

# ***Secondary Education***

## **Program Review**

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## **Secondary Education**

### **5-Year Program Review**

**2-25-15**

#### **History, Mission, and Vision of the Program**

The William Woods University Teacher Education Program is designed to produce reflective practitioners through learner-centered coursework and clinical experiences that are delivered in educational settings. See Appendix for complete Conceptual Framework for Education and for program specific goals and objectives.

All certification programs previously were aligned to the certification standards set forth by the Department of Elementary and Secondary Education of the State of Missouri (MoSTEP) and the Subject Specific Competencies for Beginning Teachers in Missouri in Art, Biology, English, Physical Education, Social Studies, and Theater. On March 31, 2013 the new MoSPE Standards for the Preparation of Educators went into effect with full implementation expected Spring semester, 2017.

The general and professional education sequence for all Secondary Education candidates includes the completion of the General Education Studies coursework, formerly referred to as the Common Studies program (53 hours), completion of the major requirements of the respective major, and completion of the Secondary Certification requirements (42 hours). The prescribed courses of study are designed to enable the student to graduate and attain certification in four years and to be certified to teach by the state of Missouri.

The program supports the mission of the University through providing a professions-oriented major.

#### **Section 1: Student Data**

##### **A: Demographics Chart**

	2009-2010	2010-2011	2011-2012	2012-1013	2013-2014
Art Education	7	5	2	1	3
Biology Education	1	3	4	6	4
History Education	7	6	5	5	4
Physical Education	29	32	31	33	29

English Education	7	7	3	3	2
Speech/Theatre Education	2	2	4	3	2

## Program Retention: IPEDS Definition

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Entering Freshman					
Incoming Transfers					
Graduating Seniors (retention - Art Ed)	0/1	0/0	0/0	0/0	NA
Graduating Seniors (retention - Bio Ed)	0/1	0/1	2/2	0/0	1/1
Graduating Seniors (retention - Eng Ed)	1/2	1/1	0/0	0/0	0/0
Graduating Seniors (retention - His Ed)	2/2	0/1	0/0	1/1	1/1
Graduating Seniors (retention) Physical Ed	7/8	3/3	5/5	3/3	2/2
Graduating Seniors (retention) Speech/theatre Ed	1/1	1/1	1/2	0/0	0/0

## Reflection on the Demographic Data:

In looking back to previous reports 2004-2008; while this data looks as those the program numbers at first glance are low, the reality is overall the secondary education program has grown over time. Secondary certification numbers overall were:

2004: 10;  
 2005: 13;  
 2006: 37;  
 2008: 56;

and within the current five year program;

2008-09: 53;  
 2009-10: 55;  
 2010-11: 49;  
 2011-12: 51;  
 2012-13: 42.

Overall the data indicates that:

- There are some program areas that show a steady decline in student numbers;
- Some programs show less fluctuation in student numbers, other yet other areas remain fairly consistent. (For example Art education has shown a steady decline in the past five years. Biology education has grown since 2010, however numbers fluctuate and are not consistent. History education has declined in student numbers, however they remain fairly consistent with no large deviations. Physical education has the largest number of students and has consistently grown from 2008 to 2011-12 with a slight drop in student numbers in the 2012-2013 data. Speech and Theatre, while numbers are not high, they have increased student numbers during the 2008-2010-11 year with a steady drop off of one student per year.) However, if you look back to 2004-2008, the previous five year review period; their number of student for 3 of those years were 0.

Trends may correspond with:

- economic growth,
- job market needs,
- marketing initiatives of the university,
- program offerings,
- student interest; and/or,
- the ability to retain students at the university for unknown reasons.

In all but one area (art education); the secondary education program has lost students in the past two years (2011-2013).

If you look back to 2008-2012-13, in all but one area, (Physical Education which maintained the exact same amount of students) we have seen a decline in the number of students.

Overall, student reduction in numbers, on the average, for each program, makes it difficult to:

- predict course offerings;
- staffing needs;
- juggle faculty to maintain full-time, consistent teaching loads, planning for future program changes,
- requests for additional technology, materials, etc. because student numbers are low and fluctuate from time-to-time.

The last five year program review indicated, “No projection for real growth.” It would be my recommendation that we set projections for growth and work to meet those projections in the next one, two, three, four, and five years so that when we review the data again during annual assessments and we can see if we have met those projections and, if not, why.

**B: Placement Numbers** (Ipeds definition and

**Chart 1B: 1**

	2009-2010	2010-2011	2011-2012	2012-1013	2013-2014
Graduating Seniors - Art Ed	0	2	0	0	
Graduating Seniors - Bio Ed	0	0	0	0	1
Graduating Seniors - Eng Ed	0	3	0	1	1
Graduating Seniors - His Ed	2	0	0	0	0
Graduating Seniors - Ph Ed	6	2	3	6	6
Graduating Seniors Speech/theatre Ed	0	0	0	0	0
Employed Within Field (all programs)					
Employed Outside of Field (all programs)					
Graduate School					
Not known					

What types of positions are considered relevant to the “Field” of study with this program? Please define what it means for students to be employed ‘within the field’ of the professional discipline. (100-word limit)

**Essentially in teaching certificate-seeking type of careers such as secondary education the career for which students are being prepared is to complete the program and teach within their respectively chosen subject matter either in a public or private school. For example, if a student is seeking a teaching certificate to teach art, then they would want to be employed “within the field” of art as an art teacher.**

## C. Education Core Courses

Course	Year 2010-2011 (course enrollment)	Year 2011-2012 (course enrollment)	Year 2012-2013 (course enrollment)	Year 2013-2014 (course enrollment)
EDU 201 OLC Multicultural Education	FALL (22/25) SPRING (24/25)	FALL (22/25) SPRING N/A	FALL N/A SPRING (17/20)	FALL (15/20) SPRING (20/20)
EDU 201 Multicultural Education	FALL N/A SPRING N/A	FALL N/A SPRING (19/24)	FALL (17/25) SPRING N/A	FALL N/A SPRING (5/25)
EDU 211 Educational Tech I	FALL (18/18) SPRING (18/18)	FALL (16/18) SPRING (17/18)	FALL (16/18) SPRING (18/18)	FALL (17/18) SPRING (14/36)
EDU 231 Exceptional Child	FALL (27/25) SPRING (18/25)	FALL (26/25) SPRING (20/25)	FALL (24/50) SPRING (21/25)	FALL (8/25) SPRING (14/25)
EDU 231 OLC Exceptional Child	FALL N/A SPRING N/A	FALL N/A SPRING N/A	FALL N/A SPRING (16/20)	FALL (4/20) SPRING (19/20)
EDU 250 Foundations	FALL (23/25) SPRING (18/26)	FALL (20/25) SPRING (23/25)	FALL (22/25) SPRING (14/25)	FALL (17/25) SPRING (12/25)
EDU 291 Pre-Student Teach I	FALL (16/20) SPRING (14/20)	FALL (20/20) SPRING (18/20)	FALL (18/20) SPRING (15/20)	FALL (13/25) SPRING (12/20)
EDU 292 Pre Student Teach II	FALL (16/21) SPRING (19/20)	FALL (13/20) SPRING (21/22)	FALL (19/22) SPRING (21/23)	FALL (9/26) SPRING (19/22)
EDU 292 OLC Pre Student Teach II	FALL N/A SPRING N/A	FALL N/A SPRING N/A	FALL N/A SPRING N/A	FALL N/A SPRING (10/20)
EDU 392 Reading in the Content Area	FALL (21/25) SPRING (14/25)	FALL (15/25) SPRING (24/25)	FALL (20/25) SPRING N/A	FALL N/A SPRING N/A
EDU 392 H 392 Reading in the Content Area	FALL N/A SPRING N/A	FALL N/A SPRING (0/25)	FALL N/A SPRING (0/20)	FALL (0/25) SPRING N/A
EDU 392 OLC 392 Reading in the Content Area	FALL N/A SPRING N/A	FALL N/A SPRING N/A	FALL N/A SPRING (24/25)	FALL (5/20) SPRING (18/20)
EDU 422 Measurement & Assessment	FALL N/A SPRING N/A	FALL (9/25) SPRING (16/20)	FALL (11/20) SPRING (14/20)	FALL (8/20) SPRING (11/20)
EDU 453 Classroom Management	FALL (14/25) SPRING (14/25)	FALL (13/25) SPRING (14/25)	FALL (21/25) SPRING (22/25)	FALL (5/20) SPRING (17/25)
EDU 499 Supervised Teaching	FALL (4/6) SPRING (3/6)	FALL (1/6) SPRING (2/6)	FALL (3/6) SPRING (6/7)	FALL (5/6) SPRING (3/6)
PSY 316 Psy of	FALL (23/25)	FALL (25/25)	FALL (24/25)	FALL (20/25)

Adolescent and Mid-level child	SPRING N/A	SPRING (1/1)	SPRING N/A	SPRING
PSY 221 Edu Psychology	FALL (22/25)	FALL (25/25) SPRING (19/25)	FALL (24/25) SPRING (25/25)	FALL (26/25)

### ELECTIVES

ART 418 Methods of Teaching	FALL N/A SPRING (4/25)	FALL N/A SPRING N/A	FALL (1/25) SPRING N/A	FALL (2/20) SPRING N/A
BIO 418 Methods of Teaching	FALL (2/25) SPRING N/A	FALL N/A SPRING (1/25)	FALL (0/25) SPRING N/A	FALL (2/30) SPRING (0/25)
ENG 418 Methods of Teaching	FALL (1/20) SPRING N/A	FALL N/A SPRING (2/20)	FALL (0/25) SPRING N/A	FALL (2/20) SPRING (0/20)
MAT 418 Methods of Teaching	FALL N/A SPRING (2/25)	FALL (2/25) SPRING (0/25)	FALL (1/25) SPRING N/A	FALL (0/25) SPRING (0/25)
PED 418 Methods of Teaching	FALL (9/10) SPRING (6/20)	FALL (4/20) SPRING (1/1)	FALL (5/25) SPRING N/A	FALL (6/20) SPRING (0/20)
THA 418 Methods of Teaching	FALL N/A SPRING N/A	FALL (0/4) SPRING N/A	FALL (0/5) SPRING (1/5)	FALL (0/20) SPRING (0/5)

Registered: The total number of students enrolled in the course for the designated term, if there are multiple sections, provide the sum of students registered for all sections.

Class Cap: The total possible numbers of students in a course for the designated term, if there are multiple sections, provide the sum of possible seats.

Identify courses that support other major programs each year (on campus, cohort, or on line). Report from registrar office identifying courses that are required in other programs).

**Education courses support majors within themselves (i.e online, elementary, elementary with early childhood endorsement, middle level education, special education, and educational studies. Education courses do not support other majors across campus.**

#### Chart 1C: 2

Course offered	Supported Programs for Minor
N/A	N/A

What is the impact of the supported program? How are course impacted? Does your program need to modify course offerings to adjust?

**N/A to education (see above statement).**

## Section 2. Faculty and Resources

### A. Physical Facilities

1. Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment.

The physical facilities are unique to this program because the Art classes are taught in the thirty one thousand foot Gladys Woods Kemper Center for the arts. This facility includes outstanding studio space and appropriate equipment for the following media: painting, drawing, sculpture, ceramics, jewelry, watercolor, printmaking, electronic media, photography, Cox gallery. For integrated study the gallery is outstanding. It features professional lighting, movable walls, two entrances, a gallery preparation room and exhibit storage spaces. Professional art and student works are exhibited in the 2,500 square foot Mildred Cox Gallery in the Kemper Center for the Arts on the William Woods campus. The Cox Gallery is open to the public, free of charge, Mondays through Fridays, 9 a.m.– 4 p.m., and Saturdays and Sundays, 1-4 p.m. This fine facility makes it possible to integrate gallery study and activities into the studio art curriculum.

Most of the Biology classes are held in the “Science and Language” building (S&L); the only exceptions are classes with enrollment too large for any room in S&L.

