WSU Five-Year Graduate Program Review
Self-Study

Cover Page

Department/Program: Master of Education in Curriculum and Instruction

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Brief Introductory Statement

The Master of Education program is articulated with Weber's Teacher Preparation Conceptual Framework: "*Student Achievement: Students, Teachers, and Communities Working Together.*" (It is currently under review for significant changes as we move forward with national accreditation through TEAC within the next 11 months.) Following this model, program outcomes are (a) based on national and state standards and grounded in current best theory and practice, (b) structured to foster *reflecting, engaging, and collaborating*; and (c) geared toward increasing student achievement. The components – reflecting, engaging, and collaborating – serve as a framework for organizing course work and program development. The goals of the curriculum reflect an emphasis on preparing master teachers.

The program is accredited by the National Council for Accreditation of Teacher Education (NCATE). The program is also a "Candidate Member" for the Teacher Education Accreditation Council (TEAC).

Mission Statement

The mission of the Master of Education in Curriculum and Instruction program is to extend the professional knowledge, skills, and attitudes of educators including those in schools, business, industry, and higher education. The program is designed to advance the theoretical and practical applications of curriculum and instruction for all learners.

Alignment of the program mission with the mission, core themes, and strategic plans of Weber State University

The mission of the Master of Education in Curriculum and Instruction explicitly aligns with the WSU Mission and Core themes in the following ways:

Access. The ACCESS theme includes the objective of "offering responsive associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields." The Master of Education (MED) degree in Curriculum and Instruction is available to teachers in schools, business, industry, and higher education in the region. A second ACCESS objective is to "provide access to higher educational opportunity." Not only do students in the Master of Education in Curriculum and Instruction have access to master's degrees at WSU, students who complete those degrees have access to further study in doctoral programs at other institutions across the country. Additionally, since the introduction of a pathway to a teaching license through the M.Ed. program, many people with bachelor's degrees have had access to master's level licensing coursework.

Learning. The LEARNING theme includes the objective that "students learn to succeed as educated persons and professionals." The Master of Education in Curriculum and Instruction Program offers post-baccalaureate professional

development for educators by "extending their professional knowledge, skills, and attitudes."

Community. "The COMMUNITY theme directs WSU to support and improve the local community…" An objective associated with the community theme is to "contribute to pre-K through 12 education [both districts and programs] in the region." Teachers who participate in master's level courses become more qualified to contribute to education in the region by "advance[ing] the theoretical and practical applications of curriculum and instruction for all learners."

Program and Curriculum
- ***Program Description***
  The Master of Education degree is a 36-credit hour degree. Currently, 21 credit hours are "core" courses and 15 credit hours are elective courses. To complete the program, the candidate must complete a project/thesis under the direction of a committee of at least two professors and one other person who has a master's degree (commonly, this person might be a principal or a teacher-leader at the candidate's school). The project can be either curricular in nature with supporting research or can be original research in the form of a thesis.

- ***Curriculum for M.Ed.***
  - Core Courses
    - MED 6000—Fundamentals of Graduate Studies (2)
    - MED 6010—Advanced Historical Foundations (2)
    - MED 6020—Diversity in Education (2)
    - MED 6030—Advanced Educational Psychology (2)
    - MED 6050—Curriculum Design, Evaluation, & Assessment (3)
    - MED 6060—Instructional Strategies (2)
    - MED 6080—Conducting Educational Research (3)
    - MED 6085—Developing a Project Proposal (1)
    - MED 6090—Master's Project (3)
    - MED 6091—Graduate Synthesis (1)
  - Electives
    - Students self-select 15 credits with advising help from the program director or committee chair. Many courses and grad-level workshops are available through the M.Ed. or other master's programs on and off campus.

- ***Licensure Tracks***
  Additionally, three licenses are offered through the master's program for those candidates who have bachelor's degrees from accredited colleges/ universities and now wish to obtain a teaching license for the state of Utah. Most of our competitors require students to pursue a second bachelor's

degree. Those three licenses are for elementary education (grades 1-8, unless the person has the prerequisite early childhood courses, then it can be a k-6 license), secondary education, and special education. Because a license is obtained, the coursework is more prescriptive than for the general MED. Candidates are encouraged to finish the licensure courses first, obtain a teaching license, begin teaching, and then continue with the remainder of the courses required for the MED, if so desired.

- o Required Courses for the Elementary License
    - MED 6110—Introduction to Classroom Management (3) **or**
        MED 6120—Advanced Classroom Management (3)
    - MED 6050—Curriculum Design, Evaluation, Assessment (3)
    - MED 6510—Foundations in Special Education (3)
    - MED 6020—Diversity in Education (2)
    - MED 6311—Content Instruction in the El. School: Science (2)
    - MED 6312—Content Instruction in the El. School: Mathematics (2)
    - MED 6313—Content Instruction in the El. School: Social Studies (2)
    - MED 6314—Reading Instruction in Elementary Schools (2)
    - MED 6316—Language Arts Instruction in Elementary Schools (2)
    - MED 6860—Practicum (2) CR/NC, not counted for degree
    - MED 6870—Student Teaching (6) CR/NC, not counted for degree
    - An additional 8 courses (16 credits), all in the core required for the master's degree.

- o Required courses for the Secondary License
    - MED 6110—Introduction to Classroom Management (3) **or**
        MED 6120—Advanced Classroom Management (3)
    - MED 6050—Curriculum Design, Evaluation, Assessment (3)
    - MED 6320—Content Area Literacy Instruction (3)
    - MED 6510—Foundations in Special Education (3)
    - MED 6020—Diversity in Education (2)
    - MED 6060—Instructional Strategies (2)
    - Content area methods course(s) required for licensure. Check with advisor in the content department.
    - MED 6860—Practicum (2) CR/NC, not counted for degree
    - MED 6880—Student Teaching (6), CR/NC, not counted for degree
    - Additional 7 courses (14 credits) of core, plus additional electives to equal a total of 15 credits, depending upon whether or not the content area methods courses were graduate credit or not, required for the master's degree.

- o Required courses for the Special Education, Mild/Moderate License
  - MED 6510—Foundations in Special Education (3)
  - MED 6520—Collaboration, Consultation, and IEP Development (3)
  - MED 6530—Principles & Applications of Sp. Ed. Assessment (3)
  - MED 6540—Managing Student Behavior & Teaching Social Skills (3)   Prerequisites: 6510 or 6520
  - MED 6550—Learning Strategies and Methods for Elementary Special Education Students (3) Prerequisites: 6510, 6520, 6530
  - MED 6580—Learning Strategies and Transition for Secondary Special Education Students (3)
  - MED 6555—Advanced Instructional Methods and Practicum: Reading (4) Prerequisites: 6510, 6520, 6530, 6540
  - MED 6560—Advanced Instructional Methods and Practicum: Mathematics (4) Prerequisites: 6510, 6520, 6530, 6540
  - MED 6570 Advanced Instructional Methods and Practicum: Written Expression (4) Prerequisites: 6510, 6520, 6530, 6540
  - The following credits do not count towards a master's degree, but are part of the requirements for licensure in Special Education [Mild/Moderate].)
    - o EDUC 4581—Pre-Student Teaching in Special Education (4) includes at least 60 clock hours in a K-12 school resource room setting
    - o EDUC 4680—Student Teaching in Special Education (8) all day for 60 days, with an assigned cooperating teacher
    - o EDUC 4686 Special Education Student Teaching Seminar & Synthesis (4)
  - An additional 8 courses (16 credits), all in the core required for the master's degree.

