	J. Michael	KC	GRAD EDU	Director of Research, Evaluation and Assessment	University of Kansas	EdD	North Kansas City School District	1/7/2004	EDU500; EDU510; EDU520; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU650; EDU556; EDU557 ; EDU657 ; EDU696; EDU645; ; ; EDU680; EDU720; EDU730; EDU740; EDU760; EDU720; EDU720; EDU730; EDU740 ; EDU760; EDU673; EDU653; EDU573 ; EDU572; EDU568
Prewitt	Bryan	KC	GRAD EDU	Superintendent	Central Missouri State University	EDS	Lone Jack C6	10/14/2009	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU573 ; EDU569; EDU572; EDU568
Provancha	Arlen	NE	GRAD EDU	Retired	University of Missouri Columbia	EDS		3/14/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU580; EDU585; EDU590; EDU596; EDU597; ; EDU556; EDU557 ; EDU573 ; EDU569; EDU572; EDU568

Rardon	Chauncey	NW	GRAD EDU	Elementary Principal	WWU	EdS	Lathrop R-II Schools		EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU524; EDU528; EDU503; EDU523; EDU556; EDU557 ; EDU570; EDU573 ; EDU569; EDU572; EDU568
Rich	Jim	SW	GRAD EDU	Retired	University of Missouri	PhD	Retired		EDU500; EDU525; EDU535; EDU536; EDU570; EDU585; EDU640; EDU600; EDU620; EDU650; EDU680; EDU653; EDU569; EDU572
Rolofson	Angela	KC	GRAD EDU	Director of Student Services	University of Missouri Kansas City	PhD	6605635597	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU557 ; EDU537; EDU680; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568

Ryerson	Joyce	C	GRAD EDU	Superintendent	St. Louis University	EDD	573-378-4231		EDU500; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU590; EDU690; EDU640; EDU600; EDU620; EDU697; EDU650; EDU557 ; EDU657 ; EDU605; EDU635; EDU696; EDU655; EDU603; EDU680; EDU570; EDU750; EDU710; EDU730; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Schmitz	Chris	C	GRAD EDU		Saint Louis University	EDS	Jefferson City Public	3/6/2019	EDU500; EDU530; EDU590; EDU556; EDU557 ; EDU657
Schowe	Jill		GRAD EDU	Elementary Teacher	Maryville University	EDD	Warren County R-3 School District	11/24/2004	EDU510; EDU520; EDU530; EDU540; EDU550; EDU560; EDU590; EDU740; EDU750; EDU710; EDU710 ; EDU740 ; EDU740 ; EDU760
Schwarzer	Shanna	C	GRAD EDU	Assistant Principal	William Woods University	EDD	5736593055	8/19/2019	EDU500; EDU520; EDU525; EDU530; EDU570; EDU580; EDU590; EDU690; EDU600; EDU620; EDU570; EDU730; EDU750; EDU710; EDU780; EDU710 ; EDU730; EDU750; EDU780; EDU673; EDU569; EDU568; EDU568

Scott	Nancy	C	GRAD EDU	Assistant Superintendent	St. Louis University	EDD	Sedalia 200 School District	6/26/2017	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU585; EDU590; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU680; EDU730; EDU750; EDU710; EDU760; EDU673; EDU573 ; EDU569; EDU572; EDU568
Scott	Joshua	S W	GRAD EDU	Athletic Administrator	Lindenwood University	EDS	4178271138	3/1/2019	EDU525; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU544; EDU569
Seiler	Stan	SE	GRAD EDU	Superintendent	St. Louis University	EdD	Advance R-IV School District	10/27/1999	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU560; EDU585; EDU590; EDU596; EDU597; EDU690; EDU640; EDU600; EDU620; EDU601; EDU697; EDU670; EDU660; EDU630; EDU610; EDU650; EDU556; EDU557 ; EDU557 ; EDU657 ; EDU605; EDU635; EDU696; EDU645; EDU655; EDU603; EDU625; EDU680; EDU573 ; EDU569; EDU572; EDU568