- a) The entrance-level floor of the building currently has two faculty office, and one storage room, with the rest of the floor housing laboratory space. The labs include:

\* (# 204/5) A prep lab, remodeled with Kresge Foundation-designated funds in (1996-97) from two former faculty offices to house much of the large equipment obtained with the National Science Foundation (NSF) grant (1994-1997): fume hood (handicapped accessible), laminar flow hood (handicapped accessible), and refrigerated centrifuge. Additional large equipment added through Kresge funds, Dr. Spratt's sabbatical, and other resources include: a handicapped accessible, mobile island work bench, electrophoresis refrigerator, ultracentrifuge, autoclave, chemical storage cabinets, deionized water source (Culligan), and water polishing equipment. This small lab has one wall of build-in bench-top space and a sink with a built-in kitchen-type electric dishwasher.

\*(# 202) Small teaching laboratory for Genetics, Cell/Molecular Biology, and Microbiology. Built for a maximum of 12 students, it contains 2 built-in student lab benches each with small sink, a small instructor's bench, and a general sink. Kresge funds enabled the addition of benchtop space adjoining the large sink, hanging storage cupboards on two walls for new gel electrophoresis equipment, and electrophoresis shelves installed over the existing student benchtops. A small closet has been used for both storage and for photography of DNA gels. Shelves on the wall between this room and the prep lab house microbiology and genetics equipment and supplies, including disposable plastics. An incubator sits in a corner.

\*(#206) Storage room for videos (~70), aquaria (17) , waders (5), nets: dip, seine, and butterfly (8), spotting scope and tripod, Sherman live traps (50), tents, sleeping bags, binoculars, Secchi disk, propane stove, flashlights (6), Coleman and battery lanterns (4), other cookout and

camping supplies, various animal cages, vegetation sampling grids.

\*(# 211) Research Lab, only 12' 8" x 24' 4", is one of two labs carved out of the former lecture room on this floor, and along with # 201 below, was remodeled largely with Kresge Foundation money. A center island benchtop was built in, containing adequate electrical outlets, and one wall houses additional benchtop lab space plus 3 areas for student carels or computer workspace. This room is used for faculty research/Mentor-Mentee projects and to house much of our more specialized equipment such as traditional and real-time thermal cyclers, and automated DNA sequencer, as well as a large shaking incubator, small centrifuges, refrigerator, and gel electrophoresis equipment. Several computers reside here to operate and monitor the thermal cyclers, Sequencer, and photograph gels. A closet is used as a darkroom to house transilluminator, camera, hood, and related equipment.

\*(# 201) Anatomy and Physiology Lab, was also built in 1996-7 from the former lecture room on this floor. This lab can hold 16 students. It has new student worktables, sinks, demo benchtop, upholstered seats, and some additional cupboard space for such equipment as models (manikins, organs, skulls, etc.), dissecting equipment, phase contrast microscopes (eight for advanced student use), and specialty microscopes: inverted microscope, fluorescent microscope, video camera for mounting on trinocular head microscope, and an older A-O microscope with small mounted film camera.

\*(#200) Satellite Computer Lab. This lab is used in conjunction with our "wet labs" for graphing data, writing lab reports, simulations such as virtual Drosophila Fly breeding, course-specific software such as has become standard with introductory science texts, and for searching scientific sources such as GenBank, Entrez, Biology Workbench and Protein Explorer. Thirteen good-quality Dell computers with internet capability are in this room, together with a laser printer that is used by most of the science faculty as well as students.

\*(#209) Freshman Biology Lab. One of the two original biology labs, there are eight student lab tables, metal stools, a demo front bench, and built-in wall cabinets that house microscopes, slides, models, and other equipment. A number of terraria and aquaria normally showcase live and primarily local animal species.

b) The upper level of S&L contains four classrooms, including a modified electronic classroom (# 300) with a ceiling-mounted L.E.D. projector, laptop computer, and Sympodium, together with a large wall-mounted projection screen. This classroom can seat a maximum (under very crowded conditions) of 39 students, and is used for as many biology classes as possible. The other classrooms are considerably smaller, and contain no special equipment/facilities. Six faculty offices are also on this floor, with 3 currently being used by biology regular or adjunct faculty, and one each by faculty in earth science, chemistry, and mathematics.

Note: although classes of various disciplines are still held in the S&L building, no longer are faculty outside the disciplines of science and math housed here.

b.) The lower level of S&L contains one large classroom with some electronic equipment that is shared for lecture classes by earth science, chemistry, and biology. The chemistry and physics laboratories, as well as a computer/writing/ESL lab, are also located on this floor.

The Education classes are largely taught in Academic Building room 301 whenever the schedule allows. This room is configured as an electronic model classroom simulating eMINTS mobile classroom setting. This room houses 22 TabletPCs, 3 MacBook, 4 Desktop station, Scanner with Document tray, 1 fix mounted SMARTBoard with projector, 1 mobile Flat Screen TV with SMARTBoard overlay, and other multimedia equipment (DVD/VCR player...etc). All clinical experience make use of public school classrooms.

### English Facilities

Each full-time English faculty member has a private office with a computer, Internet connection, access to local and long-distance telephone services, and voice mail. Courses are placed in classrooms across campus.

### Physical Education Facilities

Physical Education Facilities are in the Center for Human Performance which is one of the newest buildings on campus. It has 3 classrooms, the athletic training room and exercise physiology lab. The Division has also started to develop a student resource center in the exercise physiology lab. This resource center consists of a small collection of textbooks for each of the Division's majors. Located in one of the classrooms are 3 computers which are available for students to use. The Division also has access to the Helen Stephens Sports Complex, through a good working relationship with the Athletic Department. This allows some of the activity or methods course a larger area for classroom activities. The ATR 230, Prevention and Care course, and corresponding lab, ATR 231, also have access to the athletic training room.

### Social Science Facilities

The Legal Studies program has the Bernard Weitzman Courtroom located in the Burton Building. It helps prepare students for internships, mock trial competitions and presentations. The Missouri Court of Appeals, Western District, regularly convenes in our courtroom, providing students another opportunity to apply theory to real life.

The other facilities are spread throughout four buildings. Most of the classrooms are equipped with SmartBoard or SmartPodia.

### Theater Facilities

Two scene shops

Costume Lab

Costume Storage & collection

Scene dock and stock scenery and prop storage

2. Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program.

N/A

## **B. Library Holdings-**

### **William Woods University - Dulany Library COLLECTION ANALYSIS**

December 2014

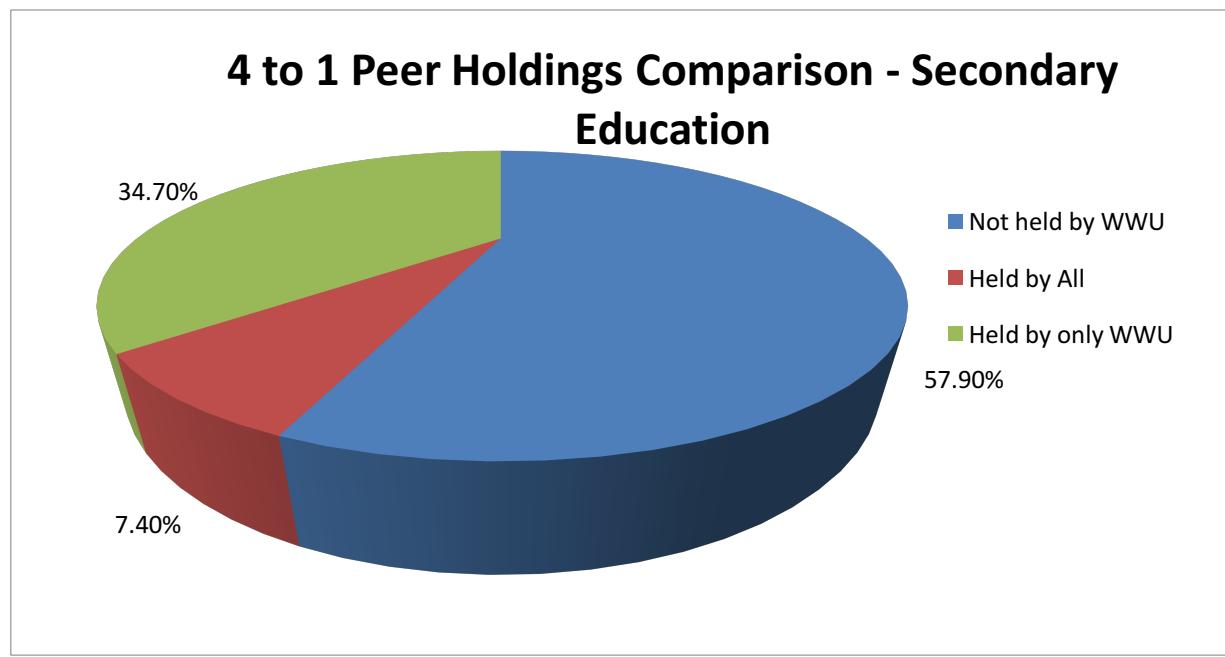
In Support of the Following Academic Program: Secondary Education

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

Education, Secondary – 4,651 entries  
High schools – 3,494 entries  
High schools-Administration – 75 entries  
High school teaching – 377 entries  
High school students – 2,993 entries  
Classroom management – 2,753 entries  
Learning, Psychology of – 3,824 entries

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

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



#### IV. Analysis

With the addition of degrees in education at the masters and doctoral level, the Library has concentrated on adding additional materials appropriate to these levels, including the areas of principalship, superintendency, curriculum and instruction, education law, etc. Several years ago, the Library added the most comprehensive full-text education database available from Ebsco to support the various education programs. In January 2015, a 2,800-title collection of education e-books will be added to the resources available 24/7 from the WWU Library web site. It is important to note that secondary education also draws on the areas of general education, psychology and law which are not included in the figures above.

The library receives infrequent requests for secondary education materials from faculty or students now that Dr. Tutt is less active in on-campus activities. As a result, the acquisition of print materials is conducted by the library staff from reviews in library journals. The Library does receive requests occasionally for visual materials (DVDs) on secondary education topics from faculty.

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.

### C. Faculty

1. Present full-time faculty teaching specifically for this program.
2. Adjuncts for the program: taught within the last 3 years for the program
3. Designated faculty for a concentration if possible.

1. Number of full time faculty. **Art 4 ; Biology 3; Education 4; English 4; Social Science 2; Physical Education 0; Speech Theatre 2.**
2. Number of adjuncts. **Art 1; Education 3; Biology 2; Education 3; English Education 1; Social Science 1; Physical Education 2; Speech/Theatre 5.**
3. Number of clerical staff and student workers that are used to support the program. **Art 1 clerical staff; Biology 1/4 clerical staff and. Education 1 clerical staff and 1 student worker (work-study). English Education 1/4 clerical staff and 1 student worker (work-study); Social Science 1/2 clerical staff and 1 student worker; Physical Education 1/2 clerical staff; Speech/Theatre 1/4 clerical staff.**

**Chart 2C: 1**

<b>Name of Faculty</b>	<b>Highest Degree Earned (Concentration)</b>	<b>Degree Granting Institution</b>	<b>Years Full-time Teaching in Higher Ed</b>	<b>Contracted Course Load</b>
Allan Ensor-EDU	Ph.D.	U. of MO--Columbia	11	Full-time
Julian Hertzog-EDU	Ph.D.	U. of FL--Gainesville	31	Full-time
Susan Jones-Hammons	Ph.D	NMSU	12	Full-time
Shari Means-EDU	Masters	U. of MO--Columbia	7	Full-time
Michael Tan-EDU	Ph.D	U. of WI--Madison	17	Full-time
Betsy Tutt-EDU	Ph.D.	U. of MO--Columbia	18	Part-time
Roger Wen-EDU BIO (No longer at the University since)	Ph.D.	U. of MO--Columbia	7	Resigned

summer, 2014)				
Elliott, Bob--ART	MA	University of Missouri—Columbia	20	Full-time
Mudd, Jane—ART	MFA	University of Missouri--Columbia	17	Full-time
Martin, Terry--ART	MFA	University of Missouri – Columbia	30	Full-time
Mary Spratt-BIO	Ph.D.	University of Kansas	26	Full-time
Dube, Matt-ENG	Ph.D.	University of Louisiana at Lafayette	8	Full-time
Smith, Greg-ENG	Ph.D.	Western Michigan University, Kalamazoo	10	Full-time
Wells, Stephanie-ENG	Ph. D.	University of Missouri, Columbia	12	Full-time
Hageman, Steve-Social Science	M.A.	University of Illinois	3	Full-time
Hull, Shawn-Social Science	Ph.D	University of Missouri	12	Full-time
Potter, Joe-Theatre	MA	California State University LA.	27	Full-time
Alpers-Springer, Melissa-- Theatre	MA	Northwestern University	7	Full-time
Tim Hanrahan	PhD	Walden University	1	Full-time
Kim Keller	PhD	Bowling Green State University	2	Full-time
Nick Pullen	PhD	Virginia Commonwealth University	2	Full-time
Robin Hirsch-Jacobson	PhD	University of Missouri - Columbia	3	Full-time
Vern Hart	PhD	Utah State University	1	Full-time
Starla Vanderpool	PhD	University of Oklahoma	4	Part-time
Suzanne Hull	EdD	St. Louis University	15	Part-time
Caitlyn Spencer	MED	William Woods University	17	Part-time

**Do you feel your program is adequately staffed in order to meet the goals of the program? Do you feel that your faculty are qualified for the program: yes/no/why?**

It is important to follow the recommendations written in the annual assessment reports for each program for art, biology, English, social science, physical education and speech theatre.