- *Program Level Learning Outcomes*
  Master of Education Learning Outcomes

Learning Outcomes for Core Courses	
Course Credit hours in ( )	**Outcome** **Candidates will demonstrate…**
MED 6000: Fundamentals of Graduate Study (2)	Ability to analyze and critique educational research. (1; 2)
	These dispositions in a positive manner: reflective, teachable, ethical, collegial, inquisitive, persistent, self-directed, collaborative, and respectful. (1)
MED 6010: Advanced Historical Foundations (2)	Knowledge of the history and philosophy of education. (1; 3)
MED 6020: Diversity in Education (2)	Knowledge of issues related to differences among groups of people and individuals and the impact on teaching and learning. (1; 3)
MED 6030: Advanced Educational Psychology (2)	Knowledge of important theories of learning and development and the implications for education. (1; 3)
	These dispositions in a positive manner: reflective, teachable, ethical, collegial, inquisitive, persistent, self-directed, collaborative, and respectful. (2)
MED 6050: Curriculum Design, Evaluation, & Assessment (3)	Knowledge of principles of curriculum development and assessment. (1; 3)
	These dispositions in a positive manner: reflective, teachable, ethical, collegial, inquisitive, persistent, self-directed, collaborative, and respectful. (2)
MED 6060: Instructional Strategies (2)	Knowledge of instructional strategies and practices that facilitate effective learning. (1; 3)
MED 6080: Conducting Educational Research (3)	Ability to analyze and critique educational research. (2)
MED 6085: Proposal Writing (1)	Ability to analyze and critique educational research. (2) AND Ability to use writing to meet scholarly and professional goals. (2)
MED 6090: Master's Project (3)	Ability to find and report on a significant educational question that has usefulness and applicability through the development of a written project. (3) AND Ability to use writing to meet scholarly and professional goals. (3)
	These dispositions in a positive manner: reflective, teachable, ethical, collegial, inquisitive, persistent, self-directed, collaborative, and respectful. (3)
MED 6091: Graduate Synthesis Seminar (1)	Ability to critically and reflectively synthesize personal and professional experience in the graduate program through the development of the project and the portfolio. (3)

1= introduced, 2 = emphasized, 3 = mastered

- *WSU Catalog and Program Webpages*
  - 2012-2013 Catalog web page:
    http://catalog.weber.edu/preview_entity.php?catoid=2&ent_oid=1470&returnto=624

  - Master of Education web page: http://www.weber.edu/COE/med.html

  - Master of Education Student Handbook:
    http://www.weber.edu/wsuimages/COE/med/2011-Student%20Handbook.PDF (in need of updating)

- *Evidence of ongoing demand for the program*
  In order to provide consistent data that conforms to the format for reporting to the Utah Board of Regents, some data will be provided by the Office of Institutional Effectiveness [IR].
    - The jump between 2007-2008 and 2008-2009 can be attributed to the addition of the licensure tracks through the program. Although it increased our number of applicants, our graduation rate has held relatively stable.

Academic Year	New applications	Admitted Applicants	Selectivity (%)	Applicants Enrolled	Yield (%)	Matriculated Students [IR]	Matriculated International Students [IR]	Number of Graduates (Sum, Fall, Spr) [IR]
2011-12	72	69	96%	68	99%	171	0	38
2010-11	72	69	96%	69	100%	162	0	43
2009-10	99	96	97%	96%	100%	173	0	48
2008-09	113	111	98%	111	100%	190	0	31
2007-08	53	51	96%	51	100%	139	0	46

- Enrollment History:

Academic Year	Number of Students (FTE)
2011-12	127.75
2010-11	137.85
2009-10	138.35
2008-09	156.45
2007-08	123.10

Academic Year	Faculty/Student ratios across program curr.*
2011-12	
2010-11	20.05
2009-10	21.25
2008-09	22.75
2007-08	21.94

Please note: This ratio is the Student FTE divided by the entire Teacher Education Faculty. Graduate and undergraduate are not separated. Adjunct FTE have been eliminated because traditionally adjuncts in TE are used to supervise student teachers and each adjunct is assigned between 1-6 student teachers. It is a very rare occasion that an adjunct is hired to teach courses.

- *Number of 2 and 3 credit hour graduate courses offered for the past five years.* Because the Master of Education offers many courses at 2 credit hours, those data were included in this self-study.

  o Number of 2 credit hour courses offered and mean enrollment by semester

Academic Year	Fall		Spring		Summer	
	Courses Offered	Mean Enrollment	Courses Offered	Mean Enrollment	Courses Offered	Mean Enrollment
2011-12	9	14.33	8	13.25	7	12.50
2010-11	10	17.20	8	16.75	6	18.50
2009-10	10	19.30	10	19.00	5	23.80
2008-09	6	15.83	9	15.56	7	20.29
2007-08	7	13.71	7	15.25	6	19.17

  o Number of 3 credit hour courses offered and mean enrollment by semester (These data represent MED only courses. Because both the special education license and the ESL endorsement courses are dual numbered and only 1-5 master's students are in those courses, they were eliminated from these data. See table below.)

Academic Year	Fall		Spring		Summer	
	Courses Offered	Mean Enrollment	Courses Offered	Mean Enrollment	Courses Offered	Mean Enrollment
2011-12	6	13.16	7	13.29	5	13.60
2010-11	5	17.60	7	17.15	6	17.00
2009-10	6	21.50	8	18.88	7	18.14
2008-09	5	15.60	5	16.80	6	19.17
2007-08	5	14.71	3	16.56	3	16.67

- *Average time to degree completion* (months): 24 (6 semesters) for those who are pursuing a regular master's degree. Those who are licensing tend to take longer as they are advised to not take any courses during student teaching or their first year of teaching employment. Many choose not to return to complete the degree.

- *Admissions requirements*
  o GRE or the Miller's Analogies Test (MAT) is required for those people who have between a 3.00-3.24 GPA. The GPA can be a cumulative GPA or can be figured on the most recent 60 hours of college/university credit.
  o Students whose GPAs are 3.25 or above do not have to take either the GRE or MAT. The GPA can be a cumulative GPA or can be figured on the most recent 60 hours of college/university credit.
  o All prospective students must submit official transcripts from all colleges/universities attended and email addresses of people who know

their work so that recommendation forms may be sent to them. Additionally, prospective students participate in a writing sample, a technology assessment, and an interview with three faculty members.

- o International Student Admission (as per WSU's PPM 11-1)
  International applicants must satisfy all program requirements that apply to U.S. citizens in addition to the following:
  1. Provide a professional transcript evaluation/translation of course work completed outside the United States. See the International Student Services webpage for a list of accepted foreign credential evaluation services.
  2. Provide evidence of English language proficiency. WSU graduate programs may require a minimum TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) score, or successful completion of English as a Second Language courses at a level specified by the graduate program. Contact the graduate program for English language competency requirements.
  3. Complete the Graduate Financial Guarantee Form. Every international student must complete a confidential financial statement that shows he/she has sufficient funds to comply with the United States Immigration and Naturalization Service regulations. This form must be submitted before a student can receive the I-20 or IAP-66 form that enables application for a student visa for entry into the U. S.
  4. Submit the Weber State University International Student Application.

    For additional information on international student admission requirements, see www.weber.edu/SIS.