Shelby	Kelly	NE	GRAD EDU	Superintendent	St. Louis University	EDD	Westran R-1	6/24/2009	EDU500; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU690; EDU640; EDU527; EDU600; EDU509; EDU524; EDU620; EDU528; EDU697; EDU523; EDU650; EDU680; EDU673; EDU653
Shoemaker	Josh	C	GRAD EDU	Superintendent	William Woods University	EDS	6602883767	3/1/2019	EDU500; EDU525; EDU536; EDU570; EDU590; EDU552; EDU570; EDU569; EDU572
Short	Kim	SE	GRAD EDU		William Woods University	EDS	Kennett Public Schools	3/1/2019	EDU500; EDU525; EDU585; EDU537; EDU569
Sigrist	Robert	N W	GRAD EDU	Director of Student services	University of Missouri Columbia	EDD	St Joseph School District	8/21/2017	EDU500; EDU525; EDU535; EDU536; EDU580; EDU585; EDU508; EDU640; EDU524; EDU620; EDU503; EDU650; EDU557 ; EDU680; EDU570; EDU730; EDU750; EDU710; EDU710 ; EDU730; EDU750; EDU653; EDU569; EDU572; EDU681
Smith	Matt (John)	C	GRAD EDU	High School Principal	William Woods University	EDD	5736823561	3/1/2019	EDU500; EDU520; EDU525; EDU570; EDU590; EDU526; EDU521; EDU527; EDU524; EDU528; EDU503; EDU523; EDU570; EDU569; EDU568

Smith	John	OZ	GRAD EDU	Asst Superintendent	William Woods University	EDS	Salem R-80 School District	4/15/2009	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU573 ; EDU569; EDU572; EDU568
Sooter	Isaac	SW	GRAD EDU	High School Principal	Lindenwood University	EDD	Reeds Spring School District	3/7/2016	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU596; EDU597; EDU600; EDU657 ; EDU570; EDU565; EDU566; EDU567; EDU573 ; EDU573 ; EDU569; EDU572; EDU568
Spurgin	Armand	OZ	GRAD EDU	Superintendent	St. Louis University	EDD	Eminence R-1	4/15/2009	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU690; EDU640; EDU527; EDU600; EDU524; EDU620; EDU573 ; EDU569; EDU572; EDU568

Steggall	Sandy	KC	GRAD EDU	Superintendent	Northwest State University	EDS		8/20/2018	EDU500; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU580; EDU585; EDU590; EDU597; EDU598; EDU599; EDU557 ; EDU591; EDU570; EDU558; EDU559; EDU573 ; EDU569; EDU572; EDU568
Stephens	Allen	NW	GRAD EDU	Supervisor	Central Missouri State University	EdS	DESE - retired	4/18/2001	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU560; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU556; EDU557 ; EDU657 ; EDU573 ; EDU569; EDU572; EDU568
Storm	Dustin	SW	GRAD EDU	Superintendent	Saint Louis University	Ed.D	Miller R2 School District	9/22/2010	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU556; EDU557 ; EDU657 ; EDU680; EDU730; EDU750; EDU760; EDU710; EDU710 ; EDU730; EDU750; EDU760; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568

Stucker	Marcus	KC	GRAD EDU	Retired - Superintendent	University of Missouri - Columbia	EDD		7/15/2009	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU680; EDU710; EDU710 ; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Swartz	Jeff	S T L	GRAD EDU	Retired	William Woods University	EDS		7/12/2004	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597
Sydow	Aaron	SE	GRAD EDU	Principal	William Woods	EDS	Fairview R-XI School District	11/28/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU527; EDU524; EDU528; EDU503; EDU523; EDU557 ; EDU573 ; EDU569; EDU572; EDU568

Templeton	Zach	C	GRAD EDU	Superintendent	Saint Louis University	EDD	Mexico Public Schools	6/25/2018	EDU500; EDU525; EDU535; EDU536; EDU585; EDU590; EDU640; EDU600; EDU620; EDU650; EDU557 ; EDU657 ; EDU680; EDU570; EDU730; EDU750; EDU710; EDU760; EDU653
Thomason	Michele	N W	GRAD EDU	Director of Special Programs	Northeastern University	EDD	8166714000	3/1/2019	EDU536; EDU585; EDU690; EDU610; EDU680; EDU570; EDU673; EDU572
Thompson	Tim	N W	GRAD EDU	Elementary Principal	William Woods University	EDS	South Harrison R2 Schools	8/19/2019	EDU500; EDU525; EDU530; EDU540; EDU570; EDU585; EDU590; EDU570
Tomlinson	Jaret	KC	GRAD EDU	Deputy Supt	St. Louis University	EDD	Excelsior Springs Schools	8/19/2019	EDU500; EDU525; EDU585; EDU640; EDU620; EDU680; EDU569
Turgeon	Andy	NE	GRAD EDU	Superintendent	William Woods University	EDS	Knox County R-I School District	10/3/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU573 ; EDU569; EDU572; EDU568
Turner	Emily	S T L	GRAD EDU			EDD	William Woods University	8/13/2018	EDU500; EDU520; EDU525; EDU530; EDU535; EDU540; EDU545; EDU550; EDU580; EDU585; EDU590; EDU597; EDU557 ; EDU635; EDU231; EDU673; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU691