As for education; no we are not adequately staffed. We need a certification officer; GA; 2 full-time faculty. We need a certification officer who can work full-time ensuring that students are in compliance with new DESE certification requirements and tracking students through their coursework, TK20 transitions, and running reports to ensure compliance. This person does not need to be a Ph.D. but someone with a Bachelor's/Master's degree who knows about certification and I can train and teach about the new certification requirements. We also need a GA to help Student Teaching Supervisors in sending out MOU agreements, required by DESE, between the university and the public/private schools for each individual student that goes into the public schools to complete practicums-student teaching. The GA would also aid in placement, aid in Task 4 of setting up Pearson evaluators to supervise student teachers culminating Task 4 in place of videotaping; verification of student completed paperwork (background checks, shot records, insurance coverage for their student teaching experience, etc.) The GA would also be used to. We also need to hire 2 additional faculty to aid with the courseload since we have lost Dr. Tutt who was full-time faculty. While she still teaches 2 classes for us; she no longer fulfills other faculty roles such as advising students, attending events, writing reports etc. other than what she chooses to stay involved in; nor does she report to the Division Chair anymore. So she has duties in another area with a different supervisor who oversees her work that she does within his area. To replace Dr. Tutt, we need someone with a background in Early Childhood/Elementary Education so we have a full-time faculty member who can grow those two areas. Early Childhood is getting ready to completely change with the new DESE changes for Early Childhood and this is an area we need to invest in and grow. The demand for Early Childhood teachers is going to grow rapidly and we will miss out if we do not act quickly to prepare for this. This faculty member would need to work with Pam Speer to facilitate this. We also lost Dr. Roger Wen who taught two technology classes for us, was responsible for TK20 (education portfolio system – using, administering, programming, and a liaison with TK20). Currently only a handful of faculty know different parts of TK20 and only two people are able to have full administrative capability to it and understand how to use it quite well. Unfortunately, they are trying to help us as best as they can, but it is not their job duty. Dr. Wen also oversaw and was the spearhead for the eMINTS certification program and we have lost him in overseeing that program for us. We are also in need of someone who can oversee the Middle School Program. Currently we have Dr. Tan who oversees it with an adjunct that none of us even know who teaches in the program. We need a faculty member who can oversee that program and run it and be in compliance with HLC requirements. So what do these positions have to do with Secondary Education. Many of the courses taught throughout the Elementary, Elementary with Early Childhood endorsement, Special Education, Middle School and Secondary program overlap as per DESE requirements. Adding the new staff and new faculty not only allow us to sustain the current Secondary Education courses for the program, as well as these others, but also allow us to grow other areas we have not.

**How many staff are designated to support the program? Do you feel your program is provided adequate administrative (full time/part time) staff to meet the needs of the program? Why/why not?**

Education – No we are not adequately staffed with either administrative support or faculty. Please see information provided above. In addition, faculty are working additionally 5-10 hours extra weekly to maintain workload. Some faculty are also teaching tutorials and an additional 3-6 credit hours on top of their regular load and regular work hours.

Program	Total Cost (Personnel, budget and special expenses)	Total Income (Course Fees, tickets, sales)	Number of Majors (2013)	Cost per Major
Education	\$292,355	\$6805	72	\$3966

#### **D. Internship Experiences**

1. Students complete early level practicums in EDU 291/292 in the classroom outside of the university classroom. Students also complete EDU 499 which is supervised student teaching at the secondary level where they complete 12 weeks of teaching in a public or private school setting.

#### **Section 3: Financial Analysis of Program**

Additional explanation can be provided below if programs feel it is necessary.

1. Discussion of Additional expenses related to instruction. i.e. Internship, clinical, practicums...
2. Description of Non-Instructional Expenses: Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs will have this.

#### **Section 4: Objectives and Assessment**

Previous Annual Assessment

	2012-2013	2013-2014
Majors (total, majors 1,2,3)		
Minors		
Concentrations (Add Rows if needed)		
Full Time Faculty	7	7
Part Time Faculty		

Combine all major students. If your discipline has a **secondary education certification component**, you will need to indicate that in the title of this report unless you are submitting a

separate report for the education component.

\*If your discipline is a major with **one or multiple concentrations**, that information needs to be included as separate content. Report the number of declared students by concentration and each concentration will need a separate assessment section.

### ***Program Delivery (HLC 3A3)***

Traditional on-campus       x      

Online Program                   

Evening Cohort                   

### ***Retention/Persistence Goals:***

Goals are always to increase numbers, but we are satisfied with making sure that we do not lose numbers. Most students know from the time they are freshmen that they want to become teachers. Right now, it is difficult to track the Secondary Education majors from Freshman year onward because students need to declare only one major, and Secondary students see themselves as subject area majors first. In general, our numbers in Secondary Education have stayed the same for the last 3 years. We lose a couple of students from Freshman year to Senior year because they are unable to pass the general education and/or culminating pedagogy assessment required by the Missouri Department of Elementary and Secondary Education. The actual time to degree fits and are reflects the program's expected and advertised time although expert advising is needed in the case of transfer students. Beginning next academic year, new certification requirements as required by Missouri DESE will go into place. This will require expert advising of all Secondary certification students.

### ***Outside Accreditation:***

Is your program accredited by outside accreditor? If "yes", name the accrediting agency and include the cycle for accreditation review. **All Education certification programs are accredited by the Missouri Department of Elementary and Secondary Education. Data uploads are required yearly.**

Is accreditation available for your program?

Are you making strides to attain accreditation? If no, why not?

### ***Program Objectives:***

Objective 1. Content knowledge and perspectives aligned with appropriate instruction.

Objective 2. Understanding and encouraging student learning, growth, and development.

Objective 3. Implementing the curriculum.

Objective 4. Teach critical thinking.

Objective 5. Creating a positive classroom learning environment.

Objective 6. Utilizing effective communication.

Objective 7. Use of student assessment data to analyze and modify instruction.

Objective 8. Professional practice.

Objective 9. Professional collaboration.

## ***Program Objectives Matrix (from most recent Assessment Plan)***

	Obj. 1	Obj. 2	Obj. 3	Obj. 4	Obj. 5	Obj. 6	Obj. 7	Obj. 8	Obj. 9
<b>EDU201</b>		X		X	X	X		X	
<b>EDU211</b>	X	X	X	X	X	X		X	X
<b>EDU231</b>		X		X	X	X		X	
<b>EDU250</b>				X		X		X	
<b>EDU291</b>	X	X	X	X	X	X	X	X	
<b>EDU292</b>	X	X	X	X	X	X	X	X	
<b>EDU392</b>	X	X	X	X		X	X	X	
<b>EDU422</b>	X	X	X	X		X	X	X	X
<b>EDU453</b>		X	X	X	X	X	X	X	
<b>EDU492</b>	X	X	X	X	X	X	X	X	
<b>EDU499</b>	X	X	X	X	X	X	X	X	X
<b>PSY221</b>		X		X	X	X		X	
<b>Methods/418 in subject area</b>	X	X	X	X	X	X	X	X	X

## ***Assessment of Program Objectives***

Objective 1	Content knowledge and perspectives aligned with appropriate instruction. Content knowledge and academic language Engaging students in subject matter Disciplinary research and inquiry methodologies Interdisciplinary instruction Diverse social and cultural perspectives
Methods	EDU 291, EDU 292, EDU 492, EDU 499, Subject Area 418-Lesson Plans
Benchmark	A grade of B is required on all student work in individual classes. Missouri DESE sets the required score for Missouri students seeking certification.
Data Collected (course specific)	In addition to the grading of lesson plans in above listed courses, data is collected on the passing of the PRAXIS examination, a national assessment of pedagogy.
Data Collected Assessment Day, external tests, Senior Achievement)	See Addendum for March 2013 Assessment Day Schedule.
Results/Outcomes	All students who are certified achieve the Missouri benchmark

	quired by Missouri DESE. These C-BASE and PRAXIS assessments are taken at various dates during the year. Students may take this assessment more than once if needed to be able to pass. All students who were certified this year passed both assessments.
Proposed changes to the assessment process	The Assessment Process is prescribed by Missouri DESE. Ending this year are the required C-Base and PRAXIS assessments to be replaced by more than 2 assessments beginning next year.
Budget needs related to the objective?	Are there any budget needs for the program to make the assessment more effective? None

<b>Objective 2</b>	Understanding and Encouraging Student Learning, Growth and Development. Cognitive, social, emotional and physical development Student goals Theory of learning Meeting the needs of every student Prior experience, learning styles, multiple intelligences, strengths and needs Language, culture, family and knowledge of community
Methods	EDU 231 - Case study: Accommodations/Modifications EDU 453 – Parent Collaboration Plan EDU 291, EDU 292, EDU 492, EDU 499, Subject Area 418-Lesson Plans EDU 201-Service Learning Project See Addendum for examples of some of these rubrics.
Benchmark	See Objective 1.
Data Collected (course specific)	See Objective 1.
Data Collected (Assessment Day, external tests, Senior Achievement)	See Objective 1.
Results/Outcomes	See Objective 1.
Proposed changes to the assessment process	See Objective 1.
Budget needs related to the objective?	See Objective 1.

<b>Objective 3</b>	Implementing the curriculum. Implementation of curriculum standards Develop lessons for diverse learners Analyze instructional goals and differentiated instructional strategies
Methods	EDU 211, EDU 291, EDU 292, EDU 492, EDU 499, Subject Area 18-Lesson Plans EDU 231-Case Study- Accommodations/Modifications EDU 392-Anticipation Guide EDU 392-Thematic Unit
Benchmark	See Objective 1.
Data Collected (course specific)	See Objective 1.
Data Collected (Assessment Day, external tests, Senior Achievement)	See Objective 1.
Results/Outcomes	See Objective 1.
Proposed changes to the assessment process	See Objective 1.
Budget needs related to the objective?	See Objective 1.

<b>Objective 4</b>	Teaching for critical thinking. Instructional strategies leading to student engagement in problem-solving and critical thinking Appropriate use of instructional resources to enhance student learning Cooperative learning, small group, and independent learning
Methods	EDU 211, EDU 291, EDU 292, EDU 492, EDU 499, Subject Area 18-Lesson Plans EDU 231-Annotated Bibliography EDU 292-Webquest Evaluation EDU 454-Letter to Parents, Parent Collaboration Plan EDU 492-Professional Development Reflection EDU 492-Parent/Teacher/Student Conference Plan
Benchmark	See Objective 1.
Data Collected (course specific)	See Objective 1.

Data Collected Assessment Day, external tests, Senior Achievement)	See Objective 1.
Results/Outcomes	See Objective 1.
Proposed changes to the assessment process	See Objective 1.
Budget needs related to the objective?	See Objective 1.