    Currently the minimum score on the tests are 213 for the computer-based TOFEL, 80 for the internet-based TOEFL, and a minimum band of 6 on the IELTS. It is acceptable to be tested on the Weber State campus by the testing coordinator of the LEAP (Learning English for Academic Purposes) program. International students have been successful in the master's program if they complete the LEAP courses at proficient levels. Based on the required writing sample, it is sometimes recommended that students take a writing course beyond LEAP (e.g. ENG 1010/2010).

- ***Enrollment Projections***
  The need for teachers in public, charter, and private (k-12) schools continues to grow as the population of school-age children in Utah grows. Nationally, many teachers leave the profession within the first five years though the data for Utah are unavailable. During the recent recession, we seemed to have more students who wanted to obtain teaching licenses because the lack of stability in other professions. That trend has leveled out a bit in the past year.

Many employees on campus choose to obtain their master's degrees through the program. That trend is expected to continue.

Many licensed teachers pursue a master's degree because it provides a salary raise of approximately $5000. Many of these teachers also become instructional coaches, professional development or curriculum specialists, or decide to pursue administrative/supervisory endorsements, or doctoral degrees.

- **Student Profile**
  *MAT—Miller's Analogies Test; the GMAT is not used in education.

Entering Class	Ave. MAT*	Ave. GRE	Ave. GPA (undergrad)	Ave. Age (years)	Ave. Post-Undergrad. Work Experience (months)
2011-12	none		3.52	38	In MED only program 95% of entering students have teaching experience. Of those licensing approximately 30% have teaching experience. Otherwise, previous employment was not tracked.
2010-11	408		3.62	34	In MED only program 95% of entering students have teaching experience. Of those licensing approximately 30% have teaching experience. Otherwise, previous employment was not tracked.
2009-10	411		3.61	37	n/a
2008-09	408		3.60	n/a	n/a
2007-08	none	515/5.5	3.34	n/a	n/a

- Top five undergraduate majors represented in your program:
  - Social studies: history, psychology, sociology
  - Criminal justice
  - English, communication, languages
  - Allied health
  - Sciences and mathematics

- Top five employers of your students pre- and/or post-graduation:
  - School districts: Weber, Davis, Ogden, Box Elder, Morgan, Salt Lake, Granite, Canyons, and Jordan
  - Charter and private schools
  - Local hospitals
  - Weber State University
  - Ph.D. degree programs

- List the most common career fields represented among your students:
  - K-12 educators in public, private, and charter schools.
  - Teaching positions at colleges/universities
  - Teaching positions at hospitals.

- Career placement services are provided by the WSU Career Services Department.

- Recent awards, honors or recognition received by your students. These were self-reported data. At this time, the program has no systematic way of collecting these data.
  - Rick Lilly—Hall Endowment for an adaptive bowling program
  - Jodi Smith—inducted into Phi Kappa Phi, an honors society for education
  - Shauna Callahan—nominated for Teacher of the Year in Granite School District
  - Rebecca Peterson—selected as principal at her school
  - Rebecca Peterson—received a letter of commendation from the Utah State Office of Education for service to special education students
  - Jared Taylor—published 3 articles; one each in *Metaphor, 2010 Phi Sigma Journal,* and *2011 Historia: The Alpha Rho Papers*
  - Jared Taylor—Eccles Undergraduate Research Scholarship at WSU
  - Shauna Callahan—news short on KSL-TV about SmartBoards at Oquirrh Hills Elementary
  - Sheila Simko—received an Alpha Upsilon Alpha Honor Society award
  - Rick Lilly—gold medal for bowling in Durban, S. Africa

Student Learning Outcomes and Assessment

- ***Graduates of the Master of Education Program in Curriculum and Instruction demonstrate attributes in the following areas:***

  o Scholarly Knowledge
    - knowledge of the history and philosophy of education and schooling
    - knowledge of issues related to differences among groups of people and individuals and the impact on teaching and learning.
    - knowledge of important theories of learning and development and the implications for education.
    - knowledge of the principles of curriculum development and assessment.
    - knowledge of current techniques of teaching as well as alternative instructional strategies and practices that facilitate effective learning.

  o Scholarly Skills
    - ability to use writing to meet scholarly and professional goals.
    - ability to use highly developed verbal communication in presentations, questioning, and discussions.
    - ability to analyze and critique educational research.
    - ability to find and report on a significant educational question that has usefulness and applicability through the development of a written project.
    - ability to critically and reflectively synthesize personal and professional experience in the graduate program through the development of the project and the portfolio.

  o Dispositions
    - Evidence of the following dispositions: reflective, teachable, ethical, collegial, inquisitive, persistent, self-directed, collaborative, responsible, positive attitude, and respectful.

Evidence of Learning: Courses within the Program

Based on data collected from the 2011-2012 and 2012-2013 school years. Incomplete data were collected previously. All rubrics are presented in Appendix A.

Measurable Learning Outcome Candidates will demonstrate…	Course in which evaluation takes place	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			Evidence of Learning: Courses within the Major			
Ability to analyze and critique educational research	6000	Preliminary Literature Review (Rubric)	80% or better based on the rubric	Because students can submit their work multiple times for feedback, it is rare for a student not to meet the goal.	Earning a master's degree is a process. We support each student through that process.	Add indicators of what excellent, good and poor mean.
	6080	Literature Synthesis and Critique (Rubric)	80% or better based on the rubric			
	6085	Literature Review for Proposal (Rubric)	80% or better based on the rubric			
knowledge of the history and philosophy of education and schooling	6010	Group Presentation on educational foundations topic (Rubric)	80% or better based on the rubric	Average score is in the 90th percentile.	Students understand the grading criteria.	Instructor's prerogative.
knowledge of issues related to differences among groups of people and individuals and the impact on teaching and learning	6020	Social Justice Action Research Paper	80% or better based on instructor grading	Scores range between 85%-100%.	Students understand the professor's grading criteria and are able to meet them.	Instructor's prerogative.
	6020	Research Presentation on an Assigned Diversity Topic	80% or better based on instructor grading	Scores range between 95-100%.	Same as above.	Instructor's prerogative.
knowledge of important theories of learning and development and the implications for education	6030	Oral Presentation of Influential Psychological Theorist (Rubric)	80% or better based on the rubric	Scores range between 92%-100%.	Grading criteria and expectations are clear for the students.	Instructor's prerogative.

		Evidence of Learning: Courses within the Major				
Measurable Learning Outcome Candidates will demonstrate…	Course in which evaluation takes place	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
knowledge of the principles of curriculum development and assessment	6050	Curricular Unit with Integration and Differentiation (Rubric)	80% or better based on the rubric	Average score is in the 90th percentile.	Grading criteria and expectations are clear for the students.	Instructor's prerogative.
knowledge of instructional strategies and practices that facilitate effective learning	6060	Instructional Strategies Practical Applications and Reflective Paper (Rubric)	80% or better based on the rubric	Scores range between 85%-98%. Based only on data from 2012-2013 because previous instructor left the campus and no data were available.	Grading criteria and expectations are clear for the students.	Instructor's prerogative.
ability to use writing to meet scholarly and professional goals	6085	Proposal (Rubric for each part)	80% or better based on the rubric	Because students can submit their work multiple times for feedback, it is rare for a student not to meet the goal.	Earning a master's degree is a process. We support each student through that process.	Add indicators of what excellent, good and poor mean.
	6090	Project (Project Rubric)	80% or better based on the rubric			
Ability to find and report on a significant educational question that has usefulness and applicability through the development of a written project	6090	Project (Project Rubric)	80% or better based on the rubric	Because students can submit their work multiple times for feedback, it is rare for a student not to meet the goal.	Earning a master's degree is a process. We support each student through that process.	Add indicators of what excellent, good and poor mean.
Ability to critically and reflectively synthesize personal and professional experience in the graduate program through the development of the project and the portfolio	6091	Portfolio (Portfolio Rubric)	80% or better based on the rubric	All students met the criteria	Students are ready to be finished and will do whatever it takes to graduate.	Add indicators of what excellent, good and poor mean.