Turney	Rachel	C	GRAD EDU			EDD		8/1/2018	EDU510; EDU540; EDU250; EDU211; EDU291; EDU201; EDU231; EDU393; EDU453; EDU317; EDU318; EDU392; EDU441; SCA353; EDU490; EDU492; EDU422; EDU790 ; EDU781; EDU351
Uhlmeier	Jesse	NE	GRAD EDU	Superintendent	William Woods University	EDS	5732885216	3/1/2019	EDU500; EDU520; EDU525; EDU580; EDU585; EDU569; EDU568
Waters	Heath	OZ	GRAD EDU	High School Principal/Athletic Director	William Woods University	EDS	Russellville High School	1/27/2010	EDU500; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU570; EDU585; EDU590; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU557 ; EDU573 ; EDU569; EDU572
Whitt	Jason	KC	GRAD EDU	Principal	Saint Louis University	EDD	6602594391	10/15/2018	EDU500; EDU525; EDU580; EDU585; EDU590; EDU597; EDU640; EDU600; EDU509; EDU620; EDU503; EDU523; EDU557 ; EDU680; EDU570; EDU720; EDU730; EDU740; EDU750; EDU760; EDU710; EDU780; EDU710 ; EDU720; EDU730; EDU740 ; EDU750; EDU760; EDU780; EDU653; EDU653; EDU569

Wilkinson	Jennings	SE	GRAD EDU	retired Superintendent	William Woods University	EdS	retired	3/8/2006	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU573 ; EDU569; EDU572; EDU568
Williams	Patrick	NE	GRAD EDU	Retired Superintendent	Truman State University	EdS	Retired, Kirksville Public Schools		EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU585; EDU590; EDU590; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU570
Wilson	Alicia	KC	GRAD EDU		William Woods University	EDD	Jefferson City Public Schools	1/1/1900	EDU525; EDU530; EDU540; EDU550; EDU605; EDU635; EDU655; EDU603; EDU673; EDU569; EDU674

Wilson	Chris	SE	GRAD EDU	Superintendent	William Woods University	EDD		5/8/2017	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU585; EDU590; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU680; EDU570; EDU730; EDU750; EDU710; EDU720; EDU740 ; EDU760; EDU780; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Winterboer	Tod	KC	GRAD EDU	Principal	William Woods University	EDS	Smithville School District		EDU500; EDU510; EDU525; EDU530; EDU535; EDU536; EDU570; EDU590; EDU526; EDU521; EDU508; EDU527; EDU524; EDU523
Winton	Terry	S W	GRAD EDU	Retired	Lindenwood University	Ed.D.		5/9/2016	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU596; EDU597; EDU508; EDU690; EDU527; EDU524; EDU528; EDU503; EDU523; EDU610; EDU557 ; EDU657 ; EDU680; EDU570; EDU573 ; EDU569; EDU572
Wisdom	Sarah	C	GRAD EDU	CFO	William Woods University	EDS	New Bloomfield R- III	8/19/2019	EDU500; EDU520; EDU525; EDU530; EDU570; EDU585; EDU570; EDU543; EDU561; EDU559; EDU569; EDU568