<b>Objective 5</b>	Creating a positive classroom learning environment. Classroom management, motivation, and engagement Managing time, space, transitions, and activities Classroom, school, and community culture
Methods	EDU 211-T EDU 211, EDU 291, EDU 292, EDU 492, EDU 499, Subject Area 418-Lesson Plans EDU 211- Teaching Video, Technology Integrated Lesson Plan EDU 453 Individual Behavior Plan, Community Building Plan, Classroom management Reflection, Individual Behavior Plan EDU 492 Classroom Management Critique
Benchmark	See Objective 1.
Data Collected (course specific)	See Objective 1.
Data Collected Assessment Day, external tests, Senior Achievement)	See Objective 1.
Results/Outcomes	See Objective 1.
Proposed changes to the assessment process	See Objective 1.
Budget needs related to the objective?	See Objective 1.

<b>Objective 6</b>	Utilizing effective communication.
Methods	EDU 4 EDU 211, EDU 291, EDU 292, EDU 492, EDU 499, Subject Area 418-Lesson Plans EDU 211- Video 2 Movie Maker (Instructional), Distance Teaching

	<p>Activity</p> <p>EDU 292-Webquest Evaluation Summary</p> <p>EDU 392-Anticipation Guide</p> <p>EDU 453- Behavioral Management Model</p> <p>EDU 492-Student Distress Journal</p>
Benchmark	<p>Verbal and nonverbal communication</p> <p>Sensitivity to culture, gender, intellectual and physical differences</p> <p>Learner expression in speaking, writing and other media</p> <p>Technology and media communication tools</p>
Data Collected (course specific)	See Objective 1.
Data Collected Assessment Day, external tests, Senior Achievement)	See Objective 1.
Results/Outcomes	See Objective 1.
Proposed changes to the assessment process	See Objective 1.
Budget needs related to the objective?	See Objective 1.

<b>Objective 7</b>	<p>Use of student assessment data to analyze and modify instruction.</p> <p>Effective use of assessments</p> <p>Assessment data to improve learning</p> <p>Student-led assessment strategies</p> <p>Effect of instruction on individual/class learning</p> <p>Communication of student progress and maintaining records</p> <p>Collaborative data analysis</p>
Methods	<p>EDU 211, EDU 291, EDU 292, EDU 492, EDU 499, Subject Area 18-Lesson Plans</p> <p>EDU 292- Learning Contract</p> <p>EDU 392-Textual Analysis Project</p> <p>EDU 492 Parent/Teacher/Student Conference Plan</p>
Benchmark	See Objective 1.
Data Collected (course specific)	See Objective 1.
Data Collected Assessment Day, external tests,	See Objective 1.

Senior Achievement)	
Results/Outcomes	See Objective 1.
Proposed changes to the assessment process	See Objective 1.
Budget needs related to the objective?	See Objective 1.

<b>Objective 8</b>	Professional Practice. Self-assessment and improvement Professional learning Professional rights, responsibilities and ethical practices
Methods	EDU 211-Distance Teaching Activity, Letter to parents EDU 292-Lesson Plan Reflections EDU 453-Classroom Arrangement Reflections EDU 392-Textual Analysis Project EDU 492-Ethical Dilemma, Professional Development Reflection
Benchmark	See Objective 1.
Data Collected (course specific)	See Objective 1.
Data Collected Assessment Day, external tests, Senior Achievement)	See Objective 1.
Results/Outcomes	See Objective 1.
Proposed changes to the assessment process	See Objective 1.
Budget needs related to the objective?	See Objective 1.

<b>Objective 9</b>	Professional collaboration. Roles, responsibilities and collegial activities Collaborating with historical, cultural, political and social context to meet the needs of students Cooperative partnerships in support of student learning
Methods	EDU 292-Classroom Newsletter

	EDU 453-Introduction Letter to Parents, Parent Collaboration Plan, EDU 492-Parent/Teacher/Student Conference Plan, Professional Development Plan EDU 492-Collegial Activity
Benchmark	See Objective 1.
Data Collected (course specific)	See Objective 1.
Data Collected Assessment Day, external tests, Senior Achievement)	See Objective 1.
Results/Outcomes	See Objective 1.
Proposed changes to the assessment process	See Objective 1.
Budget needs related to the objective?	See Objective 1.

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

### ***Analysis of Assessment:***

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1). **There are holes in the data as indicated earlier in this report. There is a reason for this. The annual portfolio process is no longer in place as of this year as far as I can tell because it is not the assessment/data format that is newly required by DESE. All is in a state of flux there, and new DESE-required data points are being developed throughout this summer. I have made a request from the TK-20 assistant to recover what might be in there, and there may be useful items there. This request cannot be fulfilled until next week. I will at that time amend this report if and as much as the data allows. I believe that the activities/assignments referenced in this report do reflect an acceptable level of activity/accomplishment/achievement. The sample rubrics in the addendum support this assertion. As soon as DESE makes its decision as to what data points are to be collected, we can begin to collect that data. In the meantime, the Secondary program must rely on course rubrics to support its claims that the teaching learning process is occurring. That will mean collecting this data in K-20—an initiative that the chair will need to implement.**

### ***Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)***

Describe your assessment process; clearly articulate how the program is using course work and

or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data. **At this point the assessment process consists of students being required to pass the C-BASE, an assessment of general education knowledge and students being required to pass the PRAXIS assessment. Both of these assessment will be replaced by more than 2 assessments next year. An early iteration of this process was to have included a test of dispositions which the division faithfully participated in this year only to be informed by DESE that it had been decided not to include this data point in its required assessments. These 2 assessments that are being phased out are the current requirements for certification in Missouri. They require no participation on the part of EDU faculty in that students take these assessments until they pass them. All student who were certified this year passed these assessments. At some point prior to Senior year, students who have not passed these assessments change their majors to Educational Studies. The numbers represented in that report will be indicative of the small percentage of students who do not go on to certification. The number is around two students per year. DESE regards this process as gate keeping, so this small number is acceptable.**

### ***Program Changes Based on Assessment:***

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected. Changes can be: course rotation, assessment activities, and assignment changes... Also indicate changes you made to the program outside of data collection and why. How did those changes impact the student results? This process did not occur. What needs to occur next year is the identification of rubrics such as the ones included in the Addendum. These required rubrics should be placed in TK-20 and data collected. That process would satisfy William Woods University' assessment process. Additional data dictated by DESE will also have to be collected. Some kind of report should be going in this summer to DESE, but I do not know what the data on that report is.

### ***General Education Assessment:***

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1) **One of the 9 required standards for certification is Communications. This objective is focused on in every class. See Methods of Objective 6 for course and activities/assessments. Another of the 9 required standards for certification is Assessment—use of student data. Quantitative relationships (Mathematics) are an integral part of the required course for the standard and for the completion of all lesson plans in various courses and Student Teaching. See Methods of Objective 7 for courses and activities/assessments. The Historical Perspective of Education is learned in EDU 250-Foundations of Education and is central to secondary school teaching in History. Critical Thinking is another of the 9 required standards for certification. This objective is**

**focused on in every class. See Methods of Objective 4 for course and activities/assessments. Diversity is inherent in Objective 2 which is understanding and encouraging student learning, growth, and development. See Methods of Objective 2 for course and activities/assessments. Value and Meaning are central to the secondary certification in English; Creative and Aesthetic Sensibility are central to secondary certification in Art; and Natural and Social Science are central to secondary certification in Biology.**

### **Program Activities:**

#### **Student Performance Day Activities (Assessment Day):**

Describe the department assessment day activities. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program? **See Addendum for Schedule.**

#### **Senior Achievement Day Presentations:**

Describe program Senior Achievement Day activities? What benefit does the program gain from the activities? What if any assessment of students happens on this day? What changes if any will occur due to what is learned by faculty on Senior Achievement Day's? **Student teachers present the result of this final experiences. Upcoming student teachers view these presentations as part of their preparation for their student teaching experience. Faculty collect anecdotal data to combine with quantitative data to revise and strength the program.**

#### **Service Learning Activities:**

How is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community? **In EDU 201 Multicultural Education, approximately 20 students in the Fall and 20 students in the Spring engaged in various service learning activities. That is 400 hours of service to the community. Students worked at various places, such as the Missouri School for the Deaf, SERVE food pantry, and CARD-V. All indicated in their service learning analyses that the experience opened their eyes as to the realities of the students they will teach in the public schools. This illumination directly addresses the Program Objective #2 Understanding and Encouraging Student Learning, Growth and Development:**

- Cognitive, social, emotional and physical development
- Student goals
- Theory of learning
- Meeting the needs of every student
- Prior experience, learning styles, multiple intelligences, strengths and needs
- Language, culture, family and knowledge of community

## **Program Sponsored LEAD Events and Other Outreach to Education Students:**

### **LEAD Event Schedule (Fall 2013 – Spring 2014)**

#### **Thursday, September 5, 2013**

5:00 PM - OWLS Beginning Teacher Assistance Program (BTAP). Realities of Teaching the First Year with Tina Eisterhold.  
301 Academic Building  
Susan Jones

#### **Wednesday, September 18, 2013**

3:00 PM Reader's Theater--A One Read Program - Betsy Tutt, professor, will collaborate with her speech students and give a reader's theater presentation based on the book, *The Ruins of Us*.  
Library Auditorium  
Betsy Tutt

#### **Tuesday, October 1, 2013**

4:00 PM - Are You Ready to Apply For That Teaching Job?  
301 Academic Building  
Shari Means

#### **Thursday, October 3, 2013**

5:00 PM – OWLS Beginning Teacher Assistance Program (BTAP). Parent Involvement in Parent Teacher Conferences with Emma Williams.  
301 Academic Building  
Susan Jones

#### **Friday, October 18, 2013**

3:00 PM – Spies – Not Like Them & Your Career Path with Bruce Williams  
301 Academic Building  
Julian Hertzog

#### **Monday, October 28, 2013**

1:00 PM Cognitive Psychology II – students will present current topics in the field.  
Burton 100  
Caroline Boyer Ferhat

#### **Monday, October 28, 2013**

7:00 PM - It's a Girl – Documentary  
Library Auditorium  
Caroline Boyer Ferhat

#### **Wednesday, October 30, 2013**

7:00 PM – Are you Afraid of the Dark? Psychology Club  
Burton 204

Caroline Boyer Ferhat

**Friday, November 1, 2013**

1:00 PM – Cognitive Psychology IV – students will present on current topics.

Burton 100

Caroline Boyer Ferhat

**November 7, 2013**

5:00 PM – OWLS Beginning Teacher Assistance Program (BTAP) Dr. Pragmann: What is Assessment and Content Analysis?

301 Academic Building

Susan Jones

**Tuesday, November 12, 2013**

4:00 PM – What I Learned From Student Teaching – Paige Baysinger

301 Academic Building

Allan Ensor

**Monday, November 18, 2013**

7:00 PM – Nefarious: Merchant of Souls – Modern Slavery.

Library Auditorium

Allan Ensor

**Tuesday, November 26, 2013**

12:00 PM – Laramie Project

Library Auditorium

Caroline Boyer Ferhat

**Tuesday, December 3, 2013**

7:00 PM – A Beautiful Mind

Library Auditorium

Caroline Boyer Ferhat

**Thursday, December 5, 2013**

4:00 PM – Understanding the New Student Teacher Evaluation Process

301 Academic Building

Shari Means

**Wednesday, February 12, 2014**

5:00 PM – The Science of Sex Appeal

Burton 100

Caroline Boyer Ferhat

**Thursday, February 13, 2014**

12:00 PM – Harvey Milk

Library Auditorium

Caroline Boyer Ferhat

**Monday, March 17, 2014**

7:00 PM – Half the Sky: Part 2  
Library Auditorium  
Allan Ensor

**Tuesday, April 1, 2014**

4:30 PM – Psychology Club  
Student Life Office  
Caroline Boyer Ferhat

**Thursday, April 3, 2014**

4:00 PM Louder than a Bomb – Slam Poetry  
Library Auditorium  
Allan Ensor

**Friday, April 4, 2014**

12:00 PM – Autism Awareness Film Series  
Library Auditorium  
Caroline Boyer Ferhat

**Thursday, April 10, 2014**

12:00 PM Autism Awareness Film Series  
Library Auditorium  
Caroline Boyer Ferhat

**Tuesday, April 15, 2014**

2:30 PM – Autism Awareness Film Series  
Library Auditorium  
Caroline Boyer Ferhat

**April 18, 2014**

12:00 PM Apple LEAD Event  
AB 301  
Roger Wen

**Thursday, April 24, 2014**

3:00 PM – Autism Awareness Film Series  
Library Auditorium  
Caroline Boyer Ferhat

**Monday, April 28, 2014**

4:30 PM – Overview of Two Mentor-Mentee Projects  
Library Auditorium  
Betsy Tutt

**Thursday, May 6, 2014**

1:00 PM – Mentor-Mentee Presentations  
Academic Building 206  
Caroline Boyer Ferhat

**Town Hall Meetings (Additional Town Hall Meetings with Assessment Day Schedule)**

September 3, 2013 Tuesday 3:15-4:15

September 4, 2013 Wednesday 11:00-12:00

September 5, 2013 Thursday 12:15 – 1:15

September 6, 2013 Friday 11:00 – 12:00

September 6, 2013 Friday 1:00 – 2:00

\*Susan will cover NEW certification, eMINTS, and BTAP information at each session.