		Evidence of Learning: Courses within the Major				
Measurable Learning Outcome Candidates will demonstrate…	Course in which evaluation takes place	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
These dispositions in a positive manner: reflective, teachable, ethical, collegial, inquisitive, persistent, self-directed, collaborative, and respectful	Anytime during program	Evaluation of Dispositions	Any disposition with a medium or high concern can result in a meeting with the program director, the Policy Committee, or due process.	These dispositions are critical to educators and are taken very seriously. It is rare that there are major difficulties.	We admit students who exemplify the dispositions. A negative disposition sheet is a rare event.	The department will revisit this form as it moves through the TEAC accreditation process. Changes will be made as necessary.
	6090	Evaluation of Dispositions (Dispositions Rubric)				

Ultimately, our master's candidates are excellent students who are committed to furthering their educations. They regularly meet or exceed the standards. They are assessed through many measures before being admitted into the program. These measures include a minimum GPA of 3.00, a writing sample completed in a controlled environment, and an interview with faculty members. The model has served the program well for many years, and although we admit many students, we have, over the years, very few issues with individual students who do not meet the expectations of the program.

Evidence of Learning: High Impact or Service Learning

Evidence of Learning: High Impact Service Learning					
Measurable Learning Outcome Students will…	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Successfully complete the practicum	Measure 1: Observation form	Measure 1: Must have 1 or better on at least 10 items to advance to student teaching	Measure 1: Based on the Utah Teaching Standards, these outcomes were established by the dept. as baseline data for an pre-service teacher.	Measure 1: Teacher candidate successfully demonstrated the ability to engage school students in their learning.	Measure 1: Observation tools will be modified based on Utah Board of Regents' "Tuning Project." These measures are based on the new Utah Board of Education standards: Utah Professional Teacher Learning Outcomes (UPTLO)
Successfully complete student teaching	Measure 1: Pass the Praxis II test in candidate's teaching area	Measure 1: Threshold is set by the Utah State Office of Education for each test	Measure 1: All teacher candidates to date have passed their test(s) though some need more than one chance	Measure 1: Teacher candidates have content area knowledge based on these outcomes	Measure 1: No changes will be made for WSU's requirements. The state requires teacher candidates to pass these tests before WSU can recommend them for licensure.
	Measure 2: Observation form—Formative assessment completed at least 3 times by the designated observer from the department	Measure 2: Improvements in each category are evident each observation.	Measure 2: Teacher candidates make progress towards Level 1 teaching license	Measure 2: Teacher candidates have a good command of all the necessary components that create a good learning environment.	Measure 2 and Measure 3: Observation tools will be modified based on Utah Board of Regents' "Tuning Project." These measures are based on the new Utah Board of Education standards: Utah Professional Teacher Learning Outcomes (UPTLO)
	Measure 3: Mid-term and Final Observation Forms—Summative assessments	Measure 3: Teacher candidates must have scores in the range of "Ready to be a beginning teacher" on all measures by the end of the student teaching experience	Measure 3: Over the past 4 years that the licensure track has been in the M.Ed. program, over 80 candidates have successfully completed student teaching. In that time, only 2 have not.	Measure 3: The program is successfully preparing teachers to enter the field.	

Academic Advising

Most advising is done the director of the program; however, the program secretary does handle some early advisement. After the student has a committee chair, that professor takes over the advisement for the remainder of the student's program.

- ***Advising Strategy and Process***

  Advising begins before the student is admitted into the program. From the first phone call, usually to the program secretary, the student's questions are answered. The student is encouraged to set up an appointment with the program director. This appointment is especially critical for students seeking an elementary teaching license because an assessment of their undergraduate general education credits must be made. If any deficiencies are found, the student is encouraged to take those courses before being accepted into the M.Ed. program.

  A required orientation meeting is held for all newly admitted students. Students have the choice of two different time slots for this meeting. This meeting takes place approximately one week after the students received their acceptance letters.

  Throughout the program, the program director and program secretary are available for appointments or drop-in visits. After a graduate committee is selected, the committee chair becomes the main advisor with consultation from the program director.

- ***Effectiveness of Advising***

  No direct data as to the effectiveness has been collected; however, complaints are rarely voiced to either the Teacher Education Department chair or to the dean of the Moyes College of Education.

- ***Past Changes and Future Recommendations***

  The recommendation that is most in the forefront is to pay the program secretary more in lines with an academic advisor. At least one-third of her time is spent advising. She should be compensated accordingly. Advisement is too large for just the program director to do single-handedly.

Faculty and Teaching

- *Minimum qualifications required of graduate faculty*
  All current faculty members in the Teacher Education Department have terminal degrees (either Ed.D. or Ph.D.). All, but one had experience teaching in a school setting (either elementary, secondary, or special education). Several have had leadership experiences (e.g. principal, district level administrator, or state office of education administrator).

- *Faculty Demographic Information/Qualifications*

Name	Terminal Degree	Institution	Year	Areas of Expertise	Ethnicity	K-12 Yrs Exper.	Google Scholar Link
Melina Alexander	Ph.D.	Utah State University	2006	Special ed, behavior management, learning disabilities, math and reading instruction, distance ed and hybrid, service learning	White	9	http://scholar.google.com/citations?user=qpPhIUMAAAAJ&hl=en
Vincent Bates	Ph.D.	The University of Arizona	2005	Arts Education	White	12	
Frances M. Butler	Ed.D.	UNLV	1999	Special Education, Math and Written expression methods, Learning Strategies	White	10	http://scholar.google.com/citations?user=OZhoW7wAAAAJ&hl=en
David R. Byrd	Ph.D.	University of Iowa	2007	second language writing, teaching culture, journal studies	White	10	
Michael E. Cena	Ph.D.	Utah State University	1995	Reading/Language Arts, Historical Foundations	white	18	
Forrest Crawford	Ed.D.	Brigham Young University	1990	diversity, social justice, equity, historical foundations	African American	4	
Shirley Ann Dawson	Ph.D.	University of Utah	2013	Special Education, Special Education Law, Mentoring, Gifted and Talented Education	White	23	http://scholar.google.com/citations?user=hsH2JCsAAAAJ&hl=en
Ann Ellis	Ph.D.	Purdue University	1993	Gifted and Talented Education, educational psychology, instructional design	White		_
Linda Gowans	Ph.D.	University of Utah	1988	Content Area Reading and Writing, Teaching Writing, Language Arts, Teaching Reading K-6	White	7	http://scholar.google.com/citations?user=F1LrJowAAAAJ&hl=en
Kristin Hadley	Ph.D.	Utah State University	2005	Mathematics pedagogy, Instructional planning, Statistics	White	21	http://scholar.google.com/citations?user=Y8R3kdYAAAAJ&hl=en
Bonnie Hofland	Ph.D.	University of Nebraska Lincoln	2011	Special Education, Instructional Planning and Assessment, Teaching Strategies, Literacy	Native American	6	http://scholar.google.com/citations?user=FavH8dIAAAAJ&hl=en