Wolf	Steven	C	GRAD EDU		University of Missouri - Columbia	EdD		7/21/2004	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523
Wolfe	Harriet	C	GRAD EDU	Superintendent	University of Missouri	EdD	Sedalia School District	7/26/1999	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU650; EDU557 ; EDU657 ; EDU696; EDU680; EDU730; EDU750; EDU673; EDU653
Young	Stephanie	S W	GRAD EDU	Principal	Missouri State University	EDS	Springfield Public Schools	10/14/2019	EDU500; EDU520; EDU525; EDU535; EDU545; EDU570; EDU570; EDU573 ; EDU569; EDU572; EDU568
Stoppel	Kaleb	KC	GRAD EDU/ MEA/ TLH		Saint Louis University	EDD		10/19/2020	EDU525; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU544

Amick	Cindy	SE	GRAD EDU/ TLH	Retired	Southern Illinois University	PhD		3/12/2001	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU660; EDU610; EDU650; EDU556; EDU557 ; EDU657 ; EDU605; EDU696; EDU645; EDU655; EDU603; EDU720; EDU720; EDU730; EDU750; EDU760; EDU790 ; EDU710; EDU780; EDU720; EDU740 ; EDU780; EDU781; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU691
Boddy	George	KC	GRAD EDU/ TLH	Retired, Former Dean of Continuing Education	University of Nebraska	PhD	retired	9/25/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU690; EDU640; EDU527; EDU600; EDU509; EDU524; EDU620; EDU528; EDU697; EDU503; EDU523; EDU610; EDU650; EDU556; EDU557 ; EDU657 ; EDU553; EDU554; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU691

Moppin	Rebecca	C	GRAD EDU/ART/ T LH	McMillan Elementary School Principal	William Woods University	EDS	Mexico Public Schools	6/3/2013	EDU500; EDU520; EDU525; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU596; EDU597; EDU556; EDU557 ; ART120; EDU553; EDU554; EDU570; ART105; ART418; ART282; EDU573 ; EDU569; EDU572; EDU568
Abeln	Robert	S W	GRAD EDU/TL H	Retired Superintendent	University of Missouri Columbia	EdD	Retired - Verona R-VII School District	6/1/2005	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU580; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU522; EDU620; EDU697; EDU660; EDU610; EDU650; EDU680; EDU730; EDU740; EDU750; EDU760; EDU710; EDU780; EDU710 ; EDU730; EDU740 ; EDU750; EDU760; EDU780; EDU673; EDU653; EDU544; EDU544; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU681; EDU691
Angel	Tammy	C	GRAD EDU/TL H	Principal	William Woods University	EDS	8557087567	10/15/2018	EDU500; EDU525; EDU540; EDU550; EDU570; EDU568

Barwick Turner	Martha	ONL	GRAD EDU/TL H	Coordinator of Instructional Technology	Johns Hopkins University	EDD	Hartford County Public Schools	1/9/2017	EDU520; EDU530; EDU590; EDU543; EDU563; EDU558; EDU561; EDU571; EDU581; EDU559; EDU568
Belcher	Walt	OZ	GRAD EDU/TL H		Lindenwood University	EdD	Retired	4/16/2008	EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU570; EDU585; EDU590; EDU597; EDU556; EDU557 ; EDU657 ; EDU573 ; EDU569; EDU572; EDU568
Bonderer	Stacey	C	GRAD EDU/TL H	Classroom Teacher	University of Missouri	EDS	Fulton Public Schools	8/21/2017	EDU520; EDU530; EDU590; EDU543; EDU563; EDU558; EDU561; EDU571; EDU559; EDU568
Breece	James	SE	GRAD EDU/TL H	Superintendent	Southeast Missouri State University	EDS	Gideon School District #37	6/26/2017	EDU500; EDU525; EDU530; EDU522; EDU543; EDU558; EDU571; EDU581; EDU544; EDU559
Brown	Patrick	STL	GRAD EDU/TL H	Oversees STEM and Career and TECH education	University of Missouri Columbia	PhD	Fort Zumwalt School District	6/22/2020	EDU500; EDU600; EDU610; EDU291; EDU231; EDU453; EDU422; EDU730; EDU750; EDU760; EDU790 ; EDU730; EDU750; EDU760; EDU790; EDU311; EDU314; EDU586; EDU586; EDU564; EDU565; EDU565; EDU566; EDU567
Chapman	Keith	KC	GRAD EDU/TL H	Director of Activities	University of Central Missouri	EDS	Warrensburg R-VI	5/8/2017	EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523