**MANDATORY MEETING**

Tuesday, May 6, 2014  
1:00 – 1:30  
AB 301

Please mark your calendars to attend this important meeting. Faculty will provide you with helpful information regarding certification testing and timelines for test taking and student teaching. You do not want to miss this information!

**Math Fair**

April 1, 2014  
Helen Stephens Gym 8:00 – 2:00

**Student Accomplishments:**

2013 Distinguished Scholar Jennifer Schweiss  
(Art Education)

**Faculty Accomplishments:**

Betsy Tutt  
Presented, "Non-Teaching Jobs for Non-Certified Education"

Graduates," Missouri Association of Colleges for Teacher Education Conference, fall, 2013

**Roger Wen**

■ Proposal accepted, "Effects of Course and Faculty Quality on Achievement and Satisfaction," Higher Learning Commission Annual Conference, April, 2014

■ Presented, "Online Course Delivery Assessment Tool," Sloan-C annual conference on Online Learning, November, 2013

Betsy Tutt

Mentor-Mentee Projects with Secondary English Education Student Leigh Rice: Pedagogical Profiles of Novice Teachers

**Alumni (Recent Graduates) Accomplishments (past year graduating class):**

**Data used to be collected by DESE from the principals of first and second year teachers. This data has been included in past reports. I do not know of any such data that was collected this year by DESE.**

## Section 5: External Review

### Guide for External Reviewers of Major Programs

Name of Reviewer(s) Theodore D. R. Green, Ph. D.

Program Reviewed Secondary Education

Date of Review & Campus Visit February 25 and 26, 2015

#### Introduction

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 5 to 1 (high to poor or not evident). Please provide a justification for your rating immediately following the question. Use as much space as necessary for your response. At the conclusion of the questionnaire please provide a summary that addresses overall aspects of the program.

Submit your completed evaluation to the Academic Dean, copied to the division chair and program review team.

1. At what level is the program's curriculum framework aligned with the mission and vision of William Woods University?

1 Not Evident	2	3 Somewhat Aligned	4	5 Completely Aligned
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Response: 4

While it appears there is alignment with William Woods mission and vision, it can vary depending on the materials one is evaluating. The 5 Year Program Review specifically states its History, Mission and Vision of the Secondary Education Program on page 1 of the report (2.24.2015) The Mission and Vision is also clearly noted on page 3 of the "Division of Education, Student Teaching Handbook, Faculty Copy", Jan. 2015.

However, there was little to no evidence of alignment in the most recent Admissions materials nor online. The Admissions brochure emphasizes in bold print that when students graduate they are "E-Mints Certified", so one might assume that E-Mints is aligned with the mission and vision, however it is not explicitly stated as such. (Admission brochure, 2014, page 10.)

2. At what level has the program clearly articulated its educational goals and objectives for majors/minors in its self-study document?

1 not-evident	2	3 Somewhat	4	5 Completely
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Response:1

There was no evidence of clearly articulated educational goals and objectives for major/minors in the self-study "Secondary Education, 5 Year Program Review" (2.24.2015).

There are clear goals in the "Division of Education, Student Teaching Handbook, Faculty Copy", Jan. 2015.

3. At what level has the program articulated its assessment plan for student learning?

1 not-evident	2	3 Somewhat	4	5 Completely
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Response:3

There are 9 objectives under the Assessment of Program Objectives in the Secondary Education 5 Year Program Review. Each of the 9 Objectives have course specific data as well as programmatic data. However, much of the course specific data refers the reader back to Objective 1: Content Knowledge and perspectives aligned with appropriate instruction." This centers around 4 specific methods courses and a subject area lesson plan. I was not able to view assessment plans for all four of the methods courses.

4. To what degree are the student learning objectives sufficient for the discipline?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response: 3

This was difficult to assess as I had limited access to course syllabi since the website was being redesigned. For the syllabi that I was able to review there appeared to be sufficient learning objectives for the specific course content.

I was able to review the following syllabi: EDU 201  
Multicultural Education  
EDU 492 Educational Seminar

I was able to sit in and view two courses being taught: EDU 492  
Educational Seminar

EDU 231 Exceptional Child

5. At what level are the students performing in regards to benchmarks established for each objective?

1 Below	2	3 Average	4	5 Exceeding
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Response: 2

There is insufficient data in the Program Review Report on student performance related to benchmarks for program objectives. As indicated on pages 24 – 25 in the Program Review Report “there are holes in the data” and the department chair has made a request to have data recovered from Tk20. At the time of this visit the data was not available for analysis.

While there is little to no evidence on student performance related to benchmarks, William Woods does have an Assessment Day where students are required to meet with their academic faculty advisors. During these sessions students are provided an update of their programs, given helpful information about the next steps in their teacher certification program and they also attend general sessions for all education majors. Mandatory attendance is required at these sessions.

6. How do the students compare to the performance at comparable institutions?

1 Well Below	2	3 Comparable	4	5 Well Above
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Response: 3

This area was difficult to assess in that the response is anecdotal only. The student performance appears to be on par with DESE criteria and policies. Students previously passed the C-BASE test and Praxis II in order to become certified by DESE. Since this self-study was conducted DESE has moved to a new assessment system where students take the MOGEA and the Missouri Content Exams in their content/certification area. Since this report only encompasses the five years up to and including 2013-2014, there is no data to compare with the new assessment system.

7. How quickly does the program make changes to address student needs, i.e., when students do not perform at expected levels?

1 Not Reactive	2	3 Somewhat Reactive	4	5 Highly Reactive
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Response: 4

The Education Unit appears to be very responsive to their students when change is called for. Although most changes are driven by DESE changes in policy, procedure and assessment criteria, it appears that the smaller nature of the Education program is a benefit to the students in that faculty and staff across the university know their students quite well. Faculty in Education and other Arts and

Sciences areas collaborate on Secondary level content course work, as well as meet regularly. If students voice a concern, the smaller size encourages ease of communication, less bureaucracy and a more responsive voice to change.

8. How reasonable is the program's projected growth in light of the current student population in the major?

1 Unreasonable	2	3 Somewhat	4	5 Reasonable
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Response:4

The growth rate appears to be very realistic. In reviewing the numbers the five- year trend indicates stable populations with the largest major continuing to be Physical Education. Enrollments trends appear to mirror the national trend of less students enrolling in college over the past three years, thus a downward trend across the board.

9. Is the retention of students within the program comparable to other programs in the discipline?

1 Below	2	3 Standard	4	5 Exceeding
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Response: 3

There was no data from the Program Review comparing the data from William Woods to the State of Missouri or other institutions across the nation. There was an analysis of William Woods data only. (See page 2 on Program Retention IPEDS.)

10. At what level have courses been offered regularly and in a manner that students are able to take all courses in a two-year period?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response: 5

The number of course offerings appears to be excellent especially for a smaller program. While courses have high enrollments, this can be attributed to specific course offerings not conflicting with one another and crafting a schedule and program of study where students know when courses are offered and what classes to take during a specific semester. If a face to face course is not offered, then the students have the option of taking an online version in many cases (i.e. EDU 201 Multicultural Education online in Fall 2011 and Face to Face in Spring 2012) See pages 6 and 7 for Education Core Courses for specific data (12 core courses either online or face to face and 6 elective methods courses all face to face).

11. To what degree is the nature and quality of program offerings adequate for the number of majors in the program?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response: 3

There appear to be an adequate number of course offerings for the majors in the area. Please note however that in interviews, faculty stated that they had high course loads as well as over loads. This would seem to indicate that more adjuncts or full time faculty need to be hired in order to lighten the load of full time faculty and balance course offerings. It does appear in most instances that the department knows what their limitations are and offer what appears to be compatible with students' interests.

12. To what degree are there adequate offerings of internships, practicums, student teaching, or other workplace experiences to prepare the student for a profession?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response: 2

Students complete early level practicums in EDU 291/292. There was no data to indicate the number of contact hours. At the end of their program students complete 12 weeks of student teaching under a university supervisor, meeting the minimum DESE requirements. I spoke with two Practicum/Student Teaching Advisors and they have created programs that appear to be very supportive of both the pre-service students and the cooperating teachers. It does appear that more adjunct and full time faculty would help lighten the oversight of students out in the field.

13. To what degree does the program provide employment resources to the student? [or How important to the discipline is it that the program provide employment resources to the student?]

1 Not Evident	2	3 Somewhat	4	5 Substantial
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Response: 4

As indicated on pages 27 and 28 of the Program Review, students are offered Outreach events ranging from BTAP programs, to sessions on Career Paths and How to Apply for Teaching Jobs. Several sessions were offered throughout the 2013-2014 academic year.

14. To what degree does the faculty appear to have expertise in the subject areas they teach?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:4

As indicated on pages 12-14 of the Program Review, there are 4 full time Education Faculty, 3 Adjuncts and 1 full time clerical staff and 1 student worker. Three of the faculty have a Ph. D., the highest degree in their field. One faculty member has an M. A. However, there is no indication in the table as to what specific content area their Ph.D. encompasses. The majority of faculty from the entire university have their Ph. D., MFA or MA degrees. However, there is no data to indicate their content area expertise other than their home department designation.

15. To what degree are the teaching loads equitably and reasonably determined?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response: 2

Education faculty appear to be overloaded and somewhat stressed out. Many, if not all, are teaching overloads. Several faculty told me it was just expected and there was not really anyone to take their place. While the institution appears to use contingent faculty, more are needed and/or more full time faculty would help lighten the load and remove some of the burden for course loads, advising and program and curriculum development.

16. Please rate the faculty to student ratio?

1 Too High	2	3 Satisfactory	4	5 Too Low
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Response: 3

There was no data indicating the faculty to student ratio in the Program Review nor the admissions materials I reviewed. Anecdotal information suggests that with a small class size (maximum 20 students per class) there is a very small ratio of faculty to students.

17. To what degree are the library holdings appropriate for the size of the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response: 3

I actually did some work in the library and saw several students crafting research papers, using the databases and in general getting their college work done on that cold winter evening in late February. In today's climate, library holdings

appear to be leaning more towards virtual collections and databases rather than static holdings of materials.

As indicated by the William Woods University Dulany Library Collection Analysis Report (December 2014), the library has added several new databases from Ebsco due to additional masters and doctoral level degrees. While this is not specific to the undergraduate secondary education program, students do in fact have access to these materials. (Please note that this information was not included in the report that ended with the 2013-2014 academic year.)

18. How does the faculty's use of current technology, practices, or trends to facilitate instruction compare with other programs in the discipline?

1 Insufficient	2	3 Average	4	5 Superior
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Response: 3

William Woods faculty appear to be innovative and enjoy the use of technology when and where possible. While I was visiting, faculty were actually attending an E-Mints training session in Columbia for a daylong Professional Development opportunity. The Admissions View Book states, "All education certification candidates will be eligible for E-Mints certification upon graduation." This is quite an accomplishment, and takes a good deal of oversight. (It was explained to me that this program is for Elementary Certification students only.)

Additional evidence of use of technology is seen in AB 301 "is configured as an electronic model classroom simulating an E-Mints mobile classroom setting." (Program Review, page 11). Students engaged in classes also carry their own portable devices, thus utilizing the technology that they are most comfortable with in their daily lives.