Name	Terminal Degree	Institution	Year	Areas of Expertise	Ethnicity	K-12 Yrs Exper.	Google Scholar Link
Patrick Leytham	Ph.D.	University of Nevada, Las Vegas (UNLV)	2013	Autism, Intellectual Disabilities	White	8	http://scholar.google.com/citations?user=eWVchaQAAAAJ&hl=en
John C. Mayhew, Jr.	Ph.D.	University of Utah	2001	Special Education Mild/Moderate	White	5	http://scholar.google.com/citations?user=AeuY1EwAAAAJ&hl=en
Anette Melvin	Ph.D.	The Ohio State University	2010	Equity and Diversity	African American	16	
Louise Moulding	Ph.D.	Utah State University	2001	Assessment, Research Methods, Instructional Planning	White	8	http://scholar.google.com/citations?user=hcgAkOAAAAAJ&hl=en
Vicki Napper	Ph.D.	Utah State University	1989	Instructional Design	White	0	http://scholar.google.com/citations?user=C8oKfEEAAAAJ&hl=en
Richard Pontius	PhD	Ohio State University	1993	Science Education	White	15	http://scholar.google.com/citations?user=_Pyas7kAAAAJ&hl=en
Clay L Rasmussen	Ph.D.	Utah State University	2008	Curriculum and Instruction, Social Studies Education	White	4	
Peggy J Saunders	Ph.D.	University of Utah	2002	PLCs, cooperative learning, classroom management, curriculum and strategies, secondary language arts	White	21	http://scholar.google.com/citations?user=K0jBRYEAAAAJ&hl=en
Penée Wood Stewart	Ph.D.	Brigham Young University	1985	instructional psychology, educational psychology, reading,	White	1	http://scholar.google.com/citations?user=lt6Z5SwAAAAJ&hl=en
Natalie A. Williams	Ph.D.	The Ohio State University	2005	Special Education, Applied Behavior Analysis, classroom management, effective group instruction	White	9	http://scholar.google.com/citations?user=GJUXqCwAAAAJ&hl=en

- *Faculty compensation*
  When teaching a core course during the academic year, a faculty member is given an extra credit on their load for that course (e.g. if the course is a 2 credit hour course, the faculty member receives 3 credit hours for that semester's load). No extra compensation is currently being given to elective or licensure courses; however, that practice is under review for revising.

  Compensation can be adjusted for a high enrollment course on a case-by-case basis in consultation with the department chair and dean.

  o Percentage of graduate courses taught in most recent AY:
  In-load: approximately 98%
  Overload: approximately 2% (only 1 credit was taught in overload rather than the whole course)

- o Faculty compensation for thesis advising, independent study, etc.

  Faculty members accrue .5 credit hour for chairing a project and .2 for serving as a member of a committee. Faculty also accrue .2 credit hour for overseeing an independent study. Faculty can then request a reduction in teaching load for a subsequent semester once they have accrued at least 1 full credit hour. Usually this reduction means that the faculty member will not have any assigned student teachers during that semester. At the discretion of the dean if hours accrued are significant, financial compensation can happen.

  Faculty members are encouraged not to accrue more than 5-6 hours. The maximum allowable for a reduction in load is 3 hours and must be approved by the department chair prior to the semester's scheduling.

- *Programmatic/Departmental Teaching Standards*
  - o Regular Faculty
    Teaching excellence is of great importance as our business is teaching about teaching. As such, faculty reviews for rank and tenure require Excellent or Good ratings in the Teaching category.   Unlike many departments/colleges that require their professors to have an evaluation for one course a year or semester, all courses in the master of education program are evaluated every semester, and faculty must respond to evaluations in their review documents, including post-tenure reviews. Historically, departmental means on each evaluated item are very high, between 4 and 5 on a 5 point scale. Means for each question on the Course Evaluation from Fall 2008 to Spring 2013 are found in the table below. However, it should be noted that no departmental means for any item any semester were lower than 4.20 on a 5 point scale which indicates strong student satisfaction with courses and instructors.

  - o Adjunct faculty
    Courses taught by adjunct instructors are also part of the departmental mean. Evaluations are reviewed by the program director, and if necessary, by the department chair. Based on those evaluations, a determination is made as to whether or not that adjunct will be invited back to teach.

- *Evidence of Effective Instruction*
  New form developed and used during fall, 2013.

Questions		Su08 n=186	F08 n=160	S09 n=192	Su09 n=193	F09 n=203	S10 n=264	Su10 n=217	F10 n=170	S11 n=246	Su11 n=188	F11 n=224	S12 n=189	Su12 n=158	F12 n=174	S13 n=239	Item Mean
1	Modeled and reinforced higher-order thinking	4.59	4.78	4.74	4.81	4.80	4.70	4.63	4.65	4.69	4.54	4.69	4.60	4.43	4.45	4.65	4.64
2	Stimulated thinking about teaching practices	4.61	4.75	4.72	4.81	4.71	4.71	4.68	4.68	4.73	4.52	4.66	4.64	4.45	4.34	4.65	4.69
3	Provided concrete examples of abstract ideas/ principles and content	4.57	4.79	4.67	4.76	4.74	4.71	4.69	4.67	4.68	4.41	4.59	4.55	4.35	4.26	4.61	4.67
4	Helped students apply theory to their own practice	4.56	4.71	4.62	4.77	4.73	4.59	4.62	4.64	4.69	4.44	4.50	4.45	4.22	4.25	4.56	4.62
5	Has content knowledge (an expert in subject matter)	4.80	4.89	4.85	4.93	4.87	4.83	4.81	4.81	4.84	4.74	4.79	4.84	4.76	4.71	4.82	4.77
6	Course instruction & expectations extend candidate knowledge & skill to graduate level	4.62	4.76	4.60	4.83	4.75	4.73	4.65	4.65	4.72	4.54	4.63	4.65	4.40	4.38	4.64	4.64
7	Expected work does not exceed credit hours received	4.30	4.43	4.79	4.48	4.64	4.68	4.53	4.52	4.59	4.30	4.44	4.47	4.40	4.36	4.50	4.63
8	Expected work reflected in credit hours received	4.24	4.43	4.78	4.45	4.58	4.68	4.54	4.56	4.60	4.35	4.44	4.49	4.34	4.35	4.49	4.56
9	Clearly stated course objectives and requirements	4.43	4.75	4.88	4.73	4.72	4.72	4.57	4.54	4.64	4.34	4.40	4.58	4.26	4.30	4.58	4.78
10	Used appropriate teaching techniques/strategies	4.64	4.75	4.85	4.74	4.75	4.73	4.67	4.60	4.67	4.56	4.55	4.51	4.45	4.32	4.63	4.67
11	Used appropriate assessment tools	4.56	4.77	4.86	4.80	4.59	4.77	4.64	4.62	4.75	4.55	4.52	4.61	4.45	4.38	4.64	4.71
12	Text adequately supported instruction & learning	4.49	4.74	4.76	4.90	4.16	4.12	4.64	4.67	4.72	4.45	4.51	4.65	4.45	4.37	4.56	4.76
13	Demonstrated knowledge of the subject	4.78	4.91	4.42	4.90	4.87	4.86	4.83	4.79	4.85	4.76	4.78	4.79	4.78	4.66	4.79	4.80
14	Enthusiasm/interest in the subject	4.81	4.86	4.48	4.91	4.90	4.88	4.82	4.79	4.90	4.81	4.78	4.75	4.74	4.73	4.80	4.78
15	Consistently prepared for class	4.68	4.86	4.67	4.90	4.78	4.84	4.74	4.70	4.78	4.66	4.65	4.71	4.49	4.44	4.71	4.80
16	Provided timely/appropriate feedback	4.54	4.79	4.65	4.66	4.57	4.76	4.58	4.59	4.63	4.61	4.44	4.50	4.20	4.28	4.57	4.82