Comer	Rena	S W	GRAD EDU/TL H	Reading Recovery Teacher	University of Arkansas - LittleRock	EDS	Nixa Public Schools	10/19/2020	EDC500; EDC510; EDC520; EDC520; EDC530; EDC540; EDC550; EDC560; EDC580; EDC590; EDC591
Cook	Kenneth	SE	GRAD EDU/TL H	Superintendent	Southwest Missouri State University	EdS	Malden R-1 School District	6/19/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU580; EDU585; EDU590; EDU596; EDU597; ; EDU522
Davis	Jim	C	GRAD EDU/TL H	Assist Principal	University of Missouri Columbia	EdD	Sacred Heart Elementary - Sedalia	6/17/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU580; EDU585; EDU590; EDU596; EDU597; EDU521; EDU690; EDU509; EDU522; EDU620; EDU551; EDU552; EDU673; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU691
Espinoza	Amanda	SE	GRAD EDU/TL H	Director of Guidance/Testin g	William Woods University	EDD	Crawford Co. R-II	8/21/2017	EDU500; EDU510; EDU520; EDU530; EDU545; EDU546; EDU550; EDU585; EDU590; EDU596; EDU620; EDU697; EDU610; EDU556; EDU605; EDU635; EDU696; EDU645; EDU655; EDU603; EDU680; EDU720; EDU730; EDU750; EDU760; EDU710; EDU710 ; EDU720; EDU750; EDU760; EDU673

Ferrell	Kathy	KC	GRAD EDU/TL H	Instructional Coach	University of Missouri Kansas City	EDS	Excelsior Springs Schools	12/3/2008	EDU510; EDU520; EDU530; EDU540; EDU545; EDU546; EDU550; EDU590; EDU596; EDU573 ; EDU568
Gilpin	Barb	C	GRAD EDU/TL H	Supervisor	William Woods University	EdD	DESE	11/28/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU610; EDU557 ; EDU657 ; EDU537; EDU538 ; EDU231; EDU573 ; EDU569; EDU572; EDU568
Gotsch	Tom	S T L	GRAD EDU/TL H		Lindenwood University	EDS	Retired	10/5/2009	EDU500; EDU510; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU557 ; EDU573 ; EDU569; EDU572
Gregory Angell	Stacey	C	GRAD EDU/TL H	District Literacy Trainer	University of Arkansas - LittleRock	EDS	Jefferson City Public Schools	1/6/2020	EDU510; EDC530; EDC550; EDC580

Halley	Heath	NE	GRAD EDU/TL H	Superintendent	SLU	EdD	Putnam County R-I Schools	8/20/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU560; EDU570; EDU580; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU521; EDU508; EDU690; EDU640; EDU527; EDU600; EDU509; EDU524; EDU620; EDU528; EDU601; EDU697; EDU670; EDU503; EDU660; EDU630; EDU523; EDU610; EDU650; EDU680; EDU673; EDU653
Hanrahan	Lynn	O N L	GRAD EDU/TL H	Associate Professor of Graduate Education	St. Louis University	Ph.D.	William Woods University	10/19/2015	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU590; EDU596; EDU597; EDU610; EDU605; EDU645; EDU655; EDU730; EDU750; EDU790 ; EDU710; EDU720; EDU740 ; EDU760; EDU780; EDU781; EDU673; EDU573 ; EDU569; EDU572; EDU568; EDU674

Hodge-Logan	Sheila	C	GRAD EDU/TL H	Director of MED and EDS		EDD	William Woods University	1/8/2018	EDU500; EDU520; EDU525; EDU530; EDU540; EDU550; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU557 ; EDU696; EDU331; EDU537; EDU250; EDU211; EDU291; EDU201; EDU231; EDU292; EDU341; EDU393; EDU317; EDU318; EDU392; EDU551; EDU552; EDU553; EDU554; EDU281; EDU301; EDU680; EDU311; EDU314; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU681; EDU691; EDU696
Hollingshead	David	O N L	GRAD EDU/TL H	Superintendent - retired	St. Louis University	EdD	Gideon Public Schools - retired	4/4/2001	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU580; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU680; EDU543; EDU563; EDU558; EDU561; EDU571; EDU589; EDU673; EDU653; EDU581; EDU544; EDU559; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU681; EDU691