I noticed when I was observing a Special Education course that the professor was using an online tool to house discussions, host student assignments and class notes and lecture materials. He seemed very at ease with this technology and encouraged students to visit the site often. The students appeared to be quite comfortable with their use of technology as well.

19. At what level are the physical resources, such as facilities and equipment appropriate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response: 3

While this visit centered around educational activities that took place in the Academic Building, particularly on the third floor, I was able to tour the campus and noticed several modern facilities. I was able to view some of the art studios from the lobby and observed a gallery display. I was also able to see the

Physical Education Training Area in the recreation facility, which appeared to be up to date and meeting the needs of the students.

In the Academic Building, where the Education program is housed, the facilities other than AB 301 need to be modernized and updated.

20. Is the support staff adequate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response: 1

The simple response is no. According to the Program Review, page 14, the narrative "As for education; no we are not adequately staffed. We need a certification officer; GA; 2 full time faculty." Further analysis of the response indicates that a certification officer would ensure that students are being tracked for DESE compliance in lieu of the many new assessments. Data entered into Tk20 with data reports being run in a timely manner to ensure compliance would also be enhanced. A Certification Officer would serve as a necessary liaison between DESE and William Woods University.

While the current clerical and Administrative staff knows the Education program very well and appears to have outstanding skills, more support staff would allow for a stronger program with stronger systems in place for assessment, recruitment and curriculum development.

## Summary Overview

This external review of the Secondary Education Program at William Woods University took place on February 25 and 26, 2015. The reviewer was provided a copy of the Secondary Education 5-Year Program Review report, which includes Art Education, Biology Education, History Education, Physical Education, English Education and Speech/Theatre Education. (2.24.2015). An agenda for the day was provided and the reviewer was housed in an office outside of the

Department Chair and the clerical staff. A meeting with the Dean and the Assessment Coordinator took place at the beginning of the day. The reviewer was then provided a campus tour by the Department Chair, had lunch with 3 faculty in the student dining commons, met the President of the university and was able to sit in and observe two college courses. Four full time faculty were either interviewed or observed in class. One interview took place with a History Department faculty member. Several students were interviewed on Wednesday, February 25 and Thursday, February 26:

- 3 PE students (1 male, 2 female)
- 1 Art Education K-12 (1 female)
- 1 Secondary English Education (1 female)

The Department Chair, Clerical Staff and Assessment Coordinator were most helpful in providing additional data and materials that were requested by the reviewer.

## Program's Strengths:

William Woods University has strong faculty who are committed and care deeply about their students. Faculty (both full time and adjunct) work tirelessly to ensure that students get the best education program with the resources available.

Being a small program, in a rural setting, William Woods University offers the best of both worlds. Students from central Missouri to around the globe are able to attend college in a multicultural setting, while experiencing Midwestern values and experiencing a diverse culture.

Elementary students are able to become E-Mints certified upon graduating from the Education program. All faculty are trained as E-Mints educators and embrace the integration of technology in their courses.

## Distinguishing Components:

The Physical Education Program encourages engagement with the larger community. This program also has the largest number of students at the Secondary level.

The Secondary Education program has strong content courses housed with other liberal arts faculty across the university. This partnership embraces both content knowledge, skills and pedagogical practices and real life experiences that forge a unique partnership between Liberal Arts faculty and faculty in the Education Unit.

### Areas to be Addressed:

Below are suggestions for areas to be addressed. Realizing that time, resources and fiscal restraints will shape and impact these suggestions; it might be best to prioritize the areas below. They are not in order of importance as this is a decision that is best suited for faculty, staff and administration at your institution.

With that being said, areas that need attention include:

- Small number of faculty, both full time and adjunct
- Small number of staff members, both clerical and administrative
- Oversight of the Secondary Education program to coordinate all content areas
- Clarity with Admissions staff on shared understandings of the Secondary Education program
- Transparency in Marketing Materials with standard messaging across the programs
- Assessment Programs that inform students, faculty and administrators of student performance relative to the outcomes of the program and data that can be compared to state and national standards
- Focus on specific populations for recruitment at the undergraduate level
- Create a Secondary Methods Course open to Science, English, Math and History majors to connect and integrate curriculum and share best practices
- Seek institutional support for Tk20 system
- Craft a stronger Program Review Template and data to support findings
- Hire a Certification Officer as a Liaison between William Woods and DESE
- Provide more intense training for faculty outside of the Education Unit for
  - Advising purposes

### Recommendations:

Create a Task Force of faculty, staff, students, administrators and community stakeholders to review the Secondary Education Program. Craft a Strategic Plan for the next five to ten years that is transparent and involves public and private schools and their communities. Decide where the priorities lie in lieu of current enrollment trends, demographics and mission of the university. Continue to think outside the box with innovative programs that embrace the strength of your faculty, staff, community and diverse worldwide student body.

## Academic Council Discussion and Secondary Education Program

- The external reviewed noted issues that there was little to no evidence of alignment in the most recent admissions materials nor online. The Admissions brochure emphasizes in bold print that when students graduate they are “E-Mints Certified,” so one might assume that E-Mints is aligned with the mission and vision, however it is not explicitly stated as such. (Admission brochure, 2014, page 10.)

**Program Response:** The universities admissions brochure is created by the Admissions department and even after meeting with them and explaining our programs often it appears that they do not exactly know what programs we have. Admissions creates their own recruitment material and it is not sent over for us to review or approve about our programs. The overall bigger picture with regards to eMINTS being aligned with the mission and vision of the university is out of our hands as well, in that we are not in control of whether the university is commitment or not commitment to eMINTS or technology in general. At most universities if technology or programs are aligned with the mission and vision, it is normally explicitly stated in the mission and vision. It is not.

- The external reviewed noted issues that there are 9 objectives under the Assessment of Program Objectives in the Secondary Education 5 Year Program Review. Each of the 9 Objectives have course specific data as well as programmatic data. However, much of the course specific data refers the reader back to Objective 1: Content Knowledge and perspectives aligned with appropriate instruction.” This centers around 4 specific methods courses and a subject area lesson plan. I was not able to view assessment plans for all four of the methods courses.

**Program Response:** As the compendium requirements are implemented and the curriculum is realigned this should be looked at. If the external reviewer had requested the assessment plans for the other courses we could have provided those to him.

- The external reviewed noted that it was difficult for him to assess the student learning objectives to see if they were sufficient for the discipline since he had limited access to the course syllabi since the website was being redesigned although he did review two syllabi and attended two classes.

**Program Response:** We believe the reviewer confused the website design with the syllabi not being available online for him to instantly access. We provided him with syllabi he specifically requested and set up opportunities for him to attend classes. This needs to be reviewed by the next external reviewer to make sure that this is sufficient.

- The external reviewed noted issues that there is insufficient data in the Program Review. As indicated on pages 24 – 25 in the Program Review Report “there are holes in the data” and the department chair has made a request to have data recovered from Tk20. At the time of this visit the data was not available for analysis.

**Program Response:** The holes in the data need to be corrected as we work through the new compendium requirements and curriculum changes. Data needs to be inputted into TK20 so that program and course data can be pulled out and reviewed which will also make Annual Assessment Reporting and Program

reporting easier.

- The external reviewed noted issues that it was difficult to assess how students compare to the performance at comparable institutions because the response is anecdotal and appears to be on par with DESE criteria and policies.

**Program Response:** DESE specifically follows the MoSPE standards that outline the expectation of programs for certification in Missouri. In order to ensure that programs meet those expectations, MoSPE has created something that is called the APR-EPP. That stands for the Annual Performance Report for Educator Preparation Programs. It measures the performance of the EPP's. Through that, "theoretically" it identifies whether or not we are in need of improvement so we can receive appropriate support and interventions before the program would or could be taken away from us. Currently, we are under no stipulations or in need of improvement as they create this process and we report data based on their questions and requirements.

## Section 6: Conclusions and Recommendations

Program response to the reviewer is included in the previous section of the report.

### Academic Council Comments

Secondary Education	Excellent	Adequate	Needs Improvement	Comments
History, Mission and Vision	<p>Overview is succinct (-300 words)</p> <p>Program's purpose/mission is clear, including relationship to the university's mission statement.</p> <p>Clearly describes the approach to maintain or improve student retention and graduation rates.</p> <p>Provides detailed description of possible employment positions for graduated students.</p>	<p>Introduction describes the program with more detail than necessary (+300 words)</p> <p>Introduction includes the program mission but it is unclear about its purpose within the university.</p> <p>Summarizes the data on student retention and graduation rates.</p> <p>Provides a short summary of employment placements for graduated students.</p>	<p>Introduction omits either program mission or the program purpose within the university.</p> <p>Program description is absent, weak or lacked reflection of program data.</p> <p>Description of student data lacks reflection.</p> <p>Lists a few locations where graduated students are employed.</p>	<p>Retention discussion is not present</p> <p>Lacking data on graduates</p>
Course rotation-offerings	<p>Course rotation is followed in the way courses are offered.</p> <p>All cross-listed courses are identified.</p>	<p>Course rotation is followed with few exceptions of independent study/tutorial courses when needed.</p>	<p>Course rotation is not followed. Many instances of tutorial and/or independent study.</p>	

	<p>Course offerings appear appropriate for the needs of the program.</p>			
Faculty and Resources	<p>Faculty qualifications and specific competencies are fully and accurately described</p> <p>Provides a sound rationale for current staffing and/or future recommendations related to student learning.</p> <p>Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.</p> <p>Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.</p> <p>Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.</p>	<p>Faculty qualifications and competencies are described.</p> <p>Notes the adequacy or inadequacy of current staffing with little discussion on the impact to student learning.</p> <p>Provides summary of current equipment, etc., but does not connect to student learning.</p> <p>Provides a summary of library holdings.</p> <p>Provides recommendations to improve resources but does not connect to student learning.</p>	<p>Faculty qualifications and competencies are poorly described or absent.</p> <p>Merely lists the faculty/staff positions in the department with no explanation how current staffing impacts student learning.</p> <p>Lists only perceived equipment deficiencies (no list of actual resources)</p> <p>Omits library information.</p> <p>Does not recommend any changes to resources for the program.</p>	Clarification on the degree
Assessment of Program	<p>Annual Assessment includes learning outcomes and assessment measures, which are clearly explained.</p> <p>Problems involving curriculum clearly explained.</p> <p>Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.</p> <p>Report includes collaboration from all program faculty, including adjunct, external constituents in the</p>	<p>Annual Assessment includes learning outcome and/or assessment measures.</p> <p>Problems involving curriculum are addressed.</p> <p>Standards for performance and gaps in student learning are recognized.</p> <p>Program report includes feedback from all on campus faculty in assessing student learning.</p> <p>Program involvement in service, LEAD, and other university activities are stated.</p>	<p>Annual Assessment does not address learning outcomes and/or assessment measures.</p> <p>Problems involving curriculum are omitted.</p> <p>Standards for student performance and gaps in student learning are not identified.</p> <p>Program report does not include feedback/input from all program faculty when assessing student learning.</p> <p>Program involvement in</p>	

	Assessment of student learning. Program's involvement in service, LEAD, and other university activities are clearly explained.		Service, LEAD, and other university activities are committed.	
External Review	Program response to all criteria marked as "excellent" on the External Review report is complete with specific strategies for improvement.	Program responded to some of the criteria marked as "somewhat-not evident" on the External Review report with ideas on how to improve.	Program did not respond to the areas of weakness marked on the report as "somewhat –not evident".	
Conclusion	Strengths and challenges include references to student learning. Challenges exhibit more depth than resource shortages and include challenges for the program faculty. Program response to external review and Academic Council is complete and thorough. Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	Strengths and challenges are identified, but don't relate to student learning. Challenges are little more than resource driven. Action plan accommodates the program challenges but does not move it to a higher level. Program responds to external review and Academic Council with little discussion.	Strengths and challenges are identified. Challenges are all resource driven. There is no action plan that addresses the challenges that face the program. Program acknowledges the recommendations of external review and Academic Council with no discussion on changes.	