Questions		Su08 n=186	F08 n=160	S09 n=192	Su09 n=193	F09 n=203	S10 n=264	Su10 n=217	F10 n=170	S11 n=246	Su11 n=188	F11 n=224	S12 n=189	Su12 n=158	F12 n=174	S13 n=239	Item Mean
17	Wise use of instructional time	4.57	4.67	4.55	4.77	4.65	4.67	4.56	4.54	4.51	4.43	4.47	4.43	4.24	4.24	4.53	4.66
18	Assignments congruent with course objectives	4.69	4.77	4.46	4.81	4.79	4.82	4.69	4.70	4.78	4.65	4.59	4.74	4.52	4.52	4.69	4.77
19	Provided, upon request, opportunities to consult with instructor	4.75	4.85	4.84	4.86	4.64	4.78	4.79	4.80	4.92	4.81	4.79	4.76	4.61	4.61	4.78	4.87
20	Built rapport with the students	4.63	4.75	4.87	4.79	4.80	4.80	4.71	4.71	4.81	4.65	4.67	4.70	4.50	4.49	4.71	4.75
21	Demonstrated sensitivity to diversity and individual differences	4.69	4.87	4.80	4.82	4.83	4.83	4.76	4.74	4.87	4.74	4.74	4.71	4.61	4.62	4.76	4.78
22	Encouraged student participation	4.75	4.89	4.55	4.91	4.92	4.89	4.78	4.80	4.85	4.81	4.75	4.77	4.64	4.66	4.79	4.85
23	Provided an environment where students could ask questions, disagree, and express ideas	4.68	4.89	4.67	4.84	4.86	4.90	4.75	4.79	4.82	4.74	4.74	4.68	4.63	4.61	4.76	4.85
24	Provided opportunities to share work and ideas with others	4.72	4.89	4.78	4.86	4.88	4.87	4.84	4.87	4.86	4.80	4.77	4.81	4.71	4.64	4.81	4.89
	Semester Mean	4.61	4.77	4.70	4.79	4.73	4.74	4.69	4.68	4.75	4.59	4.62	4.64	4.48	4.46		4.74

- *Mentoring Activities*
  New faculty are assigned a tenured faculty member as a mentor. The mentor is responsible for familiarizing the new faculty with university and department policies and procedures, assisting with understanding the tenure process, and responding to questions and concerns. The mentoring of new faculty teaching in the graduate program falls to the program director.

- *Diversity of Faculty*
  Of the 21 faculty members, 13 are female and 8 are male. There are 18 faculty who identify themselves as White, 2 who identify themselves as African American, and 1 who identifies herself as Native American. Increasing diversity is a focus of each faculty search

- ***Ongoing Review and Professional Development***
  Faculty are reviewed in the 6th year and the 11th year as part of the rank and tenure process. If a faculty member chooses not to be reviewed for rank in the 11th year, he or she must complete the Moyes College of Education post-tenure review process. The post-tenure review will be completed every five years for all faculty who are not being regularly reviewed in the rank and tenure review process. Part of this review process involves the formation of a peer review team that observes the faculty member in class, reviews syllabi and course websites, and documents commendations and recommendations for the faculty member.   The faculty member then responds to the recommendations and indicates how improvements are being made.

  To support faculty and staff professional development, department members are encouraged to present at and attend professional conferences. Support for these conferences comes through department funds for local conferences or through the Jerry and Vickie Moyes College of Education endowment for national or international conferences.

Support Staff, Administration, Facilities, Equipment, and Library

- ***Staff Profile***

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Lynda Goucher	F	White	Secretary III	6	Advising, administrative tasks, Banner, scheduling
Michelle Checkman	F	White	Student Teaching Secretary	11	Psychology, administrative tasks
Dwayne Hansen	M	White	Student Teaching Coordinator	1	Administration, mentoring, supervision
Karen Lindley	F	White	Media/Mac Lab Supervisor	13	Computers, media preparation
Lynda Olmstead	F	White	Administrative Assistant	32	Banner, minutes, finances, scheduling
Kristin Radulovich	F	White	Coordinator of Undergraduate Advisement	16	Admission, advising, licensing, website
Natalie Struhs	F	White	Academic/Admission Advisor/Licensing Specialist	6	Advising, licensing

  o

- o Adequacy of Staff
  Although there are seven staff members listed, most of them supply only peripheral support to the master's program. The staff person directly related to the program is Lynda Goucher. She is a part-time "secretary," yet she does much of the entry-level advisement for the master's program. The program also shares her with the WSU Storytelling Festival. She is an amazing woman, but when she decides to retire, the department will have to replace her with three people: an advisor, a secretary for the M.Ed. program, and a secretary for the festival. It would be helpful to the program if the current person could have a job audit and be paid more commensurate to the job she is doing.

- o Ongoing Staff Development
  Mrs. Goucher attends many of the offerings through the Office of Workplace Learning. She seeks always to improve her skills no matter how skillful she already is. She won the Presidential Outstanding Staff Award in 2013.

- o Adequacy of Administrative Support
  The department and the master's program enjoy great support from the Dean and his personnel. The college employs a recruiter, Nathan Alexander (he replaced Stephanie Heath in Aug., 2013) who will attend graduate fairs and other recruiting events as asked. Also, in the dean's office is a technology person, Paul Dykman, who will work on the webpage or help with any computer glitch that happens. The administrative assistants, Ruby Thatcher and Carol VandenAkker are also available and helpful.

- o Adequacy of Facilities and Equipment
  Although the McKay Education Building is 40 years old, it has been well-maintained and updated. Each classroom has technology resources and many of the classrooms have SmartBoards©. Professors have office computers and upon request, can have laptops or tablet computers. The media center person, Karen Lindley, will make copies or do other media related projects upon request.

  The students also enjoy the student lounge/study area that is on the third floor of the McKay Building. It is equipt with a refrigerator, microwave, comfortable couch and chairs, and worktable. Six years ago, interior design students had a contest to design the space. The selection committee chose a winning design from 4 different options. It was a great experience for everyone. The instructor from the design course thought it was an excellent idea to give her students such a hands-on, real-world experience.

o Adequacy of Library Resources
The collections continue to grow and improve. More than 5,500 print volumes, nearly 500 videos, and 250 CD's were added in 2012-2013 alone, with the greatest area of growth our electronic resources. WSU students and faculty now have access to nearly 95,000 e-journals, references resources and e-books. The use of these resources is reflected in the number of visitor sessions to our website, totaling more than 1.1 million this past year. The number of requests for reference/research assistance and information literacy instruction also continues to increase. In 2012/13, more than 38,000 questions were answered at the public services desks, and information literacy instruction was provided to more than 7,000 students.