Howard	Josh	C	GRAD EDU/TL H	English Language Arts Teacher	University of Missouri	EDS	Fulton Public Schools		EDU520; EDU530; EDU590; EDU543; EDU563; EDU558; EDU561; EDU571; EDU581; EDU564; EDU559
Kirkbride	Steve	OZ	GRAD EDU/TL H	Building Technology Specialist	University of Missouri	EDS	Retired - Waynesville R- 6 School	9/1/2000	EDU580; EDU522
Kloss	Rae Anne	SE	GRAD EDU/TL H	District Administrator	St. Louis University	EdD	Cape Girardeau District Office	11/1/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU580; EDU585; EDU590; EDU597; EDU690; EDU680; EDU570; EDU730; EDU750; EDU760; EDU710; EDU710 ; EDU730; EDU750; EDU760; EDU673; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU681; EDU691
Koestner	Jerry	C	GRAD EDU/TL H	Retired - Principal	Central Missouri State University	EdS	Retired from Russellville Middle School	2/25/2004	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU556; EDU557 ; EDU551; EDU552; EDU573 ; EDU569; EDU572; EDU568

Kraus	Jean	C	GRAD EDU/TL H	Professor	State University College at Oswego, New York	Bachel or of Arts	573-592- 4298	1/1/1900	
Kuhlmann	Doug	S T L	GRAD EDU/TL H	Director of Activities/Facilitie s	Concordia University	EDD	Lutheran High School		EDU500; EDU525; EDU585; EDU526; EDU521; EDU508; EDU527; EDU524; EDU528; EDU503; EDU523; EDU544; EDU569
Kurre	Eric	N W	GRAD EDU/TL H	Superintendent	William Woods University	Ed.D.	Savannah R3 School District	6/27/2016	EDU500; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU580; EDU585; EDU590; EDU526; EDU508; EDU690; EDU640; EDU527; EDU600; EDU620; EDU503; EDU523; EDU650; EDU635; EDU655; EDU680; EDU570; EDU730; EDU750; EDU760; EDU710; EDU760; EDU543; EDU563; EDU558; EDU561; EDU571; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU674; EDU681; EDU691
Lakin	Brenda	S W	GRAD EDU/TL H	Director of Special Education	Lindenwood University	EdD	Aurora R-8 Schools		EDU500; EDU525; EDU530; EDU535; EDU536; EDU590; EDU690; EDU640; EDU600; EDU620; EDU557 ; EDU657 ; EDU730; EDU750; EDU710; EDU569; EDU572; EDU691

Maddox	Stephanie	C	GRAD EDU/TL H	Reading Recovery Teacher	University of Arkansas at Little Rock	EDS - Reading	5732143790	10/19/2020	EDU510; EDC500; EDC520; EDC530; EDC540; EDC550; EDC560; EDC580; EDC590; EDC591
Martin	Courtney	S W	GRAD EDU/TL H	Director of Student Services	Lindenwood University	Ed.D.	417.523.035 2		EDU500; EDU520; EDU525; EDU535; EDU536; EDU545; EDU546; EDU585; EDU590; EDU526; EDU508; EDU527; EDU509; EDU524; EDU620; EDU528; EDU503; EDU523; EDU680; EDU570; EDU573 ; EDU569; EDU572; EDU568; EDU681
McClure	Jennifer	KC	GRAD EDU/TL H	Principal	Northcentral University	EDD	Platte County School District	10/14/2019	EDU500; EDU525; EDU570; EDU580; EDU597; EDU640; EDU620; EDU570; EDU673; EDU569; EDU674
Miles	Ronda	KC	GRAD EDU/TL H	Activities Director	University of Missouri - Kansas City	EDS	Raytown High School	6/11/2008	EDU525; EDU530; EDU540; EDU550; EDU526; EDU521; EDU508; EDU527; EDU524; EDU528; EDU503; EDU523; EDU557 ; EDU569
Nebel	Michelle	KC	GRAD EDU/TL H	District Technology Coach	William Woods University	EDS	Excelsior Springs School District	8/6/2008	EDU520; EDU580; EDU522; EDU543; EDU563; EDU558; EDU571; EDU568