#### Academic Council Comments:

The committee recognizes the complications with this program of study due to the combination of education and content area courses and no one faculty in charge of the curriculum. This program has been floundering for several years and it is apparent in the assessment.

It was recommended for the blood born pathogen content, that the education department work with Athletic Training program since they cover that content and they would be able to provide some assistance to the content.

Issues with the report:

LEAD content was not accurate to only Education faculty, it included individuals that do not teach in the program. Do not update and resubmit, but note for future reports that this should only be program faculty.

Faculty qualifications should include the area of study for the PhD and if the PhD is not in the content area, then the cognate area or whatever shows they have the qualifications for the courses they teach. do not need to edit and resubmit but note for future reports.

The hours needed for practicum courses like: EDU291/292, should include the student hours. Again, no need to edit and resubmit this information but note for future reports.

Response to Academic council is needed on the following items:

Action Plan:

An addendum to the program review outlining the assessment of the program and how the faculty is going to incorporate assessment specifically in the fall is needed. It is not necessary that all 9 objectives be assessed by the end of the fall semester, but a plan of how all 9 objectives will be assessed by the end of the year is required. Please us the Annual Assessment plan template and submit the report to Academic council by the beginning of the semester.

There should be a review of the marketing material of the entire Education program to ensure that the program is being marketed accurately. The external reviewer noted several areas on the website where there were conflicting statements and inaccurate claims. A group of faculty should review the marketing material and submit in writing the errors and how the material should be changed to Kathy Groves and Aimee Sapp. It is important that the program is marketed accurately.

The program needs to create an advising worksheet for faculty in content areas and students to clarify the various deadlines for education students. This worksheet should include testing deadlines, application deadlines, and course prerequisites that students and outside faculty need to be aware of. WE need to reduce the number of advising errors that students and faculty encounter in this program.

The faculty needs to investigate creating a Task Force or committee focused on the educational programs offered by the university.

The Education faculty also should look at an option that would combine the methods courses. (XXX418). This class is generally taught with 1-2 students in the various content areas and this makes it difficult to teach. Please investigate the possibility of putting the various methods courses together and what that would need to happen on our end to meet the requirements of DESE.

Academic council would like more clarification on future Student performance review days: it is important for the program to clarify what type of assessment is happening and provide the evidence. This is an opportunity to have students create lesson plans, produce evidence that they are learning academic content within the various programs. This should be more than a town hall or advising session.

A response is also requested on any item in the rubric that was marked “needs improvement”. The council would also like a response to the section of the rubric marked “conclusion”. This response needs to be submitted to the Associate Dean of Academic Assessment by the beginning of the semester in the fall.

If you have any questions or concerns please let me know, I am around all summer.  
Carrie

## Appendix A: Library Report

### William Woods University - Dulany Library COLLECTION ANALYSIS

December 2014

In Support of the Following Academic Program: Secondary Education

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

Education, Secondary – 4,651 entries  
High schools – 3,494 entries  
High schools-Administration – 75 entries  
High school teaching – 377 entries  
High school students – 2,993 entries  
Classroom management – 2,753 entries  
Learning, Psychology of – 3,824 entries

#### II. William Woods University Holdings:

##### Journals

2014	
Print	38
Electronic Full-text	1086
Electronic Index Only	4051

##### Books, Journals, Visual Materials, Electronic Books

Subject	Totals	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
<u>Secondary &amp; Middle School Education</u>	16			0	3	8	4	8	4							
English & Composition, literature, Secondary	99	0		0	3	16	11	19	12	20	5	4	6	2		1
History, Secondary	1	0		0	0	0	1	0	0	0	0	0	0	0	0	0
Reading, Secondary	41	0		1	3	7	8	7	7	5	0	2	0	1		0

Subject	Totals	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010	2011	2012	2013	2014	Other
Science, Secondary	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Secondary & Middle School Education	4	0	0	1	0	1	0	0	1	0	0	0	0	0	1	
Secondary Curriculum, General Works	7	0	0	0	0	0	5	0	2	0	0	0	0	0	0	
Secondary Education, Middle Schools, General Works	63	0	1	13	10	7	13	9	6	0	2	2	2	0	0	

Subject	Totals	Books	Journals/Magazines	Videos
<b>Secondary &amp; Middle School Education Totals</b>	216	196	13	7
English & Composition, Literature, Secondary	99	92	6	1
History, Secondary	1	1	0	0
Reading, Secondary	41	39	0	2
Science, Secondary	1	0	1	0
Secondary & Middle School Education	4	2	2	0
Secondary Curriculum, General Works	7	6	1	0
Secondary Education, Middle Schools, General Works	63	56	3	4

## Appendix B: Annual Review Additional Information

### Direct Instruction Lesson Plan Rubric-used for many classes

**Total Score** \_\_\_\_/50

Lesson Plan Component	Unsatisfactory 0-1	Developing 2	Satisfactory 4	Proficient 5	Score/ Comments
<b>Standards</b>	No/unsatisfactory reference made to the standard or standards	Minimal reference made to the standard or standards	Related content standard(s) are mostly detailed from MO GLEs/CLEs or Common Core	Related content standard(s) are fully detailed from MO GLEs/CLEs or Common Core	
<b>Objectives</b>	Lesson objective(s) lack clarity &/or measurability; connection to standard not apparent	Lesson objective(s) somewhat clear & measurable; partial connection to the standard	Lesson objective(s) are clear, measurable, and specific to the standard	Lesson objectives are clear & measurable; learning progression is evidenced	
<b>Materials</b>	No/inadequate list of materials. No student handouts included.	list of materials is incomplete. Not all student handouts included	list of materials is complete. Most student handouts are included.	Detailed list of materials is provided. All student handouts are included	
<b>Introduction of Lesson</b>	Little or no attempt to gather students' attention and/or set a purpose for the lesson	Inadequate attempt to gather students' attention and/or set a purpose for	Introduces the lesson by sharing purpose, relevance, and eliciting schema in	Introduces the lesson by sharing purpose, relevance, and eliciting schema in student appropriate	

		he lesson	student friendly language; provides adequate information for teacher	language; provides detailed information for teacher	
<b>Learning Activities</b>	Activities are not meaningful and not focused on the objective	Activities are not meaningful or not focused on the objective	Activities are meaningful, aligned with the objective(s), appropriately paced, and developmentally appropriate	Activities are meaningful, aligned with the objective(s), appropriately paced, and developmentally appropriate. The activities are engaging.	
<b>Closing Activities</b>	Lesson ends with no closure and transition to next activity	Lesson ends with no closure or transition to next activity	Teacher reviews lesson by summarizing or reviewing what was taught	Teacher reviews lesson by summarizing or reviewing what was taught; prepares for next lesson	
<b>Assessment</b>	No assessment provided for the lesson and assessment does not measure objective(s)	No assessment provided for the lesson or assessment does not measure objective(s)	Formative and/or summative assessments align with objective(s)	Formative and summative assessments align with objective(s) and accurately measure student learning	
<b>Differentiation/Modifications</b>	Little or no attempt to differentiate and/or no modifications included	Attempt at differentiation is weak and/or vague modifications	Differentiation provided for individual learner characteristics and/or adequate modifications are identified for anticipated problems	Provides several differentiation strategies for a variety of learning references and outstanding modifications are identified for anticipated problems	
<b>Professional Writing</b>	poor quality of	Inadequate	Unsatisfactory	Excellent quality of	

	writing with several errors in writing, spelling, or grammar	quality of writing with some errors in writing, spelling, or grammar	quality of writing with few errors in writing, spelling, or grammar	professional writing with almost no errors in writing, spelling, or grammar	
<b>Use of Technology</b>	does not exhibit technology knowledge, skills and work processes and/or does not promote digital age learning experiences for students	exhibits some technology knowledge, skills and work processes.	exhibits technology knowledge, skills and work processes and promotes digital age learning experiences for students	exhibits exemplary technology knowledge, skills and work processes and promotes quality digital age learning experiences for students	

**EDU 292**  
**Parent Collaboration Plan Rubric**

Components	0-4 Unsatisfactory	5-8 Satisfactory	9-10 Outstanding
Weekly/ Monthly Contact Plan	Student does not create a plan for continuous contact throughout the school year	Student creates a plan for intermittent contact throughout the whole year.	Student creates a plan for continuous contact throughout the school year
Multiple Contact Opportunities	Student does not provide parents with multiple contact opportunities (phone, email, letters, mail, videos, etc.)	Student provides parents with some contact opportunities (phone, email, etc.)	Student provides parents with multiple contact opportunities (phone, email, letters, mail, videos, etc.)
Collaboration Opportunities	Student does not create multiple opportunities for parents to participate in classroom activities	Student creates some opportunities for parents to participate in classroom activities	Student creates multiple opportunities for parents to participate in classroom activities
Description of Activities	Student does not describe parent activities thoroughly so that parents understand their part in the activity	Student describes parent activities so that parents somewhat understand their part in the activity	Student describes parent activities thoroughly so that parents understand their part in the activity
Mechanics	No correspondence has been revised and edited so that there are many mechanical errors.	All correspondence has been revised and edited so that there are only some mechanical errors.	All correspondence has been revised and edited so that there are no mechanical errors.

## EDU 201 Rubric for Response to Service-Learning Activity

	Accomplished	Proficient	Developing	Unacceptable
Analysis of the various elements of culture, class, ethnicity, gender, religion, language, and exceptionality you observed while participating in your service-learning activity.	Identifies extensive examples of the various elements. <i>40 points</i>	Conveys some examples of the various elements. <i>30 points</i>	Shows very little evidence of the various elements. <i>20 points</i>	No evidence <i>0 points</i>
Personal response to issues you observed during service-learning activity.	Identifies extensive evidence of a personal response to the issues. <i>40 points</i>	Conveys some evidence of a personal response. <i>30 points</i>	Shows little evidence of a personal response. <i>20 points</i>	No evidence <i>0 points</i>
Insight and relevance to classroom practices and children of families involved in your service-learning activity.	Consistently demonstrates insight and relevance to classroom practice. <i>40 points</i>	Sometimes demonstrates insight and relevance to classroom practice. <i>30 points</i>	Demonstrates very little insight and relevance to classroom practice. <i>20 points</i>	No evidence <i>0 points</i>
Makes connections between information from text and observations during service-learning activity.	Consistently makes connections between observations and information from text. <i>40 points</i>	Sometimes makes connections between observations and information from text. <i>30 points</i>	Demonstrates little evidence of making connections between observations and information from text. <i>20 points</i>	No evidence <i>0 points</i>

## EDU 392 Rubric for Textual Analysis Project

Criteria	Inacceptable	Developing	Proficient	Accomplished
Completion of Graph	No evidence	Includes little evidence process and procedure 10 pts.	Conveys some evidence of process and procedure 20 pts.	Demonstrates extensive evidence of process and procedure 30 pts.
Completion of Rubric	No evidence	Includes little evidence process and procedure 10 pts.	Conveys some evidence of process and procedure 20 pts.	Demonstrates extensive evidence of process and procedure 30 pts.
Completion of Procedure	No evidence	Includes little evidence process and procedure 10 pts.	Conveys some evidence of process and procedure 20 pts.	Demonstrates extensive evidence of process and procedure 30 pts.
Analysis of all Procedures	No evidence	Includes few inferences and insights into usefulness of text for specific grade level and subject area. 30 pts.	Conveys some inferences and insights into usefulness of text for specific grade level and subject area. 40 pts.	Demonstrates many inferences and insights into usefulness of text for specific grade level and subject area. 50 pts.
Writing Mechanics		Contains many grammar and mechanical errors 6 pts.	Contains some grammar and mechanical errors 8 pts.	Contains few, if any, grammar and mechanical errors 10 pts.

## Schedule for Assessment Days

### Assessment Days Education Division 2014 Schedule

**Tuesday, March 4**

Activities Planned:

8:00 -  
noon.....  
....MEP Lab

Burton 205

**1:00 – CLA (Collegiate Learning Assessment)  
for SENIORS ONLY with Carrie McCray**

**Wednesday, March 5**

Activities Planned:

8:00 –  
10:00.....Town Hall  
Susan Jones  
AB 301

8:00-10:00.....Town Hall **for PE Students ONLY**  
Tim Hanrahan  
CHP 101

11:00 –Noon.....Universal Precautions Kristen  
Desch

		Library Auditorium
00 –		
00.....	1:00 –	
..Town Hall	3:00.....	Understanding
	Susan Jones Motivation	
	AB 301	
		Allan Ensor
		AB 301
00 –3:00.....	Mentor- Mentee Survey	
	Betsy Tutt	
	Library Auditorium	

Student attendance IS required; attendance will be taken at all events.