Library Holdings (Information Resources)

	2012/2013	2011/2012	2010/2011	2009/2010	2008/2009	2007/2008	2006/2007
Bound Volumes	568,641	563,062	560,995	556,222	552,323	547,753	540,613
Electronic Resources	94,769	94,562	63,095	61,930	53,031	31,119	23,312
Journals (Current Print Subscriptions)	718	910	912	963	1,175	1,544	1,555
Government Pub. (Unbound)	212,602	210,815	216,820	219,190	225,369	224,637	222,247
Audio Recordings	9,630	9,380	9,353	8,757	8,746	8,720	8,578
Video Recordings	13,873	13,378	12,993	12,347	11,705	11,360	10,685
Maps	68,012	66,211	66,456	66,393	66,275	66,205	66,240
Microforms (Fiche and Film)	640,493	639,815	633,102	623,973	611,326	605,467	587,794
Kits	675	623	601	609	623	616	639
CD-ROMs	2,179	2,135	1,964	1,853	1,809	1,687	1,445

*Includes books, bound periodicals and bound Government Documents.

Relationships with External Communities

Cultivating and maintaining relationships with local school districts and their administrators is a major focus of the Teacher Education Department and the M.Ed. program. The relationships with school districts is an integral part of both programs. The director of the program arranges all the practicum placements. As such, principals and teachers are contacted both through phone conversations and emails. Also, the director then evaluates each practicum student in the assigned classroom.

The master's program also has an Advisory Committee. Membership includes local school district administrators, current and former students. Although it is supposed to meet once a year, the last meeting was in the spring of 2011.

Also, the M.Ed. program supports initiatives by the Teacher Education Dept. including the Storytelling Festival, the Weber State University Mentor Academy in which our student teaching cooperating teachers in the districts will receive up to 3 hours of graduate credit for taking a course in mentoring and mentoring a student teacher, and the P-16 Initiative geared to support English/language arts and math teachers.

Results of Previous Program Reviews
(In previous years, the M.Ed. program review has been subsumed under the Teacher Education Department. This review is our first stand-alone review; however, that does not mean that we have not been aware of problems that needed attention.)

Problem Identified	Action Taken	Progress
Issue 1: Need for licensing tracks within the M.Ed. degree	Previous 5 Year Program Review: N/A	
	Year 1 Action Taken: developed a way for people to obtain a secondary teaching license provided they had a bachelor's degree in a subject taught in Utah secondary schools	To date we have had over 45 candidates become licensed secondary teachers in Utah
	Year 2 Action Taken: developed the elementary teaching license track	To date, we have had over 35 candidates become licensed elementary teachers
	Year 3 Action Taken: Program director, in consultation with the teacher candidate, fills out the undergraduate subject paperwork required by the Utah State Office of Education	Director has been able to counsel candidates earlier in the program for any undergraduate deficiencies, thus allowing them to take the courses necessary at an earlier time.
	Year 4 Action taken: began process to add courses that were missing in the graduate program that were needed to become successful teachers	Beginning in summer, 2014, the curriculum process resulted in adding a "Teaching with Technology" course for both elementary and secondary candidates and an "Arts Integration" course for those pursuing an elem. lic.
Issue 2: The workload for MED 6085 far outpaced the 1 credit allotted for the course.	Previous 5 Year Program Review:	n/a
	Year 1 Action Taken: no action	n/a
	Year 2 Action Taken: no action	n/a
	Year 3 Action Taken: M.Ed. Policy Committee voted to move the idea through the curriculum process.	n/a
	Year 4 Action taken: Began curriculum process to change from 1 to 2 credits	Beginning summer, 2014, the program will have a 2 credit hour 6085 course. For the next several semesters, both the 1 and 2 credit versions will be offered to accommodate students on different catalog years.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Problem Identified	Action to Be Taken
Issue 1: Many students admitted yet only about one-third are completing the degree	Current 5 Year Program Review: Issue discovered
	Year 1 Action to Be Taken: Begin process to have an "Institutional Graduate Certificate (IGC)" for all students admitted to the licensure tracks. This process is begun on campus, but ultimately needs the Utah Board of Regents' approval. Upon completing certificate, students would be then allowed to complete the M.Ed. degree if so desired.
	Year 2 Action to Be Taken: Monitor graduation rates of IGC versus M.Ed. degree
	Year 3 Action to Be Taken: Monitor graduation rates of IGC versus M.Ed. degree
	Year 4 Action to Be Taken: Monitor graduation rates of IGC versus M.Ed. degree
Issue 2: Basic alignment of the licensure tracks with the undergraduate requirements for obtaining a teaching license	Current 5 Year Program Review: Adoption of UPTLO Tuning Project learning outcomes
	Year 1 Action to Be Taken: Assessment of new learning outcomes, tweaking as necessary.
	Year 2 Action to Be Taken: Make modifications as needed
	Year 3 Action to Be Taken: Make modifications as needed
	Year 4 Action to Be Taken: Make modifications as needed
Issue 3: Changing MED 6085 from 1 to 2 credits	Current 5 Year Program Review: Currently this course has a large workload for the number of credits
	Year 1 Action to Be Taken: Monitor results of Proposal Writing
	Year 2 Action to Be Taken: Monitor results of Proposal Writing
	Year 3 Action to Be Taken: Make modifications as needed
	Year 4 Action to Be Taken: Make modifications as needed

Summary Information: Because of the requirements set forth by the Teacher Education national accreditation and by the Utah State Office of Education, the department is constantly assessing actions to be taken to assure quality teacher candidates. The list above contains the known issues as of November, 2013. Other issues are sure to arise and be addressed in the next five years.

Action Plan for Staff, Administration, or Budgetary Findings
These issues are generally handled by the Teacher Education Dept. or the Moyes College of Education Dean's office.
However, one glaring issue has arisen that has not yet been addressed.

Problem Identified	Action to Be Taken
Issue 1: Inadequate compensation for the person who is on a Secretary III level and is part-time (32 hours a week shared with the Storytelling Festival) for the program, yet this person does much of the initial and final advisement for the M.Ed. students.	Current 5 Year Program Review: inadequate staffing
	Year 1 Action to Be Taken: Request an audit from Human Resources
	Year 2 Action to Be Taken: Based on the findings of the audit
	Year 3 Action to Be Taken: Based on the findings of the audit
	Year 4 Action to Be Taken: Based on the findings of the audit

Appendix

MED 6000, 6080, and 6085—Master of Education Literature Review Rubric

Literature Review	Excellent	Good	Fair	Poor
Balanced viewpoint: Objective, balanced view from various perspectives				
Coherent theme: Each section is related to the problem statement. Sections are connected logically				
Depth and breadth of research: Reader is not expected to "take my word for it". Enough citations from multiple sources are given that it is obvious assertions are supported and accepted in the research.				
Analysis: Collection of studies analyzed for differences and commonalities about the topic				
Conclusion and Synthesis: Information synthesized and brought to a logical conclusion.				
Organization and Alignment: Information logically organized. Paragraphs have a thesis sentence and supporting information.				
Academic Writing: Voice is appropriately academic, avoiding idioms and colloquialisms. Direct quotes used only when necessary.				
Mechanics: Correct spelling, punctuation, sentence structure, word usage				
APA: Correct use of APA in body of paper, citations, and references				
Subtotal				

PLEASE NOTE: Points are determined by the individual professor for each course.