Nettles	Keri	KC	GRAD EDU/TL H	Account Executive	Northwest Missouri State University	EDS	Northwest Evaluation Association	4/9/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU553; EDU554
Nieuwen huizen	Lisa	C	GRAD EDU/TL H	Assistant Principal	University of Missouri	PhD	Hickman & Rock Bridge High Schools	4/24/2013	EDU500; EDU510; EDU520; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU570; EDU580; EDU585; EDU590; EDU596; EDU597; EDU690; EDU556; EDU557 ; EDU657 ; EDU740; EDU710; EDU740 ; EDU543; EDU563; EDU558; EDU561; EDU571; EDU589; EDU673; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU691
Ogier	Ellen	S T L	GRAD EDU/TL H	Associate Superintendent - retired	University of Central Missouri	EDS	Kingston K- 14 Schools	6/3/2009	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU556; EDU557 ; EDU657 ; EDU551; EDU552; EDU553; EDU554
Owens	Cynthia	S W	GRAD EDU/TL H	ELA Coordinator	University of Arkansas - LittleRock	PhD	Nixa Public Schools	4/1/2020	EDC500; EDC510; EDC520; EDC530; EDC540; EDC550; EDC560; EDC580; EDC590; EDC591

Patrick	Scott	KC	GRAD EDU/TL H	Superintendent	University of Missouri	EDD	Retired	5/16/2001	EDU500; EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU696; EDU680; EDU750; EDU710; EDU710 ; EDU750; EDU750; EDU673; EDU653; EDU574; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU681; EDU691
Rockwell	Rena	S T L	GRAD EDU/TL H	Retired	William Woods University	Edd			;EDU500; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU580; EDU690; EDU605; EDU645; EDU655; EDU603; EDU591; EDU730; EDU750; EDU710; EDU740 ; EDU750; EDU760; EDU573 ; EDU569; EDU572; EDU691

Rossmiller	Susan	NE	GRAD EDU/TL H	Principal/Special Services	St. Louis University	EDD	Lewis Co. C-1	5/16/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU556; EDU557 ; EDU657 ; EDU605; EDU645; EDU655; EDU603; EDU537; EDU553; EDU554; EDU680; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU681; EDU691
Saluri	Kelly	KC	GRAD EDU/TL H	Director of Data Servies	Baker University	EDD	8167367039	10/15/2018	EDU500; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU597; EDU690; EDU640; EDU600; EDU620; EDU697; EDU610; EDU650; EDU557 ; EDU537; EDU680; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568
Sanders	Karalin	SE	GRAD EDU/TL H	Library Media/Technolo gy Specialist	Lindenwood University	EDD	4179243236 ext 3311		EDU520; EDU530; EDU590; EDU543; EDU563; EDU558; EDU561; EDU571; EDU581; EDU559
Schluss	Jocelyn	C	GRAD EDU/TL H	Assistant Superintendent	University of Arkansas at Little Rock	PhD	5735642278	8/19/2019	EDU540; EDC500; EDC540

Smith	Janet	N W	GRAD EDU/TL H	Special Education Director	William Woods University	EDS	Cameron School District	9/19/2007	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU537
Smith	Loren	SE	GRAD EDU/TL H	Elementary Principal	Southeast Missouri State University	EDS	Mountain View- Birch Tree R-III	10/29/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU570; EDU580; EDU585; EDU590; EDU596; EDU597; ; EDU526; EDU527; EDU522; EDU503; EDU523; EDU556; EDU557 ; EDU573 ; EDU569; EDU572; EDU568
Smith	Todd	NE	GRAD EDU/TL H		Missouri Baptist University	EDD		6/25/2018	EDU500; EDU510; EDU520; EDU525; EDU525; EDU530; EDU535; EDU536; EDU550; EDU580; EDU590; EDU596; EDU597; EDU526; EDU508; EDU527; EDU600; EDU620; EDU528; EDU697; EDU523; EDU610; EDU650; EDU556; EDU557 ; EDU657 ; EDU605; EDU635; EDU696; EDU645; EDU655; EDU680; EDU570; EDU730; EDU750; EDU790 ; EDU710; EDU720; EDU740 ; EDU760; EDU780; EDU780; EDU781; EDU653; EDU569; EDU572; EDU568; EDU681; EDU681