Students should check with their Advisor if uncertain about whether or not the MEP Lab session is necessary.

Students may choose to attend one Town Hall event, either the Tuesday or Wednesday session.

Seniors must complete the CLA Tuesday at 11:00 AM unless student teaching this semester.

## Appendix C: Program Checklist

### EDUCATION CERTIFICATION (SECONDARY) - 46 credits 2015-2016 Catalog

ID#: \_\_\_\_\_

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

\*\*\*\*Students are required to have 122 distinct credits for graduation\*\*.

**\*Education majors must complete all major courses, including secondary certification courses (if applicable))**

**with a final grade of "c' or better.**

#### REQUIRED COURSES 42 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
EDU201 Multi cultural Education				
EDU211				
EDU231				
EDU250 Foundations				
EDU 291 Pre-Student Teaching				
EDU292 Pre-Student Teaching II				
EDU392 Reading in the Content Area				
EDU422 Measurement & Assessment				
EDU453 Classroom Management				
EDU492 Educational Seminar				
EDU499 Supervised Tch Secondary	2			
SY316 Psych of Adoles/Mid Child				
SY221 Educational Psychology				

#### Required Electives 3 Credits

Course	Credit	Semester	Grade Earned	Substitutions
ERT 418 Methods of Teaching				
BIO418 Methods of Teaching				
ENG418 Methods of Teaching				
IAT418 Methods of Teaching				
ED418 Methods of P.E. (6-12)				
HA418 Methods of Teaching				

Student: \_\_\_\_\_, Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Chair: \_\_\_\_\_

Substitutions to the coursework above requires the signature of the division chair

**B.A./B.S. ART – 40 credits****2015-2016 Catalog**

ID#: \_\_\_\_\_

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

**\*\*\*Students are required to have 122 distinct credits for graduation\*\*\***

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: \_\_\_\_\_ Foreign Language: \_\_\_\_\_

Concentration: \_\_\_\_\_

**REQUIRED COURSES 19 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
ART105 Basic Design	3			
ART110 Drawing I	3			
ART115 Color & Light	3			
ART210 Portfolio Development	1			
ART230 Survey of Western Art I	3			
ART231 Survey of Western Art II	3			
ART470 Senior Practicum	3			

**Concentration Requirements 21 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
<b>ART Education:</b>	<b>21</b>			
ART208 Sculpture I	3			
ART215 Weaving & Fiber Arts I	3			
ART222 Ceramics I	3			
ART282 Art in Elementary School	3			
ART418 Methods of Teaching	3			
Art:	3			
Art:	3			

\* Students who plan to teach Art grades K-12 in Missouri must complete the Art Education sequence of courses and the requirements for Secondary Certification (42 hours).

**\*Education majors must complete all major courses, including secondary certification courses (if applicable), with a final grade of 'C' or better.**

<b>Photography Concentration:</b>	<b>21</b>			
ART256 Digital Imaging	3			
ART276 Digital Art	3			
ART316 Photojournalism	3			
ART326 Studio Photography	3			
Art:	3			
Art:	3			
Art:	3			
<b>Studio Art Concentration:</b>	<b>21</b>			
<b>Art History: One Course Required</b>	<b>3</b>			

ART233 Women, Art & Society (or) ART331 Modern & Contemporary Art	3			
<b>Studio Art: Both Courses Required</b>	<b>6</b>			
ART206 Painting I	3			
ART208 Sculpture I	3			
<b>Art Electives</b>	<b>12</b>			
Art:	3			

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
Substitutions to the coursework above requires the signature of the division chair.

**B.S. BIOLOGY EDUCATION (9-12 Certification) – 40 credits****2015-2016 Catalog**

ID#: \_\_\_\_\_

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

**\*\*\*Students are required to have 122 distinct credits for graduation\*\*\***

Students must also complete the requirements for Secondary Certification, 45 hours.

**\*Education majors must complete all major courses, including secondary certification courses (if applicable), with a final grade of 'C' or better.****REQUIRED COURSES 32 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
BIO114 General Biology I	4			
BIO115 General Biology I Lab	0			
BIO124 General Biology II	4			
BIO125 General Biology II Lab	0			
BIO209 Environmental Science	3			
BIO231 Genetics	4			
BIO232 Genetics Lab	0			
CHM114 General Chemistry I	4			
CHM115 General Chemistry I Lab	0			
MAT114 Statistics	3			
PHY201 Physics I	4			
PHY202 Physics I Lab	0			
SCI205 The Scientific Enterprise	3			
SCI230 Earth Science	3			

**Required Electives 8 Hours**

Course	Credit	Semester Completed	Grade Earned	Substitutions
Any Upper Level Biology Electives:	8			
BIO _____	4			
BIO _____	4			

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Substitutions to the coursework above requires the signature of the division chair.

## B.S. ENGLISH EDUCATION (9-12 Certification) – 39 credits 2015-2016 Catalog

ID#: \_\_\_\_\_

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

\*\*\*Students are required to have 122 distinct credits for graduation\*\*\*

Students must also complete the requirements for Secondary Certification, 45 hours.

**\*Education majors must complete all major courses, including secondary certification courses (if applicable), with a final grade of 'C' or better.**

Introduction to Teacher Education (EDU 105) is recommended for students in this certification.

### REQUIRED COURSES 33 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ENG201 World Masterpieces I or ENG202 World Masterpieces II	3			
ENG218 Introduction Creative Writing	3			
ENG222 Intro to Rhetoric	3			
ENG238 American Literature I	3			
ENG239 American Literature II	3			
ENG280 Intro to Literature	3			
ENG301 Grammar and Syntax	3			
ENG319 History of English Language	3			
ENG412 Comp for Prospective Tchrs	3			
ENG418 Methods of Teaching English	3			
ENG440 Senior Seminar	3			

### Required Electives 6 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
<b>English Education Electives:</b>	<b>3</b>			
ENG201 World Masterpieces I	3			
ENG202 World Masterpieces II	3			
ENG205 English Literature I	3			
ENG206 English Literature II	3			
ENG328 Theory & Criticism of Lit	3			
ENG226 Young Adult Literature	3			
ENG414 Shakespeare	3			

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Substitutions to the coursework above requires the signature of the division chair.

## B.S. HISTORY EDUCATION (9-12 Certification) – 48 credits 2015-2016 Catalog

ID#: \_\_\_\_\_

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

\*\*\*Students are required to have 122 distinct credits for graduation\*\*\*

Students must also complete the requirements for Secondary Certification, 45 hours.

**\*Education majors must complete all major courses, including secondary certification courses (if applicable), with a final grade of 'C' or better.**

### REQUIRED COURSES 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
HIS101 Western Civilization I	3			
HIS102 Western Civilization II	3			
HIS103 History of the U.S. I	3			
HIS104 History of the U.S. II	3			
HIS423 Senior Seminar	3			
GS105 Politics & Government	3			

### Required Electives 30 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
<b>Economics Requirements:</b>	<b>3</b>			
ECN251 Macroeconomics	3			
ECN252 Microeconomics	3			
<b>Geography Requirements:</b>	<b>3</b>			
SEO201 Regions & Nations I	3			
SEO202 Regions & Nations II	3			
<b>Psychology Requirements:</b>	<b>3</b>			
PSY101 General Psychology I	3			
PSY102 General Psychology II	3			
<b>U.S. History Electives:</b>	<b>9</b>			
HIS220 Social Movements of the 1960's	3			
HIS310 Women in America	3			
HIS312 Lib, Cons& Rad 20 <sup>th</sup> Cent Amer	3			
HIS315 Race and Gender	3			
HIS316 The Built Envrmnt Amer Hist	3			
HIS318 Sports in American History	3			
HIS334 Emergence of Modern America	3			
HIS416 African-American History	3			
<b>Non-U.S. History Electives:</b>	<b>6</b>			
HIS215 Native America	3			
HIS321 19 <sup>th</sup> Century Europe	3			
HIS340 The Ancient World	3			
HIS341 20 <sup>th</sup> Century Europe	3			
HIS344 20 <sup>th</sup> Century Diplomacy	3			
HIS353 Nazi Germany	3			
HIS370 Renaissance & Reformation	3			
HIS435 History of Terrorism	3			

<b>Legal Studies Electives:</b>	<b>3</b>			
GS110 American Legal System	3			
GS206 Political Theory	3			
GS215 Intro to Criminal Justice	3			
GS307 Comparative Politics	3			
<b>Sociology Requirements:</b>	<b>3</b>			
SCA111 Intro to Sociology	3			
SCA203 Aging/Individual & Society	3			
SCA207 Family Dynamics & Dysfnctns	3			
SCA220 Social Welfare	3			
SCA225 Social Movements of 1960's	3			

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Substitutions to the coursework above requires the signature of the division chair.

## B.S. SPEECH & THEATRE EDUCATION (9-12) – 45 credits 2015-2016 Catalog

ID#: \_\_\_\_\_

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

\*\*\*Students are required to have 122 distinct credits for graduation\*\*\*

**Concentration:** \_\_\_\_\_

All speech and theatre education majors will:

1. Complete the core requirements (12 credits)
2. Complete a concentration (Theatre or Communication, 21 credits)
3. Complete 12 credits in the other concentration

Students must also complete the requirements for Secondary Certification, 45 hours.

**\*Education majors must complete all major courses, including secondary certification courses (if applicable), with a final grade of 'C' or better.**

### REQUIRED COURSES 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
COM101 Intro to Speech Communicat	3			
COM209 Argumentation & Debate	3			
HA110 Intro to Theatre	3			
HA255 Acting I: Basic Skills	3			
<b>Communication Concentration:</b>	<b>12/21</b>			
COM105 Voice and Diction	3			
COM110 Beginning Media Writing	3			
COM190 Intro to Mass Media	3			
COM203 Interpersonal Communication	3			
COM247 Television Production	3			
COM251 Oral Interpretation of Literature	3			
COM253 Radio Production	3			
COM315 Feature Writing/Magazine	3			
COM320 Communication Theory	3			
COM330 Communication Law	3			
<b>Communication Concentration Electives:</b>				
COM150 Survey of Production Tech	3			
COM200 Introductory Projects	3			
COM207 Radio Broadcasting	1			
COM213 Gender Communication	3			
COM215 Small Group Leadership	3			
COM220 Logic and Persuasion	3			
COM335 Public Affairs Reporting	3			
COM340 Persuasive Speaking	3			
COM349 Experiment Film/Video Prod	3			
COM357 Advanced TV Production	3			
COM359 Digital Video/Film Product	3			
COM363 Advanced Audio Production	3			

COM370 Organizational Communicat	3			
COM372 Courtroom Communication	3			
COM373 Announcing & Reporting	3			
COM383 Announcing & Reporting II	3			
COM390 Internship I	3			
COM393 Broadcast Editing	3			
COM400 Advanced Projects	3			
COM402 Film Production	3			
COM425 Radio Management	3			
COM449 Adv Digital Video/Film Prod	3			
COM451 Internship II	3			
COM452 Internship III	3			
COM499 Senior Seminar	3			
<b>Theatre Concentration:</b>	<b>12/21</b>			
HA234 Stagecraft	3			
HA331 Stage Lighting	3			
HA362 Theatre History I	3			
HA470 Directing	3			
<b>Theatre Concentration Electives:</b>				
HA210 Dance Movement I	3			
HA211 Dance Movement II	3			
HA231 Makeup for the Stage	3			
HA232 Stage Management	3			
HA354 Acting II: Scene Study	3			
HA363 Theatre History II	3			
HA454 Acting III: Period Style	3			
<b>One of the following:</b>				
ENG363 Genre Studies: Drama	3			
ENG414 Shakespeare	3			

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Division Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Substitutions to the coursework above requires the signature of the division chair.