Again, this is a mastery rubric so students are allowed more than one reading with feedback. In MED 6000, students are allowed to turn in this assignment twice for feedback and grading. In MED 6080, the paper is read multiple times by the professor. In MED 6085, the paper is read multiple times not only by the professor of the course, but by the committee chair for each candidate. Each student takes advantage of this service in his or her own way.

Student Name: _____   Faculty Name: _____   Date: _____

Assessment of Master's Candidate Dispositions

Circle M.Ed. Course: 6000   6030   6050   6090 (Defense)   Other: _____

Please evaluate the student in terms of demonstrating the following dispositions. Each disposition has descriptors to consider in your evaluation. Mark one box for each disposition.

DISPOSITIONS AND INDICATORS	Level of Concern				COMMENT *(Comment[s] are required with a Medium or High mark)*
	No Concern (0)	Low (1)	Medium (2)	High (3)	
1. **Reflective** (considers carefully one's own perspectives)					
2. **Teachable** (welcomes new ideas and feedback)					
3. **Ethical** (adheres to standards of professional conduct)					
4. **Collegial** (demonstrates professional, interpersonal skills)					
5. **Inquisitive** (exhibits academic curiosity)					
6. **Persistent** (exhibits tenacity in completing academic challenges)					
7. **Self-directed** (takes responsibility for one's own academic performance)					
8. **Collaborative** (works effectively with others)					
9. **Responsible** (adheres to schedules, accountable and principled decision maker, student advocate)					
10. **Positive Attitude** (enthusiastic, motivated, dedicated, committed, shows initiative, appropriate sense of humor)					
11. **Respectful** (shows proper courtesy and consideration for diverse perspectives)					

MED 6010 — Course Outcomes Rubric – Group Presentation on Ed. Foundations Topic

UNACCEPTABLE	ACCEPTABLE	TARGET
There is a lack of organization; no handout is provided for class participants; the presentation takes more than reasonably allotted time; one or two participants dominate.	The presentation is organized; a handout accompanies the presentation; all group members present; the group adheres to appropriate time limits. The information provided gives a basic understanding of the topic selected.	A well-organized presentation is given by all group members and a summative handout accompanies the presentation. Group members adhere to appropriate time limits. The presentation demonstrates an in-depth understanding of the selected topic. Participants show creativity in the way information is presented.

MED 6030—PRESENTATION EVALUATION

Theory_____ Score _____

Group Members _____

Presenters will be evaluated on the following criteria using a rating scale of 1 to 10 with 1 being low, and10 being high, or 1 to 5 with 1 being low and 5 being high.

CRITERIA	1-3	4-7	8-10
Application of Theory	No real connection between theory and practice	A few general suggestions on using the theory	Excellent, creative, practical suggestions for using theory
Content Knowledge	Little or superficial knowledge of content	Some content mastery is evident. Mostly used information from the required text.	Extensive knowledge of the content is obvious. Synthesized information from several outside sources.
Handouts	The handout needed more work and effort. Incomplete or disorganized.	The handout provided satisfactory summary of theory.	Excellent, clear, informative summary of key points. Memorable. References were included.
Organization of Presentation	Difficult to tell where presentation was going. One person dominated.	Some organization evident. Uneven participation.	Strong introduction, body and conclusion. Equal participation.
	1	**2-3**	**4-5**
Teaching Technique	Little eye contact. Monotone voice. Almost no variety. Included only one instructional method. Difficult to tell where group was going. One person dominated. <15 min. or >45 min.	Some variety in voice and gestures Good variety of instructional methods. Some organization evident. Uneven participation. <25 min. or > 35 min.	Enthusiastic, confident. Dynamic use of voice and gestures. Excellent variety of appropriate teaching methods. Presentation about 30 minutes.
Class Member Interaction and Involvement	Class members were not interested, bored, or not involved in this presentation.	Class members were somewhat engaged, but some appeared distracted.	Class members were interested, engaged, and appeared to capture the essence of the theory.

MED 6050 – Rubric for Curricular Unit (Students are allowed to turn in this assignment numerous times for feedback and grading. The final score is based on a master learning model.)

Objective/Criteria	Performance Indicators			
	No	**No, But**	**Yes, But**	**Yes**
Rationale for Design	(3 points) No rationale is provided to support the design of the instructional plan	(6 points) Inadequate rationale is provided and what is provided is not cited.	(9 points) Rationale is provided, but the breadth of the articles is not represented.	(12 points) Most or all articles are used to provide support.
Content Organization	(3 points) It is unclear what content is included in the unit or how it will be organized.	(6 points) The content is provided, but there is little information about the organization beyond a broad list of goals.	(9 points) The content is provided and the organization is only implied.	(12 points) The content is provided and the organization is clear -- it is obvious what, when, and how it will be taught.
Assessment Strategies	(3 points) Assessment is only mentioned with no details or explicit strategies described.	(6 points) Assessments are listed and described, but there is little evidence of alignment.	(9 points) Assessments are listed and described. They are generally aligned to objectives, but may not fully provide evidence of goal attainment.	(12 points) Assessments are fully described and aligned with objectives.
Classroom Procedures	(3 points) There is no mention of classroom organization, procedures, or strategies to manage people, materials, time, or resources.	(6 points) Classroom organization and procedures are only mentioned without making a strong connection to the overall plan.	(9 points) The organization and procedures of the classroom are included, but are not explicitly connected to the plan.	(12 points) The procedures are explicit and fully support the overall plan.
Grading Practices	(3 points) There is little information about grading beyond the value of assessments.	(6 points) There is information about grading beyond assessments, but it is not connected to the rationale of the plan.	(9 points) There is information about grading that is connected to the plan, but does not promote the philosophy of the instructional approach.	(12 points) The grading plan works in concert with the organization of the plan and the type of assessments used.
				out of 60

MED 6090—RUBRIC FOR PROJECT AND FINAL DEFENSE—Mastery Model—**Chairs do not let their candidate have a defense unless the paper is ready.**

Student Name: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ Date: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Chair: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Title of Project: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

	Excellent				Poor
	5	4	3	2	1
I. Independence of candidate's work					
II. Format					
METHODOLOGY					
FINDINGS					
DISCUSSION					
RECOMMENDATIONS					
III. Writing:					
a. Clarity					
b. Organization					
c. Flow					
d. Syntax and mechanics					
IV. Oral Presentation					
a. Knowledge of study					
b. Speaking skills: Ability to respond to questions					
c. Ability to relate the tie-in between the research question(s) and the result					
d. Appropriate use of technology					

e. Justification for the study					
f. Summary of the study					

V. Project Grade: _____
VI. Comments: _____

Scale for Portfolio—MED 6091

	YES	NO

1. Candidate demonstrates and discusses evidence of
growth/change in writing ability during his/her program.   ____   ____

2. Candidate demonstrates and discusses evidence of
growth/change in research abilities during his/her program   ____   ____

3. Candidate demonstrates and discusses reasons for the
organization of the portfolio.   ____   ____

4. Candidate demonstrates and discusses the table of
content for the portfolio.   ____   ____

5. Candidate demonstrates and discusses the type of
evaluation selected for the portfolio.   ____   ____

6. Candidate demonstrates and discusses the findings
of the evaluations contained within the portfolio.   _____   _____

Total # of Yes ____   Total # of No ____

Candidate must have at least 5 yeses to pass.