Stivers	Judy	S W	GRAD EDU/TL H	Asst. Superintendent	Saint Louis University	EDD	retired	10/7/2009	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; ; EDU690; EDU640; EDU600; EDU620; EDU697; EDU650; EDU605; EDU645; EDU655; EDU603; EDU553; EDU554; EDU730; EDU730; EDU673; EDU653; EDU573 ; EDU569; EDU572; EDU568; EDU674; EDU691
Thomas	Sherri	C	GRAD EDU/TL H	Heart of MO Regional Prof Dev Ctr	William Woods University	EdD	MU	4/8/2008	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU596; EDU597; EDU640; EDU610; EDU556; EDU557 ; EDU657 ; EDU673; EDU573 ; EDU569; EDU572; EDU568; EDU674

Trogdon	Leslie	C	GRAD EDU/TL H	Assoc. Prof. of Ed Leadership	William Woods University	EdD	WWU		EDU500; EDU510; EDU520; EDU525; EDU530; EDU540; EDU545; EDU546; EDU550; EDU585; EDU590; EDU690; EDU610; EDU556; EDU557 ; EDU657 ; EDU605; EDU605; EDU645; EDU645; EDU645; EDU655; EDU655; EDU603; EDU603; EDU680; EDU730; EDU740; EDU750; EDU760; EDU790 ; EDU710; EDU780; EDU740 ; EDU760; EDU780; EDU781; EDU673; EDU573 ; EDU569; EDU568; EDU674; EDU681; EDU691
Ward	Jacque	C	GRAD EDU/TL H	Principal	William Woods University	EDS	Shepard Boulevard Elementary	6/5/2002	EDU500; EDU510; EDU520; EDU525; EDU530; EDU535; EDU536; EDU540; EDU545; EDU546; EDU550; EDU570; EDU585; EDU590; EDU441; BMT508; EDU573 ; EDU569; EDU572; EDU568
Wescott	Dixie	KC	GRAD EDU/TL H	Assistant Principal	William Woods University	EDS	North Kansas City School District- Winnetonka High	3/19/2008	EDU500; EDU520; EDU525; EDU535; EDU536; EDU570; EDU585; EDU590; EDU597; EDU526; EDU521; EDU508; EDU527; EDU509; EDU524; EDU528; EDU503; EDU523; EDU569; EDU572; EDU568

Whitfield	Nicole	C	GRAD EDU/TL H	Instructional Tech Coordinator	University of Missouri	EdS	Morgan Co. R- II Schools		EDU580; EDU522; EDU543; EDU563; EDU558; EDU561; EDU571; EDU589; EDU581
Hanrahan	Timothy	C	PED/TLH	Assist Professor, Physical Education	Walden University	PhD	William Woods University		EDU500; EDU510; EDU520; EDU525; EDU530; EDU545; EDU546; EDU550; EDU590; EDU524; EDU523; EDU610; EDU605; EDU635; EDU645; EDU655; EDU603; PED107; EDU730; EDU586; EDU573 ; EDU569; EDU568; EDU610
Dawson	Pamela	S W	PSY/EDU/ T LH	Director of Special Services	William Woods University	EdD	Richland R-IV School District	5/13/2013	EDU500; EDU520; EDU525; EDU530; EDU535; EDU540; EDU545; EDU546; EDU550; EDU580; EDU585; EDU590; EDU597; EDU690; EDU610; EDU557 ; EDU537; EDU538 ; EDU231; PSY209; PSY101; PSY102; BMT536; BMT570; EDU573 ; EDU569; EDU572; EDU568; EDU691
Monroe	Arla	KC	PSY/HUM/ GRAD EDU/TLH	Director of Technology	St. Louis University	PhD	Bolivar School District		EDU201; EDU231; EDU392; PSY101; PSY102; EDU311; EDU314; HUM212; PSY226
Boyer Ferhat	Caroline	C	PSY/TLH	Psychology Associate Professor	George Mason University	PhD	William Woods University	8/15/2010	EDU510; PSY221; PSY209; PSY101; PSY102; PSY226; PSY313; PSY411; PSY413; PSY225; PSY324
Tillinghas t	Teresa	C	TLH/MER	Principal	WWU	Ed Special i st	Jefferson City Public Schools	1/11/2021	EDC500; EDC510; EDC520; EDC530; EDC540; EDC550; EDC560; EDC580; EDC590; EDC591

**Appendix D: Annual Assessment Reports**

